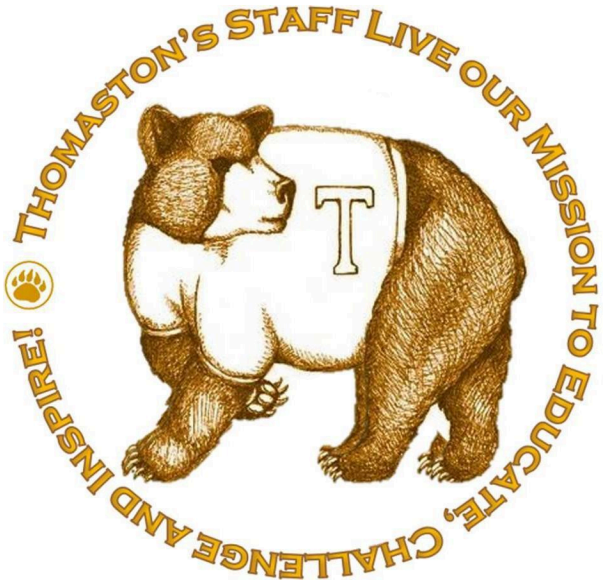
Thomaston Public Schools

Parent-Student Handbook

2026 - 2027



Thomaston Board of Education/Central Office
185 Branch Road, Thomaston, CT 06787
Tel: 860-283-3053/Fax: 860-283-3096

Black Rock School
57 Branch Road, Thomaston, CT 06787
Tel: 860-283-3040/Fax: 860-283-3043

Thomaston Center School
1 Thomas Avenue, Thomaston, CT 06787
Tel: 860-283-3036/Fax: 860-283-3048

Thomaston High School
185 Branch Road, Thomaston, CT 06787
Tel: 860-283-3030/Fax 860-283-3034

Educate Challenge Inspire

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PREFACE

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may, therefore, be superseded by such Board policy, administrative regulation or negotiated agreement. Any information contained in this handbook is subject to unilateral revision or elimination from time-to-time without notice. Consult the district's website or the individual school's website for any significant changes

This handbook is written for our students and their parents/guardians. It contains required and useful information. Because it cannot be as personal a communication as we would like, we address students not directly as "you" but rather as "the student", "students", or "children".
Likewise, the term "the student's parent" may refer to the parent, legal guardian, or other person who has agreed to assume responsibility for the student. Both students and parents need to be familiar with the District's Student Code of Conduct, which is intended to promote school safety and an atmosphere conducive for learning.

The Student Handbook is designed to be in harmony with Board Policy. Please be aware that the handbook is updated yearly, while policy and revision may occur throughout the year. **Changes in policy that affect portions of this Handbook will be made available to students and parents through Board of Education agendas and Parent Square updates.**

District Information

Mission Statement

In a partnership of family, school and community, the mission of Thomaston Public Schools is to educate, challenge and inspire each individual to excel and become a contributing member of society.

Core Beliefs of Thomaston Public Schools

Mindset - Thomaston is a collaborative community of active learners.
Systems - Thomaston has systems that ensure active and personalized learning for all.
Resources- Thomaston strategically employs resources to ensure active and personalized learning for all.

Thomaston Public Schools actualizes these beliefs through our District Improvement Plan. This plan delineates specific district goals and annual action steps that reflect our commitment to these beliefs and to the continuous improvement of teaching and learning across our schools. More information on the District Improvement Plan can be found by visiting our district website at thomastonschools.org.

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 26: 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, 2025 /Revised May 11, 2026

Board of Education 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 Board[5]

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.

[3] Thomaston Board of Education Policy 9010.
[4] Thomaston Board of Education Policy 9005.
[5] Thomaston Board of Education Policy 9000.

Board Duties[6]

The Board of Education's basic duties shall include:

1. Employ an able and qualified Superintendent of Schools.
2. Adopt policies to govern the operation of the school system.
3. Adopt an annual budget.
4. Communicate the educational program to the people of the community.
5. Keep abreast of future educational needs of the town as well as the present.
6. Take such specific actions as are required by law.

Board-Community Relations[7]

The Board of Education recognizes that the community, defined broadly as the state and specifically as the area served by the school system, determines the quality of local education. It is imperative that members of the community and the school personnel cooperate in planning, developing policy, implementing programs and evaluating results.

School-community relations are not merely reporting and interpreting. Rather, they are part of a public enterprise in which community members and school personnel play their respective roles in the best interests of the school district.

The Board of Education establishes the following goals for the community relations program:

1. To increase public understanding of the school system.
2. To increase community confidence and interest in the school system.
3. To promote effective dissemination of information concerning school activities.
4. To solicit community opinions about the school system.
5. To encourage the sharing of resources among civic and community organizations for the benefit of the school system.

[6] Thomaston Board of Education Policy 9000.

[7] Thomaston Board of Education Policy 1000.

Public Participation at Board of Education Meetings[8]

Purpose

The Thomaston Board of Education ("The Board") affirms that public participation is a vital component of a free society and values the opportunity to hear from members of the community. This policy is intended to encourage robust public expression, enhance transparency, and ensure that Board meetings are conducted in an orderly, lawful, and efficient manner consistent with constitutional principles and applicable law.

Nature of the Public Comment Period

When the Board provides an opportunity for public comment, it does so as a designated public forum.

Accordingly the Board may enforce reasonable, content-neutral time, place, and manner regulations to ensure the orderly conduct of meetings.

Public Participation Guidelines

Eligibility:

1. Any member of the public may address the Board during designated public comment periods on matters related to the operation, policies, programs, or actions of the Thomaston Public Schools. Each speaker must state his/her name and address.

Time Limits:

2. Individual speakers shall be limited to five (5) minutes, unless modified by the Chairperson to ensure fairness, efficiency, or to accommodate significant public interest. A speaker will not be recognized for a second time unless time remains after all have been heard.

Order and Decorum:

3. Speakers shall conduct themselves in a manner that does not materially disrupt the orderly conduct of the meeting. The Chairperson may interrupt or terminate public participation that materially disrupts the meeting, threatens safety, or prevents the orderly conduct of Board business.

Viewpoint Neutrality and Statement Liability:

4. Speech shall not be restricted because it is critical, controversial, unpopular, or directed at the Board, its policies, or its decisions. Speakers remain legally responsible for their own statements. Nothing in this policy shall be construed as prior restraint or as a determination by the Board regarding the legality of any comment.

Privacy, Confidentiality, and Due Process

1. **Students and Personnel**

Comments that involve identifiable students or confidential personnel matters may be redirected to appropriate administrative channels in order to protect privacy rights, due process, and legal obligations, including but not limited to FERPA and collective

bargaining agreements.

2. Neutral Application

This provision shall be applied without regard to the viewpoint or substance of the comment, and solely for the purpose of protecting legally recognized interests.

Limited Board Response

1. Chair-Only Response

The Board Chairperson may, at their discretion, provide a brief and limited response following public comment.

2. Permitted Scope of Response

Any response shall be limited to one or more of the following purposes:

- Acknowledging the speaker's comments.
- Clarifying Board policy or procedure.
- Correcting clear factual inaccuracies related to publicly available information.
- Explaining the appropriate process for addressing a concern.
- Indicating that a matter may be considered for inclusion on a future agenda.

3. Informational Nature

Responses are informational only and shall not constitute debate, deliberation, or Board action.

4. No Dialogue

Public participation shall not be used as a forum for dialogue. Speakers shall not engage in rebuttal or follow-up during the public comment period.

5. Discretion Not to Respond

The Board Chairperson is not required to respond to every comment at the meeting. The absence of a response shall not be construed as agreement or disagreement.

Alternative Channels for Expression

Nothing in this policy limits the public's ability to:

- Submit written comments to the Board.
- Address concerns through administrative procedures.
- Otherwise petition the Board through any other lawful channels

1120(c)

Statement of Commitment

The Thomaston Board of Education affirms its commitment to free expression, transparency, and accountability, and seeks to ensure that public participation is meaningful, respectful, and consistent with constitutional governance.

[8] Thomaston Board of Education Policy 1120.

Regular Meetings of the Board of Education

Regular Meetings of the Board Regular meetings of the Board shall be held on the second Monday of each month unless otherwise posted by the Board. [9]

Nondiscrimination Statement

Thomaston Public Schools does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Thomaston Public Schools is committed to a policy of equal opportunity/affirmative action for all qualified persons and equal access to groups. Inquiries regarding Thomaston Public Schools' nondiscrimination policies and practices should be directed to Andrea Peters, Director of Pupil Services, Thomaston Public Schools, 57 Branch Road, Thomaston, CT. Telephone: 860-283-3050 or apeters@thomastonschools.org

[9] Thomaston Board of Education Policy 9321

2026-2027 Important School Information

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

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/ParentSquare.

If conditions require an unplanned school closure, early dismissal, delayed opening, or cancellation of afterschool activities, parents will be notified by email, text message and telephone call via the PowerSchool messaging system. Messages about a school cancellation or delayed opening will be sent by 5:45A.M. on the day affected; messages about an early dismissal or the cancellation of afterschool activities will be sent by 11:00A.M. on the day affected. It is imperative that parents keep all contact information current in PowerSchool; this includes the contact information for emergency contacts. Updating parent and emergency contacts can be done online through the PowerSchool Parent Portal, via a signed note to the Main Office of the applicable school(s), or via a google form.

Notification of school closings, delays and early dismissals will be made by our automated notification system via phone, text and email. It is the responsibility of the parent/guardian to keep each school up to date on phone numbers and email addresses where you can be reached in an emergency. 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)

School Day Hours

School	Regular Day	Early Dismissal	Delayed Opening
Black Rock School (Preschool Half Day Program)	***Morning Session:*** Start 8:20 a.m. Dismissal: 11:00 a.m.	***Morning Session:*** Start 8:20 a.m. Dismissal: 11:00 a.m.	***Morning Session:*** NO CLASS
	Afternoon Session: Start: 12:15 p.m. Dismissal: 2:55 p.m.	***Afternoon Session:*** NO CLASS	***Afternoon Session:*** Start: 12:15 p.m. Dismissal: 2:55 p.m.
Black Rock School (Preschool Full Day Program)	Start: 8:20 a.m. Dismissal: 3:15 p.m.	Start: 8:20 a.m. Dismissal: 12:20 p.m.	**2 Hour Delay** Start: 10:20 a.m. Dismissal: 3:20 p.m. **3 Hour Delay** Start: 11:20 a.m. Dismissal: 3:20 p.m.
Black Rock School (Kindergarten – Grade 3)	Start: 8:15 a.m. Dismissal: 3:10 p.m.	Start: 8:15 a.m. Dismissal: 12:40 p.m.	**2 Hour Delay** Start: 10:15 a.m. Dismissal: 3:10 p.m. **3 Hour Delay** Start: 11:15 a.m. Dismissal: 3:10 p.m.
Thomaston Center School (Grades 4 – 6)	Start: 8:10 a.m. Dismissal: 3:05 p.m.	Start: 8:10 a.m. Dismissal: 12:10 p.m.	**2 Hour Delay** Start: 10:10 a.m. Dismissal: 3:05 p.m. **3 Hour Delay** Start: 11:10 a.m. Dismissal: 3:10 p.m.
Thomaston High School (Grades 7 - 12)	Start: 7:25 a.m. Dismissal: 2:20 p.m.	Start: 7:25 a.m. Dismissal: 11:25 a.m.	**2 Hour Delay** Start: 9:25 a.m. Dismissal: 2:20 p.m. **3 Hour Delay** Start: 10:25 a.m. Dismissal: 2:20 p.m.

Academic Information

Assessments (Thomaston High School Only)

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. All parents must be notified by teachers 24 hours in advance if a student is to be placed on Academic Probation. The student will remain on Academic Probation until the assessment has been completed to a satisfactory standard (70% or above). Should the student fail to complete the assessment to a satisfactory standard by the end of the academic quarter, the student shall lose academic credit for the course.

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.

Quarterly Expectations

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

Yearly Assessments

- Students in grades 7 and 8 participate in the state mandated Smarter Balanced Assessment (SBA)
- STAR testing will be administered twice a year for grades 7-12.
- The PSAT will be administered in grades 9-11 to determine college readiness in Reading, Writing, and Mathematics
- Students in grades 8 & 10 will be administered the CT Physical Fitness Assessment
- Students in grade 11 (across the state) will be administered the SAT
- Students in grades 8 & 11 will be administered the Next Generation Science Standards (NGSS) Assessment
- In other content areas and in all subjects for grade 12 students, projects and performance-based assessments will be used to determine overall proficiency.

Formal testing through norm-referenced test and criterion referenced tests for Thomaston students are two ways Thomaston Schools can evaluate the success of instruction. We give these tests to assess student achievement in light of state and national performance and to evaluate the areas where curricula need to be

strengthened. Each school year, we will publish the specific dates that testing is to occur. Parents will be provided with results of these tests. Please feel free to contact your child's teacher and/or the school counselor to discuss the results of these assessments.

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

Class Participation

Student participation includes being present, prepared, on-task, respectful, and contributing to the learning community. Students need to be actively engaged in learning. Class activities are an integral part of the learning process and increase the probability of student achievement. Students should be acknowledged and reinforced for effort and participation.

Class Rank (Thomaston High School Only)

Rank in class is computed by using a weighted mark point averaging formula. It is to your advantage to take courses with the lower number curriculum levels in order to achieve the highest rank in class.

The valedictorian and salutatorian will be calculated based on seven semesters (freshman, sophomore, junior and the first semester of senior year) of course work.

Course Changes and Withdrawal (Thomaston High School Only)

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, counselor, and administrator are required on the form. The student will deliver a drop/add slip to the respective teachers for their signatures. 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 Failing). *School Principal has the final determination whether or not a course withdrawal is permitted behind the add/drop period. The School Principal will collaborate with the school counselor, teacher, parent, and student to determine eligibility for withdrawal request.*

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 their grading systems to students at the onset of the course. This will be communicated to parents/students via course syllabus.

Grades of students are available online through PowerSchool, our student information system. The link to PowerSchool is located on each school's webpage. Access to PowerSchool requires a parent username and password. If you need more information, please contact the school counseling secretary and/or the school counselor.

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 faculty 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. ****

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 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

Incomplete Grade Protocol

- At the end of a marking period, should there be any outstanding assessments, students 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

Grade Retention Policy (Thomaston High School Only)

High school students earn credits toward graduation for each course they successfully complete (with the exception of loss of credit). 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 level unless they are passing at least four of the five core academic classes. Should a student fail one core course, summer school is not required but highly recommended. Should a student fail two or three core classes, students must attend summer school and pass two courses to move onto the next grade. Should a student fail four or more classes, they will not be promoted to the next grade, but summer school is recommended to work on skills.

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

Course	***Credit***
English	4 credits
Social Studies *US History (1 credit) required* *Civics (.5) required*	3.5 credits
Fine Arts *Art or Music*	1 credit
Humanities *Art, Music, Psychology, Language Arts, Social Studies*	1 credit
Mathematics *Algebra I, Algebra II, Statistics, and Geometry required*	4 credits
Science *Biology, Chemistry, and Physics required*	3 credits
STEM *Pre-Calc, Calc., Robotics, UConn Physics, STEM Lab, Digital Arts, Digital Media, CAD, Desktop Publishing*	1 credit
Physical Education	1 credit
Health	1 credit
Introduction to Information Technology	.5 credit
Personal Finance	.5 credit
Career and Technical Education *Foods, Culinary Arts, Child Development, Manufacturing, Construction, CAD, Woodworking, Small Engine Repair, Certified Nurse's Aide, Digital Arts, Media, and Desktop Publishing*	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

Instruction

Graduation Requirements

Graduation from our public school implies (1) that students have satisfactorily completed the prescribed courses of study for the grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits, and (4) students graduating in 2027 and beyond have completed a Free Application for Federal Student Aid ("FAFSA") or Completed a waiver of completion of the FAFSA and/or financial aid application, as applicable, on a form prescribed by the Commissioner of Education, signed by the student's parent or guardian or signed by the student if the student is eighteen or older. Graduation shall not be held until 180 days and 900 hours of actual school work are completed.

The Board of Education, in establishing a graduation date, may establish for any school year a firm graduation date for students in grade twelve which is no earlier than the one-hundred- eighty-first (181st) day in the Board's adopted school calendar.

The principal shall submit to the Board of Education through the Superintendent his/her detailed requirements and standards to agree with the goals of our district as adopted by the Board of Education. It is expected that the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant graduation according to the terms of paragraph #1 above.

The Board of Education, in recognition of its responsibility for the education of all students in the district, including those who do not successfully complete the assessment criteria listed above, and those who drop out of school, shall make available to all the school district's students a course of study or alternative programming for meeting standards that will enable them to acquire a high school or vocational school diploma.

The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes and did not receive a diploma as a consequence of such service.

The Board of Education shall award a high school diploma to any person who (1) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941 to December 31, 1946, inclusive, (2) did not receive a diploma as a consequence of such work, and (3) has been a resident of the state for at least fifty (50) consecutive years.

The Board of Education may grant students high school credit for successful completion of coursework earned from an accredited institution of higher learning taken either during the school year or summer months.

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.

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

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

Class of 2029 & Beyond 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 3.0 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	***1.0 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	
TOTAL	**25.0 Credits**

The above-listed credits are further defined and described in the Thomaston Public Schools Parent-Student Handbook.

A student shall be excused from the physical education requirement upon presentation of a certificate from a physician or advanced practice registered nurse indicating that participation in physical education is medically contraindicated because of the student's physical condition. The credit for physical education may be fulfilled by an elective.

In addition, beginning with the graduating class of 2023, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven (2017-2018 school year). Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to,

1. allowing students to retake courses in summer school or through an on-line course;
2. allowing students to enroll in a class offered at a constituent unit of the state system of higher education,
3. allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and
4. allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessments.

The Board of Education shall grant a student credit towards meeting high school graduation requirements for completing a world-language course provided by a non-profit organization and passing a subject area proficiency test identified and approved by the Commissioner of Education.

Up to four credits for a private non-profit world language course shall be granted if the student achieves a passing grade on a test prescribed by the Commissioner of Education. In other subject areas, credit shall be granted, based upon successful passage of the subject area proficiency tests prescribed or identified and approved by the Commissioner of Education, regardless of the number of hours spent by the student in a public school classroom learning the subject

matter.

*The Commissioner, per statute, must prescribe or identify and approve the examinations within available appropriations.

The fulfillment of the mandated one credit foreign language requirement, beginning with the class of 2023, can include the successful completion of a world language course in grades six, seven or eight, or an online course successfully completed, or the successful completion of a course offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed by the Commissioner and such credits do not exceed four.

All credits earned toward meeting any of the graduation requirements through the successful completion of online courses must fulfill the requirements established in policy #6172.6, "Virtual/On-line Courses."

The Board shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a students' career and academic choices in grades six to twelve, inclusive. Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the Board of Education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The Board may permit a student to graduate during a period of expulsion if the Board determines the student has satisfactorily completed the necessary credits. The graduation requirements shall apply to any student requiring special education except when the Planning and Placement Team (PPT) determines the requirement not to be appropriate.

A credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned:

1. At an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited,
2. Through on-line coursework or
3. Through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

To maintain full-time student status and remain on track for graduation, all students are required to enroll in a minimum of six (6) credits per academic year. Exceptions to this policy may be considered on a case-by-case basis with prior approval from the administration.

Only courses taken in grades nine through twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy the graduation requirements except that the Board may grant a student credit toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, courses taken in middle school, internships and student designed independent studies, provided such demonstration of mastery is in accordance with such state-wide content standards; toward meeting a specified course requirement upon successful completion in grade seven or eight of a course that corresponds directly to the subject matter of a specified course requirement in grades nine through twelve.

Academic Advancement Program

The Board of Education permits students in grades eleven and twelve to substitute

1. achievement of a passing score on an existing nationally recognized examination, approved by the State Board of Education, or series of examinations approved by the State Board of Education,
2. a cumulative grade point average determined by the State Board of Education and
3. at least three letters of recommendation from school professionals (defined in 10-66dd), for the required high school graduation requirement.

The State Board of Education will issue an Academic Advancement Program Certificate to any student successfully completing such a program. The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a Connecticut public institution of higher education.

The Board of Education shall permit a student to graduate from high school upon the successful completion of the above-described academic advancement program.

Connecticut Seal of Biliteracy

Commencing with the graduating class of 2018, and for each graduating class thereafter, the Board of Education, utilizing criteria established by the State Board of Education, may/shall affix the "Connecticut State Seal of Biliteracy" to a

diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. "Foreign language" means a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe. The Board of Education shall include on such student's transcript a designation that the student received the "Connecticut Seal of Biliteracy."

