# Regular Meeting

Wednesday, January 21, 2026 6:30 PM
BOE Regular Meeting with Public Forum, Hybrid via Zoom and In-Person Join from PC, Mac, iPad, or Android: https://us06web.zoom.us/j/87350663979 Join via audio: +1 646 558 8656 +1 301 715 8592 Webinar ID: 873 5066 3979, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge to the Flag, Moment of Silence**
2. **Acting Superintendent Presents 2026-2027 Budget Proposal**
3. **Public Forum on 2026-2027 Budget (Limited to maximum of 30 minutes)**
4. **THE REGULAR MEETING WILL CONTINUE IMMEDIATELY FOLLOWING THE PUBLIC FORUM AND A 5 MINUTE RECESS**
5. **Recognitions/Acknowledgements**

a. Recognition - Brooklynn Smart, BOE Student Representative

6. **Audience to Visitors**
7. **Consent Agenda**

a. Financial Report
b. Enrollment Report
c. Food Service Report
d. Human Resources Report

8. **Approval of Minutes**

a. December 16, 2025 Special Meeting Public Forum
b. December 16, 2025 Regular Meeting
c. January 14, 2026 Special Meeting

9. **Student Representative Report**
10. **Board of Education**

a. President's Report
b. Discussion on Superintendent Appointment (Action Anticipated)
c. School Liaison Reports

1. Windsor High School
2. Sage Park Middle School
3. Clover Street School
4. John F. Kennedy School
5. Oliver Ellsworth School
6. Poquonock School

11. **Acting Superintendent's Report**

a. Leaving Your Legacy, WHS Course Recap
b. School Calendars 2026-2027, 1st Reading
c. Indoor Air Quality Report

12. **Committee Reports**
13. **Announcements**

a. BOE Public Forum and Finance Committee Meeting is Tuesday, January 27, 2026, 6:00 PM, LPW, Board Room
b. BOE Public Forum and Finance Committee Meeting is Wednesday, February 4, 2026, 6:00 PM, LPW, Board Room
c. BOE Public Forum and Finance Committee Meeting is Tuesday, February 10, 2026 6:00 PM, LPW, Board Room
d. BOE Finance Committee Meeting is Thursday, February 12, 2026, 6:30 PM, LPW, Board Room (if needed)
e. Next BOE Regular Meeting is Wednesday, February 18, 2026 at 7:00 PM, LPW, Board Room

14. **Audience to Visitors**

15. **Adjournment**

# WINDSOR BOARD OF EDUCATION
# AGENDA ITEM

**For Consideration by the Board of Education at the Meeting of**: January 21, 2026

**Prepared By:** Dr. Noha Abdel-Hady **Presented By:** Ayana Taylor

**Attachments:**

**Subject:** Public Forum on 2026-2027 Budget

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**Background:**

The Board of Education will provide an opportunity for the general public to provide comments on the Acting Superintendent of Schools' 2026-2027 recommended education budget.

**Status:**

This Public Forum will be held immediately following the presentation of the Acting Superintendent of Schools' recommendation.

**Recommendation:**

1. The purpose of the Public Forum is to provide the community the opportunity to provide comments to the Board prior to the adoption of the 2026-2027 budget.
2. Each speaker is allowed 3 minutes. The Public Forum on Wednesday, January 21, 2026 is limited to a total of 30 minutes.
3. Future opportunities for speakers to address this topic will be provided at Public Forums on Tuesday, January 27, 2026 at 6:00 PM, Wednesday, February 4, 2026 at 6:00 PM, and Tuesday, February 10, 2020 at 6:00 PM as well as during the "Audience to Visitors" portion of each Finance Committee Meeting on January 27, 2026 following the Public Forum, February 4, 2026 following the Public Forum, and February 10, 2026.

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**Recommended by the Superintendent:** Nahah

**Agenda Item #** 5.

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of**: January 21, 2026

**PREPARED BY**: Danielle Batchelder

**PRESENTED BY:** Danielle Batchelder, Chief of Operations

**ATTACHMENTS:** December 31, 2025 Financial Report

**SUBJECT: Financial Report**

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**BACKGROUND:**

A report of operating expenditures is prepared monthly for the Board of Education. The report details monthly and year-to-date expenditures for each site within Windsor Public Schools.

**STATUS:**

The attached report is for the month of December 2025

There were no inter-site transfers during the month.

**RECOMMENDATION:**

No action is necessary. The report is for information only.

The Secretary of the Board of Education should include the following in the minutes of this Board of Education meeting:

| | |
|---|---|
| Expenditures for December 31, 2025 | $10,065,877 |
| Expenditures & Encumbrances through December 31, 2025 | $42,466,303 |

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**Reviewed by:** _____ **Recommended by the Superintendent:** _____

**Agenda Item #** 7.9.

Windsor Public Schools
Financial Report
December 31, 2025

| | 2025-2026 Budget | Expenditures YTD 12/31/25 | Encumbrance | Balance 6/30/2026 | % Balance |
|---|---|---|---|---|---|
| **Instructional Services** | | | | | |
| Clover Street School | 50,170 | 17,691 | 3,131 | 29,348 | **58%** |
| John F. Kennedy School | 71,950 | 27,633 | 6,258 | 38,059 | **53%** |
| Oliver Ellsworth School | 74,230 | 23,933 | 9,215 | 41,082 | **55%** |
| Poquonock School | 56,800 | 24,000 | 4,478 | 28,322 | **50%** |
| Sage Park Middle School | 184,935 | 66,946 | 28,266 | 89,723 | **49%** |
| Windsor High School | 355,145 | 143,292 | 50,116 | 161,737 | **46%** |
| Windsor High School Interscholastic Sports | 260,000 | 171,515 | 82,162 | 6,323 | **2%** |
| Athletic Coaches | 336,000 | 136,476 | 0 | 199,524 | **59%** |
| WHS Career & Technical Education | 59,745 | 17,527 | 12,153 | 30,065 | **50%** |
| Continuing Education | 70,400 | 26,309 | 316 | 43,775 | **62%** |
| Instructional Mgt. & Curriculum Development | 469,649 | 382,549 | 2,495 | 84,605 | **18%** |
| Magnet School Tuition | 1,860,600 | 962,089 | 113,176 | 785,335 | **42%** |
| Technology | 1,677,761 | 929,399 | 253,130 | 495,232 | **30%** |
| **Total Instructional Services** | **5,527,385** | **2,929,359** | **564,896** | **2,033,130** | **37%** |
| **Education Support Services** | | | | | |
| Pupil Personnel Services | 316,350 | 162,065 | 22,581 | 131,704 | **42%** |
| Special Education | 83,450 | 28,017 | 5,235 | 50,198 | **60%** |
| Special Education Tuition | 6,779,140 | 1,578,715 | 537,228 | 4,663,197 | **69%** |
| Policy & Planning | 133,386 | 126,840 | 22,604 | (16,058) | **-12%** |
| Employee Personnel Services | 152,000 | 85,630 | 14,711 | 51,659 | **34%** |
| Financial Management | 270,840 | 91,102 | 95,084 | 84,654 | **31%** |
| Financial Services | 38,500 | 12,317 | 11,094 | 15,089 | **39%** |
| Pupil Transportation & Safety | 3,759,399 | 681,650 | 469,672 | 2,608,077 | **69%** |
| Special Education Transportation | 2,773,200 | 1,213,988 | 344,976 | 1,214,236 | **44%** |
| Physical Plant Services | 3,150,200 | 1,342,964 | 1,375,631 | 431,605 | **14%** |
| Major Maintenance | 423,000 | 233,469 | 11,476 | 178,055 | **42%** |
| L.P. Wilson Center | 281,500 | 105,340 | 143,846 | 32,314 | **11%** |
| Benefits | 14,667,775 | 5,618,266 | 251,720 | 8,797,789 | **60%** |
| Certified Salaries | 36,897,343 | 17,460,449 | 0 | 19,436,894 | **53%** |
| Non-Certified Salaries | 11,988,574 | 6,015,124 | 0 | 5,973,450 | **50%** |
| Regular Ed Tutor Salaries | 682,550 | 313,673 | 0 | 368,877 | **54%** |
| Special Ed Tutor Salaries | 512,940 | 198,870 | 0 | 314,070 | **61%** |
| Substitute Salaries | 781,592 | 371,845 | 0 | 409,747 | **52%** |
| FRC & SEL | 56,000 | 20,455 | 5,411 | 30,134 | **54%** |
| **Total Education Support Services** | **83,747,739** | **35,660,779** | **3,311,269** | **44,775,691** | **53%** |
| **Total All Sites** | **$89,275,124** | **$38,590,138** | **$3,876,165** | **$46,808,821** | **52%** |

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of**: January 21, 2026

**PREPARED BY**: Jen Clarke, Registration Coordinator

**PRESENTED BY:** Danielle Batchelder, Chief of Operations

**ATTACHMENTS: Student Enrollment Report & Recap**

**SUBJECT: Student Enrollment as of January 1, 2026**

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**BACKGROUND:**

Attached are the enrollment figures as of January 1, 2026. Mrs. Batchelder will answer any questions.

**STATUS:**

In prior BOE enrollment reports, the enrollment report grouped all students into one category labeled "Outside Placement/Private Placement (SPED)". Beginning in September 2016, the Out Placement/Private Placement (SPED) line was separated into two categories:

1. *Out of District Placement-Special Education students*
2. *Private Placement Special Education students*

**Out of District - Special Education:** Those students who are placed at a Connecticut State Department of Education (CSDE) approved private special education program as recommended by a planning and placement team (PPT) as part of a student's individualized education program (IEP). Additionally, this category may include a family who moves into Windsor with a child who has a disability who has already been placed in a private special education program and/or children who are placed in Windsor foster home(s) by the Department of Children and Families (DCF) and are already enrolled in a private special education program.

**Private Placement - Special Education:** Those students who have been identified special education through the planning and placement team (PPT) process that have been parentally placed at a non-public school located in Windsor (i.e., St. Gabriel, Trinity Christian, Madina Academy, Praise Power & Prayer, etc.).

**RECOMMENDATION:**

Informational

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**Reviewed by:** _____ **Recommended by the Superintendent:** _____

**Agenda Item #** 7.b.

# Windsor Public Schools
# Student Enrollment Report
# January 1, 2026

## Enrollment in Windsor Public Schools

| | |
|---|---|
| Grades PreK - 5 | 1,355 |
| Grades 6-8 | 731 |
| Grades 9-12 | 1,107 |
| **Total District Enrollment** | **3,193** |

## Windsor Students not in District Schools

| | |
|---|---|
| Out of District Placements (SPED) | 29 |
| Private Schools (St.Gabriels, Trinity Christian, Medina Academy; Praise, Power&Prayer) | 56 |
| CREC Montessori Hartford | 10 |
| CREC Metropolitan Learning Center (MLC) | 41 |
| CREC Miscellaneous Magnet Schools | 272 |
| Hartford Host Magnet Schools | 188 |
| Miscellaneous Magnet Schools (LEARN, Goodwin College & Global Experience) | 21 |
| A.I. Prince Technical High School | 22 |
| Howard Cheney Technical High School | 13 |
| | **652** |
| **Total Students** | **3,845** |

# Windsor Public Schools
# Student Enrollment Report
# January 1, 2026

| GRADE | | Poquonock School | Clover Street School | Oliver Ellsworth School | John F. Kennedy School | Total |
|---|---|---|---|---|---|---|
| PreK | | 59 | | 0 | | 59 |
| K | | 86 | | 117 | | 203 |
| 1 | | 79 | | 103 | | 182 |
| 2 | | 86 | | 130 | | 216 |
| 3 | | | 107 | | 126 | 233 |
| 4 | | | 104 | | 145 | 249 |
| 5 | | | 86 | | 127 | 213 |
| Subtotal K-5 | | | | | | 1,296 |
| **Total** | | **310** | **297** | **350** | **398** | **1,355** |

| GRADE | | Sage Park Middle School |
|---|---|---|
| 6 | | 249 |
| 7 | | 235 |
| 8 | | 247 |
| | | |
| **Total** | | **731** |

| GRADE | Windsor High School |
|---|---|
| 9 | 283 |
| 10 | 248 |
| 11 | 300 |
| 12 | 276 |
| **Total** | **1,107** |

| **District Wide Enrollment** | **3,193** |
|---|---|

**ENROLLMENT REPORT 2025-2026**
**POQUONOCK SCHOOL**

| Room # | Teacher | Grade | Projected | 1-Sept | 1-Oct | 1-Nov | 1-Dec | 1-Jan | 1-Feb | 1-Mar | 1-Apr | 1-May | 1-Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **Kindergarten** | | | | | | | | | | | |
| 23 | B. Brown | | | | 14 | 14 | 15 | 15 | | | | | |
| 2 | R. Brown | | | | 14 | 14 | 14 | 14 | | | | | |
| 24 | Kowalchik | | | | 14 | 15 | 14 | 14 | | | | | |
| 22 | Roche | | | | 14 | 12 | 11 | 11 | | | | | |
| 3 | Scott | | | | 14 | 14 | 14 | 14 | | | | | |
| 26 | Scerra | | | | 14 | 15 | 15 | 15 | | | | | |
| ABA | Ellis | | | | 5 | 3 | 3 | 3 | | | | | |
| | | **Total** | **72** | **0** | **89** | **87** | **86** | **86** | **0** | **0** | **0** | **0** | **0** |
| | | **Grade 1** | | | | | | | | | | | |
| 17 | Achim | | | | 15 | 15 | 15 | 15 | | | | | |
| 11 | Delsky | | | | 14 | 14 | 13 | 13 | | | | | |
| 14 | Cabral | | | | 14 | 14 | 14 | 14 | | | | | |
| 16 | Parker | | | | 15 | 15 | 16 | 17 | | | | | |
| 18 | Tweeddale | | | | 15 | 15 | 16 | 16 | | | | | |
| ABA | Ellis | | | | 4 | 4 | 4 | 4 | | | | | |
| | | **Total** | **81** | **0** | **77** | **77** | **78** | **79** | **0** | **0** | **0** | **0** | **0** |
| | | **Grade 2** | | | | | | | | | | | |
| 18 | Alzamora | | | | 18 | 18 | 18 | 18 | | | | | |
| 12 | Kowaleski | | | | 18 | 18 | 18 | 18 | | | | | |
| 1 | McCann | | | | 17 | 18 | 17 | 16 | | | | | |
| 13 | Stole | | | | 17 | 17 | 16 | 17 | | | | | |
| 15 | Velez | | | | 17 | 17 | 17 | 17 | | | | | |
| ABA | Ellis | | | | 0 | 0 | 0 | 0 | | | | | |
| | | **Total** | **109** | **0** | **87** | **88** | **86** | **86** | **0** | **0** | **0** | **0** | **0** |
| | **Sped & Peer** | | | | 55 | 61 | 61 | 59 | | | | | |
| | | **Total** | **96** | **0** | **55** | **61** | **61** | **59** | **0** | **0** | **0** | **0** | **0** |
| | **Poqunonock** | **Totals** | **358** | **0** | **308** | **313** | **311** | **310** | **0** | **0** | **0** | **0** | **0** |

