

2026 – 2027

Windsor Locks High School
Student & Family Handbook Appendix



WINDSOR LOCKS HIGH SCHOOL

A Professional Learning Community

58 South Elm Street, Windsor Locks, Connecticut 06096

Tel: (860) 292-5032 Fax: (860) 292-5039

Principal

Jeffrey Bernabe

Assistant Principal

Kristen Krupa

August 18, 2026

Dear WLHS Students & Families,

Welcome to the 2026–2027 school year! We're so excited to have you back with us this fall and are excited to extend our Raider family to include our 9th graders and new students. We hope you've had a chance to relax, recharge, and enjoy the summer break.

A new school year always brings new opportunities and challenges. Your hard work and effort will not only help you succeed at WLHS but will also prepare you for life beyond our halls.

Our Windsor Locks High School Student Handbook is here to help you and your family find important information to guide you through the year. While it doesn't cover absolutely everything, it gives you a good starting point — and we'll continue to build on it through our day-to-day experiences together. We truly value your feedback and ideas, so please don't hesitate to share any suggestions for how we can keep the lines of communication open and strong. Staying connected is one of the best ways we can support our students' success.

We believe that achieving academic excellence is a team effort. Of course, each student's motivation, hard work, and dedication are at the heart of success, but parents, guardians, and educators all play an important role, too. Together, we'll set high expectations and support our students every step of the way through strong relationships and a shared sense of responsibility.

We're confident that every student can meet and even exceed these goals. The administrators, teachers, and staff at Windsor Locks High School are here to help you become the students, citizens, and people you want to be.

Here's to a great year ahead!

Sincerely,

Jeffrey Bernabe
Principal

Kristen Krupa
Assistant Principal

WINDSOR LOCKS HIGH SCHOOL FACULTY AND STAFF LISTING

ADMINISTRATION

Jeffrey Bernabe, Principal
Kristen Krupa, Assistant Principal

ADMINISTRATIVE SUPPORT STAFF

Chelsey Hoyt, Principal's Admin Asst.
Karen Dube, Asst. Principal Admin. Asst.
Joanne Hinckley, Attendance Clerk
Courtney Mournighan, School Counseling Admin Asst.

ART DEPARTMENT

Travis Duffy
April Johnson-Thrall

ATHLETIC DIRECTOR

Michelle Pac

BUSINESS DEPARTMENT

Shereese Kelly

CAFETERIA STAFF

Samantha Delgado
Lisa Isabelle
Matt Lavoie
Manivahn Pharattanavong
Diane Swanson

CENTRAL OFFICE

Lynda Acquattro, District Data Specialist
Rebecca Bissonnette, Executive Director of Curriculum
Amy Bosco, Director of Human Resources
Michael Daly -Whitsons Culinary, Food Services
Andrew Goodwin, Network Administrator/Technician
Lawrence Juhasz, Assistant Director of Finance
Rachel March, Coordinator of Secondary Pupil Service (6-12)
Shannon Mungavin, Payroll/Employee Benefits Specialist
Shawn Parkhurst, Superintendent of Schools
Megan Parrette, Coordinator of Elementary Pupil Service (K - 5)
TBD, Director of Special Services
Greg Weigert, Director of Facilities

ENGLISH DEPARTMENT

Joel Greene
Jeffrey Naidorf
Audrey McKeown
Michelle Pender(Instructional Specialist)
Rachel Zup

ESL

Erin Basile

FAMILY & CONSUMER SCIENCE

Morgan Baker

INTERVENTIONIST

Debra Jeffers, ELA
Michelle Pac, Math

MATHEMATICS DEPARTMENT

Ryan Grande
Matt Mangelli
Milun Mraz
Michael Santanelli(Instructional Specialist)
Nina Starr

MEDIA SERVICES DEPARTMENT

Melissa Lopes

MUSIC DEPARTMENT

Paul Sibilia (Instructional Specialist)

NURSING STAFF

Lisette Roberts

CUSTODIAL STAFF

David Carlson
Les Hinckley
Fermain Lopez
David Nolan
Ed Smalley
Kevin Smalley
John Weigert
Zachary Weigert

PHYSICAL ED./HEALTH DEPARTMENT

Brian Dube
Katherine Groszyk
James M. O'Brien (Instructional Specialist)

PUPIL SERVICES DEPARTMENT

Deb Luzietti
Brooke Keough
Daniel Nixon
Jennifer Thompson (Instructional Specialist)

SCHOOL COUNSELING DEPARTMENT

Justin LaCharite
Kristen Smith (Director)
Kallie Stone

SCHOOL PSYCHOLOGIST

Kathy Antaya

SCHOOL SAFETY

Orlando Saavedra

SCHOOL RESOURCE OFFICER

Ofc. Joe Malone

SCHOOL SOCIAL WORKERS

Jackie Bergeron
Mikal Larsen

PARAPROFESSIONAL STAFF

Jeffrey Boggio
Cynthia DeCasperis
Denise Evans
Carole Plante
Woods, John (Tutor)
Allison Yocum
Jeremy Young

SCIENCE DEPARTMENT

Alessandra Armetta
Christopher Duggan
Nile Rozie (Instructional Specialist)
Jordan Walsh

SOCIAL STUDIES

Daniel Copes (Instructional Specialist)
Joshua LaForge
Reynolds Onderdonk
Emma Sands
Barbara Sjodin

SUBSTITUTE STAFF

Calob Ryor

TECHNOLOGY ED. DEPARTMENT

James Carlson
Matt Sigall (Instructional Specialist)

WORLD LANGUAGE

Stacy Kluczowski
Teresa Romero
Gisele Solis-Fazio

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ATHLETIC HANDBOOK/CONTRACT ([Athletic Forms - Windsor Locks High School](#))

Student-Athlete Expectations

Athletics at WLHS are an essential part of the educational experience. Parents/guardians are strongly encouraged to review the [Student-Athlete Athletic Handbook](#) prior to joining sports teams to understand the expectations and the requirements to participate in athletics in Windsor Locks and within the CIAC. All Athletes are required to turn in the Student-Athlete Contract signed by the athlete and a parent/guardian prior to participating in interscholastic sports.

Student-Athlete Physical

The Connecticut Interscholastic Athletic Conference (CIAC) requires every athlete to have a current physical examination prior to participating in interscholastic sports. The physical is valid for 13 months from the date of the examination.

Physical forms are available in the High School main office, the High School nurse's office, or you may download the form using the link above. If your student has any health issues, such as asthma, diabetes, severe allergies, or any other that require medication, please use the link above to download the Authorization to Administer Medication form. This form must be signed by both the Physician and Parent/Guardian.

Request for parent/guardian to transport student-athlete to/from an athletic event

If a parent has a reason for their student-athlete to not ride the team bus home after an away event, they must complete [this form](#) **24 hours prior** to the date involved. Only parents/guardians may provide this transportation for their own son/daughter. In extreme circumstances, the WLHS Principal may allow for a proxy driver with **1-week prior notification**.

ATTENDANCE

Connecticut state law (**CT Sec. 10-184**) requires parents to have their children, ages five through eighteen inclusive, attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen. In order to emphasize the vital importance of regular school attendance, students and families must take all reasonable efforts to avoid excessive absenteeism as the value of classroom discussions and hands-on activities cannot be replicated.

Any person registered in a public school is required by law to be in attendance each day that school is in session. **Parents should report their child's absence by calling the school to report the absence and leave messages on the school's voicemail during non-business hours.** If the school does not receive parent notification about a student's attendance, we will contact a parent via ParentSquare notification and possibly by phone.. While reporting absences assists with an accurate record of your child's attendance, ***please be aware that a note must still be provided to excuse the absence.***

Family trips and vacation are not regarded as acceptable reasons for exceeding the absence limit. Parents are strongly discouraged from scheduling vacations during times when school is in session. Any parent contemplating a family vacation during time when school is in session should inform the school in writing by submitting a note addressed to the principal. Following communication with the administration, the student's teachers will be notified and the student should contact his/her teachers directly to make appropriate arrangements.

ATTENDANCE

The faculty and administration of Windsor Locks High School believe that class attendance is of utmost importance. Much of what a student learns in class and is graded on involves the understanding of facts, concepts, and theories. Each student is asked to demonstrate a degree of skill in an academic discipline which is measured by various methods of assessment. Other learning processes take place that may not be measurable, yet they too, are important to the overall growth and education of the student. Some of these processes involve the following:

1. The interchange of ideas and attitudes among class members and the various feelings of the group affect the learning of individual class members.
2. The interaction between individuals in a class and a certified teacher does have an effect on each student's depth of understanding.
3. The experience, expertise, and guidance that each teacher provides to a class are valuable to the learning process.