Award of High School Diplomas

Students who complete all graduation requirements shall receive a diploma at the June commencement. Individuals may also satisfy graduation requirements by satisfactory completions of the following:

1. Successful completion of a summer course or summer courses comparable (as determined by the principal) to the subject(s) in which the student was deficient.
2. Honorable discharge from the United States Armed Forces after a minimum of ninety days of active service during WWII for individuals who withdrew from school to join the Armed Forces and for veterans of the Korean Hostilities and for veterans of the Vietnam Era.
3. Honorable discharge from the United States Armed Forces for individuals who left high school prior to graduation and did not receive a diploma as a consequence of such service.
4. Withdrawal from high school prior to graduation to work on a job that assisted war effort during World War II, December 7, 1941 through December 31. 1946, not receiving a diploma as a consequence of such work and has been a resident of Connecticut for at least fifty (50) consecutive years.

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 instructional goals. Homework is an integral part of instructional programs 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 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 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.
4. Parents should contact the teacher at school with any questions or concerns regarding homework.
5. 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 being studied.

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)

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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.

Learning Commons

Students are encouraged to utilize all materials and services available in the Thomaston Public Schools Media Centers. Every effort will be made to ensure that all students have equal access to the Media Center.

At Thomaston High School the following procedures will be maintained:

1. The Learning Commons is open from 7:25 a.m. until 2:20 p.m. Students may arrange with the Media Specialist for after school hours. Students must obtain a pass from the subject area teacher in order to use the Learning Commons during study hall. Seniors in good academic standing are allowed to check out of study

halls for the Learning Commons without passes. All students are required to sign in upon arriving and sign out when exiting the Learning Commons.

2. Teachers utilizing the Learning Commons must contact the media specialist for usability.
3. All audiovisual materials must be signed out prior to the desired period of time.
4. The Learning Commons is automated with Follett Destiny® library automation software which is utilized to check out books and access websites, eBooks and digital content. Students and parents may also access these materials from home.
5. Students are responsible for books, materials, audiovisual equipment or computer hardware that they have checked out. Students are required to pay replacement cost for any materials lost or damaged. A student's grades, transcript or report card may be withheld until the student's obligation is met.
6. All students must adhere to the Thomaston Public Schools BOE Policy 6141.324 (Bring Your Own Device (BYOD) and Protocol for the Use of Technology in the Schools)
7. There is no charge to students for printing or copying however all materials printed or copied must be school related. Saving, downloading, burning or photocopying materials is subject to the Copyright Law of the United States (Title 17 U.S. Code).
8. Any student violating the rules and regulations of the Thomaston High School Learning Commons are subject to suspension of library privileges and/or other administrative discipline.

Library/Media Center at Thomaston Center School and Black Rock School

At Thomaston Center School and Black Rock Schools, students are also invited to use the books and other materials, including computers, located in the media center. Students are responsible for any material they sign out. Materials must be returned to the librarian (or the assistant) at the circulation desk. Students must pay for any materials they lose or damage. A student's grades, transcript or report card may be withheld until a student's obligation is met.

Guidelines have been established for the use of the Internet. Student violations of the guidelines can result in the termination of access privileges and in disciplinary actions. It is the policy of the Board of Education that all students must sign an acceptable use policy which indicates that a student agrees to use the Internet exclusively for educational purposes. Each contract must also include a signature from the student's parent/guardian.

Marking Periods

The scholastic year is divided into four marking periods of approximately 9 weeks. At the end of each marking period, students' grades will be accessible through the use of viewing their powerschool portal. Students, who owe financial obligations at the end of the year, will not have access to their grades and will be prohibited from participation in all school activities until payment is made.

Mastery Learning

On June 3, 2015, the Connecticut State Department of Education approved Mastery-Based Learning Guidelines.

The following is an excerpt from the CSDE "Guidelines for Implementation" of Mastery-Based Learning. The full document can be found through the following link:
https://portal.ct.gov/sde/services/k-12-education/academics/mastery-based-learning

> "While teachers have always used state content standards in their summative assessments, MBL (Mastery- Based Learning) requires students to demonstrate mastery of the aligned competencies in order to move ahead. MBL pushes schools to create powerful learning experiences for every student regardless of his/her past learning history and allows students to demonstrate mastery through a body of evidence. MBL requires students to meet state identified standards and local competencies that are assessed through multiple and flexible pathways in a learner-centered environment."

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 for all grades except Preschool and Kindergarten which will receive a paper report card each quarter. 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.

Second Semester Request for Changes

(Thomaston High School Only)

Second semester requests for change will be considered and processed during the first two weeks of the second semester. Priority will be given to seniors who have failed a course and are in danger of not graduating. Students requesting to drop a full year course and add a second semester course must meet with the guidance counselor and proceed with the "Student/Teacher/Parent Initiated Course Change" form. School Principal approval is required.

Study Halls

Grades 7 – 8

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

Grades 9 – 12

Study halls are as follows:

Option 1: Students who meet the following conditions may report, if they choose, to study hall for a free period in which they will be allowed to eat, work in a peer study group and/or socialize.

A. Student remains in good academic standing.
B. Student maintains appropriate school and classroom behavior.
C. Student arrives on time to school.

Option 2: Guided study hall will be quiet ensuring all students a place to complete work with some assistance from the supervising staff member. Any student, in grades 9-12, who does not meet the conditions for café free period will be placed in guided study. Students seeking a quiet place to study may opt to request to use guided study hall. Teachers have full authority to place students in guided study halls to complete work/assessments that are past due or not completed to a satisfactory standard.

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.

Admissions

Admission/Placement

A student seeking enrollment in any Thomaston school for the first time or following attendance in another Connecticut public school district, out-of-state attendance, private school attendance or admission through a bona fide foreign exchange program must provide proof of residency. A student who is transferring from non-public schools or schools outside the district will be placed at his/her current grade level pending evaluation and observation of the student after such assessment and consultation with the parents, the principal will determine the grade placement of the child. Nonresidents may attend school on a tuition basis provided space is available.

Parents or Guardians wishing to withdraw or enroll their child(ren) in Thomaston Public Schools must complete the necessary paperwork through Central Office. When applicable, both parents must consent to the enrollment and/or withdrawal.

Homeless Students

The Board shall make reasonable efforts to identify homeless children within the district, encourage their enrollment and eliminate existing barriers to their education, which may exist in district policies or practices, in compliance with all applicable federal and state laws. Further, it is the policy of the Board of Education that no child or youth shall be discriminated against or stigmatized in this school district because of homelessness. Homeless students, as defined by federal and state statutes, residing within the district or residing in temporary shelters in the district are entitled to free school privileges.

Homeless students within the district not placed in a shelter remain the district's responsibility to provide continued educational services. Such services for the child may be:

1. Continued in the school ("school of origin") that the student attended when permanently housed or the school of last enrollment; or
2. Provided in the school that is attended by other students living in the same attendance area where the homeless child lives. To the extent feasible, a homeless child will be kept in the school of origin, unless it is against the wishes of the parent/guardian. Homeless children shall be provided educational services that are comparable to those provided to other students enrolled in the district, including but not limited to, Title I, transportation services, compensatory educational programs, gifted and talented, special education, ESL, health services and food and nutrition programs. The Superintendent of Schools shall refer identified homeless children under the age of eighteen who may reside within the school district, unless such children are emancipated minors, to the Connecticut Department of Children and Families.

The district administration shall attempt to remove existing barriers to school attendance by homeless emancipated minors and youth eighteen years of age:

1. The selected school for the homeless child shall enroll the child, even in the absence of records normally required for enrollment. The last school enrolled shall be contacted to obtain records.
2. Other enrollment requirements that may constitute a barrier to the education of the homeless child or youth may be waived at the discretion of the Superintendent. If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child.
3. Fees and charges, which may present a barrier to the enrollment or transfer of a homeless child or youth, may be waived at the discretion of the Superintendent.
4. Transportation services must be comparable to those provided by other students in the selected school. Transportation shall be provided to the student's school of origin in compliance with federal and state regulations.
5. Official school records policies and regulations shall be waived at the discretion of the Superintendent, in compliance with federal statutes.
6. The district shall make a reasonable effort to locate immunization records from information available. The District's liaison shall assist the parent/guardian in obtaining the necessary immunizations and records. The District shall arrange for students to receive immunizations through health agencies and at District expense if no other recourse is available. Immunizations may, however, be waived for homeless youth only in accordance with provisions of Board of Education policy on immunizations.
7. Other barriers to school attendance by homeless children or youth may be waived at the discretion of the Superintendent of Schools. The District's educational liaison for homeless children is Superintendent and/or designee. Students residing in a temporary shelter are entitled to free school privileges from the district in which the shelter is located or from the school district where they would otherwise reside if not for the placement in the temporary shelter. The district in which the temporary shelter is located shall notify the district where the student would otherwise be attending. The district so notified may choose to either:
    a. Continue to provide educational services, including transportation between the temporary shelter and the school in the home district; or
    b. Pay tuition to the district in which the temporary shelter is located. The Superintendent shall develop regulations, to ensure compliance with applicable statutes in the implementation of this policy.

Kindergarten Registration

The following documents are required when registering a kindergarten student in Thomaston Public Schools: birth certificate, proof of residency, and a copy of CT driver's license with a Thomaston address. Please see the Thomaston Public School's website for additional forms and information.

Proof of Residency

Thomaston Public Schools require parents and guardians to provide proof of residency when enrolling their child(ren) in a district school for the first time. A registration packet must be completed and the following information must be provided to prove residency:

Required Residency Documents: Proof of residency in Thomaston is determined by providing Central Office with a completed and notarized Residency Packet, Parent/Guardian photo identification, one (1) item from Category A, one (1) item from Category B, and one (1) item from Category C. If unable to provide an item from Category B, two (2) items from Category C are mandatory.

RESIDENCY DOCUMENTS SUBMITTED ARE REQUIRED TO BE LESS THAN 60 DAYS OLD AND REFLECT CURRENT THOMASTON ADDRESS.

CATEGORY A	CATEGORY B	CATEGORY C
• Mortgage statement • Lease/Rental Agreement – must contain students name, be unexpired, signed by lessor/lessee and dated • Copy of property deed if no mortgage statement available • Notarized Landlord or homeowner letter acknowledging parent/guardian's and student's current residence if no lease exists, lease is expired, or lease is weekly or month to month	Current utility bill or work order showing service address. Examples: • Electricity • Natural Gas • Phone (landline only) • Cable or satellite • Water	• Valid automobile registration. • Valid CT DMV non-driver's photo identification with current address. • Voter registration. • Current auto or homeowner's insurance declaration page. • Payroll stub. • Bank statement or credit card statement. • Court document. • Letter from any government agency. **With Thomaston address and dated for most current tax year** • W-2 Form • Auto tax bill • Property tax bill

Transfers and Withdrawals

Parents withdrawing a child from school must notify the main office in the elementary schools or the guidance office in the high school one-week in advance of the child's last day. At that time, they will be given forms to complete. Included will be a formal written statement of withdrawal and release of records forms. Records cannot be forwarded until all materials have been returned.

Attendance

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. A student serving an out-of-school suspension, more than a half day in-school suspension, or an expulsion will be considered absent.

Absences

Every attempt should be made to confine necessary appointments to after school, weekends and vacation periods. When a parent determines that an absence is necessary, parents are requested to contact the school by 9:00 a.m. on the day of the absence by telephoning the school.

Thomaston High School parents should call 860-283-3030.

Thomaston Center School parents should call 860-283-3036.

Black Rock School parents should call 860-283-3040.

If a call is not received, an automated call will be sent home or work to confirm the student's absence. The parent is required to send a written excuse to the school on the date of the student's return or within 10 days of the absence to be accepted. For your convenience, the school district has developed a short Google form, specific to each building, which can be found by clicking on your child's school below. This form can also be found on each of the school websites. Parents will have access to use the absence notification tool on parent square to submit a written student absence.

The Connecticut State Board of Education definitions of verified and unverified absences were adopted on June 27, 2012. The following definitions are for use by Connecticut school districts and schools for the purpose of carrying out the provisions of section 10-198a of the Connecticut General Statutes (Policies and procedures concerning truants), and for the purpose of reporting truancy, pursuant to subsection (c) of Section 10-220 of the Connecticut General Statutes. The use of these definitions for state purposes does not preclude districts from using separate definitions of verified and unverified absences for their internal uses (including decisions on promotion/retention, grading and disciplinary action).

Disciplinary Absences

Absences that are the result of school or district disciplinary action are excluded from these definitions. Expulsions and Out of School Suspensions are considered, by the state, as being absent.

Unverified Absences

A student's absence from school shall be considered unverified unless they meet one of the following criteria:

1. The absence meets the definition for a verified absence (including documentation requirements);
2. The absence meets the definition of a disciplinary absence.

Verified Absences

A student's absence from school shall be considered verified if written documentation of the reason for the absence has been submitted within ten school days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:

A. For absences one through nine, a student's absences from school are considered verified when the student's parent/guardian approves such absence and submits appropriate documentation; and

B. For the tenth absence and all absences thereafter, a student's absences from school are considered verified for the following reasons:

1. Student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed verified, regardless of the length of absence. The medical note must be submitted within ten (10) days of the absence);
2. Student's observance of a religious holiday;
3. Death in the student's family or other emergency beyond the control of the student's family;
4. Mandated court appearances (additional documentation required);
5. The lack of transportation that is normally provided by a district other than the one the student attends (no Parental documentation is required for this reason); or
6. Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

C. Mental Health and Wellness (MHW) Absences: Public Act 21-46, An Act Concerning Social Equity and the Health Safety and Education of Children,

Section 19 (a) and (b) defines and allows students to have two (2) Mental Health Wellness (MHW) Days in a school year.

MHW absences:

1. Students are limited to two (2) MHW days per school year;
2. MHW days cannot be taken on consecutive school days, (e.g., Friday and Monday, Wednesday and Thursday);
3. MHW absences should always be excused when parent or guardian permission is documented, regardless of the number of absences a student has accrued in the school year

The final decision as to whether an absence is verified rests with school administration. Pursuant to Section 10-198b of the 2012 Supplement to the Connecticut General Statute, ALL absences beyond 11 absences will be considered UNVERIFIED unless specific documentation is submitted (such as a doctor's notes.

Building Level Attendance Review Teams

Each school has an attendance team that meets regularly. It will be the charge of the building level team to identify students who are chronically absent, on track to becoming chronically absent, truant students, and students on track to become truant. Truancy is defined as four (4) unverified absences in a month and ten (10) unverified absences in a school year.

- Chronically absent is classified as 10% of the school year. An example of this would be if a student is absent one day in a 10-day period.

It is the hope of the building level team to build a positive relationship with the family in the hopes of becoming an educational partner.

Pursuant to Section 10-198b of the 2012 Supplement to the Connecticut General Statute, ALL absences beyond 9 absences will be considered UNVERIFIED unless additional documentation is submitted (such as a doctor's notes). For additional information, please see 'verified absences' on page 42.

Appeals Committee (Thomaston High School Only)

Upon the tenth (10) absence from any half year course or twentieth (20) absence from any full year course, a student will lose academic credit toward graduation requirements. Parents and/or legal guardians will be notified that their child has exceeded the allotted absences and will lose academic credit.

Every parent has a right to appeal to the Appeals Committee regarding any student's loss of credit due to absences. In order to request an appeal, the parent must submit an appeal request form to the Assistant Principal within 10 days of

receiving the loss-of-credit notification. It is the responsibility of the parent to submit any documentation, including medical documentation and explanations of absences that may assist the Appeals Committee to reach a valid decision.

The Appeals Committee consists of an administrator, classroom teacher, nurse, a school guidance counselor, and school social worker.

Decisions of the Appeals Committee may be appealed to the Principal. The Principal's decision may be appealed to the Superintendent of Schools.

Please use the following form to request an appeal: Attendance Appeals Form 2026-2027

Arrival and Dismissal Procedure

Please see the school hours grid under the Table of Contents heading:

School Day Hours.

At Thomaston High School, walkers and students arriving to school by car should not arrive before 7:05 A.M. as there will not be adult supervision available prior to that time. For the safety and security of all students, we remind parents that doors will remain locked until 7:05 A.M. when staff is present to supervise students. If your schedule does not allow your child to arrive after 7:05 A.M., please make other childcare arrangements. Students arriving by bus will be unloaded upon arrival from the back of the school. Students being dropped off by car will arrive through the front entrance. Walkers will enter through the front main entrance. Students will proceed to the cafeteria.

At Thomaston Center School, walkers and students arriving to school by car should not arrive before 8:05 A.M. as there will not be adult supervision available prior to that time. For the safety and security of all students, we remind parents that doors will remain locked until 8:05 A.M. when staff is present to supervise students. If your schedule does not allow your child to arrive after 8:05 A.M., please make other childcare arrangements. Students arriving by bus will be unloaded upon arrival from the back of the school. Students being dropped off by car will arrive through the front auditorium entrance. Walkers will enter through the front main entrance. Only students who are having breakfast will proceed to the cafeteria. Students who are choosing not to have breakfast at school will proceed to their homeroom.

At Black Rock School, walkers and students arriving to school by car should not arrive before 8:10 A.M. as there will not be adult supervision available prior to that time. For the safety and security of all students, we remind parents that doors will remain locked until 8:10 A.M. when staff is present to supervise students. If your schedule does not allow your child to arrive after 8:10 A.M., please make

other childcare arrangements. If you choose to drive your child to school, please do not exit the car with your child in the drop-off lane when you pull up to the sidewalk in the morning. If you need to put your child's backpack on, please park in one of the designated spots on the route six side of the building. Each day, when you enter the route six side please drop off your child letting them off on the passenger side of your vehicle only. Passing of vehicles in the drop off lane is not allowed. Students arriving by bus will be unloaded upon arrival from the front of the school.

Per state legislation, students must be in school for half of the school day to count as present for the day.

Class Cuts (Thomaston High School Only)

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 the first block will receive a class cut.

Class cuts will be recorded in the attendance taking process and will count toward the maximum allowable number of absences per course. Class cuts will result in disciplinary action up to and including suspension and expulsion. Additionally, a conference may be held with Administration and the parent to review the student's attendance record and to establish a plan of remediation.

Leaving the school building or school grounds during school hours without written permission from a parent/guardian will result in disciplinary action up to and including expulsion. A referral to the police department for truancy will occur and parents will be notified.

NOTE: Students who cut a class may lose school privileges. The duration of this action will vary depending on the number of classes cut. School privileges that are subject to loss include but are not limited to:

1. Attending extra-curricular activities such as dances, field trips and sporting events.
2. Late Arrival/Early Dismissal (seniors)
3. Café (Study hall/Free-time)
4. Parking privileges (those students who are eligible to drive to school)

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 each marking period at the Thomaston High School. This committee will consist of at least one administrator, social worker/guidance counselor from each building, nurse, and representatives from community

agencies.

The DARB is the last option the district has in working with the families on an attendance plan. The DARB will meet with the parent and student and will devise a contract to be signed by both the student and parent. If the student's behavior changes, no further action is required. If the behavior continues, the case will be referred to the local support agencies.

Release of Students from School

Under no circumstances may a student leave the school or school grounds during school hours without written permission from his/her parents or guardians and school administration. Please limit requests for early pickup to unavoidable situations such as medical appointments. In such cases, parents must send written notification on the day of the early pickup. If the person picking up the student is someone other than the parent, the pickup person must be identified in the parent's note and must show identification to school personnel before the child will be released. At BRS and TCS, parents or designees must report to the office and students will be called following their arrival. At THS, if a note has been provided prior to dismissal, students will be allowed to meet the parent or guardian at the car. If a note needs to be written, the parent/guardian will be asked to supply a note in the vestibule prior to the dismissal of the student. All children leaving the school prior the regular dismissal time must be signed out in the office.

Tardiness Policy (Thomaston High School Only)

Tardiness to school interferes with the learning of the student and disrupts the learning environment for others. Students who are not in class by 7:25 a.m. at Thomaston High School, in homeroom by 8:10 a.m. at Thomaston Center School, and 8:15 a.m. at Black Rock School are considered tardy and must report directly to the office. A student discovered on school grounds who has not signed in at the office will also be considered tardy.

Seniors with late arrival privileges who are not in advisory by 8:55 A.M. will be considered tardy. Students who are tardy to school must sign in at the office and receive a late pass to class. Excessive tardiness will result in disciplinary action up to and including suspension and referral to administration. A tardy to school is only considered as being excused when the reason for the tardy falls under the verified absence criteria and is accompanied with a note. Determination of an excused/unexcused tardy lies solely with the Principal or his/her designee.