**ENROLLMENT REPORT 2025-2026**
**OLIVER ELLSWORTH SCHOOL**

| Room # | Teacher | Grade | Projected | 1-Sept | 1-Oct | 1-Nov | 1-Dec | 1-Jan | 1-Feb | 1-Mar | 1-Apr | 1-May | 1-Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **Kindergarten** | | | | | | | | | | | |
| 19 | Allen | | | | 14 | 14 | 15 | 15 | | | | | |
| 20 | Klescezeski | | | | 14 | 14 | 13 | 14 | | | | | |
| 21 | Moreno | | | | 14 | 14 | 14 | 14 | | | | | |
| 22 | Bishop | | | | 15 | 15 | 15 | 15 | | | | | |
| 23 | Heacock | | | | 14 | 14 | 14 | 15 | | | | | |
| 24 | Stevens | | | | 13 | 13 | 14 | 14 | | | | | |
| 25 | Chapple | | | | 14 | 14 | 14 | 14 | | | | | |
| 26 | Nash | | | | 14 | 14 | 14 | 14 | | | | | |
| 29 | Waller (ABA) | | | | 2 | 2 | 2 | 2 | | | | | |
| | | **Total** | **113** | **0** | **114** | **114** | **115** | **117** | **0** | **0** | **0** | **0** | **0** |
| | | **Grade 1** | | | | | | | | | | | |
| 10 | Strickland | | | | 14 | 14 | 14 | 14 | | | | | |
| 11 | Adamski | | | | 14 | 14 | 14 | 14 | | | | | |
| 12 | Lawrence | | | | 16 | 16 | 16 | 15 | | | | | |
| 8 | Billington | | | | 15 | 15 | 14 | 13 | | | | | |
| 15 | LePage | | | | 16 | 16 | 15 | 15 | | | | | |
| 16 | Butterick | | | | 15 | 15 | 15 | 15 | | | | | |
| 17 | Gonzalez | | | | 14 | 14 | 14 | 15 | | | | | |
| 29 | Waller (ABA) | | | | 2 | 2 | 2 | 2 | | | | | |
| | | **Total** | **100** | **0** | **106** | **106** | **104** | **103** | **0** | **0** | **0** | **0** | **0** |
| | | **Grade 2** | | | | | | | | | | | |
| 1 | Mayo | | | | 21 | 21 | 20 | 21 | | | | | |
| 13 | Barton | | | | 22 | 22 | 22 | 22 | | | | | |
| 3 | McDonald | | | | 21 | 21 | 21 | 21 | | | | | |
| 5 | Montesione | | | | 22 | 22 | 22 | 22 | | | | | |
| 17 | Dezione | | | | 20 | 20 | 20 | 20 | | | | | |
| 7 | Ozenne | | | | 21 | 21 | 21 | 20 | | | | | |
| 29 | Waller (ABA) | | | | 4 | 4 | 4 | 4 | | | | | |
| | | **Total** | **115** | **0** | **131** | **131** | **130** | **130** | **0** | **0** | **0** | **0** | **0** |
| | Sped & Peers | | | | 0 | | | | | | | | |
| | | **Total** | **38** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| **Oliver Ellsworth** | | **Totals** | **366** | **0** | **351** | **351** | **349** | **350** | **0** | **0** | **0** | **0** | **0** |

**ENROLLMENT REPORT 2025-2026**
**Clover Street School**

| Room # | Teacher | Grade | Projected | 1-Sept | 1-Oct | 1-Nov | 1-Dec | 1-Jan | 1-Feb | 1-Mar | 1-Apr | 1-May | 1-Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **Grade 3** | | | | | | | | | | | |
| 25 | Burnham | | | | 19 | 20 | 20 | 20 | | | | | |
| 27 | Cabral | | | | 16 | 15 | 13 | 13 | | | | | |
| 8 | Driscoll | | | | 18 | 18 | 18 | 18 | | | | | |
| 26 | Farrell | | | | 16 | 16 | 17 | 17 | | | | | |
| 10 | Rivers | | | | 19 | 19 | 19 | 19 | | | | | |
| 11 | Sanchez | | | | 19 | 20 | 20 | 20 | | | | | |
| | | **Total** | **90** | **0** | **107** | **108** | **107** | **107** | **0** | **0** | **0** | **0** | **0** |
| | | **Grade 4** | | | | | | | | | | | |
| 19 | Comer | | | | 21 | 21 | 21 | 21 | | | | | |
| 17 | Junious | | | | 19 | 19 | 19 | 20 | | | | | |
| 16 | Murray | | | | 20 | 20 | 21 | 21 | | | | | |
| 18 | Sumner | | | | 21 | 21 | 21 | 21 | | | | | |
| 24 | Steele | | | | 20 | 20 | 21 | 21 | | | | | |
| | | **Total** | **93** | **0** | **101** | **101** | **103** | **104** | **0** | **0** | **0** | **0** | **0** |
| | | **Grade 5** | | | | | | | | | | | |
| 15 | Grimes | | | | 22 | 22 | 22 | 23 | | | | | |
| 13 | Nowsch | | | | 22 | 22 | 22 | 22 | | | | | |
| 14 | Jerram | | | | 20 | 20 | 21 | 20 | | | | | |
| 21 | Margadonna | | | | 21 | 21 | 22 | 21 | | | | | |
| | | **Total** | **95** | **0** | **85** | **85** | **87** | **86** | **0** | **0** | **0** | **0** | **0** |
| | **Clover** | **Totals** | **278** | **0** | **293** | **294** | **297** | **297** | **0** | **0** | **0** | **0** | **0** |

**ENROLLMENT REPORT 2025-2026**
**JF KENNEDY SCHOOL**

| Room # | Teacher | Grade | Projected | 1-Sept | 1-Oct | 1-Nov | 1-Dec | 1-Jan | 1-Feb | 1-Mar | 1-Apr | 1-May | 1-Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **Grade 3** | | | | | | | | | | | |
| 101 | Ponzini | | | | 20 | 19 | 20 | 21 | | | | | |
| 102 | Nguyen | | | | 21 | 21 | 21 | 21 | | | | | |
| 103 | Lamoureux | | | | 21 | 21 | 21 | 21 | | | | | |
| 104 | Mendola | | | | 20 | 21 | 21 | 21 | | | | | |
| 105 | May | | | | 21 | 21 | 21 | 21 | | | | | |
| 106 | Quintanilla | | | | 21 | 21 | 21 | 21 | | | | | |
| | | **Total** | **134** | **0** | **124** | **124** | **125** | **126** | **0** | **0** | **0** | **0** | **0** |
| | | **Grade 4** | | | | | | | | | | | |
| 107 | Gilligan | | | | 22 | 21 | 20 | 20 | | | | | |
| 108 | Coffey | | | | 21 | 20 | 21 | 20 | | | | | |
| 109 | Jones | | | | 22 | 22 | 22 | 22 | | | | | |
| 110 | Estelle | | | | 21 | 21 | 19 | 19 | | | | | |
| 112 | Kingsley | | | | 22 | 22 | 21 | 21 | | | | | |
| 114 | Freitas | | | | 22 | 22 | 22 | 22 | | | | | |
| 116 | DaCosta | | | | 22 | 22 | 21 | 21 | | | | | |
| | | **Total** | **146** | **0** | **152** | **150** | **146** | **145** | **0** | **0** | **0** | **0** | **0** |
| | | **Grade 5** | | | | | | | | | | | |
| 119 | Johnson | | | | 22 | 22 | 21 | 21 | | | | | |
| 120 | Carpenter | | | | 21 | 21 | 20 | 20 | | | | | |
| 124 | Lam | | | | 23 | 23 | 23 | 23 | | | | | |
| 125 | Mitchell | | | | 19 | 19 | 19 | 19 | | | | | |
| 127 | Bell | | | | 22 | 21 | 21 | 22 | | | | | |
| 128 | Everett | | | | 23 | 23 | 23 | 22 | | | | | |
| | | **Total** | **130** | **0** | **130** | **129** | **127** | **127** | **0** | **0** | **0** | **0** | **0** |
| **John F. Kennedy** | | **Totals** | **410** | **0** | **406** | **403** | **398** | **398** | **0** | **0** | **0** | **0** | **0** |

**ENROLLMENT REPORT 2025-2026**
**Sage Park Middle School**

| | | Projected | 1-Sept | 1-Oct | 1-Nov | 1-Dec | 1-Jan | 1-Feb | 1-Mar | 1-Apr | 1-May | 1-Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade 6** | | | | | | | | | | | | |
| House 1 | | | | 121 | 121 | 121 | 122 | | | | | |
| House 2 | | | | 127 | 127 | 127 | 127 | | | | | |
| | **Total** | **237** | **0** | **248** | **248** | **248** | **249** | **0** | **0** | **0** | **0** | **0** |
| **Grade 7** | | | | | | | | | | | | |
| House 3 | | | | 117 | 118 | 119 | 119 | | | | | |
| House 4 | | | | 119 | 118 | 118 | 116 | | | | | |
| | **Total** | **246** | **0** | **236** | **236** | **237** | **235** | **0** | **0** | **0** | **0** | **0** |
| **Grade 8** | | | | | | | | | | | | |
| House 5 | | | | 121 | 122 | 122 | 122 | | | | | |
| House 6 | | | | 124 | 125 | 125 | 125 | | | | | |
| | **Total** | **256** | **0** | **245** | **247** | **247** | **247** | **0** | **0** | **0** | **0** | **0** |
| **Sage Park** | **Totals** | **739** | **0** | **729** | **731** | **732** | **731** | **0** | **0** | **0** | **0** | **0** |

**ENROLLMENT REPORT 2025-2026**
**Windsor High School**

| | Projected | 1-Sept | 1-Oct | 1-Nov | 1-Dec | 1-Jan | 1-Feb | 1-Mar | 1-Apr | 1-May | 1-Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade 9** | **283** | | 280 | 282 | 283 | 283 | | | | | |
| **Grade 10** | **288** | | 249 | 248 | 248 | 248 | | | | | |
| **Grade 11** | **270** | | 306 | 304 | 300 | 300 | | | | | |
| **Grade 12** | **273** | | 273 | 276 | 275 | 276 | | | | | |
| **Windsor High Total** | **1,114** | **0** | **1,108** | **1,110** | **1,106** | **1,107** | **0** | **0** | **0** | **0** | **0** |

# WINDSOR BOARD OF EDUCATION
# AGENDA ITEM

**For Consideration by the Board of Education at the Meeting of**: Wednesday, January 21, 2026

**Prepared By:** Patricia Patton **Presented By:** Danielle Batchelder

**Attachments:** Cafeteria Operations – December 2025

**Subject:** Food Service Financial Report

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**Background:** The Windsor School Food Service participates in the National School Lunch Program at each of our school facilities. We also participate in the National School Breakfast Program at our four elementary schools, Sage Park Middle School and Windsor High School. We operated our Summer Food Service Program at John Fitch Park and Sharshon Park during summer break serving lunch. We are complying with the Healthy Food Certification again this year to send a consistent message to our students in keeping with our wellness policies.

Our annual goal is to operate with a small reserve account to offset unanticipated needs and to increase participation from students and staff in all our programs.

A monthly financial report is presented to the Board of Education. This report includes sales and financial information for the current period.

**Status:** Financial Report for December 2025

**Recommendation:** Informational Only

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**Reviewed by:** _____ **Recommended by the Superintendent:** _____

**Agenda Item #** T.C.

WIndsor School Food Service
Financial Statement
December 2025

| REVENUE | December 2025 | 7/1/25 - YTD | December 2024 | 7/1/24 - YTD |
|---|---|---|---|---|
| SALES | $66,406.90 | $388,080.32 | $57,976.50 | $303,084.89 |
| REIMBURSEMENTS - STATE | 0.00 | 5,518.37 | 0.00 | 0.00 |
| REIMBURSEMENTS - FEDERAL | 105,355.44 | 550,250.82 | 93,696.73 | 525,014.10 |
| CLOC | 51,866.00 | 111,011.00 | 0.00 | 125,806.00 |
| MISC. (Rebates, Grants) | 0.00 | 5,150.00 | 0.00 | 4,753.79 |
| 9 CENTS Certification | 2,750.49 | 13,914.81 | 2,478.15 | 13,863.33 |
| **REVENUE TOTALS** | **$226,378.83** | **$1,073,925.32** | **$154,151.38** | **$972,522.11** |
| REFUND | 0.00 | 0.00 | | 920.18 |
| REVENUE TOTALS | $226,378.83 | $1,073,925.32 | | $971,601.93 |
| **EXPENSES** | | | | |
| WAGES | $73,516.48 | $346,946.21 | $75,500.02 | $338,693.99 |
| PAYROLL TAXES | 5,624.01 | 23,345.55 | 7,678.15 | 27,812.48 |
| BENEFITS | 11,123.46 | 62,606.76 | 7,672.13 | 46,778.65 |
| FOOD/MILK/ICE CREAM | 144,521.38 | 662,890.75 | 93,818.91 | 551,483.52 |
| PAPER | 5,639.73 | 23,927.99 | 4,978.79 | 13,831.84 |
| TRUCK | 64.38 | 536.80 | 170.24 | 683.91 |
| SUPPLIES | 374.32 | 18,782.71 | 1,677.24 | 18,824.19 |
| EQUIPMENT | 6,745.49 | 202,044.57 | 0.00 | 159,121.41 |
| SERVICES | 0.00 | 14,096.55 | 10,822.60 | 26,678.60 |
| **EXPENSE TOTALS** | **$247,609.25** | **$1,355,177.89** | **$202,318.08** | **$1,183,908.59** |
| **NET INCOME** | **-$21,230.42** | **-$281,252.57** | **-$48,166.70** | **-$211,386.48** |
| **INVENTORY** | **$16,285.33** | | | **$23,841.21** |
| **OPENING BALANCE 7/1** | **$1,055,860.38** | | | **$1,985,269.08** |
| **COMPUTED OPERATING POSITION** | | **$790,893.14** | | **$1,797,723.81** |

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of**: January 21, 2026

**PREPARED BY**: Katherine Zager, Human Resource Manager

**PRESENTED BY:** Danielle Batchelder, Chief of Operations

**ATTACHMENTS: Human Resources Report**

**SUBJECT: Human Resources Report for December 1, 2025 – December 31, 2025**

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**BACKGROUND:**

Attached are the personnel actions from December 1, 2025 – December 31, 2025. Mrs. Batchelder will answer any questions.

