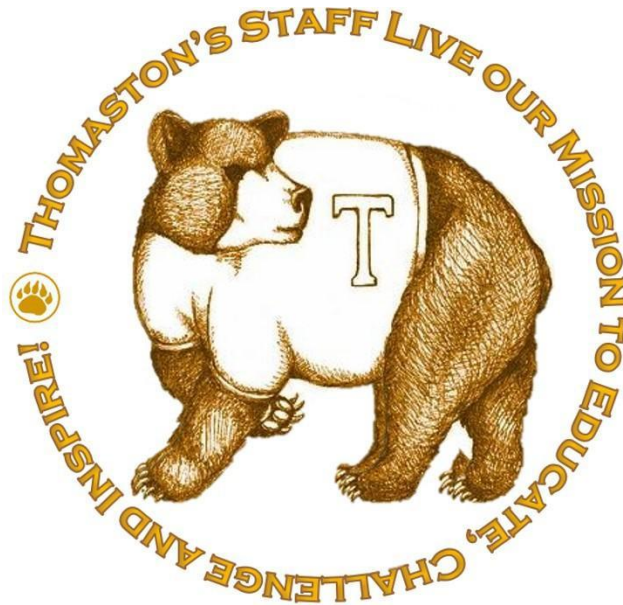


THOMASTON PUBLIC SCHOOLS

2026-2027

STAFF HANDBOOK



Educate Challenge Inspire

Academics.....	6
Assignments for Absent Students / Homebound Students.....	6
Thomaston High School.....	6
Thomaston Center School and Black Rock School.....	6
Audio Visual.....	6
Grading Policy.....	7
Thomaston High School Grading Policy.....	8
Center School Grading Practices.....	12
Black Rock School Grading Practices.....	13
Grading New Students.....	13
Report Cards.....	13
Marking System for Grades 7-12.....	13
Marking System for Grades K-6.....	14
Mid-Term Reporting.....	14
School Counseling Office.....	15
Course Changes and Withdrawal.....	15
Graduation Requirements.....	15
Classes Graduating in 2026, 2027, and 2028.....	16
Class of 2029 & Beyond Graduation Requirements.....	17
Honor Roll (Grades 7-12).....	20
Honor Roll Appeal Process.....	20
Promotion/Retention.....	20
Schedule Changes.....	20
Summer and Evening School Credit.....	21
Homework.....	22
In-Class Remediation.....	23
Interdisciplinary Lessons and Projects.....	23
Study Hall.....	23
Withdrawal from School.....	24
Attendance.....	25
Student Attendance Requirements.....	25
Class Cuts.....	25
District Attendance Review Board (DARB).....	25
Loss of Course Credit Due to Absences.....	25
PowerSchool.....	26
Tardiness.....	26
Staff Attendance Protocol.....	26
Teacher Work Day:.....	26
Coach Compensation.....	29
Securing a Substitute.....	29

Sign-In.....	30
Sign-Out (Off Site).....	30
Building Information.....	31
Assemblies.....	31
Auditorium Use.....	31
Books.....	31
Custodial Procedure.....	32
Guest Speakers.....	32
Learning Commons Usage: Thomaston High School.....	32
Library Usage: Thomaston Center School and Black Rock School.....	32
Mail.....	33
Master Calendar.....	33
Communication: Thomaston High School.....	33
Newsletter: Thomaston Center School and Black Rock School.....	34
New Staff.....	34
Open House.....	34
Parking: Thomaston High School.....	34
Parking: Thomaston Center School.....	34
Parking: Black Rock School.....	34
Passes: Thomaston High School.....	34
Thomaston High School Hall Sweep Expectations.....	35
Professional Development Goals.....	36
Team/Curriculum Leaders.....	36
Safekeeping of Monies.....	37
Smoking.....	37
Supplies.....	37
Use of Building.....	37
Visitors.....	37
School Visitor Check-In Protocol.....	38
Curriculum.....	39
Assessments.....	39
Course Assessments.....	39
Curriculum Guides.....	39
Yearly Assessments.....	40
District Information.....	43
2026-2027 Important School Information.....	43
Board Members.....	44
School Cancellation, Delayed Openings, and Early Dismissal Procedure.....	44
Harassment/Sexual Harassment.....	45
Fundraising.....	45
Teacher Observation/Evaluation.....	45

Emergency Operations.....	46
Accidents.....	46
Emergency Evacuation of Grounds.....	46
Emergency Evacuation of Building.....	47
Lockdown.....	49
Shelter in Place.....	49
Shelter in Place with Hallway Restriction.....	49
Emergency Procedures.....	49
Student Expectations.....	51
Bullying.....	51
Challenging Behavior.....	51
Cyberbullying.....	51
Prevention and Intervention Strategies.....	53
Required Tiered Responses: C.G.S. Sec. 10-222hh(b)(6).....	53
Reporting Procedure.....	54
Say Something Anonymous Reporting System (SS-ARS).....	55
Challenging Behavior Report Form.....	56
District Technology Policy.....	59
Student's Role.....	59
Other Acceptable Uses.....	60
Teacher's Role.....	60
Staff Use of Internet-Enabled Devices and Student Technology Guidelines.....	61
Use of Technology Student Agreement.....	63
Use of Private Technology Devices by Students.....	63
Definitions.....	64
Senior Privileges Thomaston High School.....	65
Students Leaving School.....	66
Telephone.....	66
Teacher Professional Expectations.....	67
Advisory.....	67
Budget Process.....	67
Bus Students.....	68
Child Abuse/Neglect Reporting Protocol.....	68
Cafeteria/Lunch Guidelines.....	72
Classroom Responsibility.....	72
Common Planning/Team Time.....	73
Confidentiality.....	73
Discipline.....	73
Threats or Acts of Violence and Concerning Situations.....	74
Procedures for Reporting Threats or Acts of Violence and Concerning Situations.....	75
Office Referral.....	76

In-School Suspension/ Out of School Suspension.....	76
Thomaston Center School and Black Rock School.....	76
After School Detention.....	77
Lunch Detention.....	77
In School Suspension.....	77
ISS Expectations.....	78
Out of School Suspension.....	79
Thomaston Center School.....	79
Dress Code.....	80
Duty Assignments.....	80
Extra Help.....	80
Staff Meetings During and After School.....	80
Field Trips.....	81
Staff/Chaperone Responsibilities for Field Trips.....	81
Student Responsibilities on Field Trips.....	82
THS Nature Center Field Trip.....	83
Flag.....	83
Lesson Plans.....	83
Parent Communication.....	83
Parent-Teacher Conferences.....	84
PPT preparation.....	84
Students with IEPs/504.....	84
Substitute Teachers Plans.....	85
Supervision.....	85
Year-End.....	85
Thomaston High School.....	85
Non-Certified Staff Expectations.....	86
Duty Assignments.....	86
Expectations.....	86
Appendix A: Title I Funding.....	87
Appendix B: Field Trip Application.....	88
Appendix C: Field Trip Letter.....	89
Appendix D: Field Trip Check List.....	91
Appendix E: Lost Book Form.....	92
Appendix F: Medical Administration Training Manual.....	93
Appendix H: Nature Center Protocols.....	98

****All Food Service Staff should consult the Food Service Handbook****

[Food Service Handbook](#)

Academics

Assignments for Absent Students / Homebound Students

Thomaston High School

Absent students should make up all the work upon return to school. Teachers may modify assignments when practical.

Teachers will be given a full school day to prepare assignments for a student who has been absent unless there are extenuating circumstances. Teachers should make every effort to cooperate with parents who request homework.

A student is eligible for homebound or hospitalized instruction when it is determined by a physician that he or she will be out of school for at least three weeks because of medical and/or psychiatric problems or when extenuating circumstances mandate homebound. Before homebound or hospitalized instruction is implemented, a physician must certify in writing that the student is unable to attend school for a period of not less than three weeks.

Homebound and/or hospitalized instruction (grades 7 - 12) shall be provided for up to two hours a day or ten hours a week. Teachers are asked to cooperate fully with the homebound instructors. The Guidance Office will serve as liaison between teachers and homebound instructors. Teachers will post work to Google classroom to ensure students are able to access assignments.

Thomaston Center School and Black Rock School

A student is eligible for homebound or hospitalized instruction when it is determined by a physician that he or she will be out of school for at least three weeks because of medical and/or psychiatric problems or when extenuating circumstances mandate homebound. Before homebound or hospitalized instruction is implemented, a physician must certify in writing that the student is unable to attend school for a period of not less than three weeks.

Homebound and/or hospitalized instruction shall be provided for at least two hours a day or ten hours a week. Teachers are asked to cooperate fully with the homebound instructors. The Social Worker or School Counselor will serve as liaison between teachers and homebound instructors.

Audio Visual

Thomaston High School

Films that relate to your subject area should be viewed on a **limited basis**. **DO NOT** show any film that has an “R” rating regardless of its possible value. Notify the administration for approval with permission aligned to the instructional intention of showing a particular film. Administration holds final approval of any film that is

PG-13 or R rated. of intended use of a movie rated “PG-13” beforehand. Allow students not wishing to view (because of rating) an alternate activity.

Center School and Black Rock School Use of Video

The use of video in the classroom should be limited to those that relate directly to the curriculum. In addition, the use of videos/DVDs/films as a reward is strongly discouraged. Films carrying a stronger rating than “G” must receive prior approval from the principal as well as written approval from parents. Select videos using great sensitivity considering religious views, potential bias, and language that may be considered offensive among other things.

Equipment

It is highly recommended that audio-visual equipment be tried out in advance. If you experience technical difficulties, it will be easier to rectify the problem with notice. Please put in a help desk ticket with any IT issues or concerns.

Grading Policy

Grading Policies and Procedures

Students are expected to be active and independent learners. Diverse assessments will be implemented to measure the degree to which each student has met established standards. Teachers will explain the grading systems to students at the onset of the course.

Thomaston Public School teachers follow the school-wide guidelines. Teachers will use the computerized PowerSchool grading system. Students need to be made aware of particular expectations, the grading scale, and percentage equivalents.

The PowerSchool parent portal will be utilized during the school year. Teachers are expected to input their grades weekly.

Thomaston High School Grading Policy

Purpose

The purpose of the THS grading policy is to ensure student achievement is measured through frequent and varied assessment strategies and to provide accurate and timely feedback to students, parents, and teachers, regarding that achievement.

Grading Policies and Procedures

Students are expected to be active and independent learners. Therefore, teachers will explain the grading practice to students at the onset of each course. Additionally, teachers will use the computerized Powerschool grading program to input their grades weekly.

Student Expectations

1. Students must submit assignments on time (on or before the due date).
 - a. Assignments will not be accepted if they are more than five school days late.
 - b. Under extenuating circumstances, students may actively work with the teacher prior to the due date to determine an extension.
 - c. Late assignments may not receive a score higher than 89%.
2. Students must prepare for formative and summative assessments prior to the initial administration of the assessment. Students who do not earn a grade of 80% or higher, may, at the teacher's discretion, retake the formative reassessment; however, students may not receive higher than an 89% on any retake.
 - a. Students may NOT retake summative assessments or projects. Students may, at the teacher's discretion, submit corrections for partial credit within a school week.
3. When students demonstrate academic non-compliance (missed deadlines, work refusal, etc.), the following behavioral consequences will result:
 - First Step - Mandatory homework club, contact home
 - Second Step - Continued mandatory homework club, Contact parent for in person meeting quiet study (high school only), contact home
 - Before a student is placed on academic probation, a parent meeting must occur whether virtual or in person. Once the meeting has taken place if the student continues non-compliance, the teacher will follow up with an office referral / potential Academic Probation.
4. When a student is absent, they must contact each teacher regarding missed work. The expectation for completing missed work is as follows:
 - Fewer than four consecutive absences from school, the student will have three school days to complete the work.
 - Four or greater consecutive absences from school, the student will have one calendar week to complete the work (beginning the day of their return).

- Assignment requests may be made to the School Counseling Office (ext. 14311) on the second consecutive day a student is absent. Parents should note that they are always welcome to contact the teacher directly (preferably via email) for information related to assigned work.
- If a student is in ISS or on OSS, they are expected to complete the work on the days missed. Any work NOT completed while in ISS or on OSS will be considered late work.

Teacher Expectations

1. Teachers are expected to, in most cases, correct and return assessments within one week of its administration; however, there are times when this is not a realistic expectation (ie., long-term projects that have multiple sections, lengthy writing assignments, etc.).
2. Teachers must issue behavioral consequences consistently for academic non-compliance (missed deadlines, refusal to complete an assessment).

Intervention Support

Students at risk of failing may receive the following supports:

- a. Give a warning and extension, if warranted
- b. Call a team meeting with student and/or parents
- c. Mandatory Advisory, Homework Club
- d. Mandatory parent meeting
- e. Begin the Response to Intervention (RTI) process

Interventions

Level 1: Rules Violations / Disruptive Behaviors	Level 2: Disruptive / Serious Behaviors
Optional Progressive Interventions Teacher Action ● Classroom Intervention. Examples: verbal prompting, verbal reminders, redirection, proximity control, preferential seating, positive reinforcement, praise ● Restorative Practices/Restitution ● Verbal Warning ● Review File ● Student/Teacher Conference ● Consult/collaborate with team members and/or support staff ● Parent Contact ● Loss of classroom privileges ● Academic consequence ● Teacher Intervention Log ● SRBI Referral	Optional Progressive Interventions: Administrative Actions ● Review of Intervention Log/SRB ● Loss of School Privileges ● Appropriate School/Community Service ● Lunch Detention ● Office Detention ● Probation period at school ● Behavior Support Plan ● Written warning letter to parent(s)/guardian(s) ● In School Suspension (½ day - 1 day at the discretion of the administrator)

Optional Progressive Interventions 3rd and Subsequent Offenses: Refer to Administrator ● Review of Teacher Intervention Log ● Loss of School Privileges ● Lunch Detention ● Parent/Team conference ● Restorative Practices/Restitution ● Consult/collaborate with team members and/or support staff ● Written warning letter to parent(s)/guardian(s)	Optional Progressive Interventions 3rd and Subsequent Offenses: Administrative Actions ● Review of Intervention Log/SRBI ● Detention ● Administrator/Parent/Team conference ● Restorative Practices/Restitution ● Referral to Juvenile Review Board ● In-School Suspension (½ day - 3 days) ● Behavior Contract ● Out of School Suspension Grades 7-12 only (1-3 days at the discretion of the administrator)
--	---

Academic Probation - Suspension of Student Privileges

The staff at Thomaston High School feels strongly that students must be in good academic standing in order to be eligible to enjoy school privileges. Therefore, when students are failing any single course, they will be placed on academic probation. The following protocol will be implemented:

Academic Probation

1. Parent will receive notification via email/Parent Square that students must stay in their advisory if they are on Academic Probation
2. 1st Step- mandated HW club
3. 2nd Step - mandated parent meeting with student, teacher, and parent
4. 3rd Step- removal of all extracurricular privileges

****Staff members who advise clubs, organize field trips, coach athletic teams, direct school plays, or oversee concerts are responsible for reviewing the Academic Probation list prior to participation in any extracurricular activity. If a student is identified as being on Academic Probation, the staff member must notify both the student, parent, and the administration that the student is ineligible to participate in extracurricular activities until they have been removed from Academic Probation. ****

1. When students are placed on academic probation, they will incur an immediate privilege suspension from the following school privileges (this list is not all-inclusive):
 - a. Athletic competitions
 - b. Dances/prom and all other school sponsored functions
 - c. Attending sporting events
 - d. Field trips

- e. Job shadowing
- f. Early release/Late arrival
- g. Plays, shows, and recitals
- h. Graduation ceremony
- i. School clubs
- j. Open gym

**** Academic Probation resets at the end of each quarter. Teachers are responsible for monitoring the Academic Probation list and adding/removing students as necessary.****

Grading System

Assessments: 0%-100%

Homework: 0%-100%

Quarter Grade: 50%-100%

Final Grade: 50%-100%

90-100 Exemplary

80-89 Proficient

70-79 Developing

0-69 Below Standard (No Credit Earned)

A minimum of a 70 is required as a passing grade to earn course credit. We implement a numerical grading system with 100 as the highest possible grade, 50 as the lowest possible grade for marking periods.

Loss of Academic Credit

1. Due to Course Failure

- a. Students who have not earned a minimum grade of 70, shall not receive credit.
- b. Students in danger of failing for the marking period will be placed on academic probation in an attempt to avoid loss of credit.
- c. When a student is placed on academic probation parents and students will be notified via email by the teacher. Email correspondence will include school administration.
- d. A certified letter will be sent to parents by the Assistant Principal indicating loss of credit.
- e. Using the following google form, the student/parent may submit an appeal to restore credit. [Loss of Credit Appeals Form 2026-2027](#)

2. Due to Absences

Recognizing that absences from class reflect negatively upon the quality of education received by students, the following procedures are established:

- a. Parents are required to call the school each morning by the start of the school day to indicate the absence of their child.
- b. Parents are required to provide a written explanation for each absence upon the student's return to school. Such notes must be submitted within 10 days. Notes will be retained on file should an appeal be necessary.
- c. Any student who is absent from a class (20) days for any full year course or (10) days during any half-year course will not receive academic credit toward graduation requirements. However, the student will receive the grade that they have earned in that course. The Assistant Principal will notify the parent by email that the maximum number of days has been exceeded. Students and/or parents may appeal loss of credit due to excessive absenteeism or tardiness to the Appeals Committee.
- d. Should the student and parent(s) appeal, a meeting will be set up and parent(s) and student will be invited to the Appeal Committee meeting.
- e. Using the following google form, the student/parent may submit an appeal to restore credit. [Loss of Credit Appeals Form 2026-2027](#)

Intervention Support

Students at risk of failing may receive the following supports:

- a. Give a warning and extension, if warranted
- b. Call a team meeting with student and/or parents
- c. Begin the Response to Intervention (RTI) process

Incomplete Grade Protocol

- At the end of a marking period, should there be any outstanding assessments, the student will be assigned an Incomplete.
- Students have 10 school days beyond the last day of the marking period to complete any and all outstanding assignments.
- For any assignment that is still outstanding after the 10-day grace period, the teacher shall
 - Enter a 0 in for each missing assignment
 - Submit a Loss of Credit for Academic Non-Compliance
 - Close out the grade and submit final grade to the School Counseling Office

Center School Grading Practices

Grades will be entered into PowerSchool, which will be used to generate report cards. In grades 4- 6, grade books are visible to parents and should be updated **weekly**.