At the high school, tardies will reset quarterly in an effort to incentivize students to arrive timely.

The following is the general disciplinary continuum for students tardy to school:

- Step 1: (3-6 Tardies) Lunch detention (30 minutes) for each tardy. Additional detentions will be assigned after each tardy.
- Step 2:(7-10 Tardies) Two after school detentions. (45 minutes each) Additional detentions will be assigned after each tardy. Loss of activity period privileges and/or parking permit will be taken away for a week.
- Step 3: (11-14 Tardies) One week of lunch detentions as well as activity period privileges and/or parking permits being revoked. Students are referred to Assistant Principal for intervention and/or disciplinary action, up to and including expulsion. The case will be reviewed by the attendance committee and a remediation plan will be made with the student and parent. It is at this step where sports and/or extracurricular activities may be impacted.
- Step 4: (15-20) Subsequent Tardies result in further referrals to Administration and will be disciplined by lunch or after school detentions, ISS, OSS, and temporary or permanent loss of privileges per additional instance. At this time, the case will be referred to the District Attendance Review Board. The District Attendance Review Board will continue to work with the parent to implement an intervention plan; however, the Board must also consider referring the case to local agencies, such as DCF and Juvenile Court.
- Step 5: (20+ Tardies) All student activities, including Senior Activities, sports, and extracurricular activities are eliminated. After the DARB meeting is held, a referral to DCF may happen. The students' privileges may be restored with one month of significantly improved attendance.

Please note that the discipline continuum above is in effect for tardies that accumulate throughout the school year, not by semester.

Any and all of the following privileges are subject to revocation due to excessive tardiness:

1. Study Hall
2. Parking
3. Early release/Late arrival
4. Field trips/School to career opportunities
5. Dances and other school-sponsored events
6. Prom
7. Senior activity week
8. Open Gym
9. School assemblies

10. Club participation

Chronic tardiness may result in the loss of student privileges and possible loss of credit.

Truancy

According to Connecticut state law, parents and guardians of children of elementary ages must ensure that those children attend school regularly, unless they are receiving instruction elsewhere. Absences are considered excused for the following reasons: a medical reason, a funeral or death of a family member, a religious holiday, a serious family emergency or, in limited circumstances with approval from the principal, a special activity.

Students having four (4) unexcused absences in one month or ten (10) unexcused absences in a school year will be considered truant. Within ten days of determining that a student is truant, school personnel will schedule and hold a meeting with the parents or guardians of the student to review and evaluate the reasons for the truancy. If parents or guardians fail to attend such a meeting or refuse to cooperate with the school in attempting to solve the truancy problem, the matter will be referred to the Attendance Review Team.

Vacations

School policy strongly encourages the scheduling of family vacations and trips during times which coincide with school vacations. Student absences for reasons of a family vacation or trip that takes place when school is in session are considered “unverified absences.” Academic credit lost due to vacation absences will not be restored during the appeals process.

Extracurricular and Athletic Activities

Athletics

Participation in interscholastic athletics is a privilege, not a right, and can be an important part of the school's educational program. Whether participation is on the intramural, interscholastic, or class level, students have an opportunity to acquire qualities of fitness, self-discipline, and cooperation.

Student interscholastic activities shall be governed by the Connecticut Interscholastic Athletic Conference (CIAC) regulations. However, the privilege to participate in interscholastic activities lies solely with the building Principal.

Student athletes must be in attendance for 4 hours until the end of the school day to be eligible to practice or play that day unless excused by the administration for medical, family or otherwise excused absences. All athletes will abide by regular school absence and tardiness policies.

To maintain academic eligibility students must not fail more than one class in a marking period.

Eligibility to Participate in Extracurricular Activities

The Board of Education believes individual students will benefit from opportunities to grow physically and intellectually through experiences that provide the opportunity for participation in competitive intra-school and inter-school teams, individual sports activities, and extracurricular school sponsored clubs and organizations.

The purpose of school sponsored extracurricular athletics, clubs and organizations is both educational and recreational. The activities should encourage participation by as many students as possible and should be carried on with the best interests of the participants as the prime consideration. Participation should be without unreasonable interference with other obligations in the school, community and home. Students may not participate in extracurricular activities and/or clubs offered by other public high schools without Administrative written permission per activity, performance, event, club meeting, etc.

Every possible effort shall be made to offer equal opportunities for both sexes in activities. It is recognized that well-organized and well-conducted school sponsored extracurricular programs are potent factors in the morale of a student body and an important phase of good school community relations. The ultimate goal is to develop and improve the positive citizenship of students and to emphasize academic standards. Students must be matriculating in

Thomaston Public Schools and maintain an overall minimum "C-" 70% average in order to participate in school sponsored extracurricular athletics, clubs and organizations. This minimum average will be checked at the close of each academic quarter to ensure eligibility for the next quarter. In addition, students may not participate in extracurricular activities until they are removed from academic probation. In addition, students may not fail more than one course.

Clubs and Performing Groups

Student clubs, performing groups, athletic teams and other extracurricular organizations may establish rules of conduct for participants that may be stricter than those of students in general.

Clubs: A number of clubs exist for students at Thomaston High School which students are encouraged to participate in. Students are also encouraged to establish new clubs.

Indicated below are some of the clubs and organizations that have been offered at Thomaston High School. The success of the clubs depends on student interest and support:

- Art Club
- Audio Visual Club
- Board Game Club
- Chess Club
- Class Officers Gr. 9
- Class Officers Gr. 10
- Class Officers Gr. 11
- Class Officers Gr. 12
- Coding Club
- Drama Club
- FBLA
- Film Club
- Fishing Club
- Fitness Club
- Future Business Leaders of America
- Gay/Straight Alliance
- High School Bowl
- Interact
- Link Crew
- Newspaper Club
- NHS National Honor Society
- SAGE

- Spanish Club
- Student Alliance for a Greener Earth
- Student Council
- Science Club
- Travel Club
- Unified Buddies

For more details and specific information about clubs and activities refer to the Thomaston High School website and click on the Club and Activities link. Students are encouraged to become involved in clubs and organizations that interest them. They are also encouraged to generate ideas for new clubs that would be of interest to students.

National Honor Society

Selection as a member of the National Honor Society is the highest academic achievement at Thomaston High School. Selection to the NHS is a privilege, not a right. Students do not apply for membership in the National Honor Society, instead they provide information to be used by the local selection committee to support their candidacy for membership. Entering ninth grade students are encouraged to review the below information which describes academic standards and selection criteria.

The Thomaston Chapter of the National Honor Society adheres to the selection process endorsed by the Nation Council and outlined below:

1. Academic Eligibility. To be nominated, a junior or senior must have a 4.00 weighted cumulative average through the school year, but academic eligibility does not ensure his/her acceptance. The final analysis lies in the traits of character apparent in the candidate. The faculty election council considers attitude, responsibility, and service to class, school, and community in the selection process.

2. Leadership. The student who exercises leadership:
    - Is resourceful in proposing new problems, applying principles, and making suggestions
    - Demonstrates initiative in promoting school activities
    - Exercises positive influence on peers in upholding school ideals
    - Contributes ideas that improve the civic life of the school
    - Is able to delegate responsibilities
    - Exemplifies positive attitudes

- Inspires positive behavior in others
- Demonstrates academic initiative
- Successfully holds school offices or positions of responsibility; conducts business effectively and efficiently; demonstrates reliability and dependability
- Is a leader in the classroom, at work, and in other school or community activities
- Is thoroughly dependable in any responsibility accepted
- Is willing to uphold scholarship and maintain a loyal school attitude

3. Character. A person of character demonstrates the following six qualities: respect, responsibility, trustworthiness, fairness, caring, and citizenship.

4. Service. Service is generally considered to be those actions undertaken by the student which are done with or on behalf of others without any direct financial or material compensation to the individual performing the service. In considering service, the contributions this candidate has made to school, classmates, and community, as well as the student's attitude toward service can be reviewed.

5. Student Activity Information Forms. Students are asked to complete a form to thoroughly document their adherence to the standards of leadership, character and service. The information provided by the student will be used to support the student's candidacy by providing important information for the Faculty Committee.

6. Faculty Evaluation Forms. Faculty evaluations of the candidate's adherence to the standards of leadership, character and service are used to support the strength of a student's candidacy. It is the responsibility of the Faculty Committee to review the information provided to verify its accuracy. All information provided is confidential and faculty evaluations must be signed.

7. Faculty Committee. The Faculty Committee is comprised of a standing committee to be appointed by the Principal. It is the responsibility of the Faculty Committee to adhere to the above guidelines established for leadership, character and service and evaluate all materials submitted by the eligible students and faculty. The Faculty Committee, by majority vote, will extend the offer of membership to selected students.

Student Council

The Student Council of Thomaston High School functions as the medium between the students and the administration. The council is composed of four members elected from each grade (9-12) of the school as well as at large members. Any student may attend student council meetings. In its regular meetings held at least twice a month, the Student Council prescribes solutions to student problems as well as allocating funds, sanctioning student activities.

Qualifications:

1. To become a voter, one must be a member of the student body of Thomaston High School.
2. To take office in September, the student must be a full member of that class in an advisory for that class.
3. To run for office, a student must have been a member of the Thomaston High School student body for at least one semester.
4. Only members of the student body may endorse and campaign for a candidate.
5. To run for office, a student must be in good academic and behavioral standing. This is subject to administrative review.
6. To maintain office, a student must be in good academic and behavioral standing. This is subject to administrative review.

Candidates:

1. All students running for office must petition for that office.
2. A student may run for only one position.
3. Petitions must be turned in to the elections advisor on the assigned day by the close of the school day.
4. Candidates for class office must have a petition signed by a percentage of the class to be determined by the Student Council Advisor.
5. Candidates for Student Council office must have prior experience on the Student Council and a petition signed by class (except seniors and seventh graders).
6. Candidates for Student Council Representative must have a petition signed by voters from their class.

Voting:

1. All students are eligible to vote for Student Council officers and class officers and Student Council representatives for the grade of their current homeroom. Students will vote in the Learning Commons during History class.

2. Polls will be open from 8:15 a.m. until 1:30 p.m.
3. Absentee ballots or an electronic ballot may be obtained from the election advisor and turned in before election day.

Student Council:

1. Each class will have equal representation, four members each.
2. Officers shall come from any grade, but will not count as one of his class representatives.
3. The offices of President, Vice President, Secretary, and Treasurer will be elected from among the members of student council.

Election Assembly:

1. Candidate assemblies will take place prior to the general election.
2. Omit (The candidates for President and Vice President for Student Council and class officers will take part in the assembly.)
3. The Presidential candidates (for class council) will present a speech explaining their goals and qualifications.
4. At the end of the assembly, all candidates will be introduced.

Campaign Rules:

1. Pamphlets and other propaganda may be used as long as they are not slanderous to opponents or offensive.
2. A week before the primary election, candidates may campaign in homerooms and place posters only in the homerooms for their grade. Omit: (Candidates for Student Council office may place posters only in the cafeteria.)
3. Posters may be hung outside the school ground with the permission of the property owners and the advisors.
4. Candidates may use activity and homeroom periods for their campaigns.
5. Speeches during class time may be given during the week of voting. Permission must be granted by the candidate's teacher and the teachers of the classes in which he or she will speak.
6. Students may not persuade voters with small gifts, i.e., candy, baked goods, money, coupons, etc. Campaign buttons and pamphlets are permissible.

Campaign managers may be appointed to candidates who are running in the general elections.

Fees

Materials that are part of the basic educational program are provided without charge to students. A student is expected to provide his or her own supplies of pencils, erasers and notebooks. The student may be required to pay certain other fees or deposits including:

1. Club/Class dues
2. Security deposits
3. The materials for a class project that the student will keep
4. Personal physical education and athletic equipment and apparel
5. Voluntary purchases of pictures, publications, class rings, etc.
6. Voluntary student accident insurance
7. Insurance on school-owned instruments, instrument rental and uniform maintenance
8. Parking fees
9. Fees for damaged books and school-owned equipment
10. Pay to Participate

Field Trips

Field trip experiences are an extension of student learning and are related to each grade level curriculum. Field trips may be scheduled for educational, cultural, or extracurricular purposes. Every attempt will be made to ensure all students participate in field trips and the denial of participation for the purposes of punishment will be discouraged. In circumstances when a student's participation in a field trip may pose a safety risk, the Administration will contact the parent(s) to discuss alternate arrangements. Any student whose behavior is considered detrimental to the well-being of other students may be excluded from participation by the Administration. While on a trip, all students are considered to be "in" school. This means that conduct and dress standards will be appropriate for the field trip activity. All rules and regulations, which pertain to students while in school or on school property, are also in effect on field trips.

Students must be in good academic and disciplinary standing to be permitted on any field trip, job shadowing, or any other school sponsored trip. Eligibility for these activities is based on the following criteria:

1. Student is passing all classes in the current marking period and the year to date.
2. Student has not received an out-of-school suspension. Students may appeal this with the Principal or his/her designee.
3. Student has not accumulated five or more days of in-school suspension.
4. Students may be prohibited from attending field trips due to poor academic standing or poor attendance.

Teachers (in collaboration with Administration) reserve the right to withhold field trip and job shadowing privileges based on academic, disciplinary, or attendance concerns. If a student has already paid for the trip, it is not a guarantee that the money will be able to be refunded.

Teachers organizing field trips will inform Administration no later than 30 days of the field trip of students who are no longer eligible to attend. Administration will notify parents. Students excluded from participating in field trips will be provided an alternative assignment related to their class work.

Financial Assistance for School Sponsored Activities

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

Student Organizations

The building principal will oversee the development of rules and regulations for the conduct and operation of student organizations that conform to approved Board policies. In addition, a faculty advisor is also required for each student organization. Approval of club by-laws shall be submitted to the building principal for review and approval.

Student Publications

The official student newspaper provides an instructional device in the teaching of writing and other journalistic skills. It also provides a forum for the opinion of students, school staff and members of the community, as well as to serve the entire school by reporting school activities.

The newspaper advisor shall have the primary responsibility of reviewing each article prior to its publication. The school principal, or his/her designated representative other than the newspaper advisor, may also review copy prior to its publication. However, such copy must be returned to the student editors within 72 hours after it is submitted for review. No copy may be censored except for reasons listed in board policy.

The yearbook provides opportunities for students to develop a memory book of a class' activities and accomplishments at the school. The yearbook advisor shall have the primary responsibility for reviewing the final copy submitted for production. The tenets listed above also refer to the publication of the yearbook.

Health Services

Administering Medication to Students

Parents of students requiring medication during school hours should contact the school nurse. Special forms are required to permit administering any medication (prescription and non- prescription) to students during the day. All medication must be in the original container with proper labels. In the absence of a nurse, the school administrator or his/her designee may administer medication.

Students are prohibited from carrying any type of medication with them during school hours, with the exception of certain medications (i.e., EpiPen's) with which the student has submitted a physician's order to the nurse. A student found in possession of any medication, without a physician's order, will be subject to disciplinary action noted in the Thomaston Board of Education Drug and Alcohol Policy.

Students who are required to take prescription medication during the school day must follow the same protocol as outlined above. In addition to providing a signed Medication Authorization form, the prescription medication must be in the original packaging and labeled with the student's name, dosage, duration, and prescribing physician's name.

The Thomaston Board of Education will allow the self-administration of medication by students at the discretion of the school nurse, provided it is deemed safe by the parent, school nurse and health care provider. Staff and administration will be notified by the school nurse in accordance with BOE policy.

Allergies

Some classrooms, and other areas in the building, are designated "nut free zones". It is imperative that all students in any of these classrooms not bring products with nuts into school. Due to latex allergies, latex balloons, gloves, and other latex containing products are prohibited within the schools. Should your child have an allergy of any kind, please notify the school nurse.

Communicable/Infectious Diseases

Students with any medical condition, which within the school setting may expose others to disease or contagious and infectious conditions, may be excluded from school and referred for medical diagnosis and treatment. Additional information concerning this may be obtained from the school nurse.

Before any child may return to school after an absence due to such a condition, parents and students may be required to submit medical evidence that their child has recovered sufficiently to prevent exposing others.

Health Assessment Requirements

Connecticut General Statute 10-206 requires that all school children have a complete health assessment, including a blood test for anemia, three times during their school years. The first time is for the initial entrance into a Connecticut school.

Thomaston Board of Education policy requires two additional assessments be completed by the end of grade 7 and 11. A student will not be allowed, as the case may be, to begin or continue in Thomaston schools unless health assessments are performed as required. Students transferring into the district must provide evidence of required Connecticut vaccinations, immunizations, and health assessments at enrollment and prior to school attendance.

Both the Statute and Board Policy reflect the growing awareness of the close relationship between good health and good education. Therefore, the health assessment serves a very important function in the learning process. Parents are encouraged to have the assessment form completed as soon as possible each year that it is applicable. Please return the completed health assessment form to the school nurse in the school your child will attend.

Health Office/ School Nurse

The school health office is designed to provide care to students who become ill or are injured while in school.

A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information. When a child is found to have a vision or hearing loss, parents are notified in writing. Parents are also informed about the results from the postural screening.

Parents are notified of any deviation from the normal pattern of health and suggestions are given for follow-up. It is likewise important that parents notify the school nurse in case of a student's illness. If a student is to be excused or limited for an extended period from participation in school activities, he/she is required to bring a statement signed by a physician. The school nurse is available to parents and students for conferences regarding health issues.

Students are required to have a Thomaston Public Schools Health Services Information Form completed and signed by a parent /guardian on file in the nurse's office. The form must be on file at the beginning of the school year and updated whenever home address, phone number, parental employment or emergency contact person changes.

Health Records

School nurses maintain health records using the Connecticut "Health Assessment and Record Form." These records are accessible to certified staff working with

the child and to school health aides if permission is granted by the nurse or building administrator. Parents may request to inspect the health records of their child. Copies may be provided if requested. Original copies of the record are sent where a student transfers to another school in the state. If moving out-of-state, a copy will be forwarded. Health records are maintained for at least six years after the student graduates. The District will comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) to maintain the privacy of protected health information.

Illness

Procedures have been developed to provide for intervention in case of illness, injury, or emotional disturbances. Parents/guardians will always be informed of care provided and can feel free to call the nurse for additional information.

If there is any question of your child not feeling well in the morning, please keep him/her at home. If a child has an elevated temperature, he or she should remain home until the temperature has returned to normal and is maintained at normal for 24 hours. Children who are sent home by the nurse for illness and/or elevated temperature should remain at home an additional 24 hours to complete their recovery. Parents must sign their child out from the main office prior to picking up their child in the Health Office. The school nurse or principal, or his/her designee are the only persons authorized to dismiss a child from school.

Immunizations

All students must be immunized against certain diseases and must present a certificate from a physical or local health agency. If the student should not be immunized due to medical or religious reasons, a statement from a physician or the parent as appropriate must be provided. The required immunizations are: Diphtheria, Tetanus, Polio, Pertussis, Measles, Mumps, Hepatitis A, Hepatitis B, Varcicella (Chickenpox), Meningococcal, Pneumococcal, Rubella and Hemophilus Influenza Type B.* Parents or guardians of any children unable to have the mandated immunizations prior to initial school entry and the boosters as required in the later grades may have the immunizations, on the recommendation of the Board of Education, be paid by the town.

In addition to the required immunizations for initial entry into school for kindergarten, regular and special education preschool programs, additional immunizations are required for entry into 7th grade and for entry into 11th grade.

For further information regarding immunizations contact the school nurse in your child's school.

Injuries

All injuries sustained in school should be reported to the nurse. Parents should notify the school nurse or principal if they discover an injury occurred that was

not previously reported.

Physical Examinations

All students must present evidence of a physical examination upon enrollment to the district. (C.G.S. 10-204a) Health assessment shall also be required for entry into Grade 7 and in Grade 11. All students in grades K-6 and grade 9 will undergo vision screening by the school nurse or school health aide. Hearing screening will be conducted for all students in grades K-3, grade 5 and grade

8. Postural screening will be conducted for all students in grades 5 through 9. If a homeless student, as defined by federal statute, lacks immunization/medical records, the school will enroll the child and refer the parent/guardian to the district's homeless liaison.

Parent Involvement

Education succeeds best when there is a strong partnership between home and school based on communications and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of their educational opportunities available. Attendance at parent-teacher conferences, participation in campus parent organizations, attendance at board of education meetings and being a school volunteer are strongly encouraged.