**RECOMMENDATION:**

Informational

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**Reviewed by:** _____ **Recommended by the Superintendent:** _____

**Agenda Item #** 7.d.

# Personnel Actions December 1, 2025 - December 31, 2025

## NON-CERTIFIED NEW HIRES / REAPPOINTMENTS

| Name | Assignment | School |
|---|---|---|
| Nancy Field | Part-Time Reading Tutor | John F. Kennedy |
| Jordan Carroll | Part-Time Lunchroom Monitor | Poquonock |
| Nathanael Kynard | Part-Time Treehouse Group Leader | Poquonock |
| Michael Balnis | Paraeducator | Sage Park |
| Samantha Harmon | Assistant Boys Swimming/Diving Coach | Windsor High |
| Elizabeth Pond | Part-Time Lifeguard (After School) | Windsor High |
| Valerie Aldridge-Lucas | Building Substitute | Windsor High |
| Nicole Ciccarelli | Part-Time Lifeguard (After School) | Windsor High |
| Serena Wilson | Full-Time Special Education Tutor | Windsor High |
| Bennett Michaud | Part-Time Lifeguard (After School) | Windsor High |
| Janae Webb | Substitute Custodian | Districtwide |
| Carlos Ernest | Part-Time Adult Ed. Math Instructor | L.P. Wilson (Adult Education) |

## CERTIFIED NEW HIRES / REAPPOINTMENTS

| Name | Assignment | School | Step/Band |
|---|---|---|---|
| Shaun Allen | Long-Term Sub. Classroom Teacher | Oliver Ellsworth | N/A |

## NON-CERTIFIED REASSIGNMENTS / TRANSFERS

| Name | From | To |
|---|---|---|
| Deysbel Rodriguez-Perez | Clover Paraeducator | Poquonock Paraeducator |
| Jesse Worlund | John F. Kennedy Part-Time Math Tutor | Oliver Ellsworth Part-Time Math Tutor |
| Zena Davenport-Streeter | Sage Park Part-Time Lunchroom Monitor | Oliver Ellsworth Full-Time Safety Monitor |
| Rasha Abdalla | Oliver Ellsworth Paraeducator | Oliver Ellsworth Behavior Technician |

## CERTIFIED REASSIGNMENTS / TRANSFERS

| Name | From | To |
|---|---|---|
| Kellie Lawrence | JFK + OE Speech Language Pathologist | JFK + POQ Speech Language Pathologist |

## RESIGNATIONS / SEPARATIONS

| Name | Assignment | School |
|---|---|---|
| Leah Piros | Building Substitute | John F. Kennedy |
| Michael Domenech | Custodian II (Evenings) | John F. Kennedy |
| Sierra Gilmore | Part-Time Treehouse Group Leader | Poquonock |
| Maria Alves-Alexander | Part-Time Adult Education Math Instructor | L.P. Wilson (Adult Education) |

## RETIREMENTS

| Name | Assignment | School |
|---|---|---|
| N/A | N/A | N/A |

# Windsor Board of Education
# Special Meeting with Public Forum – Hybrid
# Unapproved Minutes

Tuesday, December 16, 2025 6:30 PM
601 Matianuck Avenue
Windsor, CT 06095

The following are the unapproved minutes of the Tuesday, December 16, 2025 Special Meeting with Public Forum. Any additions or corrections will be made at a future meeting.

| | |
|---|---|
| Ms. Maxine Davis: | Present |
| Mr. Jeremy Halek: | Present |
| Ms. Becky Jacobsen: | Present |
| Mr. Leonard Lockhart: | Present |
| Mr. James Madison: | Present |
| Mr. Paul Panos: | Present |
| Ms. Ayana Taylor: | Present |
| Mr. Nathan Wolliston: | Absent |
| Ms. Tracey Zotter: | Absent |

All members were present in the board room.
Ms. Tracey Zotter: Present

1. Call to Order, Pledge to the Flag and Moment of SilenceThe special meeting was called to order at 6:35 PM with the Pledge to the Flag and a Moment of Silence. Also in attendance was Acting Superintendent Dr. Noha Abdel-Hady, Chief of Operations Danielle Batchelder, and Director of Pupil and Special Education Services Mary Cristofaro.

2. Public Forum
   Ms. Zotter arrived to the meeting at 6:37 PM.

   David Furie, 37 Lighthouse Hill Road — He spoke about the budget process and how, even with cuts, the board needs to bring back funding for Pre-K and upgrading the boardroom.

3. Adjournment
   Move to adjourn at 6:42 PM. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

   Yes: 8, No: 0

_____
Tracey Zotter, Secretary
Windsor Board of Education

# Windsor Board of Education
# Regular Meeting – Hybrid
# Unapproved Minutes

Tuesday, December 16, 2025 7:00 PM
601 Matianuck Avenue
Windsor, CT 06095

The following are the unapproved minutes of the Tuesday, December 16, 2025 Regular Meeting. Any additions or corrections will be made at a future meeting.

| | |
|---|---|
| Ms. Maxine Davis: | Present |
| Mr. Jeremy Halek: | Present |
| Ms. Becky Jacobsen: | Present |
| Mr. Leonard Lockhart: | Present |
| Mr. James Madison: | Present |
| Mr. Paul Panos: | Present |
| Ms. Ayana Taylor: | Present |
| Mr. Nathan Wolliston: | Absent |
| Ms. Tracey Zotter: | Present |

The board members were present in the board room.

Mr. Nathan Wolliston: Present

Mr. Wolliston arrived at 7:41 PM.

1. Call to Order, Pledge to the Flag, Moment of Silence
   The meeting was called to order at 7:04 PM with the Pledge to the Flag and a Moment of Silence. Also in attendance was Acting Superintendent Dr. Noha Abdel-Hady, Chief of Operations Danielle Batchelder, and Director of Pupil and Special Education Services Mary Cristofaro.

2. Recognitions/Acknowledgements

a. WHS Culinary Acknowledgment
   Family and Consumer Science teacher Kathleen Taranto introduced her students Amiyah Bailey, President of FCCLA (Family, Community, Careers, Leaders of America) and Diego Gonzalez Mendez, Vice President of Public Relations. She provided an overview of the Culinary Arts Department and the community engagement that is offered to the students. The culinary students researched recipes and created a selection of items for the board and meeting attendees.

b. WHS Football Recognition - CIAC Class MM Football State Champions
   WHS Athletic Director Chris Fulton and Head Football Coach Quinn Fleeting introduced the CIAC Class MM Football State Champions, the Windsor Warriors. The final game was played on December 13 at Central Connecticut State University. The team exemplify the spirit that embodies the 4C's and the community that has been created on and off the field.

3. Audience to Visitors
   There were no speakers.

4. Consent Agenda
   a. Financial Report
   Expenditures for November 30, 2025 $7,943,414
   Expenditures through November 30, 2025 $32,400,426
   b. Enrollment Report
   c. Food Service Report
   d. Human Resources Report

Move the Board of Education approve consent agenda items 4.a. Financial Report, 4.b. Enrollment Report, 4.c. Food Service Report, 4.d. Human Resources Report. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 8, No: 0

5. Approval of Minutes
   a. November 15, 2025 Special/Retreat Meeting
   b. November 18, 2025 Regular Meeting

Move the Board of Education approve the minutes of the November 15, 2025 Special/Retreat Meeting and the November 18, 2025 Regular Meeting. This motion, made by Ms. Tracey Zotter and seconded by Mr. Paul Panos, Passed.

Yes: 8, No: 0

6. Student Representative Report
   Ms. Smart announced that seniors Alisha Smith and Anthony "A.J." Robinson had both signed with CCSU to continue their athletics in college. She congratulated the football team. She announced an upcoming blood drive and the seasonal choir concert. She said that students are looking forward to a well-deserved break.

7. Board of Education

a. President's Report
   Ms. Taylor said that she had attended the SPARK and CBTA holiday shop at L.P. Wilson and found many wonderful items being made and sold by students. She also congratulated the football team. On December 9, the majority of the board and cabinet attend CABE training. She spoke highly of all the music programs being held around the district.

1. School Liaison Reports

a. Windsor High School
   Mr. Wolliston arrived for the meeting at 7:41 PM.

   Ms. Jacobsen said that there was a recent School Governance Council meeting. They are working on ways to engage the parents of WHS students.

   Mr. Wolliston agreed that SGC is trying to engage more parents.

b. Sage Park Middle School
   Ms. Zotter spoke about the recent and upcoming concerts at Sage. She said that there was a recent PTO meeting. The students had the opportunity to shop for gifts at a holiday pop-up shop.

   Mr. Panos said that the band is having a concert this week.

c. Clover Street School
   Mr. Lockhart said that he has plans to visit the school several times prior to the winter break.

d. John F. Kennedy School
   Mr. Madison is planning to visit the school soon.

e. Oliver Ellsworth School
   Ms. Davis will be visiting the school on Friday. She said that they have recently held a toy drive.

f. Poquonock School
   Mr. Halek will be visiting the school soon. He spoke about their toy drive for the FRC, a winter clothing drive being held into January, and the Disney On Ice ticket sale promotion.

8. Acting Superintendent's Report
   Dr. Abdel-Hady spoke about district events that she has attended. She said she has held the first band task force meeting and there is a plan to present information to the board in January after review of union contracts. She will

be working with The Latin Footprint in hosting La Parranda on Saturday to celebrate the season and acknowledge members of the Hispanic and Latin community.

a. Residency Update
Safety and Security Officer Kelvan Kearse reviewed the residency investigation process and the number of completed and ongoing investigations. Several board members asked questions.

b. Budget Assumptions 2026-2027, 2nd Reading
Move the Board of Education accept for a 2nd Reading the Budget Assumptions for FY 2026-2027. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

9. Committee Reports
There were no committee reports.

10. Announcements
a. Next BOE Regular Meeting is Wednesday, January 21, 2026. Acting Superintendent's Presentation of 2026-2027 Budget begins at 6:30 PM followed by Public Forum and Regular Meeting, L.P. Wilson Community Center, Board Room

Several board members made expressions of holiday cheer.

11. Audience to Visitors
There were no speakers.

12. Discussion and action on a proposed separation agreement (Executive Session and Action Anticipated)
Move that the Board of Education move into executive session for the purpose of discussing a proposed separation agreement inviting Shipman and Goodwin Attorney Tom Mooney. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

The board entered into executive session at 8:27 PM. The board returned to open session at 9:16 PM.

Move the board of education approve the proposed separation agreement with Dr. Hill. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Roll Call vote:
Maxine Davis - aye
Jeremy Halek - yes
Becky Jacobsen - aye
Leonard Lockhart - yes
James Madison - yes
Paul Panos - yes
Ayana Taylor - yes
Nathan Wolliston - yes
Tracey Zotter – yes

Yes: 9, No: 0

Move the board authorize the president sign the agreement on behalf of the board. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Roll Call vote:
Maxine Davis - yes
Jeremy Halek - yes
Becky Jacobsen - yes
Leonard Lockhart - yes
James Madison - yes

Paul Panos - yes
Ayana Taylor - yes
Nathan Wolliston - yes
Tracey Zotter - yes

Yes: 9, No: 0

13. Adjournment

Move to adjourn at 9:19 PM. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

_____

Tracey Zotter, Secretary
Windsor Board of Education

# Windsor Board of Education
# Special Meeting – Hybrid
# Unapproved Minutes

Wednesday, January 14, 2026 7:00 PM
601 Matianuck Avenue
Windsor, CT 06095

The following are the unapproved minutes of the Wednesday, January 14, 2026 Special Meeting. Any additions or corrections will be made at a future meeting.

| | |
|---|---|
| Ms. Maxine Davis: | Present |
| Mr. Jeremy Halek: | Present |
| Ms. Becky Jacobsen: | Present |
| Mr. Leonard Lockhart: | Present |
| Mr. James Madison: | Present |
| Mr. Paul Panos: | Present |
| Ms. Ayana Taylor: | Present |
| Mr. Nathan Wolliston: | Absent |
| Ms. Tracey Zotter: | Present |

Mr. Wolliston arrived at 7:13 PM.

All board members were present in the board room.

1. Call to Order, Pledge to the Flag, Moment of Silence
   The special meeting was called to order at 7:05 PM with the Pledge to the Flag and a Moment of Silence. Also in attendance was Acting Superintendent Dr. Noha Abdel-Hady.

2. Audience to Visitors
   There were no speakers.

3. Discussion and possible action concerning a contractual grievance filed by the Windsor School Administrators' and Supervisors' Association (Executive Session Anticipated)

   Ms. Taylor announced the purpose of the special meeting and confirmed with the grievant that they had no objection to conducting the evidentiary portion of the hearing in executive session.