Teachers should have clearly defined grading expectations that are available to parents and students when appropriate. Every effort should be made to coordinate grading expectations between teachers of the same grade and content.

Center School Teachers must be in contact with parents of students who are in danger of receiving a grade of D or lower throughout the marking period. A list of students receiving a grade of D or lower must be submitted to the principal at the mid-semester mark. An updated status of those students will be requested by the principal two weeks prior to the end of the marking period. Please also communicate with the child's case manager, if applicable, if the student is not performing to grade level expectations.

Black Rock School Grading Practices

Students should be graded using a variety of assessments, including but not limited to performance tasks, tests, and conferencing. Teachers are encouraged to take opportunities to assess students within the course of instruction. Traditional tests are one method of collecting student performance data, however they should be used in a complementary manner within a multi-faceted assessment approach. Grades are to be entered into PowerSchool, which should be updated weekly.

Grading New Students

Students entering Thomaston Public Schools during the school year with assigned grades from another school will have those grades recorded in their cumulative folder. Final grades will generally reflect only the grades issued at Thomaston Public Schools, however the period of enrollment will be taken into consideration. Teachers are to consult with administration in such cases.

Report Cards

Report cards are one vehicle we use to communicate with parents about a student's progress and mastery of the curriculum. Report cards will be distributed electronically via Power School. Report Cards will be available one week after the close of each marking period. In the 2026- 2027 school year, the marking periods end on the following dates:

- **October 29th, 2026**
- **January 19th, 2027**
- **March 25th, 2027**
- **June 8th, 2027**

Marking Periods are subject to change as a result of school cancellation days.

Marking System for Grades 7-12

The marking system and honor roll for grades 7-12 are as follows:

90-100 Exemplary
80-89 Proficient
70-79 Developing
65-69 Basic (No Credit Earned)
50-64 Below Basic (No Credit Earned)

A minimum of a 70 is required as a passing grade to earn course credit. We implement a numerical grading system with 100 as the highest possible grade, 50 as the lowest possible grade, and 70 as the lowest passing grade.

Marking System for Grades K-6

Kindergarten teachers use a standards-based grading system. Specific indicators of learning are measured and reported to parents. Each year, the standards and grading report are reviewed and modified if needed.

The marking system for grades 1-3 is as follows:

90-100 Exemplary
80-89 Proficient
70-79 Developing
60-69 Basic
<60 Below Basic

Teachers must be able to provide evidence of parent contact, alternative assessment, and intervention strategies for students with a grade of 79 or below.

Mid-Term Reporting

Thomaston High School

All students will receive a progress report each marking period from all of the student's academic teachers. Specialists in grades seven and eight will not send reports on rotation students. If a student's grade falls into the failing range between mid-semester and grade closing, parents should be contacted by phone and followed up with an email. No student should fail a course if parents have not been informed at mid-term or contacted by phone prior to report cards going home. Teachers are required to keep a written record of communications to parents.

Grades and progress reports will be filed electronically with the guidance department by all certified staff members.

School Counseling Office

Thomaston High School

Course Changes and Withdrawal

Students in grades 9-12 requesting a course change must initiate the request with the guidance counselor. The counselor will determine the reason for the course change and whether or not class space is available before filling out the “Student/Teacher/Parent Initiated Course Change” form. The student must have his parent/guardian sign the request for change. Signatures of the teacher, student, and counselor are required on the form. The student will deliver a drop/add slip to the respective teachers for their signatures. Administration must approve of a withdrawal for all and any programs. The school counselor is responsible for communicating the withdrawal request. A copy of this form is returned to the guidance office. Requests for full year/half year courses must be made by the end of the first three weeks of school. Students wishing to withdraw from a course must follow this same procedure. Students withdrawing AFTER the first three weeks of a course will receive a “WF” (Withdraw Fail.)

Graduation Requirements

According to state statute 10-221a, legislation requires a minimum of 25 credits starting with the class of 2023.

Graduation Requirements

According to state Public Act 17-42, legislation requires a minimum of 25 credits starting with the class of 2023.

Mandatory Distribution of Credits

<i>Course</i>	<i>Credit</i>
English	4 credits
Social Studies <i>US History (1 credit) required Civics (.5) required</i>	3.5 credits
Fine Arts <i>Art or Music</i>	1 credit
Humanities <i>Art, Music, Psychology, Language Arts, Social Studies</i>	1 credit
Mathematics <i>Algebra I, Algebra II, Statistics, and Geometry required</i>	4 credits
Science <i>Biology, Chemistry, and Physics required</i>	3 credits

STEM <i>Pre-Calc., Calc., Robotics, UConn Physics, or STEM Lab, Digital Arts, Digital Media, CAD, Desktop Publishing</i>	1 credit
Physical Education	1 credit
Health	1 credit
Introduction to Information Technology	.5 credit
Personal Finance	.5 credit
Career and Technical Education <i>Foods, Culinary Arts, Child Development, Manufacturing, Construction, CAD, Woodworking, Small Engine Repair, Certified Nurse's Aide, Digital Arts, Media, and Desktop Publishing</i>	1 credit
World Language	1 credit
Portfolio/Capstone Project	1.5 credit
Electives	.5 credit
Total	25 credits

Note: School-to-Career may account for no more than .5 of the total credits required for graduation

Required Coursework and Credits for Graduation

The Thomaston Board of Education conforms with state law regarding credits for graduation from high school.

Classes Graduating in 2026, 2027, and 2028

For classes graduating in 2026, 2027, and 2028, the following 25 credits are required:

- (1) nine credits in the humanities, including civics and the arts;
- (2) eight credits in science, technology, engineering and mathematics;
- (3) one credit in physical education and wellness;
- (4) one credit in health and safety education;
- (5) one credit in world languages; and
- (6) a one credit mastery-based diploma assessment.

Thomaston High School will follow guidance provided by the State Department of Education regarding credits towards graduation requirements.

Commencing with the graduating class of 2029 (beginning with the incoming class of 2025-2026) and for each graduating class thereafter, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) credits, including not fewer than:

HUMANITIES 9.0 Credits Total

English	4.0 Credits	
Social Studies	3.5 Credits	Must include: - 1.0 Credit US History - 0.5 Credits in Civics - 2.0 Social Studies Electives
Fine Arts, Visual Arts, Music, or Theater	1.0 Credits	
Additional Humanities	0.5 Credit	Includes courses in English (beyond the 4.0 credits required); Social Studies (beyond the 3.5 credits required); Fine Arts/ Visual Arts/ Music/ Theater (beyond the 1.0 credit required); and World Language (beyond the 1.0 credit required)

S.T.E.M. 9.0 Credits Total

Mathematics	3.0 Credits	
Science	3.0 Credits	Must include: - 1.0 Life-Science based elective - 1.0 Physical-Science based

		elective(non-life science)
--	--	----------------------------

S.T.E.M. Electives	3.0 Credits	Must include: - 0.5 Credit Financial Literacy (Personal Finance) - 0.5 Credit Computer applications - 2.0 Credits for any math, science, or technology courses
-------------------------------	------------------------	---

PHYSICAL EDUCATION, HEALTH, & WELLNESS 2.0 Credits Total

Physical Education & Wellness	1.0 Credit	
Health & Safety Education	1.0 Credit	

WORLD LANGUAGE 1.0 Credits Total

World Language	1.0 Credit	
---------------------------	-----------------------	--

**PORTRAIT OF A GRADUATE / PORTFOLIO
EXHIBITION OF LEARNING EXPERIENCE 1.5 Credits Total**

Portfolio/ Capstone Project	1.5 Credit	
--	-----------------------	--

ELECTIVES 3.0 Credits Total

Elective Courses	2.5 Credits	Elective courses from any department beyond the requirements stated above
-----------------------------	------------------------	--

TOTAL	25.0 Credits	
--------------	-------------------------	--

Honor Roll (Grades 7-12)

Eligibility Criteria (measured on a quarterly basis)

HIGH HONORS:

93 average or higher (any quarter grades below 90 disqualifies candidates for the High Honor Roll).

HONORS:

85-92 average or higher (any quarter grades below 80 in any class disqualifies candidate for the Honor Roll)

Honor Roll Appeal Process

If a student has not achieved Honor Roll according to the above stipulations and it is felt they deserve to be on the Honor Roll, please contact administration in writing. We will be happy to look at each case individually.

Promotion/Retention

Thomaston High School

High school students earn credits toward graduation for each course they successfully complete (with the exception of loss of credit due to poor attendance). Therefore, promotion from grade to grade is based on accumulation of academic credit.

Students in grades seven and eight will not be promoted to the next grade unless they are passing at least four of the five core academic classes. Should a student fail a course, he/she is recommended to take the course in summer school before they earn promotion or retake the course the next school year.

Thomaston Center School and Black Rock School

Several studies have concluded that retention is an ineffective strategy for improving student achievement. Some studies have evidenced that retention is effective in the first year it occurs. Unfortunately, the effect is usually small and diminishes each year beyond the first. Likewise, social promotion is equally inadequate as a strategy for improving student learning. When a student is not meeting grade level expectations, every effort will be made to intervene with effective, research-based strategies that address the learning deficit.

Retention decisions will be made through the School Wide SRBI Team. Teachers must be able to demonstrate that multiple tiers of interventions have been attempted and provide data demonstrating the rate of progress before retention will be considered.

Schedule Changes

Thomaston High School

Any schedule changes need to be cleared with administration before they take place.

Parents need to be kept informed before they take place. All teachers will be notified of any changes in a student's schedule. Teachers are not to discuss schedule changes with students. Teachers with a concern for students should speak to a guidance counselor. The guidance counselor will speak to the student and his/her parent regarding schedule changes.

Summer and Evening School Credit

(Thomaston High School Only)

In order to receive credit for summer school, a student in grade 9-12 must earn a numerical grade high enough to be granted credit in the high school in the community in which summer school was offered.

The Principal of Thomaston High School makes the final determination of granting credit for summer school. Since students attend a variety of summer school programs, the above will serve as the guideline for determining who will receive credit. No more than two credits can be earned in summer or evening school towards meeting graduation requirements.

Thomaston High School Summer School

Admission to secondary summer school classes for non-credit courses must be approved by the Principal. Admission to a review course for credit will be permitted to students who were previously enrolled in the course but have not received credit for that course. Students that did not attain credit during the school year must have a 55% minimum year average in that course for enrollment for summer school. Any student with a full year average below 55% will need to repeat the course in the next academic year. For students of senior status, the School Principal will determine eligibility for summer school enrollment. Credit for courses not offered by the school district may be granted with prior approval from the THS Principal.

Attendance

Students are expected to attend summer school each day school is in session. Any absence exceeding two days will result in loss of credit for the course. Transportation will be the responsibility of the parents or guardian, except for students enrolled in special education programming.

Tuition

The Board of Education requires a fee to each attending child. Students enrolled in summer school for a credited class must pay \$75.00 for the first course and \$125.00 for two courses. Students may not exceed two courses in the summer unless Administration approves. Students exceeding two days absent will not be reimbursed their payment for summer school.

Homework

The purpose of homework is to help students become self-directed, independent learners and is related to the educational progress of the student. It serves to help all students reach their instructional goals. Homework is an integral part of instructional program and should be meaningful. It helps students to develop constructive attitudes and to sharpen skills needed towards academic mastery and success.

Types of Homework:

1. Practice of Skills

Practice provides students with the opportunity to reinforce and master specific skills presented in class and to review content.

2. Preparation for Future Classes

Prepares students for the next class meeting, and may include reading, library research, or other information gathering activities.

3. Extension of Classwork

Extension focuses on individual application, research and study; takes students beyond work covered in class.

4. Make Up Work

Work missed during class that is critical in reinforcing and developing student mastery. Teachers shall assign homework according to administrative regulations. Administrative regulations shall be included in annual parent/student and teacher handbooks.

Student's Responsibility

1. Students are to be responsible for finding out and making up work missed when absent.
2. Students are to understand the purpose and requirement of the assignment.
3. Students are to understand the suggested time allotment.
4. Students are to budget time realistically.
5. Students are to advocate for themselves in obtaining any resources or materials needed.
6. Students are to demonstrate integrity and not to give or receive so much help that the value of the homework will be destroyed.

Teacher's Responsibility

1. Teachers will explain to students at the beginning of the school year and subsequently, if necessary the homework policy and how it will be carried out.
2. Teachers will ensure students understand the purpose of an assignment as well as how to execute it. Assignments should be given orally and in written form with a specific due date.
3. Teachers will properly evaluate and return homework assignments within as short a time as possible.

4. Teachers will communicate with parents of the children who are falling behind in completing homework assignments.

Parent's Responsibility

- 1) Parents should encourage a positive attitude toward school and express confidence in their child's ability to do work.
- 2) Parents should arrange for a quiet suitable place with adequate time for their child to work.
- 3) Parents should stress the importance and benefits of homework by:
 - a) Encouraging their child to complete homework assignments.
 - b) Helping their child learn how to schedule his/her time.
 - c) Letting their child know they are available to listen to, or ask questions about, material
- 4) being studied.
- 5) Parents should recognize that homework cannot become their responsibility, and they should give their child the opportunity to take charge of this part of his/her learning.
- 6) Parents should contact the teacher at school with any questions or concerns regarding homework.

In-Class Remediation

Thomaston High School

District policy focuses on appropriate instruction with the least disruption to a student's performance in the mainstream. Teachers need to work with the administration for systemic delivery of instruction. No student may be re-assigned to a different class or teacher without notification of administration, parents and the remedial teacher(s). The student should be an active part of the decision.

Interdisciplinary Lessons and Projects

Thomaston High School

Teams and common planning time are in place. Each team is encouraged to plan at least one or two significant integrated projects, using all team members, each marking period as well as smaller monthly efforts that might involve two teachers collaborating. Teachers of grades 9-12 should also make a significant effort to collaborate with other teachers in order to keep learning relevant and connected for students.

Study Hall

Thomaston High School

Students in grades 7 and 8 may take up to one guided study period per semester, in place of an elective.

Students in grades 9 – 12 have the following option:

Open Study Hall: Students who have a study hall in their schedule and meet the following conditions may report to the cafe for a study period in which they will be allowed to eat, take part in peer study groups, or complete assignments.

Students must:

- Remain in good academic standing (70 or better in all classes)
- Maintain appropriate school and classroom behavior
- Arrive on time to school
- Not be on Academic Probation

Quiet Study Hall: Students who do not meet the criteria for Open Study will be referred to Quiet Study. Students seeking a quiet place to study may opt to report to this study.

Withdrawal from School

Thomaston High School

Students withdrawing from school must obtain a “Student Withdrawal Form” from the guidance office. This form must be signed by the student’s teacher along with grades to date of withdrawal. The student is responsible for returning his/her books to his teachers. A parent or guardian must sign the form if the student is under eighteen years of age. The student should also confer with his/her guidance counselor and social worker to discuss alternatives to completing high school. Contact with the student’s parent or guardian will confirm withdrawal from school.

Attendance

Student Attendance Requirements

Connecticut state law requires parents to make sure that their children between the ages of 5 to 18 attend school regularly. Daily attendance is a key factor in student success, thus any absence from school is an educational loss to the student. These rules are designed to minimize student absenteeism while providing students the opportunity to make up schoolwork missed due to a legitimate absence.

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school, such as a field trip, for at least half of the regular school day. *Students are absent when serving an out-of-school suspension or expulsion.*

Class Cuts

Thomaston High School

A cut occurs when a student chooses not to attend an assigned class/study hall without prior permission of the teacher, nurse, or administrator. This includes absences from first block classes. Any student charged with an unverified absence (including tardies that extend beyond 20 minutes) to class will receive a class cut. Please submit a Log Entry via PowerSchool to Administration when this occurs.

District Attendance Review Board (DARB)

After the building level team has made a good faith effort in changing the attendance pattern of a student and has not been successful, they will bring those students to the District Attendance Review Board (DARB). The DARB will meet monthly at Thomaston High School.

Loss of Course Credit Due to Absences

Thomaston High School

Recognizing that absences from class reflect negatively upon the quality of education received by students, the following procedures are established:

1. Parents are required to call the school each morning by the start of the school day to indicate the absence of their child.
2. Parents are required to provide a written explanation for each absence upon the student's return to school. Notes will be retained on file should an appeal be necessary.
3. Any student who is absent from a class (20) days for any full year course or (10) days during any half-year course will not receive academic credit toward graduation requirements. However, the student will receive the grade that they have earned in that course. The administration will notify the parent by certified mail that the maximum number of days has been exceeded. Student and/or

parent may appeal loss of credit due to excessive absenteeism or tardiness to the Appeals Committee.

PowerSchool

Please take attendance daily using PowerSchool. If you need assistance with inputting your attendance, please ask a colleague, the technology department, or administration for help. **Teachers must keep an accurate record of daily classroom attendance. This should be done within the first five minutes of every period or the school day.** Our attendance is a legal record and must be completed by teachers only. These records may be used by courts/police and become part of the permanent record of the student in addition to being recorded on the student's report card.

Tardiness

Thomaston High School

Students that come to your classroom late without a pass should be questioned and given a teacher detention if the behavior continues. Do not send students to the office for a pass, unless it is to the first block of the day. ***Students arriving late to first block must be sent to the Main Office prior to being allowed into class so the secretary may adjust their attendance record.***

Staff Attendance Protocol

Student School Day

Thomaston High School: 7:25 a.m.-2:20 p.m.

Thomaston Center School: 8:10 a.m.-3:05 p.m.

Black Rock School: 8:15 a.m.-3:10 p.m.

Teacher Work Day:

The teacher's school day, contractually, is 7 hours and 15 minutes. It is the responsibility of the teacher to be in his/her room or duty area by:

Thomaston High School: 7:15 a.m. - 2:30 p.m.

Thomaston Center School: 8:00 a.m. - 3:15 p.m.

Black Rock School: 8:05 a.m. - 3:25 p.m.

Thomaston High School: The last day of the week, staff may leave with students if there are no duties, meetings or conference commitments.