Principal's Advisory Council

In an effort to expand communication, the principal at each building will set aside time to meet quarterly with parents to meet and discuss any issues impacting the school. Dates and times of quarterly meetings will be announced. This meeting is typically held prior to the Board of Education meetings for parents of grades 7-12 and prior to the PTA meetings for parents of pre-K through grade 6.

Additionally, appointments with school administrators can be made by contacting the main office at each of the schools.

Parent Communications

Parents/guardians of Thomaston Public School students will receive communications from the district through ParentSquare.

ParentSquare is a unified communication platform that offers a whole host of tools which allows district, school administrators, and teachers to more effectively communicate and engage with families and students. Some features include:

· Mass notifications and Urgent Alerts with two-way communication

· Mobile application for administrators and parents (iOS and Android)

· Attendance notifications

· Teacher and classroom communication

· Direct Messaging with two-way translation

· Social (Facebook and Twitter) and website share

· Forms and Permission Slips

· Appointment Sign Ups (parent-teacher conferences, technology pick-ups)

· Calendar and RSVP

· Volunteering and classroom supply sign-ups

· StudentSquare

· And so much more!

Parents will receive an activation email for their ParentSquare account. Those who do not register will still receive text, email, and phone notifications. Parents who do create an account can interact by viewing photos, downloading attachments, leaving comments, messaging teachers, signing permission slips and

managing their communication settings and preferences.

For users who already have a registered ParentSquare account, modules and webinars to learn more about the platform and its features can be found here.

For training courses that can be accessed without a registered ParentSquare account, please click here.

The PowerSchool parent/student portal is being utilized in each of the schools. It is a powerful tool intended to help parents and students monitor academic progress. Parents must be enrolled in our PowerSchool Parent Portal and have a valid email address to receive school communications, including report cards. Hard copies will not be mailed via the USPS to parents; all communication will be electronic. Should a parent require a hard copy of student documents, it will be necessary to report to the Main Office of the child's school, at which time a printed copy will be provided. We encourage parents to contact the Main Office in Black Rock and Thomaston Center School and the School Counseling Office at Thomaston High School for further information and for help getting connected.

We are committed to improving communication between parents, faculty, and administration. A complete employee directory of each school may be found on our district website. The directory includes faculty and staff email and phone extensions.

Parent Conferences

Parent-teacher conferences are scheduled in November and April. Additional conferences may be scheduled at a mutually agreeable time during the year by contacting your child's teacher or school counselor. Parents and students, teachers, counselors or administrators may initiate a conference. Parent requests for conferences will be honored at any time during the year We encourage active communication between parents/guardians and classroom teachers. Please call the teacher first with concerns about classroom issues.

A parent or student may arrange a conference with an individual member of the school staff or a group conference with school staff members. Conferences are held during school hours but every effort will be made to accommodate parent schedules. If a parent requests a virtual conference, the team leader is responsible for organizing the google meet link.

Parent Teacher Association

Teachers and parents of children enrolled in the Thomaston Public School System are invited to become involved in the worthwhile activities of the Parent Teacher Association. The PTA is a vital link between the school, community and the parents it serves. Thus, parents are urged to join and take an active part in the PTA. Meetings are generally held the second Wednesday of the month in the

Black Rock School faculty room at 7:00 p.m. Your support is appreciated and welcomed! You may contact the PTA at thomastonpta@yahoo.com for more information.

Parent Visitors

Parents are welcome to visit (district) schools. Before visiting any school building, please make sure to make an appointment so that your name can be added to the Visitor Log.

When visiting, please press the "CALL" button located at the main entrance. All visitors will enter an access control vestibule where they will need to contact the Main Office via intercom or telephone. If need be, visitors should then report to the Main Office. Parents/guardians who are dropping off lunch, school or sport items, are kindly asked to leave the items on the table in the vestibule. We will retrieve the items immediately and have the student pick them up in the Main Office.

When a visitor enters any of the Thomaston school buildings the following protocol will be followed.

1. Upon entry, any visitor must report directly to the main office to sign-in.
2. The main office staff will assign the visitor a red lanyard with an ID and number. The name of the visitor and the number will be recorded on the visitor log. For example, the ID will have Visitor #1 printed on it. This lanyard and ID must be presented/displayed while they are in the building.
3. The visitor will submit to the main office staff a state issued ID/ driver's license and it will be held until the lanyard is returned to the main office before the visitor is to leave the building.

Visits to individual classrooms during instructional time shall be permitted only with the teacher's prior approval, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. Parents will be asked to sign a consent form prior to admission down to the classroom. At the elementary level, birthday snacks may not be delivered personally to classrooms but may be left in the office for delivery.

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

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

Student Visitors

For safety and security reasons, student visitors are not permitted during school hours of Thomaston Public Schools. Exceptions may be made for students interested in transferring to Thomaston High School.

Vendors, Contractors, and Community Member Visitors

Must be sure to have a verified appointment which includes a date time and the person you are visiting with. When visiting the school building, the visitor must wear a red lanyard at all times.

Parents are encouraged to become involved in our schools. There are many avenues open to parent volunteers and everyone has some talent that can enrich student learning. Please contact the PTA or the Main Office of the specific school to volunteer.

Those wishing to volunteer will be required to have a background check completed prior to volunteering. This should be done in advance of the day you are coming in. Volunteers will also be required to sign a consent of visitor expectations.

School Administrative Rights

Search and Seizure

The right to inspect desks, lockers and other equipment assigned to students may be exercised by school officials to safeguard students, their property and school property. An authorized school administrator may search a student's locker or desk under the following conditions:

1. There is reason to believe that the student's desk or locker contains contraband material.
2. The probable presence of contraband material presents a serious threat to the maintenance of discipline, order, safety and health in school.

This document serves as advance notice that school board policy allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of students and the school are contained therein. The use of narcotic-detection dogs is allowed as per district board policy and Connecticut state statutes.

Under special circumstances, school officials may search students, particularly if there is reasonable suspicion that a student possesses illegal matter, such as a dangerous weapon or illegal drugs. Students must be aware that such items are forbidden both on school property and at school- related activities.

Property, Lockers and Equipment

It is the policy of the Board to hold students responsible for any loss of or damage to the property of the school under the jurisdiction of the Board when the loss or damage occurs through fault of the student.

Any student damaging or defacing school property will be financially liable for restoring the property regardless of the condition of the property at the time of the destructive act, in addition to any other discipline up to and including arrest or civil prosecution as deemed appropriate.

In addition, anyone who witnesses such an act and fails to report it to the proper authorities will be considered as having contributed to that action. Such charges for damaged property will be exactly those of which the school must incur to repair the damage.

Items assigned to the student are the property of the school, loaned to students for their convenience during the school year, and should be kept in good order and not abused, and may be opened and subject to inspection from time to time by school officials.

Searches of desks or lockers may be conducted at any time there is reasonable suspicion to believe that they contain articles or materials prohibited by district policy. Parents will be notified if any prohibited items are found in the student's

desk or locker.

Students should not attempt to repair school equipment but should notify the Main Office immediately if it is not functioning properly. Any damage done will be the responsibility of the person to whom it was loaned for the current year.

Any high school student interested in utilizing a lock for their locker can obtain one through the main office on a paid rental basis ($5.00). Students may not bring in locks from home for use on school lockers. At Thomaston Center School, students may not put locks on the lockers. Students are encouraged to not to bring large sums of money or valuables to school, liability for these items remains with the student.

Code of Conduct

Student Expectations

Students attending Thomaston Public Schools are expected to follow the policies stated in the Board of Education's Policy Manual, and the Parent Student Handbook, as well as state and federal statutes.

The Board of Education and the staff of Thomaston Public Schools believe that good student behavior in a school is extremely important in creating the kind of educational environment in which students will be able to realize their greatest opportunities for growth.

Students attending Thomaston Public Schools demonstrate good character. A person of good character:

- Takes criticism willingly and accepts recommendations graciously
- Consistently exemplifies desirable qualities of behavior (cheerfulness, friendliness, poise, stability)
- Upholds principles of morality and ethics
- Cooperates by complying with school regulations concerning property, programs, office, halls, etc.
- Demonstrates the highest standards of honesty and reliability
- Regularly shows courtesy, concern, and respect for others
- Observes instructions and rules, is punctual, and faithful both inside and outside the classroom
- Has powers of concentration, self-discipline, and sustained attention as shown by perseverance and application to studies
- Manifests truthfulness in acknowledging in observing rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others
- Actively helps rid the school of bad influences or environment.

The school district is unequivocally committed to the principle that disorderly and disruptive behavior shall not be permitted to interfere with the right of other students to pursue an education. The administration and the Board of Education have the responsibility to support and maintain the enforcement of discipline within the building.

All students will be required to conduct themselves at all times in a manner that will be in the best interest of the school and its students. Every reasonable effort will be made to keep students within the school's sphere of influence, using suspension and/or expulsion only as a last resort. Students are reminded that:

a. The exercise of any of the student's rights ceases when it infringes upon the rights of another individual or group.

b. No student has the right to disrupt the educational process within a school.

Violations of the Code of Conduct will result in consequences that are designed to be fair, consistent, and educational. Disciplinary actions may include warnings, detention, suspension, or other appropriate measures, depending on the severity of the offense.

Behavioral Expectations

Students are responsible for conducting themselves properly in a responsible manner appropriate to their age and level of maturity. The district has authority over students during the regular school day and while going to and from school on district transportation. This jurisdiction includes any school- related activity, regardless of time or location, and any off-campus school-related misconduct, regardless of time or location.

Student responsibilities for achieving a positive learning environment in school or school-related activities include but are not limited to:

1. Attending all classes, regularly and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Being dressed appropriately.
4. Showing respect toward others (Abstaining from bullying, harassing, and intimidating behavior).
5. Reporting witnessed acts of bullying to a teacher and/or school administrator.
6. Behaving in a responsible manner.
7. Paying required fees and fines.
8. Abiding by the (Thomaston Public Schools Discipline Policy) code of conduct.
9. Obeying all school rules, including safety rules.
10. Seeking change in school policies and regulations in an orderly and responsible manner, through appropriate channels.
11. Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense.

Students who violate these rules will be subject to disciplinary action up to and including expulsion:

1. Fighting, committing physical abuse, or threatening physical abuse.
2. Bullying.
3. Theft or knowingly having possession of stolen goods.
4. Using obscene gestures, racial slurs, abusive or threatening language directed at a member of the school staff or other students.

5. Participating in walkouts from, or sit-ins within, a classroom or school building.
6. Committing extortion, coercion, or blackmail; that is, forcing an individual to act through the use of force or threat of force.
7. Unauthorized possession, sale or consumption of illegal drugs, narcotics or alcoholic beverages.
8. Possession of drug paraphernalia.
9. Possession of cigarettes and/or other types of tobacco.
10. Destruction of school property or personal property.
11. Misbehavior on a school bus.
12. Class truancy.
13. Possession of electronic devices and/or laser pointers.
14. Unauthorized use or misuse of computers or other technological equipment.
15. Sexual harassment, harassment and hazing in any form, including social media.
16. Leaving school without permission.
17. Misconduct of a nature that threatens the safety of school property or the welfare of the persons who work or study therein.
18. Refusal to give name or giving a false name to a teacher, refusal to obey or insolence towards a member of the school staff.
19. Violations of smoking, dress, attendance or transportation regulations.
20. Gambling
21. Accumulation of minor offenses.
22. Throwing snowballs, rocks, sticks, food, etc.
23. Failure to stay for detention.
24. Playing with matches, fire, or committing arson.
25. Committing robbery or theft.
26. Name-calling, making ethnic or racial slurs or derogatory statements that may substantially disrupt the school program or incite violence.
27. Engaging in inappropriate physical or sexual contact disruptive to the school environment or disturbing to other students.
28. Possessing a weapon or dangerous instrument.
29. Misuse of social media directed at another student or faculty member, including creating false accounts or impersonation.
30. Behaving in any way that disrupts the school environment or educational process, including disobeying directives from school personnel.

The above noted list is not exhaustive and students may be disciplined, up to and including expulsion, for other forms of conduct that endangers person or property or whose conduct on or off school grounds is seriously disruptive of the educational process and whose conduct violates publicized school policies.

Please note that each individual school may have guidelines not contained in this handbook. Please contact your child's school for further information.

Discipline

Disciplinary actions may include using one or more discipline management techniques, such as revoking privileges, detention, and removal from class, transfer to an alternative education program, suspension, and expulsion. Disciplinary measures will be appropriate for the offense. In addition, when a student violates the law, that student may be referred to legal authorities for prosecution.

Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and violates publicized board of education policy even if such conduct occurs off school property and during non-school time.

Progressive Discipline Policy

- *Always contact parents.*
- *Collaborate with appropriate staff for students with IEPs or 504 Plans.*
- *The Leadership Team may adjust consequences based on specific circumstances (developmental level, intent, impact on others, etc.)*
- *Minor behaviors that are repeated 3 or more times in a two-week period can become a major infraction.*
- *Follow predetermined behavior intervention plans if applicable and review and update as necessary.*
- *Consider the mental health needs of the student.*

Infraction	*Severity*	*Definitions*	*Designation/Actions/Tracking*			
			Teacher Handled	*Progressive Actions*	*Office Handled*	*Progressive Actions*
01 - Inappropriate Language	Minor	Teasing or curse words or name-calling used as social language or communication within a peer group.	✓	Progressive Teacher Response (see list below) Other: Verbal/Written Apology		
	Major	Curse words (in any language) used in a disrespectful context towards peers or adults, racial name calling used in a derogatory manner towards peers or adults, hand or mouth gestures suggestive of derogatory language, sexual gestures made with objects or food, use of social media that is harmful to another student/staff member			✓	Student & Parent Conference Restorative Conference Detention ISS
02 - Defiance/ Noncompliance/ insubordination	Minor	Intentional ignoring of staff directives (including classwork),mumbling/backtalk/callouts, body language that is suggestive of non-compliance.	✓	Progressive Teacher Response (see list below) Other: Make up work in place of choice activity		
	Major	Confrontational talking back, arguing, ongoing intentional refusal to cooperate with staff directives, unassigned location including hiding, skipping class, leaving school grounds.			✓	Student/Parent Conference Detention (with makeup work) Support Staff Referral ISS
03 - Disrespect	Minor	Low intensity, socially rude or dismissive messages to adults and students. (mumbling and/or back talk, eye rolling, dismissive gestures).	✓	Progressive Teacher Response (see list below) Other: Verbal/Written Apology		
	Major	Student message is confrontational/rude, talking back and being very argumentative			✓	Student & Parent Conference Restorative Conference Detention

Infraction	*Severity*	*Definitions*	*Designation/Actions/Tracking*			
			Teacher Handled	*Progressive Actions*	*Office Handled*	*Progressive Actions*
04 - Disruption	Minor	Disruptive noises (vocal, excessive talking, pencil tapping, etc.), refusal to settle down, continual movement/out of seat without permission. Affects the learning of the individual or small group or operation of school functions in cafeteria / hallways / restrooms / auditorium	✓	Progressive Teacher Response (see list below) Other: Change to seating or environment		
	Major	Hindrance to the teaching and learning process, throwing objects, yelling out, continual minor disruptions. Affects the learning of the whole class or operation of the school including cafeteria / hallways / restrooms / auditorium			✓	Support Staff Response to triage Parent/Student Conference Restorative Actions/Apology Letter Detention/ISS/OSS
05 - Property Misuse/ Destruction	Minor	Damage to school property that can be cleaned/corrected by the student (i.e., writing in a book, locking bathroom stall doors, writing on locker)	✓	Progressive Teacher Response (see list below) Other: Repair or clean damage		
	Major	Damage to school property that can't be cleaned/corrected by the student. (i.e., breaking equipment, permanent marker writing.)			✓	Student/Parent Conference Restorative Actions/Apology Letter Detention

Infraction	*Severity*	*Definitions*	*Designation/Actions/Tracking*			
			Teacher Handled	*Progressive Actions*	*Office Handled*	*Progressive Actions*
06 - Theft	Minor	Theft of classroom supplies (i.e., pencils, paper, crayons).	✓	Progressive Teacher Response (see list below) Other: Return of item with Verbal/Written Apology		
	Major	Theft of staff/school belongings (wallet, electronics, etc.), removal of items from a teacher's desk without permission, theft of item(s) from another student's backpack, cubby, desk, or locker.			✓	Student/Parent Conference Restoration of Belongings ISS OSS Support Staff Referral/Potential Police Referral

Infraction	*Severity*	*Definitions*	*Designation/Actions/Tracking*			
			Teacher Handled	*Progressive Actions*	*Office Handled*	*Progressive Actions*
07-Lying/Cheating/ Plagiarism/ Forgery	Minor	Delivering an untrue or inaccurate statement about shared classroom supplies, actions of others, cheating on homework, cheating on in-class tests. Forgery of guardian signature in school communications including bus notes.	✓	Progressive Teacher Response (see list below) Other: Verbal/Written Apology		
	Major	Delivering an untrue statement about a major behavioral infraction (i.e., a fight, property misuse, etc.) in which the student is not directly involved,making false accusations about teachers. Deliberately violates the rules or cheats on assessments. Plagiarized, copied, electronically cut and paste work without proper representation or misrepresented academic work; Forgery of guardian signature in cases of student safety (i.e., field trip permissions, medical releases, habitual instances despite parent contact).			✓	Student/Parent Conference Apology Letter/Restorative Conference Detention Support Staff Referral as needed
08 - Physical Contact	Minor	Horseplay - pushing, shoving, grabbing, playing around, goofing off, touching, kicking, stabbing with pencil/scissors without intent to harm	✓	Progressive Teacher Response (see list below) Other: Verbal/Written Apology		
	Major	Physical aggression with a peer or an adult, which may result in harm to self or others. Includes pinching, biting, punching, kicking, spitting, hair pulling, and throwing furniture. "De-pantsing" or other physical contact meant to expose or embarrass another.			✓	Student/Parent Conference Restorative Conference/Referral to Support Services Detention ISS/OSS

Infraction	*Severity*	*Definitions*	*Designation/Actions/Tracking*			
			Teacher Handled	*Progressive Actions*	*Office Handled*	*Progressive Actions*
09 - Harassment / School Climate Violation	Minor					
	Major	Any inappropriate, unwanted touching or any unacceptable written or verbal comments, photos, gestures, or behaviors that are intended to harm, threaten, or intimidate (to include comments/attacks based on race, religion, gender, age, ethnic origin, disability and/or other personal matters).			✓	School Climate Investigation Parent/Student Conference Restorative Conference Referral to Support Services Detention ISS OSS Support Plan (as appropriate)
10 - Bullying	Minor					
	Major	"Bullying" means (A) the use by one or more students of a written, oral or electronic communication, such as cyber bullying, directed at or referring to another student attending school in the same school district, or (B) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that: (i) Causes physical or emotional harm to such student or damage to such student's property, (ii) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (iii) creates a hostile environment at school for such student, (iv) infringes on the rights of such student at school, or (v) substantially disrupts the education process or the orderly operation of a school.			✓	School Climate Investigation Parent/Student Conference Restorative Conference Referral to Support Services Detention ISS OSS Support Plan (as appropriate)

Infraction	*Severity*	*Definitions*	*Designation/Actions/Tracking*			
			Teacher Handled	*Progressive Actions*	*Office Handled*	*Progressive Actions*
11 - Inappropriate Use of Technology	Minor	Students not using technology in an appropriate manner. Not on correct site, using another student's password, changing background/computer settings, having phone/device out without teacher permission	✓	Progressive Teacher Response (see list below) Other: Loss or modification of technology privileges		
	Major	On inappropriate sites (pornographic, sexual, or violent in nature), any behaviors resulting in damage to technology equipment property, taking pictures of other students or faculty without permission, stealing passwords, any use of technology that documents inappropriate language/behaviors, or using technology to harass and threaten others. Intentional damage to Chromebooks or other school technology property or devices.			✓	Student/Parent Conference Restorative Conference/Referral to Support Services Detention ISS/OSS See additional information below related to inappropriate technology / cell phone use
12 - Use/Possession / Sale of Tobacco or Nicotine Vapes	Minor					
	Major	Student is in possession of, using, or selling tobacco products on school grounds, bus, or any school sponsored activities. Facsimile of nicotine products will be treated as the actual substance.			✓	ISS OSS Support Staff Referral Student/Parent Conference Restorative Conference/Referral to Support Services Detention ISS/OSS See additional information below related to use/possession / sale of tobacco or nicotine vapes

Infraction	*Severity*	*Definitions*	*Designation/Actions/Tracking*			
			Teacher Handled	*Progressive Actions*	*Office Handled*	*Progressive Actions*
13 - Use / Possession of Drugs/Alcohol	Minor					
	Major	Student is in possession of, using, or sale of drugs or alcohol on school grounds, bus or any school sponsored activities. Drugs may include: prescription drugs, herbal remedies, all illegal drugs, etc. Facsimile of the above stated products will be treated as the actual substance. Students possessing drug paraphernalia including, but not limited to vapes, dab pens, rolling papers, bongs, etc.			✓	ISS OSS Support Staff Referral Possible Police Referral See additional information below related to use/possession / sale of drugs/alcohol Possible recommendation for expulsion (sale of)
14 - Use/Possession of Weapons	Minor					
	Major	Weapons or objects used to cause harm or threaten to cause bodily harm or mental distress. Weapons may include, but are not limited to, any of the following: matches/lighters, fireworks, brass knuckles, slingshots, pocket or kitchen knives, plastic knives, or guns of any type, etc. Facsimiles will be treated as the actual object.			✓	ISS OSS Support Staff Referral Possible Police Referral Recommendation for expulsion

Infraction	*Severity*	*Definitions*	*Designation/Actions/Tracking*			
			Teacher Handled	*Progressive Actions*	*Office Handled*	*Progressive Actions*
15 - Threats	Minor	Threatening conduct (including verbal, written, or electronic communication or physical gestures) directed toward another student, teacher, staff member, administrator, or other person where there is no reasonable expectation of bodily harm.	✓	Progressive Teacher Response (see list below) Other: Verbal/Written Apology and Support Staff Referral		
	Major	Acting in a manner that makes another student reasonably believe they are in danger of physical harm, including, but not limited to, verbal statements, written statements, non-verbal aggression, and intimidation.			✓	Parent/Student Conference Referral to Support Services/Restorative Conference Detention ISS OSS Support Plan (as appropriate) Recommendation for expulsion
16 - Other inappropriate conduct, as determined by the administration	Minor					
	Major	Any other behaviors that seriously disrupt the learning environment or safety of the school			✓	ISS OSS Support Staff Referral Student/Parent Conference Restorative Conference/Referral to Support Services Detention ISS/OSS See additional information below

Progressive Teacher Response Actions (Other category is used for logical consequences specified within each infraction):

☐ Verbal Warning	☐ Conference	☐ Parent Contacted
☐ Time with Teacher	☐ Loss of Privileges	☐ Removal from Class
☐ Time Out: Classroom	☐ Detention	☐ Referral
☐ Reteach Expectations	☐ Other	☐ No Action Taken

Disciplinary responses to violation of the Student Code of Conduct include:

- Teacher intervention/detention
- Administrative intervention/detention,
- 1-5 day In-School Suspension
- 1-10 day Out-Of-School Suspension
- Expulsion

****While adhering to the principles of progressive discipline, school administration retains the discretion to adjust disciplinary actions based on the specific circumstances of each incident. This may include applying more or less severe consequences as deemed appropriate, taking into account factors such as the nature of the offense, the student's disciplinary history, and any mitigating or aggravating circumstances.****

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 Escort Only 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.