   Move the Board of Education enter into executive session with the purpose of discussing a contractual grievance filed by the Windsor School Administrators' and Supervisors' Association, inviting the grievant Karen Lawson, the union representatives Patti Phelan, Liana Jorgensen, and Jennifer Balnis, Acting Superintendent Dr. Noha Abdel-Hady and Shipman & Goodwin Attorney Jessica Ritter. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

   Yes: 8, No: 0

   The board entered into executive session at 7:08 PM.

   Mr. Wolliston arrived at 7:13 and immediately entered the executive session.

   They returned to open session at 8:41 PM.

   Once in open session, the motion was put forward and a roll call was taken.

Move the Board of Education hereby denies the grievance on the grounds that there was no contractual violation. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

Roll Call vote:
Maxine Davis - yes
Jeremy Halek - yes
Becky Jacobsen - yes
Leonard Lockhart - yes
James Madison - yes
Paul Panos - yes
Ayana Taylor - yes
Nathan Wolliston - yes
Tracey Zotter - yes

Yes: 9, No: 0

4. Announcements
   There were no announcements.

5. Adjournment
   Move to adjourn at 8:42 PM. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

   Yes: 9, No: 0

_____
Tracey E. Zotter, Secretary
Windsor Board of Education

# WINDSOR BOARD OF EDUCATION
# AGENDA ITEM

**For Consideration by the Board of Education at the Meeting of:** January 21, 2026

**Prepared By:** A. Taylor **Presented By:** A. Taylor

**Attachments:** N/A

**Subject:** Discussion on Superintendent Appointment (Action Anticipated)

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**BACKGROUND:**

Dr. Terrell Hill has resigned as of July 1, 2026. A new superintendent will need to be appointed to fill the position. Dr. Noha Abdel-Hady was named Acting Superintendent on July 22, 2026 and currently serves in that capacity.

**STATUS**: N/A

**RECOMMENDATION**:

Motion: Move that the Board of Education waive any applicable bylaws and/or policies to permit the bypassing of an external superintendent search and authorize the vetting and interviewing of the Acting Superintendent for the permanent Superintendent position.

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**Recommended by the Superintendent:** Shahak

**Agenda Item #** 10.b.

**WINDSOR BOARD OF EDUCATION**

**Agenda Item**

**For Consideration by the Board of Education at the Meeting of**: January 21, 2026

**Prepared By:** Dr. Noha Abdel-Hady **Presented By:** J. Kehrhahn/A. Chudzik

**Subject:** Leaving Your Legacy WHS Course Recap

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**Background:**

Leaving Your Legacy is a WHS elective English course which was designed to mimic the types of English offerings available at most colleges and universities. It was created to address teacher, parent, and student feedback indicating a desire to have more choice in senior English courses.. The intention of this course is to connect students with the community, choose a research topic, engage in the research, and sparking a change at WHS.

**Status:** N/A

**Recommendation:** For Information Only

---

**Recommended by the Superintendent:** Dr. Abdel-Hady

**Agenda Item #** 11.a.

# YPAR: PEER CONFLICT
# PROPOSAL

**Presented By**

“LEAVING YOUR LEGACY’ SENIOR ENGLISH ELECTIVE

JANUARY 2026

# LEAVING YOUR LEGACY
## COURSE OVERVIEW



FIRST, we...

- built community and leadership skills
    - set norms, practiced effective communication and problem-solving, collaboratively set goals, engaged in debate and public speaking exercises
- studied examples of Youth Participatory Action Research (YPAR) projects
- conducted academic research on topics of interest and relevance
- engaged in root cause/effect analysis with Problem Tree activities
- wrote in our journals and engaged in group discussions daily to practice critical and reflective thinking

THEN, we...

- learned how to collect and analyze data related to student experiences to help us decide what legacy we wanted to leave at WHS
- decided upon a recommmendation and presented our findings to school/district leaders (December 22, 2025)

# THE YPAR PROCESS
# (YOUTH PARTICIPATORY ACTION RESEARCH)

Youth Participatory Action Reseach (YPAR) is a methodology designed to help youth critically examine problems within their lived experiences, develop collective efficacy, and practice skills to identify and suggest solutions (Cammarota & Fine, 2008).

### SHARED GOALS



Unified vision that aligns member actions.

### ACTIVE PARTICIPATION



Engaged involvement in community activities

### COLLECTIVE IDENTITY



Sense of belonging and shared values

# THE YPAR PROCESS
## (YOUTH PARTICIPATORY ACTION RESEARCH)

We...

1. discussed observations of Windsor High and collected preliminary data
2. picked a topic
3. learned about different research methods
    a. surveys
    b. interviewing
    c. photo/document analysis
    d. observation
    e. focus groups
4. collected data
5. analyzed data
6. decided on an action in response to data

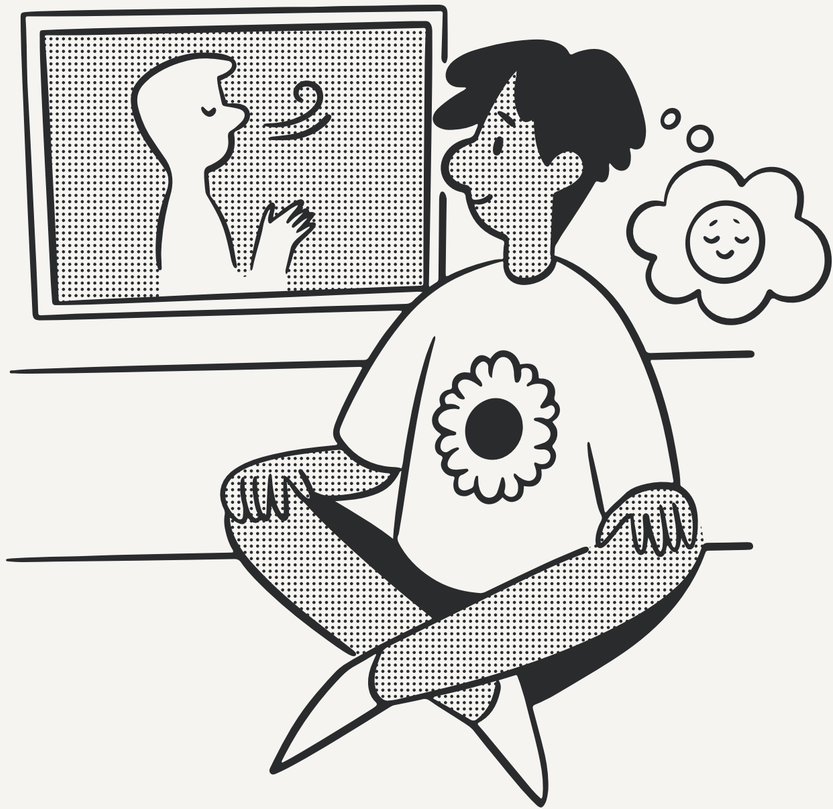


# PROBLEM STATEMENT:

Over the past year, students in our “Leaving your Legacy’ course have noticed an increase in peer conflict at the high school such as:

- more hands-on activity (in places like the cafe and hallways)
- more fights
- more negative interactions on social media

Our preliminary research suggested that **WHS students are struggling to prevent and resolve peer conflicts.**



# PURPOSE

**The purpose of our research was to understand**

-Why peer conflict was happening and how it is dealt with

-Why some students feel left out

-Why some students don't reach out for support

-When and where students are using stereotypes

-Why teachers do or don't support students having conflict

**Methods:** **interviews, observations, surveys and photo analysis, focus groups**

We collected over 1,230 pieces of data throughout the course.

# What does the data show?

## PEER CONFLICT

- In a single observation session during 1B, researcher witnessed 3:1 ratio of positive to negative interactions
- Across multiple surveys and interviews, student respondents indicated that negative peer interaction and conflict most often stems from social media
- In one survey, most students indicated unclear or hurtful communication was the reason behind peer conflict + disconnection
- Only 31% of students were ‘very confident’ or ’confident’ in their ability to calmly resolve a conflict with another student
- 21.43% of respondents report doing ‘nothing’ to resolve conflict
- Students indicated that ‘walking away’ was their go-to de-escalation strategy
- From one interview: Negative interactions take place when a student who is already upset or angered wants someone to release their anger onto.

# What does the data show?

## STUDENT CONNECTEDNESS

- 59.3% of student survey respondents feel like students at WHS are disconnected from one another
- The majority of students reported NOT having strong connections with students outside their own grade level
- Students with inter-grade connections reported developing them through sports and clubs
- Survey respondents indicated that phones contribute to a lack of connection
- 50% of survey respondents saw peer relationships as ‘positive’- the remaining responses indicated they were ‘fine’ or ‘could be better’
- In an interview, student indicated that WHS could have workshops, resources, or spaces that help different students be involved with each other

# What does the data show?

## STEREOTYPES

- 4 respondents in interviews reported hearing slurs or insults used frequently, most often in a joking manner

- ‘People are starting to give into racial stereotypes and let them shape them’ – *Student Interviewee*

- Over a single observation period during Block 1B, 1 oberservation of stereotypes being voiced and 5 oppressive comments heard

# What does the data show?

## STAFF RESPONSE TO STUDENT CONFLICT

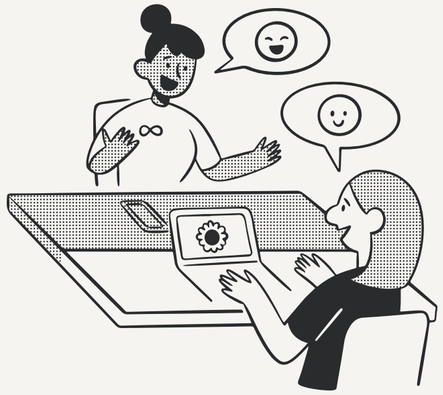
- 28.57% of people chose to ignore student conflict
- The 85% of teachers surveyed reported feeling comfortable addressing conflict (15% were not)
- 47% of teachers feel they have had a positive impact when addressing peer conflict
- Students indicated they did not feel most teachers did so effectively or at all



## HOW ARE CONFLICTS DEALT WITH?

- Students being removed from the classroom
- Students being redirected by teacher or admin
- Adults telling students to ignore, forget, or set aside the issue
- In one survey, only 7.14% of student respondents said school handles conflict the way that they should

# Data Analysis and Interpretation

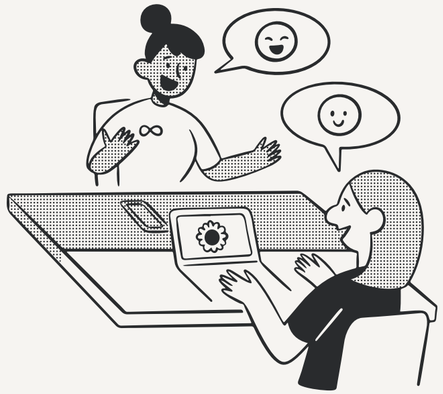


→ Students need to feel connected to each other, but don’t yet. We also need to learn skills on resolving peer conflicts.

→ Stereotypes prevent students from getting to know each other. Students need to learn about the harmful impact of stereotypes, and how they start unnecessary conflict.

→ Staff at our school don’t manage conflict between peers well, even though they feel confident.

# Data Analysis and Interpretation



**Students need to feel connected to each other and to develop skills for resolving peer conflicts.**

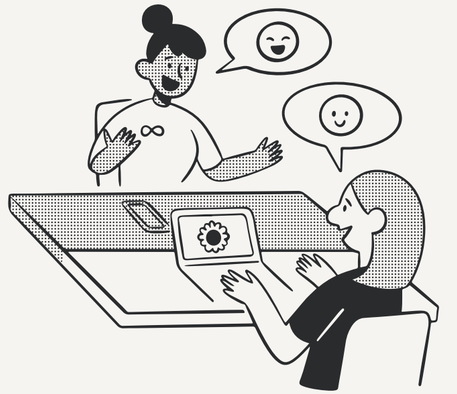
⟶ **STUDENT INDEPENDENCE WITHOUT STRUCTURE FUELS CONFLICT**

Students already rely on peers to handle conflict, but without structure this often leads to escalation instead of resolution.

⟶ **PUNISHMENT STOPS BEHAVIOR, NOT THE PROBLEM.**

Punishments might stop conflict temporarily but fail to address root causes. Structured peer support reduces repeat incidents and strengthens school climate.

# Data Analysis and Interpretation



- Conflict- Peer conflict often stems from something much deeper- **Social media**. Students tend to feel like they can resolve their own conflict with no help.

- Connectedness- Majority of students feel disconnected with students outside their grade level. **Phones play a big role** in student disconnectedness.

- Teacher efficacy with involvement- majority of teachers are comfortable with getting involved in student conflict; a small portion is not and just try to ignore it. **Students feel like teachers and admin have limited effect when trying to resolve conflict.**

- Stereotyping/oppressive comments- students report that **slurs or insults that are used frequently are often in a joking manner.** Students tend to **give into the stereotyping and let it shape who they are as an individual.**

# Our recommendation:

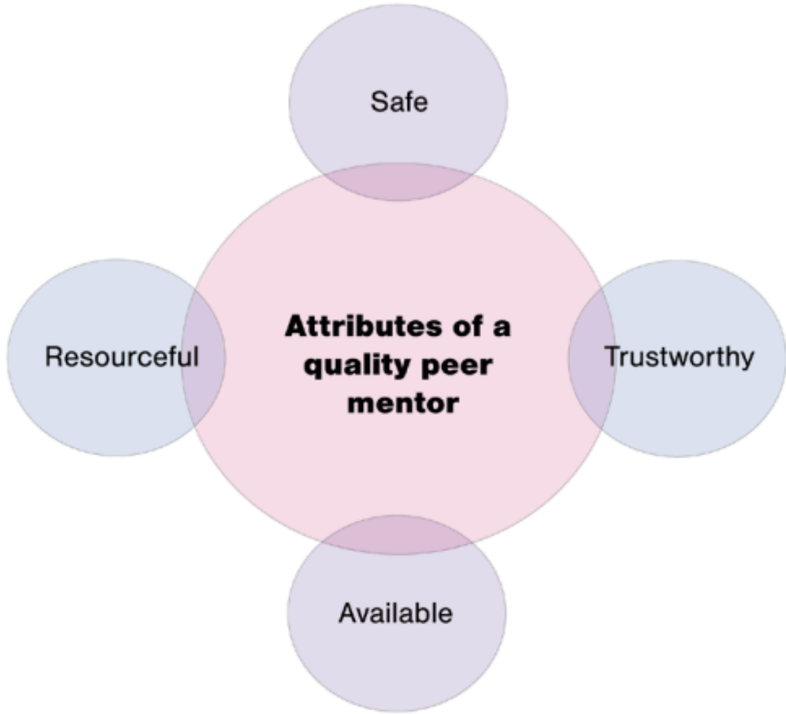
A peer-led support space that offers mediation and mentoring for students who feel sort of lost or need help resolving a conflict



# The Peer Mentors

-Develop and distribute peer mentor applications for the upcoming senior class
-Identify strong peer mentor candidates using research-based attributes (trustworthiness and confidentiality)
-Provide training to student staff
-Offer community service hours to mentor volunteers
-Identify WHS staff who can effectively support peer mentors in their work

**Figure 1. Attributes of a quality peer mentor**




Source: Powell, T., Offiong, A., Lewis, Q., Prioleau, M., Smith, B., Willis, K., Kachingwe, O. (2021). Better Together. Intervention developed for the B Lab. Baltimore, MD.

# What does the peer mentoring look like?

- Supporting students experiencing conflict
  - Listening to the students point of view on the situation.
  - Giving advice
  - Asking questions (ex: What do you want to happen next?)
  - If the student(s) is open, then a mediation appointment will be scheduled.

- Meeting students who feel disconnected, lost, or lonely
  - Listening and identifying how they’re feeling.
  - Giving them advice.
  - Creating a follow-up plan to check up on them again after we support them.

# Potential Impact on WHS

- Students develop skills to handle emotions and solve problems with others
- Safer learning environment
- Build student leadership skills and community

**Benefits of Quality Peer Mentoring**

| Mentee | Mentor |
| --- | --- |
| • Enhanced self-esteem and self-confidence<br>• Healthier relationships and behaviors<br>• Improved interpersonal skills<br>• A sense of connectedness to peers and others<br>• Decreased likelihood of initiating drug and alcohol use<br>• Increased intention to practice risk reduction skills (e.g., using a condom or other birth control method)<br>• Improved behavior at school and home<br>• Increased engagement and sense of belonging at school<br>• Increased sense of autonomy<br>• Increased chance of graduating high school<br>• Higher chance of enrolling in college | • Increased self-esteem, self-worth, and self-respect<br>• A sense of accomplishment<br>• Relationships with a network of other volunteers<br>• Improved empathy and moral reasoning<br>• Improved conflict resolution<br>• Leadership skill development<br>• Improved relationship with parents<br>• Increased knowledge of sexual health and risky behaviors |

Sources: Benton et al., 2020; Cavell et al., 2009; Layzer et al., 2018; Stapley et al., 2022.

# Recommended Resources For Enacting Our Recommendation

school mediation associates

Provides a strong curriculum for implementing a peer meditation program.

Offers guidance on:

- How to train student mediators
- How conflicts should be mediated
- Who will conduct mediator training
- Where and when mediation sessions can take place
- How to inform the entire school community about mediation services

# Ellington High School's Program (Example Model)

- Teachers recommend students they believe would be strong mentors and peer mediators
- Some students are also allowed to apply to join the program
- Guidance counselors provide intensive training for peer mediators
- Program includes students who previously struggled with conflict but matured and gained strong conflict-resolution skills

# Mediator Meetings and Support

Peer mediators meet once a month

Meetings are used to:

- Share new strategies for handling conflict
- Develop new mediation questions
- Suggest improvements for the mediation space

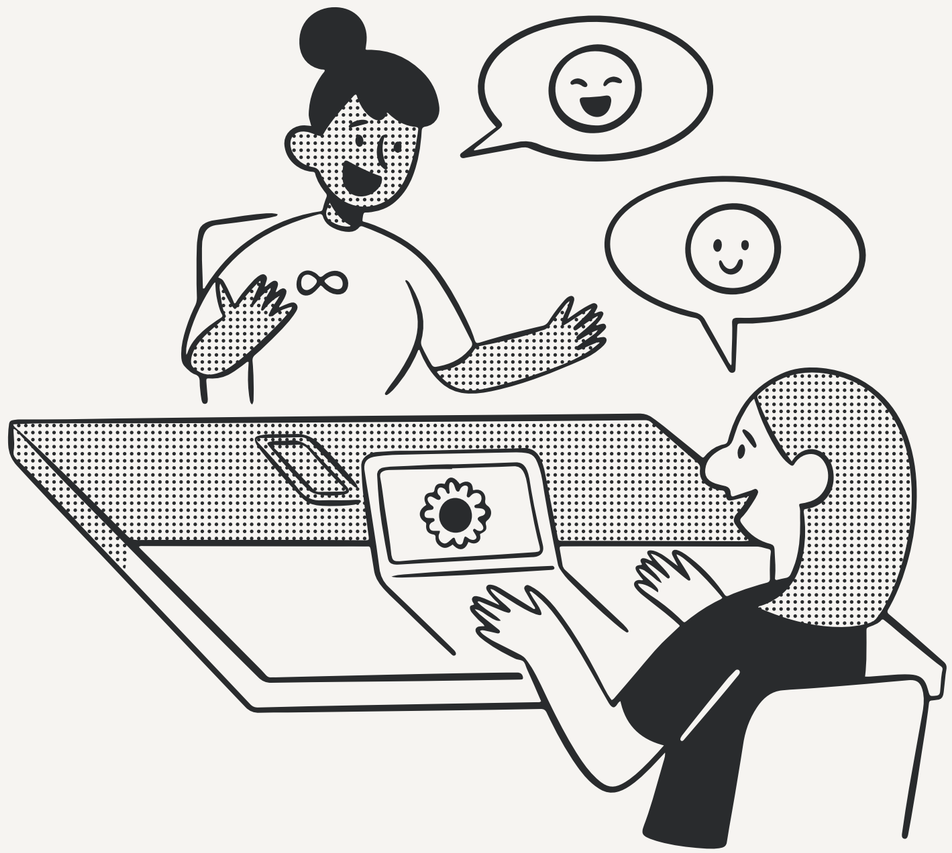
# Benefits of Peer Mediation

- Students earn community service hours.
- Students learn healthy ways to respond to conflict.
- Creates a safe, relatable environment.
- Students often open up more easily to peers who share similar experiences.
- Builds communication, leadership, and problem-solving skills.

# Mediation Space Purpose

- Used for peer mediation sessions
- Can also serve as a cool-down space for students
- Students can relax, calm down, and refocus
- Helps students return to class in a better mindset

*Based on Ellington High School's peer mediation program and School Mediation Associates curriculum



# Other Potential Resources

→ **WEST HARTFORD + GLASTONBURY PUBLIC SCHOOLS**

Offers peer mentoring programming with application process and on-site meeting: Contact Carol Wilkas District Mentor Coordinator

→ **UCONN AND STATE UNIVERSITIES**

Offer peer mentoring with strong training programs to develop peer mentors

→ **THE GOVERNOR'S PREVENTION PARTNERSHIP**

A CT-based initative to support mentoring efforts of youth using research-based strategies

→ **PINNACLE TRAINING + PUBLISHING**

A New Haven-based agency that offers training and workbooks for mentors and mediators

# Thank you!

# Questions and Comments?



**WINDSOR BOARD OF EDUCATION**

**Agenda Item**

**For Consideration by the Board of Education at the Meeting of**: January 21, 2026

**Prepared By:** Danielle Batchelder, Chief of Operations

**Presented By:** Danielle Batchelder, Chief of Operations

**Attachments:** Draft 2026-2027 School Calendar

**Subject:** Proposal Draft 2026-2027 School Calendar, 1st Reading

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**Background:**

Each year the calendar for the next school year is brought to the Board of Education for approval. Input is sought from the Windsor Education Association (WEA) and administrators. Principals, Cabinet members and the Acting Superintendent review the input and make appropriate changes.

**Status:**

The calendar for the 2026-2027 school year is being recommended. The teacher work year would begin on August 26, 2026 with opening day. The student school year would begin on September 1, 2026. The last day of school would be tentatively scheduled for June 14, 2027. April vacation would be April 12 - April 16, 2027.

The calendar includes 187 teacher work days and 181 instructional student days. The calendar also includes 9 early release days for the purpose of conducting teacher professional activities. The calendar also includes the traditional vacations and holidays.

**Recommendation:**

Move the Board of Education accept the proposed 2026-2027 school calendar for a 1st Reading.

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**Reviewed by:** NOB

**Recommended by the Superintendent:** D Lahaly

**Agenda Item #** 11.b.

(Text-only version available on Page 2 of this document)

# Windsor Public Schools
## 2026-2027 School Calendar

| AUGUST (0) | | | | |
|---|---|---|---|---|
| M | T | W | T | F |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |

| SEPTEMBER (21) | | | | |
|---|---|---|---|---|
| M | T | W | T | F |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |

| OCTOBER (21) | | | | |
|---|---|---|---|---|
| M | T | W | T | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

| NOVEMBER (17) | | | | |
|---|---|---|---|---|
| M | T | W | T | F |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

| DECEMBER (17) | | | | |
|---|---|---|---|---|
| M | T | W | T | F |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

| JANUARY (19) | | | | |
|---|---|---|---|---|
| M | T | W | T | F |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

Calendar allots for eight (8) snow days beginning June 15. If more are needed, they will be deducted from the spring break commencing Monday, April 12.

High School graduation date will be determined in September by Board of Education.

**August 2026**

*Aug. 24-25 New Teacher Orientation, NO SCHOOL*

*Aug. 26 Opening Day for Staff, NO SCHOOL*

*Aug. 27-31 Teacher PD, NO SCHOOL*

**September 2026**

***Sept. 1 FIRST DAY OF SCHOOL - FULL DAY***

*Sept. 7 Labor Day, NO SCHOOL*

*Sept. 22 Teacher PD **(Early Dismissal)***

**October 2026**

*Oct. 12 Indigenous Peoples Day, NO SCHOOL*

*Oct. 13 Teacher PD **(Early Dismissal)***

*Oct. 15 **(Early Dismissal)** WHS Only (Parent Teacher Conferences)*

*Oct. 21-23 **(Early Dismissal)** SPMS Only (Parent Teacher Conferences)*

**November 2026**

*Nov. 3 Election Day, Teacher PD, NO SCHOOL*

*Nov. 11-13 (Early Dismissal) PK-5 Only (Parent Teacher Conferences)*

*Nov. 17 Teacher PD **(Early Dismissal)***

*Nov. 25-27 Thanksgiving Break, NO SCHOOL*

**December 2026**

*Dec. 15 Teacher PD **(Early Dismissal)***

*Dec. 23 **(Early Dismissal)***

*Dec. 24-31 Winter Break, NO SCHOOL*

**January 2027**

*Jan. 1 New Year's Day/ Winter Break, NO SCHOOL*

*Jan. 12 Teacher PD **(Early Dismissal)***

*Jan. 18 Martin Luther King, Jr. Day, NO SCHOOL*

*Jan. 19-22 **(Early Dismissal)** WHS Only **(Semester 1 Exams)***

**February 2027**

*Feb. 9 Teacher PD, NO SCHOOL*

*Feb. 15-16 Presidents' Day Break, NO SCHOOL*

*Feb. 23 Teacher PD **(Early Dismissal)***

**March 2027**

*Mar. 11 **(Early Dismissal)** WHS Only (Parent Teacher Conferences)*

*Mar. 16 Teacher PD **(Early Dismissal)***

*Mar. 17-19 **(Early Dismissal)** PK-5 Only (Parent Teacher Conferences)*

*Mar. 26 Good Friday, NO SCHOOL*

*Mar. 31-Apr. 2 **(Early Dismissal)** SPMS Only (Parent Teacher Conferences)*

**April 2027**

*Apr. 6 Teacher PD **(Early Dismissal)***

*Apr. 12-16 Spring Break, NO SCHOOL*

**May 2027**

*May 4 Teacher PD **(Early Dismissal)***

*May 31 Memorial Day, NO SCHOOL*

**June 2027**

*June 8-11 **(Early Dismissal)** WHS Only (Semester 2 Exams)*

***June 14 LAST DAY OF SCHOOL (Early Dismissal) Pending Snow Days***

*P - June 24 Potential Last Day of School*

**SCHOOL HOURS**

| | Hours | Early Dismissal | 2 Hour Delay |
|---|---|---|---|
| **High School** | 7:35 AM - 2:20 PM | 7:35 AM - 12:25 PM | 9:35 AM - 2:20 PM |
| **Middle School** | 8:05 AM - 2:50 PM | 8:05 AM - 12:55 PM | 10:05 AM - 2:50 PM |
| **Elementary** | 8:40 AM - 3:25 PM | 8:40 AM - 1:30 PM | 10:40 AM - 3:25 PM |
| **Full Day PreK** | 9:00 AM - 3:00 PM | 9:00 AM - 1:30 PM | 11:00 AM - 3:00 PM |
| **PreK AM** | 8:40 AM - 11:35 AM | 8:40 AM - 10:50 AM | No AM PreK |
| **PreK PM** | 12:30 PM - 3:25 PM | 11:25 AM - 1:30 PM | 12:30 PM - 3:25 PM |

| FEBRUARY (17) | | | | |
|---|---|---|---|---|
| M | T | W | T | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| | | | | |

| MARCH (22) | | | | |
|---|---|---|---|---|
| M | T | W | T | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

| APRIL (17) | | | | |
|---|---|---|---|---|
| M | T | W | T | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

| MAY (20) | | | | |
|---|---|---|---|---|
| M | T | W | T | F |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |

| JUNE (10) | | | | |
|---|---|---|---|---|
| M | T | W | T | F |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24P | 25 |
| 28 | 29 | 30 | | |

For School Delay and Closing Information

**Download Our App!**

SCAN ME

**Or visit www.windsorct.org,**

860-687-2000 x 1180, local radio and television stations

No School | Teacher PD, No School | First/Last Day of School | Teacher PD, Early Dismissal | Early Dismissal

**Student Days 181**

**Teacher Days 187**

DRAFT

DRAFT

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of**: January 21, 2026

**PREPARED BY**: Carlos Rosario, Physical Plant Manager

**PRESENTED BY:** Danielle Batchelder, Chief of Operations

**ATTACHMENTS: IAQ Requirements for School Districts**

**SUBJECT: Indoor Air Quality Requirements & Reports**

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**BACKGROUND:**
On and after January 1, 2024, and annually thereafter, each local or regional board of education shall provide for a uniform inspection and evaluation program of the indoor air quality within each school building using the Environmental Protection Agency's Indoor Air Quality Tools for Schools Program. See CGS § 10-220(d), PA 22-118, and PA 23-167.

State law requires school districts to conduct (1) an annual inspection and evaluation of indoor air quality (IAQ) in each school building and (2) an inspection and evaluation of the heating, ventilation, and air conditioning (HVAC) system in each school building once every five years.

In order to comply with state law for both the annual IAQ inspection and the 5-year HVAC inspection, school districts must:

1. Conduct the required inspection and evaluation using the following EPA checklists;
    a. Building and Grounds Maintenance Checklist (PDF)
    b. Waste Management Checklist (PDF)
    c. Ventilation Checklist (PDF)
    d. Walkthrough Inspection Checklist (PDF)
    e. Integrated Pest Management Checklist (PDF)
    f. Food Service Checklist (PDF)
2. Make results of each inspection publicly available at a regularly scheduled meeting of the board of education and post such results on both the board's website and the individual school's website; and
3. Submit the following form to DAS

**STATUS:**
The required annual inspection and evaluation of IAQ in each school building, as well as the inspection and evaluation of the heating, ventilation, and air conditioning (HVAC) system in each school building has been completed. The reports are located on www.windosrct.org

**RECOMMENDATION:**

Informational

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**Reviewed by:** _____ **Recommended by the Superintendent:** _____

**Agenda Item #** 11.C.




# Building and Grounds Maintenance Checklist

Name: _____

School: _____

Room or Area: _____ Date Completed: _____

Signature: _____

## Instructions

1. Read the *IAQ Backgrounder* and the Background Information for this checklist.
2. Keep the Background Information and make a copy of the checklist for future reference.
3. Complete the Checklist.
   - Check the "yes," "no," or "not applicable" box beside each item. (A "no" response requires further attention.)
   - Make comments in the "Notes" section as necessary.
4. Return the checklist portion of this document to the IAQ Coordinator.

## 1. BUILDING MAINTENANCE SUPPLIES

| | | Yes | No | N/A |
|---|---|---|---|---|
| 1a. | Developed appropriate procedures and stocked supplies for spill control | ❑ | ❑ | ❑ |
| 1b. | Reviewed supply labels | ❑ | ❑ | ❑ |
| 1c. | Ensured that air from chemical and trash storage areas vents to the outdoors | ❑ | ❑ | ❑ |
| 1d. | Stored chemical products and supplies in sealed, clearly labeled containers | ❑ | ❑ | ❑ |
| 1e. | Researched and selected the safest products available | ❑ | ❑ | ❑ |
| 1f. | Ensured that supplies are being used according to manufacturers' instructions | ❑ | ❑ | ❑ |
| 1g. | Ensured that chemicals, chemical-containing wastes, and containers are disposed of according to manufacturers' instructions | ❑ | ❑ | ❑ |
| 1h. | Substituted less- or non-hazardous materials (where possible) | ❑ | ❑ | ❑ |
| 1i. | Scheduled work involving odorous or hazardous chemicals for periods when the school is unoccupied | ❑ | ❑ | ❑ |
| 1j. | Ventilated affected areas during and after the use of odorous or hazardous chemicals | ❑ | ❑ | ❑ |

## 2. GROUNDS MAINTENANCE SUPPLIES

| | | | | |
|---|---|---|---|---|
| 2a. | Stored grounds maintenance supplies in appropriate area(s) | ❑ | ❑ | ❑ |
| 2b. | Ensured that supplies are used and stored according to manufacturers' instructions | ❑ | ❑ | ❑ |
| 2c. | Established and followed procedures to minimize exposure to fumes from supplies | ❑ | ❑ | ❑ |
| 2d. | Reviewed and followed manufacturers' guidelines for maintenance | ❑ | ❑ | ❑ |
| 2e. | Replaced portable gas cans with low-emission cans | ❑ | ❑ | ❑ |
| 2f. | Stored chemical products and supplies in sealed, clearly-labeled containers | ❑ | ❑ | ❑ |
| 2g. | Ensured that chemicals, chemical-containing wastes, and containers are disposed of according to manufacturers' instructions | ❑ | ❑ | ❑ |

## 3. DUST CONTROL

| | | | | |
|---|---|---|---|---|
| 3a. | Installed and maintained barrier mats for entrances | ❑ | ❑ | ❑ |
| 3b. | Used high efficiency vacuum bags | ❑ | ❑ | ❑ |
| 3c. | Used proper dusting techniques | ❑ | ❑ | ❑ |
| 3d. | Wrapped feather dusters with a dust cloth | ❑ | ❑ | ❑ |
| 3e. | Cleaned air return grilles and air supply vents | ❑ | ❑ | ❑ |




## 4. FLOOR CLEANING

| | Yes | No | N/A |
|---|---|---|---|
| 4a. Established and followed schedule for vacuuming and mopping floors | ❑ | ❑ | ❑ |
| 4b. Cleaned spills on floors promptly (as necessary) | ❑ | ❑ | ❑ |
| 4c. Performed restorative maintenance (as necessary) | ❑ | ❑ | ❑ |

## 5. DRAIN TRAPS

| | | | |
|---|---|---|---|
| 5a. Poured water down floor drains once per week (about 1 quart of water) | ❑ | ❑ | ❑ |
| 5b. Ran water in sinks at least once per week (about 2 cups of water) | ❑ | ❑ | ❑ |
| 5c. Flushed toilets once each week (if not used regularly) | ❑ | ❑ | ❑ |

## 6. MOISTURE, LEAKS, AND SPILLS

| | | | |
|---|---|---|---|
| 6a. Checked for moldy odors | ❑ | ❑ | ❑ |
| 6b. Inspected ceiling tiles, floors, and walls for leaks or discoloration (may indicate periodic leaks) | ❑ | ❑ | ❑ |
| 6c. Checked areas where moisture is commonly generated (e.g., kitchens, locker rooms, and bathrooms) | ❑ | ❑ | ❑ |
| 6d. Checked that windows, windowsills, and window frames are free of condensate | ❑ | ❑ | ❑ |
| 6e. Checked that indoor surfaces of exterior walls and cold water pipes are free of condensate | ❑ | ❑ | ❑ |
| 6f. Ensured the following areas are free from signs of leaks and water damage: | | | |
| Indoor areas near known roof or wall leaks | ❑ | ❑ | ❑ |
| Walls around leaky or broken windows | ❑ | ❑ | ❑ |
| Floors and ceilings under plumbing | ❑ | ❑ | ❑ |
| Duct interiors near humidifiers, cooling coils, and outdoor air intakes | ❑ | ❑ | ❑ |

## 7. COMBUSTION APPLIANCES

| | | | |
|---|---|---|---|
| 7a. Checked for odors from combustion appliances | ❑ | ❑ | ❑ |
| 7b. Checked appliances for backdrafting (using chemical smoke) | ❑ | ❑ | ❑ |
| 7c. Inspected exhaust components for leaks, disconnections, or deterioration | ❑ | ❑ | ❑ |
| 7d. Inspected flue components for corrosion and soot | ❑ | ❑ | ❑ |

## 8. PEST CONTROL

| | | | |
|---|---|---|---|
| 8a. Completed the *Integrated Pest Management Checklist* | ❑ | ❑ | ❑ |

## NOTES



# Waste Management Checklist

Name: _____

School: _____

Room or Area: _____ Date Completed: _____

Signature: _____

## Instructions

1. Read the *IAQ Backgrounder* and the Background Information for this checklist.
2. Keep the Background Information and make a copy of the checklist for future reference.
3. Complete the Checklist.
   - Check the "yes," "no," or "not applicable" box beside each item. (A "no" response requires further attention.)
   - Make comments in the "Notes" section as necessary.
4. Return the checklist portion of this document to the IAQ Coordinator.

## 1. WASTE MANAGEMENT

| | Yes | No | N/A |
|---|---|---|---|
| 1a. Ensured that waste containers are appropriate for use (for example, food waste containers should have lids) | ❑ | ❑ | ❑ |
| 1b. Ensured that waste containers are lined | ❑ | ❑ | ❑ |
| 1c. Ensured that waste from art, science, vocational classes, etc., are handled separately | ❑ | ❑ | ❑ |
| 1d. Labeled recycling bins clearly | ❑ | ❑ | ❑ |
| 1e. Ensured number of bins and dumpsters is adequate | ❑ | ❑ | ❑ |
| 1f. Ensured appropriate location of dumpsters (i.e., away from air intakes, doors, and operable windows in relation to prevailing winds) | ❑ | ❑ | ❑ |
| 1g. Ensured waste containers are emptied regularly | ❑ | ❑ | ❑ |
| 1h. Ensured appropriate waste removal schedule | ❑ | ❑ | ❑ |
| 1i. Ensured waste is stored in a well-ventilated room | ❑ | ❑ | ❑ |
| 1j. Ensured any exhaust fans in the room are operating properly | ❑ | ❑ | ❑ |
| 1k. Checked waste storage areas for odors, contaminants, or signs of vermin | ❑ | ❑ | ❑ |

## NOTES



# Ventilation Checklist

Name: _____

School: _____

Unit Ventilator/AHU No: _____

Room or Area: _____ Date Completed: _____

Signature: _____

### Instructions

1. Read the *IAQ Backgrounder* and the Background Information for this checklist.
2. Keep the Background Information and make a copy of this checklist for **each** ventilation unit in your school, as well as a copy for future reference.
3. Complete the Checklist.
   - Check the "yes," "no," or "not applicable" box beside each item. (A "no" response requires further attention.)
   - Make comments in the "Notes" section as necessary.
4. Return the checklist portion of this document to the IAQ Coordinator.

## 1. OUTDOOR AIR INTAKES

| | Yes | No | N/A |
|---|---|---|---|
| 1a. Marked locations of all outdoor air intakes on a small floor plan (for example, a fire escape floor plan) | ❑ | ❑ | ❑ |
| 1b. Ensured that the ventilation system was on and operating in "occupied" mode | ❑ | ❑ | ❑ |

### ACTIVITY 1: OBSTRUCTIONS

| | | | |
|---|---|---|---|
| 1c. Ensured that outdoor air intakes are clear of obstructions, debris, clogs, or covers | ❑ | ❑ | ❑ |
| 1d. Installed corrective devices as necessary (e.g., if snowdrifts or leaves frequently block an intake) | ❑ | ❑ | ❑ |

### ACTIVITY 2: POLLUTANT SOURCES

| | | | |
|---|---|---|---|
| 1e. Checked ground-level intakes for pollutant sources (dumpsters, loading docks, and bus-idling areas) | ❑ | ❑ | ❑ |
| 1f. Checked rooftop intakes for pollutant sources (plumbing vents; kitchen, toilet, or laboratory exhaust fans; puddles; and mist from air-conditioning cooling towers) | ❑ | ❑ | ❑ |
| 1g. Resolved any problems with pollutant sources located near outdoor air intakes (e.g., relocated dumpster or extended exhaust pipe) | ❑ | ❑ | ❑ |

### ACTIVITY 3: AIRFLOW

| | | | |
|---|---|---|---|
| 1h. Obtained chemical smoke (or a small piece of tissue paper or light plastic) | ❑ | ❑ | ❑ |
| 1i. Confirmed that outdoor air is entering the intake appropriately | ❑ | ❑ | ❑ |

## 2. SYSTEM CLEANLINESS

### ACTIVITY 4: AIR FILTERS

| | | | |
|---|---|---|---|
| 2a. Replaced filters per maintenance schedule | ❑ | ❑ | ❑ |
| 2b. Shut off ventilation system fans while replacing filters (prevents dirt from blowing downstream) | ❑ | ❑ | ❑ |
| 2c. Vacuumed filter areas before installing new filters | ❑ | ❑ | ❑ |
| 2d. Confirmed proper fit of filters to prevent air from bypassing (flowing around) the air filter | ❑ | ❑ | ❑ |
| 2e. Confirmed proper installation of filters (correct direction for airflow) | ❑ | ❑ | ❑ |

## 2. SYSTEM CLEANLINESS (continued)



### ACTIVITY 5: DRAIN PANS

| | Yes | No | N/A |
|---|---|---|---|
| 2f. Ensured that drain pans slant toward the drain (to prevent water from accumulating) | ❑ | ❑ | ❑ |
| 2g. Cleaned drain pans | ❑ | ❑ | ❑ |
| 2h. Checked drain pans for mold and mildew | ❑ | ❑ | ❑ |

### ACTIVITY 6: COILS

| | | | |
|---|---|---|---|
| 2i. Ensured that heating and cooling coils are clean | ❑ | ❑ | ❑ |

### ACTIVITY 7: AIR-HANDLING UNITS, UNIT VENTILATORS

| | | | |
|---|---|---|---|
| 2j. Ensured that the interior of air-handling unit(s) or unit ventilator (air-mixing chamber and fan blades) is clean | ❑ | ❑ | ❑ |
| 2k. Ensured that ducts are clean | ❑ | ❑ | ❑ |

### ACTIVITY 8: MECHANICAL ROOMS

| | | | |
|---|---|---|---|
| 2l. Checked mechanical room for unsanitary conditions, leaks, and spills | ❑ | ❑ | ❑ |
| 2m. Ensured that mechanical rooms and air-mixing chambers are free of trash, chemical products, and supplies | ❑ | ❑ | ❑ |

## 3. CONTROLS FOR OUTDOOR AIR SUPPLY

| | | | |
|---|---|---|---|
| 3a. Ensured that air dampers are at least partially open (minimum position) | ❑ | ❑ | ❑ |
| 3b. Ensured that minimum position provides adequate outdoor air for occupants | ❑ | ❑ | ❑ |

### ACTIVITY 9: CONTROLS INFORMATION

| | | | |
|---|---|---|---|
| 3c. Obtained and reviewed all design inside/outside temperature and humidity requirements, controls specifications, as-built mechanical drawings, and controls operations manuals (often uniquely designed) | ❑ | ❑ | ❑ |

### ACTIVITY 10: CLOCKS, TIMERS, SWITCHES

| | | | |
|---|---|---|---|
| 3d. Turned summer-winter switches to the correct position | ❑ | ❑ | ❑ |
| 3e. Set time clocks appropriately | ❑ | ❑ | ❑ |
| 3f. Ensured that settings fit the actual schedule of building use (including night/weekend use) | ❑ | ❑ | ❑ |

### ACTIVITY 11: CONTROL COMPONENTS

| | | | |
|---|---|---|---|
| 3g. Ensured appropriate system pressure by testing line pressure at both the occupied (day) setting and the unoccupied (night) setting | ❑ | ❑ | ❑ |
| 3h. Checked that the line dryer prevents moisture buildup | ❑ | ❑ | ❑ |
| 3i. Replaced control system filters at the compressor inlet based on the compressor manufacturer's recommendation (for example, when you blow down the tank) | ❑ | ❑ | ❑ |
| 3j. Set the line pressure at each thermostat and damper actuator at the proper level (no leakage or obstructions) | ❑ | ❑ | ❑ |

### ACTIVITY 12: OUTDOOR AIR DAMPERS

| | | | |
|---|---|---|---|
| 3k. Ensured that the outdoor air damper is visible for inspection | ❑ | ❑ | ❑ |
| 3l. Ensured that the recirculating relief and/or exhaust dampers are visible for inspection | ❑ | ❑ | ❑ |
| 3m. Ensured that air temperature in the indoor area(s) served by each outdoor air damper is within the normal operating range | ❑ | ❑ | ❑ |

*NOTE: It is necessary to ensure that the damper is operating properly and within the normal range to continue.*



## 3. CONTROLS FOR OUTDOOR AIR SUPPLY (continued)

| | Yes | No | N/A |
|---|---|---|---|
| 3n. Checked that the outdoor air damper fully closes within a few minutes of shutting off appropriate air handler | ❑ | ❑ | ❑ |
| 3o. Checked that the outdoor air damper opens (at least partially with no delay) when the air handler is turned on | ❑ | ❑ | ❑ |
| 3p. If in heating mode, checked that the outdoor air damper goes to its minimum position (without completely closing) when the room thermostat is set to 85°F | ❑ | ❑ | ❑ |
| 3q. If in cooling mode, checked that the outdoor air damper goes to its minimum position (without completely closing) when the room thermostat is set to 60°F and mixed air thermostat is set to 45°F | ❑ | ❑ | ❑ |
| 3r. If the outdoor air damper does not move, confirmed the following items: | | | |
| • The damper actuator links to the damper shaft, and any linkage set screws or bolts are tight | ❑ | ❑ | ❑ |
| • Moving parts are free of impediments (e.g., rust, corrosion) | ❑ | ❑ | ❑ |
| • Electrical wire or pneumatic tubing connects to the damper actuator | ❑ | ❑ | ❑ |
| • The outside air thermostat(s) is functioning properly (e.g., in the right location, calibrated correctly) | ❑ | ❑ | ❑ |

*Proceed to Activities 13–16 if the damper seems to be operating properly.*

### ACTIVITY 13: FREEZE STATS

| | | | |
|---|---|---|---|
| 3s. Disconnected power to controls (for automatic reset only) to test continuity across terminals | ❑ | ❑ | ❑ |
| OR | | | |
| 3t. Confirmed (if applicable) that depressing the manual reset button (usually red) trips the freeze stat (clicking sound indicates freeze stat was tripped) | ❑ | ❑ | ❑ |
| 3u. Assessed the feasibility of replacing all manual reset freeze-stats with automatic reset freeze-stats | ❑ | ❑ | ❑ |

*NOTE: HVAC systems with water coils need protection from the cold. The freeze-stat may close the outdoor air damper and disconnect the supply air when tripped. The typical trip range is 35°F to 42°F.*

### ACTIVITY 14: MIXED AIR THERMOSTATS

| | | | |
|---|---|---|---|
| 3v. Ensured that the mixed air stat for heating mode is set no higher than 65°F | ❑ | ❑ | ❑ |
| 3w. Ensured that the mixed air stat for cooling mode is set no lower than the room thermostat setting | ❑ | ❑ | ❑ |

### ACTIVITY 15: ECONOMIZERS

| | | | |
|---|---|---|---|
| 3x. Confirmed proper economizer settings based on design specifications or local practices | ❑ | ❑ | ❑ |

*NOTE: The dry-bulb is typically set at 65°F or lower.*

| | | | |
|---|---|---|---|
| 3y. Checked that sensor on the economizer is shielded from direct sunlight | ❑ | ❑ | ❑ |
| 3z. Ensured that dampers operate properly (for outside air, return air, exhaust/relief air, and recirculated air), per the design specifications | ❑ | ❑ | ❑ |

*NOTE: Economizers use varying amounts of cool outdoor air to assist with the cooling load of the room or rooms. There are two types of economizers, dry-bulb and enthalpy. Dry-bulb economizers vary the amount of outdoor air based on outdoor temperature, and enthalpy economizers vary the amount of outdoor air based on outdoor temperature and humidity level.*

## 3. CONTROLS FOR OUTDOOR AIR SUPPLY (continued)



### ACTIVITY 16: FANS

| | Yes | No | N/A |
|---|---|---|---|
| 3aa. Ensured that all fans (supply fans and associated return or relief fans) that move outside air indoors continuously operate during occupied hours (even when room thermostat is satisfied) | ❑ | ❑ | ❑ |

*NOTE: If fan shuts off when the thermostat is satisfied, adjust control cycle as necessary to ensure sufficient outdoor air supply.*

## 4. AIR DISTRIBUTION

### ACTIVITY 17: AIR DISTRIBUTION

| | | | |
|---|---|---|---|
| 4a. Ensured that supply and return air pathways in the existing ventilation system perform as required | ❑ | ❑ | ❑ |
| 4b. Ensured that passive gravity relief ventilation systems and transfer grilles between rooms and corridors are functioning | ❑ | ❑ | ❑ |

*NOTE: If ventilation system is closed or blocked to meet current fire codes, consult with a professional engineer for remedies.*

| | | | |
|---|---|---|---|
| 4c. Made sure every occupied space has supply of outdoor air (mechanical system or operable windows) | ❑ | ❑ | ❑ |
| 4d. Ensured that supply and return vents are open and unblocked | ❑ | ❑ | ❑ |

*NOTE: If outlets have been blocked intentionally to correct drafts or discomfort, investigate and correct the cause of the discomfort and reopen the vents.*

| | | | |
|---|---|---|---|
| 4e. Modified the HVAC system to supply outside air to areas without an outdoor air supply | ❑ | ❑ | ❑ |
| 4f. Modified existing HVAC systems to incorporate any room or zone layout and population changes | ❑ | ❑ | ❑ |
| 4g. Moved all barriers (for example, room dividers, large free-standing blackboards or displays, bookshelves) that could block movement of air in the room, especially those blocking air vents | ❑ | ❑ | ❑ |
| 4h. Ensured that unit ventilators are quiet enough to accommodate classroom activities | ❑ | ❑ | ❑ |
| 4i. Ensured that classrooms are free of uncomfortable drafts produced by air from supply terminals | ❑ | ❑ | ❑ |

### ACTIVITY 18: PRESSURIZATION IN BUILDINGS

*NOTE: To prevent infiltration of outdoor pollutants, the ventilation system is designed to maintain positive pressurization in the building. Therefore, ensure that the system, including any exhaust fans, is operating on the "occupied" cycle when doing this activity.*

| | | | |
|---|---|---|---|
| 4j. Ensured that air flows out of the building (using chemical smoke) through windows, doors, or other cracks and holes in exterior wall (for example, floor joints, pipe openings) | ❑ | ❑ | ❑ |

## 5. EXHAUST SYSTEMS

### ACTIVITY 19: EXHAUST FAN OPERATION

| | | | |
|---|---|---|---|
| 5a. Checked (using chemical smoke) that air flows into exhaust fan grille(s) | ❑ | ❑ | ❑ |

*If fans are running but air is not flowing toward the exhaust intake, check for the following:*

- *Inoperable dampers*
- *Obstructed, leaky, or disconnected ductwork*
- *Undersized or improperly installed fan*
- *Broken fan belt*



## 5. EXHAUST SYSTEMS (continued)

### ACTIVITY 20: EXHAUST AIRFLOW

*NOTE: Prevent migration of indoor contaminants from areas such as bathrooms, kitchens, and labs by keeping them under negative pressure (as compared to surrounding spaces).*

| | Yes | No | N/A |
|---|---|---|---|
| 5b. Checked (using chemical smoke) that air is drawn into the room from adjacent spaces | ❑ | ❑ | ❑ |

*Stand outside the room with the door slightly open while checking airflow high and low in the door opening (see "How to Measure Airflow").*

| | | | |
|---|---|---|---|
| 5c. Ensured that air is flowing toward the exhaust intake | ❑ | ❑ | ❑ |

### ACTIVITY 21: EXHAUST DUCTWORK

| | | | |
|---|---|---|---|
| 5d. Checked that the exhaust ductwork downstream of the exhaust fan (which is under positive pressure) is sealed and in good condition | ❑ | ❑ | ❑ |

## 6. QUANTITY OF OUTDOOR AIR

### ACTIVITY 22: OUTDOOR AIR MEASUREMENTS AND CALCULATIONS

*NOTE: Refer to "How to Measure Airflow" for techniques.*

| | | | |
|---|---|---|---|
| 6a. Measured the quantity of outdoor air supplied (22a) to each ventilation unit | ❑ | ❑ | ❑ |
| 6b. Calculated the number of occupants served (22b) by the ventilation unit under consideration | ❑ | ❑ | ❑ |
| 6c. Divided outdoor air supply (22a) by the number of occupants (22b) to determine the existing quantity of outdoor air supply per person (22c) | ❑ | ❑ | ❑ |

### ACTIVITY 23: ACCEPTABLE LEVELS OF OUTDOOR AIR QUANTITIES

| | | | |
|---|---|---|---|
| 6d. Compared the existing outdoor air per person (22c) to the recommended levels in Table 1 | ❑ | ❑ | ❑ |
| 6e. Corrected problems with ventilation units that supplied inadequate quantities of outdoor air to ensure that outdoor air quantities (22c) meet the recommended levels in Table 1 | ❑ | ❑ | ❑ |

## NOTES



# Walkthrough Inspection Checklist

Name: _____

School: _____

Room or Area: _____ Date Completed: _____

Signature: _____

### Instructions

1. Read the *IAQ Backgrounder* and the Background Information for this checklist.
2. Keep the Background Information and make a copy of the checklist for future reference.
3. Complete the Checklist.
   - Check the "yes," "no," or "not applicable" box beside each item. (A "no" response requires further attention.)
   - Make comments in the "Notes" section as necessary.
4. Return the checklist portion of this document to the IAQ Coordinator.

## 1. GROUND LEVEL

| | | Yes | No | N/A |
|---|---|---|---|---|
| 1a. | Ensured that ventilation units operate properly | ❑ | ❑ | ❑ |
| 1b. | Ensured there are no obstructions blocking air intakes | ❑ | ❑ | ❑ |
| 1c. | Checked for nests and droppings near outdoor air intakes | ❑ | ❑ | ❑ |
| 1d. | Determined that dumpsters are located away from doors, windows, and outdoor air intakes | ❑ | ❑ | ❑ |
| 1e. | Checked potential sources of air contaminants near the building (chimneys, stacks, industrial plants, exhaust from nearby buildings) | ❑ | ❑ | ❑ |
| 1f. | Ensured that vehicles avoid idling near outdoor air intakes | ❑ | ❑ | ❑ |
| 1g. | Minimized pesticide application | ❑ | ❑ | ❑ |
| 1h. | Ensured that there is proper drainage away from the building (including roof downspouts) | ❑ | ❑ | ❑ |
| 1i. | Ensured that sprinklers spray away from the building and outdoor air intakes | ❑ | ❑ | ❑ |
| 1j. | Ensured that walk-off mats are used at exterior entrances and that they are cleaned regularly | ❑ | ❑ | ❑ |

## 2. ROOF

*While on the roof, consider inspecting the HVAC units (use the* Ventilation Checklist*).*

| | | | | |
|---|---|---|---|---|
| 2a. | Ensured that the roof is in good condition | ❑ | ❑ | ❑ |
| 2b. | Checked for evidence of water ponding | ❑ | ❑ | ❑ |
| 2c. | Checked that ventilation units operate properly (air flows in) | ❑ | ❑ | ❑ |
| 2d. | Ensured that exhaust fans operate properly (air flows out) | ❑ | ❑ | ❑ |
| 2e. | Ensured that air intakes remain open, even at minimum setting | ❑ | ❑ | ❑ |
| 2f. | Checked for nests and droppings near outdoor air intakes | ❑ | ❑ | ❑ |
| 2g. | Ensured that air from plumbing stacks and exhaust outlets flows away from outdoor air intakes | ❑ | ❑ | ❑ |

## 3. ATTIC

| | | | | |
|---|---|---|---|---|
| 3a. | Checked for evidence of roof and plumbing leaks | ❑ | ❑ | ❑ |
| 3b. | Checked for birds and animal nests | ❑ | ❑ | ❑ |

## 4. GENERAL CONSIDERATIONS

| | | | | |
|---|---|---|---|---|
| 4a. | Ensured that temperature and humidity are maintained within acceptable ranges | ❑ | ❑ | ❑ |
| 4b. | Ensured that no obstructions exist in supply and exhaust vents | ❑ | ❑ | ❑ |
| 4c. | Checked for odors | ❑ | ❑ | ❑ |
| 4d. | Checked for signs of mold and mildew growth | ❑ | ❑ | ❑ |

## 4. GENERAL CONSIDERATIONS (continued)



| | Yes | No | N/A |
|---|---|---|---|
| 4e. Checked for signs of water damage | ❑ | ❑ | ❑ |
| 4f. Checked for evidence of pests and obvious food sources | ❑ | ❑ | ❑ |
| 4g. Noted and reviewed all concerns from school occupants | ❑ | ❑ | ❑ |

## 5. BATHROOMS AND GENERAL PLUMBING

| | | | |
|---|---|---|---|
| 5a. Ensured that bathrooms and restrooms have operating exhaust fans | ❑ | ❑ | ❑ |
| 5b. Ensured proper drain trap maintenance: | | | |
| Water is poured down floor drains once per week (approx. 1 quart of water) | ❑ | ❑ | ❑ |
| Water is poured into sinks at least once per week (about 2 cups of water) | ❑ | ❑ | ❑ |
| Toilets are flushed at least once per week | ❑ | ❑ | ❑ |

## 6. MAINTENANCE SUPPLIES

| | | | |
|---|---|---|---|
| 6a. Ensured that chemicals are used only with adequate ventilation and when building is unoccupied | ❑ | ❑ | ❑ |
| 6b. Ensured that vents in chemical and trash storage areas are operating properly | ❑ | ❑ | ❑ |
| 6c. Ensured that portable fuel containers are properly closed | ❑ | ❑ | ❑ |
| 6d. Ensured that power equipment, like snowblowers and lawn mowers, have been serviced and maintained according to manufacturers' guidelines | ❑ | ❑ | ❑ |

## 7. COMBUSTION APPLIANCES

| | | | |
|---|---|---|---|
| 7a. Checked for combustion gas and fuel odors | ❑ | ❑ | ❑ |
| 7b. Ensured that combustion appliances have flues or exhaust hoods | ❑ | ❑ | ❑ |
| 7c. Checked for leaks, disconnections, and deterioration | ❑ | ❑ | ❑ |
| 7d. Ensured there is no soot on inside or outside of flue components | ❑ | ❑ | ❑ |

## 8. OTHER

| | | | |
|---|---|---|---|
| 8a. Checked for peeling and flaking paint (if the building was built before 1980, this could be a lead hazard) | ❑ | ❑ | ❑ |
| 8b. Determined date of last radon test | ❑ | ❑ | ❑ |

## NOTES



# Integrated Pest Management Checklist

Name: _____

School: _____

Room or Area: _____ Date Completed: _____

Signature: _____

## Instructions

1. Read the *IAQ Backgrounder* and the Background Information for this checklist.
2. Keep the Background Information and make a copy of the checklist for future reference.
3. Complete the Checklist.
   - Check the "yes," "no," or "not applicable" box beside each item. (A "no" response requires further attention.)
   - Make comments in the "Notes" section as necessary.
4. Return the checklist portion of this document to the IAQ Coordinator.

## 1. OFFICIAL POLICY STATEMENT

| | | Yes | No | N/A |
|---|---|---|---|---|
| 1a. | Developed or located the school's official policy statement for integrated pest management (IPM) | ❑ | ❑ | ❑ |

## 2. DESIGNATING PEST MANAGEMENT ROLES

| | | Yes | No | N/A |
|---|---|---|---|---|
| 2a. | Assigned and trained a qualified person to be the pest manager | ❑ | ❑ | ❑ |
| 2b. | Involved decision makers in the IPM program | ❑ | ❑ | ❑ |
| 2c. | Educated students and staff (the occupants of the building) about IPM and asked them to keep their areas clean and free of clutter | ❑ | ❑ | ❑ |
| 2d. | Encouraged parents to learn about IPM practices and implement them at home | ❑ | ❑ | ❑ |
| 2e. | Developed a program to educate and train all IPM participants | ❑ | ❑ | ❑ |
| 2f. | Included language about IPM into contracts with pest management professionals | ❑ | ❑ | ❑ |

## 3. SETTING PEST MANAGEMENT OBJECTIVES

| | | Yes | No | N/A |
|---|---|---|---|---|
| 3a. | Set appropriate pest management objectives for school buildings (such as preventing pests from interfering with students' learning environment and preserving the integrity of the building structure) | ❑ | ❑ | ❑ |
| 3b. | Set appropriate pest management objectives for school grounds (such as providing safe playing areas and the best athletic surfaces possible) | ❑ | ❑ | ❑ |

## 4. INSPECTING, IDENTIFYING, AND MONITORING

| | | Yes | No | N/A |
|---|---|---|---|---|
| 4a. | Inspected all buildings and grounds for pest evidence, entry points, food, water, and harborage sites | ❑ | ❑ | ❑ |
| 4b. | Identified potential pest habitats in buildings and grounds | ❑ | ❑ | ❑ |
| 4c. | Pinpointed the source of any current pest problems | ❑ | ❑ | ❑ |
| 4d. | Monitored to determine the extent of pest problems and to estimate pest populations | ❑ | ❑ | ❑ |
| 4e. | Developed plans to modify habitat (for example, exclusion, repair, and sanitation efforts) to prevent or resolve any pest problems | ❑ | ❑ | ❑ |
| 4f. | Established a monitoring program that consists of routine inspections to estimate pest population levels and identify evidence of pests and potential habitat | ❑ | ❑ | ❑ |

## 5. SETTING ACTION THRESHOLDS



| | Yes | No | N/A |
|---|---|---|---|
| 5a. Evaluated all available data obtained through inspecting, identifying, and monitoring | ❑ | ❑ | ❑ |
| 5b. Determined how many pests the school buildings, grounds, and occupants can tolerate | ❑ | ❑ | ❑ |
| 5c. Set action thresholds | ❑ | ❑ | ❑ |

## 6. PREVENTIVE STRATEGIES

**INDOOR SITES**

| 6a. Implemented appropriate strategies to prevent pests from inhabiting the following areas: | | | |
|---|---|---|---|
| • Entryways | ❑ | ❑ | ❑ |
| • Classrooms | ❑ | ❑ | ❑ |
| • Gymnasiums | ❑ | ❑ | ❑ |
| • Locker rooms | ❑ | ❑ | ❑ |
| • Offices | ❑ | ❑ | ❑ |
| • Staff lounges | ❑ | ❑ | ❑ |
| • Bathrooms | ❑ | ❑ | ❑ |
| • Food preparation and serving areas | ❑ | ❑ | ❑ |
| • Rooms with extensive plumbing | ❑ | ❑ | ❑ |
| • Maintenance areas | ❑ | ❑ | ❑ |
| • Other | ❑ | ❑ | ❑ |

**OUTDOOR SITES**

| 6b. Implemented appropriate strategies to prevent pests from inhabiting the following areas: | | | |
|---|---|---|---|
| • Playgrounds | ❑ | ❑ | ❑ |
| • Parking lots | ❑ | ❑ | ❑ |
| • Lawns and athletic fields | ❑ | ❑ | ❑ |
| • Teaching gardens or greenhouses | ❑ | ❑ | ❑ |
| • Loading docks | ❑ | ❑ | ❑ |
| • Dumpsters | ❑ | ❑ | ❑ |
| • Areas with ornamental shrubs and trees | ❑ | ❑ | ❑ |
| • Other | ❑ | ❑ | ❑ |

## 7. PESTICIDE USE AND STORAGE

| | | | |
|---|---|---|---|
| 7a. Explored alternative pest management methods before concluding that pesticides were necessary | ❑ | ❑ | ❑ |
| 7b. Ensured that pest management professionals integrate IPM into their pest management methods | ❑ | ❑ | ❑ |
| 7c. Identified the least toxic, target-specific chemical (or pesticide formulation) that is the most effective to address the pest problem, preferably as baitsand granules | ❑ | ❑ | ❑ |
| 7d. Reviewed and followed all label instructions on pesticides and learned how to properly apply and handle these chemicals | ❑ | ❑ | ❑ |
| 7e. Used spot-treatment (or bait, crack, and crevice applications) to apply pesticides whenever possible and only treated the obviously infested plants in the area | ❑ | ❑ | ❑ |
| 7f. Used protective clothing or equipment when applying pesticides | ❑ | ❑ | ❑ |
| 7g. Placed all pesticides in tamper-resistant bait boxes or locations that are inaccessible to children and non-target species | ❑ | ❑ | ❑ |



## 7. PESTICIDE USE AND STORAGE (cont.)

| | Yes | No | N/A |
|---|---|---|---|
| 7h. Locked or fastened lids of all bait boxes and placed bait away from the runway of the box | ❑ | ❑ | ❑ |
| 7i. Applied pesticides when occupants were not present or in areas where they would not be exposed to the chemicals | ❑ | ❑ | ❑ |
| 7j. Ensured that school occupants (students and staff) are notified of upcoming pesticide applications through posted notices and/or letters | ❑ | ❑ | ❑ |
| 7k. Ensured that parents are notified of upcoming pesticide applications through letters | ❑ | ❑ | ❑ |
| 7l. Kept copies of current pesticide labels and information on pesticides easily accessible | ❑ | ❑ | ❑ |
| 7m. Stored pesticides off site or in areas that are locked and accessible only to designated personnel | ❑ | ❑ | ❑ |
| 7n. Ensured that storage areas are adequately ventilated and are located away from areas prone to flooding or where spills or leaks may contaminate the environment | ❑ | ❑ | ❑ |
| 7o. Ensured that flammable liquids are stored away from ignition sources | ❑ | ❑ | ❑ |
| 7p. Ensured that pesticides are stored in their original containers and all lids are securely fastened | ❑ | ❑ | ❑ |
| 7q. Ensured that air in the storage space cannot mix with the air in the central ventilation system | ❑ | ❑ | ❑ |

## 8. EVALUATING RESULTS AND RECORD KEEPING

| | | | |
|---|---|---|---|
| 8a. Ensured that accurate, up-to-date records of IPM practices and a pest management log for each property are kept | ❑ | ❑ | ❑ |
| 8b. Ensured that pesticide records necessary to meet all state, local, and school board requirements are maintained | ❑ | ❑ | ❑ |
| 8c. Ensured that each log book contains the following items: | | | |
| • Copy of the pest management plan | ❑ | ❑ | ❑ |
| • Service schedules for maintenance of buildings and grounds | ❑ | ❑ | ❑ |
| • Current EPA-registered labels | ❑ | ❑ | ❑ |
| • Current Material Safety Data Sheets (MSDS) for each pesticide project | ❑ | ❑ | ❑ |
| • Pest surveillance data sheets | ❑ | ❑ | ❑ |
| • Diagram noting the location of pest activity, traps, and bait stations | ❑ | ❑ | ❑ |

## NOTES



# Food Service Checklist

Name: _____

School: _____

Room or Area: _____ Date Completed: _____

Signature: _____

## Instructions

1. Read the *IAQ Backgrounder* and the Background Information for this checklist.
2. Keep the Background Information and make a copy of the checklist for future reference.
3. Complete the Checklist.
   - Check the "yes," "no," or "not applicable" box beside each item. (A "no" response requires further attention.)
   - Make comments in the "Notes" section as necessary.
4. Return the checklist portion of this document to the IAQ Coordinator.

## 1. COOKING AREA

| | | Yes | No | N/A |
|---|---|---|---|---|
| 1a. | Determined that local exhaust fans operate properly (note if fans are excessively noisy) | ❑ | ❑ | ❑ |
| 1b. | Checked for odors near cooking, preparation, and eating areas | ❑ | ❑ | ❑ |
| 1c. | Ensured that exhaust fans are used whenever cooking, washing dishes, and cleaning | ❑ | ❑ | ❑ |
| 1d. | Determined that gas appliances function properly | ❑ | ❑ | ❑ |
| 1e. | Verified that gas appliances are vented outdoors | ❑ | ❑ | ❑ |
| 1f. | Ensured there are no combustion gas or natural gas odors, leaks, back-drafting, or headaches when gas appliances are used | ❑ | ❑ | ❑ |
| 1g. | Ensured that kitchen is clean after use | ❑ | ❑ | ❑ |
| 1h. | Checked for signs of microbiological growth in the kitchen, including the upper walls and ceiling (for example, mold, slime, and algae) | ❑ | ❑ | ❑ |
| 1i. | Selected biocides registered by EPA (if required), followed the manufacturer's directions for use, and carefully reviewed the method of application | ❑ | ❑ | ❑ |
| 1j. | Verified the kitchen is free of plumbing and ceiling leaks (signs include stains, discoloration, and damp areas) | ❑ | ❑ | ❑ |

## 2. FOOD HANDLING AND STORAGE

| | | | | |
|---|---|---|---|---|
| 2a. | Checked food preparation, cooking, and storage areas for signs of insects and vermin (for example, feces or remains) | ❑ | ❑ | ❑ |
| 2b. | Stored leftovers in well-sealed containers with no traces of food on outside surfaces | ❑ | ❑ | ❑ |
| 2c. | Ensured that food preparation, cooking, and storage practices are sanitary | ❑ | ❑ | ❑ |
| 2d. | Disposed of food scraps properly and removed crumbs | ❑ | ❑ | ❑ |
| 2e. | Cleaned counters with soap and water or a disinfectant (according to school policy) | ❑ | ❑ | ❑ |
| 2f. | Swept and wet mopped floors | ❑ | ❑ | ❑ |

## 3. WASTE MANAGEMENT

| | | | | |
|---|---|---|---|---|
| 3a. | Selected and placed waste in appropriate containers | ❑ | ❑ | ❑ |
| 3b. | Ensured that containers' lids are securely closed | ❑ | ❑ | ❑ |
| 3c. | Separated food waste and food-contaminated items from other wastes, if possible | ❑ | ❑ | ❑ |
| 3d. | Stored waste containers in a well-ventilated area | ❑ | ❑ | ❑ |
| 3e. | Ensured that dumpsters are properly located (away from air intake vents, operable windows, and food service doors in relation to prevailing winds) | ❑ | ❑ | ❑ |

## 4. DELIVERIES

| | Yes | No | N/A |
|---|---|---|---|
| 4a. Instructed vendors to avoid idling their engines during deliveries | ❑ | ❑ | ❑ |
| 4b. Posted a sign prohibiting vehicles from idling their engines in receiving areas | ❑ | ❑ | ❑ |
| 4c. Ensured that doors or air barriers are closed between receiving area and kitchen | ❑ | ❑ | ❑ |



## NOTES