APPENDIX E

T.E.A. SALARY – 2026-2027

STEP	BA	MA	6th Year
1	\$47,173	\$51,965	\$55,390
2	\$49,679	\$54,751	\$58,402
A	\$52,319	\$57,685	\$61,577
B	\$55,098	\$60,777	\$64,926
C	\$58,026	\$64,034	\$68,455
D	\$61,109	\$67,466	\$72,177
E	\$64,356	\$71,082	\$76,102
F	\$67,775	\$74,892	\$80,239
G	\$71,376	\$78,906	\$84,603
H	\$75,605	\$83,517	\$89,522
Max Step	\$85,696	\$94,597	\$101,375

APPENDIX E

T.E.A. SALARY – 2027-2028

STEP	BA	MA	6th Year
1	\$50,673	\$55,846	\$59,570
A	\$53,365	\$58,839	\$62,809
B	\$56,200	\$61,993	\$66,225
C	\$59,187	\$65,315	\$69,824
D	\$62,331	\$68,815	\$73,621
E	\$65,643	\$72,504	\$77,624
F	\$69,131	\$76,390	\$81,844
G	\$72,804	\$80,484	\$86,295
H	\$77,117	\$85,187	\$91,312
Max Step	\$88,267	\$97,435	\$104,416

APPENDIX E

T.E.A. SALARY - 2028-2029

STEP	BA	MA	6th Year
A	\$54,165	\$59,722	\$63,751
B	\$57,043	\$62,923	\$67,218
C	\$60,075	\$66,295	\$70,871
D	\$63,266	\$69,847	\$74,725
E	\$66,628	\$73,592	\$78,788
F	\$70,168	\$77,536	\$83,072
G	\$73,896	\$81,691	\$87,589
H	\$78,274	\$86,465	\$92,682
I	\$83,932	\$92,681	\$99,332
Max Step	\$90,915	\$100,358	\$107,548

Coach Compensation

Coaches will receive the first half of their scheduled stipend at the approximate midpoint of the season.

Coaches will receive the remaining balance of their stipend at the conclusion of the season, but only after **ALL** outlined post-season responsibilities have been successfully completed and signed off on by the Administration. Administration will consult with the Athletic Director that these responsibilities have been fulfilled. Administration is responsible for evaluating coaches. (See Page 13 of the Coach's Handbook for further details).

Securing a Substitute

When you are going to be out for the day, please log on to www.aesoponline.com using your user ID and Pin to register your absence. You may also utilize the frontline app to record your absence.

You may also manage your absences over the phone by calling: 1-800-942-3767.

Absences need to be entered by 6:00 a.m. Should you need to secure a substitute after this time, please call the above number.

Should you need to leave for an appointment during the day (such as a doctor's appointment at 10 a.m. but plan to come back), please see the Head Secretary in the Main Office. She will put the time in for you.

When absent, teachers must communicate to the building secretary and their respective team/curriculum leader where their substitute plans are located (on desk, google classroom, etc.).

Team/Curriculum leaders are responsible to ensure that their team members have their emergency lesson plans ready.

Staff ID Badge and Lanyard

Thomaston Public School personnel must wear a green lanyard with school issued ID at all times while serving in their respective roles during the school day.

- Permanent and part-time staff for each school building that will wear a green lanyard and ID include the following:
 - Teachers/Administrators/Paraprofessionals/Custodians/Main Office Personnel/Secretarial Staff/Support Staff/Central Office Staff/ and Kitchen Staff.
 - Daily Substitutes will wear an ESS issued ID at all times in the building.

Sign-In

Please sign in daily in the Main Office or via the electronic sign-in sheet provided by the Main Office. **Please sign in, on time, before you report to your first period assignment.** The police and fire departments, for use during an emergency, require all staff to sign in.

Sign-Out (Off Site)

Any school district employee who needs to be off-site during regular school hours needs to inform the office indicating the nature of business. No employee may be away from his/her post during an instructional assignment without permission from the administration. The sign out form is posted in the Main Office or shared electronically by the Main Office staff.

Building Information

Assemblies

Assemblies afford students learning opportunities that they may not otherwise have the chance to experience. Please spend time prior to assemblies reminding students of quality audience behavior.

Teachers should accompany his or her class to the assembly unless other arrangements have been made with administrators in advance. If the assembly is scheduled during a prep time, the special teacher should relieve the classroom teacher for the duration of time that the special would span. When entering the assembly, students should be seated quickly and quietly filling in from front to back. Teachers should monitor their class's behavior at all times and remain seated with them. Please enforce proper audience behavior by not having students yell out or stand up during assemblies. Teachers should not bring work to assemblies, as they too should model quality audience behavior and refrain from use of personal devices. Consider practicing entering, seating, and departing the venue with your class at the start of the school year.

Auditorium Use

Thomaston High School

All plans to use the auditorium must be approved by the administration. The auditorium must be left in the order found prior to use. A custodian will assist you with the lighting, sound system, etc. Please provide ample time. The microphone may be obtained from the Main Office and must be returned after use by the staff borrowing it.

Books

All text and workbooks issued to students are to be stamped "Thomaston Public Schools" or the specific building and assigned a recorded number by the teacher. At the end of the school year, teachers must complete a "Lost Book Form", Appendix D, and submit a copy to the main office to keep on file. The original must be mailed to the parent/guardians of the student. If the student does not return the book, notify administration.

Destruction of school or private property is prohibited. Restitution or payment for the damage becomes the responsibility of the student and/or parent. Students and/or parents are responsible for paying replacement costs for lost or damaged books.

1. Students are responsible for all books and materials.
2. Students/parents will be assessed the determined amount for any damage or loss of books or materials.
3. Books must all be numbered.
4. Books must be assigned to specific students.
5. The teacher must record book numbers.
6. Each individual student is responsible for that number.

7. Student workbooks will be ordered on a 3-year rotational cycle.

Teachers should review the condition of the books/equipment before and after it is given to the student.

Custodial Procedure

Requests for custodial services or complaints about services should be registered through the Main Office and not directly to the custodian. Complete a maintenance work order through Facilities Maintenance Request Form icon located on all staff computer login screens. Be sure to fill in all the areas.

Windows and blinds are the direct responsibility of the classroom teacher. Due to our computer monitored heating and cooling system, windows should be closed at all times. If your room is not comfortable, please contact the administration. Maintenance will adjust the temperature of your room, if necessary. Should the windows or blinds need to be adjusted, only teachers (not students) should do it.

Your classroom should be left orderly each night. Have students take pride in their academic environment.

Additionally, Staff are responsible for immediately reporting any building concerns to the custodial team immediately through the maintenance system. Staff are not expected to maintain any part of their workspace without notifying the Lead District Custodian for approval and/or assistance.

Guest Speakers

We welcome guest speakers into Thomaston Public Schools as extensions of our daily learning. Any outside expert or guest speaker needs to be cleared with administration prior to the appearance.

Learning Commons Usage: *Thomaston High School*

The school library media program supports instruction in all areas of the curriculum. Teachers are encouraged to reserve the Learning Commons for their classes to choose books, do research, etc. The Library Media Specialist is also encouraged to co-teach with teachers in classrooms when appropriate.

Students need a pass from a subject area teacher with an academic reason to attend the Learning Commons from study hall.

Library Usage: Thomaston Center School and Black Rock School

Each class will have scheduled library time taught by our library media specialist. The library will be available for use throughout the day; however, students may not attend the

library without adult supervision. Visits to the public library should be limited to those times when resources are needed at the public library that are not available in the school library.

Please review the Library Expectations with your students prior to visiting the library:

- Food and beverages are not allowed in the library.
- Any book(s) removed from the library must be checked out. This rule pertains to both teachers and students.
- Teachers wishing to use the library with their class must make arrangements in advance with the librarian or library paraprofessional.
- Enter and exit the library quietly and use a quiet voice while in the library. The library is available for the Center School community to be used as a quiet place for study.
- The library is also a teaching place. Scheduled classes always have priority for use.
- Leave the library as you found it. Please return what you have borrowed, pick up your papers and books and push in your chair.
- The library is open for use from 8:10 a.m. until 3:00 p.m. Students are not allowed in the library unless an adult is available for supervision.

Mail

Teachers must check mailboxes daily. Please keep mail area neat; do not use mailboxes as storage compartments.

Master Calendar

There is a master calendar located in the Main Office. Staff should check the master calendar prior to submitting paperwork for student activities, field trips, assemblies, etc. to ascertain if dates are available. Separate calendars are posted for field trips, fundraisers, and activity periods and should be checked prior to planning an event. The information should then be given to the Head Secretary who will write the information on the calendar; teachers should not write on the calendar without checking with the Head Secretary first.

The district will work from an electronic calendar in order to coordinate events throughout the school year.

Communication: Thomaston High School

The THS building principal sends out a weekly update (“Week Ahead”) to provide timely information to families. A quarterly newsletter will be sent to parents; it will update parents on events at each grade level and focus on different disciplines each quarter. Karen Keith will send out reminders when submissions are due. Feel free to submit any information you think is pertinent for the monthly newsletter anytime during the month.

All notifications come one time from THS from the building principal. Curriculum leaders will share a quarterly newsletter to the school principal to be included in the week ahead per quarter.

Newsletter: Thomaston Center School and Black Rock School

A newsletter for parents will be distributed electronically to parents regarding school and classroom happenings. Each grade level will be responsible for writing and submitting an error-free article on curricular and other related happenings in your grade. The article must be submitted electronically to the office who will layout and publish the newsletter. A list of submission dates will be provided at the beginning of the school year. Archived newsletters will also be available on each school's website.

New Staff

Welcome to Thomaston Public Schools! We are delighted to have you be a part of our learning community.

Thomaston High School

New staff members will meet once monthly throughout the school year with the Assistant Principal in order to clarify policy, answer questions, and provide support for all issues that pertain to life at Thomaston High School. A specific schedule will be established.

Open House

Parents want to know what you do and what their child does when she/he is with you. Review your goals, expectations, and teaching materials. Encourage parents to contact you with any concerns or problems. Open House dates will be determined and communicated at the start of each school year at the below times:

Thomaston High School:	6:45-7:45 p.m.
Thomaston Center School:	4:15-5:15 p.m.
Black Rock School:	5:30-6:30 p.m.

Parking: Thomaston High School

All staff, staff, and students will have assigned parking places in a parking lot. Vehicles must be parked in the assigned parking space during the hours of 7:25 a.m. - 2:20 p.m.

Parking: Thomaston Center School

There is no assigned parking designated.

Parking: Black Rock School

Please park in the front lot or the Route 6 parking lot.

Passes: Thomaston High School

No student should be in the halls during class time without a pass that has been signed and

time stamped by a staff member.

Students that come to your classroom late without a pass should be disciplined accordingly. Do not send students to the office for a pass, unless it is to the first block of the day. Students arriving late to the first block must be sent to the Main Office prior to being allowed into class so Wendy Thomas, Attendance Secretary, may adjust their attendance record.

Students who wish to go to the Health Office during the passing period must first obtain a pass from the teacher of the class that they are going to. Students may not go to the Health Office between periods without a pass. Passes to the nurse should only be issued to students when they are visibly ill or during the last five minutes of class. Administration strongly encourages teachers to issue passes sparingly. It is our mission to keep students in the classroom, engaged in learning unless an emergency arises.

Thomaston High School Hall Sweep Expectations

Purpose: Reduce student disengagement and avoidance of class time and maximize student on task learning throughout the school day.

Rationale: Teachers concerned that students are regularly avoidant of class and as a result missing valuable instructional and learning time. Teachers also shared that if a student missed 10-15 minutes of class each block repeatedly, that student on minimum could lose up to 30-45 minutes of instructional time during a week, which would increase student disengagement and impact student achievement even greater. Hall sweeps will also ensure that students recognize the importance of instructional minutes allotted to them during each class period. Students will recognize and take accountability that continual misuse of a pass and class avoidance could potentially impact their academic performance.

Protocol:

1. Administration is alerted that students have been absent from class for over 10 minutes and teacher/staff has reported students have not returned to class.
2. Administration views cameras and locates students.
3. Administration calls a hall sweep over the intercom system.
4. All faculty and staff shut their door in a lock position to eliminate entry from students in hallways. Instruction will resume as scheduled.
5. Administration checks students' passes in the hallway during sweep to ensure location and time are accurate to pass.
6. Administration will determine if the student is misusing the pass.
7. If a student is misusing the pass provided by faculty and staff, the student will serve the remainder of the school day in the in school suspension room.

8. Students will be expected to comply with the ISS Expectations throughout their duration in the in school suspension room.
9. If a student has provided appropriate use of a pass, he/she will return to their intended class.
10. Administration will communicate over the loudspeaker that hall sweeps are complete at this time.
11. All faculty and staff open their door in a lock position to eliminate entry from students in hallways. Instruction will continue.

Wrap Around Monitoring/Next Steps:

1. Administrators will communicate with families via Parent Square re: hall sweep
2. Administration will monitor students that misuse passes and/or avoid timeliness when returning to their class for instructional purposes.
3. All faculty and staff will be able to access the Hall Sweep Log to communicate and follow up with both parents and students.
4. Administration and teachers will remind/redirect students that it is critical that they actively be present and engaged in their learning.
5. If a student continues to be swept during hall sweeps, the student and parent will have a meeting scheduled with Administration after the second time a student is swept.
6. If a student continues misuse of passes, the student will be placed on the Pass Restriction List. This means that the teacher will call the main office for an escort any time the student requests to leave the classroom. The student will walk with faculty/staff to their requested location. They will remain with this staff until the student is back in their assigned location. The Escort Only list is the last resort to rectify repeated student infractions. It will be implemented if and only on an individual basis.
7. Students can be removed from the Escort Only list if they demonstrate improvement in their efforts to stay in class, on task, engaged in learning. This will be the ultimate decision of both teachers and Administration.
8. Administration will communicate with support staff to provide preventative measures to reduce students' disengagement from class.

Professional Development Goals

All professional development will be determined by individual and whole staff needs as determined by the Professional Development and Evaluation Committee.

Team/Curriculum Leaders

Team/Curriculum leaders have been identified to help you devise strategies to use within the classroom to improve instruction. They are liaisons with the administration and meet regularly as a team. Team/Curriculum leaders meet monthly with administration. Team leaders may also be required to attend a district wide team leader meeting with the administrative team once a month.

Safekeeping of Monies

Classroom teachers are responsible for reminding their students to leave valuable items and large sums of money at home.

Thomaston High School

Classroom collections must be turned over to Karen Keith each day and/or turned in to the Main Office for storage in the safe. No one is allowed to enter the safe without permission. Teachers must fill out the appropriate form to deposit money. Please review the procedure required by the Business Office before turning in any funds.

Individuals who violate these rules are personally responsible in the event of loss of funds.

Smoking

No smoking, possession or use of tobacco products is allowed in school or on school grounds.

Supplies***Thomaston High School***

Teachers in need of classroom supplies must submit a request form to Karen Keith. The supplies will be delivered to the teacher's room within 48 hours.

Thomaston Center School and Black Rock School

Supplies are kept in the custodial storage area. Supplies are ordered based on teacher requests and specifically calculated needs. Please only take what you have requested. If you need further supplies beyond what you requested in the budget process, please contact administration.

Use of Building

A building use form **must** be completed and approved at least two weeks before an activity is scheduled in the building. Anyone requesting use of facilities for an activity during school hours must reserve the date with the Head Secretary.

Visitors

For safety and security reasons, student visitors are not permitted in any school.

With prior notification, parents are welcome but are required to sign in and obtain a visitor's badge from the Main Office upon arrival. Parents wishing to visit a class or see a teacher should make arrangements in advance with the teacher as they need to be placed on the Visitor Log to gain entry into the building. Anyone coming to the school whether they have an appointment or not, who is not on the Visitor Log, will be turned away and not have access to the building.

Unauthorized persons shall not be permitted in school buildings or on school grounds.

Video cameras are in use to monitor the school building and grounds. School administration are authorized to take appropriate action to prevent such persons from

entering the building or from loitering on the grounds. Such persons will be prosecuted to the full extent of the law.

School Visitor Check-In Protocol

All visitors that enter any of the Thomaston School buildings, during school hours, must follow the protocol outlined below. Please note; the visitor must have already been added to the school's visitors log for that day, per the existing visitor policy.

1. School visitors report to the main office to check-in.
2. The main office staff will assign the visitor a red lanyard with a numbered ID. The name of the visitor and the number will be recorded on the visitor log by main office staff.
3. The visitor will submit to the main office staff a form of identification such as a driver's license. Main office staff will secure it.
4. The visitor will be instructed to display the red lanyard and ID at all times while the visitor is in the school building.
5. The visitor will be instructed to return to the main office before leaving the building to submit the ID/red lanyard in exchange for their identification.

Thomaston Public School staff that come across visitors that do not have a red lanyard displayed must ask the visitor if they have checked-in with the main office and received an ID/ red lanyard. If they have not, the staff member will be required to alert the main office immediately.

Curriculum

Assessments

Preparation of students for the Smarter Balanced Assessments, SAT, and NGSS assessments represents an on-going focus for faculty of Thomaston Public Schools. Skills and material tested represent an integral part of our curriculum. During the 2025-2026 school year we will continue to review enhancement plans in all disciplines and study data in order to foster continued improvement.

Course Assessments

Thomaston High School

All course assessments must be completed. Failure to complete an assessment by the stated due date or work completed in a manner that does not meet an acceptable standard will result in the student being placed on Academic Probation status and initiate communication by the teacher to the parent. The student will remain on Academic Probation until the assessment has been completed to a satisfactory standard (50% or above). Should the student fail to complete the

assessment to a satisfactory standard by the specified time frame outlined by the teacher, the student shall lose academic credit for the course. The Application for Reassessment (High School) and Recommendation for Reassessment (Middle School) can be found in the Appendices of this handbook.

Although there is considerable flexibility and discretion in determining a final grade, grades for students in seven through twelve will be determined in a consistent manner. For the purpose of determining a final grade, each term will count 50%. For full-year courses, the average of the first and second semesters will be added and divided by two for a determination of the final grade. For a semester course the quarter grades will be determined by finding the sum of the quarter grades and dividing by two.

Curriculum Guides

Curriculum guides are being developed or revised in many areas of the curriculum. It is important that teachers refer to them continuously to ensure coverage of grade-level requirements. When writing/planning units, other curricular considerations are SBA and SAT objectives, as well as students' personal academic goals. Curriculum guidelines, ***not*** textbooks, should dictate class work. Teachers should make every effort to explore and use alternative and appropriate assessments. Consistency should be apparent when different teachers are teaching various sections of the same course.

Teachers are required to keep up-to-date lesson plans that focus on specific goals and objectives, employ diverse learning strategies, and provide for varied assessments. The administrators and/or the Director of Curriculum may review lesson plans to ensure that student learning results from well-planned lessons.