Dangerous Weapons and Instruments

No guns, knives, pepper spray/mace or any other object(s), including martial arts weapons, capable of threatening or causing injury or death may be brought onto school grounds. Any object used to cause injury will be considered a weapon. Violators will be subject to arrest and prosecution, as well as appropriate disciplinary action. Federal and State legislation mandates expulsion of students found in possession of a weapon on campus. Additionally, legislation mandates the local Board of Education to expel students who use a weapon during the commission of a crime, on or off campus.

Detention

A student may be assigned an after-school or lunch detention for several reasons. The student may need to stay as a consequence from a violation of the school's code of conduct, to work out a problem, to complete or redo school work, or for some other reason. Detention has priority over jobs, sports, and other after-school activities. Students will generally be given 24 hours' notice prior to serving detention.

At Thomaston High School, after-school detentions are from 2:25 P.M. – 3:10 P.M. on Tuesday, Wednesday, and Thursday. Lunch detentions are Monday-Friday during the lunch waves in the main office conference room or the in-school suspension room at THS. When a student is issued a lunch detention, the lunch option is peanut butter and jelly, milk, fruit and vegetable. Students could also bring in their own lunch. No exceptions will be made unless a student has an allergy. Detentions are assigned at the discretion of administration. At Black Rock School and Thomaston Center School, after school detention times will be from 3:00 p.m.-3:45 p.m. on Tuesday, Wednesday, or Thursday.

Suspension

According to Board Policy, suspension is defined as an exclusion from school privileges and/or from transportation services for not more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed.

Suspension from school is a very serious action and is never taken lightly by the school; we ask that you consider it serious as well. The administration may suspend a student for infraction of school rules. However, no student shall be suspended without an informal hearing before the building principal or his/her designee at which time the student shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, unless circumstances surrounding the incident require immediate removal. In such instance the informal hearing will be held during the suspension.

A student who has been suspended from school may not participate in extracurricular, athletic, or social privileges ***throughout the duration of the suspension***, this includes the day or days the suspension is assigned. Should a student be suspended at a time prior to a school recess (including inclement weather closings) and the suspension extends to days when school resumes, the student may not participate in extracurricular and /or social privileges until the suspension period terminates.

In School Suspension

Students who are assigned an In-School Suspension (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.

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.

Academic Dishonesty (Cheating/Plagiarism)

The Thomaston Board of Education is opposed to all forms of cheating by students within the Thomaston Public Schools. For the purpose of this policy, the misrepresentation by students of homework, classwork, tests, reports or other assignments as if they were entirely their own work shall be considered forms of cheating.

Consequences for cheating shall be handled as a behavioral offense and may result in a referral to the office for disciplinary action by the administration. Consequences for cheating shall take into account the grade level of the student and the severity of the misrepresentation. Teachers have the prerogative to assign a consequence for cheating, but such consequences must be consistent for all students within the classroom. Teachers must provide basic "due process" to students accused of cheating.

The consequences for cheating require that the student make up the assignment or complete a similar assignment, without plagiarizing, and may also include any of the following as necessary:

- Change student seats
- Counseling by teacher
- Counseling by support personnel, parent/guardian
- Conferring with parent/guardian
- Referral to administration for disciplinary action

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.

Restorative Practices: PA 23-167 places emphasis on school districts engaging in restorative practices to address "challenging behaviors."

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

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.

According to Public Act 11-232- The Strengthening of School Bullying Laws, "bullying" includes repeated written, oral, or electronic communication, by one or more students directed at or referring to another student and physical acts and gestures by one or more students that are directed against another student and that:

1. Causes physical or emotional harm to the student or damage to the student's property;
2. Places the student in reasonable fear of harm to himself or herself, or of damage to the student's property;
3. 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);
4. Infringes on the rights of the student at school; or
5. 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.)

“Teen Dating Violence” means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening that occurs between two students who are currently in or have recently been in a dating relationship.

“Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, mobile electronic devices or any electronic communications. The District’s computer network and the Internet, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment. All forms of harassment over the Internet, commonly known as cyber bullying, are unacceptable, a violation of District policy and of the District’s acceptable computer use policy and procedures.

Cyberbullying includes, but is not limited to, such misuses of technology as harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material may be disguised or logged on as someone else.

Students and community members who believe they have been the victims of such misuses of technology as described, should not erase the offending material from the system. A copy of the material should be printed and brought to the attention of the Principal. All reports of cyber bullying will be investigated by the administration.

In situations in which the cyber bullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operation of school. Also, such conduct must be violation of a publicized school policy. Such conduct includes, but is not limited to, threats, or making a threat off school grounds, to kill or hurt a teacher or student.

Disciplinary action may include loss of computer privileges, detention, suspension or expulsion. A communicated threat or a hate crime will be reported to the police.

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

- Enable students to anonymously report acts of bullying and teen dating violence 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 and teen dating violence.
- Require teachers and other school staff who witness acts of bullying and teen dating violence 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 or teen dating violence 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 and teen dating violence.
- Provide for language in student codes of conduct concerning bullying and teen dating violence.
- Require schools to notify the parents/guardians of both the student perpetrators of verified acts of bullying and teen dating violence, 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 or teen dating violence 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 a 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 positive behavioral interventions and supports processes or another evidence-based model approach for a safe school climate or for the prevention of bullying and teen dating violence. Schools 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 and teen dating violence. Each school will survey students, parents, and staff to determine perceptions of school site safety and the prevalence of bullying and teen dating violence.
- Establishment of a bullying prevention coordinating committee with broad representation to review the survey results and implement strategy.
- School rules prohibiting bullying, teen dating violence, 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 or teen dating violence is likely to occur.
- Inclusion of grade-appropriate bullying and teen dating violence prevention curricula in kindergarten through high school.
- Individual interventions with the bully or perpetrator of teen dating violence, 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.

Reporting Procedure for Potential Bullying Incidents:

1. As soon as a student feels that he/she has been bullied or the victim of teen dating violence, he or she should make a written report to the Administration. The principal or his/her designee will investigate all written complaints of bullying and teen dating violence; anonymous reports will be reviewed.

2. Any student who makes an oral complaint of bullying or teen dating violence 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 or teen dating violence 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 or perpetrator of teen dating violence, 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 or perpetrator of teen dating violence will be upheld.
5. 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 or perpetrator of teen dating violence, 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 or perpetrator of teen dating violence will be upheld.
6. The investigator shall make a written report summarizing the results of the investigation and proposed disposition of the matter. This written report will be documented in the original report in the Say Something Anonymous Reporting System (SS-ARS).
7. 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 or perpetrator of teen dating violence 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 or teen dating violence 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 or teen dating violence will result in disciplinary action. The bully or perpetrator of teen dating violence and any other students or employees, if applicable, will be informed that appropriate action shall be taken if further acts of bullying, teen dating violence, 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.

Bus Behavior

Free bus transportation is provided to students who are eligible. Free bus transportation, however, is not an unlimited right granted the student. Students who violate regulations for bus behavior may be excluded from bus transportation.

All students who ride a bus to school are subject to school regulations until they depart from the bus at the bus stop near their home. Any misbehavior that distracts the driver is a serious hazard to the safe operation of the vehicle and jeopardizes the safety of all passengers and may result in school discipline.

Riding the school bus is a privilege. Abuses will result in the child and his/her parents assuming the responsibility for his/her transportation to and from school. Parents will also be financially responsible for any damage to the bus. The student will be denied transportation until damages are fully paid.

Students reported misbehaving on the bus, will be disciplined according to the following procedures:

- ***First Offense:*** A verbal warning will be given to the student with parental contact. It is hoped that parental intervention will prevent a recurrence of improper behavior.
- ***Second Offense:*** After an informal hearing with the student, school officials will withhold school transportation for two days. Parents will be informed in writing of the reasons for such disciplinary action. The suspension shall take place on the fifth day after the student has been reported in order to allow sufficient time for parents to make necessary arrangements for such transportation. In cases of emergency, the child may be suspended immediately, without written warning, and parents notified as soon as possible.
- ***Third Offense:*** Discipline for a third offense will allow the student to ride the bus to school in the morning, but he/she will be retained after school for a thirty-minute period for five school days. Parents will be required to pick their child up following the detention.
- ***Fourth Offense***: A student who has been reported for infraction of bus rules for the fourth time will be suspended from the bus immediately. Parents will be notified. It will be the responsibility of the parents to get their child to and from school. It is the parents' responsibility to contact the superintendent of schools for a hearing to consider permanent removal of the student from bus transportation.

*The discipline continuum above is defined by our bus provider. Administration reserves the right to impose additional and/or alternate disciplinary action if deemed appropriate.

Cafeteria and Recess Behavioral Expectations

All eating is to be done in the cafeteria. Food is not permitted elsewhere in the building, unless permission has been granted by the school nurse, teacher, or school administrator. Rules of cleanliness are to be observed at all times. Misconduct in the cafeteria may be cause for receiving an assigned seat or forfeiting the right to eat in that location or such other disciplinary action deemed appropriate for the misconduct. There is no charging for lunches. However, students and parents may deposit money into a lunch account. Students may then charge their lunch to that account drawing from available funds. Please check with your child's individual school for the 2025-2026 school lunch price.

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. When permission is given for other areas to be used for food

or drink, the students must be responsible for keeping the area clean. Students may only use the lavatories adjoining the cafeteria during their lunch wave. Administration, faculty, and paraprofessional staff on duty in the cafeteria may issue passes to the nurse. Students must have a physical pass to leave the cafeteria.

In the case that a parent delivers lunch to their son/daughter, the parent must leave the lunch in the main vestibule and the student will be called. Additionally, food deliveries to students from outside vendors are prohibited.

Students are expected to conduct themselves in an appropriate and respectful manner while in our hallways and cafeteria. The following behaviors are prohibited:

1. Profanity;
2. Inappropriate display of affection;
3. Horseplay;
4. Excessive noise that is disruptive to classes in session;
5. Unauthorized use of an electronic device during class time;
6. Altercations;
7. Throwing of objects.

The above list is not exhaustive and students may be disciplined, up to and including expulsion, for other forms of conduct that endanger person or property or whose conduct is seriously disruptive of the educational process and whose conduct violated publicized school policies.

Misconduct in the cafeteria may result in:

- A seating chart
- Relocation of lunch
- Loss of outdoor eating area.

Controlled Substances: Alcohol, Drugs, Tobacco, Performance-Enhancing

The manufacture, distribution, dispensing possession, or sale of alcohol or controlled substances is prohibited in the building, on school grounds, or during any school- sponsored activity. Violations may result in arrest and prosecution. Sale or purchase of drugs on school grounds or during any school-sponsored activity will result in an expulsion hearing and police referral.

The provisions concerning suspension of students for conduct off school grounds are modified to require that such conduct be in violation of a publicized policy of the board. This means that a student's actions off school grounds that "endanger persons or property," and "seriously (disrupt) the educational process," and (violates) board policy can result in expulsion.

Use or Possession of Drugs, Alcohol, and Inhalants

The school prohibits the manufacture, distribution, dispensing, possession or use of alcohol or controlled substances on school grounds or during school activities.

Substance abuse or distribution of drugs and/or drug paraphernalia including alcohol may indicate serious, underlying problems. Every effort will be made to offer student assistance, including early identification, referral for treatment at private or community agencies and aftercare support. While the school may connect the student with assisting agencies, said action does not infer any financial responsibility to the school district.

Disciplinary procedures will be administered with the best interests of the student, school population and community in mind and with due consideration of the rights of students. However, consideration must be given to the fact that substance abuse is illegal and subject to criminal prosecution.

Students are encouraged to consult with teachers, administrators and other professional staff on substance abuse problems. A staff member who is contacted by a student regarding a drug or alcohol problem may elect to keep that information confidential and not disclose it to any other person in accordance with state law. However, the student will be encouraged at the earliest appropriate time to seek help from parents or guardians.

In such cases, the decision to involve the parents/guardians will be arrived at jointly by the student and educator unless, in the judgment of the educator, the mental or physical health of the student is immediately and dangerously threatened by drug/alcohol use. If such danger is imminent, the parents/guardians and health officials will be notified so that appropriate action can be taken. The use of narcotic-detection dogs is allowed as per district board policy.

Any student who violates this policy during a school session, on school premises, or anywhere at a school-sponsored activity or trip, on school-provided transportation, or otherwise off school grounds when such student's conduct violates this policy and is seriously disruptive of the educational process shall be reported to the Thomaston Police Department and subject to disciplinary actions, up to and including expulsion from school.

Additional consequences may include:

- Referral to a substance abuse education and assessment program prescribed by the administration
- Must attend alternative education program pending Board expulsion decision
- Exclusion from all co-curricular and extracurricular activities concurrent with suspension/expulsion

Use or Possession of Tobacco, Smoking Paraphernalia

Per Board Policy R5131.6, students shall not smoke or use tobacco products on school property or at any school-related or school-sanctioned activity, on or off

school property as provided by law. This includes the use of e-cigarettes or any other vapor products. Tobacco products will be confiscated if found on school grounds.

Any student found in possession of tobacco or related paraphernalia during a school session, on school premises, or anywhere at a school-sponsored activity or trip, on school-provided transportation, or otherwise off school grounds when such student's conduct violates this policy and is seriously disruptive of the educational process subject to disciplinary actions, up to and including expulsion from school. Additional consequences may include:

- Participating in a smoker awareness program under the direction of the school nurse.
- Exclusion from all co-curricular and extracurricular activities concurrent with suspension/expulsion
- Loss of Senior Privileges
- Participation in a cessation program.

Sale or Distribution of Controlled Substances (Drugs, Alcohol, Inhalants, Performance- Enhancing Drugs)

Any student in caught selling or distributing of any form of controlled substance during a school session, on school premises, or anywhere at a school-sponsored activity or trip, on school-provided transportation, or otherwise off school grounds when such student's conduct violates this policy and is seriously disruptive of the educational process shall be reported to the Thomaston Police Department and subject to disciplinary actions, up to and including expulsion from school.

Additional consequences may include:

- Participation in, along with parent or guardian, school-approved substance abuse counseling/family education program(s) prior to reentry to school
- Must attend alternative education program pending Board expulsion decision
- Exclusion from all co-curricular and extracurricular activities concurrent with suspension/expulsion

In addition to the above, any student found to be selling or distributing performance enhancing substances who wants to participate in interscholastic athletics, after the period of suspension/expulsion imposed by the school district, if less than 180 school days, must submit a medically update drug test, approved by CIAC, which confirms the student to be chemical free. Such a test must be completed within thirty days prior to a request for participation. All costs for

testing will be incurred by the student, parent or guardian.

Use or Possession of Performance-Enhancing Drugs or Substances

Performance-enhancing substances used by young people is a concern to our society at large because of the potential adverse health consequences and the effects such practices have on moral development of the individual and on fair athletic competition for all. Therefore, the Board of Education bans and prohibits the possession or use of any performance-enhancing substance, including dietary supplements, prescription medications, and illicit drugs not otherwise prescribed by a student's physician for a legitimate health issue.

Any student caught using or in possession of any kind of performance-enhancing drug or substance during a school session, on school premises, or anywhere at a school-sponsored activity or trip, on school-provided transportation, or otherwise off school grounds when such student's conduct violates this policy and is seriously disruptive of the educational process shall be reported to the Thomaston Police Department and subject to disciplinary actions, up to and including expulsion from school.

Additional consequences may include:

- Participation in, along with parent or guardian, school-approved substance abuse counseling/family education program(s) prior to reentry to school
- Must attend alternative education program pending Board expulsion decision
- Exclusion from all co-curricular and extracurricular activities concurrent with suspension/expulsion

Dances

Middle School Dances

The following regulations are in place for middle school dances:

1. Students may not bring guests to the dances.
2. Students who have been suspended may not attend dances for the period of suspension.
3. Students who are on Academic Probation may not attend the dance.
4. The administration may forbid a student to attend a dance for disciplinary reasons.
5. Dances shall be 6:00 p.m. to 8:00 p.m.

Prom

The following regulations are in place for those attending the prom:

1. Prom is open to all junior and senior students attending Thomaston High School.
2. Students may be prohibited from attending the prom based on academic, behavior, and school attendance issues.
3. Juniors and Seniors may bring a guest. All guest must meet the following criteria:
    a. Attending high school or have graduated from high school.
    b. Student may not bring a guest who is over the age of 21.
    c. The sending school must confirm good academic and behavioral standing.
    d. Parent and student must sign off agreeing that the THS student may be held responsible for guest behavior.
    e. Guest must provide copy of student ID or license.
4. Attendance at the prom is subject to the approval of administration.

Semi-Formals

The following regulations are in place for semi-formal dances:

1. Guests must attend high school currently.
2. Guests must be under the age of 21.
3. Guests must be signed up at least a week prior to the event. NO tickets will be sold at the door for guests.
4. Students who are on Academic Probation may not attend the dance.

Should there be any other dances (grades 9-12) scheduled, the following regulations are in place:

1. The time frame shall be 7:00 p.m. to 10:00 p.m.
2. Guests are not allowed.
3. Students who have been suspended may not attend dances for the period of suspension.
4. The administration may forbid a student to attend a dance for disciplinary reasons.
5. Students who are on Academic Probation may not attend the dance.

Dress Code

Each student in the Thomaston Public Schools has the responsibility of dressing in appropriate attire with respect to neatness, health, and decency. The responsibility for appropriate appearance of students rests with parents and students themselves. The administration reserves the right to restrict any attire

that is considered detrimental or disruptive to the educational process and/or is deemed unsafe. Good taste and common sense should be used in choosing clothes for school.

If a student wears apparel and/or jewelry that is judged to be disruptive to the education process and the normal functioning of the school, the administration will ask the student to change, restrict the student to internal suspension, or send the student home.

