

WINDSOR LOCKS PUBLIC SCHOOLS



BOARD OF EDUCATION MEETING

Regular Meeting

June 9, 2026

6:00 p.m

Windsor Locks High School Library Media Center

[Click Here for Zoom Registration](#)

Windsor Locks Board of Education

Alba Osorio, Chairwoman

Greg Guyette, Vice Chairman

Dennis Gagnolati

Lindsay Cutler

Amber Mortensen-Hurdle

Superintendent of Schools

Shawn Parkhurst

DISTRICT (3) THREE YEAR VISION

All students will meet or exceed grade-level standards because we want all students to feel a sense of accomplishment to pursue their passion.

Board of Education
Town of Windsor Locks
Regular Meeting - Agenda
June 9, 2026 6:00 pm
Windsor Locks High School Library Media Center
[Click Here for Zoom Registration](#)

- I. Call to Order
 - A. Roll Call
 - B. Pledge of Allegiance
- II. Board of Education and Superintendent Communications
- III. Student Board of Education Representative Report
- IV. Public Audience (only on Agenda Items)
 - A. *In Accordance with BOE Policy 1100 - The Windsor Locks Board of Education (Board) Chairperson shall recognize speakers, request proper identification and maintain proper order. The Board shall hear only concerns, views, and opinions on topics within the jurisdiction of the Board. The appropriateness of the subject being presented, the suitability of the time for such presentation, the number of speakers, and the time to be allowed for public comment will be determined by the Chairperson. The public is advised that any discussion of specific employees will not be allowed at meetings and should be addressed to the employee's immediate supervisor or the Superintendent.*
- V. Student & Staff Recognition
 - A. Student Recognition: p. 5 Exhibit I A
 - Class of 2026 Valedictorian and Salutatorian
 - CABE Student Leadership Awards
 - WLMS -Connecticut Association of Schools (CAS) Awards
 - BOE Student Representative
 - WLHS CAS-CIAC Scholar Athletes
 - All Conference NCCC Softball, Baseball & Track
 - Class S State Champion Pole Vault
 - B. WLMS Educator Sean Hughes p. 11 Exhibit I B
- VI. WLHS Overnight Softball & Baseball Field Trip
Request: **Vote Needed** p. 12 Exhibit II
- VII. Approval of Minutes: **Vote Needed** p. 15 Exhibit III
 - May 13, 2026 Finance Subcommittee Meeting
 - May 14, 2026 Regular Meeting
- VIII. Human Resource Report - Resignation: **Vote Needed** p. 22 Exhibit IV
- IX. WLPS Strategic Plan: **Vote Needed** p. 23 Exhibit V
- X. Policy Priority List p. 40 Exhibit VI

- XI. Policy Review: p. 41 Exhibit VII
- A. First & Potential Second Read: **Vote Possible**
- 3542.22 Food Service Personnel - Code of Conduct Mandatory Revision
- B. First Read:
- 4115.3 Evaluation of Coaches Mandatory Revision
- XII. Challenging Behavior Policy Implementation p. 50 Exhibit VIII
- A. Overview of Process & Procedures at each school
- B. School-Based Plans
- C. Report/Summary on 25-26 Incidents
- D. Steps for 26-27
- XIII. End of Year Assessments Update p. 63 Exhibit IX
- XIV. FY27 Revised Budget: **Vote Possible** p. 64 Exhibit X
- XV. WLMS and WLHS Athletic Handbooks p. 65 Exhibit XI
- XVI. Special Education Model Presentation p. 108 Exhibit XII
- XVII. Employee Tenure and Longevity Recognition p. 109 Exhibit XIII
- XVIII. WL Outdoor Wellness and Athletic Complex Bid Award: **Vote Needed** p. 120 Exhibit XIV
- XIX. Public Audience
- A. *In Accordance with BOE Policy 1100 - The Windsor Locks Board of Education (Board) Chairperson shall recognize speakers, request proper identification and maintain proper order. The Board shall hear only concerns, views, and opinions on topics within the jurisdiction of the Board. The appropriateness of the subject being presented, the suitability of the time for such presentation, the number of speakers, and the time to be allowed for public comment will be determined by the Chairperson. The public is advised that any discussion of specific employees will not be allowed at meetings and should be addressed to the employee's immediate supervisor or the Superintendent.*
- XX. Executive Session: To adjourn the meeting to Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that is:
- A. Goals, Evaluation & Contract of the Superintendent of Schools
- That attendance in the Executive Session shall be limited to:
- Members of the Board of Education
 - Superintendent
- XXI. Action, if any, on Executive Session Items: **Vote Possible**
- XXII. Executive Session: To adjourn the meeting to Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that is:
- A. Discussion of Union Negotiations:
1. United Public Service Employees Union, Food Service Employees, Local 424 - Unit 26, and

2. Paraeducators, UE Local 222

That attendance in the Executive Session shall be limited to:

- Members of the Board of Education
- Superintendent
- Executive Director of Operations
- Others as Requested to Attend

XXIII. Action, if any, on Executive Session Item: **Vote Possible**

XXIV. Adjourn Meeting

For the Chairperson of the Board of Education
Shawn L. Parkhurst - Superintendent of Schools
Copy: Town Clerk - Please Post

Exhibit I A

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: JUNE 9, 2026
RE: STUDENT RECOGNITION

This evening is a time of celebration for our students. As the 25-26 school year draws to a close, there are students worthy of so many recognitions.

It is a pleasure to recognize and celebrate some of our outstanding students this evening.

- Class of 2026 Valedictorian and Salutatorian
- CABE Student Leadership Awards
- WLMS - Connecticut Association of Schools (CAS) Awards
- BOE Student Representatives
- WLHS CAS-CIAC Scholar Athletes
- All Conference NCCC Softball, Baseball & Track
- Class S State Champion Pole Vault

Valedictorian

Aparna Acharya, Valedictorian of the Windsor Locks High School Class of 2026, is an exceptional scholar, researcher, and leader whose accomplishments have made a lasting impact on our school community.

Aparna completed one of the most rigorous academic programs available, including 11 AP courses and multiple dual enrollment college courses. Her academic excellence has been recognized with honors including the Rensselaer Medal Award, the Harvard Book Award, AP Scholar with Distinction Award, the AP Capstone Diploma, the President's Education Award for Outstanding Academic Excellence, and the CAFE Award for leadership.

Beyond the classroom, Aparna has distinguished herself through her work in advanced biomedical research at UConn Health, where she contributed to a project examining Paget's Disease and the differentiation of hematopoietic "heh-ma-tuh-poy-EE-tik" stem cells. This work reflects a high level of scientific engagement and achievement uncommon at the high school level.

She also served as Vice President and Field Build Captain of the ACES High Robotics Team, helping lead the team to regional and national competitions, including a state championship in 2025. In addition, she is a founding member and current President of the school's STEM Club, which works to increase student involvement in science and technology.

Aparna's commitment to service, leadership, and learning is evident throughout her high school career, from volunteering in the community to mentoring peers and promoting STEM opportunities for others. In the fall, she will attend the University of Connecticut, where she plans to major in Pathobiology as she continues pursuing her passion for medicine and biomedical research.

Salutarian

Peyton Smith, Salutarian of the Windsor Locks High School Class of 2026, is a determined, kind-hearted, and highly accomplished student whose academic excellence, leadership, and commitment to service have distinguished her throughout high school.

Peyton has excelled in a rigorous academic program, earning high honors in math, science, and research-based coursework. She has received numerous distinctions, including the Yale Book Award and the University of Rochester Bausch & Lomb Honorary Science Award. Her performance in AP classes have earned her the recognition of AP Scholar with Distinction and the AP Capstone Diploma. In her senior year, she was elected President of the National Honor Society.

In addition to her academic achievements, Peyton is a dedicated three-sport varsity athlete, participating in basketball, volleyball, and outdoor track. She has earned varsity letters in all three sports, been recognized as a scholar-athlete each year of high school, served as Captain of the basketball team, and was recently selected as one of two CIAC Scholar-Athletes for Windsor Locks.

Peyton's commitment to service is equally noteworthy. Through her involvement in initiatives such as Wishes on Wheels with the Make-A-Wish Foundation and Wreaths Across America, she has demonstrated compassion, leadership, and a sincere dedication to helping others.

In the fall, Peyton will attend the University of Saint Joseph, where she will major in Pharmacy and be a member of the women's basketball team. Windsor Locks High School proudly recognizes Peyton for her outstanding accomplishments, leadership, and the bright future she is poised to achieve.

**Connecticut Association of Board of Education (CABE)
Student Leadership Awards
2025-2026**

This award is based on being exemplary leaders, innovative thinkers and positive citizens. The following criteria is used to determine the award winners at the middle and high school level. Leadership skills should include:

- Willingness to take on challenges
- Capability to make difficult decisions
- Concern for others
- Ability to work with others
- Willingness to commit to a project
- Diplomacy
- Ability to understand issues clearly
- Ability to honor a commitment

Tonight, we're proud to recognize these outstanding students:

Windsor Locks Middle School

Riley Plante

Riley is a courageous and empathetic leader who is always willing to take on challenges, and who enjoys being an active participant in all of her academic classes. Her teachers report that she is studious, responsible, trustworthy, and that she maintains a positive outlook despite any challenges. She is driven, thoughtful, and a diligent worker who takes pride in doing her best. She treats all with respect, and demonstrates her character by serving as an advocate for those who may not have a voice, including co-creating a Friendship Club as a vehicle to help all feel included. Riley demonstrates her athletic ability through her participation in girl's soccer for all three of her years at the middle school, and also served as the manager for the boys basketball team this year. She demonstrates her academic ability through her induction to the NJSS in its inaugural year at WLMS. She has participated in Chorus for all three years at WLMS, and is helping to produce the Yearbook and the school newspaper this year. Finally, Riley has served her school community on the Student Council during her 7th and 8th grade years. We are proud to recognize Riley for her citizenship, her scholarship and work ethic, and her peer leadership.

Connor Claffey

Connor is disciplined, genuine and hard working, Connor Claffey is also a fiercely determined young man who is passionately committed to giving his very best in all that he does. His success in academics and his involvement in three sports is evidence of his strong work ethic and talents. Connor is a leader amongst his peers. Known for his helpful and calm nature, Connor always goes the extra mile to support others. His strong sense of responsibility and willingness to take on new challenges makes him a role model to those around him. And though he makes hard work look effortless, behind the success is a young man that knows how to commit, follow through and never give up! Connor Claffey is a student with exceptional performance and promise. His kind spirit and polite nature combined with his dedication and determination is and will continue to be an unstoppable

force. Therefore, we are proud to recognize Connor Claffey for his scholarship, work ethic and his peer leadership.

Windsor Locks High School

Julia Wells

Julia is a thoughtful, hardworking, and intellectually curious student at Windsor Locks High School. She is a dedicated member of the ACES High Robotics Team, where she applies her strong STEM skills, problem solving abilities, and perseverance to team projects and competitions. Julia also represents the Robotics Team at Board of Education meetings and other school functions. In addition to her STEM involvement, she is a leader in the band's mallet percussion section, where she helps mentor younger students and contributes positively to the school community. Julia is recognized for her initiative, leadership, and commitment to excellence both inside and outside the classroom.

Zachariah Byrnes

Zachariah is a dedicated, kind, and mature student at Windsor Locks High School. He is known for his strong work ethic, positive attitude, and respectful presence within the school community. Well regarded by both staff and peers, Zachariah leads by example through his empathy, perseverance, and integrity. He is recognized for being a dependable role model who consistently demonstrates character and leadership, especially when facing challenges.

Connecticut Association of Schools (CAS) Scholar Leader Award

Windsor Locks Middle School

Ala Grabarczyk

Ala is an exceptional student whose dedication to both academics and leadership has earned her the Connecticut Association of Schools (CAS) Award. She consistently demonstrates excellence in the classroom, maintaining strong grades while balancing an impressive range of extracurricular commitments. Ala serves as President of the Junior National Honor Society, Student Council President, and Choir President—roles in which she leads with integrity, organization, and a genuine commitment to her peers.

In addition to her leadership positions, Ala is an active athlete, competing in both soccer and volleyball. She also expanded her leadership skills by attending a student leadership conference, where she further developed her ability to inspire and collaborate with others. Ala is a well-rounded, driven, and compassionate individual who makes a meaningful impact on her school community every day.

Everett Ferreira

Everett is a dedicated and well-rounded student who has earned the Connecticut Association of Schools (CAS) Award for his outstanding achievements in both academics and leadership. As a member of the Junior National Honor Society, Everett demonstrates a strong commitment to scholarship and character, consistently maintaining excellent grades.

Beyond the classroom, Everett is an active leader who has attended a student leadership conference that provided Everett with valuable opportunities to grow both personally and as a student leader. Through interactive workshops and collaborative activities, he strengthened important skills such as communication, teamwork, and problem-solving.

Everett utilizes these skills when he volunteers at both school and community events throughout the year, showing his commitment to service and making a positive impact. He is also a talented athlete, balancing his time between soccer and basketball while continuing to excel academically. Everett's work ethic, leadership, and willingness to give back make him a valued member of his school community.

WLHS Student Recognition

Abby Guyette - BOE Student Representative

Ayla Roman - BOE Student Representative

CAS - CIAC Scholar Athletes

The CIAC Scholar Athlete Program annually recognizes two high school seniors whose academic and athletic careers have been exemplary, whose personal standards and achievements are a model to others, and who possess high levels of integrity, self-discipline, and courage.

Abby Guyette - CAS-CIAC Scholar Athlete

Throughout her high school career, Abby has served as Class President, Vice President of the National Honor Society, Student Representative to the Board of Education, and Chair of the Youth Leadership Advisory Board. She has been instrumental in numerous community initiatives and district events, demonstrating a commitment to service and leadership that has positively impacted students of all ages.

As a dedicated student-athlete, Abby has participated in Cross Country, Indoor Track, and Outdoor Track throughout her four years at Windsor Locks High School. As a Cross Country Captain and a consistent recipient of the Varsity Scholar Athlete Award, she has modeled the balance of academic achievement and athletic commitment that this recognition celebrates.

Beyond her accomplishments, Abby is known for her collaborative spirit, passion for learning, and respectful leadership. She credits her family for teaching her the importance of integrity, perseverance, and standing up for what she believes in while always treating others with dignity and respect.

This fall, Abby plans to pursue a degree in engineering, with aspirations of making a difference in the lives of others through innovation and problem-solving.

Abby, on behalf of the Windsor Locks Board of Education, our staff, and the entire school community, congratulations on being selected as the Windsor Locks High School CAS-CIAC Scholar Athlete. We are incredibly proud of your accomplishments and look forward to all that you will achieve in the future.

Peyton Smith - CAS-CIAC Scholar Athlete

Peyton Smith, is a highly accomplished student whose academic excellence, leadership, and commitment to service have distinguished her throughout high school. She is a dedicated three-sport varsity athlete, participating in basketball, volleyball, and outdoor track. She has earned varsity letters in all three sports, been recognized as a scholar-athlete each year of high school, and served as Captain of the basketball team. For this and Peyton's outstanding accomplishments, leadership, and bright future, I am proud to recognize her as one of Windsor Locks 2026 CAS-CIAC Scholar Athletes.

Kamryn Mullaney - NCCC All Conference Honors - Softball

Zavier Hunt - NCCC All Conference Honors - Baseball

Lucas Silliman - NCCC All Conference Honors - Track

Abigail Rockwel - NCCC All Conference Honors & Class S State Track Champion - Pole Vault

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: JUNE 9, 2026

RE: STAFF RECOGNITION

Mr. Sean Hughes, WLMS Social Studies teacher, has been selected by the Gilder Lehrman Institute of American History to participate in a prestigious six-day professional learning experience in Dallas this June.

Chosen through a highly selective national process that recognizes only 100 teachers across the United States, Mr. Hughes will take part in an all-expenses-paid program focused on the Declaration of Independence — a cornerstone of our 8th-grade curriculum. The knowledge and insight he gains through this experience will greatly benefit our students and support future curriculum development at WLMS.

We are incredibly proud of Mr. Hughes and this outstanding accomplishment, and we look forward to hearing about his experience upon his return.

Exhibit II

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: JUNE 9, 2026
RE: WLHS OVERNIGHT FIELD TRIP REQUEST

Tonight WLHS Principal Jeff Bernabe and the WLHS Softball and Baseball Coaches will join us to discuss their overnight field trip request for the WLHS Softball and Baseball Teams. The trip would take place during the Spring of 2027.

Possible Board Motion: “**Move** that the Board of Education approve the WLHS Softball and Baseball teams request to attend the Softball and Baseball Experience in Orlando Florida.”

Windsor Locks Board of Education
Manual of Policies, Regulations, and Bylaws
Policy 6153
Field Trips, Recreational Trips and Other Trips Sponsored by the Schools
REGULATION/PROCEDURES/FORMS

Regulation Page 1 of 8

FORM A - TEACHER REQUEST FOR SCHOOL SPONSORED TRIPS

Date of Field Trip Request April 12-16, 2027 ^{Coach} ~~Teacher~~ Sponsor: Melissa Maltese
Dan Nixon

1. A "Request for School Sponsored Trips" form is to be completed in full by the teacher and submitted to the building principal in duplicate at least three (3) weeks prior to a day trip; ten (10) weeks prior to an overnight trip, and four (4) months prior to a school sponsored trip out of the country.
2. School sponsored trips should support and enrich curriculum-related goals. If a majority of a grade level is planning a trip, it should be open to all students at that grade level.
3. Upon principal's approval, the teacher will contact the bus company and make arrangements for the transportation. Arrangements should be made well in advance of the trip for students with disabilities to be transported with their peers. Smyth Bus Company is the district's contracted carrier (623-2211 or 623-8775). Arrangements with carriers other than Smyth Bus are allowable and follow the same procedure. Costs associated with any trip should be determined in advance by contacting the carrier directly.
4. Bus transportation for all field trips is paid through the Windsor Locks School Activity Account. A yellow disbursement form must be completed and submitted to the Business Office for payment.

School: <u>WLHS/EG</u>	Grade(s): <u>9-12</u>	Destination/Location: <u>Orlando Florida</u>
Purpose/Curriculum Connection: <u>KSA Softball Experience / Baseball Experience</u>		
Desired Date: <u>April 12-16, 2027</u>	Alternative Dates: 2. _____	3. _____
Time of Trip From: _____ To: _____		Total Number of Students Attending: <u>≈ 16</u>
<i>All school buses must return to school by 1:30 p.m. unless other arrangements have been made.</i>		
Indicate # of students who will be missing each lunch. <i>Notify Food Service</i>		
Lunch 1: _____	Lunch 2: _____	Lunch 3: _____
Chaperone in Charge: <u>Melissa Maltese</u>		
Chaperone certified to distribute medication: _____		
Chaperone List: Ratio - Grades K-8 1:10 Ratio - Grades 9-12 1:15		
<u>Melissa Maltese</u>	<u>Dan Nixon</u>	
<u>Brian Maltese</u>	<u>Steve Nixon</u>	
<u>#3 TBD</u>	<u>Joe Bngli</u>	
Arrangements for Students with Disabilities:		
Transportation: _____		
Other: _____		
Cost per Student (include transportation and all other fees): <u>≈ \$1,800 per student</u>		
Name of Bus/Transportation Company: <u>KSA Events</u>		
Approval of Principal: _____		
Section: INSTRUCTION	Definition: POLICY	
Title: Field Trips, Recreational Trips and Other Trips Sponsored by the Schools	Number: 6153	

**Windsor Locks Board of Education
Manual of Policies, Regulations, and Bylaws**

Policy 6153

**Field Trips, Recreational Trips and Other Trips Sponsored by the Schools
REGULATION/PROCEDURES/FORMS**

Regulation Page 2 of 8

FORM B - TEACHER SPONSOR CHECKLIST

**ALL items on this list must be supplied to the Principal, Superintendent,
and Parent/Guardian prior to departure for all field trips.**

1. TRANSPORTATION INFORMATION				
NAME OF COMPANY	ADDRESS	PHONE NUMBER	CONTACT	PHONE NUMBER
KSA Events	13506 Summerport Village Parkway	Windsor, FL 32786 800-813-7193	Kelly Hayes	800-813-7193
2. INDIVIDUALS PROVIDING TRANSPORTATION AND APPROVED TO TRANSPORT STUDENTS				
Students are NOT permitted to transport students A list of approved drivers is located in your school office.				
3. TRAVEL AGENT INFORMATION (IF USED)				
NAME OF COMPANY	ADDRESS	PHONE NUMBER	CONTACT	PHONE NUMBER
SAME AS ABOVE				
4. ACCOMMODATIONS (IF OVERNIGHT)				
NAME OF HOTEL	ADDRESS	PHONE NUMBER	CONTACT	PHONE NUMBER
Cabana Bay Beach	6550 Adventure Way Orlando, FL 32817	800 813 7193	Kelly Hayes	800 813 7193
5. SITE INFORMATION				
LOCATION	CONTACT	PHONE NUMBER	DATE	TIME
6. CANCELLATION DEADLINES				
1.	Please see attached		2.	
3.			4.	