Each course should have a syllabus that includes a brief outline of the curriculum. This includes the unit covered and a list of all associated activities and assignments.

Yearly Assessments

- Grade K-2: Fall, Winter, and Spring NWEA MAP Testing
- Grades 3-8: Smarter Balanced ELA and Math Summative and Interim Assessments*
- Grades 4, 6, 8 and 10 (HS): CT Physical Fitness Assessment
- Grades 5, 8, and 11: Next Generation Science Standards Assessment*
- Grades 9, 10, and 11: Fall Grade 9 PSAT ; 9 PSAT; Spring Grade 10 PSAT; Fall Grade 11 PSAT NMSQT; Spring Grade 11 CT SAT School Day*
- Grades 11 and 12: Advanced Placement Course Exams
- STAR testing will be administered twice a year for grades 7-12.

* Where applicable, students with disabilities are afforded alternate state assessments. Thomaston Public Schools utilizes standardized testing as one of many means to evaluate the success of our curriculum and instruction. We analyze test results to assess student achievement and growth in light of state and national performance and to evaluate the areas where curricula and instruction need to be strengthened. Each school year, we publish the testing schedule well in advance, including the specific dates on which testing will occur. Regularly updated information about the assessments above is available via the district website. Any questions or concerns can/should be forwarded to the Director of Curriculum, Instruction, and Assessment.

Quarterly Expectations (Thomaston Middle/High School Only)

- Teachers will provide students with at least 10 assignments (homework, classwork, do nows, exit slips, etc...) and 2 of the ten MUST be assessments (quiz, test, project, presentation, etc...) per quarter

Exams Midterm/Final

Midterm and final exams are required for students in grades 9–12 starting in the 2026–2027 school year. Students in grades 7–8 will complete a final assessment, which may include a practice exam, project, performance task, or SBAC test preparation.

Schedules: Detailed exam schedules and information will be sent home to students and families by the School Principal prior to each testing administration.

Breakdown of Grades Pertaining to Finals/Midterm Exams For Students in Grades 9-12 ONLY:

Semester Grades Including Exams

1st Semester Grade = Quarter 1 (40%) + Quarter 2 (40%) + Exam (20%)

2nd Semester Grade = Quarter 1 (40%) + Quarter 2 (40%) + Exam (20%)

Senior Exemptions*: Each quarter will be weighted at 50% per semester

Final Grade Including Exams

1st Semester Grade + 2nd Semester Grade, both exams grades

Thomaston Public Schools 2026-2027
Home of the Golden Bears

**Subject to Change*
*** For Students & Paraprofessionals*
Emergency cancellations will be rescheduled to June 2027

July 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Student Days: 0 Teacher Days: 0						

August 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Student Days: 4 Teacher Days: 6						

September 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Student Days: 21 Teacher Days: 21						

October 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Student Days: 21 Teacher Days: 21						

November 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Student Days: 16 Teacher Days: 17						

December 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Student Days: 17 Teacher Days: 17						

January 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Student Days: 19 Teacher Days: 19						

February 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
Student Days: 18 Teacher Days: 19						

March 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Student Days: 22 Teacher Days: 22						

April 2027						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
Student Days: 17 Teacher Days: 17						

May 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Student Days: 20 Teacher Days: 20						

June 2027						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				
Student Days: 6 Teacher Days: 6						

August 21: New Teacher Orientation – New Teachers Only
August 24: Professional Development – All Teachers & Non-Certified Staff
August 24: Open House – All Schools
August 25: Professional Development – No School**
August 26: First Day of School – **Early Dismissal****
August 27 & August 28: **Early Dismissal****
September 7: Labor Day – No School
October 12: Columbus Day – No School
October 29: End of First Quarter
November 3: Professional Development – No School**
November 4 & 5: Parent – Teacher Conferences – **Early Dismissal****
November 11: Veteran's Day – No School
November 25-27: Thanksgiving Recess – No School
December 23: **Early Dismissal****

December 24 - January 1: Holiday Recess – No School
January 18: Martin Luther King Jr. Day: No School
January 19: End of Second Quarter
February 12: Professional Development – No School**
February 15: President's Day – No School
March 25: End of Third Quarter
March 25: Good Friday – No School
March 31 & April 1 – Parent – Teacher Conferences – **Early Dismissal****
April 12-16 – Spring Recess – No School
May 31: Memorial Day – No School
June 8: High School Graduation Firm Date (Per Policy 6146)
June 8: End of Fourth Quarter
June 8: Last Day of School* – **Early Dismissal****

Board Approval April 21, 2026 / Revised May 11, 2026

District Information

2025-2026 Important School Information

Black Rock School (PreK-3) 57 Branch Road Thomaston, CT 06787 Phone: 860-283-3040 Fax: 860-283-3043 <i>Principal:</i> Mr. Jonathan Kozlak <i>Secretary:</i> Mrs. Kathleen Squatriglia <i>School Nurse:</i> Doreen French <i>Website:</i> http://brs.thomastonschools.org	Thomaston Center School (4-6) 1 Thomas Avenue Thomaston, CT 06787 Phone: 860-283-3036 Fax: 860-283-3048 <i>Principal:</i> Ms. Kristin Bernier <i>Secretary:</i> Ms. Christine Webster <i>School Nurse:</i> Ms. Diane Aniki <i>School Counselor:</i> Ms. Jamie Hustek <i>Website:</i> http://tcs.thomastonschools.org
Thomaston High School (7-12) 185 Branch Road Thomaston, CT 06787 Phone: 860-283-3030 Fax: 860-283-3034 <i>Principal:</i> Mrs. Cristina Kingsbury <i>Assistant Principal:</i> Mr. David Vecca <i>Head Secretary:</i> Ms. Karen Keith <i>Secretary:</i> Mrs. Wendy Thomas <i>School Nurse:</i> Ms.. Nancy Stancavage <i>School Social Worker:</i> Mrs. Christine Golino <i>School Counselor:</i> Mr. Steve Malo <i>School Counselor:</i> Breanna Riollano <i>Guidance Secretary:</i> Mrs. Heather Boulanger <i>Website:</i> http://ths.thomastonschools.org	District Office 185 Branch Road Thomaston, CT 06787 Phone: 860-283-3053 Fax: 860-283-3096 <i>Superintendent:</i> Ms. Francine Coss <i>Exec. Secretary:</i> Ms. Michelina Stanley <i>Business Manager:</i> Mrs. Tracey Decker <i>Payroll:</i> Ms. Meghan Infantino <i>Accounts Payable:</i> Mrs. Kathleen Squatriglia <i>District Website:</i> http://www.thomastonschools.org
Curriculum, Instruction, and Assessment <i>Director:</i> Mrs. Pamela Nascimento <i>Phone:</i> 860-283-3036, ext 12302 <i>Fax:</i> 860-283-3048 <i>Website:</i> http://www.thomastonschools.org/curriculum	Pupil Services <i>Director:</i> Ms. Andrea Peters <i>Secretary:</i> Ms. Denise Calabrese <i>Phone:</i> 860-283-3050 <i>Fax:</i> 860-283-3051 <i>Website:</i> https://www.thomastonschools.org/pupil-services

Board Members

The Board of Education is the unit of authority. Apart from their function as part of the unit, Board members have no individual authority. Individually the Board member may not commit the district to any policy, act, or expenditure. The Board member does not represent a factional segment of the community, but is rather a part of the body which represents and acts for the community as whole.³

Board members are unpaid elected public officials with the responsibility for governance of the school district. The members of the Thomaston Board of Education are:

- **Chairperson Nathan Vieira**
- **Vice Chairperson Sarah Ethier**
- **Secretary Tanya Galpin**
- **Treasurer Marissa McGee**
- **Anthony Kepler**
- **Amy Sedgwick**
- **Cara Files**
- **Larry Duffany**
- **Roxy Fainer**

The Thomaston Board of Education is committed to the highest legal and ethical standards essential in governing its school system. It endeavors to encourage growth and support established and innovative educational objectives.⁴

Role of the Board⁵

The Board of Education is the governing body of the school district and derives its power and exists under the Constitution and General Statutes of the State of Connecticut and the procedures of the Connecticut State Board of Education.

School Cancellation, Delayed Openings, and Early Dismissal Procedure

If Thomaston School District schedules an early dismissal because of school-related events, such as parent conferences, you will be notified in advance. School cancellations, delayed openings and emergency dismissals, however, will be announced on television, radio, and via PowerSchool.

Notification of school closings, delays and early dismissals will be made by our automated notification system via phone, text and email. The district will also notify the following stations:

Television: Channel (3) WFSB; Channel (4) NBC; Channel (8) WFSB, Channel (6) FOX
Radio: WZBG (97.3), WTIC (96.5), WRCH (100.5), WZMX (93.7), WTIC-AM (1080)

Harassment/Sexual Harassment

Please refer to Board of Education policy 4118.113 on the district's website (www.thomastonschools.org).

Fundraising

Tickets or materials will not be sold in the school nor will the school sell materials, unless the principal grants permission, and the event is scheduled on the school calendar. Forms for fundraisers must be completed by the teacher/advisor in charge of the fundraiser and approved by the principal and by the superintendent if the sale involves people outside the school. Every effort will be made to avoid conflicting fundraisers. Please refer to the district fundraising policy 3281 at www.thomastonschools.org.

Teacher Observation/Evaluation

The Thomaston Teacher Evaluation Document and CT SEED will govern all teacher observation and evaluation.

Emergency Operations

For all Emergency Operations questions or concerns, please refer to the Thomaston Public Schools All-Hazards School Security and Safety Plan functional annexes and protocols. A quick overview of the evacuations and drills will be provided here for quick reference.

We are required by law to hold monthly evacuation and drill practice, regardless of weather. Prepare your students at the start of the school year by reviewing the emergency evacuation procedures from your classroom. This includes ALL classrooms, including specials and the lunch room. Likewise, inform students what to do if they are in the hallway or in the bathroom. Please refer to the Emergency Flip Chart for specific instructions on specific evacuations/drills.

Accidents

If a student or teacher is injured or sick, the following procedure should be followed:

1. Notify the school nurse and office.
2. If you deem the situation serious, call 911.
3. Give what help is safe and necessary.
4. Stay with the victim.
5. If the nurse or office is not available for referral, call the parents (if victim is a student).
6. An "Incident Report" must be completed for any student or staff member who is injured on school grounds and/or at a school sponsored event. See the nurse to fill out the necessary forms.

Emergency Evacuation of Grounds

Thomaston High School

Evacuation is the removal of all students and staff from Thomaston High School.

When evacuating, Black Rock School is our evacuation location.

Students and Staff Members **MUST** stay with their advisories. Attendance **MUST** be taken and handed in to Karen Keith or Wendy Thomas.

When we get to Black Rock School, the area assignments are as follows:

- Gym: Grades 7, 8, 9
- Café: Grades 10, 11, 12
- Library: Alternate Holding Facility

Thomaston Center School

As Thomaston Center School is in the middle of town, there are different locations, depending upon what is happening in town. However, we would likely evacuate to Town Hall or Sanford Field.

Please refer to the Emergency Operations Flip Chart that was provided to all staff for additional information.

Black Rock School

Evacuation is the removal of all students and staff from Black Rock School. When evacuating, Thomaston High School is our evacuation location. The gymnasium at Thomaston High School is where all students and staff will be housed. ALL teachers must remain with their students.

Paraprofessionals and other staff members assigned to students must remain within their assignment during this time.

Please refer to the Emergency Operations Flip Chart that has been provided to all staff for additional information.

Emergency Evacuation of Building

Thomaston High School

1. a.) During class time, evacuate via the predetermined exits (the closest exit to your classroom!) See evacuation routes on pages 3-4.
 - i. b.) During passing periods, students at lunch and before the start of the 1st period evacuate via the nearest exit.
2. Stations will be based on the students current class (during lunches) or their next class they are going to (before the start of 1st period or during passing times)
3. At the sound of the alarm, students will leave the building and report to the relevant station located outside the perimeter of the building.
- a) There will be staff directing student foot traffic.
4. Once outside the building, all available teachers and staff members (front and back) shall actively supervise the safe movement of students to the designated posts. Secondary staff will assist in lining up students in a single file in front of classroom teachers.
5. Attendance will be taken by each classroom teacher
 - a. Each teacher will receive a red folder with attendance lists for all classes and advisory to take attendance from.
 - i. This will be given to teachers at the beginning of each academic year and teachers will keep it in their classroom with updated rosters.
 - b. If everyone is present, the teacher will hold up the green card to show the station leader
 - c. If someone is missing or an addition, the teacher will hold up the red card
 - i. Each station leader will have a red folder with a checklist of teacher rosters to make sure all staff and students are accounted for at each station
 - ii. The station leader will use their handheld radio to report any missing/additional students.
 - d. The lead clerical will call each Station Leader to confirm attendance for the school.
6. The lead clerical will have a master list/roster and check off that all students are

accounted for

7. Students will remain with their classroom teachers, quiet and orderly, until further instructions are given.
8. Administration will give the go ahead to reenter the building, or when emergency personnel give us the go ahead. Staff must wait for explicit reentry instructions.

Important notes regarding students with disabilities:

If any individual cannot use the stairs, students must be accompanied by a staff member to an Area of Refuge. Once there, they need to press the button that will alert emergency personnel of their location at a master panel. The adult(s) and students are to stay in the area of refuge until emergency personnel arrive or at the end of the drill.

***DO NOT** let any student use the elevator or stairs under any circumstance!

If a handicapped student is on the 2nd floor (Middle floor) they are to go out to the front doors and the Nurse, Mrs. Nancy Stancavage will need to be with them there.

If a handicapped student is on the 1st floor (lower floor) they are to go out through the cafeteria or other back doors and staff will assist as needed.

Thomaston Center School and Black Rock School

Each teacher is responsible for the students in his/her class at the time of an alarm. Follow the building evacuation guidelines. Students should exit the classroom/building in a quiet, orderly fashion.

Post a map showing the exit from your room and teach students evacuation procedures. This procedure should be practiced and the teacher should remind students on a regular basis. The primary purpose of the drill is to teach safe and effective evacuation of the building.

The following will assist in making the drill effective:

- When the signal sounds, teachers and students will leave the room in an orderly fashion. Please make sure your door is shut. Before exiting the room, the teacher visually examines the classroom and reports any irregularities once outside to the Principal or Administration designee who will contact the office.
- There should be no talking or running.
- When outside, remain in your designated area away from the building. Wait for further instructions.

Teachers are responsible for ensuring that their students remain with them throughout the entire process. Take attendance and report to your Station Leader. If any students are missing, report their names to the Station Leader and the Station Leader will report to the principal and/or designee and the school secretary. Also, report any students who are with your class but are not generally enrolled there.

Lockdown

Lockdown is protecting students and staff from an internal or external threat, such as a violent person, by excluding or isolating that threat. This option requires the ability to quickly secure classrooms, exterior doors, and the physical plant. Movement of students and school staff is strictly limited; protective cover should be sought.

- Doors shut and locked
- Windows closed and blinds drawn
- Students take cover in an area that can't be seen from the door and/or window
- No talking
- No one is allowed to leave the room under any circumstance
- Wherever the student is in the building, they find the nearest open room or stay where they are (bathroom, etc.). They should hide.

Shelter in Place

Shelter-in-place refers to protecting students and staff within the buildings where they currently reside. This option can be used in two types of situations: (1) There is no immediate threat to the structure of the facility itself and (2) The threat is such that an attempt to move students and staff from the building would expose them to more danger than they would face by staying put.

This option would most likely be used during a hazardous materials incident, such when an escaping gas could cause harm to those who inhale it. It might also be used if releasing students and staff could interfere with law enforcement or firefighting activity in the area.

- Business about the building remains as normal
- Visitors in or out of the building are prohibited
- Windows closed and blinds drawn
- Doors shut

Shelter in Place with Hallway Restriction

Shelter-in-Place with Hallway Restriction means that the instruction can continue within the classroom but there should be no one let out of the classroom and no hallway activity.

Emergency Procedures

Lockdown

- Closing all exterior doors and windows

- Locking all interior doors
- Moving away from outside windows and doors as well as all air ducts and ventilation systems
- No exposure to outside windows and doors
- No instruction shall take place
- No use of electronics shall be permitted
- No talking shall be permitted
- Turn off air handling systems
- Disable the key fob entry system
- At the end of the day, student may not leave the building until the Code Red is lifted

Shelter in Place

- Close all exterior doors and windows
- Close interior doors
- Move away from outside windows and doors as well as all air ducts and ventilation systems.
- No visitors, students, or staff allowed in or out of the building
- No students or staff members shall be in the hallway
- Turn off air handling systems

State of Caution

- Business as usual within the building
- No students/staff members allowed outside of the building (such as recess, lunch, PE classes)
- Visitors who are on the Visitor Log may enter the building
- Students may leave the building for appointments

Student Expectations

Bullying

For the school year commencing July 1, 2025, and each school year thereafter, each local and regional board of education shall adopt and implement the Connecticut School Climate Policy. This policy does not modify or eliminate any rights or obligations under state and federal laws, including any constitutional and civil rights protections or any other applicable policies and procedures or collective bargaining agreements.

Challenging Behavior:

Defined as 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.

In accordance with state law, Public Act 08-160, and Board policy, "bullying" means use by one or more students of a written, verbal, or electronic communication, such as cyberbullying, or a physical act or gesture repeatedly directed at another student in the same school district that:

- (A) Causes physical or emotional harm to the student or damage to the student's property;
- (B) Places the student in reasonable fear of harm to himself or herself, or of damage to the student's property;
- (C) Creates a hostile environment at school for such student (bullying among students is sufficiently severe and pervasive as to alter the conditions of the school climate);
- (D) Infringes on the rights of the student at school; or
- (E) Substantially disrupts the educational process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or 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 of such characteristics. (The students against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)

Cyberbullying

"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 electronic communications.

Types of Conduct

Bullying can take many forms and can include many different behaviors having the overt intent to ridicule, humiliate or intimidate another student. Examples of conduct that could constitute bullying include:

1. Physical violence and/or attacks;
2. Verbal taunts, name-calling and put-downs, including taunts based on ethnicity, gender, religion, sexual orientation, or other protected and/or individual characteristics;
3. Threats and intimidation (through words and/or gestures);
4. Extortion or stealing of money and/or possessions.
5. Cyber Bullying- harassment/bullying which occurs using the internet

A policy to address the issue of bullying in Thomaston Public Schools will include consideration of the following components:

- Enable students to anonymously report acts of bullying to teachers and administrators and require be notified annually of the process for doing so.
- Enable parents/guardians of students to file written reports of suspected bullying.
- Require teachers and other school staff who witness acts of bullying or receive student reports of bullying to notify school administrators in writing.
- Require school administrators to investigate any written reports and review any anonymous reports provided that no disciplinary action shall be taken solely on the basis of an anonymous report. Should further evidence of bullying arise as a result of an administrator's review of an anonymous report, a full investigation will follow.
- Include a prevention and intervention strategy for school staff to deal with bullying
- Provide for language in student codes of conduct concerning bullying
- Require schools to notify the parents/guardians of both the student perpetrators of verified acts of bullying as well as the targeted students, and invite parents/guardians to attend at least one meeting. Meetings with parents/guardians will be requested in writing and held separately. Furthermore, any description of the response to an act of bullying and any associated consequences will be in compliance with FERPA (Family Educational Rights and Privacy Act). Specifically, no personally identifiable information about other students may be shared without parental/guardian consent.
- Require each school to maintain a list of the number of verified acts of bullying identified at that school and make such list available for public inspection.
- Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline.

Prevention and Intervention Strategies

- Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for a safe school climate or for the prevention of bullying. Thomaston High school will implement strategies that improve school climate by providing intervention and prevention models for the wider school community including parents, staff, and students.
- A school survey to determine the prevalence of bullying. Thomaston High School Support Services Staff will survey students, parents, and staff to determine perceptions of school site safety and the prevalence of bullying.
- Establishment of a bullying prevention coordinating committee with broad representation to review the survey results and implement strategy.
- School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
- Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur.
- Inclusion of grade-appropriate bullying prevention curricula in kindergarten through high school.
- Individual interventions with the bully, parents/guardians and school staff.
- School-wide training related to a safe school climate.
- Promotion of parent involvement in bullying prevention through individual or team participation in meetings, training, and individual interventions.
- Restorative Practices: PA 23-167 places emphasis on school districts engaging in restorative practices to address “challenging behaviors.”
- Promotion of parent involvement in bullying prevention through individual or team participation in meetings, training, and individual interventions.

Definition of 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 student has a role in repairing relationships and reintegrating into the school community.”

- Existing Bullying Definition: Conduct that is “severe, persistent or pervasive”
- NEW Bullying Definition: “unwanted and aggressive behavior among children in grades k-12, inclusive, that involves a real or perceived power imbalance”

Required Tiered Responses: C.G.S. Sec. 10-222hh(b)(6)

If a district determines that conduct meets the above criteria, school climate improvement plans must include, but not be limited to the following responses:

Number of Tiered Response Incidents	Required Tiered Intervention
First Offense	School Administrator must notify the parents of each student involved in a way that does not violate FERPA.
Second Offense	School Administrator must invite the parents/guardians of students involved (can be done virtually) to discuss supports and interventions applicable, including restorative practices.
Multiple subsequent offenses OR a single incident that causes severe harm.	School Administrator must notify the parents/guardians of other resources for support and interventions including, 211 Infoline program, services/programs available through the Behavioral Health Partnership, or other professional services, support or crisis interventions.

Tiered Response System

In addition, for tiered response incidents:

- There must be a meeting between an administrator and the school employee who witnessed the incident.
- The purpose of the meeting, which must occur within two days of the incident, is to determine the supports and interventions required to address the needs of students and school employees, although supports and interventions for special education students must be determined by the student's PPT.
- In addition, protocols and supports must include a process by which a teacher may request a behavior intervention meeting

Reporting Procedure

1. As soon as a student feels that he/she has been bullied, he or she should make a verbal or written complaint using the Say Something Anonymous Reporting System (SS-ARS). A student or parent may elect to make an anonymous report through Say Something Anonymous Reporting System (SS-ARS). The principal or his/her designee will investigate all written complaints of bullying; anonymous reports will be reviewed.
2. Any student who makes an oral complaint of bullying to any of the above-mentioned personnel will be provided a copy of this policy and will be instructed to make a written complaint pursuant to the above procedure.
3. The principal and/or designee will notify both the parents of the perpetrator and the targeted student when there have been verified acts of bullying committed by their child.
4. If possible, within five (5) working days of receipt of the complaint, the principal or designee handling the complaint shall commence an effective, thorough, objective and

complete investigation of the complaint. The investigator shall consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged bully, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, so that confidentiality is maintained insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigative process, the due process rights of the alleged bully will be upheld.

5. The investigator shall make a written report summarizing the results of the investigation and proposed disposition of the matter.
6. If the student complainant is dissatisfied with the result of the investigation, he or she may file a written appeal to the superintendent, who shall review the investigator's written report, the information collected by the investigator together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes bullying. The superintendent may also conduct a reasonable investigation, including interviewing the complainant and the alleged bully and any witnesses with relevant information. After completing this review, the superintendent shall respond to the complainant, in writing, as soon as possible. If after a thorough investigation, there is reasonable cause to believe that bullying has occurred, the district shall take all reasonable actions to ensure that the harassment ceases and will not recur. Actions taken in response to allegations of bullying will result in disciplinary action. The bully and any other students or employees, if applicable, will be informed that appropriate action shall be taken if further acts of bullying or retaliation occur. If further acts of bullying or retaliation do occur, appropriate actions shall be taken up to and including suspension and/or expulsion from school and referral to the Thomaston Police Department.

Say Something Anonymous Reporting System (SS-ARS)

As a school district, we are committed to creating and sustaining a comprehensive, coordinated effort to improve the overall safety and well-being of our school community at large. The Say Something Anonymous Reporting System (SS-ARS) program teaches students, teachers, and administrators how to recognize warning signals and threats, on social media, in school, or in their community, of individuals who may be a threat to themselves or others and Say Something to a trusted adult OR use its anonymous reporting system.

Specifically, the program educates students and adult participants to:

- Recognize the signs and threats of at-risk behaviors
- Take every sign and signal seriously and act quickly to get help by talking to a trusted adult, OR
- Report it anonymously to the SS-ARS 24/7/365 Crisis Center via a mobile app, website, or telephone hotline
- Respond to and manage the submitted tips using a tip management system

- overseen by a designated school team
- Sustain the curriculum and awareness via student clubs, in-school activities and call-to- action weeks

The SS-ARS program is provided by Sandy Hook Promise (SHP), a nation-wide non-profit organization. They have a track record, reputation, and knowledge of how to work effectively with kids, parents, and teachers to improve school safety and culture. The program is age-appropriate and research-based.

Students can submit a tip by clicking on the SS-ARS icon on their Chromebook home screen, through the Say Something link on our school website, calling 1-844-572-9669 or clicking on the following link: [Say Something SS-ARS](#)

Comprehensive Threat Assessment

Thomaston Public Schools takes all threats seriously. Accordingly, all threats are documented and assessed based on their level of severity. A threat may include any expression of intent to harm another person and can be spoken, written, gestured, or communicated through electronic means such as text messages, email, or social media. A statement or action may be considered a threat regardless of whether it is communicated directly to the intended target or whether the target is aware of it.

Threats may also be implied through behavior that a reasonable person would interpret as threatening or as planning or preparing to commit a violent act. When there is uncertainty, the communication or behavior will be treated as a potential threat and reviewed through the threat assessment process.

Any threat that is not clearly harmless, such as an obvious joke that causes no concern, should be reported to a school administrator or a member of the threat assessment team. School personnel will make an initial determination regarding the seriousness of the threat. The student involved, the intended target(s), and any relevant witnesses may be interviewed as part of the assessment process.

A transient threat is one in which there is no sustained intent to cause harm, while a substantive threat indicates that the intent to harm is present or unclear and may require protective action. Based on the assessment, a crisis team response may or may not be necessary.

Thomaston Public Schools follows the Comprehensive School Threat Assessment Guidelines (CSTAG) in assessing and documenting all threats. Additional information regarding the assessment and documentation process can be found at <https://www.schoolta.com>.

Challenging Behavior Report Form

This form, located below, is for students, parents or guardians of students enrolled in the school, and school employees to report any alleged challenging behavioral incidents including Bullying, Harassment and other subsets.

Enter a Log Entry in PowerSchool to document a Challenging Behavior Report was submitted.

Challenging Behavior Reporting Form

This form is not required by law or policy but serves as a model challenging behavior reporting form that local and regional boards of education may adapt and adopt.

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 check 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.

☐ On school property

☐ At a school-sponsored activity or off school property

☐ Electronic communication, internet, and social media

☐ On a school bus

☐ On the way to/from school

☐ Outside of school

☐ 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 wavier 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:

- | | |
|--|---|
| ☐ Teasing, name-calling, intimidating, or threatening, in person or through electronic communication | ☐ Making intimidating, and/or threatening gestures or remarks |
| ☐ Spreading rumors or gossip | ☐ Getting another person to do any of the behaviors listed above |
| ☐ Hitting, kicking, shoving, spitting, hair pulling, or throwing something or other acts of physical aggression | ☐ 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: _____

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 wavier 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.

District Technology Policy

Technology use is everywhere in our world today. The Thomaston Board of Education believes schools should play a role in teaching students to use technology appropriately. Rather than banning the devices the District's students use in their daily lives, the same devices they will soon come to rely on in their future professional lives, it is important to guide them in developing the skills needed to be productive digital citizens, by bringing their own technology to campus. Therefore, access to personal Internet devices will be permissible in non-instructional spaces that are deemed appropriate by Administration.

Student's Role

Students may not have any personal device capable of accessing the Internet visible during instructional times. During instructional time, all personal Internet devices are to be off and away out of sight. Students are expected to use the district owned and approved devices during instructional times. The devices shall not be used in a manner that disrupts the educational process, including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual. Use of personal Internet devices shall be limited to the student's lunch, study hall and flex at the high school level. Usage of personal Internet devices are not permitted during lunch at the elementary and intermediate school level. Non-instructional time will vary by school building and Administration will provide direction to his/her respective staff. Access to the devices is a privilege and not a right. Each student will be required to follow the Acceptable Use of Electronic Networks Policy and the Internet Access Conduct Agreement.

Students may only access the internet through the filtered District connection, regardless of whether they are using their personal device or a District-issued device. District staff will not provide software or technical assistance for student-owned devices. Students must bring Chromebooks to school daily, fully charged.

The use of cameras in any type of electronic device is strictly prohibited in locker rooms, restrooms, and classrooms. Where students are allowed to use electronic devices, they are required to obtain permission before taking a photograph or video of any individual. Students must also obtain permission from any individual appearing in a photograph or video prior to posting on any social networking site or other internet site.

Students found to be using any electronic communications device that disrupts the learning environment and/or is deemed inappropriately used will report the student to Administration. Any personal Internet devices that sends or receives personal messages, data, or information that would contribute to or constitute cheating on any student assessment, project, or assignment shall be subject to discipline and the device shall be

confiscated and not returned until a parent conference has been held by Administration.

Students are responsible for safeguarding devices they bring to school. The District shall not be responsible for loss, theft, damages, or destruction of student owned devices brought onto school property.

Students shall comply with any additional rules developed by the school concerning appropriate use of telecommunication or other electronic devices.

Students violating the provisions of this policy are subject to disciplinary action, including losing the privilege of bringing the device onto school property, detention, suspension, or expulsion. In addition, an administrator will confiscate the devices, which shall only be returned to the student's parent(s)/guardian(s). Where appropriate, police authorities may be contacted.

Other Acceptable Uses:

- **IEP, 504, or Health Care/Medical Plan.** Students may use cellular phones, wireless communication devices and other electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care/Medical Plan with supportive documentation from the student's physician.
- **Health, Safety or Emergency Reasons.** Exceptions to the restrictions in this policy, in part or in its entirety, may be made for health, safety and emergency reasons by Administration.
- **School Trips or School-Sponsored Activities.** The use, display or activation of cellular phones or other wireless communication devices during school trips or school sponsored activities shall be at the discretion of the Administration or designee, but shall not be disruptive to the activity.
- **Other Reasons.** Other reasons determined appropriate by the Administration.

Teacher's Role

1. Teachers are facilitators of instruction in their classrooms. Therefore, they will not spend time on fixing technical difficulties with students' personal devices in the classrooms. They will educate and provide guidance on how to use a device and troubleshoot simple issues, but they will not provide technical support. This responsibility resides at home with parents/guardians.
2. Teachers may communicate information regarding educational applications and suggest appropriate tools that can be downloaded to personal devices at home. Parents will need to assist their younger children with downloads if they wish to follow teachers' suggestions. No applications are to be downloaded at school.

3. Teachers are expected to closely supervise students to ensure appropriate use of technology in the classrooms.
4. It is understood that not every student has his/her own electronic device. To ensure equal accessibility to technology resources, teachers will provide students with technology available within the school through use of the Chromebook provided by Thomaston Public Schools.
5. The misuse of these student personal Internet devices, as with any personally owned device, will require the teacher to confiscate and report the misuse to Administration.
6. Based on the belief that power cords stretched out in classrooms become a safety issue both for the student and devices, charging the device in any classroom, hallway, or any other location that may be a safety concern will not be allowed.

Staff Use of Internet-Enabled Devices and Student Technology Guidelines

Technology plays an essential role in our classrooms, enhancing instruction and supporting student engagement. To ensure responsible and secure use, staff must strictly adhere to the following expectations regarding student access to technology, as aligned with Thomaston Board of Education Policies 4118.5, 4218.5, 6141.321, and 6141.328.

Prohibition on Sharing Staff-Assigned Devices

Staff may not share district-assigned internet-enabled devices (e.g., Chromebooks, laptops, desktops) with students under any circumstances. Additionally, staff may not share personal login credentials or allow students to access their staff accounts or devices. Doing so poses serious risks to data privacy, system security, and compliance with district policy.

Student Device Use and Internet Access

- Students must use only district-issued or district-approved devices during instructional time (Policy 6141.328).
- All student internet activity must be routed through the district's filtered network (Policy 6141.321). The use of personal hotspots, VPNs, or other methods to bypass filters is strictly prohibited and must be reported to administration immediately.
- Personal student devices may not be used to complete assessments or access secure educational platforms under any circumstances (Policy 6141.328).

Supervision and Monitoring

Staff must:

- Monitor all student technology use to ensure compliance with district guidelines (Policy 6141.328).

- Prevent students from sharing devices with one another to reduce the risk of security breaches, viruses, and unauthorized access (Policy 6141.321).
- Report any instances of cyberbullying, inappropriate content, or misuse of technology to administration without delay (Policy 6141.328).

Guidance for Students Without Devices

If a student does not have access to a functioning device, staff must:

- Direct the student to report the issue to the IT Department.
- Do not assume that a loaner device is available. Always plan for alternative, offline instructional materials.
- Understand that loaners will not be issued for:
 - Lost or stolen devices
 - Uncharged devices
 - Devices damaged due to negligence or misuse (as determined by district personnel)

See the Student Handbook for the Temporary/Loaner Chromebook Protocol.

For students who repeatedly forget their devices, staff must:

- Document the incidents
- Inform the student's parent or guardian
- Notify the building administrator if the issue persists (Policy 6141.328).

Offline Learning Expectations

If a student is without a device and no loaner is available:

- Provide paper-based or offline alternatives.
- Adjust instruction to allow for meaningful, device-free participation (Policy 6141.328).

Use of Personal Devices (BYOD)

If permitted:

- Students must connect only through the district's secure, filtered network (Policy 6141.321).
- Personal devices may not be used for any assessments or activities requiring secure platforms (Policy 6141.328).

Staff Responsibilities

In accordance with Policies 4118.5 and 4218.5, staff must:

- Refrain from troubleshooting or repairing student devices—refer all issues to IT staff.
- Keep all passwords and login credentials secure; never share with students.
- Actively teach and reinforce responsible digital citizenship (Policy 6141.321).

- Enforce appropriate disciplinary action for technology misuse, including loss of device privileges, as outlined in Policy 6141.328.

Consequences for Policy Violations

Student violations (e.g., bypassing filters, cheating, cyberbullying) will result in disciplinary action. Devices used inappropriately will be confiscated and may only be returned following a parent-administrator conference (Policy 6141.328).

Staff violations (e.g., sharing credentials or devices) may result in disciplinary action, including the revocation of technology privileges (Policies 4118.5 and 4218.5).

Final Note

Adhering to these guidelines protects both staff and students, ensures instructional continuity, and upholds the integrity of our digital learning environment. All staff are expected to review and comply with these requirements in all school settings.

Use of Technology Student Agreement

The use of technology to provide educational material is a privilege at school that we wish all students to have. When abused, privileges will be taken away.

Students and parents who bring their own device must adhere to the Student Code of Conduct as well as all Board policies, particularly the Internet Acceptable Use and Internet Safety.

Additionally, students must adhere to the following:

District provided devices are to be used for instructional purposes connected to the approved curriculum, not to cheat on assignments or tests, not to make personal phone calls, not to play video games, not to send text messages, and not to post information, photos, or videos not authorized by the teacher.

Use of Private Technology Devices by Students

Students may possess privately owned technological devices on school property and/or during school sponsored activities, in accordance with the mandates of this policy and any applicable administrative regulations as may be developed by the Superintendent of Schools or his/her designee. The Thomaston Board of Education (“Board”) considers allowing students to bring to school such devices to be a privilege and not a right. The Board and Administration reserves the right to revoke this privilege if a student fails to adhere to the following guidelines and/or the Board’s acceptable use and student discipline policies.

Parents and/or guardians must read and sign the Use of Technology Student agreement form before a student may be permitted to bring to school a privately-owned technological device and use a personal Internet device in a non-instructional space.

Digital Recording of Staff:

- New policy has been adopted as of June 2026 to provide additional guidelines pertaining to digital recording of staff members.

Digital Recording of Students:

- New policy has been adopted as of June 2026 to provide additional guidance to staff when digitally recording students.
- Administration has updated the media waiver to include internal/external sharing of media.
- Media waiver forms must be completed by parents/guardians annually before the start of the school year.

Definitions***Board Technology Resources***

For the purposes of this policy, “Board Technology Resources” refers to the Board’s computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources used by the school district and accessible by students.

Privately Owned Technological Devices

For the purposes of this policy, “Privately Owned Technological Devices” refers to privately owned wireless and/or portable electronic hand-held equipment that can be used for word processing, wireless Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing, etc. These devices include any electronic device that is capable of accessing the Internet.

Personal Internet Devices

Personal Internet devices include, but are not limited to, devices owned by students such as cell phones, tablets, smart watches, etc. Any device that is capable of connecting to the Internet that is not provided by the school district.

Disciplinary Action

Misuse of the Board’s technology resources and/or the use of privately owned technological devices to access or utilize the Board’s technology resources in an inappropriate manner or in a manner inconsistent with this policy will not be tolerated and will result in disciplinary action. For students, a violation of this policy may result in loss of access privileges, a prohibition on the use and/or possession of privately owned technological devices on school property, and/or suspension or expulsion in accordance with the Board’s policies related to student discipline.

Any use of Personal Internet devices that violates the student code of conduct is strictly prohibited and will result in immediate disciplinary action. The disciplinary action will include:

- **First Offense** - The device shall be confiscated. The student will be allowed to pick up the device at the conclusion of the school day. Lunch detention will be administered.
- **Second Offense** - The device shall be confiscated. The student's parent must pick up the device. It will not be returned to the student. After school detention will be administered.
- **Third Offense** - The device shall be confiscated. The student's parent must pick up the device. It will not be returned to the student that day. In addition, the student will have to bring the phone to the Main Office daily for a minimum of 2 weeks. One day of In school suspension will be administered.

Additional Offenses - The device will be brought to the Main Office for a period of time as determined by Administration. Additionally, in-school suspension will be administered and/or Out of School Suspension.

Senior Privileges Thomaston High School

- Late Arrival/Early Dismissal-Seniors who are passing all subjects with an average of at least 70 are permitted to arrive at school at 8:55 A.M. and/or leave at 12:53 P.M. provided they are scheduled for a study period at that time. An incomplete is not considered passing and the student is ineligible for late arrival/early dismissal until a passing grade is in. A complete and approved late arrival/early dismissal form must be on file in the Main Office, signed by a parent or legal guardian. Signed forms are due by September 27, 2025.
 - On delays and early release days, seniors may only use late arrival/early dismissal for one study hall.
- A student granted and accepting this privilege must report to homeroom at 8:55 A.M.
- A student granted and accepting this privilege must sign-out of study hall at the beginning of the last period of the day when he/she has early dismissal.
- A student granted this privilege is responsible for his/her transportation.
- A senior having 3 unexcused tardies in the marking period will lose the privilege of late arrival/early dismissal for the remainder of the marking period or one week, whichever is longer. Any additional tardies from that point on will also result in a loss of late arrival/early dismissal for the marking period.
- Once a student accepts this privilege and does not arrive on the school grounds by 7:25 a.m. or leaves school grounds prior to 2:20 p.m., he or she, together with his or her parents, accepts responsibility for this student's actions or activities.

- Seniors who are passing all subjects with an average of at least 70 are permitted to use the patio outside the café during study halls and lunch.
- Seniors who are passing all subjects with an average of at least 70 are permitted to sign out of open study hall during the lunch blocks and report to the cafeteria.
- A list of ineligible students will be posted at the beginning of each marking period.
- On a given day, should an assembly be held during the first/last period of the day, students must attend. Late arrival is not in effect on such days.
- Seniors maintaining good academic standing and following the rules of Thomaston High School as presented in the handbook, are eligible to report to the cafe during study periods.
- These privileges may be revoked for unsatisfactory conduct, poor attendance, poor scholastic performance, or failure to adhere to these guidelines.

Students Leaving School

Students are not allowed to leave school grounds without permission by the administration once they are present on school grounds.

Telephone

Thomaston High School

Students are permitted to use the Main Office Conference Room telephone and Cafeteria telephone, with permission, to contact a Parent/Guardian should a need arise.

Teacher Professional Expectations

Advisory

Thomaston High School

Advisory is 8:50 a.m. to 9:35 a.m. Students who are late to advisory are to be admitted into advisory; a “TDH” is to be entered into PowerSchool. Advisory teachers are to be vigilant in taking careful attendance utilizing the PowerSchool computerized program. Students who are habitually late to advisory should be referred to the Assistant Principal for disciplinary action.

Advisory should be a time for students to organize their day and share concerns that might affect their school performance. Advisory teachers are asked to be especially alert to the needs of their students and respond appropriately to those needs. Advisory periods may be extended from time to time for special activities.

Black Rock School

Academies are a critical component of our program. In Academies, students have an opportunity to learn and participate in activities of particular and personal interest. This is also an opportunity for them to make connections with staff and peers who are not in their classrooms. Please plan engaging activities and make every effort to engage all students in Academies.

Budget Process

- a. Review the budget line item numbers as you work through the process.
- b. Complete the following areas on the requisition as noted below. WE WON'T BE ABLE TO PROCESS INCOMPLETE REQUISITIONS SINCE THIS IS A TIME- CONSUMING TASK.

- Date
- Vendor (complete) name, street address, city, state and zip code
- Ordered for: (please indicate the name of the person receiving the material on this line NOT the team or subject)
- Budget Line: refer to attached sheet
- Quantity
- Unit Price
- Price Extension: (Unit Price * the Quantity)
- Catalog#
- Description
- Subtotal
- Shipping & Handling (may verify with vendor or add 10% of total order. This does not apply to newspaper or magazine subscriptions) Also most office supply companies offer free shipping and handling on orders \$50 or more.

- Grand Total

ALL THE ABOVE MUST BE COMPLETED OR YOUR REQUISITIONS WILL BE RETURNED TO YOU!

- c. You will need to attach a justification sheet to each requisition. This is an adapted version of the standard requisition but you will correlate your numbered items ordered on the requisition sheet to the same numbered items on the justification sheet. The justification sheets are a great help when John meets with the B.O.E. and the Finance Committee answering specific questions.
- d. All requisitions are to be submitted legibly; no cross outs, PLEASE PRINT! PLEASE write in PEN not pencil.
- e. A continuation sheet will be required with items of 15 or more.
- f. Please provide the fax number in the “comment” section located at the bottom of the requisition. Use this area for any additional information required for the order.
- g. As you order each item on the requisition, please put in order of priority and importance. For example, if there are 15 items, line fifteen should represent the least important. Your justification sheet should correlate to this.

Bus Students

It is important that all students board their appropriate bus at the end of the day. Only with parent permission and Main Office approval will the students be able to change their bus.

THS only, written notification (email is acceptable) of change in bussing must go to THS Attendance Secretary, Wendy Thomas, at wthomas@thomastonschools.org no later than 11:30 AM. No bus changes can be made after 11:30 AM that same day.

Child Abuse/Neglect Reporting Protocol

A - Suspicion of Assault and Sexual Assault

(Do Not Interview the Student!)

- 1) If at school at the time the information is received:
 - a) Ensure that the student is moved to a safe place and is supervised (Do not interview the student!);
 - b) Escort the student to the nurse for evaluation (Do not interview the student!);
 - c) Report to the main office immediately to call the Police and the DCF Careline

- 800.842.2288 with an administrator present (coverage will be provided).
- d) Remember, the student should not be interviewed by anyone. DO NOT CONSULT OTHERS PRIOR TO MAKING THE REFERRAL.
- 2) If not at school at the time the information is received:
- a) Call the police immediately; Do not interview the student!
 - b) Call the DCF Careline 800.842.2288 within 12 hours; do not interview the student! DO NOT CONSULT OTHERS PRIOR TO MAKING THE REFERRAL.
- 3) After you call DCF, whether at school or not at school at the time the information is received:
- a) File the DCF 136 (this form must be submitted to DCF within 48 hours of the oral report)
 1. Go to:
<https://portal.ct.gov/-/media/DCF/Policy/NEW-fillin-Forms/dcf-136-Fillin-O.pdf?la=en>
 2. Fully complete the form,
 3. Print the form,
 4. Fax the form to DCF 800.496.5834, and
 5. Submit the original hardcopy to the School Administrator's Secretary.
 - b) Upon the receipt of the written report:
 1. The School Administrator's Secretary will notify the School Administrator immediately or as soon as feasible.
 2. The School Administrator's Secretary will scan the DCF 136 form;
 3. The School Administrator's Secretary will email the DCF 136 form to the Superintendent, the Executive Secretary to the Superintendent, the Director of Pupil- Personnel Services, the School Nurse and the School Counselor:
 - I. The Superintendent's Executive Secretary will file the copy of the DCF 136 form;
 - II. The Director of Pupil-Personnel Services' Secretary will file the copy of the DCF 136 form;
 - III. The School Nurse and School Counselor will design a safety plan for the student and
 - IV. The School Counselor will distribute the safety plan for the student to the student, student's parent(s) (as appropriate), and to all staff and staff who work with the student.
 - 4) The School Administrator's Secretary will file the original copy of the DCF 136 form in the main office.
 - 5) Effective 6/6/22, DCF now allows mandated reporters to file non-emergent reports via an online portal by utilizing mobile devices, tablets, laptops, or a desktop computer.

The portal is available here <https://portal.dcf.ct.gov>. If filing a non- emergent CPS report online, reporters do not need to call or submit a DCF- 136.

- a) [Click Here for the Online Portal](#)

B- Suspicion of Abuse/Neglect

- 1) If at school at the time the information is received:
 - a) Ensure that the student is moved to a safe place and is supervised;
 - b) Escort the student to the nurse for evaluation;
 - c) Reporting options:
 - i) If you believe the case to be emergent, you must report to the main office
 - ii) Immediately call the DCF Careline 800.842.2288 with an administrator present (coverage will be provided).
 - iii) If you believe the case is NOT emergent, you may file a report online. This option may only be used if you determine that each of the following criteria have been met:
 - The victim is NOT in immediate harm.
 - There is NOT a need for urgent or emergent medical or mental health care.
 - There is NOT fear of further abuse or neglect within the next 24 hours.
 - There is NOT a concern with the alleged victim's accessibility in the next 24 hours.
- 2) Once you determine that an on-line report is appropriate, follow the instructions below:
 1. The online portal can be accessed utilizing mobile devices, tablets, laptops, or a desktop computer.
 2. Online reporting may be completed, for non-emergent cases only, via the online portal by clicking on the following link:
<https://portal.dcf.ct.gov/Portal/CPSOR#home>
 3. The first time you make an online report you will have to create an ID.ME account.
 4. A step by step tutorial on how to complete an online report is available: It is recommended you familiarize yourself with the instructions by viewing the tutorial at the following link: <https://www.youtube.com/watch?v=znPvy8LIHK8>
 5. The referral is complete once you receive the confirmation of receipt email from DCF. If you do not receive a confirmation email your report was not successful and you will need to contact the DCF careline.

Any mandated reporter who has knowledge of the incident must make a separate report.

REPORT MUST BE MADE WITHIN 12 HOURS OF LEARNING ABOUT THE CASE/SITUATION

- 3) If not at school at the time the information is received:
 - a) Call the DCF Careline 800.842.2288 within 12 hours.
 - 4) After you call DCF, whether at school or not at school at the time the information is received:
 - a) File the DCF 136 (this form must be submitted to DCF within 48 hours of the oral report)
 - i) Go to:
<https://portal.ct.gov/-/media/DCF/Policy/NEW-fillin-Forms/dcf-136-Fillin-O.pdf?la=en>
 - ii) Fully complete the form,
 - iii) Print the form,
 - iv) Fax the form to DCF 800.496.5834, and
 - v) Submit the original hardcopy to the School Administrator's Secretary.
- b)
- b) Upon receipt of the written report:
 1. The School Administrator's Secretary will notify the School Administrator immediately or as soon as feasible.
 2. The School Administrator's Secretary will scan the DCF 136 form;
 3. The School Administrator's Secretary will email the DCF 136 form to the Superintendent, the Executive Secretary to the Superintendent, Director of Pupil- Personnel Services, the School Nurse and the School Counselor.
 4. The Superintendent's Executive Secretary will file the copy of the DCF 136 form;
 5. The Director of Pupil-Personnel Services' Secretary will file the copy of the DCF 136 form;
 6. The School Nurse and School Counselor will design a safety plan and/or protective measures plan for the student and
 7. The School Counselor will distribute the safety plan for the student to the student, student's parent(s) (as appropriate), and to all staff and staff who work with the student.
 8. The School Administrator's Secretary will file the original copy of the DCF 136 form in the main office.
 - 5) Should a mandated reporter fail to make, delayed making, or intentionally or unreasonably interfered with a Careline referral regarding an incident of suspected child abuse or neglect, DCF will report the mandated reporter by contacting the Careline.
 - 6) Online Reporting may be made to the Careline by mandated reporters if the report is

of a non- emergent nature. However, it will NOT be considered a failure to report if an online report is made and it is later determined that the report concerned an emergent situation.

Cafeteria/Lunch Guidelines

Thomaston High School

Students will report to lunch according to the schedule prepared by the administration. Teachers should dismiss their students at the proper time and be in the halls and classrooms as the students return to class. Students will be released from lunch at the appropriate bell.

Good behavior in the cafeteria is as important as it is in classes throughout the school day. Students entering the cafeteria for lunch should conduct themselves in an orderly manner. All wrappers, containers, trays, etc. must be cleaned up prior to leaving the room. Only the downstairs lavatories may be used during lunch waves. No upstairs passes will be issued. Exceptions include students who need to take medication from the nurse and teachers who issue passes for specific purposes.

Thomaston Center School and Black Rock School

At Center School, teachers are expected to escort the students to and from the cafeteria. Lunch and recess times will be provided to staff at the beginning of the school year, including early dismissal and delayed opening times.

Classroom Responsibility

Teachers are responsible for continuous supervision of classes, study halls, and duties that are assigned. Any interruption of teaching should be due only to an emergency. Another teacher may be asked to cover a classroom in case of emergency.

Rooms are expected to be neat, orderly, and inviting. The display of student work is encouraged. Daily learning targets, expected outcomes, homework assignments, guidelines for student behavior and other pertinent information should be posted in the classroom.

Materials for classroom assignments should be available at the beginning of class; students should

not be sent to specialists for supplies or to the office for additional copies during the class period. Supplies should be ordered from the stockroom.

Teachers are expected to lead students in the “Pledge of Allegiance” and allow for a moment of silence each morning. It is imperative that teachers maintain a silent homeroom while announcements are being made. Please be outside your classroom door between classes to observe hallway behavior and to greet students as they enter our room. Teachers must be in their classrooms or on duty by 7:15 a.m., (high school), 8:05 a.m. (Center School), 8:10 a.m. (BRS) and should be in class when the bell rings. Students

should leave class when the teacher dismisses them. Teachers are expected to be available in their classrooms until 2:30 p.m., (high school), 3:15 p.m. (Center School), 3:25 p.m. (BRS).

Common Planning/Team Time

An effort has been made to develop a common planning time for each interdisciplinary team. Those teams with CPT during the school day should consider it as a duty period. Administration reserves the right to change the duty assignment on an emergency basis.

Confidentiality

Student business must be discussed behind closed doors. Discussing a student in public creates a substantial liability for the school and the individual.

Discipline

Classroom Management – Be fair, consistent, and respectful. Rules, class requirements, grading systems and expectations need to be written and distributed to each student at the beginning of each course or year. Post rules conspicuously in your classroom. Teachers should administer discipline within the school as would be exercised by a kind, firm, judicious parent in the home. The school family encourages all of its members to do their best, nurture and protect each member, and expect positive behaviors. Furthermore, students deserve to be treated with respect. Corporal punishment is not to be inflicted on a student by a teacher. No student should be touched in anger.

Dismissal from Class – Students who engage in serious and disruptive behavior and who disturb the learning of other students cannot be tolerated in a classroom. Excluding a student from class, however, should be a last resort and should be preceded by alternative strategies such as parent contact, student conferences, and seat relocation (unless in an emergency situation).

If a student is sent from class, teachers must immediately notify the main office via telephone. Additionally, a disciplinary referral must be completed as soon as possible. Interventions may include holding the student in the office, assigning the student to ISS, or returning the student to the class after speaking with an administrator. Generally, the incident will be handled when the discipline referral is received. It is critical that the teacher identifies any dangerous or threatening behavior in the initial phone call to the office.

Thomaston High School

Teachers are to complete a log entry in PowerSchool and inform parents if a student is dismissed from your class. A log of all communication to parents should be kept; copies of that log may be requested by administration.

Classroom management is essential to effective instruction. The teachers at Thomaston

Center School have adopted a Positive Behavior Support intervention strategies. It is expected that teachers familiarize themselves with the philosophy and implementation of the school wide behavioral expectations. Please take time at the start of the year to introduce/reacquaint students with these expectations. Teachers should make every effort to handle disciplinary situations within the context of the classroom setting.

If a student is displaying disruptive or unsafe behavior in the classroom, the following process should be followed:

1. Reminders of appropriate expectations should be issued.
2. A private conversation between the teacher and student discussing the inappropriate behavior should be held with the goal of directing the student towards making better choices and accepting responsibility for the consequences if the behavior continues.
3. If disruptive behavior continues, parents should be notified and involved in attempts to improve the situation.
4. If the disruptive behavior is of an ongoing nature and is not resolved by the previous steps, the student should be brought to the grade level SRBI team.
5. Students should be sent to the office only **as a last resort and only when the infraction is of a serious nature requiring immediate attention.**

Threats or Acts of Violence and Concerning Situations

The Board of Education recognizes that threats or acts of violence have become a major problem in schools throughout the country among young people and, consequently, is a concern to this school system and the community it serves. The Board recognizes that threats or acts of violence are complex and that, while the school may recognize potentially at risk youth, it cannot make clinical assessment of risk and provide in-depth counseling, but must refer the youth to an appropriate place for such assessment and counseling. Therefore, any school employee who may have knowledge of a threat, act of violence or concerning a situation must take the proper steps to report this information to the School Administration who will, in turn, notify the appropriate school officials, the student's family and appropriate resource services.

Concerning situations might include but are not limited to the witnessing or receiving reports of the following: threats made directly against students, teachers, or other school staff; threats made indirectly, in writing, over the Internet (social media posts), or through interpersonal contacts; allegations that a student is in possession of a firearm/weapon, or imagery that depicts firearm/weapon; communications or behaviors suggesting a student's intent to engage in violence; homicidal ideation; suicidal ideation; or comments of self-harm.

Procedures for Reporting Threats or Acts of Violence and Concerning Situations

- Student is present in the school building during school hours:

1. Staff member that witnesses the act of violence, concerning situation or is the target of the threat should **call the main office immediately** to report the action or concern. The student will then be escorted to the main office by appropriate staff. When the act of violence, concerning situation or threat is witnessed during dismissal the student must be held by school officials.
2. Staff member that witnesses or is the target of the threat will submit a written referral. Staff member that witnesses a concern will report in writing to administration what was witnessed after calling the office (email will suffice).
3. Student is held in the main office or safe space until a risk assessment is completed by trained personnel.
4. Principal/assistant principal then conducts an investigation to verify the threat. Consequences will be given for verified threats at the discretion of the administration.
5. Law enforcement is notified if the threat warrants law enforcement intervention.
6. Parents of the student(s) involved will be notified.

- Student is outside of school including but not limited to social media:

1. Staff member/student that witnesses or is the target of the threat calls law enforcement, 211, or reports it on the Say Something Anonymous Reporting System. Staff member then notifies the administration.
2. Parents of the student(s) involved will be notified by administration or law enforcement.

Discipline should be handled with sensitivity and discretion. It should not be assumed that all students know and are able to demonstrate appropriate behavior. We must consider ourselves teachers and models of acceptable behavior. Please keep confidential matters, including student discipline confidential.

If a child is on a special behavior plan per the SRBI, IEP or Section 504 process, it must be adhered to and followed by the staff.

The following measures will NOT be permitted:

1. Sitting students in the hallway for an extended period of time.
2. Withholding snack as a punishment.
3. Withholding students from special or recess without prior consent by the principal.
4. Withholding students from field day without prior consent by the principal.
5. Using extra assignments or writing assignments as punishment.
6. Denying the opportunity to attend a field trip without prior consent by the

principal.

7. Embarrassing or humiliating the child in any way. Every effort should be made to correct the child's behavior in private.
8. Impulsively sending a student to the office.

"Disciplinary problems become opportunities for conveying values, providing insights, and strengthening self-esteem." -Haim Ginott

Office Referral

A Behavior Incident form should be completed any time a student is sent to the office. If the situation is of an urgent nature, the form can be completed afterwards and sent to the office as soon as possible following the incident. All office referrals will result in a phone call to the parents/guardian by the teacher and may result in disciplinary action, a meeting between parents, teachers and administrators to plan for future behavior management.

In-School Suspension/ Out of School Suspension

In-school suspension may be at the discretion of the principal. Teachers will be notified when a student will be assigned in-school suspension and will be required to provide work for the student for the duration of the suspension. In extreme circumstances, students will be out of school suspended for circumstances which are in violation of our Parent Student Handbook. If you have a student who is placed in OSS, please send their work into the main office within 24 hours for parent pick up.

Thomaston Center School and Black Rock School

Teachers are to complete a Log Entry in PowerSchool only after multiple interventions and parent contacts have been attempted. The report should not include names of other students nor judgmental statements toward any student or situation.

Detention – Teachers are encouraged to handle their own detentions. It is more effective to have a student report to you after school for any misconduct committed during the school day. Without the pressure of students in the classroom and a lesson to teach, you can make your point in privacy with the student. If a student fails to report or this action has been ineffective, then an office detention is assigned by the administration. Students should have a 24-hour notice of detention and parents must be notified.

Listed below are the regulations governing after school and lunch detentions. If you have any questions about detention, please see the building administrator.

Regulations for After School and Lunch Detentions Thomaston High School

After School Detention

- Detention is scheduled in the teachers' classroom that has detention duty for the day. Teachers will pick-up students that have detention outside of the main office and escort students to the teacher's room. It begins at 2:25 p.m. and ends at 3:10 p.m. on Tuesdays, Wednesdays and Thursdays.
- There is to be no conversation, eating, and/or drinking unless authorized by the teacher. Students will sit quietly while they do homework or other assignments.
- Electronic devices are not to be used during detention.
- Students will not be allowed to leave detention unless authorized by the teacher.
- A student will be asked to leave if behavior is not satisfactory. (At the discretion of the duty teacher.)
- Students with a detention will not be allowed an early dismissal for that day, unless the early dismissal is for medical, legal or emergency reasons and is verified by a parent, and permitted by an administrator.

Lunch Detention

- Lunch Detentions will be held in the in-school suspension room.
- Students should report directly to the main office. A bagged lunch will be delivered to the Room. Students will be escorted to lunch detention locations for the day.
- There is to be no conversation unless authorized by the teacher. Students will sit quietly while they do homework or other assignments.
- Electronic devices are not to be used during detention.
- Students will not be allowed to leave detention unless authorized by the teacher.

In School Suspension

Generally, students who are assigned an ISS will be placed on ISS the day following the infraction, allowing administration appropriate time to contact parents and discuss the existing problem. There are occasions when students must be removed from the classroom immediately. Those occasions include physical contact with another student, continual verbal and/or emotional outbursts that are disruptive, and abuse of a member of the teaching staff. If students must be removed and sent to ISS, please contact an administrator and notify them that a student is being removed from your classroom. Please do not send students to ISS, they must be sent directly to the Main Office where the infraction can be addressed.

Students who are in ISS all day will not be allowed to have passes to any place in the building. The ISS coordinator will take all students to the lavatories during the day. Lunches will be delivered to the ISS room. ISS is intended to act as a deterrent to

inappropriate/disruptive behavior. Therefore, students assigned to ISS must sit quietly for the entire day. Students may not take part in any activities while serving ISS and must hand in their cell phones to the Assistant Principal prior to going to the ISS room.

ISS Expectations

- Students will remain in the ISS room the entirety of the school day.
- All electronic devices (cell phone, air pods, tablets, etc...), other than school chrome book, must be turned off and left in the main office where they can pick it up at the end of the school day.
- Student must complete a reflection form while in ISS. This must be completed before the end of the day. The purpose of a student reflection form in In-School Suspension (ISS) is to encourage accountability, personal growth, and behavioral change. It serves multiple educational and developmental goals
- Students may use the computer solely for educational purposes. If a student is seen, not using the computer for educational purposes, the student will complete course work on paper as provided by their respective teachers.
- Students are expected to complete the instructional task that is provided to them from their teachers.
- Teachers will post to Google classroom any work that a student is responsible for during their duration in the school suspension room.
- Students may not use AirPods, earbuds, or any other listening device while they are serving in school suspension.
- If a student needs to use the bathroom, the in-school suspension monitor will walk them to the facilities. If there is more than one student in school suspension, the school suspension monitor will call for an escort.
- Students that are in school suspension are not to be without supervision throughout the school day.
- Breakfast and lunch will be served to students in the ISS room.
- Students can communicate to teachers via email or Google classroom regarding any questions surrounding their assigned work.
- If a student is missing work from a class, the ISS monitor can send an email to those respective teachers. Refrain from calling teacher classrooms during instructional time.
- A student requesting additional support from a counselor or social worker will be contacted.
- Students should be seated quietly in the assigned seat the ISS monitor gives them, not engaging with peers, and working quietly until the end of the day. The office will be notified if a student fails to comply with these expectations which could result in additional days of In School or Out of School suspension.
- If a student is unable to remain in ISS, for the duration of the day, the time will be made up the following school day.

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 education 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 extra-curricular and social privileges during the period of expulsion.

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 requires a mandatory expulsion for a calendar year.

The Board may modify the expulsion period on a case-by-case basis.

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, notice of the expulsion and the conduct for which the student was expelled will be included on the student's cumulative educational record. 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. Police authorities will be notified of any disciplinary issue that involves weapons, possession and/or the sale/distribution, and/or the use of illegal drugs or alcohol.

Out of School Suspension

In extreme circumstances, students will be out of school suspended for circumstances which are in violation of our Parent Student Handbook. If you have a student who is placed on OSS, please make sure to have their work into Guidance in 24 hours for parent pick up. Teachers may also assign work electronically (via Google Classroom) if there is no paperwork to provide the parent.

If you have a student who is put on suspension, ISS or OSS, a Work Collection Sheet will be emailed to you as a Google Doc. Please input the assignments and materials needed to complete the work. Please include work that is in Google Classroom as well. This should be done in a timely manner.

Thomaston Center School

After School Detention- If the administration assigns an after school detention, the student will serve the detention in the office. If the teacher assigns a detention, the student will serve the detention in the teacher's classroom. Unless arrangements with the student's family have been made, detentions will be assigned when a late bus is available.

Lunch Detention- If the administration assigns an after school detention, the student will serve the detention in the office. If the teacher assigns a detention, the student will serve the detention in the teacher's classroom.

At Thomaston Center School, we employ the use of Restorative Practices for support of classroom discipline. All certified staff have been trained in Restorative Practices.

Dress Code

Please dress appropriately. Leisure, as well as provocative, clothing is strongly discouraged. It is important that staff present themselves as professionals who must be taken seriously.

Duty Assignments

Within the school day, any staff member under the teacher's contract may expect to supervise students in various contexts other than a subject-matter class. Some duties include ISS, Bus, Study Hall, Hall Monitoring, Lavatory Supervision, Team Meetings, Parent Pick up, etc. (See Adm. Reg. 4113.1:4 Appendix D).

Extra Help

Teachers are to set high expectations, and make their expectations known to students. In order to help each student meet the expectations, each team and department is requested to set aside time each week for an extra help session. Please make that day known to parents and students.

Staff Meetings During and After School

Core subject area teachers have been scheduled into Team Meetings during the school day. These meetings should be considered a teacher's assigned duty. Administrators work with team leaders and/or team members to ensure specific, purpose-driven work is accomplished during these meetings.

Two hours after school per week may be used for staff meetings as deemed necessary by Administration. If there is no school on a scheduled meeting date, then the meeting will be moved to the next available date school is in session. A schedule of meeting dates is provided to all teachers in advance of each school year so that teachers can leave these days free of personal business during scheduled meeting times. It is mandatory that ALL staff members are present at after school meetings. Administration understands that some absences are unavoidable, however, attendance will be recorded and closely monitored.

Staff will meet for after school meetings once per week and three times per month/four consecutive weeks of school. Of these three monthly meetings, one shall be designated as "Curriculum" and last a full two hours. The remaining two meetings are classified as "Instruction and Assessment" and "School Choice" meetings. These meetings will last a full 90 minutes. Meetings begin promptly ten minutes after the final bell. Please plan accordingly.

After school meeting times are as follows:

THS: 2:25-3:55

TCS: 3:10-4:40

BRS: 3:25-4:55

Field Trips

It is the intent of the Thomaston Public Schools that all students go on the trip. Excluded students should be the rare exception. The final decision rests with the administration. Please see the appendix for additional field trip documentation. Field trip requests must be submitted three months in advance for out-of-state trips for Board of Education approval and four weeks for in-state trips.

Staff/Chaperone Responsibilities for Field Trips

The following should be considered when preparing chaperones for supervising students on field trips:

1. District staff/chaperones (minimum one per ten students) serve a necessary supervisory role in monitoring students. They will:
 - account for and supervise the students
 - carry out the necessary instructions and procedures for a meaningful and beneficial experience for the students, thus ensuring a safe and more meaningful trip.
2. Information for staff/chaperones to have prior to the trip include:
 - the exact specifics of the field trip including programs and educational experiences
 - the time of departure and expected time of return
 - planned procedures to follow in the case of emergencies or other unusual circumstances that could occur
 - any special needs of students
3. Staff/Chaperones are expected to adhere to District policies regarding non-use of alcohol and other drug and tobacco products.
4. Chaperones are to be introduced to their assigned students and to the bus driver.
5. Staff/Chaperones are to be instructed to watch carefully for student valuables and to check the buses thoroughly (whenever the students disembark) so as to avoid leaving behind students' personal belongings.
6. Taking a head count at important times of the trip (such as moving from place to place) as well as prior to any bus departures is critical.
7. Staff/Chaperones are to seat themselves in the bus/conveyance so they can properly observe and assist in supervision of student behavior while traveling.
8. At the conclusion of the trip, it might be desirable for the teacher and the chaperones to "recap" the trip and note any happenings necessary for later review and planning.

Student Responsibilities on Field Trips

The following considerations should be discussed with students (where they apply) as part of the prior planning for a field trip:

1. Parents or other adults who have consented to be chaperones are giving freely of their time. They are expected to carry out the instructions and responsibilities delegated to them by the teacher. As such, students should respect and follow the directions of the chaperone.
2. When it is necessary for chaperones to read a roll call of the students assigned to a given bus, students should remain quiet during this time and answer appropriately for a check off of those in attendance.
3. Once students are assigned to a particular bus, they are to remain on that bus once they have boarded it for travel, and are not to change buses for the return trip unless so instructed by the teacher in charge (through the chaperones).
4. Students should follow the Classroom Code of Conduct on all field trips. All other school rules and behavior policies and procedures are to be followed. All district policies related to alcohol, drugs, harassment, weapons, threats, and assault are in effect on field trips. Behaviors that require suspension or expulsion receive the same consequences on a field trip as received in the school building.
5. The following “general bus conduct” guidelines are necessary:
 - Students should not leave the bus at any time without permission from the chaperone in charge.
 - Students should not extend or throw anything out of the windows.
 - Students should always remain in their seats while the bus is in transit and also upon arrival, until the teacher or chaperone gives further instructions.
 - Students may bring food or liquid refreshments on the trip only if agreed upon ahead of time with the teacher and the bus company.
 - Students should conduct themselves appropriately during the bus trip.
6. Students are responsible for all items that they bring on the field trip. This includes any necessary equipment for the field trip and all personal wearing apparel and valuables.
7. If, due to the nature of the field trip, individual students desire to return home by other means of transportation, or with their parents, they must bring a written request from the parent or guardian to the principal, before the date of the field trip. Exceptions may be granted if the parent signs a request at the point of pickup assuming responsibility for the return trip. The practice should be on an “exception” basis only.

THS Nature Center Field Trip

Thomaston High School Protocol

- Fill out and submit the “Nature Center Google Form” located on the District website.
- Bring folder with Site plan and class list.
- Bring office Walkie-Talkie from your school and switch the channel to 1.

Center School Protocol

1. Fill out and submit the “Nature Center Google Form” located on the District website.
2. Bring folder with Site plan and class list.
3. Bring office Walkie-Talkie from your school and switch the channel to 1.
4. Follow all local field trip protocols.

Black Rock School Protocol

1. Fill out and submit the “Nature Center Google Form” located on the District website.
2. Bring folder with Site plan and class list.
3. Bring office Walkie-Talkie from your school and switch the channel to 1.
4. Bring a nurse First Aid kit.

Flag

Each room should have an American flag, which should be displayed at all times. The pledge to the flag will be part of the homeroom activities each day and initiated by the office. Though we cannot

force students to stand and recite the Pledge of Allegiance, all students are required to remain silent and respectful throughout this customary practice. Please respect the rights of all religious groups.

Lesson Plans

Administration encourages teachers to plan accordingly with the intent to keep students engaged for the entire class period. Students should never be lined up at the classroom door waiting for the dismissal bell to sound. Lesson plans may be requested by the administration at any time.

Parent Communication

Communication with parents is the most powerful tool that we have as educators. By calling or emailing parents to discuss both student problems and success stories, we enhance understanding, eliminate serious problems from developing, and create a positive

link with the community. Documented discussions focusing on homework, attitude and class participation, as well as teacher suggestions for academic improvement creates a situation where the parent is an active participant of the school team.

While it is strongly encouraged to maintain frequent contact with parents to make both positive and negative reports, it is absolutely essential that parents are contacted when their child is not performing or becomes a chronic behavior issue in your classroom. Office referrals may not be processed unless parents have been contacted (except in the case of zero-tolerance behaviors).

Teachers are expected to maintain their PowerSchool gradebook on a weekly basis.

Parent-Teacher Conferences

Be prepared. Try to document your comments. Keep communication lines open; don't wait for a conference if you have concerns. The dates for Parent/Teacher conferences for the year are November 5th-6th 2025 and April 1st-2nd, 2026.

Our district Five Year Plan enhances the role of the student in the conference process. It's critical that the student be a part of the conversation. Students will be asked to complete a self-assessment prior to the parent conference.

PPT preparation

It is important that Special Education teachers are provided the appropriate reports on their students when requested. Special Education teachers cannot do their job unless they receive appropriate feedback. Please complete the data sheets within the time frame given for the PPT. Any case manager will notify administration of PPT and 504 on sheets for week ahead.

Students with IEPs/504

All students assigned to a classroom teacher are that teacher's responsibility. Class lists provided at the start of the school year will indicate which students have IEPs or 504 plans. ***It is the legal responsibility of the classroom teacher to review the IEP or 504 plan and ensure its implementation.*** IEPs & 504s available on Power School and they can be accessed in PowerSchool at the beginning of the school year and then anytime there is a meeting on the child.

If a student has an IEP, he or she will be assigned a special education teacher. The classroom teacher will work with the special education teacher to fulfill the educational requirements of the student. When a student is scheduled for a PPT, the classroom teacher is responsible for attending the PPT to present a report on the student's progress. In the event that the teacher cannot attend the PPT, a written report will be submitted instead.

For fifth and sixth grade teachers, one teacher from the team will be required to attend the PPT and will report on behalf of the team. The attendance will be done on a rotational basis unless there is a specific need or request for a particular teacher to attend.

Substitute Teachers Plans

Teachers must have specific plans available for the substitute so there will be continuity in the students' program and no wasted time. At all times "Emergency Plans" covering a three-day period shall be left in each teacher's desk or with Team Leaders. The plans must be in place within the first ten days of school. Team Leaders are responsible for ensuring that their team members have emergency 3-day plans in place and to know their whereabouts. Plans must be complete, specific, and easy to follow.

Plans must be available for the substitute. In the event a team leader is absent, the administration will be alerted ahead of time as to the whereabouts of plans. These plans must be accessible. Teachers may also email their plans to the team leaders for distribution to the substitute.

In order to provide a smooth transition for substitution, please label all books to be used for your classes. Please report any problems or concerns with substitute teachers to the Main Office in writing.

Supervision

It is imperative that teachers are where the students are at all times. During passing period, teachers should be supervising the hallways or escorting classes. During class time teachers should be in the classroom. Photocopying should not be done during instructional time.

Year-End

Before the end of the school year, teachers are expected to complete the Year End Form noting any repairs that need to be made in their areas of instruction.

Thomaston High School

Before leaving for the summer, teachers are required to have grade verification sheets into guidance. When Karen has signed off on them, the pink slip is to be submitted to Karen Keith along with the year-end sign out sheet. Missing textbook information must be submitted to Karen as well. All teaching materials are to be put away in order for a thorough cleaning to be done.