When choosing a student's outfit for school, students and parents should keep in mind that their choice of clothing can affect the learning environment and will be judged along more formal rather than informal guidelines.

Shorts, skirts, and shirts should be of an adequate length and construction so as to not excessively expose the upper thigh, navel, stomach, or lower back. In addition, clothing meant to be worn as an undergarment should not be worn as an outer garment. All clothing shall be worn in a manner that does not expose undergarments (underwear or bras).

Any school dress which impairs safety or increases the risk of injury to self or others, causes distraction or disruption of the learning environment, advertises or advocates clothing with offensive language, messages, or illustrations is not tolerated. The term offensive includes, but is not limited to, any wording or symbols that advertises or promotes the imagery of alcohol, tobacco, or other drugs, or which debase or negatively portray any individual or group through cultural, political, racial, religious, sexual, or other innuendo. Also included are types of clothing that contains violence, hate, or death messages.

Administrators will use reasonableness and discretion when determining the appropriateness of attire. The school staff will enforce the dress code in a consistent manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size. Enforcement of the dress code will be gender neutral.

Students who do not comply with the above regulations during school events will be subject to administrative action, including, but not limited to the following:

- Request of student to change clothing
- Request of parent to bring to school a change of clothing for students

The frequency and severity of regulation non-compliance may result in school discipline.

The following are strictly prohibited as part of the Thomaston High School Dress Code:

- No Pajamas (eg. pajama pants, pajama tops, nightgowns)
- No Hoods worn on head.
- No hat or head covering worn on head, unless for religious purposes

- Blouses/Shirts: Blouses/shirts must have shoulder straps and be long enough to adequately cover most of the midriff. Blouses/shirts that allow exposure of any portion of the chest and/or breasts are not allowed. Clothing must not be see-through or transparent. Undergarments and/or private body areas must not be evident or visible through clothing. Undergarments may not be worn as outerwear.
- Skirts/Shorts/Dresses/Pants: Clothing must not be see-through or transparent. Undergarments and/or private body areas must not be evident or visible through clothing. Pants should not expose the buttocks or genitalia. Undergarments may not be worn as outerwear. Spandex shorts may be worn if covered by shorts or skirts.
- No halter or strapless tops, or tank tops
- No tops that show midriff

The final decision whether the student has violated the dress code rests with the discretion of the administrators.

Food and Drink

Food is not permitted around the building except without prior permission. Water bottles are permitted throughout the school.

Harassment Statement

Every child has the right to feel safe, valued and comfortable in school. No one else's behavior should ever make children feel afraid or embarrassed because of their race, color, religion, national origin, sex, or any disability they may have. Students are expected to treat other students and district employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop those behaviors when asked or told to stop.

Parents are urged to reinforce with their child(ren) that if he/she is harassed or sees harassment happening to someone else that he/she should report the behavior to a teacher or the principal. To maintain a productive and positive learning environment, the Board of Education will make every attempt to halt any harassment of which they become aware by calling attention to this policy or by direct disciplinary action, if necessary.

A student who believes he/she has been harassed is encouraged to report the incident to a teacher or administrator. The allegations will be investigated and addressed which will result in appropriate disciplinary action taken, where necessary.

Hazing Activities

Students are prohibited from participating in any hazing activity. Hazing is an activity that recklessly or intentionally endangers the mental or physical health or safety of a student for the purposes of initiation or admission into or affiliation with any student organization. Any student who engages in an act that injures, degrades, or disgraces another student or staff member, disrupts the educational process, or interferes with a student's opportunity to obtain an education shall be subject to appropriate disciplinary action.

Recess

All students in grades kindergarten through grade 3 will have a 30-minute recess either before or after lunch, depending on each grade's schedule. Students in grades 4-6 will have a 20-minute recess. Outdoor recess will take place if the temperature is 20 degrees or higher taking wind chill into account. In the event that weather prohibits outdoor recess, students will have recess indoors. All students in grades 7/8 will have a flex period that is approximately 20 minutes. During "Flex" students, in good standing, may choose to go outside for recess, complete work, or make up assessments.

While recess is a time to partake in physical/recreational activities, students are still expected to be safe, responsible and respectful while on the playground. If students display inappropriate behaviors, staff will employ positive behavior interventions and supports in an attempt to correct the inappropriate behavior.

Please note that behaviors that put the safety of any child at serious risk will result in an immediate consequence and interventions may not be applied in such situations.

Removal from Class

Each teacher shall have the authority to remove a student from his or her classroom when the student causes a serious disruption of the education process in that classroom.

- Teacher must call to ask for student removal from Administration and explain why
- Follow up with a log entry describing the behavior and submit it to the main office the day of the student's removal from class.

Senior Privileges

Late Arrival/Early Dismissal-Seniors who are passing all subjects with an average of at least 70 are permitted to arrive to school at 8:55 A.M. and/or leave at 12:50 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 26th, 2025.

- 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 senior lounge during study periods.

These privileges may be revoked for unsatisfactory conduct, poor attendance, poor scholastic performance, or failure to adhere to these guidelines.

Sexual Harassment

The district wants all students to learn in an environment free from all forms of sexual harassment. Sexual harassment is against state and federal laws. It is unwelcome sexual attention from peers, teachers, staff or anyone with whom the victim may interact. Any student who believes that he or she has been subjected to sexual harassment should report the alleged misconduct immediately to his/her teacher, social worker, guidance counselor, administrator, school nurse, or any responsible individual with whom the student feels comfortable, either informally or through the filing of a formal complaint.

Peer sexual harassment is strictly forbidden in all schools within this district, on school premises, and during any school programs and activities. Peer sexual harassment is any unwelcome physical or verbal conduct of a sexual nature, such as touching or grabbing or making sexual comments directed at a person because of his or her sex, which interferes with the ability of a student to receive an education. Students are expected to treat their fellow students with dignity and respect at all times on school property and in school programs and activities and to refrain from unwelcome physical or verbal conduct of a sexual nature.

Violations or suspected violations of this policy should be reported to teachers or administrators. Students are encouraged to report sexual harassment immediately. School personnel will take prompt and fair action to investigate any report promptly and to take the appropriate measures to stop alleged sexual harassment, or any other alleged policy violation. During the investigation of allegations that policy has been violated, all students involved will continue to be provided their educational rights.

Should requests be made for changes to student schedules or class assignments in connection with alleged policy violations or other related matters, the circumstances will be carefully considered and decisions will be made in the best educational interest of all students involved. Please note that in the case of such requests while an investigation is ongoing, any requested changes will normally be made to the schedule or class assignment of the student requesting the change, rather than a non-requesting student.

Student Sexual Harassment Policy

I. Philosophy:

Sexual harassment will not be tolerated among students of the Thomaston School District. It is the policy of the Thomaston Board of Education to maintain a learning and working environment that is free from sexual harassment. Any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers subject to the control of the board. Students are expected to adhere to a standard of conduct that is respectful and courteous to employees, to fellow students and to the public.

II. Definition:

Sexual harassment is defined as follows:

Any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of educational benefit or employment.
2. Submission or rejection of such conduct by an individual is used as the basis for decisions affecting the individual's education or employment.
3. Such conduct has the performance or work performance of creating an intimidating, hostile, or offensive educational or working environment.

Specific behaviors that are unwanted and sexual in nature that constitute sexual harassment are:

- Touching
- Verbal comments
- Sexual name-calling
- Sexual rumors
- Inappropriate public display of affection
- Gestures
- Jokes/cartoons/pictures
- Inappropriate statements of a sexual nature
- Pulling at clothes
- Letters or notes of a sexual nature

III. Reporting Procedure

1. If a student believes that he/she is being or has been harassed, that person should immediately inform the harasser that his/her behavior is unwelcome, offensive, in poor taste, unprofessional, or highly inappropriate.
2. As soon as a student feels that he/she has been subjected to sexual harassment, he or she should make a written complaint to the appropriate school personnel, or the principal or his/her designee. The student and parent will be provided a copy of this policy and made aware of his/her rights.
3. In the written complaint, the complainant should state the following:
    - Name of the complainant
    - Date of the complaint
    - Date of the alleged harassment
    - Name or names of the harassers
    - Location where such harassment occurred
    - Detailed statement of the circumstances constituting the alleged harassment

4. Any student who makes an oral complaint of harassment 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.
5. All suspected cases of child abuse will be reported to the Thomaston Police Department and the State Department or Children and Families.
6. All complaints are to be forwarded immediately to the principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the superintendent.
7. The principal and/or designee will notify the parents of the complainant that his/her child filed a sexual harassment report which will be investigated and acted upon within five (5) working days, if possible.
8. 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 student and the alleged harasser, 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 harasser will be upheld.
9. The investigator shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the parents of the complainant, the alleged harasser, and the superintendent of schools.
10. 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 harassment. The superintendent may also conduct a reasonable investigation, including interviewing the complainant and alleged harasser 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 sexual

harassment 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 harassment will result in disciplinary action.

The harasser and any other students or employees, if applicable, will be informed that appropriate action shall be taken if further acts of harassment or retaliation occur. If further acts of harassment or retaliation do occur, appropriate actions shall be taken up to and including suspension and/or expulsion from school.

Vandalism/Misuse of Equipment

Our schools and school equipment are public property. Willful damaging or destroying of this property will be treated seriously by the administration and will be subject to school consequences up to and including expulsion, as well as required to pay for the damage repair.

If damage is done due to the misuse of the equipment, he or she should report the damage to the teacher immediately so that the damage is not misconstrued as vandalism. Because the misuse did not result in purposeful vandalism, there may not be disciplinary consequences, however, the student(s) will be required to pay for the damage in whole or in part. An invoice will be emailed to the parent of the student. The parent will have 30 days to reimburse Thomaston Public Schools.

School Policies/Regulations

Asbestos

Legislation requires all school buildings to be reevaluated to determine if asbestos is present and if it poses a significant health hazard to the building's occupants. The District has on file plans showing the location of asbestos in each building and measures undertaken to comply with regulations to maintain a safe school environment. Requests to review these plans may be made in the school office. Please refer to Superintendent Coss' letter in the appendices of this handbook.

Assemblies

There are times when classes, grades, teams or the entire school may gather for assembly programs. These programs are arranged to bring information or entertainment to the student community. A student's conduct in assemblies must meet the same standards as in the classroom. At Thomaston Center School and at Thomaston High School, students will sit in assigned sections in the auditorium by grade level.

Please do not plan to take your child out of school after an assembly unless you've provided a note in advance.

Books, Book Bags, Backpacks

Students in grades pre-kindergarten through grade 3 must keep book bags and/or backpacks in the closet area of the classroom. Textbooks and other instructional

supplies should be kept in the student's desk.

Students at Thomaston Center School will be issued a locker and will have easy access to their lockers during the school day. Consequently, they may not carry book bags between classes as they pose an obstruction to safe passage of students in the classroom and/or corridors.

Thomaston High School students may use backpacks of a reasonable size to carry books and instructional supplies to their classes. High school students will also be issued lockers. Students in 7th and 8th grade are not allowed to carry their backpacks unless they have permission to do so.

Students must cover all textbooks, when required, and are expected to repair damage or replace any lost textbooks and library books.

Pesticide Management and Green Cleaning

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. Parents/guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law. Parents/guardians who want to be notified prior to pesticide applications inside their child(ren)'s school assignment area may contact the building secretary.

A green cleaning program to clean and maintain the school was implemented by law July 1, 2011. The program provides for the procurement and proper use of environmentally preferable cleaning products in the school. The cleaning products used meet standards approved by the Department of Administrative Services and minimize potential harmful effects on human health and the environment. Parents/Guardians may request a written copy of the District's policy pertaining to the green cleaning program and a written statement which includes the names and types of environmentally preferable cleaning products used in the school and where in the building they are applied; the schedule for applying the products; and the names of the school administrator or designee whom the parent/guardian or student may contact for more information.

PLEASE NOTE: According to the state law, "no parent, guardian, teacher, or staff member may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize or disinfect."

School Ceremonies and Observances

The school district recognizes the value of certain ceremonies and observances in promoting patriotism and good citizenship among the students. Therefore,

activities in schools commemorating national holidays such as Memorial Day, Thanksgiving and President's Day are encouraged. To the greatest degree possible, school ceremonies will be a reflection of the variety of religious beliefs of our student body and faculty, and all are urged to be conscious of and respectful to the sensitivities of others.

Activities related to a religious holiday or theme will be planned to ensure that the activity is not devotional, and that students of all faiths can join without feeling that they are betraying their own beliefs. Therefore,

1. School and class performances shall not be overly religious, and church-like scenery will be avoided;
2. Religious music not entirely dominate the selection of music; and
3. Program notes and illustrations shall not be religious or sectarian.

Students shall be given the option to be excused from participating in those parts of a program or curriculum involving a religious theme which conflicts with their own religious beliefs. If a parent or student has any questions regarding the use of religious music, artwork and/or symbols in a particular course/activity, the building principal should be contacted.

An opportunity will be provided, at the beginning of each school day, for students to observe an appropriate period of silent meditation and to recite the Pledge of Allegiance. Participation in these activities is voluntary. Nonparticipants are expected to maintain order and decorum appropriate to the school environment.

School Lunch/Cafeteria

The District participates in the National School Lunch Program and offers to students nutritionally balanced breakfasts and lunches daily. Free and reduced price lunches are available based on financial need. Information on this program can be obtained from the school office.

Food and beverages offered for sale to students, whether in the cafeteria, school store, or vending machines will meet federal and state standards and guidelines. All sodas and sports drinks will not be available for sale.

In conformity with applicable law, necessary accommodations will be provided, where required, for students with food allergies, including emergency procedures to treat allergic reactions which may occur.

Charging is not encouraged by the District but on those occasions that a student does not have money, they will be offered an alternate meal.

Students will eat lunch (and breakfast if they choose to participate) in the school cafeteria.

At the elementary level, students will be provided a time for recess, either prior to or immediately after the lunch period.

Substitute Teachers in Classrooms

During the school year, students will be under the supervision of substitute teachers when regular classroom teachers are absent. Students are to cooperate and put forth their best image to help make the class a success. Substitutes will be asked to leave a written report of the day. Teachers and/or administration will follow up on the report.

Use of Facilities

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are expected to remain in the area in which their activity is scheduled to take place.

After dismissal, unless supervised by a faculty/staff member or other district approved adult (i.e., Girl Scouts leader), students are expected to leave the campus immediately. Parents providing transportation should be punctual.

Videos and Photographs of Students, their Work and Performances

Thomaston Public Schools wishes to give recognition to students' accomplishments during the school year. Thomaston Public Schools may publish, broadcast, and display copies of students' work, ceremonies, and performances at school, community facilities, and other locations.

These materials can be released to news organizations (school, local, state, and national) multiple mediums on the internet, etc. Thomaston Schools may identify students by first name when their work and photographs are included in web pages from PreK-12 grades. All school events, performances, and in-school assemblies (sporting, fine arts, plays, graduations, etc.) are considered public events and everyone attending and all participants will be included in the photographing/video recording/broadcasting of those events. In addition, special classroom events (i.e. speaker presentations) may be video recorded/photographed/broadcast as well.

If a parent does not want their child to be photographed or video recorded, or to participate in a live broadcast and have that information shared with the public, that parent must submit a letter at the start of the school year or before the performance to the student's building administrator. This letter will be valid for ONLY the school year in which it was submitted. If a parent does not want their child's performances, photo, or work shown to the public, they must also understand that the child will not be allowed to participate in the performances due to technical and time limitations.

The recording or picture taking of students and/or staff by students, without consent, is prohibited and will result in disciplinary action including but not limited to suspension or expulsion.

Video Recorders/Security Cameras in Schools

The district has installed video recording equipment on school buses to monitor school transportation and discipline. Videotaping will be done randomly during the school year on buses. Tapes may be viewed by the administration. Students violating bus conduct rules will be notified and disciplinary action will be taken.

Surveillance cameras will be used in the school to help provide for a safe and secure environment.

Videotapes shall be treated as protected student records under the Family Educational Rights and Privacy Act.

Producing video using personal recording devices is strictly prohibited, unless this activity has been approved by administration.

School Safety

Evacuation and Lockdowns

Thomaston Public Schools are equipped with an emergency alarm system. When the alarm sounds, students and staff must move to assigned areas outside of the school building. Attendance will be taken and administrators will provide further instruction. However, students are instructed to ignore an alarm sounding and to remain in place during a lock-down situation.

Fire Drills and Emergency Preparedness

Fire drills are held at regular intervals as required by state law. Students must follow the exit directions posted in each classroom. A crisis response drill will be substituted for one of the required monthly school fire drills every three months. Such crisis response drill will be planned and conducted with the local law enforcement agency.

Students are expected to follow the direction of teachers or others in charge quickly, quietly and in an orderly manner. When the alarm sounds, students are to proceed along the posted exit routes in a quick, quiet and calm manner. Students should not return to the building until the return signal is given.

Lockdown

Lockdown is initiated when there is a viable threat inside the school building. No one is allowed to enter or leave his or her room once a lockdown has begun. If a fire alarm sounds during a lockdown, students, faculty, and staff are to remain in their current location, unless a greater threat is in the immediate vicinity.

Safety/Accident Prevention

Student safety on campus and at school related events is a high priority of the school district. Although the school district has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

- Follow the school's code of conduct
- Avoid conduct that is likely to put the student or other students at risk.
- Remain alert to and promptly report safety hazards, such as intruders on campus.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of staff overseeing the welfare of students.

Shelter-In-Place

Shelter-In-Place is initiated when there is a viable threat outside the school building. No one is allowed to enter or leave the building once a shelter-in-place has begun.

Special Services

Disabilities

Thomaston Public Schools does not discriminate against disability in providing educational services as required under ADA, IDEA and Section 504 and C.G.S. 10-76a and any similar law or provision. The District's Section 504 Coordinator is Aimee Turner, who can be contacted at 860-283-3050.

English Language Learners

Parents of English Language Learners participating in a language instructional program will be notified within 30 days of their child's placement in the program. The notification will include an explanation of why, a description of the program, and the parent's rights to remove their child from the ELL program. In addition, the notification will explain how the program will help the child to develop academically, learn English and achieve the standards necessary for promotion.

Students not meeting the English mastery standard or demonstrating limited progress will be provided with additional language support services, including tutoring in English language acquisition. Students, after 30 months, in a bilingual program will not be offered additional bilingual education.

School Counseling

Professionally qualified members of the school staff render social services and counseling. The responsibilities of the social workers, school psychologist, and school counselors include helping the student function more successfully within the school environment.

Counseling is an opportunity to talk with someone about things that are important to students. The opportunities to talk may be personal, social, educational or vocational. Counselors will listen and be open and honest with students. Appointments with a counselor can be arranged by stopping by the School Counseling Office before school, between classes, or after school.

Educational and career planning guidance for high school students is available along with information to develop a plan for the student's future. This may include a long-range plan of studies and selecting student's courses year by year in keeping with the student's career interests and special skills or talents. Parental notification and involvement will be solicited.

Referral for psychological and/or psychiatric assistance by other social services agencies within the school may also be recommended through the PPT process.

Homebound Instruction

Homebound instruction is provided to students after their tenth consecutive absence if the absence is predicted to extend beyond fifteen school days. Medical documentation from a physician, a 504 plan or an Individualized Education Plan (IEP) and communication between the school nurse and the treating physician are required.

Special Education and Intervention

The district provides special programs for those students with disabilities which affect a student's success at school. A student or parent with questions about these programs should contact their child's teacher.

In order to monitor academic growth, the district utilizes a process called Scientific Research- Based Intervention (SRBI) which combines systematic assessment, informed decision-making and a multi-tiered delivery model to improve educational and behavioral outcomes for all students. Academic and behavioral supports and targeted interventions will be provided for students who are not making academic progress at expected levels in the general curriculum.

Any child identified as possibly needing special education and/or related services must be referred to a special education planning and placement team for evaluation (PPT). The PPT will determine whether special education services are required. Parents must give their consent before any evaluation can be done or any services can begin. An individualized education plan (IEP), based upon the diagnostic findings of the evaluation will be developed by the PPT, with parental involvement. Questions regarding these programs should be directed to the building administrator or the Director of Pupil Personnel Services.

Student Rights and Responsibilities

Child Abuse

Teachers, superintendents, principals, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school staff including guidance counselors, social workers, psychologists, and licensed nurses are obligated by law (C.G.S. 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receive yearly training in their use.

Child abuse is defined as any physical injury inflicted by other than accidental means or injuries which are not in keeping with the explanation given for their cause. Improper treatment such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment or neglect are also considered child abuse.