Section:	INSTRUCTION	Definition:	POLICY
Title:	Field Trips, Recreational Trips and Other Trips Sponsored by the Schools	Number:	6153

Exhibit III

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: JUNE 9, 2026
RE: APPROVAL OF MINUTES

- May 13, 2026 Finance Subcommittee Meeting
- May 14, 2026 Regular Meeting

Board Motion: “**Move** that the Board of Education approve the minutes of the May 13, 2026 Finance Subcommittee Meeting, and the May 14, 2026 Regular Meeting as amended.”

WINDSOR LOCKS PUBLIC SCHOOLS



BOARD OF EDUCATION MEETING

Finance Subcommittee Meeting 5/13/26

These minutes are not official until approved at the next Board of Education meeting

Members Present: Greg Guyette, Lindsay Cutler, Shawn Parkhurst, Lawrence Juhasz

- I. Call to Order - Superintendent Parkhurst called the meeting to order at 4:45 pm
- II. FY 26 Expenditures
 - A. YTD Encumbrances
 - B. YTD Expenditures
 - C. Balances
 - D. Projections
 - E. Budget Variances

Reviewed the FY26 expenditures, reviewed the variances and had discussion on status of accounts. It was noted that the current overage is due to insurance and outplacement for special education. There are some items that are still being reclassified; there are ongoing conversations with the Town as that number still may change.

- III. FY27 Budget Update
 - A. DRIP Information
 1. The Improvement Funds in the amount of \$92,000 are available to the district. Superintendent Parkhurst is working with Facilities to plan for this. It was suggested that it not be used for anything in the Central Office area but rather something in the school. Possibility mentioned was the stage area of WLHS.
 - B. Property Tax Grant to Aid Municipalities/Schools
 1. Superintendent Parkhurst gave an update on the new state funding.
 - C. Town Meeting and Referendum
 1. Superintendent Parkhurst shared that a valid petition has been filed which means on 5/19 the Town Meeting will be dismissed to a referendum to be held on June 2, 2026.
- IV. Public Comment - Only on Agenda Items - None
- V. Adjourn - meeting adjourned at 5:30 pm.

**WINDSOR LOCKS PUBLIC SCHOOLS
BOARD OF EDUCATION MEETING
Windsor Locks Board of Education**

Minutes of the Regular Meeting 5/14/26

These minutes are not official until approved at the next Board meeting

Members Present: Alba Osorio, Greg Guyette, Dennis Gragnolati, Lindsay Cutler, Amber Mortensen-Hurdle (via zoom and phone)

Administration Present: Shawn Parkhurst, Rebecca Bissonnette, Robert Stacy, Matt Warner, Greg Weigert

Others: Students and Families

Call to Order

Chairwoman Alba Osorio called the meeting to order at 6:01 pm.

Roll Call

Superintendent Parkhurst took roll call with five Board members present and voting.

Pledge of Allegiance

All stood for the Pledge

Board of Education and Superintendent Communications

Dennis Gragnolati shared that he attended the Dollars for Scholars awards.

Lindsay Cutler shared that she attended the Dollars for Scholars awards and served on the Board; she was amazed by the donors and what they give each year for such a small town. She also commented on the recent curriculum meeting and finance meetings.

Greg Guyette shared that it feels like Maycember and he was able to attend Dollars for Scholars award as a parent, he shared that Prom is tomorrow and that he also attended the CIAC Scholar Athlete Banquet.

Amber Mortensen-Hurdle shared that Dollars for Scholars was great, National Junior Honor Society Induction ceremony was fabulous and she enjoyed the curriculum meeting.

Alba Osorio also shared that she attended as a parent Dollars for Scholars, attended the MS National Junior Honor Society Induction Ceremony and the curriculum meeting.

Superintendent Parkhurst thanked all the Donors for their generosity and congratulated all the seniors on their recent scholarships at the Dollars for Scholars awards evening. He further shared that Opening Day for Little League was a huge success and he enjoyed throwing out the first pitch for Majors that evening. The

National Junior Honor Society Induction at WLMS was recently held; Prom '26 is tomorrow with pictures at Noden Reed starting at 4:00 pm; many BOF and Budget meetings and talks have been occurring with the Town Meeting to be held on May 19, 2026 at 7:30 pm at Town Hall. Our first year Girls Flag Football Team is in the state tournament on Saturday playing two games; one at 10:00 am and the second at 12:40 pm at Windsor High School. Ongoing collaboration between BOE and Town continues to be occurring. The HS welcomed representatives from CAS/CIAC to talk with students about the CIAC Class Act Sportsmanship and what that means to bring that to your school.

Student Board of Education Representative Report:

Student Board Representative commented on the AP tests, upcoming spirit week and National Honor Society induction of 10 new members to be held on May 27, 2026.

Public Audience (only on Agenda Items)

None

Student & Staff Recognition

Superintendent Parkhurst highlighted and celebrated the chorus achievements of two WLMS Chorus Regional Music Festival recipients.

A brief recess was held.

Approval of Minutes: **Vote Needed**

- April 22, 2026 Special Meeting
- April 23, 2026 Regular Meeting
- April 27, 2026 Special Meeting

A motion was made by Lindsay Cutler; seconded by Greg Guyette to approve the three minutes listed above; motion passed unanimously.

Human Resource Report - Resignation

A motion was made by Greg Guyette; seconded by Lindsay Cutler to accept the resignation of Scott Williamson; motion passed unanimously.

Policy Priority List

The upcoming list of policies were reviewed.

Policy Review

Second Read and Approval

- 6140 Curriculum Mandatory / New

Mr. Stacy overviewed policy 6140; Superintendent Parkhurst commented that the word Selection was changed to align with the form used in selecting the new curriculum. A motion was made by Lindsay Cutler; seconded by Amber Mortensen-Hurdle; passed unanimously.

Curriculum

Subcommittee Report

Curriculum Committee Meeting Minutes

A motion was made by Lindsay Cutler; seconded by Dennis Gragnolati to approve the minutes; passed unanimously.

Reading Pilot

Dr. Bissonnette reviewed the pilot and move to Amplify K-8; a brief discussion was held.

WLMS Math Curriculum

Dr. Bissonnette reviewed the curriculum and costs; a brief discussion was had and as part of the process this will come back to the Board at the next meeting for a formal adoption and vote.

Curriculum Outline Preview

Dr. Bissonnette as approved by the 6140 policy, all curriculum has to be published and posted on the website by July 1 2026. She shared a sample and a brief discussion was held.

Healthy Food Certifications & Exemptions

Mr. Stacy presented the above; a motion was made and read as outlined in the Board packet by Greg Guyette, seconded by Lindsay Cutler; passed unanimously. A second item was presented, a motion was made and read as outlined in the Board packet by Amber Mortensen-Hurdle; seconded by Greg Guyette; passed unanimously.

WLPS Calendar Change

Superintendent Parkhurst recommended that the Board vote to move the last student day to June 17, 2026 for the 25-26 calendar. Lindsay Cutler made a motion to move the last student day to June 17, 2026; seconded by Dennis Gragnolati; passed unanimously.

FY27 Budget Update

Superintendent Parkhurst gave a brief update from the Board of Finance meeting held last Friday evening and the allocation to use the new state money to reduce the tax burden to the taxpayer.

Finance

Subcommittee Report

Finance Report

Greg Guyette gave an update and stated that the documents appear to show a deficit but there are items still being reclassified and that is primarily due to insurance and outplacement in the area of special education.

Capital Improvement Project - NSS Chimney

Superintendent Parkhurst and Facilities Director Weigert presented documents

for approval by the Board this evening for the NSS Chimney work. After a brief discussion, a motion was made by Greg Guyette; seconded by Dennis Gragnolati; passed unanimously as presented.

Old Business

Pay to Participate

Superintendent Parkhurst outlined that all funds have been collected and transportation is being paid for from these funds.

WLHS Track and Field Status

Superintendent Parkhurst shared that all the forms have been completed, approved and submitted to the state for the CIF Planning grant with the exception of one that has to be done by the BOS; Superintendent Parkhurst will attend that meeting on 5/19 to have that document signed. Once that is done, the RFP opening will occur on June 4 and the shovel ready work will be underway with the goal being that we will be ready to apply for the Round 10 full CIF grant in late December or early January.

Public Audience

None

XXV. Executive Session: To adjourn the meeting to Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that is:

- A. Goals, Evaluation & Contract of the Superintendent of Schools
- B. Non-Union Wage Compensation for the following:

- 1. Executive Director of Curriculum, Instruction and Assessment
- 2. Executive Director of Operations
- 3. Director of Facilities
- 4. Director of IT
- 5. Executive Assistant to the Superintendent of Schools

That attendance in the Executive Session shall be limited to:

- Members of the Board of Education
- Superintendent

A motion was made by Greg Guyette and seconded by Lindsay Cutler to move into executive session as allowed above; passed unanimously and the Board entered into executive session at 6:50 pm.

The Board exited the executive session at 7:45 pm.

Action, if any, on Executive Session Items

A motion was made by Greg Guyette and seconded by Lindsay Cutler to approve with amendment to the non union wage compensation as follows:

Executive Director of Curriculum, Instruction and Assessment - 2.5%

Executive Director of Operations - 0%

Director of Facilities - 2.5%

Director of IT - 2.5%

Executive Assistant to the Superintendent of Schools - 3%

The motion passed unanimously.

Executive Session: To adjourn the meeting to Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that is:

- C. Discussion of Union Negotiations: Connecticut Health Care Associates, District 1199, National Union of Hospital and Health Care Employees, AFSCME, AFL-CIO

That attendance in the Executive Session shall be limited to:

- Members of the Board of Education
- Superintendent
- Executive Director of Operations
- Others as Requested to Attend

A motion was made by Greg Guyette and seconded by Lindsay Cutler to enter into executive session as stated above at 7:46 pm; passed unanimously. The board entered into executive session at 7:46 pm.

The Board exited the executive session at 7:56 pm.

Action, if any, on Executive Session Item

A motion was made by Greg Guyette and seconded by Lindsay Cutler to approve the contract for Connecticut Health Care Associates, District 1199, National Union of Hospital and Health Care Employees, AFSCME, AFL-CIO. The motion passed unanimously.

Adjourn Meeting - A motion was made by Dennis Gagnolati to adjourn the meeting at 7:58 pm; seconded by Lindsay Cutler; passed unanimously.

Respectfully submitted,

Shawn Parkhurst

Superintendent of Schools

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: ROBERT STACY, EXECUTIVE DIRECTOR OF OPERATIONS
DATE: JUNE 9, 2026
RE: HUMAN RESOURCES REPORT - RESIGNATION

Resignation:

Dylan Johnson, Social Studies Teacher at Windsor Locks Middle School, will be resigning effective June 30, 2026. Ms. Johnson has served the students of Windsor Locks for the past 2 years.

Board Motion: “**Move** that the Board of Education accepts the resignation on the date noted and offer our appreciation for service to the Windsor Locks Public Schools.”

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: JUNE 9, 2026

RE: APPROVAL OF WLPS STRATEGIC PLAN

During the past year, three task force teams have been working to draft the 5 Year Windsor Locks Strategic Plan. Various opportunities have been provided for feedback throughout the year.

This evening, the final draft is presented for your review and potential approval to guide our work over the next five years.

Board Motion: “**Move** that the Board of Education approve the Windsor Locks Public Schools 5 Year Strategic Plan for 2026-2031 as presented.”

Windsor Locks Public Schools



Strategic Plan 2026 - 2031

DRAFT



Table of Contents

Page 3	Vision of the Graduate
Page 4	Board of Education & Superintendent Message
Page 5	Our Schools
Page 6	WLPS Snapshot
Page 7	WLPS Priority Goal Areas
Page 8	Goal Area: Student Performance
Page 10	Goal Area: Culture and Climate
Page 12	Goal Area: Facilities and Operations
Page 14	Measurements of Success
Page 15	Acknowledgements

VISION OF A GRADUATE

The Windsor Locks Public Schools will create and sustain a community of lifelong learners where all students are engaged, empowered, and expected to achieve at the highest levels and become responsible, contributing citizens in an ever-changing global society.

A Windsor Locks graduate will demonstrate mastery of core academic content, strong habits of scholarship, and the personal and social responsibility needed to contribute meaningfully to the school community and succeed beyond high school.

In addition, graduates will be:

**A Creative and Practical
Problem Solver**

**A Clear and Effective
Communicator**

**An Informed
Thinker**



**A Self-Directed
Learner &
Collaborative
Worker**

A Responsible Citizen

Board of Education



From left to right: Dennis Gagnolati, Lindsay Cutler, Amber Mortensen-Hurdle, Greg Guyette (Vice-Chair), and Alba Osorio (Chairperson)



A Message from the Superintendent

It is with great pride and a strong sense of purpose that I present the Windsor Locks Public Schools Five-Year Strategic Plan. This plan reflects our collective commitment to ensuring that every student is known, supported, and prepared to succeed in a rapidly changing world.

Developed through a thoughtful and inclusive process, this strategic plan incorporates the voices of students, staff, families, and community members. It represents both our current strengths and our aspirations for the future. At its core is a shared belief that all students can achieve at high levels when provided with meaningful learning opportunities, a supportive environment, and access to the resources they need to thrive.

Over the next five years, our work will be guided by three key priority areas: student performance, culture and climate, and facilities and operations. We are committed to strengthening student outcomes through high-quality instruction and personalized learning experiences. At the same time, we will continue to foster a positive, inclusive, and safe school culture where all students and staff feel valued and connected. In support of this work, we will invest in and maintain facilities and operational systems that provide safe, efficient, and future-ready learning environments.

This strategic plan is more than a document—it is a roadmap for action, accountability, and continuous improvement. It will guide our decisions, focus our resources, and help us monitor progress, celebrate success, and respond to the evolving needs of our school community. I am grateful to all who contributed their time, perspectives, and dedication to this process. Together, we will continue building a school system that reflects the pride of Windsor Locks and provides every student with the opportunity to succeed.

Sincerely,
Shawn Parkhurst
Superintendent of Schools

Our Schools



Grades: Pre-K - 2
Enrollment: 398 students

Grades: 3 - 5
Enrollment: 296 students



Grades: 6 - 8
Enrollment: 332 students

Grades: 9 - 12
Enrollment: 339 students



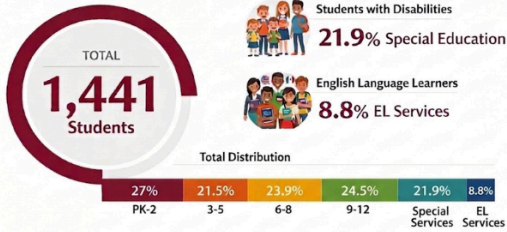
We are sharing the most current information available, last updated in May 2026.

WLPS Snapshot

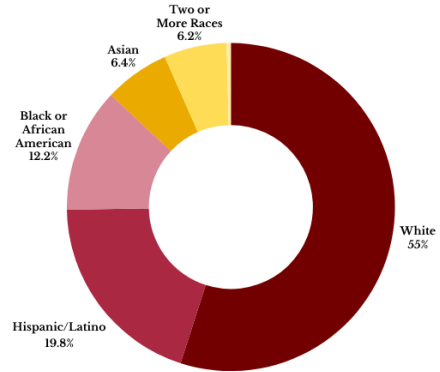
Our Students

Student Enrollment

Key Statistics for Windsor Locks Public Schools Students



Student Demographics

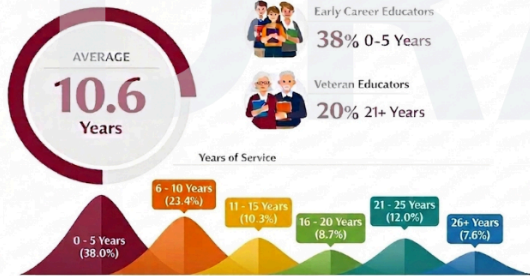


Our Staff

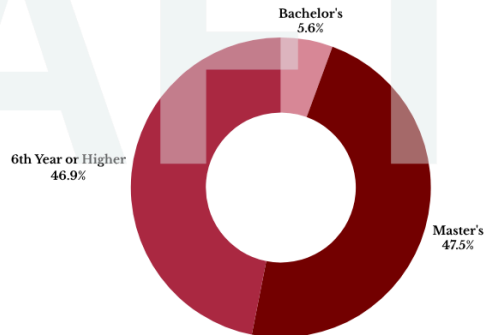
Certified Teaching Staff: 187

TEACHER EXPERIENCE

Average Years of Service in WLPS



Highest Degree



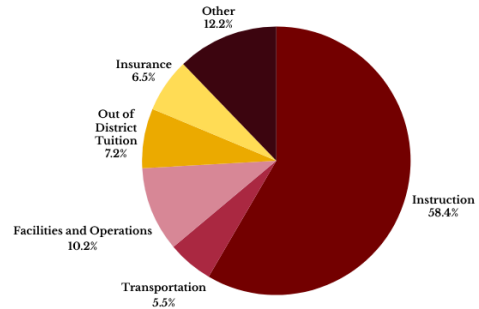
Our Budget

Annual Budget: \$35,936,158

Per Pupil Expenditure: \$24,793

Number of Schools: 6

Allocations by Category



We are sharing the most current information available, last updated in May 2026.

WLPS Priority Goal Areas

Student Performance

Windsor Locks Public Schools will improve student performance through the consistent implementation of high-quality curriculum and personalized learning experiences at all grade levels, where students are engaged, empowered, and expected to achieve at the highest levels.



Culture and Climate

Windsor Locks Public Schools will provide an equitable and safe school culture, developed through relationships, partnerships, and community connections, where all are free to be their best selves and pursue their dreams.

Facilities and Operations

Windsor Locks Public Schools is committed to a safe, sustainable, and forward-thinking infrastructure and operational system that enables student success in all learning environments—from classrooms and cafeterias to athletic fields and transportation services.



Goal Area: Student Performance



Strategic Action 1 Curriculum & Instruction

- Design and implement a developmentally appropriate continuum of guaranteed learning experiences for students that supports our Vision of the Graduate.
- Ensure alignment of standards, instruction, and assessment across all grade levels.
- Examine and refine grading and reporting practices to ensure consistency and clarity for students, families, and staff.
- Provide all students with equitable academic systems and research-based interventions that support and/or accelerate academic, social, behavioral, and executive functioning needs.

Strategic Action 2 Student Engagement

- Expand college and career readiness by increasing opportunities for enrichment, rigorous academic experiences, honors/AP participation, and industry-recognized credentials, with a focus on equitable access for all students.
- Design and deliver engaging, culturally relevant learning experiences that actively involve students, reflect their identities and voices, and promote curiosity, critical thinking, and real-world connections.
- Develop and administer a graduate survey that provides insight into Windsor Locks' effectiveness in preparing students for success beyond high school.

Goal Area: Student Performance



Strategic Action 3 Personalized Experiences

- Strengthen districtwide learning experiences, opportunities, and supports to expand personalized pathways for all students.
- Build a clear districtwide approach to communicating learning opportunities, transitions, and pathways so students and families understand how to support each student's growth and future readiness.
- Use student learning data to regularly monitor progress, guide instruction, and provide timely support or enrichment to help every student grow.
- Provide ongoing professional learning to support personalized, student-centered instruction and effectively respond to students' academic and social-emotional needs.





Goal Area: Culture and Climate

Strategic Action 4 Health & Safety

- Provide ongoing professional learning and support that focuses on school culture through the development of positive student and staff relationships.
- Assess and strengthen staff understanding and implementation of discipline through the use of restorative practices.
- Ensure access to wellness supports and resources for students, staff, and families.

Strategic Action 5 Community Connections & Partnerships

- Engage families in their students' learning experiences and our school communities.
- Develop mentoring, internships, and job shadowing experiences for students with community partners and schools across the district.
- Establish a District Community Table* to strengthen partnerships, coordinate resources, and support students and families.

***Community Table:** A collaborative space that serves as a neutral, inclusive forum where diverse organizations, parents, and stakeholders come together to engage in open dialogue, share insights, and work towards collective community goals.
Adapted from the Connecticut Office of Early Childhood.



Goal Area: Culture and Climate

Strategic Action 6 Equitable & Inclusive Environment

- Implement restorative practices to build inclusive and supportive school communities.
- Build a positive school culture by celebrating diversity and student identity.
- Create a welcoming and supportive environment for new students, staff, and families.
- Develop districtwide professional learning communities that promote coherence across schools, support educator growth, and strengthen instructional practices aligned to teacher needs.



Goal Area: Facilities and Operations



Strategic Action 7 Facility Efficiency

- Reevaluate the mid-2010s architectural space utilization study to inform future transitions of grade-level classrooms, offices, and multi-use spaces, ensuring optimal use of square footage.
- Improve the overall campus environment—including classrooms, auditoriums, cafeterias, gymnasiums, and athletic fields—through sustained capital investment requests and a long-term enhancement plan for future project implementation.
- Improve the process for community organizations to request and access school buildings, grounds, and facilities through the district's online scheduling system.
- Strengthen preventive maintenance and inspection practices to reduce emergency repair costs, extend equipment life, and support safe, efficient facilities.

Strategic Action 8 Technological Advancement

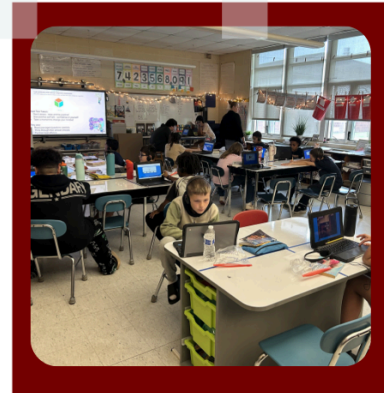
- Develop and maintain a regular replacement cycle for student and teacher devices to support reliable access to technology for teaching and learning.
- Ensure a consistent and efficient update and lifecycle management process for all network and security devices to improve reliability, strengthen cybersecurity, and support long-term system performance.
- Research, evaluate, and deploy emerging technologies that enhance efficiency, security, and innovation.

Goal Area: Facilities and Operations



Strategic Action 9 Stakeholder Satisfaction

- Develop and implement a process to report facility, technology, food service, or transportation concerns.
- Review and optimize bus routes and stop locations to enhance safety and efficiency in student transportation.
- Evaluate the effectiveness of housekeeping practices and the overall cleanliness of work environments across the district.
- Assess technology use and satisfaction through regular staff feedback.



13

Measures of Success

Student Performance

- Increase the percentage of students who meet or exceed grade-level expectations and demonstrate typical or accelerated growth, as measured by state and local assessments.
- Increase the percentage of students reporting high levels of engagement, relevance, and belonging in their learning experiences, as measured by climate surveys.
- Increase student participation in rigorous coursework and personalized pathways, including honors, AP, internships, work-based learning, and industry credential attainment, with a focus on equitable access as measured by course enrollments.
- Increase graduation rates and postsecondary readiness, as evidenced by graduation data, postsecondary enrollment (college, career, military), and an increased student and family understanding of pathways and grading practices.



Culture and Climate

- Increase the percentage of students and families reporting a sense of belonging, safety, and a positive school climate, as measured by annual surveys.
- Decrease disproportionality across student groups, as measured by reductions in office discipline referrals and suspension rates.
- Increase staff capacity to support a positive school culture, as evidenced by participation in professional learning and improved implementation of restorative and inclusive practices.
- Increase family and community engagement, as measured by event participation and active partnerships.



Facilities and Operations

- Ensure effective long-term facilities planning and capital execution, as evidenced by completion and implementation of a districtwide space utilization plan and approval and execution of capital improvement projects.
- Improve operational efficiency across all district facilities, as evidenced by increased completion of preventative maintenance tasks, reduced reactive work orders, and consistent use of system-wide operational tools.
- Ensure reliable, secure, and equitable access to technology systems, as evidenced by consistent device availability, dependable system performance, and successful implementation of approved technology plans and funding sources.
- Improve stakeholder satisfaction with facilities, food service, transportation, and technology services, as measured by staff feedback, service responsiveness, and demonstrated improvements in communication and resource allocation.

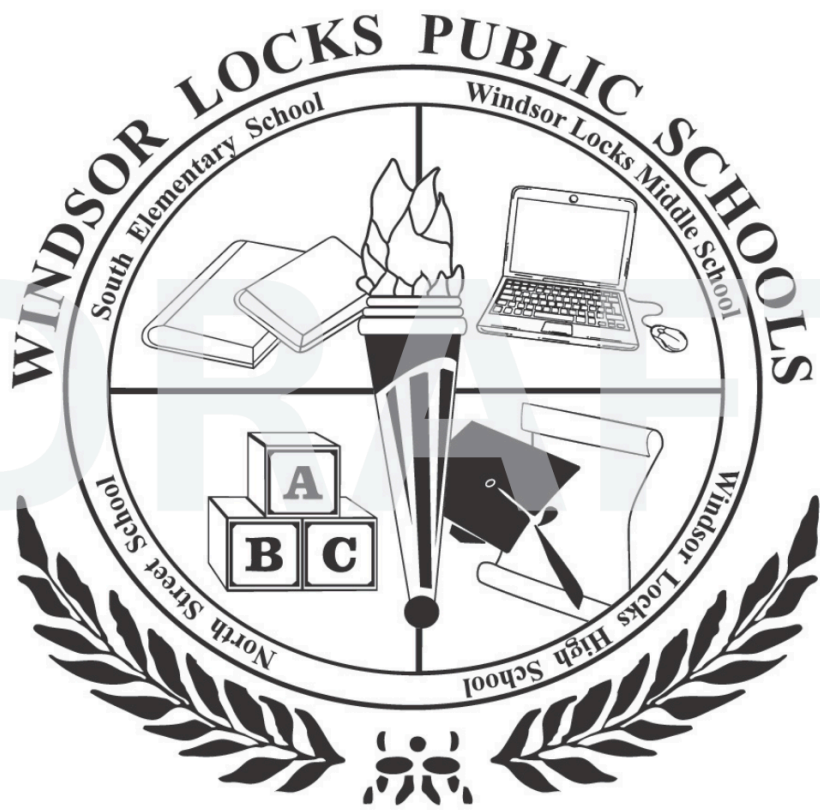


Acknowledgements

We extend our sincere thanks to the following individuals for volunteering their time and perspectives to thoughtfully plan for the future of Windsor Locks Public Schools.

Rebecca Bissonette, *Executive Director of Curriculum, Instruction, & Assessment*
Jo-Anne Cutler, *Instructional Specialist SES*
Lindsay Cutler, *Board of Education Member*
Andrew Goodwin, *Director of Information Technology*
Erin Grasso, *Parent WLHS*
JP Grasso, *Parent WLHS*
Paul Harrington, *Parent NSS*
Pauline Lawless, *Parent WLMS*
Jamie Naughton, *Parent WLHS*
Alba Osorio, *Chairperson of the Board of Education*
Shawn Parkhurst, *Superintendent of Schools*
Kari Percoski, *Teacher SES*
Elisabeth Raso, *Parent NSS*
Nile Rozie, *Teacher WLHS*
Jennifer Soucy, *Parent WLMS*
Robert Stacy, *Executive Director of Operations*
Giovanna Testani, *North Street School Principal*
Selena Vazquez, *Parent SES*
Zachary Washburn, *Parent NSS & SES*
Greg Weigert, *Director of Facilities*

Special thanks to Abby Wrinn for many of the photos throughout this document.



MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
 FROM: ROBERT STACY, EXECUTIVE DIRECTOR OF OPERATIONS
 DATE: JUNE 9, 2026
 RE: POLICY PRIORITY LIST

June 9, 2026

First and Second Read

3542.22	Food Service Personnel – Code of Conduct	Mandatory	Revision
---------	--	-----------	----------

First Read

4115.3	Evaluation of Coaches	Mandatory	Revision
--------	-----------------------	-----------	----------

August 20, 2026

4118.23	Personnel Conduct	Recommended	Revision
6000	School Philosophy	Recommended	Revision
6172.4	Parent Involvement	Mandatory	Revision

September 24, 2026

3326	Assistance for Persons w/ Disabilities	Recommended	Revision
5123	Academic Dishonesty - Cheating/Plagiarism	Mandatory	Revision
6141.3273	AI (CABE version)	Recommended	New
6159	IEPs	Mandatory	Revision
6171	Special Education	Mandatory	Revision

Review any policies from the CABE monthly recommended policy packet

Possible Board Motion: None

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: ROBERT A. STACY, EXECUTIVE DIRECTOR OF OPERATIONS
DATE: JUNE 9, 2026
RE: POLICY REVIEW & FIRST READ & POTENTIAL SECOND
READ

The following policy is presented for a **First & Potential Second read and approval** by the Board.

June 9, 2026

3542.22	Food Service Personnel – Code of Conduct	Mandatory	Revision
---------	--	-----------	----------

The following policy is presented for a **First Read** and review by the Board.

4115.3	Evaluation of Coaches	Mandatory	Revision
--------	-----------------------	-----------	----------

Possible Board Motion: “**Move** that the Board of Education waive the second read and approve policy 3542.22 Food Service Personnel - Code of Conduct as presented.”

Business and Non Instructional Operations

Food Services

Food Service Personnel - Code of Conduct

The following conduct is expected of all persons who are engaged in the award and administration of contracts supported by the Child Nutrition Program (CNP) funds. These programs include the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, and Summer Food Service Program.

No employee, officer or agent of the Windsor Locks School District shall participate in selection or in the award or administration of a contract supported by program funds if a conflict of interest, real or apparent, would be involved.

To ensure objective contractor performance and eliminate unfair competitive advantage, a person that develops or drafts specifications, requirements, statements of work, invitations, for bids, requests for proposals, contract terms and conditions of other documents for use by the child nutrition program in conducting procurement shall be excluded from competing for such procurements. Such persons are ineligible for such procurements regardless of the procurement method used.

Conflicts of interest arise when a school district employee:

1. Has a financial or other interest in the firm selected for the award;
2. Is an employee, officer, or agent of the firm selected for the award;
3. Has a member of the immediate family who is an employee, officer or agent of the firm selected for the award;
4. Is about to be employed by the firm selected for the award; or
5. Has a member of the immediate family who is about to be employed by the firm selected for the award.

The Windsor Locks School District employees, officers or agents shall neither solicit nor accept gratuities, favors, or anything of **material** monetary value from contractors, potential contractors or parties to sub-agreements.

Windsor Locks Board of Education employees, officers and agents shall be governed by the following rules:

1. The purchase during the school day of any food or service from a contractor for individual use is prohibited.
2. The removal of any food, supplies, equipment or school property, such as official records, recipe books, and the like is prohibited unless express permission of the Food Service Coordinator/Business Manager/Cafeteria Supervisor has been granted.
3. The outside sale of such items as used oil, empty cans and the like will be sold by contract between the Windsor Locks School District and the outside agency.

4. Individual sales by any school person to an outside agency or other school person are prohibited.

Failure of any employee to abide by this Code of Conduct could result in a fine, suspension or dismissal.

Resolution of Controversies

Any actual or proposed supplier who is aggrieved in connection with a proposed purchase may protest to the Superintendent or his/her designee.

1. The protest shall be in writing.
2. The protest shall be delivered within 10 days of the action which is being aggrieved.
3. A hearing will be scheduled within 15 days of receipt of protest.
4. The proposed purchase will be delayed until the protest is resolved unless the delay will result in disruption of meal service to children. In the event it is determined that the purchase is necessary, an emergency shall be declared by the Superintendent/Assistant Superintendent for Business/purchasing agent and emergency purchase procedures will be followed until protest resolution.
5. The decision of the hearing officer shall be in writing and shall be delivered to the aggrieved supplier with proof of delivery required.
6. The aggrieved supplier shall be notified that an appeal of the hearing officer's decision is possible. The appeal request should be written and addressed to the Board of Education.

Public Access to Procurement Information

1. Procurement information shall be a public record to the extent provided in Connecticut's Freedom of Information law.
2. All bid/offers shall be taken under advisement. Between the time an IFB/RFP is opened and awarded it may be viewed by any company or individual who entered a response, to the proposed intent to purchase.
 - a. Any supplier providing information, as a part of a proposal or offer shall stamp each page or sealed envelope, which they consider proprietary information, "not for public release."
 - b. Should the school district receive a request to release this marked information the supplier shall be notified within 24 hours and given 10 working days to obtain a court order to stop release.
 - c. In 10 working days the party requesting the information shall be provided a copy of the court order or instructions on when the information may be reviewed.
3. After acceptance, procurement information is available to the general public except as noted above.

(cf. [3320](#) - Purchasing Procedures)

(cf. [3323](#) - Soliciting Prices, Bids)

(cf. [3326](#) - Ordering Goods and Services, Paying for Goods and Services)

(cf. [3542](#) - School Lunch Service)

(cf. [3542.31](#) - Participation in the Nutritional School Lunch Program)

(cf. [3542.33](#) - Food Sales Other Than National School Lunch Program)

(cf. [3542.34](#) - Nutrition Program)

(cf. [4118.13/4218.13](#) - Conflict of Interest)

(cf. [6142.101](#) - Student Nutrition and Physical Wellness, School Wellness)

Legal Reference: Connecticut General Statutes

[10-215](#) Lunches, breakfasts and other feeding programs for public school children and employees.

[10-215a](#) Nonpublic school and nonprofit agency participation in feeding programs.

[10-215b](#) Duties of State Board of Education re feeding programs.

[10-216](#) Payment of expenses.

State Board of Education Regulations

[10-215b-1](#) School lunch and nutrition programs.

[10-215b-11](#) Requirement for meals.

[10-215b-12](#) Reimbursement payments. (including free and reduced price meals)

Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751.

School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.

National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245.

42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).

Federal Register (74 Fed. Reg. 66213) amending federal regulations (7 CFR Part 210 and 220).

P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. 1751

7 CFR Parts 210 & 220 - Nutrition Standards in the National School Lunch & School Breakfast Programs.

Nondiscrimination on the Basis of Handicap in Programs or Activities

Title 7 Chapter 11 of the Code of Federal Regulation Federal Management Circular A- 102, Attachment 0 FNS Instruction 796-1 Revision 2.

2 CFR 200.318 General Procurement Standards

Policy Adopted: May 14, 2024

Revised June 9, 2026

Personnel – Certified

4115.3 –Evaluation of Athletic Coaches

The Board of Education (Board) complies with state law concerning the evaluation and termination of its athletic coaches and this policy should be construed consistent with that law.

For purposes of this policy, the term “athletic coach” means any person holding a coaching permit issued by the State Board of Education who is hired by the Board to coach a sport or sport season as part of intramural or interscholastic athletics for a school or for the school District.

An athletic coach employed by the Board shall have a valid coaching permit issued by the Connecticut State Board of Education. Any athletic coach employed by the Board shall comply with all state legal requirements for obtaining and maintaining a valid coaching permit including compliance with any periodic training requirements on topics that may include, but are not limited to, student concussions, and sudden cardiac arrest.

Additionally, an athletic coach employed by the Board shall be responsible for compliance with all applicable state law and federal law as well as Board of Education policies.

An athletic coach shall maintain professionalism at all times when interacting or communicating with players, other coaches, officials, referees, parents, faculty, administration, and the community and shall serve as a role model for student athletes.

Evaluation

There shall be an annual evaluation of all coaches to be conducted by the athletic director or the coach’s immediate supervisor. Each coach shall receive a written copy of the evaluation.

The purposes of evaluation are:

- 1. To provide a systematic process whereby coaches may increase the effectiveness of their services to the athletic program utilizing the available professional resources.**
- 2. To provide an opportunity for coaches to analyze their strengths and weaknesses, and to discuss objectively the contributions they have made to the athletic program.**
- 3. To provide an opportunity for the administrative staff to analyze the strengths and weaknesses of individual coaches, and to utilize this knowledge to develop supervisory service to assist individuals in developing their competence.**

4. To provide an effective means by which administrators may make recommendations concerning the continued employment of personnel, the granting of increments, and/or other recommendations to the Board of Education.

It is the responsibility of all administrators, coaches and other professional staff members to recognize that the district schools intend to seek and maintain the best qualified staff to provide quality coaching for student athletes. In keeping with this goal, all personnel are expected to participate fully in the appraisal process.

An integral part of this process is self appraisal. The self and administrative appraisals include: knowledge of the sports area being coached, coaching skills and techniques, attitudes, behavior patterns, values and ethics.

Termination

The employment of an athletic coach may be terminated at any time unless he or she has served in the same coaching position for three or more consecutive school years. In such case, the Superintendent may decline to renew or terminate the contract of the coach by providing written notification of that action within ninety (90) calendar days of the end of the sport season covered by the contract.

This does not prohibit the Superintendent from terminating the employment of any athletic coach (including one that has served in the same coaching position for three or more consecutive years) at any time for reasons of moral misconduct, insubordination or violation of the rules of the Board, or because the sport has been cancelled by the Board.

Appeal of Decision to Terminate or Decline to Renew

An athletic coach who has served in the same coaching position for three or more consecutive years may appeal the decision for his/her non-renewal or termination to the Board in accordance with regulations accompanying this policy. Such regulations shall include the right for such coach to request from and be provided by the Board with a written statement specifying the reason(s) for the coach's non-renewal or termination. The statement shall be provided within thirty (30) days of the request. Regulations shall set forth procedures that provide for an opportunity for fair notice, hearing, review and a final decision of the appeal in a timely manner.

Legal Reference:

Connecticut General Statutes

10-149b Qualifications for coaches of intramural and interscholastic athletic coaches;

Training courses for coaches re concussions (as modified by PA-14-66)

10-151b Evaluation by superintendent of certain educational personnel

10-220a In-Service training

10-222e Policy on evaluation and termination of athletic coaches

(as amended by P.A. 13-41)

Policy approved: June 2007

Revised: October 2018; **June 2026**

.

Personnel-Certified

R4115.3 –Evaluation of Athletic Coaches

Procedure for Appeal of Termination or Non-renewal

An athletic coach who has served in the same coaching position for three or more consecutive years may appeal a non-renewal or termination decision to the Board in accordance with the following procedures:

- A. The athletic coach ~~may~~ **must** file a written appeal with the Board within ten (10) calendar days of the Superintendent's written notification of non-renewal or termination. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and a copy of said appeal shall be sent to the Superintendent. Failure to submit a timely written appeal shall constitute a waiver of any appeal opportunity.
- B. Within a reasonable period of time of its receipt of a written appeal of the Superintendent's decision, the Board or a subcommittee of three or more of the Board members shall conduct a hearing to consider such appeal. Reasonable written notice of the time and place for such hearing shall be issued to the athletic coach. Public notice of the hearing will be posted in the same manner as any other meeting of the Board.
- C. Prior to the hearing and within a reasonable period of time after receiving an athletic coach's written request, the Superintendent shall provide a statement of the reasons for which he or she terminated or declined to renew the athletic coach's contract.
- D. The appeal hearing will be held in executive session unless the coach requests that it be in public session.
- E. At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in support of the decision of non-renewal and/or termination. With cause shown, the athletic coach may call a limited number of witnesses to testify only if there is a clear need for the presentation of relevant factual information from such witnesses (as opposed to simple expressions of an opinion on the skill or competence of the athletic coach). Cumulative or redundant testimony shall not be allowed.
- F. The Superintendent's decision to terminate or decline to renew the coaching contract shall be affirmed unless the Board determines that the decision was arbitrary and capricious. The coach shall have the burden to prove that the decision was arbitrary and capricious.

G. Within a reasonable period of time following the hearing, the Board shall make its determination and provide a written decision to the coach. The decision of the Board shall be final.

Regulation approved: October 2018 June 2026

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: JUNE 9, 2026

RE: CHALLENGING BEHAVIOR POLICY IMPLEMENTATION

This year, Policy 5144.12 Challenging Behavior, was adopted and implemented for the first year. Tonight, Dr. Bissonnette, as our school climate coordinator, will provide you with an update and summary of the implementation of this policy including the following:

- A. Overview of Process & Procedures at Each School
- B. School-Based Plans
- C. Report/Summary of 2025 - 2026 Incidents
- D. Steps for School Year 2026 - 2027

Students

Challenging Behavior Prevention: Restorative Practices Response

Introduction

Related to all matters of student discipline, the Board of Education requires district staff to make every effort to correct student challenging behavior through school-based resources and to support students in learning the skills necessary to enhance a positive school climate and avoid challenging behavior.

For most behaviors, schools should minimize the use of in-school and out-of-school suspensions, recommendations for expulsion, and referrals to law enforcement to the extent practicable while in compliance with state statutes, local ordinances, and mandatory reporting laws. It is the goal of the Windsor Locks Public Schools and the Board of Education that the juvenile and criminal justice systems be utilized rarely to address all forms of challenging behavior.

All challenging behavior procedures and responses shall ensure due process and be enforced uniformly, fairly, consistently, and in a manner that does not discriminate on the basis of ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, gender identity or expression, age, or disability.

For the school year beginning July 1, 2025, the Windsor Locks Board of Education adopts this “Restorative Practices Response” policy to be implemented by school employees for incidents of challenging behavior or student conflict that is nonviolent and does not constitute a crime. This policy shall not include the involvement of school resource officers or other law enforcement officials as part of the discipline process unless the behavior or conflict becomes violent or criminal.

The Board of Education (Board) supports the District’s fundamental mission to provide all students the opportunity to achieve academically and socially and emotionally, ethically, civically, and intellectually at the highest levels and to become a contributing and engaged citizen in our diverse society. All students should have the opportunity to develop their skills, knowledge, and competencies in a nurturing and accountable school setting. Schools play an important role in helping families and children make responsible decisions, cooperate with others, and have a successful life. Children, at times, find it difficult to manage their emotions and focus on their studies effectively. Developmentally appropriate social and emotional skills building allows students to cope with stress so they can access learning and develop into productive adults. Learning is a social activity, meaning children must be ready to learn by regulating their emotions and working constructively with others. Social and emotional learning (SEL) helps build a positive school climate by developing emotional intelligence through self awareness, self-management, goal setting, social awareness, relationship building, collaborative skills, and responsible decision-making. Students should receive effective and

engaging teaching, with curriculum, instruction, and assessment designed to address the needs of diverse learners.

Restorative approaches recognize students' unique strengths, needs, and interests and present an opportunity for schools to develop a structure that utilizes practices that will create a more equitable path for all students. Utilizing restorative practices allows schools to embody more equitable approaches and meet students' short—and long term needs.

The Board believes that all students have a right to attend schools that are safe and free from unnecessary disruption. Appropriate student behavior, reinforced by an effective system of discipline, is essential to creating and maintaining a positive school climate. This is the joint responsibility of students, staff, parents, and the community.

The Board requires District schools to implement restorative practices in response to conflict and harm. The “Restorative Practices Response” philosophy supported by the Board views misconduct as a violation against people and damaging to relationships in the school and throughout the community. The Board recognizes that schools may involve a wide range of people in the “Restorative Practices Response” process, voluntarily including victims, who are often teachers, school staff, bystanders, other students, and the school community.

The four main goals of Restorative Practices Response are:

1. **Relationship Building:** creating a school environment where everyone is safe, welcomed, supported, and included in all school-based activities and focuses on high-quality, constructive relationships among the school community members;
2. **Accountability:** Restorative Practices Response strategies hold each student accountable for any challenging behavior;
3. **Community Safety:** Restorative Practices recognize the need to keep the school community safe through strategies ensuring that all students have a role in repairing relationships affected by challenging behavior. In safe, supportive education environments students feel a sense of belonging and allow schools to challenge policies and procedures that prevent student growth;
4. **Competency Development:** Restorative Practices Response seeks to increase the social-emotional intelligence skills of those who have harmed others, address underlying factors that lead students to engage in the form of challenging behavior, and build on strengths.

Definitions

Through adopting the Connecticut School Climate Policy (5131.911), the Board endorses a “Restorative Practices Response” approach to student discipline. As defined in Policy 5131.911,

Restorative Practices mean evidence and research-based system-level practices that focus on (A) building high quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community. **Challenging Behavior**

Prevention: Restorative Practices Response

“**Challenging Behavior**” means behavior that negatively impacts school climate or interferes, or is at risk of interfering with, the learning or safety of a student or the safety of a school employee.

“**Evidenced-Based Practices**” in education refer to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

“**School Climate**” means the quality and character of school life, with a particular focus on the quality of the relationships within the school community. It is based on patterns of people’s experiences of school life and reflects the norms, goals, and organizational structures within the school community.

“**Social and Emotional Learning**” means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

“**Emotional Intelligence**” means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem-solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

“**School Community**” means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

“**School Environment**” means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

Purpose

The purpose of this policy is to support school discipline that:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification and response to all challenging behavior;
2. Maintains safe and engaging learning communities;
3. Assures consistency and coherence across all schools in the District;
4. Defines and communicates expectations for student behavior;
5. Defines and communicates expectations for staff responsibility related to school discipline;
6. Balances the needs of the student, the needs of those directly affected by “challenging behaviors,” and the needs of the overall school community;

7. Assures equity across racial, ethnic, and cultural groups and all other protected classes, including, but not limited to, gender, color, national origin, ancestry, religion, age, disability, sexual orientation, and gender identity and expression.

General Principles

1. A positive school climate is best accomplished by preventing challenging behaviors before they occur and using effective restorative practices, in response to those challenging behaviors that may occur despite proactive measures;
2. School safety and academic success are formed and strengthened when all school staff and employees build positive relationships with students and their parents and/or guardians;
3. Effective school climate maximizes the amount of time students spend learning academically, socially, and emotionally, ethically, civically, and intellectually and minimizes the amount of time students cause disruption or are removed from their classrooms due to an act of challenging behavior;
4. School discipline should be reasonable, timely, fair, age-appropriate, and should be proportionate to the student's challenging behavior. Response to an act of challenging behavior that is rooted in restorative practices will provide meaningful instruction and guidance, offers students an opportunity to learn from their mistakes and is more likely to result in engaging rather than punitive responses to challenging behavior. The school community should adopt policies that promote a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school wide relationships, and intentionally re-engaging and disengaged students, educators, and families of students in the school community;
5. Effective school climate improvement is a restorative process that engages all school community members in promoting a positive school climate. The vast majority of challenging behaviors should be addressed at the classroom level by teachers; however, behaviors that cannot be addressed at this level should receive more targeted and intensive interventions, as determined by an individualized assessment;
6. The District serves a diverse community. In order to serve all students and to prepare them to be members of an increasingly diverse community, schools and staff must build cultural competence. We must commit to eliminating institutional racism and any other discrimination that presents barriers to success. The school community should create a school environment where everyone is safe, welcomed, supported, and included in all school-based activities;
7. Challenging behaviors, which may be subject to disciplinary action, including any within the school environment, but not limited to those occurring during either curricular or extracurricular activities, in classrooms, in school buildings, on school grounds, or in school vehicles, when such conduct is detrimental to the school environment and to the welfare or safety of other students or school personnel.

General Policy Guidelines

The District's system of school climate improvement is built on the incorporation of restorative practices, which should include:

Evidence and research-based system-level restorative practices that focus on:

- 1) building high-quality, constructive relationships among the school community,
- 2) holding each student accountable for any challenging behavior, and
- 3) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

Restorative practices should be guided by the Connecticut School Climate Standards:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behaviors.
2. The school district community adopts policies that promote: a) a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and b) a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally reengaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to: a) promote learning and the positive academic, social, emotional, ethical, and civic development of students. b) enhance engagement in teaching, learning, and school-wide activities. c) address barriers to teaching and learning; and d) develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities,
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.
 - a. Practicing early identification and assessment of struggling students;
 - b. Using a problem-solving/collaborative process to provide interventions matched to student needs;
 - c. Ensuring timely progress monitoring and feedback; and
 - d. Delivering scientific research-based interventions.

The District shall post this policy on the District website and in each school. A copy of this policy and accompanying procedures shall be readily available in each school's administration office.

Copies of this policy, any accompanying procedures/regulations, and school rules will be made available, upon request, to each student and parent/guardian and, upon request, promptly translated into a language that the parent/guardian can understand.

Applying the goals related to Restorative Practices Response, this policy's definitions, purpose, principles and guidelines, the Superintendent, or his/her/their designee shall develop such procedures and provide for any training necessary as may be needed to effectively implement this policy.

- (cf. 1110.1 – Parent Involvement)
- (cf. 4131 – Staff Development)
- (cf. 5114 – Suspension/Expulsion; Student Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.1 – Bus Conduct)
- (cf. 5131.6 – Drugs, Alcohol, Tobacco)

5

- (cf. 5131.7 – Weapons and Dangerous Instruments)
- (cf. 5131.8 – Out of School Grounds Misconduct)
- (cf. 5131.9 – Gang Activity or Association)
- (cf. 5131.911 – Connecticut School Climate Policy)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.92 – Corporal Punishment)
- (cf. 5141.4 – Reporting of Child Abuse and Neglect)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5144.3 – Discipline of Students with Disabilities)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.52 – Harassment)

Legal Reference: Connecticut General Statutes

4-177 through 4-180. Contested Cases. Notice. Record, as amended.

10-233a through 10-233f Suspension, removal and expulsion of students, as periodically amended.

21a-240(9) Definitions.

53a-3 Definitions.

GOALS 2000: Educate America Act, Pub. L. 103-227.

18 U.S.C. 921 Definitions

Title III - Amendments to the Individuals with Disabilities Act Sec. 314

Elementary and Secondary Schools Act of 1968, as amended by the Gun Free Schools Act of 1994

PL 105-17 The Individuals with Disabilities Act, Amendments of 1997

P.L. 108-446 Individuals with Disabilities Education Improvement Act of 2004

State v. Hardy, 896 A.2d 755, 278 Conn 113 (2006)

Public Act 23-167, Section 74, An Act Concerning Transparency in Education

Policy Adopted: August 2025

Windsor Locks Public Schools

Challenging Behavior Reporting Form**Instructions**

This form is for **students, parents or guardians of students enrolled in the school, and school employees** to report any alleged challenging behavioral incidents. Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk with interfering, with the learning or safety of a student or the safety of a school employee. This form should also be used to report alleged bullying incidents, meaning: unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Complete this form electronically, or in writing, or go to your school climate specialist (principal, vice principal, or other certified administrator) who will assist you with completing this form. All completed reports require a response from the school climate specialist, and every student, parent or guardian, and school employee **who completed this form** will receive a copy of the "Response Process(es) Notification Form" describing the action steps taken, within three (3) school business days after an assessment has been completed.

The school climate specialist will assess the facts of a challenging behavior incident and complete the "Response Process(es) Notification Form" (located on page 5 of this document). A confirmation of receipt of the "challenging behavior reporting form" will be provided to the individual who completed this form within **three (3) school business days**, and the behavioral assessment will be finalized within a reasonable amount of time.

If this is an emergency, and you feel that you or someone else is in imminent danger, please call 911, or your municipal police department.

Name: First _____ Last _____

or click here for any student who would like to submit anonymously.

I am a: Student Parent and/or Guardian or School Employee

Email: _____

Phone Number: _____

Contact me by: Phone Email

Was this previously reported to any school employee prior to this report? If yes, identify to whom, when, and what was reported? _____

Where did the incident occur? _____

Check any boxes that apply:

- | | |
|--|--|
| <input type="checkbox"/> On school property | <input type="checkbox"/> On a school bus |
| <input type="checkbox"/> At a school-sponsored activity or off school property | <input type="checkbox"/> On the way to/from school |
| <input type="checkbox"/> Electronic communication, internet, and social media | <input type="checkbox"/> Outside of school |
| | <input type="checkbox"/> Other _____ |

Approximate date of incident (if known): _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any waiver rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Please describe what happened.

Of the following statement(s) check any that may describe or include what happened:

- | | |
|--|---|
| <input type="checkbox"/> Teasing, name-calling, intimidating, or threatening, in person or through electronic communication | <input type="checkbox"/> Making intimidating, and/or threatening gestures or remarks |
| <input type="checkbox"/> Spreading rumors or gossip | <input type="checkbox"/> Getting another person to do any of the behaviors listed above |
| <input type="checkbox"/> Hitting, kicking, shoving, spitting, hair pulling, or throwing something or other acts of physical aggression | <input type="checkbox"/> Unwanted contact of a sexual nature (verbal, non-verbal, physical) |

Do you believe that the reported instance(s) of challenging behavior was in reference to a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, and status as a veteran? If so, why?

If known, provide the name(s) of any witness(es) of the alleged incident: _____

Date form submitted: _____

***For school climate specialist use only:**

Date received by school climate specialist: _____

Signature of receipt by school climate specialist: _____

Investigation Form

The purpose of this form is to provide a streamlined process to assess reported instances of challenging behavior.

This form is to be completed by the school climate specialist within a reasonable amount of time. Pursuant to the Federal Education Confidentiality Law (FERPA), students, parents or guardians, and school employees that completed the challenging behavior reporting form **cannot** receive a copy of this “Investigation Form” but will be provided with a copy of the “Response Process(es) Notification Form” after an assessment is completed.

Date “Challenging Behavior Reporting Form” received: _____

Today’s Date: _____

Name of school climate specialist who received the report: _____

Were these events already reported to any school employee? If yes, please identify to whom, when, and what was reported

Name of school community member who is reporting the incident: (student, parent or guardian, school or district employee, bystander, anonymous): _____

Name of student or students who were allegedly subjected to the challenging behavior: _____

Name of person or persons who allegedly engaged in the challenging behavior: _____

Where did the alleged incident occur? _____

Date and time alleged incident occurred: (if known): _____

Description of the alleged incident: _____

What investigative processes occurred? Answer all of the following questions below. A single incident may require an assessment into multiple areas. Please check all that apply.

- | | | | |
|---|--|---|--|
| Was this investigated as bullying? | YES <input type="checkbox"/> NO <input type="checkbox"/> | Was this a verified act of bullying? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Was this investigated as cyberbullying? | YES <input type="checkbox"/> NO <input type="checkbox"/> | Was this a verified act of cyberbullying? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Was this investigated as teen dating violence? | YES <input type="checkbox"/> NO <input type="checkbox"/> | Was this verified teen dating violence? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Was this investigated as an assault? | YES <input type="checkbox"/> NO <input type="checkbox"/> | Was this a verified assault? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Was this investigated as an act of physical violence? | YES <input type="checkbox"/> NO <input type="checkbox"/> | Was this a verified act of physical violence? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Was this investigated as a protected class violation/harassment? | YES <input type="checkbox"/> NO <input type="checkbox"/> | Was this a verified protected class violation/harassment? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Was this investigated as a Title IX violation? | YES <input type="checkbox"/> NO <input type="checkbox"/> | Was this a verified Title IX violation? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Was this a verified act of challenging behavior not listed above? | | | YES <input type="checkbox"/> NO <input type="checkbox"/> |

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any waiver rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

What was the response by the school climate specialist? (E.g., utilization of restorative practices, school-based threat assessment, safety plan, student support services) Additionally, provide the date of each response.

If applicable, please provide any additional notes, observations, or actions taken as a result of this incident:

Signature or E-signature of responding school climate specialist: _____

Printed name: _____

Date of response: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any waiver rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Response Process(es) Notification Form

The purpose of this form is to provide a template for transparency and accountability to a person(s) that submit(s) a report of challenging behavior.

The school climate specialist will complete and submit this form within three (3) school business days **after an assessment has been finalized** and submit it to the student(s), parent(s), or guardian(s), and/or school employee(s) who completed the “Challenging Behavior Reporting Form”.

Describe the steps taken to address and prevent future instance(s) of challenging behavior(s). Responses may include:

- utilization of restorative practices;
- the completion of a school-based threat assessment;
- safety plan for student(s) involved in the instance of alleged challenging behavior;
- student support services;

Signature or E-signature of responding school climate specialist: _____

Printed name: _____

Date of response: _____

Definitions and Clarifying Terms

Restorative Practices: Evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

School-Based Threat Assessment: An evidence-based systematic evaluation process used to prevent violence, help troubled students, and avoid over-reactions to challenging behavior.

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: JUNE 9, 2026

RE: END OF YEAR ASSESSMENTS

During the 25-26 school year, the students participate in beginning, middle, and end of the year local benchmark assessments. We have previously shared with you beginning and middle of the year results, however currently not all the end of the year assessments have been completed so therefore we do not have end of the year assessments to provide you at this evening's meeting.

The state level assessments have been completed, however the state has embargoed the scores at this time. The scores will be released at a later date and once the embargo has been lifted and the scores are available to be shared publicly we will provide them to the Board.

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: JUNE 9, 2026

RE: FY27 REVISED BUDGET

On June 2, 2026 the referendum on the FY27 budget failed. This evening, I will provide you with a revised FY27 recommended budget for discussion and potential approval, based on the actions of the Board of Finance at their June 3, 2026 meeting. The results of the Board of Finance meeting held on June 3, 2026 will be sent to referendum on Tuesday, June 16, 2026.

Board Motion: “**Move** that the Board of Education adopt the recommended FY27 revised budget as presented.”

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: JUNE 9, 2026
RE: WLMS AND WLHS ATHLETIC HANDBOOKS

During the 25-26 school year, WLHS and WLMS worked to align their athletic handbooks. This evening Mr. Bernable and Mr. Warner will share highlights from their handbooks and answer any questions that you may have.

A brief summary comparison is provided on the next page along with the full documents from each respective school.

Category	WLMS Athletic Handbook	WLHS Athletic Handbook
Grade Levels	Grade 6-8	Grades 9-12
Purpose	Introduce students to interscholastic athletics while emphasizing participating, skill development, teamwork, and sportsmanship	Promote competitive athletics while emphasizing leadership, scholarship, citizenship, sportsmanship and athletic excellence
Governing Organization	Middle School Athletic League	CIAC and NCCC League
Eligibility Requirements	Physical examination, registration forms, academic and behavioral expectations	CIAC eligibility requirements, physical examinations, academic standards, and registration requirements
Academic Expectations	Students expected to remain in good standing	Students must meet CIAC academic eligibility standards and school expectations
Attendance Expectations	Must attend school to participate in practices and games	Must attend school to participate in practices and games
Sportsmanship Expectations	Emphasis on respect	Emphasis on respect, leadership, and representing the school positively
Parent Responsibilities	Support team rules and sportsmanship expectations	Support program expectations and sportsmanship standards
Student Conduct	Represent WLMS and demonstrate positive behavior	Represent WLHS and the community with integrity and good conduct
Awards and Recognition	Team and individual recognitions	Varsity letters, awards, conference, and postseason honors
Pay to Participate Fee	Required	Required
Concussion Requirements	Baseline testing and concussion protocols	CIAC concussion protocols and return to play procedures
Leadership Opportunities	Team participation and developing leadership skills	Captains, leadership roles, conference recognition, and college recruitment opportunities

**Windsor Locks Middle School
Athletic Department**



**Student-Athlete and
Parent/Guardian Handbook**

Updated: December 2025

WINDSOR LOCKS PUBLIC SCHOOLS

INTERSCHOLASTIC ATHLETIC PROGRAMS

ATHLETIC DEPARTMENT

7 Center Street
Windsor Locks, CT 06096
(860) 292-5012

Principal: Matthew Warner
Assistant Principal: Jennifer Leveille
Athletic Director: Robert Howe

TABLE OF CONTENTS

<u>Forward</u>	4
<u>Philosophy</u>	4
<u>Mission Statement</u>	4
<u>WLMS Athletic Program Goals</u>	4
<u>WLMS Athletic Teams</u>	5
<u>Sport Season</u>	5
<u>Code of Conduct for Athletes</u>	6
Requirements for Participation	7
<u>Policies and Procedures for Student-Athletes</u>	7
Schedule Information	10
<u>Sportsmanship Standards</u>	10
<u>Smoke Free Environment</u>	12
<u>Drug and Alcohol Free Commitment</u>	12
<u>Injury and Emergency Procedures</u>	12
<u>Insurance for Athletes</u>	12
<u>Medical Excuse from Physical Education/Sports</u>	12
<u>Harassment and Challenging Behaviors</u>	13
<u>Due Process</u>	14
<u>Financial Support</u>	15
<u>Fundraising</u>	15
<u>About the Coach</u>	15
<u>Conflict Resolution and Communication</u>	16
<u>Supervision of Student-Athletes</u>	16
<u>Conclusion</u>	16

FORWARD

This handbook serves as a guide for student-athletes and parents/guardians to understand the procedures, expectations, and policies of the Windsor Locks Middle School Athletics Department, in accordance with the Connecticut River Athletic League (CRAL) and Connecticut Interscholastic Athletic Conference's (CIAC) guidelines for middle-level sports. Our goal is to ensure a well-organized, clearly communicated, and positive educational athletic experience for all participants. Participation and involvement in the athletic program will contribute to the student's overall education and development, as well as the roles students will play in adult life. Through sports, students learn teamwork, responsibility, perseverance, and leadership, which should help to foster school pride, community spirit, and personal growth.

Each coach, student-athlete, and parent/guardian must review this handbook and acknowledge its receipt each season before participating in any athletic activity, including practices and tryouts. Both the student-athlete and parent/guardian are expected to have read and understand its contents.

PHILOSOPHY

Windsor Locks Middle School believes in providing all young adolescents with opportunities to participate, develop skill levels, and experience the positive outcomes that result from well-planned, developmentally appropriate sports programs. Athletics are fundamental in creating worthwhile and enjoyable experiences for students, while broadening their education in the areas of physical fitness, sportsmanship, leadership, citizenship, socialization, and participation in activities that will develop positive character traits for life.

MISSION STATEMENT

The Windsor Locks Department of Athletics strives for excellence by providing opportunities to student-athletes to participate in programs that are designed to develop meaningful standards of athletic performance, leadership, scholarship, community service, and appropriate conduct within the educational and social environments of Windsor Locks Middle School.

WLMS ATHLETICS PROGRAM GOALS

Program Goals

The primary goals of the WLMS Athletic program are: enjoyment, sportsmanship, skill development, and the teaching of fundamentals. Winning is secondary. At WLMS, in accordance with the CIAC's guidelines for middle-level sports, we will:

- Operate sports programs in ways that maximize enjoyment for participants.
- Provide student athletes with a successful experience.
- Promote life skills, such as teamwork, respect, leadership, commitment, and decision-making.
- Organize and administer programs in ways that encourage young adolescents to explore multiple sports rather than specialize in one sport at the exclusion of others. Middle school is exploratory in nature and a training ground for future choices.

- Establish clear guidelines for eligibility and participation in athletic programs that clearly outline all expectations for academics, citizenship, and sportsmanship, and be congruent with expectations for all students at the school.
- Ensure that all athletics at WLMS are as safe as possible.
- Establish clear guidelines and expectations for coaches and parents associated with middle-level athletics to ensure positive role models for our student athletes.
- Develop an understanding that student-athletes are students first, and that their attendance at school, academics, and all-around behavior at school are held to the utmost importance.

CRAL Mission Statement

The Connecticut River Athletic League believes that interscholastic athletic programs and competitions are an essential part of student-athletes' academic, emotional, physical, and social development, offering numerous benefits that extend beyond physical fitness, including but not limited to improved mental health, social skills, leadership, teamwork, and discipline. We strive to provide a positive experience for athletes, parents, coaches, and the community.

WLMS ATHLETIC TEAMS

	GIRLS	BOYS
FALL SEASON	Cross Country Soccer Volleyball	Cross Country Soccer
WINTER SEASON	Basketball Cheerleading	Basketball Cheerleading
SPRING SEASON	Softball	Baseball

SPORT SEASON

All teams will adhere to the season limitations and practice dates set by the CRAL. If students wish to participate in more than one sport per season, the student-athlete should discuss with the Athletic Director and coach.

REQUIREMENTS FOR PARTICIPATION

All student-athletes must meet the following minimum requirements for participation in interscholastic sports.

1. All athletes must complete the [WLMS Athletic Form](#), found on the WLPS website.
2. According to the State of Connecticut's Department of Education regulations, current health assessments must be administered to all students entering Grade 6. New students transferring into CT schools must meet CT regulations and [Board of Education policy 5141.31](#).
 - a. Sports physicals are required **every 13 months** for all students participating in athletics. Students will not be able to participate in any athletic events without medical compliance.
3. Students must maintain a "good standing" HOS score. If a student is "at risk" (with a score of 2.75 or below) for two consecutive cycles, or is 'ineligible' (with a score of 2.0 or below), they will be unable to participate in any athletic events (including practices, games, and other team events).
4. Students shall have no outstanding school obligations, including Pay to Participate fees as outlined in [Board of Education policy 5138](#). School obligations include, but are not limited to, turning in past athletic uniforms and any unpaid school invoices.

CODE OF CONDUCT FOR ATHLETES

Recognizing that it is a privilege and honor to represent one's school and community while participating on an athletic team and that it is an athlete's responsibility to conform to those rules and regulations, the following Code of Conduct shall be in effect for the athletic teams.

Code

- Athletes shall conform to the school and eligibility rules, including all medical and academic requirements.
- Athletes with two consecutive cycles of an at-risk HOS score (below 2.75) or a score below 2.0 will be ineligible to participate.
- Athletes shall conform to the behavioral norms of the school and act responsibly concerning the rules and regulations established in the Windsor Locks Student & Family Handbook.
- Athletes shall attend and not be tardy for all practices and contests held both during regular school sessions and during vacations. Exceptions shall be subject to the pre-approval of the head coach.
- Athletes shall abstain from using substances, drugs, alcohol, steroids, and tobacco that are deemed harmful to one's athletic performance, health, and general well-being.
- Athletes shall, at all times, conduct themselves in a manner that exhibits sound moral character and exemplifies good sportsmanship. Such behavior shall consider the safety and well-being of team members, opponents, officials, spectators, and the community in general.
- Athletes shall be held responsible and accountable for all equipment associated with the functioning of the team. Specifically, this includes uniforms, sweat suits, and equipment related to the performance of their particular event.
- Athletes shall always conduct themselves with a positive attitude, exhibit pride, and be a positive representative of the Windsor Locks community in general.
- Athletes who receive a lunch detention will be able to attend practice that day, but may not participate in practice or be eligible to start in a game.

- Athletes who receive an office-issued after-school detention may not participate in practice or play in a game that day.
- Athletes who receive a suspension (in school or out of school) will meet with their coach and administration to determine any consequences associated with the team and a plan moving forward

Conclusion

Participation in Windsor Locks Middle School athletics is a privilege that requires students to meet academic, behavioral, and citizenship expectations set by the school administration. The school administration has the final determination in student eligibility, which may include participation in the sport season, playing time, or expulsion from the team. School administrators will review the student's academic and social responsibilities both as a student and a citizen of Windsor Locks Middle School.

POLICIES AND PROCEDURES FOR ALL STUDENT-ATHLETES

A. Athletic Equipment

- The student-athlete is responsible for all uniforms and equipment that are assigned to him/her.
- All equipment will be returned when the athlete completes the sport, either at the end of the season or upon leaving the team.
- If items are lost or abused, the student athlete will be required to pay for a replacement.
- Uniforms are to be worn only at scheduled practices, contests, or on game days.
- Note: Athletes who do not return equipment/uniforms are ineligible to participate on additional athletic teams through the year.

B. Attendance at School

- Athletes will be allowed to participate in practice or contests only if they are in school by 11:00 am on that day. Students who are absent from school may not participate in any athletic event during that afternoon or evening. Individual exceptions may be approved by the administration when arranged in advance.
- Students who are dismissed from school through the nurse are not eligible to return to participate in that afternoon/evening's events.
- If a student is dismissed from school early, they must get approval from the administration to attend any practices or games that day.

C. Bus Behavior

- Student-athletes must travel to and from contests on the team bus, accompanied by the coach.
- Athletes will be expected to conduct themselves appropriately at all times while riding to and from athletic contests.
- Any damage to buses caused by athletes will be paid for by the athlete(s) involved. Said athlete(s), by this behavior, will be subject to dismissal from the team and school discipline.
- Food and beverages (except water) must be consumed before boarding the bus. Eating and drinking on the bus is prohibited.

D. Changing Sports

- a. Before the opening of each season, athletes will be allowed to transfer registration from one sport to another only on mutual agreement of the two coaches involved. Athletes must contact the athletic department to make the switch.
- b. Athletes will not be permitted to switch sports once the try-out process is underway and/or complete for the program they wish to switch to.

E. Locker Rooms

- a. It is the student-athlete's responsibility to leave all valuables at home and keep their locker locked at all times.
- b. The school will not be responsible for personal property that is lost or damaged.

F. Managers

- a. Teams may also include student managers who provide essential support to the coaches and athletes.
- b. Managers are selected at the discretion of the coaching staff based on qualities such as responsibility, reliability, communication skills, and a positive attitude.
- c. They are expected to follow all team rules and handbook policies, and references to "athletes" generally apply to managers unless otherwise noted. Managers are not subject to the Pay to Participate fee.

G. Outside Sports During Season

- a. Many students wish to participate in a school or outside activity during a sports season. Although this is not prohibited, coaches do reserve the right to expect their team members to be present at all practices and contests.
- b. Missed practice or games can result in reduced playing time.
- c. It is the athlete's responsibility to communicate with their coaches about any commitments they may have in outside sports that interfere with the school sports schedule.

H. Student Behavior

- a. It is the responsibility of all student-athletes to follow the Code of Conduct, WLPS Handbook, and school rules on and off school grounds.

I. Substance Abuse Policy

- a. Refer to Board of Education policy 5131.6

J. Suspensions from School

- a. Students may not participate nor attend any game, contest, practice, or school-sponsored activity while serving an in-school or out-of-school suspension on that given day.
- b. Students serving an out-of-school suspension are also prohibited from being on school grounds or attending any school activities, including contests at away sites.
- c. Suspension restrictions remain in effect until the student is officially readmitted to classes by the school administration.
- d. Exceptions may apply if the school-sponsored event is associated with an academic course that is graded (e.g. - performance related to a music class).

K. Team Expectations

a. Attendance at Scheduled Practices or Games

- i. A team will only function effectively when all participants are present. Any player who skips practice is hurting themselves and the team. A player must notify the coach of any practice he or she is required to miss. The coach will determine if the excuse is acceptable.
- ii. Athletes need to be aware of the team rules on missing practices/games as they may impact participation in scheduled contests.
- iii. Some teams may hold voluntary practices over school vacations. Students should communicate with the coach if unable to attend.
- iv. The school district will make every effort to avoid scheduling games on religious holidays. Some scheduling conflicts may be unavoidable. Parents/guardians should contact the Athletic Director if they see a conflict in the schedule with a particular religious holiday.

b. Playing Time

- i. At the middle school level of competition, it is understood that these are developmental programs and that all athletes who are in good standing should be given an opportunity to compete in competitions.
- ii. Being a member of the team for one year does not guarantee that a student-athlete will automatically be on the team the following year.
- iii. If a player is upset with their playing time, they should schedule a meeting with the coaching staff to discuss their role with the team.

c. Team Specific Rules

- i. Each coach will discuss and distribute in writing any team rules that exist for a particular sport, in addition to the Windsor Locks Middle School Athletic Handbook.
- ii. Parents/guardians and players should be aware that team rules can vary from team to team. Team rules will not contradict a school or district policy.
- iii. Team rules shall be presented to and reviewed by the Athletic Director prior to each season. Copies of team rules will also be kept on file in the Office of the Athletic Director.

L. Team Selection

- a. Selection of team members is subject to the discretion of the coaching staff and the nature of the sport.
- b. Coaches will offer tryouts as a period of evaluation of individuals' skills and suitability to be on the team. Tryouts are scheduled by the coach and are typically over a period of 2 - 4 days. The duration (amount of time, number of days, etc.) is at the discretion of the coach and with agreement by the Athletic Director.
- c. Coaches are expected to provide information to prospective student-athletes on the selection process specific to their sport and for the levels of participation offered in that sport.
- d. Upon completion of the tryout process, when teams have been selected, members of the coaching staff will provide the opportunity for each individual to meet and discuss their tryout results. If a student-athlete would like to have this meeting, they must make an appointment with the coach.

M. Transportation

- a. Transportation to and from athletic contests will be provided by the Athletic Department (with a few exceptions).
- b. Athletes are expected to return from away contests on the transportation provided by the district. When an athlete needs to leave from an away contest with his or her parent(s)/guardian(s), the parent/guardian must ask the Athletic Director for a copy and complete the "Alternate Transportation Form." Only extenuating circumstances or emergencies will be approved. Athletes will only be released to their legal parent or guardian.

SPORTSMANSHIP STANDARDS

Introduction

Good sportsmanship sets the standard for our athletic community, guiding the actions of athletes, coaches, and families alike. It is our shared responsibility to ensure that athletic competition builds character, reinforces ethical behavior, and promotes the values of school athletics. At WLMS, this commitment is demonstrated through respect, honor, and fair play. To that end, WLMS, in accordance with the guidelines set by the CIAC, has established the following sportsmanship standards.

Athletes

Participating in middle school athletics means more than competing—it means demonstrating respect, responsibility, and positive conduct at all times. Student-athletes will adhere to the following sportsmanship standards:

- Demonstrate respect for your opponents, their fans, and the game officials
- Accept the responsibility and privilege of being a student-athlete has in representing your school
- Work for the good of our team at all times
- Be gracious in victory and accept defeat with dignity
- Refrain from the use of illegal substances to gain an unfair advantage
- Abide by all the rules of the game

Coaches

Coaches are expected to uphold the highest standards of sportsmanship by modeling respectful behavior, ethical decision-making, and positive leadership at all practices and competitions. Coaches will adhere to the following sportsmanship standards:

- Always set a good example for your team and fans to follow
- Maintain dignity and self-control
- Abide by the rules of the game, CRAL, and CIAC
- Respect the integrity and judgment of game officials
- Teach and model good sportsmanship
- Treat opposition coaches, teams, and their fans with respect
- Develop and enforce penalties for participants who do not display good sportsmanship

Parents/Guardians

Parents and guardians play a vital role in supporting a positive athletic environment by modeling respectful behavior and reinforcing the values of sportsmanship at all events. Parents/guardians will adhere to the following sportsmanship standards:

- Help develop a community reputation for good sportsmanship
- Show respect for all players, coaches, game officials, and visiting team spectators
- Be a supportive role model for others spectators and your child
- Cheer for your team and not against your opponent
- Respect the judgment and strategy of the coach
- Recognize and show appreciation for an outstanding play by either team

Administrators

Administration is committed to upholding and enforcing sportsmanship standards by providing clear expectations, consistent oversight, and appropriate responses to conduct that does not align with school values. Administration will:

- Develop a plan to teach good sportsmanship within WLMS
- Provide appropriate supervision for each athletic event
- Be sure that parents and student-athletes understand the school's expectations for sportsmanship
- Recognize and celebrate good sportsmanship and address inappropriate behavior

Windsor Locks students and families will be held accountable for their actions and behaviors at any game or school-provided transportation (home or away) within the guidelines of the Windsor Locks Student & Family Handbook. Spectators who are identified as not abiding by the sportsmanship standards set forth by Windsor Locks Middle School will be subject to restrictions, stipulations, suspension, or ban from attending athletic contests.

CONFLICT RESOLUTION AND COMMUNICATION

In order to encourage self-advocacy for our students, we ask that the following procedure be followed in order to deal with all situations in an appropriate manner.

Should concerns or questions arise, parents/guardians are welcome to contact the coach, Director of Athletics, or the Administration. We encourage student-athletes to advocate for themselves and start the communication process by speaking with their coach. All communication should follow the guidelines below:

- These are the steps to be followed for the resolution of a problem:
 1. Student-Athlete - Coach
 2. Parent & Student-Athlete - Coach
 3. Parent & Student-Athlete - Coach – Director of Athletics
 4. Parent & Student-Athlete - Coach – Director of Athletics – Administration
- A student-athlete and coach should first discuss and attempt to resolve any issues.
- A parent/guardian should not approach the coach before, during, or immediately following the game to express concerns. Rather, parents/guardians should reach out by phone or email to schedule a meeting at a later time.

- If the conflict cannot be resolved between the student-athlete and the coach, the student-athlete and their parent/guardian should meet with the coach.
- If the problem is still unresolved, then the parent/guardian should contact the Athletic Director to schedule a meeting.
- In all instances, the student-athlete should be included in all meetings.
- Issues that will NOT be discussed:
 1. Playing time
 2. Captain selection
 3. Coaching strategy
 4. Other student-athletes

SCHEDULE INFORMATION

Early Dismissal/PLC Days

On Early Dismissal or PLC days, student-athletes are expected to leave the building promptly following dismissal. It is the responsibility of the student-athlete to return on time for practice, games, or bus departures for away events. Students should plan to return no more than 15 minutes before the start of their practice or bus departure.

Inclement Weather/Cancellations

Information regarding the cancellation of games or practices will be communicated via ParentSquare by the respective coaches of each program or the Athletic Department. Updated schedules will be posted on the district website. If you cannot access a computer, please call the school or email the athletic department anytime.

Practice and Game Schedules

Coaches will provide practice and game schedules for players and parents/guardians at the start of the sports season and will be posted on the [school website](#).

Postseason Play

Teams may qualify for postseason play at the league or state level. This will extend the sports season. Players and parents/guardians are expected to consider this when committing to a team.

SMOKE FREE ENVIRONMENT

In accordance with law and to promote the health and safety of all students and staff, the Windsor Locks Public Schools prohibits all employees, students, and all members of the public from smoking or using tobacco products in all school district facilities, buildings, grounds, buses, or other school district transportation, and at all school-sponsored events, including athletic events and meetings.

DRUG AND ALCOHOL FREE COMMITMENT

It is imperative that all students understand and adhere to our district policy. A student found in the presence of substances in or outside of school, including drugs and alcohol, may face consequences as outlined in the [Board of](#)

Education policy 5131.6, which should be read and understood by all stakeholders in our athletic programs. There is no place for substance use or abuse on our teams. A player needs to lead a healthy lifestyle in order to perform at their best. Therefore, alcohol, tobacco, performance-enhancing supplements, and other illegal drugs are strictly prohibited.

INJURY AND EMERGENCY PROCEDURES

If an athlete sustains an injury, the athletic trainer, if available, will assess its severity initially. If the injury is deemed serious or life-threatening, 911 will be called for medical assistance. It is advised that parents/guardians, if present during the injury, refrain from assuming the responsibility of transporting their child in certain cases, as the athlete's condition may deteriorate rapidly, posing significant risks to both the athlete and the parent/guardian. Coaches will submit written reports on injured athletes and promptly inform the parent(s), School Nurse, Athletic Trainer (if on staff), and Athletic Director of the injury. These reports will be documented and stored with the school nurse and athletic department.

INSURANCE FOR ATHLETES

Students participating in interscholastic sports are automatically covered under the school's athletic insurance program. The athletic insurance program does not cover any medical expense that is paid or payable under any other insurance policy. Therefore, a family's regular insurance policy will cover the student-athlete initially. The school's athletic insurance will take effect when the individual's insurance is exhausted, up to the limits contained in the school's athletic insurance policy, which is on file in the business office. Please take notice that if you have questions about coverage or particular treatment under the school's insurance policy, you should inquire about such coverage before you request or authorize treatment. Athletes who are injured may obtain a claim form from the business office, which will review the original incident report and sign the claim form. Claims must be on file with the insurance company within 90 days of the injury.

MEDICAL EXCUSE FROM PHYSICAL EDUCATION/SPORTS

If an athlete has a medical note excusing them from school or outlining restrictions during the school day, they will be ineligible to participate in interscholastic activities for the period covered by the medical note. Similarly, if an athlete sustains an injury that causes them to miss practices or competitions, they must provide a note from a medical provider clearing them to return to play before resuming participation.

HARASSMENT AND CHALLENGING BEHAVIORS

It is the policy of Windsor Locks Public Schools to maintain a learning and working environment that is free of any form of harassment. All harassing behaviors are strongly prohibited including, but not limited to, those based on race, color, religious creed, age, parental status, marital status or statutory civil union status, national origin, ethnicity, sex, ancestry, residence, present or past history of mental disorder, intellectual disability, learning disability, physical disability, pregnancy, sexual orientation or gender identity/expression or other applicable unlawful standard.

Harassment Defined

For this policy, "harassment" shall be defined as any verbal, written, graphic or physical conduct which is related to an individual's person or background, including, but not limited to, race, color, religious creed, age, parental status, marital status or statutory civil union status, national origin, ethnicity, sex, ancestry, residence, present or past history of mental disorder, intellectual disability, learning disability, physical disability, pregnancy, sexual orientation or gender identity/expression when such conduct is:

1. Sufficiently severe, pervasive, and persistent to interfere with or limit the ability of an individual to participate in or benefit from the programs and activities of Windsor Locks Public Schools, or creates an intimidating, threatening, or abusive education environment;
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. Otherwise adversely affects an individual's employment or learning opportunities.

Specific examples of harassment shall include, but are not limited to, any of the following:

1. Physical, verbal, or written intimidation or abuse.
2. Sexual advances or explicit sexual references in relation to others.
3. Bullying or terrorizing.
4. Threatening.
5. Stalking.
6. Hazing.
7. Persistent baiting or teasing.
8. Racial, ethnic, or religious slurs.
9. Repetitive remarks of a demeaning or condescending nature and/or repeated demeaning jokes, stories, or activities directed at the individual.
10. Any other physical acts, physical, written or verbal communication, or any form of electronic communication which shall be deemed by the Superintendent of Schools to be sufficiently severe, pervasive and persistent to interfere with or limit the ability of an individual to participate in or benefit from the programs and activities of Windsor Locks Public Schools.

Sexual Harassment

Under Connecticut law, sexual harassment means conduct in a school setting that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal, or physical. Sexual violence is a form of sexual harassment.

Challenging Behaviors and Hazing - Board of Education policy 5144.12

Challenging behaviors are those behaviors that negatively impact school climate or interfere with or risk interfering with the learning or safety of a student or the safety of a school employee. Examples include but are not limited to: bullying/cyberbullying - Behaviors previously described as "bullying" and including "cyberbullying" are generally those acts by an individual or group with the intent to ridicule, humiliate, or intimidate another while on school grounds, in a school-sponsored activity, or in a way that impacts others in a school setting. Such acts may be in writing or verbally, including through electronic means or through verbal acts or gestures.

Hazing is defined as mental or physical harassment of players on a team. Most typically, this results in older players intentionally mistreating younger players for the purpose of initiation. These practices can be demeaning and dangerous. These incidents often happen when the coach is not present (weekends, team dinners, etc.) These actions are considered “bullying” and will be addressed as challenging behaviors. “Hazing” will not be tolerated by the school and will be addressed as described in the student handbook.

Windsor Locks High School takes steps and employs school discipline that promotes and sustains a positive school climate with a focus on prevention, identification, and response to challenging behaviors in accordance with Board of Education policy 5144.12.

The school’s work toward enhancing its positive school climate balances the needs of the student, the needs of those directly affected by “challenging behaviors,” and the needs of the overall school community. The school’s handling of challenging behaviors, including restorative practices and or discipline outcomes, assures equity across racial, ethnic, and cultural groups and all other protected classes, including, but not limited to, gender, color, national origin, ancestry, religion, age, disability, sexual orientation, and gender identity and expression. perceived differentiating characteristics such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental, or sensory disability, or by association with an individual or group who has or is perceived to have one or more such characteristics.

In addition to the above, the school administration will handle challenging behaviors by issuing consequences in accordance with Board of Education policies, including but not limited to: weapons and dangerous instruments (5131.7), intimidation or threatening acts (5131.21), and use of electronic devices (5131.81). Because athletics is an extension of the school day, the student handbook will continue to guide disciplinary policies in addition to the coach’s expectations or rules.

DUE PROCESS

A coach has the authority to suspend a student-athlete from a team for violations of team, school, or CRAL rules that the coach has previously established or reviewed. The Athletic Director and Principal will be notified of any suspensions. Any violations that may result in the permanent dismissal of a student-athlete from a team will be discussed with the Athletic Director, the Principal, and the Coach before any final action is taken.

FINANCIAL SUPPORT

The school district will financially support most costs associated with individual and team athletes through the finals of the CIAC state-sponsored competitions. The school district will pay entry fees, transportation costs, and other related costs for these competitions. Teams or individuals will need to provide their own funding for competitions beyond the above mentioned competitions. If a sports team does not have CIAC endorsement, the same rules will apply to regionally sanctioned competitions. Individual team sports such as wrestling and some of the cooperative sports (football, hockey, etc.) may involve considerable cost to the individual families. Athletes on cooperative teams and teams of one may need to provide their own transportation to off-campus sites for practice and competitions. Please refer to Board of Education policy 5138 regarding Pay to Participate fees that supplement the district’s budgeted allocations for athletics.

FUNDRAISING

Many teams use fundraisers to cover items beyond the budgeted expenses. All fundraising activities must be approved in advance by the Superintendent and conducted in accordance with Board of Education policy 5135. This includes any promotion or advertising of the fundraiser. Fundraisers must follow all guidelines set forth in the Board of Education policy to ensure compliance and consistency across programs.

ABOUT THE COACH

Coaches are under the direct supervision of the Athletic Director, who reports directly to the principal, who is ultimately responsible for the overall administration of the interscholastic athletic program. Coaches in the State of Connecticut must be certified and are given five-year coaching permits, which are renewable at the end of the fifth year. In order to renew their certificates, a coach must complete 15 hours of continuing education units (CEUs) developed by the State Department of Education. These units are referred to as modules and are developed around the coaching competencies established by the State Department of Education. All coaches are required to hold current CPR and first aid certification throughout their tenure. The head coach of a sport is the immediate supervisor of all assistant coaches in the program.

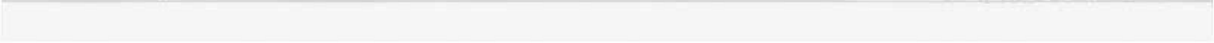
Coaches for Windsor Locks Middle School may be hired by committees that may consist of an administrator, the Athletic Director, other coaches, and/or community members. The administration will make all decisions concerning coaching placements and dismissals.

SUPERVISION OF STUDENT-ATHLETES

The supervision of athletes is a major responsibility that coaches assume. From the time an athlete arrives at and departs from a practice or game, they are the responsibility of the coach. It is the responsibility of the coach to maintain the safety, health, and welfare of each student-athlete. Should a parent/guardian have any concerns, they should contact the coach.

CONCLUSION

As a final note to parents/guardians, we ask that you keep your child's athletic experience in perspective at all times. We do strive for excellence, but do not put winning at the top of our priority list. Sportsmanship is our most important consideration. We want our student-athletes to have positive experiences on their respective teams and want them to come away from their experience with a positive feeling of self-esteem.



Windsor Locks High School Athletic Department



Student-Athlete and Parent Handbook

Updated: November 2025

WINDSOR LOCKS PUBLIC SCHOOLS

INTERSCHOLASTIC ATHLETIC PROGRAMS



ATHLETIC DEPARTMENT

58 S Elm St

Windsor Locks, CT 06096

(860)292-5715

Principal: Jeffrey Bernabe

Assistant Principal: Kristen Krupa

Athletic Director: Michelle Pac

<https://wlps.org/WLHS/Department/39-Athletics>

Member of the Connecticut Interscholastic Athletic Conference

<https://ciac.fpsports.org/>

Member of the North Central Connecticut Conference

TABLE OF CONTENTS

<u>Forward</u>	4
Philosophy	4
Mission Statement	4
<u>Goals</u>	5
Program Overview	5
<u>WLHS Athletic Teams</u>	6
Sport Season	6
Non-CIAC Controlled Sports	7
Code of Conduct for Athletes	7
Requirements for Participation	8
Athletic Levels	9
Joining a Team	10
Schedule Information	11
Middle School Participation in High School Athletics	12
Player, Coach, and Fan Conduct & Sportsmanship	12
CIAC Sportsmanship Guidelines	13
Smoke Free Environment	14
Drug and Alcohol Free Commitment	14
Injury and Emergency Procedures	15
Insurance for Athletes	15
Medical Excuse from Physical Education/Sports	15
Harassment and Challenging Behaviors	15
Due Process	17
End of Year Awards	17
Lettering	17
Financial Support	18
Fundraising	18
About the Coach	18
Conflict Resolution and Communication	19
Supervision of Student-Athletes	20
Policies and Procedures for All Student-Athletes	20
NCAA Initial-Eligibility for College Athletes	24
Conclusion	24

FORWARD

This handbook serves as a guide for student-athletes and parents/guardians to understand the procedures, expectations, and policies of the Windsor Locks High School Athletics Department, in alignment with the Connecticut Interscholastic Athletic Conference (CIAC). Our goal is to ensure a well-organized, positive, and educational athletic experience for all participants. Participation and involvement in the athletic program will contribute to the student's overall education and development of the roles students will play in adult life. Through sports, students learn teamwork, responsibility, perseverance, and leadership, which should help to foster school pride, community spirit, and personal growth.

Each coach, student-athlete, and parent/guardian must review this handbook and acknowledge its receipt each season before participating in any sport. During the registration process, both the student-athlete and parent/guardian will confirm that they have read and understand its contents.

PHILOSOPHY

Athletics at Windsor Locks High School are an essential part of the educational experience. Our program seeks to promote physical fitness, physical skills, teamwork, personal discipline, and a sense of community, creating a student-centered education-based athletic program.

We believe athletics should complement the broader educational mission of the school. The program is designed to reach as many students as possible, providing opportunities to grow both as athletes and as individuals. While we take pride in striving for excellence and success, our focus remains on sportsmanship, respect, and well-being. We value effort, integrity, and learning through competition, not "winning at any cost."

Participation in our athletic program helps students:

- Improve health, fitness, and overall well-being
- Build leadership and teamwork skills while maximizing active, student participation
- Strive for academic success and contribute positively to the school community

We are proud to offer an athletic experience that reflects the values of Windsor Locks High School: commitment, respect, and pride.

MISSION STATEMENT

The Windsor Locks Department of Athletics strives for excellence by providing opportunities to student-athletes to participate in programs that are designed to develop meaningful standards of athletic performance, leadership, scholarship, community service, and appropriate conduct within the educational and social environments of Windsor Locks High School.

GOALS

1. To encourage student-athletes to achieve success by maintaining academic eligibility rules and to keep athletics in proper perspective.
2. To develop good citizenship, honesty, emotional control, dependability, and respect for rules, property and authority.
3. To teach athletes to work together as a cohesive unit in order to achieve a common goal.
4. To provide an opportunity to exemplify and observe good sportsmanship.
5. To maintain a high standard of credible and positive performance and conduct on and off the field.
6. To teach and emphasize the fundamental skills of the various sports as a necessary ingredient in achieving individual and team success.
7. To stress the importance of physical fitness, conditioning, health habits, and safety in athletics.
8. To provide opportunities to develop lasting friendships with teammates and opponents.
9. To provide a well-planned and well-balanced program of interscholastic athletics for as many secondary school students as possible.
10. To provide high quality leadership for all athletic programs so as to exemplify to students a desired behavior to be developed from each athletic program.
11. To provide opportunities for the development of a feeling of unity and belonging, team pride, teamwork and commitment.

PROGRAM OVERVIEW

League Affiliation

Windsor Locks High School is a member of the North Central Connecticut Conference (NCCC), the Pequot Football Conference, and the Connecticut Interscholastic Athletic Conference (CIAC), which is affiliated with the National Federation of State High School Associations. Windsor Locks student-athletes are governed by the rules, regulations, and requirements of the CIAC, the NCCC, and the Pequot Football conference, all of whom operate under designated bylaws.

Connecticut Interscholastic Athletic Conference (CIAC)

The governing body for interscholastic sports in Connecticut is the Connecticut Interscholastic Athletic Conference (CIAC) located in Cheshire, Connecticut (www.casciac.org). The primary role of the state association is to maintain rules and regulations that ensure equity in competition for student-athletes and a balance with other educational programs. The association solicits input and is responsive to requests for rule modifications from member schools, appointed committees, Athletic Directors' Association, and Coaches' Association. The state association attempts to enforce such rules that assure the greatest good for the greatest number and to ensure that competition is conducted in an appropriate manner.

North Central Connecticut Conference

Windsor Locks High School is a member of the North Central Connecticut Conference and the CIAC. The league is sanctioned by the NCCC Principals' Association and has bylaws under which it operates. The member schools include: Bolton, Canton, Coventry, East Granby, East Windsor, Ellington, Granby Memorial, Rockville, Somers, Stafford, Suffield, and Windsor Locks.

WINDSOR LOCKS HIGH SCHOOL ATHLETIC TEAMS

	GIRLS	BOYS
FALL SEASON	Cheerleading Cross Country Soccer Swimming Volleyball	Cross Country Football Soccer
WINTER SEASON	Basketball Cheerleading Ice Hockey* Indoor Track & Field	Basketball Ice Hockey* Indoor Track & Field Swimming* Wrestling*
SPRING SEASON	Softball Outdoor Track & Field Tennis	Baseball Golf Outdoor Track & Field

*Co-op opportunities hosted by other schools exist for the following sports: Boys Hockey, Girls Hockey, Boys Swimming, and Wrestling. Please contact the Athletic Department if you are interested in participation in these sports or other co-op opportunities. Additional obligations may rest on the athlete/family in co-op sports such as transportation to host schools, sport-specific fees, etc.

SPORT SEASON

A sports team will not be offered or supported by the school district in more than one season per year. The CIAC and school district want student-athletes to have as many healthy experiences as possible in their high school career and do not encourage specialization in one sport. All teams will adhere to the season limitations and practice dates set by the CIAC, including non-controlled sports. See the CIAC handbook for specific dates for each sport.

CIAC member schools are required to ensure that all student-athletes are properly conditioned and prepared prior to their first athletic contest. All sports teams and individual athletes must have a minimum of ten (10) physical/exertional school practice days before the date of the first scheduled competition.

An individual athlete must participate in a minimum of ten (10) practices prior to competition.

No team/athlete shall practice/compete with their school more than six (6) consecutive days to provide a day of rest. Saturdays, Sundays, and holidays may be used unless prohibited by local board policy.

NON-CIAC CONTROLLED SPORTS

Sports that are not directly controlled by the CIAC will adhere to the same rules and regulations of those that are controlled and will follow the CIAC Rules of Eligibility, as well as, the normal weekly and seasonal limitations. The season for a non-CIAC controlled sport will be that season which is generally accepted as the time of year when that sport is traditionally played.

CODE OF CONDUCT FOR ATHLETES

Recognizing that it is a privilege and honor to represent one's school and community while participating on an athletic team and that it is an athlete's responsibility to conform to those rules and regulations, the following Code of Conduct shall be in effect for the athletic teams.

Code

- Athletes shall conform to the school, NCCC, Pequot, and CIAC Eligibility Rules, including all medical and academic requirements.
- Athletes shall conform to the behavioral norms of the school and act in a responsible manner with regards to the rules and regulations established in the Windsor Locks Student Handbook.
- Athletes shall conform to the behavioral norms of society in general and to the specific laws established by the local, state and federal governments.
- Athletes shall attend and not be tardy for all practices and contests held both during regular school sessions and during vacations. Exceptions shall be subject to the approval of the head coach.
- Athletes shall get proper amounts of sleep and rest, both of which are recognized as essential for maximum effectiveness and efficiency in athletic participation.
- Athletes shall maintain a proper, well-balanced and nutritious diet in order to maintain peak effectiveness in their respective sports.
- Athletes shall abstain from using those substances—drugs, alcohol, steroids, and tobacco—that are deemed harmful to one's athletic performance, health, and general well-being.
- Athletes shall, at all times, conduct themselves in a manner that exhibits sound moral character and exemplifies good sportsmanship. Such behavior shall consider the safety and well being of team members, opponents, officials, spectators, and the community in general.
- Athletes shall be held responsible and accountable for all equipment associated with the functioning of the team. Specifically, this includes uniforms, sweat suits, and equipment related to the performance of their particular event.
- Athletes shall always conduct themselves with an attitude that is positively stated, exhibits pride and is representative of the Windsor Locks community in general.

Conclusion

Athletes failing to conform to and meet the requirements of the contents of the Code of Conduct shall face disciplinary action, on an individual basis, which is to be conducted in accordance with the rules and regulations of due process of the athletic department, school, and/or community. This action could include suspension or expulsion from the team, or prevent full participation by a student not yet in season, as deemed appropriate by school administration.

REQUIREMENTS FOR PARTICIPATION

All student-athletes must meet the following minimum requirements for participation in interscholastic sports.

1. Register online with FinalForms each season a student anticipates to participate. When completing the online registration, you will be fulfilling the requirement for the following forms and agreements: parent permission slip, existing medical conditions form, parent and student concussion, sudden cardiac arrest, head awareness informed consent, mental health awareness forms, and [Board of Education policy 6145.1](#).
2. State of Connecticut State Department of Education regulations, current health assessments are required of all students entering Grade 6 and Grade 9. New students transferring into CT schools must meet CT regulations and [Board of Education policy 5141.31](#). This form ([HAR-3 REV. 1/2022](#)) is available on the WLHS website and/or the school nurse's office.

Sports physicals are required every 13 months for all students participating in interscholastic schools at the middle school and high school levels. Students will not be able to practice or participate in competitions without medical compliance.

3. Students shall have no outstanding school obligations including Pay to Participate fees as outlined in [Board of Education policy 5138](#).
4. Each high school athlete must meet the minimum academic requirements established by the CIAC to maintain eligibility.
 - a. To be eligible for participation in interscholastic sports, a student-athlete must be passing a minimum of 4 Carnegie* units during each marking period that his/her sport is in session. For fall sports, any upperclassman (grades 10-12) must have received, in the previous year, at least 4 Carnegie units of credit towards graduation requirements. Any student receiving less than 4 Carnegie units of credit from the previous year would be ineligible until the end of the first marking period. At the end of the first marking period, a student athlete would only become eligible if he/she passes 4 Carnegie units of credit during the first marking period. Fourth quarter failures cannot be made up during summer school in order to regain Fall athletic eligibility. Incoming freshmen in the fall season are eligible regardless of their grades from the previous year up until the end of the first marking period. At that point they must receive passing grades in a minimum of 4 Carnegie Units.
 - b. To be eligible to begin a Winter sport, a student-athlete must have passed a minimum of 4 Carnegie Units during the 1st marking period. To be eligible to begin a Spring sport, a student athlete must have passed a minimum of 4 Carnegie Units during the 3rd marking period.
 - c. An incomplete (I) cannot be counted towards the 4 credits. All incomplete grades must be made up 10 days from the issuance of the report card to be considered for eligibility. A student will not be eligible until the passing grade has been reported to the principal for recording.

- d. Grades become official on the release dates for each marking period, as determined prior to the beginning of the academic year. Release dates may be adjusted to compensate for missed school days due to weather and other phenomena.
5. A student must be in good standing in both the school and community. A student will not be eligible to participate if the work habits or conduct both in and out of school are such as to make the student undeserving to represent the Core Values and Beliefs of Windsor Locks High School.
6. The school administration may declare a student ineligible if it is felt that the student is not taking care of his/her responsibilities both as a student and citizen of Windsor Locks High School and the community.
7. Student athletes must meet the age requirement. A student-athlete will not be allowed to start a season or compete during a season in which his/her twentieth (20th) birthday falls.
8. Students who TRANSFER from another high school must verify eligibility with the Athletic Director, Coaching staff and School Counseling Department prior to the start of the season.

ATHLETIC LEVELS

Varsity Athletics

Varsity athletes are those athletes that exhibit the most skill of those that have tried out for the team. They are selected as described in part under “Team Rosters” and may have special privileges including but not limited to the team uniform(s) they are awarded. Varsity athletes will have the opportunity to compete against equally talented athletes from opposing schools. A purpose of Varsity athletics is to refine the skills of the team in an attempt to provide the high school with the best win-loss record possible. Earning a spot on the varsity roster is based on a variety of factors including skill, commitment, etc., and is not based on grade or year of graduation.

Junior Varsity Athletics

Junior Varsity athletic programs offer those students who do not yet possess the skills required of Varsity athletes an opportunity to participate in a competitive setting. Junior Varsity athletes are in the process of gaining valuable knowledge, skill and experience required for Varsity competition.

Occasionally, Junior Varsity athletes may participate in Varsity contests based on the decision by the coaching staff that the athlete has made sufficient progress. This should not be misinterpreted as an absolute move to the Varsity level.

Freshman Athletics

Ninth grade athletes may participate in all sport programs offered at the high school level. Freshman athletic programs are offered to those ninth grade students who do not yet possess the skills necessary to participate on the Junior Varsity level. Freshman teams are designed to provide a competitive setting in which to gain valuable knowledge, skill, and experience required for promotion to the Junior Varsity team.

Occasionally, ninth grade athletes may participate in Junior Varsity or Varsity contests based on the decision by the coaching staff that the athlete has made sufficient progress. This promotion should not be misinterpreted as an absolute or permanent move to the next levels of competition.

JOINING A TEAM

Students are encouraged to gain as many valuable experiences as possible as their education unfolds. If a student joins an interscholastic team, they, along with their parents/guardians, should be aware of the following:

Preseason Meetings

The Athletic Director will host a Sports Night in the beginning of the school year for parents/guardians and student-athletes. An in-depth presentation will be presented by the athletic department staff that covers all aspects of the department and programs. This meeting will represent an extraordinary opportunity to foster a true understanding of the operations of the athletic department and general information about the upcoming seasons. Parents/guardians and student-athletes are strongly encouraged to attend.

All sports seasons will begin with a preseason meeting hosted by the coaches of that season. General information will be discussed by individual coaches. At this meeting, all of the pertinent information about a sports team will be discussed, and all questions will be answered. Notice of these meeting dates will be given in advance.

Team Rules

Each coach will discuss and distribute in writing any team rules that exist for a particular sport that go beyond the information contained in this document. Parents/guardians and players should be aware that team rules can vary from team to team. Team rules will not contradict a school or district policy. Team rules shall be presented to and reviewed by the Athletic Director prior to each season. Copies of team rules will also be kept on file in the Office of the Athletic Director.

Team Rosters

Some coaches will be forced to make some difficult decisions in shaping their team rosters, including the varsity and JV squads. Cuts are possible in any given sport. Cuts will be the final decision of the coach and based upon a coach's judgment as to the abilities/safety of the individuals trying out for a team. Coaches will offer tryouts as a period of evaluation of individuals skills and suitability to be on the team. Tryouts are scheduled by the coach and are typically over a period of 2 - 5 days. The duration (amount of time, number of days, etc.) is at the discretion of the coach and with agreement by the athletic director. When cuts are made, a coach will give athletes specific reasons for an individual not making a team through an individual meeting or an invitation to such a meeting. Transfer after roster selection or "Cuts": A student-athlete may transfer to another sport with the consent of the coach(es) prior to that team's first athletic contest.

Team Managers

Teams may also include student managers who provide essential support to the coaches and athletes. Managers are selected at the discretion of the coaching staff based on qualities such as responsibility, reliability, communication skills, and a positive attitude. They are expected to follow all team rules and handbook policies, and references to "athletes" generally apply to managers unless otherwise noted. Managers are not subject to the Pay to Participate fee and may earn community service hours for their service. Because they do not participate in athletic competition, managers are not eligible to receive a varsity letter.

School Attendance

A student athlete must be in attendance at school for a minimum of four hours in order to participate in a game or practice. This rule also applies to weekend events, except that the student must be in attendance at school for at least 4 hours on the preceding school day. Excused absences must be cleared by the administration in order to participate.

Playing Time

At the varsity level, the amount of playing time a player receives is at the discretion of the head coach exclusively. The coach should be able to objectively justify playing time allotments. The coach should make each player on the team aware of their role on a team. If a player is upset with their playing time, they should schedule a meeting with the coach to discuss their role with the team.

At the freshman and junior varsity level of competition, it is understood that these are developmental programs and that all athletes who are in good standing should be given an opportunity to compete in competitions. No student athlete is guaranteed playing time. All student athletes will earn their playing time during practice sessions under the judgment of the coaching staff. Being a member of a JV or Freshman team does not guarantee that a student athlete will automatically move to the varsity level the following year.

Sunday and School Holiday Practices and Games

Some teams may hold practices on Sundays or school holidays. As circumstances warrant, there may be games played on these days. We understand that Sundays may be reserved for family or religious commitments. Student-athletes may be excused from Sunday and School Holiday practices or games for these reasons without penalty, as long as documentation of the commitment is provided ahead of time to the coach or athletic director.

Religious Holidays

The school district will make every effort to avoid scheduling games on religious holidays. Some scheduling conflicts may be unavoidable. Parents/guardians should contact the Athletic Director if they see a conflict in the schedule with a particular religious holiday.

Postseason Play

Teams may qualify for postseason play at the league or state level. This will extend a sports season. Players and parents/guardians are expected to take this into consideration when committing to a team.

Outside Sports During Season

Many students wish to participate in a school or outside activity during a sports season. Although this is not prohibited, coaches do reserve the right to expect their team members to be present at all practices and contests and to fully participate. It is the athlete's responsibility to communicate to their coaches about their participation in outside sports. Coaches reserve the right to disallow a student athlete from participating on other teams due to expectations on commitment, attendance and child's safety.

Students may not participate on any outside team in the SAME SPORT during the season of the sport.*

SCHEDULE INFORMATION

Early Dismissal/PLC Days

On Early Dismissal or PLC days, student-athletes are expected to leave the building promptly following dismissal. Students should return no more than 15 minutes prior to the start of their practice or bus departure. It is the responsibility of the student-athlete to return on time for practice or transportation; students may not remain in the school building during this period.

Inclement Weather/Cancellations

Information regarding the cancellation of games or practices will be communicated via ParentSquare by the respective coaches of each program or the Athletic Department. Updated schedules will be posted on the district website (<https://wlps.org/WLHS/Department/39-Athletics>) and the CIAC website (<https://ciac.fpsports.org/>) as they occur. If you cannot access a computer, please call the school or email the athletic department any time.

Practice and Game Schedules

Coaches will provide accurate practice and game schedules for players and parents/guardians at the start of the sports season. To access team game schedules and schedule changes, please go to (<https://wlps.org/WLHS/Department/39-Athletics>) or the CIAC website (<https://ciac.fpsports.org/>).

MIDDLE SCHOOL PARTICIPATION IN HIGH SCHOOL ATHLETICS

Middle School athletes cannot participate in high school athletics. A middle school athlete cannot practice, condition or train with a high school athlete or athletic program at any level.

Specific athletic and sport information may be distributed to 8th grade school students no earlier than April 15 by coaches and others at any venue to only those students who have committed officially to attend a member high school. To be officially “committed” means that a student has received an official individual program of studies and registered with the school for the next school year and complied with all other district and/or high school enrollment regulations.

PLAYER, COACH, AND FAN CONDUCT & SPORTSMANSHIP

We are proud of our record in competitive sports here at Windsor Locks. Our pride goes beyond the team and the game. It is expected that all stakeholders in a sports team (athletes, coaches, spectators, officials, etc.) practice good sportsmanship at all times. Respect for the opposing team, their coaches, fans and game officials are required at all times. Misconduct will be dealt with firmly by the administration. Misconduct includes, but is not limited to, the following: taunting, insulting comments or actions, vulgar language, swearing, aggressively challenging the officials/referees and any form of intimidation. Proper sportsmanship guidelines ([Class Act Standards](#)) will be reviewed at the preseason meetings with parents/guardians and student-athletes before each season. Coaching expectations are addressed annually with all district coaches by the Athletic Director. Spectators who violate these expectations may be asked to leave a competition and/or banned from all future events. In situations where unsportsmanship-like behaviors are excessive and/or involving large numbers of spectators, building administration may determine that it is necessary to have “closed” athletic contests where spectators are not permitted. The CIAC provides penalties for athletes and coaches that can result in suspension from competitions if unsportsmanlike violations occur.

We understand that athletic competitions can be very emotional and competitive, but we require self control at all times. We also ask that parents/guardians understand that what they say to their child about a program or a coach has a

considerable impact on the student athlete in terms of their enjoyment of a program. When you criticize the coach or the program to your child, you are taking some of the fun out of the sport for the child. If you have a concern about a coach, please keep it in perspective and follow the established procedures for resolution of conflicts.

Parent/Guardian Coaching

We value the expertise and passion that parents bring to our athletic community, understanding that many possess coaching and sports-specific knowledge. However, during the student-athlete's sports season, we kindly request that parents refrain from coaching their athletes from the sidelines. This includes, but is not limited to, the sidelines of any team and individual sports, stands, track and field events, and any time students are on the bench. Additionally, we ask that parents refrain from approaching the dugout, bench, or coaching areas during practices or games. We have highly qualified coaches who diligently work to enhance our athletes' skills and foster team cohesion. Hearing conflicting instructions can be confusing and detrimental to the progress of our program. Your support and cooperation in adhering to this policy ensure a positive and focused environment for all our student-athletes to thrive. Thank you for your understanding and commitment to the success of our program.

Permission for Parent(s)/Guardian(s) to Attend Practices

Athletic practices are not open to spectators. Parents/guardians wishing to attend a practice should make prior arrangements with the coach. The coach will determine whether practice is open or closed to parents/guardians and/or other guests.

CIAC SPORTSMANSHIP GUIDELINES

EXPECTATIONS OF ALL SPECTATORS (INCLUDING PARENTS)

1. Adhere to the host school's acceptable dress code at all home and away contests commensurate with classroom behavior. For CIAC tournament contests all spectators will be appropriately attired with their torso completely covered and with no visible degrading or demeaning writings/logos.
2. Any signs must be positive in nature, reference only the school supported by the sign maker, and must be pre-approved by the athletic director of the school referenced in the sign.
3. During outdoor sports, no air horns or horns of any kind or whistles will be used, and any other noisemakers will be allowed with the host athletic director's approval and only be used during "dead ball" situations to celebrate good play.
4. During indoor sports, no noise makers will be used. Pep bands are allowable at a home contest if the school provides adult supervision and the band only plays during "dead ball" situations.
5. Spectators will cheer positively to support their team, and will not cheer negatively against the opponent. (Schools and leagues may adopt a "No Negatives, No Names, No Numbers" slogan.)
6. Spectators will show respect for the game officials and their decisions.
7. Spectators will show respect during the playing of the National Anthem.

GAME PERSONNEL/ANNOUNCERS

1. Explain and consistently reinforce host school expectations for spectators.
2. Remain enthusiastic but not show favoritism while making announcements, and never publicly question or criticize the players, coaches, or officials.
3. Encourage respect for the National Anthem and remind spectators to remove caps and stand.

RESPONSIBILITY OF COACHES

1. Exemplify high moral character, behavior and leadership, lead by example, and set a standard for players and spectators to follow both on and off the athletic arena.
2. Teach players the rules of the game and to respect the game, and take action when athletes exhibit poor sportsmanship.
3. Teach students to respect their opponents and not demonize their opponents.
4. Adhere to the CIAC guidelines for coach/official communication.
5. Be aware of the competitive balance of contests and manage the score in a manner that is sportsmanlike and respectful of opponents.
6. Teach players about personal responsibility and character using teachable moments.
7. Prepare your team for adverse and emotional situations that come up during their sport and how players should conduct themselves during those moments.

RESPONSIBILITY OF ATHLETES

1. Accept the responsibility and privilege the student-athlete has in representing their school and community by learning and showing teamwork, sportsmanship and discipline in all aspects of the game.
2. Conduct themselves responsibly during adverse or emotional situations.
3. Demonstrate respect for self, coach, teammates, opponents, officials and spectators by exhibiting good character and conducting themselves as a positive role model.
4. Win and lose graciously.
5. Cheer for your team, not against your opponent.
6. Congratulate opponents in a sincere manner following either victory or defeat.
7. Refrain from taunting opponents.

THE WINDSOR LOCKS HIGH SCHOOL ATHLETIC DEPARTMENT RESERVES THE RIGHT TO REMOVE, SUSPEND, OR BAN ANY SPECTATOR/ATHLETE/COACH THEY DEEM IS A DISRUPTION TO ANY ATHLETIC CONTEST. EACH INCIDENT WILL BE REVIEWED ON A CASE BY CASE BASIS.

Away Events (As a participant or spectator)

Windsor Locks students/spectators will be held accountable for their actions and behaviors at away contests within the guidelines of the Windsor Locks Student/Parent Handbook. Spectators who are identified as not abiding by the sportsmanship standards set forth by Windsor Locks High School and other CIAC member schools, will be subject to restrictions, stipulations, suspension or ban from attending athletic contests.

SMOKE FREE ENVIRONMENT

In accordance with law and to promote the health and safety of all students and staff, the Windsor Locks Public Schools prohibits all employees, students and all members of the public from smoking or using tobacco products in all school district facilities, buildings, grounds, buses or other school district transportation, and at all school-sponsored events, including athletic events and meetings.

DRUG AND ALCOHOL FREE COMMITMENT

It is imperative that all students understand and adhere to our district policy. A student found in the presence of substances in or outside of school, including drugs and alcohol, may face consequences as outlined in the [Board of Education policy 5131.6](#), which should be read and understood by all stakeholders in our athletic programs. There is no place for substance use or abuse on our teams. A player needs to lead a healthy lifestyle in order to perform at their best. Therefore, alcohol, tobacco, performance enhancing supplements and other illegal drugs are strictly prohibited.

The penalties for violations are clearly defined in [policy 5131.6](#), and students and their parents/guardians are required to sign off on this policy to ensure comprehension and compliance. Your support and cooperation in upholding these standards contribute to the well-being and success of our athletes.

INJURY AND EMERGENCY PROCEDURES

If an athlete sustains an injury, the athletic trainer, if available, will assess its severity initially. If the injury is deemed serious or life-threatening, 911 will be called for medical assistance. It is advised that parents, if present during the injury, refrain from assuming the responsibility of transporting their child in certain cases, as the athlete's condition may deteriorate rapidly, posing significant risks to both the athlete and the parent. Coaches will submit written reports on injured athletes and promptly inform the parent(s), School Nurse, Athletic Trainer (if on staff), and Athletic Director of the injury. These reports will be documented and stored with the school nurse and athletic department.

INSURANCE FOR ATHLETES

Students participating in interscholastic sports are automatically covered under the school's athletic insurance program. The athletic insurance program does not cover any medical expense that is paid or payable under any other insurance policy. Therefore, a family's regular insurance policy will cover the student athlete initially. The school's athletic insurance will take effect when the individual's insurance is exhausted, up to the limits contained in the school's athletic insurance policy, which is on file in the Business office. Please take notice, if you have questions about coverage or particular treatment under the school's insurance policy, you should inquire about such coverage before you request or authorize treatment. Athletes who are injured may obtain a claim form from the business office who will review the original incident report and sign the claim form. Claims must be on file with the insurance company within 90 days of the injury.

MEDICAL EXCUSE FROM PHYSICAL EDUCATION/SPORTS

If an athlete has a medical note excusing them from school or outlining restrictions during the school day, they will be ineligible to participate in interscholastic activities for the period covered by the medical note. Similarly, if an athlete sustains an injury that causes them to miss practices or competitions, they must provide a doctor's note clearing them to return to play before resuming participation.

HARASSMENT AND CHALLENGING BEHAVIORS

It is the policy of Windsor Locks Public Schools to maintain a learning and working environment which is free of any form of harassment. All harassing behaviors are strongly prohibited including, but not limited to, those based on race, color, religious creed, age, parental status, marital status or statutory civil union status, national origin, ethnicity, sex, ancestry, residence, present or past history of mental disorder, intellectual disability, learning disability, physical disability, pregnancy, sexual orientation or gender identity/expression or other applicable unlawful standard.

Harassment Defined

For the purposes of this policy, "harassment" shall be defined as any verbal, written, graphic or physical conduct which is related to an individual's person or background, including, but not limited to, race, color, religious creed, age, parental status, marital status or statutory civil union status, national origin, ethnicity, sex, ancestry, residence, present or past history of mental disorder, intellectual disability, learning disability, physical disability, pregnancy, sexual orientation or gender identity/expression when such conduct is:

1. Sufficiently severe, pervasive and persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the programs and activities of Windsor Locks Public Schools, or creates an intimidating, threatening or abusive education environment;
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. Otherwise adversely affects an individual's employment or learning opportunities.

Specific examples of harassment shall include, but are not limited to, any of the following:

1. Physical, verbal or written intimidation or abuse.
2. Sexual advances or explicit sexual references in relation to others.
3. Bullying or terrorizing.
4. Threatening.
5. Stalking.
6. Hazing.
7. Persistent baiting or teasing.
8. Racial, ethnic or religious slurs.
9. Repetitive remarks of a demeaning or condescending nature and/or repeated demeaning jokes, stories or activities directed at the individual.

10. Any other physical acts, physical, written or verbal communication or any form of electronic communication which shall be deemed by the Superintendent of Schools to be sufficiently severe, pervasive and persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the programs and activities of Windsor Locks Public Schools.

Sexual Harassment

Under Connecticut law sexual harassment means conduct in a school setting that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment.

Challenging Behaviors and Hazing - [Board of Education policy 5144.12](#)

Challenging behaviors are those behaviors that negatively impact school climate or interfere with or risk interfering with the learning or safety of a student or the safety of a school employee. Examples include but are not limited to: bullying/cyberbullying - Behaviors previously described as "bullying" and including "cyberbullying" are generally those acts by an individual or group with the intent to ridicule, humiliate, or intimidate another while on school grounds, in a school-sponsored activity, or in a way that impacts others in a school setting. Such acts may be in writing or verbally including through electronic means or through verbal acts or gestures.

Hazing is defined as mental or physical harassment of players on a team. Most typically, this results in older players intentionally mistreating younger players for the purpose of initiation. These practices can be demeaning and dangerous. These incidents often happen when the coach is not present (weekends, team dinners, etc.) These actions are considered "bullying" and will be addressed as challenging behaviors. "Hazing" will not be tolerated by the school and will be addressed as described in the student handbook.

Windsor Locks High School takes steps and employs school discipline that promotes and sustains a positive school climate with a focus on prevention, identification and response to challenging behaviors in accordance with [Board of Education policy 5144.12](#).

The school's work toward enhancing its positive school climate balances the needs of the student, the needs of those directly affected by "challenging behaviors," and the needs of the overall school community. The school's handling of challenging behaviors including restorative practices and or discipline outcomes assures equity across racial, ethnic, and cultural groups and all other protected classes, including, but not limited to, gender, color, national origin, ancestry, religion, age, disability, sexual orientation, and gender identity and expression. perceived differentiating characteristics such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more such characteristics.

In addition to the above, the school administration will handle challenging behaviors by issuing consequences in accordance with Board of Education policies including but not limited to: weapons and dangerous instruments ([5131.7](#)), intimidation or threatening acts ([5131.21](#)), and use of electronic devices ([5131.81](#)). Because athletics is an extension of the school day, the student handbook will continue to guide disciplinary policies in addition to the coach's expectations or rules.

DUE PROCESS

A coach has the authority to suspend a student-athlete from a team for violations of team, school or CIAC rules that the coach has previously established or reviewed. The Athletic Director will be notified of any suspensions. Any violations that may result in the permanent dismissal of a student-athlete from a team will be discussed with the Athletic Director, the Principal and the Coach before any final action is taken.

END OF YEAR AWARDS

At the end of each high school season, there will be an evening ceremony at which student athletes from all the seasonal sports will receive their letters, certificates, and special awards and recognitions. Invitations will be sent to each athlete, with parents/guardians also invited.

LETTERING

All high school student athletes will receive one of two recognitions at the end of a sports season: a varsity letter or a certificate of participation. The level of recognition will be based on several indicators. The varsity letter represents the highest general recognition that an athlete can receive in a sport. A varsity letter indicates that an athlete has achieved a certain skill level in a sport and competes at the highest level of competition in this sport. An 11th or 12th grade athlete, at the discretion of the coaching staff, can be given a varsity letter based on their dedication to a team. Letters will be awarded to student athletes in Grades 9-12 in a consistent manner from sport to sport with the following indicators taken into consideration:

1. Playing time at a particular level
2. Skill level achieved
3. Attitude and sportsmanship demonstrated
4. Roster depth
5. Adherence to team rules

In a small school district such as Windsor Locks, athletes can be asked to serve many roles. A junior varsity player may practice with the varsity team and dress for varsity games but see little playing time at the varsity level; this athlete would likely not receive a varsity letter. A junior varsity player who is added to the varsity roster for the State playoffs will not necessarily receive a varsity letter.

A coach will turn in a list of letter awards to the Athletic Director at the end of the season for review and approval. It will be the responsibility of the Athletic Director to assure equity and fairness in how letters are distributed within the Athletic Department.

FINANCIAL SUPPORT

The school district will financially support most costs associated with individual and team athletes through the finals of the CIAC state sponsored competitions. The school district will pay entry fees, transportation costs and other related costs for these competitions. Teams or individuals will need to provide their own funding for competitions beyond the above mentioned competitions. If a sports team does not have CIAC endorsement, the same rules will apply to regionally sanctioned competitions. Individual team sports such as wrestling and some of the cooperative sports (football, hockey, etc.) may involve considerable cost to the individual families. Athletes on cooperative teams and teams of one may need to provide their own transportation to off campus sites for practice and competitions.

Please refer to [Board of Education policy 5138](#) regarding Pay to Participate fees that supplement the district's budgeted allocations for athletics.

FUNDRAISING

Many teams use fundraisers to cover items beyond the budgeted expenses. All fundraising activities must be approved in advance by the Superintendent and conducted in accordance with [Board of Education policy 5135](#). This includes any promotion or advertising of the fundraiser. Fundraisers must follow all guidelines set forth in the Board of Education policy to ensure compliance and consistency across programs.

ABOUT THE COACH

Coaches are under the direct supervision of the Athletic Director who reports directly to the principal who is ultimately responsible for the overall administration of the interscholastic athletic program. Coaches in the State of Connecticut must be certified and are given five year coaching permits which are renewable at the end of the fifth year. In order to renew their certificates, a coach must complete 15 hours of continuing education units (CEU's) developed by the State Department of Education. These units are referred to as modules and are developed around the coaching competencies established by the State Department of Education. All coaches are required to hold current CPR and first aid certification throughout their tenure.

Coaches for Windsor Locks High School may be hired by committees that may consist of an administrator, the Athletic Director, and other coaches. The coaches sign a contract that is also signed by the Superintendent. The administration will make all decisions concerning coaching placements and dismissals.

CONFLICT RESOLUTION AND COMMUNICATION

Good communication is essential for the success of any athletic experience. If a parent attends the preseason meeting, the coach communicates his or her expectations clearly to the parents/guardians and athletes, and these communications continue throughout the season, few problems should develop. However, throughout an athletic season there are many positive and some negative moments that will occur. These moments are what make athletic competition so beneficial and meaningful in the development of our young student athletes. Many of these situations will have different meanings for our student athletes and may bring about issues that need to be discussed and dealt with. In order to encourage self-advocacy for our students we ask that the following procedure be followed in order to deal with all situations in an appropriate manner.

Only issues dealing with the safety, health, and welfare of a student athlete will be discussed by the coach, Director of Athletics, or the Administration. The student athlete and coach can discuss other topics, such as position on the team and specific participation issues. Guidelines for addressing conflicts:

- A student athlete and coach should first attempt to resolve any issues.
- If the conflict cannot be resolved between the student athlete and the coach, the student athlete and their parent should meet with the coach at an agreed upon time.
- If the problem is still unresolved, then the parent should contact the Athletic Director to establish a meeting time with the student athlete, parent, coach and Athletic Director.
- These are the steps to be followed for the resolution of a problem:
 1. Student Athlete - Coach
 2. Parent & Student Athlete - Coach

- 3. Parent & Student Athlete - Coach – Director of Athletics
- 4. Parent & Student Athlete - Coach – Director of Athletics – Administration
- No meetings will occur without the presence of the student athlete.
- Issues that will NOT be discussed:
 1. Playing time
 2. Captain selection
 3. Coaching strategy
 4. Other student athletes

We understand that it is difficult to accept that your child may not be playing as much as you would hope. As a coach of an athletic team, there are decisions that need to be made for the good of the team as a whole, even if an individual may not believe it is in their best interest. This decision is never an easy one for the coach to make, but it is the coach's decision alone. The Windsor Locks High School Athletic Department always encourages what is best for all of our student athletes and if a decision has been made that a student athlete does not agree with, it is up to the student athlete and his/her family to make the decision to continue to participate.

A parent who becomes upset at a competition should not confront the coach before, during, or directly after the game. A 24-hour period is recommended before the coach is contacted. All parties should remain calm and voice their concerns in a professional manner. The administration will limit all meetings about coaches to one parent or couple at a time. Parents/guardians will be asked to address their coaching concerns relative to their child only in meetings with a coach.

SUPERVISION OF STUDENT ATHLETES

The supervision of athletes is a major responsibility that coaches assume. From the time an athlete reports to the coach to the time the player leaves to go home, they are the responsibility of the coach. Also, a major responsibility of a coach is the mental and physical health of a player. A coach must make every effort to ensure that an athlete's experience with a team is a healthy and positive one. If a parent has any concern in this area, they should contact the coach immediately.

The head coach of a sport is the immediate supervisor of all assistant coaches in the program. They should manage and advise assistant coaches in all aspects of their responsibilities. They should mentor assistant coaches and be available to them during game situations when possible.

Any paid or volunteer coach must meet all State Department of Education certification requirements in order to serve in this capacity.

POLICIES AND PROCEDURES FOR ALL STUDENT-ATHLETES

A. Substance Abuse Policy

- a. Refer to [Board of Education policy 5131.6](#)

B. Appropriate Behavior

- a. Any student/athlete who initiates a fight will be dismissed immediately from the team.
- b. Verbal and/or physical abuse of officials or coaches by student athletes will result in immediate dismissal from the team.

- c. The following behaviors will be considered serious violations of the athletic code and school rules and will result in disciplinary action:
 - i. Civil law and criminal infractions.
 - ii. Theft or malicious destruction of individual, private or school property.
 - iii. Misconduct by an athlete that is potentially detrimental to the athletic program, school or school district.

C. School Attendance

- a. Athletes will be allowed to participate in practice or contests only if they are in school by 10:30 am on that day. Students who are absent from school may not participate in any athletic event during that afternoon or evening. Individual exceptions may be approved by the principal when arranged in advance.
- b. Unexcused single period absences during a given day may cause an athlete to be withheld from practice or contests on that day.
- c. Student-athletes must meet minimum attendance requirements on Friday in order to be eligible for weekend practices and games.
- d. Students who are dismissed from school through the nurse are not eligible to return to participate in that afternoon/evening's events.

D. Absence from Scheduled Practice

- a. A team will only function effectively when all participants are present. Any player who skips practice is hurting themselves and the team. A player must notify the coach of any practice he or she is required to miss. The coach will determine if the excuse is acceptable.
- b. Athletes need to be aware of the team rules on missing practices/games as they may impact participation in scheduled contests.

E. Locker Rooms

- a. It is the student athlete's responsibility to leave all valuables at home and keep their locker locked at all times.
- b. The school will not be responsible for personal property that is lost or damaged.

F. Athletic Equipment

- a. The student athlete is responsible for all uniforms and equipment that is assigned to him/her.
- b. All equipment will be returned when the athlete completes the sport, either at the end of the season, or upon leaving the team.
- c. If items are lost or abused, the student athlete will be required to pay for a replacement.
- d. Uniforms are to be worn only at scheduled practices, contests or on game days.

Note: Athletes who do not return equipment/uniforms are ineligible to participate on additional athletic teams through the year. In addition, spring athletes will not receive their class schedules for the following school year until all items are returned or replacement costs have been submitted. Graduating seniors will not receive their cap and gown until they too have met the above responsibilities.

G. Vacations

- a. Team members are expected to attend practices and contests during vacations that fall within the team season. Parents should make family vacation plans with the student athlete's commitment in mind. However, athletes who have family vacation plans must furnish the coach notification of vacation plans the day after the team has been selected. A parent or guardian of the athlete must sign the written notification. No team member will be removed from a team for missing practice or games during vacations for which they have notified the coach as previously stated. However, penalties will be enforced due to their absence. It shall be the coaches' prerogative to decide when a player is in contention to resume play, in accordance with established team rules.
- b. School sponsored trips may result in the same loss of playing time for an athlete.

H. Bus Behavior

- a. Student athletes must travel to and from contests on the team bus, accompanied by the coach.
- b. Athletes will be expected to conduct themselves appropriately at all times while riding to and from athletic contests.
- c. Any damage to buses, caused by athletes, will be paid for by the athlete(s) involved. Said athlete(s), by this behavior, will be subject to dismissal from the team and school discipline.
- d. Food and beverages (except water) must be consumed prior to boarding the bus. Eating and drinking on the bus is prohibited.

I. Hazing

- a. Hazing is prohibited at all times. Hazing activities of any type are inconsistent with the educational goals of the school system. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a risk of physical or emotional harm to a person, in order for the student to be initiated into or affiliated with a student organization or any other purpose.
- b. The term hazing includes, but is not limited to:
 - i. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 - ii. Any type of physical activity that subjects the student to a risk of harm or that adversely affects the mental or physical health or safety of the student.
 - iii. Any activity that intimidates or threatens the student with ostracism, that subjects a student to stress, embarrassment, shame or humiliation that adversely affects the mental health or dignity of the student or discourages the students from remaining in school.
 - iv. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- c. The school district will act to investigate all complaints of hazing and will discipline up to and including expulsion.

J. Captain's Practice

- a. The term "captain's practice" usually means the team's captain organizing and conducting practice sessions for the sport without adult supervision. The CIAC and WLHS do not in any way sanction, encourage or condone "captain's practices" in any sport. "Captain's practice," depending on the member school's involvement, may be a clear violation of the season limitations eligibility rule or certainly a violation of the spirit of the rule.

K. Changing Sports

- a. Prior to the opening of each season, athletes will be allowed to transfer registration from one sport to another only on mutual agreement of the two coaches involved. Athletes must contact the athletic department to make the switch.
- b. Athletes will not be permitted to switch sports once the try-out process is underway and/or complete for the program they wish to switch to.
- c. An athlete who drops from a team after the first contest is not permitted to join another team during that season.

L. Gymnasium/Weight Room/Natatorium Procedures

- a. No one is allowed in the above spaces unless it is his or her designated practice period.
- b. At no time is it permissible for individuals or groups to work out in the above spaces, unless under direct supervision of a coach.
- c. Athletes practicing in the above spaces for one sport will refrain from using equipment not specifically designated for their sport.
- d. Teams “in season” will have priority on facility use. A rotating schedule established by the Athletic Director may be used when multiple teams need to use the same facilities.
- e. These rules apply when teams are practicing in other areas including but not limited to classrooms, cafeteria, library, etc.

M. Performance Enhancing Drugs Policy

- a. A student athlete who has been determined to have used, in or out of season, androgenic/anabolic steroids or other performance enhancing substances shall be declared ineligible for all CIAC-controlled activities for one hundred eighty (180) school days on each occurrence.

N. School Suspensions

- a. Students may not participate in any game, contest, practice, or school activity while serving an in-school or out-of-school suspension. Students serving an out-of-school suspension are also prohibited from being on school grounds or attending any school activities, including contests at away sites. Suspension restrictions remain in effect until the student is officially readmitted to classes by school administration.

O. Transportation

- a. Transportation to and from athletic contests will be provided by the Athletic department (with few exceptions). Athletes are not permitted to drive themselves to an away contest, under any circumstances.
- b. Athletes are expected to return from away contests on the transportation provided by the district. When an athlete needs to leave from an away contest with his or her parent(s)/guardian(s), the parent/guardian must complete the “Alternate Transportation Form” found on the athletics website. Only extenuating circumstances or emergency situations will be approved. Athletes will only be released to their legal parent or guardian.

P. Team Selection

- a. Selection of team members is subject to the discretion of the coaching staff and nature of the sport.

- b. Coaches are expected to provide information to prospective student-athletes on the selection process specific to their sport and for the levels of participation offered in that sport.
- c. Upon completion of the tryout process, when teams have been selected, members of the coaching staff will meet with each participant to discuss their tryout, results, and other relative information. Teams that do not have team selection procedures may hold these individual meetings as necessary but would not be required.

NCAA INITIAL-ELIGIBILITY FOR COLLEGE ATHLETES

Information on initial-eligibility for college participation can be found by logging onto the NCAA Eligibility Center (www.eligibilitycenter.org). The Athletic and School Counseling departments will work together to produce an information sheet on the eligibility process which will be available for all students and families. Students should begin thinking about the academic requirements for college participation in their freshman year and register with the eligibility center in their junior year.

CONCLUSION

As a final note to parents/guardians, we ask that you keep your child's athletic experience in perspective at all times. We are a Class S school (designated as a small school "S" as per the C.I.A.C. participation guidelines) that offers a wide variety of sporting opportunities to our student athletes. We do strive for excellence but do not put winning at the top of our priority list. Sportsmanship is our most important consideration. We want our student athletes to have positive experiences on their respective teams and want them to come away from their experience with a positive feeling of self esteem.

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: JUNE 9, 2026
RE: SPECIAL EDUCATION MODEL PRESENTATION

The 25-26 school year brought a new special education model of instruction to Windsor Locks Public Schools. This evening, our special education Director, Kim Fentress, along with her Special Education Coordinators, Rachel March and Megan Parrette, will share with you some highlights of the work this year, the feedback and next steps as they plan for further development and implementation of the model in the 26-27 school year.

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: JUNE 9, 2026
RE: EMPLOYEE TENURE AND LONGEVITY RECOGNITION

Attached are a series of charts recognizing staff for longevity, retirement and tenure.

Staff Recognition for Years of Service

Staff are recognized in 5 year increments for service to the District. 53 staff are being recognized this year with service from 5 to 25 years. Total years of service to the District equals 735 years.

Staff Retiring

Two staff members are retiring from Windsor Locks this year. Total years of service to the district equals 39 years.

Educators Achieving Tenure

Twelve educators will achieve tenure at the end of this school year. This was the culmination of either 2 years of successful teaching service to the Windsor Locks Public Schools for teachers who had obtained tenure previously in another school district or 4 years of successful teaching service to the Windsor Locks Public Schools for teachers new to teaching or not previously tenured elsewhere.



Longevity, Retiree and Tenure Recognitions 2026



Staff Recognition for Years of Service

25 Years

Daniel Copes	High School
Kathryn Ainsworth	Middle School
Tom DesRoches	Middle School
John Griffith	Middle School
Kristofer Schumacher	PMA
Melissa Pascarelli	RISE
Kara Walachy	North Street School
Lorraine Weigert	North Street School
Joann Weskoski	North Street School

2026



Staff Recognition for Years of Service

20 Years

Maria Lopez

Central Office

Carol Plante

High School

Diane Swanson

High School

Deborah Munson

Middle School

Michelle Reed

Middle School

Aimee Carter

North Street School

Kimberly Matthews

North Street School

Noreen Mitchell

North Street School

Michelle Ragazzo

North Street School

Jeanne Walsh

North Street School

Danielle Nastri

South Elementary School

Lorraine Olivia

South Elementary School

2026



Staff Recognition for Years of Service

15 Years	Gisele Solis-Fazio	High School
	Nicole Saavedra	Middle School/Districtwide
	Jennifer Wilk-Kerstetter	North Street School
	Diane Levesque	South Elementary School
	Patricia Mapes	RISE

2026



Staff Recognition for Years of Service

10 Years

Katherine Groszyk
Kirstin Ondrush
Jennifer Thompson
Rachel Zup

High School
High School
High School
High School

Jennifer St. Sauveur-Dandurand
Kristen Wesche

Middle School
Middle School

Emily Boido
Maureen Ellen
Ruth Sobolewski
Jamie Van Gilder

North Street School
North Street School
North Street School
North Street School

Allison Fluckiger
Michael McGuire

South Elementary School
South Elementary School

2026



Staff Recognition for Years of Service

5 Years

Kathleen Antaya
Beverly Foote
Jeffrey Naidorf
Michelle Pac

High School
High School
High School
High School

Andrew Carleen
Nathan Getz
Sean Hughes

Middle School
Middle School
Middle School

Bryan Ciaffaglione
Alysa Oling
Joseph Rosati
Giovanna Testani

North Street School 0
North Street School
North Street School
North Street School

Ghulam Fizza
Kaylie Morris

South Elementary School
South Elementary School

Megan Parrette

Pupil Services

Samantha Staiger

RISE

2026



Staff Longevity Summary

# Years						
40+	1 Teacher					
30 to 40	4 Teachers					
26 to 30	24 Teachers	3 Paraeducators	4 Crossing Guards			
21 to 25	16 teachers	9 Paraeducators 1 Food Service	1 Custodian	1 Administrative Assistant		
16 to 20	17 Teachers	7 Paraeducators 1 Administrator	1 Custodian 6 Food Service	2 Administrative Assistants		8 Other Staff
11 to 15	23 Teachers	5 Paraeducators 4 Administrators	2 Custodians 2 Food Service	4 Administrative Assistants 1 Nurse		4 Other Staff
6 to 10	43 Teachers	3 Paraeducators 3 Administrators	4 Custodians 3 Food Service	4 Administrative Assistants 1 Nurse		9 Other Staff
0 to 5	65 Teachers	44 Paraeducators 8 Administrators	5 Custodians 22 Food Service	7 Administrative Assistants 4 Nurses		61 Other Staff

2026



Staff Retiring 2026

			# years
Linda Zamal	Pre-School Teacher	North Street School	29
Kirstin Ondrush	Culinary Teacher	High School	10

2026



Educators Achieving Tenure 2026

Jonah Garcia
Debra Jeffers
Stacy Kluczwski
Mikal Larsen
Audrey McKeown
Debbie Luzietti

Music Teacher
English Teacher
World Language Teacher
Social Worker
English Teacher
Special Education Teacher

High School
High School
High School
High School
High School
High School

Morgan Perry
Kathryn Richards

School Counselor
Language Arts Teacher

Middle School
Middle School

Susan Cimini
Rebecca Levine

Special Education Teacher
Special Education Teacher

North Street School
North Street School

Allison McKeegan

ELL/TESOL Teacher

South Elementary School

Sarah Fitta

Speech & Language Teacher

Districtwide

2026



Staff Achieving Tenure 2026



2026

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: JUNE 9, 2026

RE: WINDSOR LOCKS OUTDOOR WELLNESS AND ATHLETIC
COMPLEX BID AWARD

This opening of the bids for the Windsor Locks Outdoor Wellness and Athletic Complex Bid occurred after the publishing of this packet so this information will be shared at the meeting for the Board review and potential approval.

Board Motion: “**Move** that the Board of Education award the Bid for the WL Outdoor Wellness and Athletic Complex to _____.”

Windsor Locks Public Schools

www.wlps.org

Educational Leadership

Shawn Parkhurst

Superintendent of Schools 860-292-5000

sparkhurst@wlps.org

Rebecca Bissonnette

Executive Director of Curriculum, Instruction and Assessment 860-292-5793

rbissonnette@wlps.org

Giovanna Testani, Principal

North Street School 860-292-5027

gtestani@wlps.org

Monica Briggs, Principal

South Elementary School 860-292-5021

mbriggs@wlps.org

Matthew Warner, Principal, Jennifer Leveille, Assistant Principal

Windsor Locks Middle School 860-292-5012

mwarner@wlps.org jleveille@wlps.org

Jeffrey Bernabe, Principal, Kristen Krupa, Assistant Principal

Windsor Locks High School 860-292-5032

jbernabe@wlps.org kkrupa@wlps.org

Central Office

Robert Stacy

Executive Director of Operations 860-292-5744

rstacy@wlps.org

Kim Fentress

Director of Pupil Services 860-292-5707

kfentress@wlps.org

Megan Parrette

Coordinator of Pupil Services - Elementary

mparrette@wlps.org

Rachel March

Coordinator of Pupil Services - Secondary

rmarch@wlps.org

Larry Juhasz

Interim Assistant Director of Finance

ljuhasz@wlps.org