Non-Certified Staff Expectations

Duty Assignments

Non-certified staff may be assigned duties throughout the day to help ensure the safety and community atmosphere at Thomaston High School. Such duties could include, but not limited to, hall duty, lunch duty, or office help.

Expectations

You are an integral part of our school community. The guidance and compassion you show our students on a daily basis is much appreciated. By giving our students the extra attention that so many of them need is what makes us reach for excellence on a daily basis.

We ask that you be flexible. When situations arise, your assignment or schedule may be altered. This is done with thoughtful consideration and with the least amount of disruption as possible. We know everyone is a team player and we appreciate your flexibility.

It is expected that non-certified staff are where they are assigned to be at all times. Whether this is classroom time or a duty, all non-certified staff should report to their designated place for that period.

Appendix A: Title I Funding

Dear Parents,

Thomaston Public Schools receives Title I funding and, therefore, is required by the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act, Pub. Law No. 114- 95 to provide you with the following notifications:

1. Parent and family engagement - Policies [6172.4](#) and [6172.41](#) (per ESEA Section III 6(a)(2) and Section II 16(6)(I))
2. Teacher and paraprofessional qualifications - Policies [4222.1](#) and [4111/4211](#), (per ESEA Section III 2(c)(I)(A) and Section II 12(e)(I)(B)(ii))
3. Program for Limited English Proficient Student – Policy [6141.311](#)

If you have any questions related to Title I funding or services, please contact me at jirazabal@thomastonschools.org.

Sincerely,

Pamela Nascimento

Director of Curriculum, Instruction and Student Assessment Thomaston Public Schools

Appendix B: Field Trip Application

Thomaston Public Schools Application for Field Trip

Must be submitted to Principal 3 weeks in advance for in-state field trips; 3 months for out-of-state field trips.

1. Teacher _____
2. Date of Trip _____
3. Class/Subject _____ Grade _____ Section _____
4. # of Pupils in Class _____ Total Pupils going on Trip _____
5. Time Leaving _____ Time Returning _____
6. Where do you wish to go? State all places, if more than one, and about what time you wish to be at each place.

7. Method of transportation* _____

Costs:	<i>Budget</i>			
a)	Transportation	Yes	No	Amount _____
b)	Registration, Fees	Yes	No	Amount _____
	<i>Student</i>			
a)	Transportation	Yes	No	Amount _____
b)	Registration, Fees	Yes	No	Amount _____
8. Why do you wish to take this excursion?

9. How will you prepare?

10. Follow-up to be made

11. Conflict with other classes, including yours

12. I will notify the head cook regarding the number of students going. Yes _____
13. I will notify the nurse regarding emergency cards. Yes _____
14. I will provide the office with an accurate attendance at time of departure. Yes _____
15. I will provide office with a cell phone number (if available) for emergency purposes. Yes _____
16. I will provide the main office and staff (via mailboxes) with a list of students who will be attending the field trip. Yes _____
17. I will provide the main office a leave request form. Yes _____

Teacher's Signature

Date

Principal's Signature

Date

Superintendent's Signature (Only Required When Out Of State)

**If the method of transportation requires a bus, please complete a requisition including cost, date of trip, and destination.*

Cc: Nurse, Cafeteria

Appendix C: *Field Trip Letter*

[Insert Date]

Dear Parents/Guardians,

The **[Insert grade]** grade class will be going on a field trip on **[insert date]** to **[insert destination]** in **[insert town and state]**. It is in conjunction with our **[insert grade]** grade **[insert subject]** curriculum. **[Students need to bring a bagged lunch for this field trip because we will be out of the building during the lunch hour. No glass bottles or gum, please].** We will return to school by **[insert time]**.

The cost of this field trip is **[insert \$]**. This is non-refundable. If your child is sick or is not able to attend for disciplinary reasons, we may be unable to give a refund. All permission slips and costs are due by **[insert date]**. We must strictly adhere to this deadline. Checks should be made payable to **[insert school]**. In the memo line, write "Class of **[insert year of graduation]**". If you have any concerns with the cost of the trip, please contact **[insert administrator]** as soon as possible.
All matters discussed will be

confidential. Sincerely,

The **[insert grade]** Grade Team

Please sign and return with your check.

.....

____Yes, I grant my child, _____permission to go on the field trip to **[insert destination]** in **[insert town and state]** to participate in **[insert subject]** curriculum activities. I understand that he/she will be riding buses and we will be returning by **[insert time of day]**.

____No, I do not grant permission for my child to attend. I understand an alternative activity will be provided by the teachers for the day.

Student Name

Parent Signature

Date

THOMASTON HIGH SCHOOL

STUDENT FIELD TRIP PERMISSION FORM

The _____ field trip will take place on _____. The bus will leave Thomaston High School at _____ and will return at approximately _____. The cost of the trip is _____, including all admission fees and roundtrip bus transportation. Student's need/do not need to bring lunch. Student dress codes and behavioral policies will be enforced.

----- Cut and Return Bottom Portion -----

PUPIL FIELD TRIP PERMISSION FORM

_____ has my permission to attend the
(Please Print Students Name)

_____ to _____ on _____.

It is my understanding that all expenses and liabilities including accidents and illness in connection with the trip are not the responsibility of the Thomaston Public School System. However, if emergency medical care is necessary, you have my permission to render such care according to the judgment of the trip's head chaperone(s) and in accordance with the emergency medical information I have filed for my child with the school nurse.

Parent Name (Please Print)

Parent Signature

Date: _____

Parent contact number

Emergency contacts:

Name _____ Relationship _____ Phone _____

Name _____ Relationship _____ Phone _____

I agree that while participating in this school-sponsored field trip, I will conduct myself in a manner acceptable to the standards of and in accordance with the policies of Thomaston High School. I understand that failure to conduct myself in such a manner will result in consequences set forth in the student handbook and possible loss of future student privileges.

Student Signature

Date: _____

Appendix D: Field Trip Check List

Field Trip Checklist

Field	Trip	to:
Date	of	Trip:
Teacher	in	Charge:

*****Keep copies of all forms turned in for your records! *****

- _____ Application for Fundraising (to principal then superintendent)
- _____ Application for permission completed (to principal)
- _____ Google Calendar
- _____ Invoice from destination received
- _____ General requisition form for destination sent to Central Office with invoice from destination
- _____ Bus request sent/faxed to Bus Company
- _____ General requisition form for Bus Company sent to Central Office with bus company request/invoice
- _____ Nurse Training
- _____ Send home permission slips
- _____ Give teachers envelopes with student name to collect permission slips and money
- _____ Collect all permission slips and money
- _____ Give all monies to office to be deposited into grade account
- _____ Make and distribute class lists for all teachers/chaperones to bring
- _____ Tell cafeteria of trip if lunch is not being served
- _____ Tell specialist if not in special that day
- _____ PTA funds request (optional)

Appendix E: Lost Book Form

Date: _____

Dear Parent:

Your child, _____ owes
for the following property. If you write a check, it
should be made payable to the School".

<u>Text Book(s) - Title(s)</u>	<u>Book#</u>	<u>Lost or</u> <u>Damage</u>
--------------------------------	--------------	---------------------------------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Library Books or Other:

Appendix F: Medical Administration Training Manual

Medication Administration

Training Manual For Non-Licensed School Personnel



Wash hands or use hand sanitizer when preparing or administering medications.



Six Rights of Medication Administration

1. Right Student

Always have two (2) ways of identifying the student when administering medications.

Right Medication

2. Verify that the name of the medication on the label on the medication container matches the information on the Medication Administration Log

3. Right Dose

Read the label on the medication container and compare it to the information on the Medication Log. Be sure to note the dose of the medication to be given.

4. Right Route

Read the label on the medication container and compare it to the information on the Medication Log. Be sure this information matches.

5. Right Time

Follow the instructions on the Medication Log. Compare with the instructions on the medication container label. Follow school district policy for the time frame acceptable to give the medication (Example: 30 minutes before or 30 minutes after the scheduled time.)

6. Right Documentation

Each medication given must be documented when it is given. (Remember- If a medication has been given but not documented, there is the potential of overdosing.)

Always Check the Medication:

- When removing the medication from storage (drawer/shelf)
- When removing the medication from the container/package
- When returning the medication container to storage (drawer/shelf)



Oral Medication Administration



- Follow the Six Rights of Medication Administration; Right student, Right medication, Right dose, Right time, Right route and Right documentation.
- Pour medication into the bottle lid and then into the disposable medicine cup.
- Provide the student with 4 to 6 ounces of water or other liquid that allows for easy swallowing.
- Verify the student has swallowed the medication.
- Document on the medication administration record (medication log) that you have administered the medication.
- Replace the medication in locked storage area.
- Observe the student for any medication reaction as appropriate.

Liquid Medication Administration

- Follow the Six Rights of Medication Administration; Right student, Right medication, Right dose, Right time, Right route and Right documentation.
- Have the container at eye level when measuring.
- Holding the bottle so that the label is in the palm of the hand, pour the liquid into a plastic marked cup. Pay attention to the markings on the container to make sure the dose is accurate.
- Verify the student has swallowed the medication.
- Document on the medication administration record (medication log) that you have administered the medication.
Replace the medication in a locked storage area.
Observe the student for any medication reaction as appropriate.

****There may be other types of medication you may need to administer to your students while on a field trip. If so, these will be discussed by your school nurse prior to the trip.**
Asthma Symptoms/Inhaler Information.

Symptoms of asthma include coughing, tightness in chest, shortness of breath wheezing, pale or blue lips, anxiety. Asthma can be a life threatening situation and student should use inhaler as prescribed.

Instructions on inhaler use.

1. Ensure you have the correct student and correct inhaler for that student.
2. Shake inhaler a few times.
3. Have student exhale - bring inhaler to mouth and depress container (as the inhaler is depressed have student inhale deeply into lungs)
4. Have student hold breath for a few seconds.
5. Repeat procedure for 2nd puff of inhaler.
6. Have student rinse mouth or have a drink of fluid.
7. Monitor student response.

If student is still in distress. Call 911.

***I have read and understand the following signs/symptoms of an asthma event and understand the use of the inhaler.

Name:_____ Date:_____

FOOD/ANAPHYLACTIC ALLERGY INFORMATION

- A food allergy is an immune system response to a food that the body mistakenly believes is harmful.
- Even trace amounts of an allergen can trigger an allergic reaction in some individuals.
- Past reactions to a food allergy do not necessarily predict future reactions. Someone can have a life-threatening reaction to a food they are allergic to, even if they have never had a serious reaction before.
- Symptoms can develop rapidly after exposure to an allergen. Symptoms may be exacerbated with those who also have Asthma.
- Anaphylaxis is a serious allergic reaction that usually comes on quickly and has the potential to become life-threatening. Anaphylaxis requires immediate medical treatment, including injection of Epinephrine (such as an EpiPen, or Auvi-Q auto-injectors), and a trip to the ER.
- Some symptoms of anaphylaxis may include:

Itching, swelling of lips and/or tongue
Itchiness, hoarseness, tightness, and
even closing of throat Hives, redness,
swelling, itchiness of skin
Shortness of breath,
cough, wheeze Vomiting,
cramps, diarrhea
Dizziness, weakness, loss of consciousness

Only a few symptoms may be present, but the severity of 'symptoms can change quickly, and some of these symptoms may be life-threatening. Those with Asthma, along with an anaphylactic allergy, are at a higher risk for a more severe reaction.

- It is important to be deliberate and not hesitate when you need to use an EpiPen. The device is potentially life-saving. A call to 911 and a trip to the ER should always follow EpiPen or Auvi-Q administration.
- Please see your school nurse for specific Information, including a Care Plan and EpiPen training, for those students with severe, anaphylactic allergies (including, but not limited to: food, bees, latex, etc.)
- Teachers should make Specialists, paraprofessionals, and others working closely with those students that have life-threatening allergies, aware of their allergy. Although food should never be used as an incentive, **always** check with the student's teacher, the school nurse, and the student him/herself, before handing out a treat. Encourage students to not share food with others. A 'no-food' policy should be enforced on school buses

EPI-PEN/AUVI Q Information Post Test

True/False

- _____ 1. Epinephrine is the treatment of choice for severe allergic reactions.
- _____ 2. It is OK to keep the epi-pen/AuviQ in your car all the time.
- _____ 3. There is only one strength of epinephrine.
- _____ 4. The Epi-pen AuviQ should be administered in the large, outer Thigh muscle.
- _____ 5. Call 911 when administering any emergency medication including Epi-pen/ AuviQ.
- _____ 6. Discard the EPI-Pen/AuviQ in trash after use.
- _____ 7. If I accidentally stick myself with the Epi-pen/AuviQ, I do not need to take any action.
- _____ 8. Student may die if they have an allergic reaction and do not receive epinephrine.
- _____ 9. Always stay with the student to whom the epinephrine was administered.

Potential symptoms of a Severe Allergic Reaction:

Difficulty swallowing, difficulty breathing, cough, vomit, hives all over body, mouth/tongue tingling, swollen face, pale/blue skin, swelling of arms/legs.

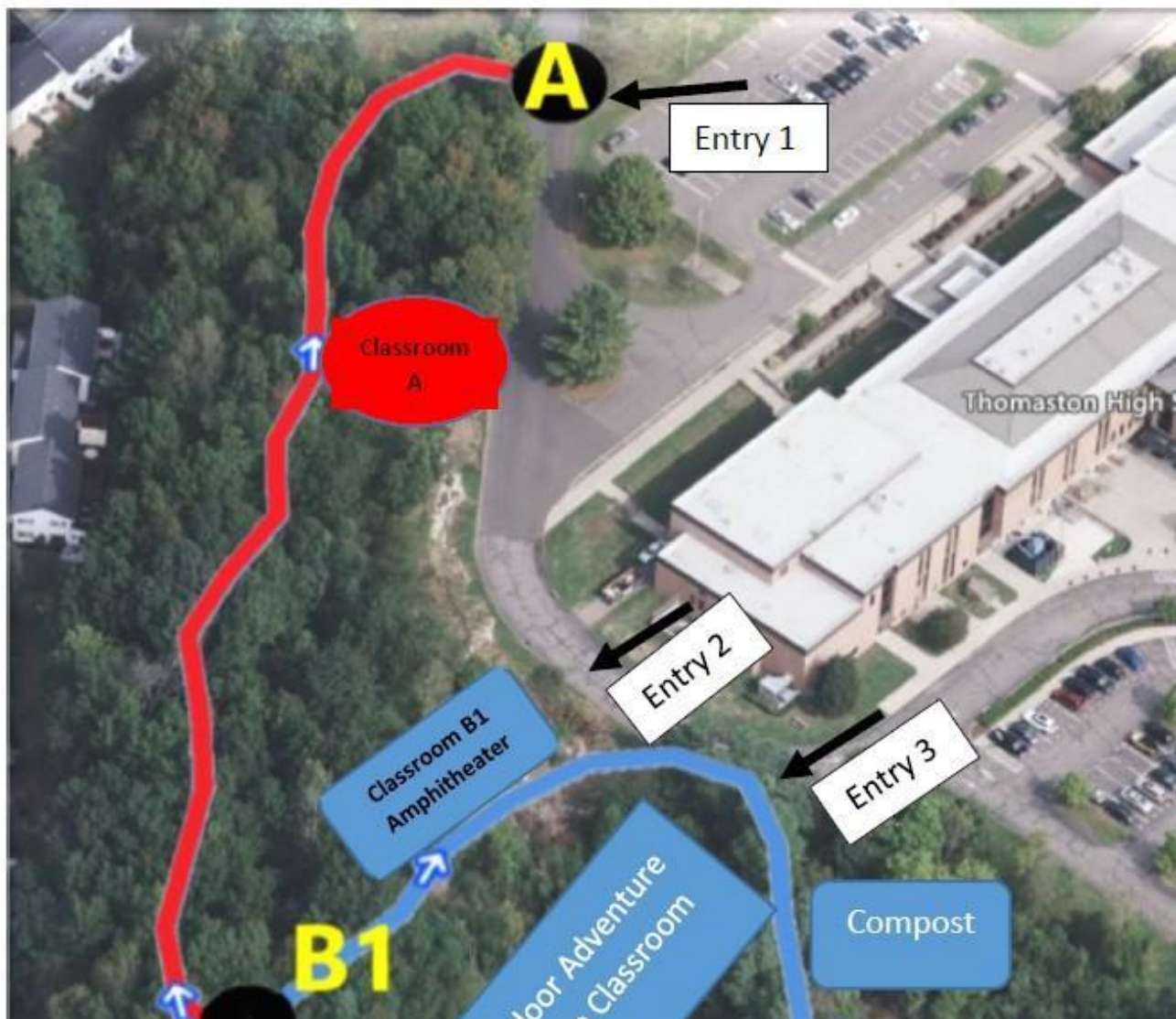
Dosages that schools use are Epinephrine 0.3mg and 0.15mg. The dosage is dependent on student weight.

I have read and understand the information listed above.

Name: _____ Date: _____

Appendix H: Nature Center Protocols

Nature Center Safety Protocols



Nature Center Fire Evacuation Protocol for THS

- When the alarm sounds, move to meeting stations outlined in the

THS Emergency Management Protocols

Nature Center Fire Evacuation Protocol for TCS, BRS

- When the alarm sounds, move to the nearest trail entry point and take attendance. Administration will check-in with the teacher to make sure all students are accounted for.

Shelter in Place for THS, TCS, BRS Outdoor Threat

- Code is given by any school building Administrative/Management Personnel over handheld radio
- Move all students to the THS building via the main entrance (door # 1)
- Move students to the Auditorium.
- Do not allow anyone to leave shelter until "all clear" is given

Shelter in Place for THS, TCS, BRS Indoor Event at THS

- Code is given by any school building Administrative/Management Personnel over handheld radio
- Activity can continue as normal in the nature center

Lockdown for THS, TCS, BRS

- Lockdown signal is given by any school building Management Personnel over handheld radio
- All activities in the nature center cease
- Have students move into a crouching position and remain quiet.
- Take attendance and record present, missing and extra students/staff that may be with you and await further instructions on handheld radio. *Lower the volume on the handheld radio.*
- Activities may resume once lockdown has ended.

All staff members must immediately report to THS main office, on handheld radio, any observed threat or emergency while in the THS Nature Center.

Nature Center Dangerous Animal Encounter/Attack

Do not willingly interact with animals. Move students away from all animals. If there is a sighting of a wild animal, report it to the main office, using your handheld radio, and return to the building.