Reporting of child abuse and neglect is a responsibility which is taken seriously. If there is any doubt about reporting suspected abuse or neglect, a report will be made. The school will work with the parents and appropriate social agencies in all cases.

Complaints and Conflicts

The partnership between home and school is very important to us because it helps support student achievement. Despite our commitment to work together, from time to times a conflict may arise. A parent who has a complaint should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, the matter should then be brought to the attention of the building principal.

Discrimination

Thomaston Public Schools does not discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, age, or disability in providing educational services.

Please contact Ms. Andrea Peters, Director of Pupil Services and Title IX Coordinator, at 860- 283- 3050 should you have any questions or concerns regarding compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 as amended.

The Office for Civil Rights enforces several federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education.
The Department of Education Office for Civil
Rights address is: US Department of Education,
Office of Civil Rights
5 Post Office
Square, 8th Floor

Boston, MA
02109-3921
Phone: 617-289-0111 Fax: 617-289-0150
Email questions to: OCR.Boston@ed.gov

Or file a complaint electronically: www.ed.gov/about/offices.list.ocr/complaintintro.html

Distribution of Materials

Students may distribute printed materials to parents as a means of communication. All requests from groups or individuals to have students distribute materials to the community, with the exception of school-connected organizations, will be referred to the office of the superintendent to determine whether the request complies with school policy. The principal or his/her designee may approve such distribution providing:

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

Printed materials may be distributed to parents by students as a means of communication. However, Thomaston Public Schools utilizes email, PowerSchool, and ParentSquare as a means of distributing materials and communicating with parents. Please be sure your email is the correct one to receive such notices and is current at your respective schools. Hard copies of materials are available to families that do not have access to technology. Please complete and return the form in the appendix of this handbook should you wish to receive paper copies of information.

Equal Opportunity

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such a basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.

Please contact Ms. Andrea Peters, Director of Pupil Services and Title IX Coordinator, at 860- 283- 3050 should you have any questions or concerns regarding compliance with the nondiscrimination requirements of Title IX of the

Education Amendments of 1972 as amended.

The Office for Civil Rights enforces several federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education.

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MA 02109-3921
Phone: 617-289-0111 Fax: 617-289-0150
Email questions to: OCR.Boston@ed.gov

Or file a complaint electronically: www.ed.gov/about/offices.list.ocr/complaintintro.html

Lost and Found & Forgotten Items

Any articles which are found in the school or on school grounds should be turned in at the main office. At the elementary levels, unclaimed articles will be disposed of at the end of the school year. At the high school level, unclaimed articles will be disposed of at the end of each marking period. Loss or suspected theft of personal or school property should be reported to the main office. Students are encouraged to label their possessions.

If a student forgets an item, he/she may phone home. If the forgotten item is brought to school, the office will summon the student at a time when classroom instruction will be least interrupted. This may or may not be at the time the item is left.

Placement of Students

Every effort will be made to place students with teachers where a positive student-teacher relationship will be established. The final decision for placement rests with the principal or his/her designee.

Posters

Signs and posters that students wish to display must be approved by the administration. Posters displayed without authorization will be removed. Any student who posts such material without authorization shall be subject to disciplinary action.

Scholarships, Financial Aid, and Awards

Students should start early to establish records worthy of scholarship consideration. In general requirements for scholarship consideration are some combination of the following: serious attention to studies, good character, financial need and involvement in the activities of the school.

Many scholarships and awards are available for qualified students. Students should consult School Counselors for information about what scholarships are available and how, when and where to apply.

Student Complaints/Grievances: Due Process

A student or parent who has a complaint should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal should be requested within 5 calendar days of the event or events causing the complaint. If the outcome of the conference with the principal is not satisfactory, a conference with the Superintendent or designee can be requested within 5 calendar days following the conference with the principal. If the outcome of this conference is not satisfactory, the student or parent may appear before the Board of Education, in accordance with Board policy.

Please contact Ms. Andrea Peters, Director of Pupil Services and Title IX Coordinator, at 860- 283- 3050 should you have any questions or concerns regarding compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 as amended.

The Office for Civil Rights enforces several federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education.

The Department of Education Office for Civil Rights address is:

US Department of Education, Office of Civil Rights 5 Post Office Square, 8th Floor

Boston, MA 02109-3921

Phone: 617-289-0111 Fax: 617-289-0150

Email questions to: OCR.Boston@ed.gov

Electronic Complaints: www.ed.gov/about/offices.list.ocr/complaintintro.html

Student Rights and Responsibilities

Each student has the right to a quality education and the responsibility to put forth his or her best efforts during the school day. Students have the right to expect school personnel to provide that education and shall have the responsibility to respect the rights of other students and all persons involved in the educational process.

Student Records

A student's school records are confidential and are protected by law from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the district until the student withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

The Principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours upon completion of the written request form. The record's custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employee, agents, or facilities with which the district contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, an Individual Education Plan (IEP) for a student with disabilities under IDEA or an individually designed program for a student with disabilities under Section 504;
3. Compiling statistical data; or
4. Investigating or evaluating programs.

Certain other officials from various governmental agencies may have limited access to the records. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records.

The parent's or student's right of access to, and copies of, student records does not extend to all records. Materials that are not considered educational records such as teachers' personal notes on a student that are shared only with a substitute teacher and records pertaining to former students after they are no longer students in the district, do not have to be made available to the parents or students.

A student over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of student's privacy or other rights. If the district refuses the request to amend the records, the requestor has the right to a hearing. If the records are not

amended as a result of the hearing, the requester has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and the student are not allowed to contest a student's grade in a course through this process. Parents or the student have

the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with the law regarding student records.

Copies of student records are available at a cost of 25 cents per page, payable in advance. Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of postsecondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when the district is given a copy of a court order terminating the parental rights. If the student qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Certain information about district students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about the child. This objection must be made in writing to the principal within ten school days after the issuance of this handbook. Directory information includes a student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended.

Interested persons may inspect "public district records" which are maintained at the office of the Superintendent of Schools, during normal hours of business. Copies of records, permitted by law to be disclosed, may also be attained.

Surveys of Students

The Board of Education recognizes the staff's need to collect input from students and parents in order to assist decision-making related to curriculum and instruction, program development and operations. To this end, the Board supports the use of appropriate surveys. The district utilizes Panorama survey software to distribute and collect necessary information. Panorama allows for survey responses to be anonymous and confidential.

Parents/Guardians, or students 18 or older, have the right to "opt the student out of participation". The parent/guardian must inform the district, in writing, their intent to opt out of the survey.

Textbook Care and Obligations

Students are responsible for the care of books and supplies entrusted to their use. They will be assessed for damage to textbooks, equipment or materials. In

accordance with state law, the school reserves the right to withhold grades, transcripts, or report cards until the student pays for or returns the textbooks, library book or other educational materials.

Students will be responsible for the replacement cost of lost or damaged textbooks and workbooks.

Working Papers

Thomaston residents between the ages of 15 and 18 may obtain working papers in the high school guidance office during the school year or in the Principal's office and Superintendent's office during the summer months. To be eligible, you must have been promised a job and have obtained a Promise to Employ form from your future employer. This form, along with a birth certificate and/or driver's license, must be presented before working papers can be issued. If you should change jobs prior to reaching 18, you must reapply for new papers.

All policies referred to in this handbook may be found at thomaston.schooldesk.net

Technology

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.

Temporary/Loaner Chromebook Policy

Eligibility for a Loaner Device

In the event a school-issued Chromebook is accidentally damaged, the IT Department may issue a temporary replacement (loaner) device. Loaner devices will be provided only under the following conditions:

- The original device has been returned to the IT Department for inspection and documentation.
- The damage is deemed accidental, not due to negligence, loss, or intentional misuse.
- If payment is required for loss or damage, a loaner device will not be issued until full payment is rendered.

Characteristics of Loaner Devices

- Loaner devices are clearly labeled as "LOANER".
- Loaner devices are typically older models.
- Loaner devices may not match the performance, appearance, or features of the student's original Chromebook.
- Students are expected to care for the loaner device in accordance with all district policies.

Limitations on Loaner Use

Loaners ***will not be issued*** for:

- Lost or stolen Chromebooks
- Uncharged devices
- Devices damaged due to negligence or misuse (as determined by district personnel)

Device Access for State and District Assessments

All students will be provided access to a functional device or Chromebook for the purpose of participating in any required State or District assessments. This applies regardless of the student's device status; however, access is limited to testing use only and does not imply ongoing device eligibility or replacement.

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 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.

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.

Students acknowledge the following:

- Only the school's Internet will be accessed. Attempts will not be made to bypass the local connection.
- The District's network filters will be applied to one's connection to the Internet and attempts will not be made to bypass them.
- Only authorized data can be accessed. Infecting the network with a virus, Trojan, or program designed to damage, alter, or destroy the network; and hacking, altering, or bypassing security policies are not allowed.
- The school District has the right to collect and examine any device that is suspected of causing problems or was the source of an attack or virus infection.
- All data must be stored on the student's hard drive. Backing up the data through a jump drive, an external drive, or another media device regularly is strongly encouraged.
- As we are working to achieve a more paperless environment, printing from personal laptops will not be possible.
- As we do not have enough outlets for students to charge their devices in classrooms, each student must charge his or her own device prior to

bringing it to school daily.

- Using a personal device to transmit or share inappropriate content during the school day will result in the loss of privileges. Additional consequences may be applied depending upon the circumstances. Transmission of material of a bullying nature or sexual nature will not be tolerated.
- Using a personal device at unauthorized times will result in disciplinary action.
- Personal internet devices cannot be used during assessments.
- Students must immediately comply with teachers' requests to shut down devices or close the screen. Personal internet must be off silent mode and kept out of sight during instructional times.
- Students are not permitted to transmit or post photographic images/videos of any person on campus on public and/or social networking sites without permission.
- Students can only access files on the computer or Internet sites which are relevant to the classroom curriculum and suggested by a teacher.
- Students are not to physically share their personal devices with other students, unless approved in writing by their parent/guardian.
- Students are not to share their personal credentials to access school owned accounts.
- Personal devices may not be used to cheat on assignments, tests or for non-instructional purposes, such as making personal phone call and text/instant messaging.
- Personal devices may not be used to send inappropriate content during the school day.

Electronic Devices

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.

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.

Sexting

Sexting means sending, forwarding, displaying, retaining, storing or posting sexually explicit, lewd, indecent or pornographic photographs, images or messages by a telecommunication

device, computer or other electronic means during school hours or school activities on or off campus; or beyond the hours of school operation if the behavior detrimentally affects: the

personal safety or well-being of school-related individuals; the governance, climate or efficient operation of the school; or the educational process or experience.

Disrupting the Learning Environment

Disrupting the learning environment means any intentional gesture, any intentional electronic communication or any intentional written, verbal or physical act or statement initiated, occurring, transmitted or received by a student at school that a reasonable person under the circumstance should know will have the effect of:

- Insulting, mocking or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school; or

- Creating an intimidating, threatening, hostile or abusive educational environment for a student or group of students through substantially severe, persistent or pervasive behavior.

Use of Privately Owned Technological Devices

Privately owned technological devices may not be used during instructional time. Privately owned technological devices may not be used on a school bus. All privately owned devices must be off and away during instructional times.

Use of any such device for an improper purpose is prohibited. Improper purposes include, but are not limited to:

- Sending any form of harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);
- Gaining or seeking to gain unauthorized access to Board technology resources;
- Damaging Board technology resources;
- Accessing or attempting to access any material that is obscene or contains pornography;
- Cyberbullying;
- Using a privately owned technological device to violate any school rules, including the unauthorized recording (photographic or audio) of another individual without the permission of the individual or a school staff member; or
- Taking any action prohibited by any Federal or State law.
- Taking pictures without the specific permission of the subject of the picture.

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.

Search of Privately Owned Technological Devices

A student's privately owned technological device may be searched if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Any such search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Responsibility for Privately Owned Technological Devices

Students are responsible for the safety and use of their privately owned technological devices. If a privately owned technological device is stolen, lost, or damaged, a report should be made to the building principal, who will investigate the loss in a manner consistent with procedures for stolen or damaged personal property. Students and parents should be aware that the Board is not liable for any privately owned technological device that is stolen, lost, or damaged while at school.

Furthermore, the Board shall not be liable for any data plan charges or any other costs associated with the use of private technological devices. For that reason, students are advised not to share or loan their privately owned technological devices with other students.

Students shall take full responsibility for their device and shall keep it safely stored when not in use. Classroom teachers will determine the best storage location for such devices. Students are required to take home their privately owned technological devices at the end of each school day.

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. (Please refer to the Progressive Discipline Policy)

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.

Access to Board Technology Resources

It is the policy of the Thomaston Board of Education to permit students, using their privately owned technology devices, to access 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. Additionally, it is the expectation of the Board of Education that students who access these resources while using privately owned technology devices will act at all times appropriately in ways which are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws.

Through the publication and dissemination of this policy statement and others related to use of the Board's computer systems, as well as other instructional means, the Board educates students about the Board's expectations for technology users.

The Board technology resources shall only be used to access educational information and to promote learning activities both at home and at school. The Board considers access to its technology resources to be a privilege and not a right. Students are expected to act at all times appropriately in ways which are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws when using the Board technology resources. Failure to do so will result in the consequences outlined herein and in other applicable policies.

Students must abide by the procedures outlined in this policy and all policies and applicable regulations outlined in the Board's computer use and other applicable policies.

Students will be given specific information for log-on and access procedures using school accounts. No user may deviate from these log-on/access procedures. Students are advised that the Board's network administrators have the capability to identify users and to monitor all privately owned

technological devices while they are logged on to the network. Students must understand that the Board has reserved the right to conduct monitoring of Board

technology resources and can do so despite the assignment to individual users of passwords for system security. Any password systems implemented by the Board are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user.

The system's security aspects, message delete function and personal passwords can be bypassed for monitoring purposes. Therefore, students should be aware that they should not have any expectation of personal privacy in the use of privately owned technological devices to access Board technology resources. This provision applies to any and all uses of the Board's technology resources and that any privately owned technological devices access the same.

Harm to Board Technology Resources

Any act by a student using a privately owned technological device that harms the Board's technology resources or otherwise interferes with or compromises the integrity of Board technology resources will be considered vandalism and will be subject to discipline and/or appropriate criminal or civil action.

Electronic Information Resources Access Agreement

District resources have been invested in computer technology to broaden instruction and to prepare students for an increasingly computerized society. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement regarding appropriate use of these resources. Violations of this agreement may result in withdrawal of school issued Google account/Chromebook use privileges and other disciplinary action.

Students and parents should be aware that e-mail communications, using district computers, are not private and may be monitored by staff. Students may not access social media sites using District equipment, while on District property, or at a District sponsored activity unless the posting is approved by a teacher. The District will not be liable for information posted by students on social media websites when the student is not engaged in District activities and not using District equipment.

The District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such material.

Federal law requires the district to place filtering devices on school computers to block entry to visual depictions that are obscene, pornographic, harmful or inappropriate for students as defined in the Children's Internet Protection Act and as determined by the Superintendent or his/her designee.

Security and Damages

Responsibility for the security of a device rests with the individual owner of the device. The Thomaston Public School District is not responsible or liable for any device lost, stolen or damaged on campus. If a device is lost, stolen or damaged, reports of such loss, theft or damage will be handled through the school administrative office in the same way as reports of loss, theft or damage of other personal items. It is recommended that school-appropriate cases, skins, decals and other custom touches be used to physically identify a student's device from others. While the District is not responsible for damage, protective cases for all devices are encouraged.

Software

Many software packages are now available as web browser applications. In general, this negates the need to have required programs loaded onto student devices. Students will generally be able to access the software and internet resources they will need through any web browser. Therefore, there is no required software necessary to take part in the Bring Your Own Device program other than a web browsing application.

Websites

School web pages must contain material that reflects on educational purposes. School web pages are not to be used for personal, commercial or political purposes; and are considered a publication of the Board of Education. The Principal or his/her designee will approve all material posted on the school's web page:

https://www.thomastonschools.org/

Students maintaining personal web pages may be subject to disciplinary action for the content of such sites under certain conditions.

Artificial Intelligence (AI)

Thomaston Public Schools recognizes that Artificial Intelligence (AI) tools may be used to support learning, creativity, and critical thinking when permitted by the teacher. Students are expected to use AI responsibly, ethically, and in accordance with academic integrity expectations. AI should be used to support student learning and thinking, not replace it. Misuse of AI, including submitting AI-generated work as one's own or using AI in violation of teacher expectations, may result in academic and/or disciplinary consequences.

Transportation

Bicycles

If students choose to ride their bicycle to and from school, students' bicycles are to be parked in the rack provided in the front of the building only and should be locked for safekeeping. The school is not responsible for monitoring bicycles. No bicycles or skateboards may be ridden on school property at any time. Students are expected to wear helmets when riding bicycles to school.

School Bus Conduct

Proper student behavior on the bus will help ensure the safety of everyone. Please refer to school bus conduct in the Behavior and Conduct section of this handbook.

Any student riding the school bus must have all personal Internet devices off and away. The personal Internet device must not be visible at any time during transportation.

When a complaint is received from a bus driver concerning a discipline problem, the following procedure shall be utilized:

1. The administrator shall discuss the problem with the student. At that time a review of proper behavior will be discussed and a reminder given concerning the consequences of repeated acts.
2. Should a second complaint be made, the administrator will again discuss the situation with the student. The parents will be notified of the problem and informed that continued misbehavior may result in a suspension of bus privileges.
3. A third complaint will result in official notification of parents and could involve suspension of bus privileges. Transportation during the period of suspension shall be the responsibility of the parents.

In cases where the offense is of such gravity as to endanger the safety and/or well-being of other occupants of the bus, the above procedure may be disregarded and immediate suspension will be invoked. In all cases, due process procedures shall be followed as described in District Policy.

Student Driving and Parking

(Thomaston High School Only)

All vehicles coming into or leaving the school grounds are subject to the regulations of the school. A student may drive to school, provided the student abides by the traffic rules and has parental permission.

Students are not allowed to go to their cars during school hours. In case of an emergency, they will be given a pass to do so by the administration. Any violation of proper automobile use may result in the suspension of parking privilege or any

such discipline that is appropriate for the circumstance.

Students who plan to drive to school must obtain a parking permit for the school year by September 27, 2025. Parking passes are given out on a first come, first serve basis.

Parking permit applications may be obtained by reporting to the Main Office. Students must show proof of licensing and sign an application that outlines regulation of on-campus operation and parking of vehicles. The cost of the parking permit is $10.00. Students will be assigned a numbered parking space. Students who have a vehicle on campus during regular school hours must park in their assigned space. Any student abusing permit privilege will have the permit suspended or revoked.

Furthermore, use of our parking lot is prohibited, unless the student has been issued a parking permit. Violators will be subjected to fines and/or towing at the vehicle owner's expense. All school records will be withheld until the student has paid all applicable fines.

Video recorders on school buses/school campus

The district has installed video recording equipment on school buses to monitor school transportation and discipline. Videotaping will be done randomly during the school year, students will not be notified when a recording device has been installed and in use on their bus. Tapes will be viewed by the administration. Students violating bus conduct rules will be notified and disciplinary action will be taken. Videotapes shall be treated as protected student records under the Family Educational Rights and Privacy Act.

Video/audio equipment will be used to monitor student behavior in common areas or campus. Students will not be told when the equipment is being used. The principal or his/her designee will review the tapes routinely and document student's misconduct. Discipline will be in accordance with the District's discipline policy.

PATHS School

PATHS (Positive Alternatives to Traditional High School)

PATHS School, a part of the Thomaston Public School District, is a specialized school for students with emotional and behavioral concerns that began in September of 2015. Serving grades 7 through 12, the PATHS School has both a self-contained therapeutic classroom and the opportunity to be a part of mainstream classes. PATHS' mission is to provide students with an intimate, structured, personalized learning environment that integrates social, emotional, and academic growth. All PATHS students participate in a point system that promotes and rewards positive school social and academic behavior. At PATHS, the goal is to provide every student with an opportunity to thrive and achieve real benefits from their middle and high school experience and be ready upon graduation for either college and/or work.

Academic Services

The PATHS School classroom provides access to all academic subjects, through traditional, as well as on-line instruction. Within the classroom, each academic subject is staffed with both a general education teacher and a teaching assistant. A special education teacher oversees each student's progress in all subjects and teaches collaboratively. The educational staff is skilled in techniques to individualize the teaching so that each student's specific academic needs can be met. Additionally, students who have demonstrated behavioral and academic responsibility have the opportunity to attend mainstream classes and electives.