Since class attendance is the only direct method for the student to avail themselves of the learning experiences, the absence from class has a direct effect on their education, and subsequently on the progress that they earn. Students must attend all assigned classes and study halls unless excused by the teacher. **Cutting classes will result in disciplinary consequences, and excessive class absences can result in withholding course credit, repeating courses, and potentially resulting in grade retention.**

For state reporting purposes, a student is considered to be "in attendance" if present at their assigned school or an activity sponsored by the school (e.g., field trip) for at least half of the regular school day. A student who is serving suspension or expulsion is always considered absent. A student not meeting the "in attendance" definition shall be considered absent. Students not considered present for a full school day cannot attend any after-school events or activities. At the high school, attendance is taken for each class period, and loss of credit will be determined as such.

Definitions(related to chronic absenteeism)

Chronically absent child:

An enrolled student whose total number of absences at any time during a school year is equal to or greater than 10% of the total number of days that such student has been enrolled at such school during the school year.

Absence:

An excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education or an in-school suspension that is greater than or equal to half of a school day.

District chronic absenteeism rate:

The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such a school year. In addition, the calculation of chronic absenteeism rates shall exclude absence resulting from a student taking a mental health day pursuant to P.A. 21-46.

School chronic absenteeism rate:

The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Excused absence:

A student's absence from school shall be considered "excused" if written documentation of the reason for such absence has been submitted within ten(10) school days of the student's return to school and meets the following criteria:

- A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials.
- B. Absence resulting from a student enrolled in grades K-12, taking two mental health days during the school year. Such absence is to permit the student to attend to their emotional and psychological well-being in lieu of attending school. A student cannot take these mental health days during consecutive school days.
- C. For the tenth absence and all absences thereafter, a student's absence from school are considered excused for the following reasons:
 - Student illness(must be verified by a licensed Medical Professional to be deemed excused, regardless of the length of the absence);
 - Students observance of a religious holiday;

- Death in the student's family or other emergency beyond the control of the student's family;
- Mandated Court appearances(documentation required);
- The lack of transportation that is normally provided by a District other than the one the student attends(no parental documentation required);
- Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.

Unexcused absence:

A student's absence from school shall be considered unexcused unless:

- The absence meets the definition of an excused absence and meets the documentation requirement; or
- The absence meets the definition of a disciplinary absence which is the result of school or District disciplinary action and is excluded from these State Board of Education approved definitions

When the school in which a student is enrolled receives no notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and/or email such parent or other person having control of the child.

Responsibility for completing missed classwork lies with the student, not the teacher.

TRUANCY ([BOE Policy 5113](#))

In accordance with Connecticut General Statute 10-198a, a student who is enrolled in school and between the ages of five and eighteen is defined as "Truant" if they are absent from school without the knowledge or approval of parents/guardians and/or school officials or if he/she has four (4) unexcused absences in a month or ten (10) unexcused absences in a year.

In order to comply with both the letter and spirit of the law, the following protocols will be followed regarding truancy at Windsor Locks High School:

2 Absences	Call and follow-up email that includes WLHS Attendance Policy
4 Absences for a semester course or 9 in a full year	Family Action Plan Meeting and Loss of Credit: Warning Letter (half-year course) ● Guardian and student will meet with admin and support staff to design an attendance action plan
Continued unexcused absences after the Action Plan	Call and follow-up that details violations of the Action Plan and explanation for potential loss of credit. Additional Family Action Plan Meeting possible. Student may be pulled from class and transferred to a study hall.
10 unexcused absences or more (or more than four in a month)	Parent Meeting w/ Y&FS for SRT Referral w/in 10 days (State Requirement) ● Referral to Planning and Placement Team and possible referral to Family with Service Needs (FWSN) referral. All other interventions discussed in the preceding sections one, two and three may also be instituted. ● Student may be pulled from class and transferred to a study hall.
9 absences for a semester course or 18 in a full year	Loss of credit(s) - student will need to retake the course

TARDINESS

At WLHS, we believe that every instructional minute counts. Arriving at school and to each class on time is a fundamental component of academic success and a reflection of respect for the learning community.

When a student arrives late, they miss critical morning announcements, introductory instructions, and the foundational framework of the day's lesson. Furthermore, tardiness creates an avoidable disruption that impacts the learning momentum of the entire classroom. Please see the "Food Policy" as related to late arrivals to school.

Developing the habit of punctuality is not just about following school rules; it is a vital life skill that prepares students for future academic, professional, and personal responsibilities. We expect all students to arrive at school and their scheduled classes promptly, settled, and ready to learn at the start of the class.

Excused Tardy: To excuse a tardy arrival at the beginning of the student's school day, the student must present a note from a parent/guardian with a specified arrival time and the reason for being tardy to the attendance clerk to determine if the tardy is excused. As with absences, tardiness will not be excused for oversleeping, unverified transportation problems, etc. The following are acceptable reasons for being tardy to a class.

- Personal illness
- Appointment with a health or legal professional
- Family emergency
- Late bus (does not require a note from parent/guardian)

Unexcused Tardy: Up to 15 minutes late to a class period without a legitimate pass from a staff member or an acceptable note from a parent/guardian. **Students more than 15 minutes late to class without a legitimate reason on the pass will be considered to have an unexcused absence for that period.**

Consequences for unexcused tardies:

- First set of three tardies
 - Warning: notify the counselor and contact the parent.
 - Three tardies are considered as one unexcused absence for that course
- Second set of three tardies(6 total)
 - Lunch detention and a student meeting with an administrator with counselor/case manager, and contacting the parent to develop appropriate interventions.
 - Six tardies are considered two unexcused absences for that course
- Third set of three tardies(9 total)
 - Office detention;
 - Nine tardies are considered three unexcused absences for that course
- Fourth set of three tardies(12+ total)
 - Family Action Plan Meeting; an administrator, support staff, and student, will meet to develop appropriate interventions. The school will provide a "loss of credit" warning letter.
 - Twelve unexcused tardies are considered four unexcused absences and will receive a potential loss of credit.
- Additional tardiness in a semester will result in further disciplinary action and may result in the student being withdrawn from the course and placed in a study hall which will require them to retake the course at a future date.

ABSENCE LIMIT FOR COURSE CREDIT AT THE HIGH SCHOOL

- **Full-year courses:** Students who have eighteen (18) or more total absences (both excused and unexcused) will receive the academic grade earned but will not receive credit for the semester. An opportunity will be given to appeal this loss of credit at the end of the year. Please keep in mind that appeals are granted for extenuating circumstances only. To be granted an appeal, students should show significant progress in their attendance, commitment to improvement through active engagement in Flex Blocks, etc.
- **Semester courses:** Students who have nine (9) or more total absences (both excused and unexcused) will receive the academic grade earned but will not receive credit for the semester. An opportunity will be given to appeal this loss of

credit at the end of the semester. Please keep in mind that appeals are granted for extenuating circumstances only. To be granted an appeal, students should show significant progress in their attendance, commitment to improvement through active engagement in Flex Blocks, etc.

- Students who lose credit are expected to remain in class for possible reinstatement of credit. (See Appeals Process, below)

CREDIT APPEALS PROCESS

Students who have lost credit due to excessive absences or tardies will be given a letter: 1) documenting their loss of credit and 2) detailing the date and time of their appeal hearing.

At the appeal hearing, the student will appear before members of the WLHS Attendance Appeals Committee to present to the committee why they believe that they should have their credit returned. A parent/guardian or other advocate is encouraged to accompany the student to their appeal hearing.

In cases with significant extenuating circumstances, an administrator, working in conjunction with the student's counselor, may choose to exempt the student from the appeals process and return their credit without a hearing.

BELL SCHEDULES

 WLHS BELL SCHEDULE 2026 - 2027 				
MONDAY C - DAY	TUESDAY A - DAY	WEDNESDAY B - DAY	THURSDAY C - DAY	FRIDAY C - DAY
Period 1 7:30 - 8:14 Period 2 8:18 - 9:02 Period 3 - Flex 9:06 - 9:46 Period 4 9:50 - 10:34 Period 5 10:38 - 11:22 Period 6 11:25 - 11:52 Lunch 1 11:55 - 12:39 Class 11:25 - 12:09 Class 12:14 - 12:39 Lunch 2 Period 7 12:43 - 1:27 Period 8 1:31- 2:15	Period 1 7:30 - 8:45 Period 3 -Advisory 8:50 -10:05 Period 5 10:10 -10:35 Lunch 1 10:40 -11:55 Class 10:10 -11:25 Class 11:30 -11:55 Lunch 2 Period 7 12:00 -1:15 Flex Block 1:20 - 2:15	Period 2 7:30 - 8:45 Period 4 8:50 -10:05 Period 6 10:10 -10:35 Lunch 1 10:40 -11:55 Class 10:10 -11:25 Class 11:30 -11:55 Lunch 2 Period 8 12:00 -1:15 Flex Block 1:20 - 2:15 PLC Wednesday's Student dismissal at 1:15 Staff PLC 1:20 - 3:15	Period 1 7:30 - 8:14 Period 2 8:18 - 9:02 Period 3 - Flex 9:06 - 9:46 Period 4 9:50 -10:34 Period 5 10:38 -11:22 Period 6 11:25 -11:52 Lunch 1 11:55 -12:39 Class 11:25 -12:09 Class 12:14 -12:39 Lunch 2 Period 7 12:43 -1:27 Period 8 1:31- 2:15	Period 1 7:30 - 8:14 Period 2 8:18 - 9:02 Period 3 - Flex 9:06 - 9:46 Period 4 9:50 -10:34 Period 5 10:38 -11:22 Period 6 11:25 -11:52 Lunch 1 11:55 -12:39 Class 11:25 -12:09 Class 12:14 -12:39 Lunch 2 Period 7 12:43 -1:27 Period 8 1:31- 2:15

 WLHS EARLY RELEASE BELL SCHEDULE 2026-2027 				
MONDAY C - DAY	TUESDAY A - DAY	WEDNESDAY B - DAY	THURSDAY C - DAY	FRIDAY C - DAY
Period 1 7:30 - 8:01 Period 2 8:05 - 8:36 Period 4 8:40 - 9:11 Period 5 9:15 - 9:46 Period 6 9:50 -10:21 Period 7 10:25 -10:56 Period 8 11:00 - 11:26 Lunch 1 11:30 -1 2:01 Class 11:00 - 11:31 Class 11:36 - 12:01 Lunch 2	Period 1 7:30 - 8:25 Period 3 -Advisory 8:30 - 9:25 Period 5 9:30 -10:25 Period 7 10:30 -10:55 Lunch 1 11:00 -12:01 Class 10:30 -11:31 Class 11:36 -12:01Lunch 2	Period 2 7:30 - 8:25 Period 4 8:30 - 9:25 Period 6 9:30 -10:25 Period 8 10:30 - 10:55 Lunch 1 11:00 - 12:01 Class 10:30 - 11:31 Class 11:36 - 12:01 Lunch 2	Period 1 7:30 - 8:01 Period 2 8:05 - 8:36 Period 4 8:40 - 9:11 Period 5 9:15 - 9:46 Period 6 9:50 -10:21 Period 7 10:25 -10:56 Period 8 11:00 - 11:26 Lunch 1 11:30 - 12:01 Class 11:00 - 11:31 Class 11:36 - 12:01 Lunch 2	Period 1 7:30 - 8:01 Period 2 8:05 - 8:36 Period 4 8:40 - 9:11 Period 5 9:15 - 9:46 Period 6 9:50 -10:21 Period 7 10:25 -10:56 Period 8 11:00 - 11:26 Lunch 1 11:30 - 12:01 Class 11:00 - 11:31 Class 11:36 - 12:01 Lunch 2

 WLHS WEATHER RELATED EARLY RELEASE BELL SCHEDULE 2026-2027 				
MONDAY C - DAY	TUESDAY A - DAY	WEDNESDAY B - DAY	THURSDAY C - DAY	FRIDAY C - DAY
Period 1 7:30 -7:51 Period 2 7:55 - 8:16 Period 4 8:20 - 8:41 Period 5 8:45 - 9:06 Period 6 9:10 - 9:31 Period 7 9:35 - 9:56 Period 8 10:00 - 10:26 Lunch 1 10:30 - 11:01 Class 10:00 - 10:31 Class 10:36 - 11:01 Lunch 2	Period 1 7:30 - 8:10 Period 3 -Advisory 8:15 - 8:55 Period 5 9:00 - 9:40 Period 7 9:45 - 10:15 Lunch 1 10:20 - 11:01 Class 9:45 - 10:26 Class 10:31 - 11:01 Lunch 2	Period 2 7:30 - 8:10 Period 4 8:15 - 8:55 Period 6 9:00 - 9:40 Period 8 9:45 - 10:15 Lunch 1 10:20 - 11:01 Class 9:45 - 10:26 Class 10:31 - 11:01 Lunch 2	Period 1 7:30 -7:51 Period 2 7:55 - 8:16 Period 4 8:20 - 8:41 Period 5 8:45 - 9:06 Period 6 9:10 - 9:31 Period 7 9:35 - 9:56 Period 8 10:00 -10:26 Lunch 1 10:30 -11:01 Class 10:00 -10:31 Class 10:36 -11:01 Lunch 2	Period 1 7:30 -7:51 Period 2 7:55 - 8:16 Period 4 8:20 - 8:41 Period 5 8:45 - 9:06 Period 6 9:10 - 9:31 Period 7 9:35 - 9:56 Period 8 10:00 -10:26 Lunch 1 10:30 -11:01 Class 10:00 -10:31 Class 10:36 -11:01Lunch 2

 WLHS TWO-HOUR DELAY BELL SCHEDULE 2026-2027 				
MONDAY C - DAY	TUESDAY A - DAY	WEDNESDAY B - DAY	THURSDAY C - DAY	FRIDAY C - DAY
Period 1 9:30 - 10:03 Period 2 10:07 - 10:41 Period 4 10:45 - 11:18 Period 5 11:22 - 11:55 Period 6 11:59 - 12:25 Lunch 1 <u>12:28 - 1:01 Class</u> 11:59 - 12:31 Class 12:36 - 1:01 Lunch 2 Period 7 1:05 - 1:38 Period 8 1:42 - 2:15	Period 1 9:30 - 10:30 Period 3 - Advisory 10:35 - 11:35 Period 5 11:40 - 12:05 Lunch 1 <u>12:10 - 1:10 Class</u> 11:40 - 12:40 Class 12:45 - 1:10 Lunch 2 Period 7 1:15 - 2:15	Period 1 9:30 - 10:30 Period 3 - Advisory 10:35 - 11:35 Period 5 11:40 - 12:05 Lunch 1 <u>12:10 - 1:10 Class</u> 11:40 - 12:40 Class 12:45 - 1:10 Lunch 2 Period 8 1:15 - 2:15	Period 1 9:30 - 10:03 Period 2 10:07 - 10:41 Period 4 10:45 - 11:18 Period 5 11:22 - 11:55 Period 6 11:59 - 12:25 Lunch 1 <u>12:28 - 1:01 Class</u> 11:59 - 12:31 Class 12:36 - 1:01 Lunch 2 Period 7 1:05 - 1:38 Period 8 1:42 - 2:15	Period 1 9:30 - 10:03 Period 2 10:07 - 10:41 Period 4 10:45 - 11:18 Period 5 11:22 - 11:55 Period 6 11:59 - 12:25 Lunch 1 <u>12:28 - 1:01 Class</u> 11:59 - 12:31 Class 12:36 - 1:01 Lunch 2 Period 7 1:05 - 1:38 Period 8 1:42 - 2:15

 WLHS BELL SCHEDULE SLC WEEK 2027 				
MONDAY A - DAY	TUESDAY B - DAY	WEDNESDAY C - DAY EARLY RELEASE	THURSDAY C - DAY TWO HOUR DELAY	FRIDAY C - DAY
Period 1 7:30 - 8:45 Period 3 - Advisory 8:50 - 10:05 Period 5 10:10 - 10:35 Lunch 1 <u>10:40 - 11:55 Class</u> 10:10 - 11:25 Class 10:30 - 11:55 Lunch 2 Period 7 12:00 - 1:15 Flex Block 1:20 - 2:15	Period 2 7:30 - 8:45 Period 4 8:50 - 10:05 Period 6 10:10 - 10:35 Lunch 1 <u>10:40 - 11:55 Class</u> 10:10 - 11:25 Class 10:30 - 11:55 Lunch 2 Period 8 12:00 - 1:15 Flex Block 1:20 - 2:15	Period 1 7:30 - 8:01 Period 2 8:05 - 8:36 Period 4 8:40 - 9:11 Period 5 9:15 - 9:46 Period 6 9:50 - 10:21 Period 7 10:25 - 10:56 Period 8 11:00 - 11:26 Lunch 1 <u>11:30 - 12:01 Class</u> 11:00 - 11:31 Class 11:36 - 12:01 Lunch 2	Period 1 9:30 - 10:03 Period 2 10:07 - 10:41 Period 4 10:45 - 11:18 Period 5 11:22 - 11:55 Period 6 11:59 - 12:25 Lunch 1 12:28 - 1:01 Class 11:59 - 12:31 Class 12:36 - 1:01 Lunch 2 Period 7 1:05 - 1:38 Period 8 1:42 - 2:15	Period 1 7:30 - 8:14 Period 2 8:18 - 9:02 Period 3 - Flex 9:06 - 9:46 Period 4 9:50 - 10:34 Period 5 10:38 - 11:22 Period 6 11:25 - 11:52 Lunch 1 11:55 - 12:39 Class 11:25 - 12:09 Class 12:14 - 12:39 Lunch 2 Period 7 12:43 - 1:27 Period 8 1:31 - 2:15

Please use [this link](#) to access a printable copy of the 2026 - 2027 bell schedule.

CHALLENGING BEHAVIORS ([BOE Policy 5131.911](#))

Windsor Locks School Climate Policy

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The Windsor Locks District Board of Education adopts this policy.

Definitions

1. "School climate" means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. "Positive Sustained School Climate" is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. school community that contributes to the operations of the school and the care of the physical environment.
3. "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.
4. "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.
5. "Bullying" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. "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.

7. "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. "Teen dating violence" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. "Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. "Electronic communication" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
11. "School climate improvement plan" means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior; including, but not limited to alleged bullying and harassment in the school environment.
12. "Restorative practices" means 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.
13. "School climate survey" means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. "Connecticut school climate policy" means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. "School employee" means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. "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.
17. "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.

18. "Evidence Based Practices" in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. "Effective School Climate Improvement" is a restorative process that engages all stakeholders in the following six essential practices:
- A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.
 - G. Fostering adult learning in teams and/or professional learning communities to build capacity.

Board policy and regulation (Plan) #5131.911 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

The Challenging Behavior form is digital and can be found [here](#).

DAY ROTATION CALENDAR

Please use [this link](#) to see the A - B- C class rotation for the 2026 - 2027 school year.

DEADLINE POLICY

Students can only make up two assignments per quarter if the work is submitted after the due date. **Teachers WILL be enforcing this rule with fidelity unless arrangements have been approved through administration due to extenuating circumstances.**

Please use [this link](#) to review the updated student work deadline policy.

The following codes will be used in PowerSchool to code assignments.

	Turned In	Absent	Extra time	Not Turned In
When It's Due	✓	■	■	■
After It's Due	✓	✓ ■	✓ ■	✓ ■ *only 2 per quarter

DISCIPLINE See BOE Policy 5144.3/ 5114

A student who violates the district's code of conduct shall be subject to disciplinary action. The district's disciplinary actions may include using one or more discipline management techniques, such as restorative practices, detention, removal from class, removal to an alternative education program, in-school suspension, out-of-school suspension, and expulsion. Disciplinary measures will be progressive and appropriate for the offense. In addition, when a student violates the law that student may be referred to legal authorities for prosecution. Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and violates publicized board of education policy **even if such conduct occurs off-school property and during non-school time.**

Detention

A student may be detained after school for one or more days for violation of the code of conduct. The student shall be given 24 hours notice of the detention. Detentions are held on Monday, Tuesday, and Thursday (late buses available only on Tuesday and Thursday).

Students who fail to serve an assigned detention will still be held accountable for time owed. Having a job does not constitute an excuse for missing an assigned detention. The student is expected to make the necessary arrangements with the employer. **Students who owe two (2) or more hours will lose all privileges(i. e. parking, participation in extracurricular activities, attendance at non-academic after school and evening events, etc.)** until the time is made up. Detention time will not be made up in the form of in school suspension; however may be fulfilled through pre-approved community service hours. Arrangements must be made through the office of the Assistant Principal. Should a student accumulate four (4) hours of owed detention time a parent meeting will be called to make arrangements to fulfill the accumulated hours. If a student has missed an assigned detention, it is the responsibility of the student to make arrangements with the office of the Assistant Principal to make up the time.

Suspension:

When a student causes serious disruption of the teaching and learning process within the school, the administration may suspend the student. School administrators will determine, using State guidelines, whether the suspension will be in-school or out- of-school. The administration may suspend a student for infraction of school rules. suspension is defined as an exclusion from school privileges for not more than ten (10) consecutive days, provided such exclusion shall not extend beyond the end of the school year in which the suspension was imposed.

In-School Suspension(ISS)

Students serving an in-school suspension will be housed in one room and the students will not leave this area between classes. In-school suspension will be from 7:30 a.m. to 2:15 p.m. Students will turn in their phones before the start of their ISS. Students with late arrival or early dismissal forfeit this privilege while serving an in-school suspension. Students will be required to complete the assignments of the ISS supervisor, including a reflection of behavior, and follow the ISS schedule for the duration of their consequence. Students are not allowed to participate in extracurricular activities during the time of suspension, including the last day of the suspension. When the student finishes their ISS, they will begin the next day of school with a re-entry meeting with administration and/or support staff to ensure the student has a plan to re-acclimate to the classroom environment safely and with any necessary support.

Out-of-School Suspension(OSS)

Students are not allowed on school premises during the period of the suspension. Class work missed may be made up. It is the responsibility of the student to initiate communication with the teacher regarding makeup work and then to complete the assigned work. Students who are suspended from more than three consecutive days will have work assignments from teachers available to them and will be called when the assignments are ready. When the student finishes their OSS, they will begin the next day of school with a re-entry meeting with administration and/or support staff to ensure the student has a plan to re-acclimate to the classroom environment safely and with any necessary support.

Loss of Privilege Due to Suspension

Suspension from school will result in loss of extracurricular and social privileges during the period of suspension. Also, students who are serving a suspension (ISS or OSS) may not participate in or attend any field trips, after school activities, practices or athletic events during the period of suspension(the date that the suspension is served.) For multiple days of suspension that span a weekend or other non-school days, students cannot participate in extracurricular activities until after the final day of suspension is served.

Persistently Dangerous Schools/Victim of Violent Crime

Students enrolled in a school identified as “persistently dangerous” by the State Department of Education or a student who is the victim of a violent criminal offense, as defined by the State Department of Education, are entitled to transfer to a safe school elsewhere in the district with free transportation.

Expulsion: BOE Policy 5114

Prior to an expulsion hearing, information concerning legal services that are provided free of charge or at a reduced rate that are available locally and how to access such services shall be provided to the student and his/her parent or guardian.

The Board of Education may expel a student from school privileges if, after a full hearing, the Board finds that the student’s conduct endangers person(s), property or the educational process or is in violation of a publicized Board policy. Students who have been expelled may be eligible for an alternative educational program.

Expulsion from school will result in the loss of all extracurricular and social privileges during the period of expulsion.

For any student expelled for the first time and who has never been suspended, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board-specified program and meets any other conditions required by the Board. Such a Board specified program does not require the student or the parent/guardian of the student to pay for participation in the program.

Student possession and/or use of weapons, including martial arts weapons, or other dangerous instruments in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity is cause for expulsion for a calendar year. A student who offers illegal drugs for sale or distribution on or off school grounds is also cause for expulsion for a calendar year. The Board may modify the expulsion period on a case-by-case basis.

Whenever a student is expelled, a notice of the expulsion and the conduct for which the student was expelled will be included on the student's cumulative education records. The record will be expunged if the student graduates from high school and the expulsion was not for weapon possession and/or for the sale or distribution of illegal drugs.

If the student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, has never been suspended and successfully completed a Board specified program, and/or met other conditions required by the Board, the notice of expulsion will be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets other Board required conditions.

A district student who has committed an expellable offense who seeks to return to a District school after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District will not expel the student from any additional time for the offense(s).

Vandalism - Restitution (BOE Policy 2420)

In cases where acts of vandalism occur to real or personal property owned or leased by the school district (property), the school district shall seek restitution. Offenders shall be invoiced for damages. Vandalism includes but is not limited to, the cutting, defacing, or injuring in any way school/school district property.

The parent or guardian of any minor/unemancipated child who engages in vandalism of school/school district property shall be held liable for all damages up to the maximum amount allowed under state law. An adult student, eighteen years of age or older, shall be held personally liable for damage done to any real or personal property owned or leased by the school district.

Search and Seizure

Please use [this link](#) to see the Board of Education Policy 5145.12 regarding search and seizure of students at WLHS. This has been revised in 2024 to reflect the use of hand held metal detectors and breathalyzers.

DISCIPLINE GUIDELINES

Please use [this link](#) to access our disciplinary guidelines. At WLHS we operate under a Gradual Response Model per our restorative practices approach. In summary this means we believe that mistakes are opportunities to learn and grow. Rather than responding to every behavior with the same consequence, we use a **Graduated Response Model**, which means our response depends on the seriousness, frequency, and impact of the behavior. When a student makes a poor choice, we first focus on understanding what happened, repairing any harm caused, and helping the student make better decisions in the future. The above link provides guidelines but isn't all-encompassing.

A student who violates the district policies in school rules shall be subject to disciplinary action. Windsor Locks High School employees restorative practices, although disciplinary actions may include using one or more discipline management techniques, such as verbal warning restitution for damaged property, counseling, detention, removal from class, removal to an alternative education program, in-school suspension, out-of-school suspension, and expulsion. Disciplinary measures will be appropriate for the offense. In addition, when a student violates the law that student may be referred to legal authorities for prosecution. Students are subject to discipline, up to and including suspension and expulsion for misconduct which is seriously disruptive of the educational process and violates Board of educational policy even if such conduct occurs off school property and during non-school time. Please see the above guidelines for disciplinary consequences.

DISTRIBUTION OF MATERIALS See BOE Policy 6145.3

Printed materials may be distributed to parents by students as a means of communication. All requests from groups or individuals to have students distribute materials to the community, with the exception of school-connected organizations, will be referred to the office of the superintendent to determine whether the request complies with school policy.

The principal or his/her designee may approve such distribution providing:

1. The material is related to the school, community, local recreational or civic activity.
2. The material does not relate to any religious belief or activity, or promote private gain.
3. The material does not promote any outside governmental political party, candidate or position.
4. Does not promote profit making organizations.
5. Does not advocate a position regarding a referendum question.haz

Materials that have a religious content may be made available to students during non-instructional time. The District has the right to impose neutral time, place and manner restrictions on the dissemination of religious materials to ensure that students are aware that the materials are not endorsed or sponsored by the District.

Publications prepared by or for the school may be posted or distributed, with prior approval by the principal, sponsor or teacher. Such items include school posters, brochures, school newspapers and yearbooks.

DRESS CODE

Please use [this link](#) to access the full Board of Education Student Dress Code.

The following serves as a guideline of restricted articles of clothing and is not intended to be an all-inclusive list:

- Apparel which presents a safety hazard (spiked or studded bracelets, oversized and/or multi-finger rings, oversized belt buckles, chains, or any other article of attire with spikes or studs attached).
- Apparel or accessories that depict logos or have sexual connotation, depict violence, promote illegal drugs, tobacco products, or alcohol or use inappropriate language (examples: "Co-ed Naked" and "Marlboro" shirts, Dodgers Suck).
- See-through clothing.
- Pants, jeans, shirts, blouses and/or torn or slashed clothing, including apparel revealing the abdomen, chest, or any undergarments.
 - No bare midriffs.
 - No underwear worn as outerwear or visible.
 - No halter tops.
 - No strapless tops.
- Sunglasses (unless medically required per physician's written order).
- Apparel, which promotes discrimination to groups of people, based on religion, race, ethnicity, gender, or a handicap.
- Articles of clothing or accessories signifying gang affiliation.
- Footwear which marks/damages floors or is a safety hazard.
- Pants, shorts, skirts, etc., which expose the buttocks
- Coats, jackets, hoods, or other apparel, which are normally worn out of doors.
- Hoods, etc. shall not be worn in school.
- Additional clothing requirements may be necessary for certain classes or activities as a safety measure (i.e., Science, Physical Education, Technology Education).

ELECTRONIC DEVICES AND GAMES (See BOE Policy 5131.81 Tablets, Laptops, Cell-Phones)

During the school day students will be allowed to use personal electronic devices only during passing time and at lunch. Windsor Locks High School does not assume any responsibility for broken or lost electronic devices during the school day. Students who bring and use their personal electronic devices to school are solely responsible for securing their items.

Passing Time

Students will be allowed to use their phones during passing time. Students will also be allowed to listen to their music devices with headphones during passing time. Students may be asked to turn off their electronic devices if a teacher or administrator feels it is creating a disruption or dangerous distraction. The volume of the electronic device must be limited to an audible level that only the user can hear.

Lunch

Students will be allowed to send/receive text messages, make phone calls, and listen to music devices during lunch. Students may use these devices at their own risk. The school will not be responsible for any damage of personal devices in the cafeteria.

Wi-Fi:

Students DO NOT have access to the school's public Wi-Fi account for their personal devices.

Classroom

Students will not be allowed to use electronic devices during the class period. This includes all classroom spaces, hallways, and the Media Center. Students may forfeit their right to use electronic devices in class at the discretion of the school administration if they have incurred two disciplinary infractions involving electronic devices. Students will be asked to turn off all electronic devices during classroom assessments and put them away. Teachers DO NOT need to give warnings about cellphone use or headphone use in the classroom- this rule exists as their warning.

Inappropriate use of electronic devices may include but is not limited to:

- Use of social media during class (Snapchat, TikTok).
- Use of electronic devices during assessments.
- Use of music or sound applications that create a classroom disruption.
- Use of pornographic websites or applications.
- Use of Non-educational applications during class, (games).

Discipline

- **1st Offense:** The teacher will place the student's device in an envelope and have security bring it to the Main Office. The device will be returned to the student at the end of the school day.
- **2nd Offense:** The teacher will place the student's device in an envelope and have security bring it to the Main Office. Students will have an administrative conference and will turn in their phone the next day too.
- **3rd Offense:** The teacher will place the student's device in an envelope and have security bring it to the Main Office. An action plan that will begin with two weeks of submitting the phone into the office will be communicated home. Repeated offenses will result in progressive disciplinary action.
- Should you refuse to surrender your device and/or adhere to the above-stated policy, you may face other, more serious consequences up to and including in-school suspension.

ELECTRONIC INFORMATION SOURCES

The Windsor Locks School District considers unethical and unacceptable behavior just cause for revoking networking privileges and/or initiating legal action. Engaging in such activities, including but not limited to those examples listed below, will be considered grounds for revocation of privileges and/or legal action.

Any activity in which an individual:

- Uses the network for illegal, fraudulent, or obscene purposes, or in support of such activities. Illegal activities are defined as violations of local, state and/or federal laws. Fraudulent use is defined as those activities characterized by, involving, or proceeding from deceit, trickery, breach of confidence, perpetrated for profit or to gain some unfair or dishonest advantage or gains. Obscene activities are defined as violations of generally accepted social standards for use of a publicly-owned and operated communication vehicle;

- Uses the network for any illegal activity including violation of copyrights or other contracts violating such matters as institutional or third party copyright, license agreements and other contracts;
- Intentionally disrupts network traffic or crashes the network and connected systems;
- Degrades or disrupts equipment or system performance;
- Steals data, equipment, or intellectual property;
- Gains unauthorized access to others' files or vandalizes the data of another user;
- Gains or seeks to gain unauthorized access to resources or entities;
- Forges electronic mail messages or uses an account owned by another user;
- Wastefully uses resources, such as time or materials;
- Invades the privacy of individuals;
- Posts anonymous messages;
- Saves any information to the public hard drives (unless instructed to do so by the teacher or media specialist);
- Possesses any data, which might be considered a violation of these rules in any form.

An appeal for reinstatement of revoked Internet privileges may be made to the building principal or his/her designee. The District reserves the right to monitor network activity in any form that it sees fit in order to maintain the integrity of the network and to restrict or terminate Internet access.

ELIGIBILITY TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES

(WLPS BOE Policy #6145.1) Extracurricular Activities – Eligibility to Participate in Extracurricular activities is an integral part of school life; however, care must be taken so that these activities do not take precedence in importance over the subject matter areas. Extracurricular activities must remain in the position of supplementing the actual courses of study.

Eligibility for Participation

A student may participate in or attend a school function (e.g., dances, athletic events, and performances) that occurs on a school day only if the student attends school on the day of the function. Students may make an application of appeal to the principal for exceptions in extraordinary circumstances. Students may only submit applications of appeal twice during their high school career. Beginning with students in the Class of 2020, students at the high school shall be eligible to participate in extracurricular activities or interscholastic sports only if they meet the following criteria:

All courses used in the calculation of honor roll will be used to determine this eligibility requirement. If a student is unable to meet any of the Windsor Locks High School academic eligibility requirements due to extraordinary circumstances, the student may request an exemption by making an appeal to the high school's Academic Review Board according to the guidelines noted in the chart above. The Review Board shall consist of an administrator, the student's school counselor, and a teacher who is not one of the student's current instructors; for appeals to participate in athletics, the Athletic Director will be included provided that the Athletic Director is not the coach of the sport being appealed.

	Fall Eligibility (Aug - Sept)	Winter Eligibility (Nov - Dec)	Spring Eligibility (Mar - Apr)
Academic	Students must have earned a minimum of five (5) Carnegie Units from the prior academic school year	Students must have a minimum of five grades of 2.4 (C's) or better at the conclusion of the marking period preceding the start of the activity	Students must have a minimum of five grades of 2.6 (C+'s) or better two weeks preceding the start of the activity
Course Load	All students must be enrolled in at least four (4) units of work, or the equivalent, at the time of participation.		

Habits of Scholarship (HOS)	Students must have earned the designation of a "Student in Good Standing" or better at the conclusion of the marking period preceding the activity.
Appeal Information	Students may appeal to participate if there are extenuating circumstances affecting their academic performance and/or HOS.
	Students may only request two (2) appeals during their high school career.
CIAC requirements	*Any high school student who would like to participate in interscholastic sports must also meet the formal eligibility requirements established by the Connecticut Interscholastic Athletic Conference (CIAC). These requirements will be included in the Student/Parent Handbook.

FOOD POLICY

All eating is to be done in the cafeteria. Rules of cleanliness are to be observed at all times. Misconduct in the cafeteria may be cause for receiving an assigned seat or forfeiting the right to eat in that location or other disciplinary action deemed appropriate for the misconduct.

Students are not permitted to order delivery of food during the school day. This includes but is not limited to DoorDash, Uber Eats, or other means of delivery. Additionally, parents/guardians are not permitted to bring their students fast food during the school day. Any fast food/food delivery will be confiscated and held in the main office until the end of the school day. ***Students who arrive tardy to school, with i.e. Dunkin, will be given the opportunity to keep their food/drink in the office refrigerator or throw it out - if we cannot be on time, we do not have time to stop at Dunkin (or the like).***

GRADING AND REPORTING

Windsor Locks High School encourages all students to attempt the highest-level courses possible. Three distinct levels of course rigor are offered at WLHS. All levels offer content and skill development appropriate for students preparing to attend college. Students are encouraged to request enrollment in the most demanding courses of which they are capable, as the challenge of rigorous coursework provides the greatest opportunity to build solid academic skills. Following are the levels:

Advanced Placement (AP)

UConn Early College Experience (ECE)

Asnuntuck Community College College Career Pathways Program (CCP)

Courses offered at the above listed levels require students to be independent learners. Students are expected to complete extensive reading and writing outside of class, and the courses are characterized by fast-paced instruction, project-based work, and in-depth research. Because the demands of these courses are substantial, they generally are restricted to juniors and seniors, and we suggest that juniors enroll in no more than two such courses. Students enrolled into these courses are expected to perform college-level work during high school. These courses demand a large time commitment on the part of the students both in and out of the classroom.

Students who enroll in AP courses are required to sit for the AP exam in May. Students who decline to sit for the exam will have the AP designation removed from their transcripts and will receive honors weight for the course.

Honors (H)

Honors courses are a rapid-paced curriculum that is designed to offer an in-depth understanding of course content. Students enrolled in an honors course should be independent, have exceptional communication skills, the ability to analyze, synthesize, and draw conclusions. Courses at this level require a serious commitment of time and effort both in and out of the classroom.

Academic (A)

Academic courses are designed to apply the skills and concepts of the course. These courses are designed to challenge students in reading, writing, listening, decision-making, critical thinking and problem solving. Students taking these courses will prepare students for college and other post-secondary education and career

Rank in class, or class standing, for all students will employ a consistent system of grading that reports student learning progress and achievement on a 6-point scale that aligns Standards Levels with Standards Descriptions and the GPA Weighted Grade Table based on the degree of course rigor. The number of quality points earned by a student, divided by the number of credits assigned to courses attempted by the student, results in a Quality Point Average. **The quality point scale will be used for the purpose of calculating out averages for colleges/universities in the student's senior year.** Note: GPA is calculated at the conclusion of each student's Junior (11th grade) year.

GPA Weighted Grade			
Mastery	Academic	Honors	AP/ECE/CCP
Exceeding Mastery	4	5	6
	3.8	4.8	5.8
Meeting Mastery	3.6	4.6	5.6
	3.4	4.4	5.4
	3.2	4.2	5.2
	3	4	5
Minimally Meeting Mastery	2.8	2.8	2.8
	2.6	2.6	2.6
Not Meeting Mastery	2.4 and below	2.4 and below	2.4 and below

Regular class attendance and participation in instructional activities is considered vital to students meeting the school system's academic standards. It is expected that a student will be in school every day. High school students not in compliance with the attendance policy risk loss of credit for excessive absences, tardies, or class cuts.

Any student that does not accumulate the required credits by the end of the school year will not be promoted to the next class, as indicated by the chart below:

- Credits needed to become a sophomore: 6
- Credits needed to become a junior: 12
- Credits needed to become a senior: 18
- Credits needed to graduate: 25

Grade Point Average and Recognition at Graduation

Windsor Locks High School will employ a consistent system of grading, scoring, and aggregating academic mastery that will produce a rolling and cumulative Grade Point Average for each student. The Grade Point Average and the Habits of Scholarship career average will be reported on the official Windsor Locks High School transcript submitted to colleges and universities and will be used to determine Latin honors designation for both final transcripts and diplomas in accordance with the following categories of academic distinction described in the district Academic Recognition policy (*WLPS BOE Policy 6146.12*):

Latin Honors designation	Academic Honors	Habits of Scholarship Honors
<i>Summa Cum Laude</i>	GPA in the top 5% of the class	HOS career average of 3.6 or higher
<i>Magna Cum Laude</i>	GPA in the top 15% of the class	HOS career average of 3.4 higher
<i>Cum Laude</i>	GPA in the top 25% of the class	HOS career average of 3.2 or higher

GRADUATION REQUIREMENTS

All Windsor Locks HS Graduates must earn a minimum of 25 credits by meeting the credit distribution requirements below as well as meeting the district's Community Service requirements of a minimum of 20 hours.

Humanities Credits (9):

English	4
Social Studies (Includes Civics & US History)	3
Fine Arts	1
Additional Elective in Humanities	1

STEM Credits (9):

Mathematics (recommended Algebra 1, Algebra 2, and Geometry/Intro to Prob & Stats)	3
Science (including Integrated Science & Biology)	3
CTE Electives	1
Additional Elective in STEM	2

Other (7):

World Language	1
Physical Education (two-semester credits)	1
Health (two-semester credits)	1
Completion of Mastery-Based Diploma Assessment (Vision of a Graduate)	1
Additional Electives	3
Community Service	20 hours

Total Credits Required for Graduation	25 credits
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Students who transfer from another school or state will have their transcript from their sending school reviewed by their school counselor and/or administration to make sure they are assigned courses which must be successfully completed prior to graduation. Transfer students will be required to do a prorated amount of community service. **Transfer students will need to complete 6 semesters at Windsor Locks HS before they are eligible for GPA and rank recognition from Windsor Locks HS.**

Students with Individualized Education Plans (IEPs) may be exempt from specific graduation requirements if that is deemed appropriate by the Planning and Placement Team (PPT).

Completion of coursework at an accredited institution **may be granted credit** toward meeting graduation requirements by a committee of high school administration and faculty, but only if it is evaluated prior to the student's enrollment.

Early Graduation

Any student who wishes to complete all requirements for graduation in fewer than eight semesters must apply for early graduation. Approval is granted on an individual basis by a school administrator following a recommendation from the school counselor.

Application Deadlines:

- Students must submit an early graduation request [form](#) to their school counselor.
- 6-Semester Graduation (1 Year Early): The application form and all steps must be completed prior to the end of your 5th semester.
- 7-Semester Graduation (Mid-Year): The application form should be submitted by the end of your 6th semester and must be finalized no later than 5 school days after the 7th-semester add/drop deadline.

Review Criteria - Decisions are based on a comprehensive review of the student's academic record, post-secondary plans (college, vocational, military placement), financial readiness, employment goals, etc.

HALL PASSES

The use of hall passes is crucial to maintaining a safe school environment, as this ensures that everyone is accounted for. Students are expected to sign out using our Smart Pass System whenever they are leaving a classroom, for any reason, during class time.

When requesting a hall pass, students must provide a clear reason for leaving and an estimated time for return. It is important everyone understands that teachers have the right to only grant hall passes for necessary/urgent reasons and failure to follow these expectations could result in pass restriction.

In order to allow the teacher ample time to initiate the day's lesson and learning expectations, as well as conclude the lesson and provide next steps and/or assignments, hall passes are prohibited in the first five and last five minutes of class.

LIBRARY/MEDIA CENTER

The Library/Media Center provides students with print and digital materials for research, reading for enjoyment, and enrichment. Students may access the library for help with research projects, quiet study, and group work. Students are invited to use the books, magazines, newspapers, videos, and other materials, including computers, located in the media center. Students are responsible for any material they sign out. Materials must be returned to the (librarian or the assistant) at the circulation desk. Students must pay for any materials they lose or damage. Just as with all other financial obligations, any library obligations must be discharged in full before receiving a cap and gown prior to graduation.

Midterm and Final Examinations

Philosophy and Purpose

Midterm and final examinations at WLHS serve as vital checkpoint in a student's academic journey. These comprehensive assessments are designed to summatively evaluate student knowledge, understanding, and skills acquired over an extended period. Rather than just testing short-term memorization, our exams emphasize the long-term mastery of core content and skills. For example, if a student truly understands the material and possesses the skills taught in September or October, they should be able to confidently demonstrate that mastery during midterms in January.

Beyond measuring academic achievement, the exam process is an intentional part of our learning curriculum. Preparing for cumulative tests teaches essential long-term study habits and encourages the development of organizational skills. Furthermore, these exams provide critical experience with high-stakes testing environments. Whether a student's future path leads to a traditional college campus or into a specialized licensing program (such as electrical, HVAC, cosmetology, or motor

vehicle certification), the ability to prepare for and execute under high-stakes conditions is a universal prerequisite for professional success.

Attendance Expectations

Because midterm and final exams are high-stakes assessments, all students are expected to be in attendance on their scheduled exam days. Families must endeavor to have students in school during these windows. Please do not schedule family vacations, routine doctor appointments, or other elective absences during testing days, as makeup testing is highly restrictive and disrupts the grading timeline.

Important Dates to Save

Please note these dates on your family calendar:

- Midterm Exams: January 19 – 22, 2027
- Final Exams: June 7 – 10, 2027

Note on Inclement Weather: The final exam dates listed above are aligned with our current planned last day of school on June 11, 2027. In the event of winter snow days or emergency school closures, the final exam window and the last day of school will shift accordingly to ensure all instructional time is recovered.

RAIDER BLOCK

Four Pillars:

- *Community:*
Advisees will experience advisory as a "family" or "home space" within the school. In this space, students will work together to build group spirit and make the group special; appreciate diversity; and plan and complete projects that will benefit the group, the school and the broader community. Advisees will support each other in discussing issues that arise as they transition through adolescence into adulthood.
- *Academic/Skills:*
Advisory is a place for advisees to develop personal learning goals – such as improving their study habits--and to monitor their progress in academic classes.
- *Life Planning:*
Advisors will facilitate students' learning about college, careers and life planning and will help develop problem solving and decision making skills.
- *Advocacy:*
The Advisor will provide each student with the opportunity to experience a one-on-one relationship that is characterized by warmth, concern, openness and understanding. This advisor will serve as the student's primary liaison between students, teachers, and family.

Specifically, the purposes of the Windsor Locks Advisory Program fall into four categories (pillars) which align with the Vision of a Graduate Standards:

Vision of a Graduate Standards:

1. An Informed Thinker
2. A Self-directed Learner and Collaborative Worker
3. A Clear and Effective Communicator
4. A Creative and Practical Problem Solver
5. A Responsible Citizen

CONTENT AND PURPOSE OF RAIDER BLOCK

The following broad areas provide the focus of Raider Block sessions on block days at Windsor Locks High School:

I. Relationships

Sample Strategies and Practices Are:

- Establishing group norms
- Participating in group initiatives and debriefing about them
- Celebrating students' successes
- Addressing student issues
- Discussing and resolving social and school culture issues/ Restorative Circles
- Using readings or Ted talk videos to inspire thinking and discussion
- Monitoring academic progress and needs of each student through small one-on-one conferences
- Discussion and practice of organizational and social skills

II. Self-Advocacy

Sample Strategies and Practices Are:

- Practicing SMART goal-setting
- Using overachieving guiding questions; "Who am I?" "Where am I now?" and "Where am I going/What are my plans for the future?"
- Work on communication skills/ Emotional Intelligence (RULER)
- Promote self-advocacy skills and student accountability

III. Building Community

Sample Strategies and Practices Are:

- Invite guests from the community, service organizations, etc. to talk about what they do.
- Complete a service project as a group
- Serve as mentors for younger students in the district.
- Conduct Restorative Circles and other Raider Routines

IV. Student-led Conferences

Sample Strategies and Practices Are:

- Learning about requirements and expectations of the student-led conferences.
- Establishing days during Raider Block to collect portfolio artifacts.
- Using a peer review protocol for portfolio development.
- Promotion of self-reflection and self-assessment towards VoG Standards

Academic Advisory Component of Raider Block

Every Windsor Locks High School student will have an academic advisor and belong to an advisory group. It is an experience where every student can build a relationship with a caring adult who supports academic, personal/social, and career needs. The advisor will be responsible for overseeing each student's academic life in school as well as his/her mastery of the Vision of a Graduate Standards. Advisors will monitor and support student progress, serve as the student's advocate in difficult academic and social situations, and act as the primary contact point between parents and the school. Advisors also monitor student portfolio progress and assess student readiness as students assemble and organize materials in preparation for their student-led conferences in the fall and spring.

Students will be earning credit towards their Vision of a Graduate (VoG) and Habits of Scholarship Standards in Raider Block. By the end of senior year, students will need to demonstrate mastery of these skills. Students earn 0.25 credits each year of Raider Block.

Flex Component of Raider Block

Raider Block is a flexible block developed based on the philosophy of Scientific Research Based Intervention (SRBI) as a multi-tiered approach to early identification and support of students with identified needs. The goal of Raider Block is to provide interventions, supports, enrichments and extensions for all students during the regular school day, and is considered academic time. It is designed to be both a source of personalized planning and intervention or enrichment support (or a combination of both) to more deeply personalize each student's education.

The flexible blocks provide students and teachers with the opportunity to engage in intervention and enrichment opportunities by creating dedicated time for:

- Data-informed interventions and enrichments
- AP course studies
- Career exploration
- Class meetings and stakeholder feedback
- Extended Learning Opportunities (ELOs)
- Space for group projects/collaboration
- SEL and interest-based opportunities
- Pre-teaching opportunities before a lesson
- Model of grit and perseverance
- Mini-lessons to support project-based learning
- Targeted support for personalized learning
- Guest speakers and interdisciplinary project presentations

Starting QUARTER 2, students who have 3s in both their academic classes and their HOS may sign-out during our afternoon Flex sessions on Tuesday (and non-PLC Wednesday) afternoons. This is a privilege. **ONLY** students who have met this criteria and who are not teacher-requested, may leave with parent permission. All other students are to engage in their scheduled flex session for intervention, extension, or SEL activities.

STUDENT GUIDELINES

Students are responsible for reflecting on areas they are in need of support or enrichment and communicating with their Raider Block teacher.

It is important that in addition to checking PowerSchool frequently to stay informed of their progress in each class by engaging in conversations with teachers about where they need to be scheduled, students are also aware of the following norms:

- **Same-Day Rule:** Students can only change their schedule the day of the flex session *with administrative approval*. All efforts should be made to contact teachers or administrators at least 24-hours in advance to switch flex sessions.
- **Interventions take priority:** Students are responsible for attending sessions they are scheduled for. This includes seniors with senior privileges. If students with privileges are “teacher scheduled” for a flex, and do not show up, they run the risk of having their privileges revoked
- **Know your Schedule:** After your teacher completes your schedule in Adaptive Scheduler, be sure to review it so you know where you are going.
- **Attendance:** *Attendance to your scheduled flexible class is required.* If a student arrives to a class, but is scheduled for another room, they will be issued a class cut and receive a detention. **Be Present:** Students are expected to arrive at their assigned locations for Raider Block on time and are responsible for having all necessary materials needed for work. Students will remain in their assigned location until Raider Block/Flex is over.

SCHOOL SECURITY & SAFETY

It is of utmost importance for the administration to ensure a safe and secure environment for all members of the WLHS community. The following measures have been implemented to enhance building, personnel and student security:

- Student/staff parking/vehicle identification process
- Building perimeter security 7:15 am - 2:30 pm
- Video surveillance
- Vape detectors
- Unannounced regular State Police patrol of buildings and grounds
- All exterior doors are locked and secured for the duration of the school day. During this time all entrants to the building will be through the front doors only. If students leave early they **MUST** sign-out in the main office and have prior guardian permission.
- Visitors must press a call button at the front door for entry into the building, at which time they are screened to determine reason for visit and then report to the main office, with valid identification, to sign in and receive their visitor badge.

Visitors

Visitors must press a call button at the front door for entry into the building, at which time they are screened to determine the reason for the visit. All visitors must report to the main office, **with a valid form of identification**, to be checked in and receive a visitor badge. Visits to individual classrooms during instructional time (7:30 am - 2:15 pm) are not permitted unless indicated by the teacher for a specific reason.

Unauthorized persons shall not be permitted in school buildings or on school grounds. School administrators are authorized to take appropriate action to prevent such persons from entering the building or from loitering on the grounds. During their suspension, students who have been suspended or expelled are not permitted on school grounds or anywhere a school activity is taking place. This includes any athletic or other events that occur off of the WLHS campus.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Rude or disruptive behavior will not be permitted.

SENIOR PRIVILEGE

Seniors are eligible for late arrival if they have unscheduled blocks at the beginning of the school day. Likewise, seniors may leave the building when their last class of the day has ended. However, it is important to note that Windsor Locks High School does not have an open campus, and once seniors have arrived at school they may not leave the building until the end of their scheduled classes. Seniors using school transportation must remain in the building and be accounted for during the entire school day. Please note that schedule changes will not be made to accommodate this privilege. **These privileges will be revoked when there is a pattern of misbehavior, tardiness or absences to other scheduled classes and study halls, class cuts or truancy.**

Senior privilege is not guaranteed and students need to have met the following criteria to be considered:

- All community service hours must be completed (20 hours for graduation)
- A minimum cumulative grade point average of at least a 3.0 unweighted.
- Application completed by the deadline, **NO EXCEPTIONS.**

STUDENT AUTOMOBILE USE

Students who earn the privilege of driving to school must complete necessary car registration forms at the start of the school year to obtain a parking permit. If a student has access to more than one vehicle, a separate registration form must be obtained for each car. Students must obtain a new registration form when there is a change of vehicle. Vehicles without the

proper parking permit may be ticketed and/or towed. The parking permit is free of charge and must be turned in at the end of the school year.

Students who drive automobiles to school are to park in the northwest parking lot, which is the only assigned student-parking area. All other parking areas are reserved for faculty and staff unless otherwise noted. Students are prohibited from parking in the tech. ed. area, loading dock area, music wing area, and the board of education, auditorium areas, gymnasium and athletic field areas. Students who disregard this rule may be subject to the loss or suspension of their driving privilege and/or ticketing and towing. Speeding, reckless driving and leaving school without permission may result in loss of driving privilege and/or ticketing. Students should not loiter in the parking area. Students must sign out and sign back in at the office if they need to retrieve something from their car. In accordance with Board policy, there is to be no smoking in school parking lots, or elsewhere on school grounds, from 7:00 a.m. until 2:45 p.m. (Smoking, within the confines of the school building, is strictly prohibited at all times).

STUDENT FEES

Materials that are part of the basic educational program are provided to students at no charge. However, students are expected to provide their own basic supplies, including but not limited to pencils, pens, erasers, notebooks, and paper. In addition, students may be required to pay other fees or deposits, including the following:

Class Dues (\$100 total): Required for participation in various class-sponsored events and activities; may also cover class-related expenses such as graduation ceremonies and senior events. Students who do not pay their Class Dues will not be eligible to walk at graduation ceremonies. Students that transfer into WLHS will only be required to pay the dues for the year they transferred in and all subsequent years. Students that transfer in during their Senior Year will only be required to pay the cost of their Cap & Gown.

1:1 Laptop Insurance (\$20/yr): Families are offered 1:1 Laptop Insurance covering up to two instances of accidental damage per school calendar year. Covered incidents include: Accidental damage and unavoidable theft (a police report must be submitted within three school days of the theft). After two claims in a school year, families are responsible for any additional repair costs. The cost of repair to uninsured families can be found below:

- Replacement LCD Screen Laptop - \$130
- Replacement LCD Screen Chromebook - \$60
- Power Supply Laptop - \$30
- Power Supply Chromebook - \$25
- Keyboard/Trackpad Replacement Laptop and Chromebook - \$45
- Top Cover Laptop and Chromebook - \$20
- Bottom Laptop and Chromebook - \$20
- Touch Pad Replacement Laptop - \$20
- Touch Pad Replacement Chromebook - \$20
- Hinge Replacement Laptop and Chromebook - \$10
- Carrying Case Laptop and Chromebook - \$25
- **Unrepairable Device Laptop** - \$455 for replacement
- **Unrepairable Device Chromebook** - \$222 for replacement

**Replacement of device costs are subject to change based on current model/inventory.*

Materials for Class Projects: Students may need to pay for project materials that they choose to keep upon completion.

Personal Physical Education & Athletic Equipment: Includes specialized uniforms, shoes, or gear required for physical education classes and sports teams.

Fees for Damaged or Lost Materials: Students will be responsible for payment of lost or damaged textbooks, workbooks, library books, desks, tables, and other school-owned equipment.

Voluntary Purchases: Optional items such as school pictures, yearbooks, class rings, etc...

Insurance & Rental Fees for School-Owned Instruments: Covers the rental, maintenance, and insurance for band and orchestra instruments.

Parking Fees & Student Identification Cards: Required for students who park on school property or need a replacement ID card.

Membership Dues for Clubs: Fees for joining voluntary student clubs, honor societies, and other extracurricular groups.

Admission Fees for Extracurricular Activities: Includes costs for attending or participating in school-sponsored events such as dances, sports games, and field trips beyond the basic curriculum.

Field Trip Costs: Students may be responsible for fees associated with educational trips that are considered supplementary to the school's curriculum.

Students will not be denied an opportunity to participate in any class or school sponsored activity because of inability to pay for materials, fees, transportation costs, admission prices, or any other related expenses. Any student or parent/guardian who needs financial assistance for school activities should contact a building administrator or guidance counselor to request confidential help.

STUDY HALL EXPECTATIONS

The following are expectations for students in all study halls. Students are responsible to come to the study hall prepared to use the time well.

Students may:

- Read, write, do homework;
- Organize assignments or academic calendars;
- Consult with another student about an assignment, QUIETLY (students may work collaboratively, however the number of students allowed to work together may be limited at the discretion of the teacher in order to ensure an academic environment for other students);
- Ask for help if the study hall teacher can be of assistance;
- With appropriate permission, go to another location within the school to continue their work
- Students must attend their assigned lunch block when the study hall meets during a lunch period.

Students may not:

- Leave the directed study without using the Virtual Hall Pass;
- Disturb others by talking or playing music loudly;
- Be engaged in anything that is clearly not academic in nature;
- Go to the gym or locker room unless escorted by the school safety officer.
- Use their cellphones

Signing Out of a Study Hall:

- *Library:* Students must report to study hall first, then be dismissed to the library, after a phone call by the study hall teacher to confirm there is space available.
- Students who request to leave study to go to the guidance office, main office, the nurse's office or any other activity outside of the classroom, must have the study hall teacher call down and get permission prior to sending the student. Students must complete the Virtual Hall Pass both when they are leaving and when they return to study hall. Before the student is sent back to the study hall, the location they were visiting must call to alert the study hall teacher the student is returning. For example, if a student went to the guidance office, the school counselor must call the study hall to notify the teacher the student is returning.

Electronic Device Use:

- Students may only use their Chromebooks for school work. The use of electronics for anything other than academic purposes will result in the loss of privileges. **The cell phone policy applies to study hall.**

Study hall is a place to get work done so that students can enjoy more of their lives when they leave school for the day. It should be used wisely!

WITHDRAWAL FROM A COURSE

All students must carry a minimum of six (6) credits at all times per Windsor Locks BOE policy. Dropping and adding courses after the school year has begun is not permitted except under extraordinary circumstances, and in these cases, the dropped and added courses must involve parent permission. **Students are not permitted to add any course after the first week of the semester.** Students can withdraw from full year courses or 1st semester half-year courses until the issuance of 1st quarter progress reports (approximately 4.5 weeks from the beginning of the school year) without penalty, as long as the student continues to carry at least six (6) credits.

Students may add or drop classes only during the first 3 days of a semester unless there are extraordinary special circumstances. Adds and drops are not approved routinely, and only for just cause. Students who withdraw after first-quarter progress reports are issued must obtain approval from the Principal and will receive a grade of “W” if they are in good standing or “WF” if they are not in good standing in the course, on their transcript. The student will also be ineligible for honor roll and potentially ineligible for extracurricular activities for the next term.