Comprehensive Therapeutic Services

PATHS provides comprehensive counseling services to ensure that students receive the assistance that they need and deserve. The district has contracted with Effective School Solutions, a state-of- the-art counseling service that specializes in providing school-based mental health services for at- risk students. Two full time licensed clinicians provide the therapeutic services for PATHS and are part of the PATHS School team. Students participate in daily group and weekly individual therapies. PATHS students' families participate in twice monthly family therapy and a monthly parent support meeting. Family sessions are available in the evening to make it easier for parents to attend.

Extra-Curricular Activities

PATHS is committed to providing each student with a complete school experience. Thus, the full spectrum of after-school activities at Thomaston High School, including sports, theatre, band, school clubs, and field trips are available to all PATHS students who are deemed appropriate to participate by the PATHS Team.

Transitional Services

Preparing for post high school life is an integral part of the PATHS School experience. The team at Thomaston will work closely with upper-class students, their families, and the students' team from their home district in planning for the student's future.

- Student Profile for Out–of-District Admissions
- Mental Health/ Behavioral Health concerns
- Excessive absenteeism and/or school avoidance
- Insufficient credits to graduate on schedule

PATHS has a limited number of openings for students from other districts. For more information about the PATHS School, or to schedule an initial intake for a student, please contact Andrea Peters at 860 283 3050.

Graduation Protocols for Thomaston PATHS School

Capstone/Portfolio

Students enrolled in PATHS ***are not*** required to complete the Portfolio component of graduation requirements. However, students enrolled in PATHS will need to complete Capstone as a graduation requirement. Administration has discretion for both graduation requirements to best accommodate student needs.

Diploma

A PATHS diploma will be awarded to students who complete all graduation requirements and earn more than 50% of their course credit in the Contained Classroom Program.

A Thomaston High School diploma is awarded to students who complete all graduation requirements and earn more than 50% of their course credit in mainstream high school classes at Thomaston High School or at any other accredited high school.

Student Transcript

A PATHS transcript will be provided to students who earn more than 50% of their course credit in the Contained Classroom Program.

A Thomaston High School transcript will be provided to students who earn more than 50% of their course credit in mainstream high school classes at Thomaston High School or at any other accredited high school.

Appeals Process

Thomaston Public School's leadership team aims to make good decisions driven by data and the best interest of our students. In good faith, we acknowledge that regardless of our best intention it is impossible to account for every factor in the decision-making process. We promote students and parents to develop a strong partnership with our school faculty and staff; therefore, we encourage parents and students to appeal decisions with which they disagree. Please see the Appeals process and criteria below:

Board of Education Policy 5125: Challenging Contents of Records

1. Following an inspection and review of a student's records the parent or guardian of the student, or the student who has reached the age of eighteen (18), or the former student who has reached the age of eighteen may challenge the content of any student record.
    A. The parent or eligible student may file a written request with the Superintendent of Schools to correct or remove any information recorded in the written records concerning the parent's child which the parent alleges to be:
        (1) Inaccurate, misleading or in violation of the student's rights of privacy.
        (2) An unsubstantiated personal conclusion or inference. R5125(q) Students Student Records; Confidentiality Challenging Contents of Records (continued)
        (3) A conclusion or inference outside of the observer's area of competence.
        (4) Not based on the personal observation of a named person with the time and place of the observation noted.
    B. Within 30 days of receipt of such request, the Superintendent or designee shall meet with the parent or guardian and the certified employee who recorded the information in question, if any, and if such employee is presently employed by the school district.
    C. The information shall be corrected or removed if the Superintendent sustains any or all of the allegations.
    D. If the Superintendent denies any or all of the allegations and refuses to order the correction or the removal of the information, the parent or guardian may, within 30 days of the refusal, appeal the decision in writing to the Board of Education.
        (1) Within 30 days of receipt of such an appeal, the Board of Education shall, in closed session with the parent or guardian and the certified employee who recorded the information in question, if any, and if such employee is presently employed by the district, determine whether or not to sustain or deny the

allegations. The decision of the Board of Education shall be final.

(2) If the Board of Education sustains any or all of the allegations, it shall order the Superintendent to immediately correct or remove and destroy the information from the student's written records.

(3) Records of these administrative proceedings shall be maintained in a confidential manner and shall be destroyed one year after the decision of the Board of Education unless the parent or guardian initiates legal proceedings relative to the disputed information within the prescribed period.

E. If the final decision of the Board of Education is unfavorable to the parent or guardian, or if the parent or guardian accepts an unfavorable decision by the Superintendent, the parent or guardian shall have the right to submit a written statement of his/her objections to the information. This statement shall become a part of the student's school record until

such time as the information objected to is corrected or removed.

2. Hearing Panel

A. Either the Superintendent of Schools or the Board of Education may convene a hearing panel composed of the following persons, provided the parent has given written consent to release information from the relevant student's records to the members of the panel so

convened, to assist in making determinations;

(1) The principal of a public school other than the one at which the record is on file.

(2) A certified employee appointed by the parent or guardian.

(3) A parent appointed by the Superintendent or by the Board of Education, depending upon who convenes the panel.

B. The persons appointed pursuant to the above paragraph, if possible, shall not be acquainted with the student, his/her parent or guardian, or the certified employee who recorded the information, except when the parent or guardian appoints the person pursuant to paragraph a (2) above.

C. The Principal appointed to the hearing panel shall serve as Chairperson.

D. The hearing panel shall, in closed session, hear the objections to the information of the parent and the testimony of the certified employee who recorded the information in question, if any, and if such employee is currently employed by the school system.

(1) The hearing panel shall be provided with verbatim copies of the information which is the subject of the controversy.

(2) Written findings shall be made setting forth the facts and decisions of the panel, and such findings shall be forwarded to the Superintendent or the Board of Education, depending upon who convened the panel.

E. The proceedings of the hearing shall not be disclosed or discussed by panel members except in their official capacities.

Appendix A – Student Code of Conduct Form

2025-2026

"I understand the responsibilities outlined in the District's Student Code of Conduct. I also understand that my child shall be held accountable for the behavior and consequences outlined in the Student Code of Conduct at school and at school-sponsored and school-related activities, including school-sponsored travel, and for any school-related misconduct, regardless of time or location. I understand that any student who violates the Student Code of Conduct shall be subject to disciplinary action, up to and including referral for criminal prosecution for violations of law."

_____ _____ _____

*Parent/Guardian Signature Printed Name Date

**By signing above, you agree that you have reviewed the enclosed policies with your child and understand the policies/guidelines set herein.*

**By signing above, you agree to treat faculty and staff with respect and understand that the same treatment will be extended to your family.*

_____ _____

Please Print Student Name Teacher/Homeroom #

_____ _____

Student's Signature Date

Appendix B – Application for Reassessment/Resubmission (High School)

Student:_____
Grade on original assessment: _____

Teacher/Class:_____
Date assessment was returned: _____

Reassessment/Resubmission Rationale
(i.e. lack of preparation; did not understand material; family emergency, poor time management):

_____
_____
_____

What steps did you take to prepare for the reassessment/resubmission? Give specific details (ex: completion of homework assignments (attach completed assignments), meeting with teacher, before/after school for additional help):

_____
_____
_____

Reassessment/Resubmission Agreement:

I understand that it is my responsibility to complete this Application for Alternate Assessment within one

(1) week of the date of the returned assessment. Furthermore, I understand that after three (3) of these applications, a parent/teacher conference will be considered and an action plan may be developed prior to another reassessment/resubmission is permitted in the class.

If this Application for Reassessment/Resubmission is not completed by the deadline, the student will remain on Poor Academic Standing status. By signing this agreement, I understand what is required to take a reassessment or resubmit work.

Student Signature:

Parent Name: Parent Signature:

Appendix C – Recommendation to Reassess/Resubmit (Middle School)

Student:_____

Grade on original assessment: _____

Teacher/Class:_____

Date assessment was returned: _____

Dear Parent/Guardian,

This letter is intended to inform you of concern(s) regarding your student's academic performance. Below you will find a brief description of the concern and the teacher's recommendation for remediation. Please sign and return this form by_____.

Concern:

_____

_____

Recommended action:

_____

_____

Student Signature:

Parent Name:

Parent Signature:

Appendix D – Asbestos Notice in Accordance with Section 19a-333 (1-13)

THOMASTON PUBLIC SCHOOLS
185 BRANCH ROAD
THOMASTON, CT 06787
860-283-3053
860-283-3096
WWW.THOMASTONSCHOOLS.ORG

FRANCINE COSS, SUPERINTENDENT

Dear Parents/Guardians, May 19, 2026

I am writing to provide you with the required notice regarding asbestos in Thomaston Public Schools facilities. In accordance with section 19a-333 (1-13) of the Regulations of Connecticut State Agencies, "Asbestos-Containing Material in Schools," the Thomaston Board of Education is required to inform you that asbestos-containing materials have been identified in our schools, primarily in maintenance areas not accessible to students. The material that remains is included in the Operation and Maintenance (O&M) Program. The O&M Program is designed to prevent the release of asbestos fibers through proper cleaning, maintenance and repair habits. The O&M Program will remain in effect until all asbestos-containing building material (ACBM) is removed from our schools.

While there is no ACBM currently requiring removal, please know that each school building is inspected twice a year (every six months) to determine any changes in the conditions of the ACBM. Additionally, each school building is inspected every three years by a licensed Connecticut asbestos inspector; this inspector follows the same basic inspection criteria as was employed in the original inspection years ago. Environmental Testing and Consulting, a safety and environmental health consultant service accredited as a licensed asbestos inspector through the requirements of the Asbestos Hazard Emergency Response Act (AHERA) and the State of Connecticut is scheduled to perform the next three-year inspection in December 2026. Thomaston Public Schools maintains a complete, updated copy of each school's Asbestos Management Plan (AMP).

Additionally, each school maintains its own copy of a complete, updated AMP. These AMPs are available for review during normal business hours by appointment. Spencer Luthy is the Thomaston Public Schools AMP Coordinator; he can be contacted by emailing sluthy@thomastonschools.org.

Sincerely,

Francine Coss
Superintendent

Cc: Thomaston Board of Education
Spencer Luthy, Hazardous Material/Asbestos Coordinator
Attallah Roundtree, Business Manager
Cristina Kingsbury, Thomaston High School Principal
Kristin Bernier, Thomaston Center School Principal
Jonathan Kozlak, Black Rock School Principal
File

Appendix E – Advanced Placement Student Expectation Agreement

Thomaston High School

AP Student Expectations Agreement

Date:
StudentName:
AP Course:
Parent/GuardianName:
AP Teacher:
APCoordinator:

You are currently enrolled in an AP course this year. Taking an AP course and exam is a collaborative effort between you, the student, your parent/guardian, and the school. Each party plays a role and must make the commitment to meet the expectations noted below.

The Student agrees to organize their time and effort to successfully complete the AP course in which they are enrolled. The student will notify teachers immediately if they fall behind in class readings and/or assignments. The student will be expected to complete assignments, readings and projects outside of class time. The student will take the AP Exam on its scheduled date and time as outlined by the College Board.

The Parent/Guardian agrees to be familiar with and accept the AP course requirements and policies, and to help their child organize study time in support of class assignments. The parent/guardian agrees to purchase required materials and to pay the exam fee as determined by the AP coordinator. If the parent/guardian is unable to meet these requirements for financial reasons, they will contact the AP coordinator immediately.

The School (AP teacher and AP coordinator) agrees to provide rigorous instruction and challenging course content as described in the AP Course Description. The school will provide the student with a copy of the *Bulletin for AP Students and Parents* and agree to administer the AP Exam in a fair and secure environment as outlined in the *AP Coordinator's Manual*.

I,_____, agree to the conditions outlined above. I understand that the AP Exam fee is **$99**.

* Payment is due by **November 2026**. Date to be determined Checks are made payable to **Thomaston High School**.

*Students who are on free or reduced lunch are eligible for an AP exam fee waiver. Please indicate if your student qualifies for a fee waiver by signing below and granting permission to verify this information.

Parent/Guardian Signature _____ Date _____

Each student enrolled in an AP course is responsible for collecting the required signatures and returning this agreement to your AP instructor. A separate agreement must be submitted for each AP course a student takes. Students are required to get teacher recommendations for their AP courses prior to course selection.

Student Signature:_____
Date:_____
Parent/Guardian Signature:_____
Date:_____
AP Teacher Signature:_____
Date:_____
AP Coordinator Signature:_____
Date: _____

Appendix F – College Visit Verification Form

THOMASTON PUBLIC SCHOOLS COLLEGE VISIT VERIFICATION FORM

THOMASTON HIGH SCHOOL
185 BRANCH ROAD
THOMASTON, CT 06787
860-283-3030

PLEASE COMPLETE AND SUBMIT TO THOMASTON HIGH SCHOOL MAIN OFFICE UPON YOUR RETURN TO SCHOOL.

SECTION I: THIS SECTION TO BE COMPLETED BY PARENT/GUARDIAN:

The signature below confirms that_____ will be visiting/has visited _____ _____ on _____.

Student Name

College/University Date of Visit

Parent Name:_____ Parent Signature:_____

SECTION II: THIS SECTION TO BE COMPLETED BY COLLEGE/UNIVERSITY ADMISSIONS OFFICIAL AT THE TIME OF THE COLLEGE VISIT.

Name of College/University:_____

College Official Name:_____
College Official Title:_____
College Official Signature/Stamp:_____
College Official Phone:_____

Appendix G – Volunteer Expectations

THOMASTON PUBLIC SCHOOLS

SCHEDULE AND SIGNING IN

Volunteers play an important role in creating a successful school. This information outlines the expectations and guidelines that volunteers must follow to create a safe and successful experience for students and staff.

All volunteer opportunities are arranged by Black Rock School staff, along with the parent volunteer. It is important to be prompt because teachers follow a set schedule. In the classroom, every minute counts, so a small delay can impact the remainder of the day. All volunteers must sign in at the front office. All school visitors are provided with a visitor pass or badge that must be displayed at all times while on school property. Please sign out when you leave. If you cannot make your scheduled time, please call the main office. Do not send an email or leave a voicemail for the teacher because they are not likely to receive this while conducting class.

WHILE AT OUR SCHOOL…

- Volunteers are not allowed to take photographs, videos, audiotape, or the like while on school property. Furthermore, sharing any of these on social media is prohibited
- Volunteers are asked to refrain from voicing concerns raised while acting as a volunteer about students or staff on social media. If a volunteer has a concern, he or she should speak privately to a staff member or administration.
- Volunteers are expected to work in an equitable manner with all students and not give disproportionate attention to any children, including their own.
- Please do not bring other children to the school during your scheduled time.
- Please turn off cell phones and refrain from making personal calls or texting while on school property. Please be “present” during your volunteer time.
- Appropriate attire is expected.
- The use of school computers for personal use is prohibited.
- Volunteers should refrain from excessive socializing with students or other volunteers.
- Volunteers must use the restrooms designated for adult use. Please check with a staff member or the main office if you are unsure of the location of these restrooms.

CONFIDENTIALITY

Volunteers are expected and required to keep all student information that they obtain while working as a volunteer for the school confidential. Volunteers should not discuss students or their classroom performance with others – including their parents/guardians. The Family Education Right and Privacy Act of 1974 (FERPA) prohibits school personnel and volunteers from releasing any student information without parent/guardian permission. Student information includes all academic, medical and personal information. It is very important that volunteers maintain confidentiality at all times. It is the responsibility of the teacher to communicate with the students' parents/guardians. Do not make references to a student's abilities in front of other students or adults. Direct questions about the student should be referred to the classroom teacher.

FIELD TRIPS

Field trips require advance planning and coordination by the classroom teacher and grade-level teams. Therefore, volunteers for field trips should be certain that they will be able to go on the scheduled date and time. Volunteers should follow the guidelines as set forth by the school staff. For example, chaperones should not offer to purchase gifts or snacks for students unless approved by the classroom teacher. Chaperoning a field trip requires diligence with a focus on safety for all students.

SUSPECTED ABUSE AND NEGLECT/BULLYING

If a volunteer suspects that a student may be the victim of abuse or neglect, it should be reported to the classroom teacher or school administrator as soon as possible. Volunteers are not allowed to share their observations with anyone other than school personnel.

FINGERPRINTING AND BACKGROUND CHECK

All parents who will be volunteering in any capacity, including as a chaperone for field trips, may be required to have fingerprinting and a background check completed per the request of district administration.

Appendix H 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,

Mrs. Pamela Nascimento

Director of Curriculum, Instruction and Student Assessment Thomaston Public Schools

Appendix I Student Name or Gender Record of Change Form

THOMASTON PUBLIC SCHOOLS

Student Name or Gender of Record Change Form

Student information as currently registered with the District:

Current Name: _____
(Last) (First) (Middle)

Date of Birth: _____ Current Gender: _____

Address: _____

Home Phone #:_____

Complete the following portion if requesting a records change of Student's Name:

Student's New Name: _____
(Last) (First) (Middle)

Is this a legal name change? ☐ Yes ☐ No

*Please note that in Connecticut, a legal name change may only be effectuated by order of a court of competent jurisdiction or by the Commissioner of Public Health.

If No, this is NOT a legal name change, please state student's legal name:

Student's Legal Name: _____
(Last) (First) (Middle)

The Student's legal name will be kept on record and used on all official records on which the District is legally required to utilize or report a student's legal name. The *Student's New Name* provided above will be used on District records to the extent permitted by law.

If Yes, this IS a legal name change, please provide appropriate documentation of legal name change.

Documentation attached? ☐ Yes ☐ No

Complete the following portion if requesting a records change of Student's Gender:

Student's New Gender: _____

*Please note that in Connecticut, a legal gender change may only be effectuated by order of a court of competent jurisdiction or by the Commissioner of Public Health.

Is this a legal gender change? ☐ Yes ☐ No

If No, this is NOT a legal gender change, the Student's legal gender will be kept on record and used on all official records on which the District is legally required to utilize or report a student's legal gender, the *Student's New Gender* provided above will be used on District records to the extent permitted by law.

If Yes, this IS a legal gender change, please provide appropriate court/legal documentation of the legal gender change.

Documentation attached? ☐ Yes ☐ No

I HEREBY AFFIRM THAT I AM THE ABOVE-NAMED STUDENT'S PARENT OR LEGAL GUARDIAN, OR I AM THE ABOVE NAMED STUDENT AND I AM AT LEAST EIGHTEEN YEARS OF AGE, AND THAT I HAVE REQUESTED THAT THE NAME AND/OR GENDER OF THE ABOVE-NAMED STUDENT AS KEPT ON RECORD BY THOMASTON PUBLIC SCHOOLS BE CHANGED AND UTILIZED AS SET FORTH ABOVE AND AS BY LAW, THAT I AM PERMITTED AND AUTHORIZED TO MAKE SUCH REQUEST, AND THAT NO OTHER PERMISSIONS OR AUTHORIZATIONS ARE REQUIRED TO DO SO.

_____
Name (Print)

_____ _____
Signature Date

Appendix J Responsible Use of Technology Agreement

Responsible Use of Technology Agreement

All students in Thomaston Public Schools must adhere to the following standards for the responsible use of technology:

- The District may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.
- Students are responsible at all times for their use of the District's electronic communication system and must assume personal responsibility to behave ethically and responsibly, even when technology provides them the freedom to do otherwise.
- Students must log in and use the District filtered wireless network during the school day on personal electronic devices only during non-instructional times.
- Students must not access, modify, download, or install computer programs, files, or information belonging to others.
- Students must not waste or abuse school resources through unauthorized system use (e.g. playing online games, downloading music, watching video broadcasts, participating in chat rooms, etc.).
- Students must not alter computers, networks, printers or other equipment except as directed by a staff member.
- Technology, including electronic communication, should be used for appropriate educational purposes only and should be consistent with the educational objectives of the District.
- Students must not release personal information on the Internet or electronic communications.
- If a student finds an inappropriate site or image, he or she must immediately minimize the program and contact the instructor.
- Students must not create/publish/submit or display any materials/media that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal and should report any instances encountered.
- Students shall adhere to all laws and statutes related to issues of copyright or plagiarism.
- Violation of any of these standards may result in suspension of computer use, Internet privileges and/or other disciplinary action.

As a student, I understand and will abide by all on this agreement. I further understand that any violation is unethical and may result in the loss of my device privileges as well as other disciplinary action.

As a parent, I understand that my child will be responsible for abiding by the

policy pertaining to this program and its guidelines. I have read and discussed them with him/her and he/she understands the responsibility he/she has in the use of their personal device.

Student Signature:

Date:
Printed Name of Student:

Parent Signature:
Date:
Printed Name of Parent: