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# Parent Page

## ATTENDANCE

### What do I need to do if my child is absent?

- If a student is going to be absent, a parent should call the school office (860-664-6503) or the health office (664-6573, Extension 1357) before 8:45 a.m. on each day the student is absent.
- Illnesses and various emergency situations are the only legitimate excuses for being absent from school.
- **Family vacations occurring during the time that school is in session are strongly discouraged. Parents who choose to do this must understand that absences due to family vacations are considered part of the student's total record of attendance. Prior to taking any vacation, parents are required to notify the school administration in writing at least one week ahead of time.**
- A student must be in school for four hours to attend after-school activities on that day.
- Unexcused tardiness three times during a quarter will result in one central detention. Each additional tardy that quarter will result in another central detention.
- If a student is absent, a note from a parent describing the reason for the absence should be brought to school when the student returns.
- If a student is absent three or more days in a row, a doctor's note may be requested upon return to school.

### How do I get make-up work?

- An absence of even one day places a responsibility on the student to make up the work missed in addition to keeping up with regular work.
- For a brief illness, it is best to contact a classmate or check the homework.
- If a student is to be out of school for three days or more, parents may request assignments from teachers. **The school requires twenty-four hours' notice** so that teachers may gather books, materials and write out instructions. Upon returning to school, it is the students' responsibility to contact each of their teachers regarding missed work and arrange to make it up within one week.
- **Extended Absences Due to Vacation:** Students who will be away on vacation should give teachers a minimum of one week notice prior to leaving. Students may possibly be given work to complete either beforehand or upon returning. Every effort to complete required work should be done within *one week of returning*.

### Important Phone Numbers

**JEMS (860) 664-6503**  
Central Office  
Morgan School  
Special Services

**Nurse's Office (860) 664-6573**  
(860) 664-6500  
(860) 664-6504  
(860) 664-6505

**Cafeteria (860) 664-6588**  
M & J Bus Co.  
Joel School

**CHC (860) 664-6460**  
(860) 664-0505  
(860)664-6501

### Important Dates

Conferences: Nov. 17 and Mar. 23, 12:30-2:30 and 6:00-8:00 pm  
Vacations/Recess: Thanksgiving: Nov. 23-25  
February Recess: Feb. 20, 21  
Open House: Sept. 8, 6-8 pm

**Early Dismissal Days - 11:45 a.m.**  
Winter Recess: Dec. 26 – Dec. 30  
Spring Recess: April 10-14  
SBAC Testing: TBD

**Early Dismissal** (11:45 am) Sept. 22; Oct. 20; Nov. 17 (Conferences); Dec.8; Jan. 13; March 16; March 23 (Conferences); Nov. 17; March 23; June 12 (or last day of school)

Jared Eliot Middle School Website <https://eliot.clintonpublic.net/>

Eliot Blast Weekly Bulletin is emailed to parents every Friday with important information and calendar events.

# From the Desk of the Principal

## School Handbook Information

Dear Students and Parents,

We welcome you to the 2022-2023 school year at Jared Eliot Middle School and we are thrilled to welcome you to our community of learners. We hope your experience at our middle school is a memorable and welcoming one.

In order for our school to be a place where each one of us has a chance to take full advantage of the many opportunities available, we must accept certain responsibilities. *The Jared Eliot Middle School Student Handbook*, explains what those responsibilities are, and describes the procedures that we follow.

Though the handbook is detailed and long, two words can work as your guide as you navigate your middle school years - **respect and responsibility**. *Be respectful to those around you, and accept responsibility*. These attributes will help you to be the best version of yourself as a person, and as an Eliot student.

We ask that you learn your responsibilities and follow school procedures. To ensure a great start to the school year, please take some time to review the handbook (available online), and learn about your school. We feel it is important for you to share this information with your families as well.

You can find the handbook on our **>Eliot Website go to >School Info>School Handbook**.

Once you and your family have reviewed the handbook, please sign the slip on the back, and return it to school during the first week.

**\*\*REMINDER - MARK YOUR CALENDARS\*\***

**Open House for families will be held on Thursday, September 8, 2022, from 6:00 PM - 8:00 PM**

**Information pertaining to Open House will be available in the upcoming weeks**

Should you have any questions about our school or school rules, please come in to see us or call our main office. We look forward to meeting you personally and having a truly wonderful school year.

In Partnership,  
Kristin LaLima  
Principal

# JARED ELIOT MIDDLE SCHOOL

## HIGHLIGHTS

Our middle school is designed for students who are changing from childhood to adolescence. The students no longer belong in elementary school, but are not yet ready for the departmentalized, subject-centered high school. Adolescence is a unique period of life that calls for a unique school to meet students' needs. The Jared Eliot Middle School is specifically tailored to "bridge the gap" between childhood and the early adolescent's academic, physical, social, and emotional needs. The middle school age is a time for exploration, discovery of new skills, and development of new interests. Students will venture into new areas and expand their knowledge. By doing so, they will be better prepared for the specialization of both high school and adulthood.

An important goal of our school is teaching students how to learn. "Thinking critically, asking useful questions, finding answers independently and developing effective study skills are stressed." Students also learn from a variety of teaching methodologies, independent study, small-group projects and class projects. Student creativity and active learning are encouraged.

- **Close Student-Teacher Relationship:** The development of a close student-teacher relationship will help early adolescent students better cope with the unique problems encountered by their age group.
- **Teaming Approach:** Each student is assigned to a team consisting of core subject teachers. These groups of teachers share the same students, the same schedule and, for the most part, the same part of the building. As a result of dividing the student body into teams, teachers and students have the ability to get to know each other well. It is also easier for teachers to plan cooperatively and individualize instruction.
- **Common Planning Time:** All team staff members meet frequently to plan lessons and units, discuss student progress, compare notes on student behavior, plan field trips, etc. Since all student team members have the same teachers, a collaborative approach is used to diagnose student strengths, weaknesses, and interests. Furthermore, interdisciplinary units can be planned and implemented much easier through the team approach.
- **An Interdisciplinary Approach:** An interdisciplinary approach to learning can readily be used within teams. For example, an English and history teacher could plan a unit so that English students could be reading and analyzing a Civil War novel while the history class was studying the Civil War. A math teacher could ensure that a unit on metrics coincided with a science lab unit utilizing the metric system. The ultimate goal of the interdisciplinary approach is to better understand the interrelationships that exist among the various subject disciplines and, as a result, to enhance student interest and learning.
- **Schedule - Academies:** Middle School is organized into academies by grades. The Lower Academy consists of grades five and six, and the Upper Academy consists of grades seven and eight. Both academies have independent schedules.
- **Academic/Behavioral Response to Intervention Services:** Response to Intervention (RTI) is a state-mandated program which includes the delivery of scientific research-based instruction (SRBI) and interventions to struggling learners. The instruction/interventions are matched to students' needs, and the monitoring of progress is continuous. Furthermore, RTI is designed as an early intervention to prevent long-term academic failure. There are RTI services available at Jared Eliot Middle School for students who qualify for extra help in reading and math. These services are provided in addition to the state mandated instruction in the general curriculum and are presented in a small group setting. Moreover, Eliot Middle School also uses an SRBI (Scientific Research-Based Interventions) model in identifying and intervening with students who demonstrate social, emotional, and behavioral needs. Students experiencing acute and chronic behavioral or social and emotional concerns are ensured proper support by matching the nature of their individualized problems to research-based interventions that are carried out by qualified staff.
- **WIN Period:** Students report to WIN at the designated time on their schedules. WIN is a special time in the school day during which students should be working productively in the classroom. WIN periods can include:
  - advisory
  - attending Band and Chorus practices
  - beginning homework, doing research, copying notes
  - making up work missed due to absence from class
  - getting extra help from a teacher or other students
  - attending RTI (Response to Intervention) class
  - working with an instructional assistant
  - working with a speech and language teacher, counselor, social worker, or other special services personnel
  - mentoring
  - extracurricular meetings

## **DISTRICT MISSION STATEMENT**

The mission of the Clinton Public Schools is to empower learners to embrace and influence the future with courage and compassion.

### **STRATEGIC PRIORITIES**

As a professional learning community, we will:

1. Provide personalized learning opportunities to develop engaged and reflective learners who can apply their learning.
2. Ensure academic achievement and learning for all students in all disciplines.
3. Develop a school community focused on establishing relationships and providing supports that foster the health and well-being of all.
4. Communicate and promote understanding of the district mission and strategic priorities among all stakeholders.
5. Provide and maintain district resources in a manner that maximizes efficiencies, ensures accountability and supports the learning and development of all students.

### **HOW OUR SCHOOL WORKS:**

#### **ARRIVAL/DISMISSAL/EARLY DISMISSAL BICYCLE RIDERS, WALKERS, AND STUDENTS DRIVEN BY PARENTS**

**Students may not enter the building before 7:45 a.m. Please Note:** Bicycles are to be walked to the bike rack to the left of the school entrance. Bikers and walkers should cross at the crosswalk and respect the crossing guard.

**Lower Academy Lot (Ninety Rod Road) Morning Drop-Off:** Parents arrive in the lot beginning at 7:45 a.m. (No earlier please). Students will enter school through the main entrance when they arrive.

**Lower Academy Lot (Ninety Rod Road Lot) Dismissal** Students will be dismissed from school at 2:45 p.m. Staff supervising students will have them lined up and will walk them to cars when parents arrive. While you are waiting in line, please remember to turn off your engines.

**Upper Academy Lot (Fairy Dell Road) Morning Drop Off:** Parents arrive in the lot beginning at 7:40 a.m. (No earlier please). Students will enter school when they arrive through the grade 8 entrance.

**Upper Academy Lot (Fairy Dell Road) Dismissal:** Students will be dismissed from school at 2:45 p.m. Staff supervising students will have them lined up and will walk them to cars when parents arrive. While you are waiting in line, please remember to turn off your engines.

Students who normally ride a bus to and from school **must** have a note for **any day** they plan to take **different transportation home**.

## EARLY DISMISSAL

An occasion may arise during the school year when a parent wants to have a student dismissed into his/her care before the regular dismissal time. In such a case, the following protocol must be followed:

### Students leaving for an appointment or any other reason, other than illness

- Bring in a signed note describing the reason for leaving to the office before morning homeroom.
- If arrangements are made for an appointment after the child has left for school, parents can send an email to [eliotms@clintonpublic.net](mailto:eliotms@clintonpublic.net) telling the secretaries in the office what time the student needs to be dismissed.

PLEASE NOTE: On occasion when a student is dismissed to someone other than a parent or guardian, the school must have a note signed by the parent/guardian giving permission for the adult to pick up his/her child.

## ASSEMBLIES

Assemblies are held throughout the school year. Students are expected to act responsibly during assemblies and treat the presenter in a courteous manner. They must sit with their teachers and are dismissed by two rows at a time.

## ATHLETIC/EXTRA-CURRICULAR REQUIREMENTS

Participation in athletic and extracurricular activities at Eliot is based upon student discipline and academic standards.

## EXCESSIVE ABSENCES/TRUANCY

- For absences of nine days or more, parents/guardians will receive Notice of Attendance Concern which may require them to meet with the school administration.
- **Being truant from school is forbidden. When a student is found to be truant from school, the hours missed from school are made up after school.**
- Students (ages five to eighteen inclusive) with 4 (four) unexcused absences in one month will be considered truant. Disciplinary action may include after-school detention or in-school suspension.
- Parents have the responsibility to assist school officials in remedying and preventing truancy.

### Please note that truancy statutes state:

**For the student's tenth absence and all absences thereafter**, a student's absences from school are considered excused only for the following reasons:

- a. student illness (verified by an appropriately licensed medical professional);
- b. religious holidays;
- c. mandated court appearances (documentation required);
- d. funeral or death in the family, or other emergency beyond the control of the student's family;
- e. extraordinary educational opportunities pre-approved by the school administrators and in accordance with Connecticut State Department of Education guidance;
- f. lack of transportation that is normally provided by a district other than the one the student attends.

Please be reminded that truancy statutes also require school administration to meet with parents after **4 unexcused absences in a month or 10 in a year**. In addition, when students enter the Morgan School, attendance has a direct impact on credit earned and date of graduation. To avoid this situation, we urge you to stress the importance of punctuality and good attendance with your child. The development of good habits in these areas will be invaluable to academic performance and future job performance.

## BIKE, SKATEBOARD, AND SCOOTER HELMET REQUIREMENT

According to State Statute Sec. 14-286d. (b) "No child fifteen years or under shall operate a bicycle on the traveled portion of any highway unless such child is wearing protective headgear which conforms to the minimum specifications established by the American National Standards Institute or the Snell Memorial Foundation for headgear use in bicycling." Therefore, any Jared Eliot Middle School student who rides a bike, scooter, skateboard or other wheeled vehicle onto and off of school property **MUST** wear protective headgear. Failure to do so will result in parents being notified and asked to remove the bike, scooter, skateboard or vehicle from the school property.

## BULLETIN – "ELIOT BLAST"

The Eliot "Blast" weekly bulletin is emailed to parents every Friday afternoon. This bulletin provides important information for parents as well as upcoming dates of events. Parents, please make sure we have your current email address to receive this bulletin.

## BUS REGULATIONS

Students disembark from buses at 7:45 a.m. They should then proceed directly to their homeroom via the designated academy entrance to Eliot. **FOR SAFETY REASONS, STUDENTS MUST WALK TO AND FROM THEIR HOMEROOMS IN AN ORDERLY FASHION. Please remember that riding a school bus is a privilege.** It is essential that all safety rules be followed. If a student's behavior on the bus is disruptive, endangers person or property or violates school rules and regulations including those listed below, the Principal or Assistant Principal may prohibit the student from riding the bus for a period of time, after an informal hearing.

The following behaviors are expected on the bus:

### Level I Behaviors

**Seated and following directions of the driver. No food/candy/gum/drinks allowed on the bus.** Failure to follow the rule will result in one or more of the following consequences: a warning, an assigned seat on the bus and/or an after-school detention.

### Level II Behaviors

**No hitting, punching, tripping, pushing, inappropriate/rude language, or threats.** Failure to follow the rule will result in one or more of the following consequences: after-school detentions, bus suspensions, possible school suspensions and police referrals.

### Level III Behaviors

**No possession of matches, lighters, tobacco products or electronic cigarettes. No vandalism of any nature.** Failure to follow the rule will result in one or more of the following consequences: bus suspension, school suspension and/or police referral. Students who vandalize a school bus will be responsible for payment of damages.

Students may switch buses to go to club meetings, choir rehearsals, a friends house or for any reason by presenting **a note signed by a parent requesting a bus switch for each incidence** to the Principal or Assistant Principal at the start of the school day. We must have written documentation. A student who is a walker may not ride any school bus to or from school without administrative approval.

## CAFETERIA SERVICES

**Breakfast Program** Breakfast items, including milk, juice, fruit and muffin/bagel will be available in the cafeteria each morning from 7:30-7:45 a.m. Students who would like to participate in the program can enter the school through the main entrance at 7:30 a.m.

Cost: \$2.25

Reduced lunch eligible-\$.30

Free lunch Eligible-Free

### Lunch Program

Hot lunch is available daily for \$3.50 and includes milk. Milk may also be purchased separately for \$.75 a carton. Fresh-made salads, grinders, sandwiches and snacks are also available to purchase a la carte. Cash and checks are accepted in the cafeteria, or money can be added by credit/debit card to student lunch accounts by visiting <http://www.myschoolbucks.com> and setting up an account. Free and reduced lunch applications are sent home with students during the first week of school and should be completed and returned as soon as possible. Families may also reapply at any time during the year as needs change.

## CARE OF BOOKS, SUPPLIES, CHROMEBOOKS AND SCHOOL PROPERTY

### LOSS OR DAMAGE TO SCHOOL PROPERTY

It is the policy of Jared Eliot Middle School and the Clinton Board of Education to hold students responsible for any loss of, or damage to, any property of Jared Eliot Middle School. A notice of **Unfulfilled Obligation (UFO)** will be completed by the office and given to the student. This obligation **MUST** be cleared in order for your child to attend extracurricular activities, socials and dodgeball tournaments.

### CELL PHONES

Cell phone usage is not allowed during the school day. All student cell phones must be turned off.

### COMMUNITY HEALTH CENTER, INC.

The Community Health Center, Inc. is pleased to offer school-based health services at Jared Eliot Middle School during the school day. A licensed behavioral healthcare provider is available to provide mental health services, including initial mental health evaluations, weekly or bi-weekly full sessions, coordination with community agencies and more. For more information, contact the **Social Worker at 860-664-6503** or call CHC directly at **860-347-6871, Extension 8451**.

## CONFERENCES

Parents are encouraged to come to school and meet with teachers. Time is set aside throughout the week for teachers to meet in team meetings, and these are excellent times for parent conferences.

Parents wishing to make an appointment for a conference with a teacher should email the teacher directly.

Formal conferences have been established for Thursday, November 17, 2022 from 12:30 to 2:30 p.m. and 6:00 to 8:00 p.m. Conferences will also be held on Thursday, March 23, 2023 from 12:30 to 2:30 p.m. and 6:00 to 8:00 p.m. (**Early Dismissal is 11:45 a.m. on conference days**). Scheduling will be done using an on-line application. Information will be provided at that time.

### \*\*\* EARLY DISMISSAL SCHEDULE \*\*\*

Lunch will be served on early dismissal days. **Early dismissal is 11:45 a.m.** The following days will be early dismissal days for the 2022-2023 school year: Sept. 22; Oct. 20; Nov. 17; Dec.8; Jan. 13; Mar. 16; Mar.23; Apr. 6; May 11; and June 12 (or last day of school).

## DRESS CODE

Students should take responsibility for dressing properly for school. The wearing of hats or hoods is not allowed in school, except during special occasions such as a Spirit Week sponsored by the Student Council. All questions should be directed to the Principal or Assistant Principal. The following articles of clothing are not allowed in school. Students found to be wearing them will be asked to change clothing, request new clothing from home or be sent home.

Inappropriate dress consists of, but is not limited to, the following:

1. Hats, hoods or head coverings are not allowed to be worn in school (except as stated above, during Spirit Week). Bandanas or handkerchiefs used/worn as bandanas are not allowed.
2. Tank Tops of any kind, halter tops and bare midriffs are strictly forbidden.
3. Blouses/sweaters that are low cut, sheer (as in “see through”), or have laces that are unlaced, snaps undone, or buttons undone are not allowed.
4. Pajama bottoms will not be allowed in school.
5. Short shorts or skirts with a hem that do not meet the bottom of a student’s fingers when their hands are held at their sides are not allowed.
6. Chains that hang from the waist are not allowed in school.
7. Stick-ons worn on the face are not allowed
8. Leather collars, necklaces, and/or bracelets with sharp metal points protruding out are not allowed.
9. Pants must cover the hips/midriff area and have a waistband.
10. Shoes with wheels are not allowed in school.
11. “Flip-flop” sandals are not allowed as they give no support and can cause accidents in the hallways. Sandals must have a solid bottom or sole.
12. Backpacks are not allowed to be carried from class to class. Student schedules provide opportunities for students to return to homeroom to obtain required materials. Staff may provide extra opportunities due to extenuating circumstances.
13. Students are not allowed to wear AirPods in school. If a student is seen wearing them, they will be confiscated and parents will be called to retrieve them.
14. **The administration has the right to deem other items inappropriate if they are considered a distraction to the educational process.**

## EXTRA HELP

At times a student may need extra help from a teacher or teachers. In such a case, arrangements should be made with the teacher of the subject in which difficulty is encountered in order to obtain extra help. This could be in the form of any of the following:

1. Teacher working with the student before school.
2. Teacher working with the student during the student's WIN period.
3. Teacher working with the student after school.
4. Assessments (RTI) to determine reasons for difficulties.
5. Assignment of a student tutor to help the student.

## FIELD TRIPS

Field trips which complement and enhance the academic instruction are planned during the year. Please remember:

1. A signed permission slip is required in order to participate. If a permission slip is not on time, a student will not be able to attend.
2. Participation in field trips is a privilege. **The administration reserves the right to deny a student’s participation based upon grades or behavior concerns. Teachers may also exclude students for disciplinary concerns.**
3. All school rules apply.
4. **Only parents may pick up their students following a field trip unless the school has been notified otherwise.**



## **FIRE DRILLS**

In September, two drills will be held. There will be one drill per month for the rest of the school year. Each teacher will advise students as to the door to be used to leave the building should a fire or fire drill occur and how to react to a security drill while students are in that teacher's room. In order to prevent injuries, students should observe the following rules when the alarm rings:

1. Students will file out the planned exit when instructed to do so by the teacher.
2. Students should not take books, pocketbooks, outerwear or any other possessions with them.
3. The classroom door to the corridor should be closed after the students leave.
4. **Students are not to run or push. They are not to talk.** In the event that a fire is blocking the regular exit, there must be quiet so that the teacher can direct students to the closest safe exit.
5. When they are outside, students should keep in line and proceed to an area away from the building.  
A map showing these areas will be posted in classrooms.
6. All teachers should have a roster of the students in class so that attendance can be taken to ensure the safety of students.  
Accounting of all students should be reported via the walkie-talkie system.
7. If students are in the corridor when the fire alarm rings, they should walk to the nearest exit, go outside and either remain with their own classmates or join a group of students with a teacher.
8. Should the fire alarm ring when students are in the lunchroom. Students will be directed outside through the safest exit by an adult in charge.
9. If students are in an assembly when the alarm rings, they should stand a row at a time and proceed to the closest exit and then to the designated safe area away from the building.
10. If the alarm indicates a fire drill, there will be a signal that students may return to the building.

## **SECURITY DRILLS**

Security Drills are conducted during the year with the assistance of town agencies.

1. Students should listen quietly to the directions given over the PA and/or their teachers.
2. Students in the hallways or lavatories should proceed to the nearest classroom or office. Staff will assist them.
3. Staff will secure doors and door windows. Students will move to the safest corner of the room.
4. Students should wait quietly for the message to resume regular schedule given by the administrator of Clinton PD.

## **FOUNDATION SKILLS AND COMPETENCIES**

The purpose for establishing a set of common learning competencies is the belief that all teaching and learning should be meaningful, relevant and connected. Therefore, there should be a common thread to link all disciplines. The following K-12 Foundation Skills and Competencies are essential for all students to become independent and collaborative learners, and must be incorporated in all disciplines. The foundation competencies are not intended to limit any discipline; rather, they are intended to provide teachers, students and the community with a set of common expectations that will enhance curriculum development and continuity of purpose, assist teachers in planning instruction and assessment, and improve student performance.

1. Reads a variety of literary, informational and persuasive texts with understanding, and is able to analyze, interpret, evaluate text and reads for enjoyment.
2. Uses appropriate forms of expressions and conventions of Standard English to communicate and develop thoughts, share ideas, influence and persuade, and create and entertain.
3. Applies understanding of a writing process (drafting, revising, editing and rewriting) to improve writing.
4. Listens and views verbal and nonverbal presentations in order to understand, clarify, analyze, and make connections.
5. Applies computational skills, number sense and mathematical techniques to solve problems and make connections.
6. Delivers oral and visual presentations using standard conventions, forms of expression, coherent sequence of thoughts, suitable vocabulary and tools appropriate for the purpose and audience.
7. Designs and applies techniques for identifying and investigating real-world issues and problems by observing and posing questions, hypothesizing, collecting and analyzing data and communicating findings.
8. Investigates and evaluates information and arguments from various sources and points of view applying prior knowledge and inductive and deductive reasoning to establish a personal stance and defend a rationale.
9. Develops digital literacy through the responsible use of online tools to effectively engage and collaborate within a global community of learners.
10. Works collaboratively in a group to accomplish a goal by exchanging ideas, synthesizing information, investigating solutions to a problem, sharing workload and completing assigned tasks.

## **FRIENDS OF ELIOT**

The Friends of Eliot (FOE) is an active parent support group. The purpose of this group is to provide a greater support base, add cultural input, expand volunteer and service activities, raise funds and further open communication between the community and the school. Membership is open to any person interested in the purposes of FOE. **PLEASE JOIN US! WE NEED YOUR ACTIVE SUPPORT!**

## HARASSMENT

The Clinton Public School District is committed to providing all students with a safe and supportive school environment. Members of the school community are expected to treat each other with mutual respect and to accept the rich diversity that makes up the community. Disrespect among members of the school community is unacceptable behavior that threatens to disrupt the learning environment and decrease self-esteem.

Harassment is a form of unlawful discrimination as well as disrespectful behavior which will not be tolerated. It is hereby the policy of the Clinton Public Schools to oppose and prohibit, without qualification, unlawful harassment based on race, color, religion (creed), national origin, marital status, sex, sexual orientation, or disability. Any unlawful harassment of a student by a member of the school community is a violation of this policy. The Clinton Public Schools shall act to investigate all complaints of harassment, formal or informal, verbal or written, and to discipline or take other appropriate action against any member of the school community who is found to have violated this policy. The Board of Education appoints the Assistant Superintendent of Schools (**Marco Famiglietti**) as its Human Rights Officer.

### I. Definitions

- A. **School Community** includes, but is not limited to all students, school employees, contractors, unpaid volunteers and other visitors.
- B. **School Employee** includes, but is not limited to all teachers, support staff, administrators, bus drivers, custodians, cafeteria workers, coaches, school board members and agents of the school.
- C. **Unlawful Harassment** means verbal or physical conduct based on a student's actual or perceived race, religion (creed), color, national origin, marital status, sex, sexual orientation or disability and which has the purpose or effect of substantially interfering with a student's educational performance or creating an intimidating, hostile or offensive environment.

Harassment can include unwelcome verbal or written communications (including electronic communications) or physical conduct which offends, denigrates, or belittles any individual because of any of the characteristics described above. Such conduct includes, but is not limited to, unsolicited derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting or the display or circulation of written materials or pictures. These apply to all of the characteristics listed above.

- 1. **Sexual Harassment** means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:
  - a. Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education.
  - b. Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.
  - c. The conduct has the purpose or effect of substantially interfering with a student's educational performance or creating an intimidating, hostile or offensive educational environment.

This applies whether the sexual harassment is between people of the same or different gender. Sexual harassment can include unwelcome verbal, written or physical conduct, directed at or related to a person's gender, such as sexual gossip or personal comments of a sexual nature, sexually suggestive or foul language, sexual jokes, whistling, spreading rumors or lies of a sexual nature about someone, demanding sexual favors, forcing sexual activity by threat of punishment or offer of educational reward, obscene graffiti, display or sending of pornographic pictures or objects, offensive touching, pinching, grabbing, kissing or hugging or restraining someone's movement in a sexual way.

- 2. **Racial harassment** consists of physical or verbal conduct relating to an individual's race when the conduct:
  - a. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
  - b. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
  - c. otherwise adversely affects an individual's employment or academic opportunities

- 3. **Religious harassment** consists of physical or verbal conduct relating to an individual's religion when the conduct:
  - a. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
  - b. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
  - c. otherwise adversely affects an individual's employment or academic opportunities

- 4. **National Origin Harassment:** Harassment on the basis of national origin is unwelcome verbal, written or physical conduct directed at the characteristics of a person's national origin, such as negative comments regarding surnames, manner of speaking, customs, language, or ethnic slurs.

5. **Marital Status Harassment:** Harassment on the basis of marital status is unwelcome written or physical conduct, directed at the characteristics of a person's marital status, such as negative comments regarding pregnancy or being an unwed mother or father.
6. **Sexual Orientation Harassment:** Harassment on the basis of sexual orientation is unwelcome verbal, written or physical conduct directed at the characteristics of a person's sexual orientation such as negative name calling and imitating mannerisms.
7. **Disability Harassment:** Disability harassment includes harassment based on a person's disabling mental or physical condition and includes any unwelcome verbal, written or physical conduct directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement, or interference with necessary equipment.

## II. **Procedures**

It is the express policy of the Board of Education to encourage victims of unlawful harassment to report such claims. Students are encouraged to promptly report complaints of unlawful harassment to the Assistant Superintendent of Schools, Principal, Guidance Counselor or Social Worker. Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation, and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of unlawful harassment.

The school district will provide staff development for district administrators and grievance committee members and will annually distribute information on its policy and grievance procedures to staff and students in an effort to maintain an environment free of unlawful harassment.

## III. **Retaliation**

It is a separate and distinct violation of this policy for any member of the school community to retaliate against any person who reports alleged harassment or against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to such harassment. It is possible that an alleged harasser may be found to have violated this anti-retaliation provision even if the underlying complaint of harassment is not found to be a violation of this policy. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment and may be redressed through application of the same reporting, investigation, and enforcement procedures as for harassment. *In addition, a person who knowingly makes a false report may be subject to the same action that the School District may take against any other individual who violates this policy. The term "false report" refers only to those made in bad faith and does not include a complaint that could not be corroborated or which did not rise to the level of unlawful harassment.*

## IV. **Action**

Any school employee or student that is found to have violated this policy may be subject to action including, but not limited to, warning, remedial training, education or counseling, suspension, exclusion, transfer, termination or discharge.

## V. **Alternative Complaint Procedures**

In addition to, or instead of, filing a harassment complaint through this policy, a person may choose to exercise other options, including, but not limited to filing a complaint with outside agencies or filing a private lawsuit.

Outside Agencies: A charge of harassment may also be investigated by the Connecticut Commission on Human Rights and Opportunities, the Connecticut Department of Education, or the Office for Civil Rights of the U.S. Department of education, which may be contacted as follows:

Office for Civil Rights, U.S. Department of Education, Region 1  
McCormack Post Office and Courthouse  
Room 222, Post Office Square  
Boston, MA 02109-4557  
(617) 223-9662

Connecticut Commission on Human Rights and Opportunities  
21 Grand Street  
Hartford, CT 06106  
(860) 541-3400 [TDD#: (860) 541-3459]

Connecticut State Department of Education  
165 Capitol Avenue  
Hartford, CT 06106-1630  
Mailing Address: P.O. Box 2219, Hartford, CT 06145-2219  
(860) 566-5061

References: CT Discriminatory Employment Practices Act  
C.G.S. 46a-60(8)  
29 CFR 1604.11  
Title VII, Civil Rights Act of 1964

Policy adopted: August 16, 1999

Clinton Public Schools  
Clinton, CT

## HEALTH SERVICES

The school health program is governed by medical standing orders and School Health Policies approved by the School Medical Advisor, the Board of Education, VNA Community Healthcare and the school district Administration and is operated by a cadre of registered nurses and health room aides.

The nurse and/or health aide are scheduled to be in the health office from start to the end of school each day.

Joel School 137 B Glenwood Road Pre K-4th Grade	P: (860) 664-6571\ F: (844) 831-2351 Hours: 8:51-3:15	Clara Parker, RN TBD-SHA
Eliot Middle School 69 Fairy Dell Road 5th-8th Grade	P: (860) 665-6573 F: (855) 834-5417 Hours: 7:45-2:45	Melissa Nowell, RN Joanne O'Dea, SHA
Morgan High School 71 Killingworth TPKE 9th-12th Grade	P: (860) 664-6574 F: (855) 769-3805 Hours: 7:35-2:10	Margaret Zarcone, RN Veronica Ketch, SHA

A student wishing to see the nurse must first obtain a pass from his/her teacher.

### Allergies

Parents should notify the school nurse of a student who has any allergies, especially if the student is severely allergic to bee stings, insect bites, or food products. Documentation of allergies along with a treatment plan from the medical provider should be updated yearly and submitted to the health office prior to the start of the school year. All medications needed to mitigate anaphylaxis reactions must be provided by the parent/guardian.

Pursuant to Public Act 14-176, schools are required to maintain epinephrine in cartridge injectors to be administered as emergency first aid to students who experience allergic reactions when the student does not have a prior written authorization from parent/guardian or a prior written order from a qualified medical professional for the administration of epinephrine. Public Act 14-176 provides that epinephrine may be administered on an emergency basis by a school nurse, or in the absence of the school nurse, by a qualified school employee who has completed the training program required by the state statute.

**If you do not want your child to be given epinephrine in an emergency, please notify the school nurse in writing.**

### Illness While at School

If a student should become ill while at school, permission should be secured from the teacher to go to the nurse's office. Under no circumstances is the student allowed to leave the building without permission. Parents or friends are not to be telephoned by a student without first being seen by the nurse or her aide, who will decide whether the student should remain in school or be picked up by a parent/guardian. A student must be signed out by a parent or guardian in the health office and then must report to the main office. Parents will assume responsibility for the transportation home to a caretaker or to a physician of any student for whom it has been determined that he/she cannot remain in school for reasons such as an injury, an acute illness or suspicion of having a communicable disease.

A student **will not** receive a dismissal from the school nurse if the student notifies a parent by cell phone outside of the health office. Cell phones are **not** permitted to be used during school hours, and the school nurse must evaluate the health-related situation in the health office.

To assure a speedy, uncomplicated recovery and to protect other students, a child with symptoms of illness should be kept at home. A child with a temperature of 100.4 F degrees or higher or other symptoms of acute illness, such as diarrhea or vomiting, shall be excluded from school. **A child should be kept home until his/her temperature has been normal for 24 hours without medication.** Please refer to the: [Guidelines for when to keep your child home](#)

### Health Screenings

The Connecticut state statutes mandate that students be screened for potential barriers to education in the schools. The most common problems which can be detected and for which early intervention can be successful are vision, hearing and posture. The school nurse is responsible for conducting and overseeing these screenings in each school.

Various health screenings take place in school and are performed according to the following schedule:

Type Screening	Which Students	Grade Level
Vision	All Students	K, 1, 3-5
Audiometric (Hearing)	All Students	K, 1, 3-5
Scoliosis	Females	5th Grade AND 7th Grade
Scoliosis	Males	8th Grade

### **Physical Examinations**

Clinton Board of Education Policy and Connecticut State Law, Section 10-206c require a physical examination, conducted by a qualified medical provider, for all students prior to entering Kindergarten, 7<sup>th</sup> grade and 11<sup>th</sup> grade. Examinations completed after January 1<sup>st</sup> of your child's 5<sup>th</sup> or 9<sup>th</sup> grade year that are submitted to the school nurse on the state issued Blue Health Assessment Record are valid to complete this requirement. Students may not attend classes until all paperwork is completed and received by the school nurse. Tele-health appointments do not qualify to meet this requirement.

Beginning with the 2022-2023 school year, 7<sup>th</sup> and 11<sup>th</sup> grade students must have an updated physical anytime from **July 1** of the 6<sup>th</sup> grade year or 10<sup>th</sup> grade year until the first day of 7<sup>th</sup> grade or 11<sup>th</sup> grade.

### **Immunizations**

Connecticut law requires that a child be adequately immunized before being permitted to enter school and mandates that any student not enrolled in an immunization program, not adequately immunized, and/or who fails to qualify for an exception status shall be excluded from school until such time as the requirements have been met.

#### **Exception to the Immunization Policy:**

Medical Exemption from a medical provider stating such immunization is contraindicated because of the physical condition of the child.  
**As of 4/28/21 Religious Exemptions are no longer accepted to waive the Immunization Policy.**

### **Athletic Physical Examinations**

All pupils in grades 6-12 who participate in interscholastic athletics are also required to have a sports physical every thirteen months. The sports physical is to be completed on the state-issued blue assessment record. The completed form must be on file in the school health office **BEFORE** any student will be allowed to attend, try out, practice or compete in any sport or cheerleading.

### **Medications**

Medications such as pills, drops, inhalers, ointments, etc., are not to be carried on a student's person or left in a desk. Prescribed medications must be in the original container from the physician or pharmacy. Prescription or over-the-counter medications to be taken by a student in school must be given by a parent to the nurse or principal with a written authorization as described below.

**"The Connecticut State Law and Regulations require a qualified medical provider's written order and the parent/guardian's written authorization for a nurse to administer medicinal preparations. In the nurse's absence, the principal or teacher may administer the medication as authorized."**

Forms authorizing the administration of medication are available from the school nurse.

The nurse maintains a supply of Tylenol/Acetaminophen for Grades 4-12 which may be dispensed up to 5 times a year per standing order by the Medical Advisor to a student **with written authorization** from a parent/guardian on the front side of the yellow emergency form. Motrin/Ibuprofen is NOT dispensed without a doctor's order.

### **Medical Excuse for Physical Education**

If a student has been injured or becomes ill during the school day and must be excused from physical education, the school nurse may excuse the student from physical education for that day. PE restrictions beyond that day must be written by the student's qualified medical provider. A student who is excused from physical education due to an injury or illness, should also be excluded from physical activity during recess.

Donna Frechette, RN, BSN, M.Ed  
School Health Office Supervisor  
[dfrechette@clintonpublic.net](mailto:dfrechette@clintonpublic.net)

## HOMEWORK/MAKE-UP WORK

### **Homework Definition:**

Teacher-assigned tasks that are intended to be completed outside of class.

### **Homework Purpose:**

In grades Pre-K through 3, homework should nurture childhood development outside of the school day through authentic learning experiences, including reading on a daily basis, play, creativity, conversations and interactions with peers and adults. In grades 4 through 12, homework should also support the development, reinforcement and practice of academic skills; foster initiative, responsibility, and self-discipline; extend and enrich classroom learning.

### **Student Responsibilities:**

- Understand the purpose of the homework assignments and how it relates to his/her learning
- Keep track of and complete assignments on-time and to the best of his/her ability
- Demonstrate academic honesty and integrity by not copying or allowing another student to copy his/her work, plagiarizing or obtaining any unfair advantage in completing assignments
- Set a routine by finding a space, time, and location to do homework
- Communicate to parents and teachers when feeling overwhelmed or unsure of directions

### **Parent/Guardian Responsibilities:**

- Encourage students to complete homework independently and help problem solve when student is challenged
- Assist students in setting a routine by finding a space, time and location to do homework
- Understand and reinforce expectations for the quality of homework and adhering to timelines
- Communicate with teachers when child is overwhelmed or has homework concerns

### **Teacher Responsibilities:**

- Set clear expectations, purpose and feedback for students regarding homework
- Differentiate and offer choice in homework when feasible
- Model strategies for completing homework
- Set reasonable deadlines, recognizing time constraints of students
- Coordinate with other teachers on the timing of assignments and assessments
- Collaborate with other teachers to ensure equity, consistency and purpose of homework
- Maintain dialogue with students and parents regarding purpose, type and quantity of homework
- Communicate with students and parents when student performance is concerning

### **Administrator Responsibilities:**

- Remain focused on whole child
- Ensure consistent application of homework policy and equitable expectations across grade levels
- Provide professional development to teachers regarding effective homework strategies/assignments
- Ensure homework/assignments are connected to school goals
- Support the ongoing dialogue between students, teacher and parents regarding homework
- Provide time for collaborative teaming
- Notify teachers of upcoming school-wide events that may interfere with a student's ability to do homework

### **Additional Considerations:**

Students in Pre-K through Grade 3 should read for pleasure or engage in other activities that promote learning for at least 10 – 20 minutes per night. In grades 4 through 12, students should expect homework on a regular basis. The amount of time students spend on homework will vary. Advanced Placement and Early College Experience courses may require students to spend additional time doing homework. If overwhelmed by the volume of homework, students should speak with the classroom teacher.

Homework will not be assigned over school-year vacations; however, students are encouraged and expected to read daily.

No tests/major assignments will be due the first day back from a long weekend or school-year vacation.

No tests/major assignments will be due on religious holidays or the day after religious holidays recognized in the approved school calendar.

**Make-Up Work:**

Upon return to school, students shall request missed assignments from the teacher. Except for extended absences, all missed work, including tests, assessments and quizzes will be made up within a period not longer than twice the length of the absence unless other arrangements are made with the teacher. Students will be allowed to make up work that they have missed on religious holidays without penalty.

Policy adopted:

August 21, 2017

CLINTON PUBLIC SCHOOLS  
Clinton, Connecticut

**HONOR ROLL**

To qualify for the Honor Roll, a student must have A's and B's in **ALL SUBJECTS**. One grade below a B- in **ANY SUBJECT** will make the student ineligible. Incomplete grades must be made up within two weeks of grades closing to determine Honor Roll status.

**INSTRUCTIONAL PROGRAM**

Every student in the Jared Eliot Middle School studies the following subjects: **English, mathematics, social studies, science, world language, physical education, health, music, art and technology education.**

**World Language Program:**

All grade five and six students will continue to participate in the level I Spanish Program. Students in grades five and six will meet every other day for 40 minutes throughout the school year. The World Language Program for students in grades seven and eight is by teacher recommendation and is the High School Curriculum for either French level I or Spanish level I or level II. World Language for students in grades seven and eight is considered a "core" class and will meet daily for 48 minutes. Students enrolled in the High School Curriculum (French I, Spanish I or II) are expected to complete the year. Any request for withdrawal will require a meeting with the student, parent, teacher and school counselor. Successful completion of the seventh and eighth grade High School Curriculum program in French or Spanish will allow a student the opportunity to move on to French II, Spanish II or Spanish III in grade nine.

**DARE Program – Grade Seven:** The DARE program is designed to teach students good decision-making skills to help them lead safe and healthy lives. The program also covers topics such as peer pressure, bullying and support networks." All seventh-grade students have ten classes covering the DARE program and they will be spread through the first half of the year as part of the Health curriculum.

**High School Courses and Credit**

Eliot Middle School offers advanced academic courses to qualified students in grades seven and eight. Spanish II Honors is a high-school level course that is taught over a two-year cycle in grades seven and eight. Algebra I Honors is taught in the eighth-grade year. Instructional approaches, curricular experiences, materials and assessments are aligned to the high school courses. For both Spanish II Honors and Algebra I Honors, all students who complete the course will receive high school credit, and the course and grade earned will be listed on their high school transcript.

**RELATED ARTS**

**Art:** The Jared Eliot Middle School Art Program focuses on self-expression and creative problem solving. Throughout the art curriculum, students are exposed to a variety of media including drawing, painting, printmaking, crafts, ceramics and sculpture. The program focuses on responsible use of equipment and the historical significance of art, as well as linking the arts to what is learned in academic classes and the students' daily life. The Eliot art program is an introduction to the Visual Arts program that continues at The Morgan School in grade nine.

**ASPIRE:** (Applying, Sharing, Problem-Solving, Investing, Reflecting, Exploring). ASPIRE is a project-based course for seventh and eighth grade students that focuses on gaining an understanding of real-world topics through research, collaboration and technology with a culminating capstone project to be completed in eighth grade.

**Focused District Foundation Skills and Competencies**

- Work collaboratively to accomplish common goals
- Design and apply techniques for identifying and investigating real-world issues and problems
- Investigate and evaluate information and arguments from a wide range of resources and perspectives
- Develop digital literacy through the responsible use of digital tools



**Health Education:** The Health Education Program covers the four units of:

- Healthy and Active Life
- Injury and Disease Prevention
- Human Growth and Development
- Substance Abuse and Prevention

Under Connecticut General Statutes, Section 10-19(b), "Each local and regional Board of Education must offer during the regular school day planned, ongoing and systematic instruction on acquired immune deficiency syndrome..." According to this statute, students may be exempted from this instruction upon written request of the parent or guardian. The Policy of the Clinton Board of Education 6142.1 and 6142.2 states that the Board of Education authorizes instruction regarding family life and sex education and acquired immune deficiency syndrome (AIDS) as a part of the Health Education Curriculum. Parents will be notified when these topics will be covered during the school year. Students will be exempt from instruction on AIDS upon written request of the parent or guardian. Health meets every other day for a semester.

### **Music: Band Program**

There are three bands at Eliot: Fifth Grade Band, Concert Band (sixth graders) and Symphonic Band (seventh and eighth graders). Each band will meet separately once a week throughout the school year during the WIN Period. Along with the full band rehearsals, each band member will also receive weekly small group instruction.

Band is a graded class. Attendance and participation at lessons and rehearsals throughout the year are important components of this grade. Throughout the year, there are several performance opportunities: Veterans' Day Assembly, Winter and Spring Concerts, Memorial Day Parade and Promotion.

### **Music: General**

This program reinforces music reading concepts, exposes students to various genres of music through listening and playing and allows students to create their own music. It is a "hands on" approach to teaching music, where students are actively playing instruments and singing. Throughout a students' four years at Eliot they will have exposure to keyboards, ukulele, pitched and non-pitched percussion as well as music technology. All fifth and sixth grade students have general music class for one semester. Seventh and eighth grade students who do not participate in band or chorus have general music for one semester.

### **Music: Chorus**

All students at Eliot have the opportunity to participate in the choral program. Seventh and eighth grade students meet every other day with their grade level chorus during a Related Arts period. Fifth and sixth grade students have the opportunity to participate in chorus during a weekly WIN period. It is possible for students to participate in both band and chorus at all grade levels. Both choirs perform music from various genres and in different languages. Performance opportunities include the annual winter and spring concerts, the Veterans' Day assembly and the Eighth Grade Awards' Assembly. In seventh and eighth grade, students participate in adjudicated music festivals at various locations such as Six Flags New England. Advanced choral students may audition for the Eliot Chamber Choir which meets after school, as well as participate in The Connecticut Music Educators Conference Regional Auditions and the American Choral Director's Association Festival Choir.

### **Physical Education:**

Students will engage in a variety of sports activities including soccer, Frisbee, volleyball and basketball, among others. They will also participate in cooperative games and team-building activities, as well as Project Adventure Climbing. PE meets every other day for the full school year.

### **Technology Education:**

Grade 5: Intro to Applied Physics: In this twelve-week introduction course, students will learn about simple machines and the role they play in today's society. Intro to Fabrication – students will create a basic woods project.

Grade 6: Applied Physics: In this course, students will explore transportation technology by completing a series of different projects that will help them to understand transportation systems and the elements (gravity, force and friction) that affect transportation in everyday life. Fabrication: Students will create a more in-depth woods project. Students will generate a 3-view full scale blueprint and develop the ability to read the ruler to 1/16".

Grade 7: Intro to VEX Robotics: In this course, student groups of two or three will follow step-by-step picture instructions to construct a robot and successfully program (using ROBOTC) to complete various challenges. Engineering/Coding: In this two-part course, students will first investigate introductory engineering principals.

Grade 8: Inventions & Innovations: In this course, student groups of two or three will be tasked with coming up with a tangible product that falls under the category of either an invention or innovation that will help themselves or someone directly related to them in society.

**CAD to Fabrication:** In this two-part course, students will first explore the program Trimble Sketchup and develop a basic understanding of the primary tools for creating electronic drawings.

**Sports:** Jared Eliot Middle School offers a variety of extra-curricular sports for girls and boys in grades 6 – 8. Students must sign up in the Nurse’s Office to try out for all sports to make certain they have an updated physical on file. Students are required to maintain at least a C average in all courses to be eligible to play. They must be in good behavioral standing as well. The following sports are included in the Jared Eliot Middle School Sports Program: Baseball; Basketball (boys and girls); Field Hockey; Soccer (boys and girls); Softball and Track and Field.

### **INSURANCE**

**Accident insurance information is sent home during September. This insurance provides coverage for accidents on the school premises during school hours when school is in session. It also covers any accident suffered by the student while traveling directly to and from school. A twenty-four-hour policy is also available as explained in the application form. The school does not have insurance to cover injuries such as might be incurred by falling while running in a physical education class. The cost of a regular school-time student policy is less than the cost of one visit to your family physician. Accidents should be reported promptly to the teacher in charge.**

The Clinton Board of Education purchases, at additional cost, coverage for all students taking interscholastic sports including cheerleaders. All claims must be presented first by the parents to their own insurance carrier (Blue Cross, CMS, or other medical pre-payment plan) before claim forms are submitted to the Agency. If parents do not have such insurance coverage, then the claim will go directly to the Agency.

The school claim form states: "Submit your claim to your own insurance companies." If parents have coverage, a claim must be submitted to each plan. After payment has been made by them, forward this form along with the bills showing what was paid by your companies. The balance will then be addressed by the Agency.

### **LIBRARY - MEDIA CENTER**

The library media center is the central hub of the school with an abundance of resources for students. Here, students can research, explore ideas, use technology resources, and become avid readers. Students who wish to use the library media center during WIN must sign up and receive a pass from the library media specialist. Students interested in checking out a book must receive a pass from a homeroom or classroom teacher. Book clubs and book fairs are held throughout the school year to promote reading and provide a wide range of literature.

Fifth and sixth grade students have classes in the library media center focusing on research skills, technology skills, evaluating and citing sources, and digital citizenship in order to prepare them to be effective, responsible, critical, creative, and ethical users of ideas and information. Throughout the school year, collaborative research projects take place in the library media center as well.

### **LOST AND FOUND**

Items that have been lost can usually be found on the lost and found cart in the cafeteria. It is best to check promptly after a loss. Labeling clothes will help in identification. All unclaimed items will be donated to charity at the conclusion of the school year.

### **-NO SCHOOL ANNOUNCEMENTS**

On such days, parents will be notified via phone calls and/or email by the Clinton Public Schools School Messenger Program to learn about school closings and dismissals. The Clinton Board of Education Website also provides information about school closings and early dismissals at: <https://www.clintonpublic.net/>. Information regarding the closing of school may also be secured from local TV Stations, CH 4, CH 8 and CH 3, and local radio stations WELI AM 960; WLIS AM 1420; WPLR 99.1; WDRC 1360 AM, 102.9 FM, WEZN 99.1, WWYZ 92.5, WKSS 95.7 FM. A call to 522-K-I-S-S with a touch-tone phone will secure school-closing information. All announcements will be made by 6:45 a.m.

### **PARENTS' ACCESS TO RECORDS**

Each school in the Clinton School System keeps a permanent record of every student's registration, final grades, standardized test results, and health information. Parents, guardians, and students of legal age (18 years or over) are entitled to know the contents of the record and may review the record in the presence of the Principal, the Assistant Principal, or a delegated representative. This may be done with a prearranged appointment time and date.

## **Notification of Rights under FERPA for Elementary and Secondary Institutions**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. They are:

(1) The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the records(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask The Clinton Public Schools to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interest. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office, U. S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605

## PARENT DROP-OFF/PICK UP

Students who walk or who ride bicycles are not to arrive before 7:40 a.m. These students should go directly home when dismissed at the end of the school day. Bike riders are required to wear helmets on school grounds and should lock their bikes.

When picking up your child for early dismissal in the afternoon (for an appointment, etc.), please remember to send in a note to give to your child's homeroom teacher in the morning and pick up your student by 2:10 p.m. The school busses arrive by 2:20 p.m. and you will be caught in the parent pick-up parking lot until students dismiss at 2:45 p.m.

## PROGRESS REPORTS

At the halfway point in each marking period, students in grades 6 – 8 will receive a progress report on their academic performance. **In Grades 6 – 8, Progress Reports are available through Parent Portal.** Parents may request a hard copy through the office.

**PowerSchool Parent Portal:** Parent Portal is a tool that is integrated into the PowerSchool Information System that is especially developed for parents and students. Parent Portal gives parents and students daily access to monitor real time information including grades and attendance. If you need assistance for log-in information, please contact the Eliot Main Office at 860-664-6503.

## PROMOTION POLICY

Parents of any student receiving a failing grade in any subject at any time during the year should contact the teacher of that subject to see what the student must do to improve the grade.

**The failing of two or more major subjects for the year places a student in jeopardy of having to repeat the grade. Failure of two special subjects, i.e. unified arts, art, music, physical education, etc., within the school year will be considered equivalent to failing one major subject. Warning letters are sent to the parents or guardians of students in jeopardy of having to repeat the grade.**

## REPORT CARDS

**Grade Five Report Cards:** Eliot School utilizes standards-based report cards that are issued four times a year (November, January, April, and June) for students in grade five.

**Grade Six Through Eight Report Cards:** Students in grades six, seven and eight receive report cards with letter grades and have three main sections (attendance, comments and scholarship – see below).

**Attendance:** The number of days a student was absent and/or tardy is recorded in the attendance section.

**Comments:** In this section of the report card, teachers note the area(s) in which a student needs to improve in order to do a better job with school work. They may also use this section to praise a student for good work and/or improvement.

**Scholarship:** In the scholarship section, a student is awarded the grades that he/she has earned in the various subjects. All of the subjects are listed.

Marks: The letter grades A, B, C, D; P, E, and I are given. They indicate the following:

A+	97-100	C	73-76	P	Pass
A	93-96	C-	70-72	NG	No Grade
A-	90-92	D+	67-69		
B+	87-89	D	63-66		
B	83-86	D-	60-62		
B-	80-82	F	59 or below		
C+	77-79	*I	Incomplete		

\* Incompletes must be resolved within 2 weeks of distribution of report cards.

## STUDENT CONDUCT AND HONOR

Students are responsible for their grades. The following are guidelines for students to use in assessing their performance.

The criteria for an “A” grade is based on:

- actively participating in class
- showing a great deal of effort by completing all assigned homework on time
- exhibiting exceptional knowledge and performing well on all tests
- demonstrating respect for others and working well with peers
- being on time and prepared for class, and having absences excused

The criteria for a “B” grade is based on:

- good class participation
- being prepared for class and missing no more than 1 or 2 assignments
- showing good knowledge of material and passing all tests
- demonstrating respect for others
- having no unauthorized absences and few tardies

The criteria for a “C” grade is based on:

- rarely participating in class
- frequently not being prepared for class and handing work in late or incomplete
- demonstrating some knowledge of class material and passing all tests
- demonstrating respect for others
- having several tardies and unauthorized absences

The criteria for a “D” grade is based on:

- demonstrating minimal effort and participation
- being unprepared for class and consistently missing assignments
- showing limited knowledge of material and performing poorly on tests
- not being on task and disrupting others ability to learn
- excessive unauthorized tardies and absences

## STUDENT DISCIPLINE/DETENTION

There are two types of detention at the Jared Eliot Middle School—**teacher detention** and **central detention**.

**Teacher Detention:** A teacher detention may be issued by a homeroom teacher, subject teacher, skill center teacher or by any other teacher--whether or not the student has that teacher. A teacher detention may be given for any number of reasons, some of which are as follows:

1. Make-up work not completed
2. Misbehaving in class or in the hallways

All students will be given one day's notification prior to having to serve a teacher detention. The teacher issuing the detention will determine the length of time for the detention, but students will stay until at least 3:00 p.m. for a disciplinary detention. Students should be aware that they may be detained after school in order to complete assignments or as a punishment for violation of rules or poor conduct. Students need to have **written** permission to stay for detention. Students may receive a second opportunity to return a signed detention slip or it may become a **Central Detention**.

**Central Detention:** Central detention may result as a consequence for the following situations:

1. Failure of student to report to a teacher's original detention will result in the assignment of one Central Detention plus the student will also be required to serve the teacher detention.
2. Failure to attend scheduled classes.
3. Excessive unexcused tardiness.
4. A Central Detention may be recommended by a teacher for misbehavior by a student who is not under the direct supervision of that teacher.
5. Central Detentions may be assigned for any type of behavior that interferes with the safety and education of others. Central Detentions may also be assigned for misbehavior on the bus or at the bus stop.
6. A Central Detention will be assigned when a student receives two (2) “**yellow**” sheets. (Disrespectful behavior and/or Harassment warning sheet).

Policy 5114 Student Discipline-Click on this link to access on the district website. [Student Discipline](#)

## **BULLYING**

“Bullying” means any overt acts by a student or a group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school-sponsored activity, or on a school bus, which acts are committed more than once against any student during the school year. Bullying outside of the school setting may also be addressed if it has a direct and negative impact on a student’s academic performance or safety in school. Students and parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to teachers and school administrators. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process.

Examples of bullying include, but are not limited to:

1. Physical violence and attacks
2. Verbal taunts, name-calling and put-downs including ethically-based or gender-based put-downs
3. Threats and intimidation
4. Extortion or stealing of money and/or possessions
5. Exclusion from peer groups within schools

Eliot Middle School has adapted components of the “Character Counts Program” and initiated a “Caught Doing Good Program” as a positive behavior support program.

**Cyber Bullying:** Public Act 11-232 defines cyber bullying and explicitly requires school districts to prohibit bullying which occurs **OUTSIDE** the school setting if such bullying (1) creates a hostile school environment for the victim; (2) infringes on the rights of the victim at school; or (3) substantially disrupts the education process or the orderly operation of the school.

## **CONDUCT**

In the event that a student is involved in a serious infraction of the school rules, parents will be notified. Depending upon the situation, the student may be temporarily dismissed from school into the care of a parent or guardian until a conference between the Principal and/or Assistant Principal and parents can be arranged. At the conclusion of the conference, appropriate disciplinary measures may be taken by the school

## **TECHNOLOGY AND INSTRUCTION**

**INTERNET AND TECHNOLOGY USE – ACCEPTABLE USE** [Acceptable Use Policy](#)

At the beginning of each year, the school administration shall send home with each student the letter to parents (Form PS-001A), the *Application for Account and Terms and Conditions for Use of Technology and Internet Access* document (Form PS-001B), and the *Student Handbook, Photo/Media Access, Internet-Acceptable Use Acknowledgement/Permission Statements* (Form PS-001, Side 2). The completed Form PS-001, Side 2 must be returned to the school before the student is permitted access.

Staff members, certified and non-certified, likewise will be given a copy of the *Application for Account and Terms and Conditions for Use of Technology and Internet Access* document (Form PS-001B) and the *Application for Clinton Public Schools Internet Account* (Form PS-001C). The completed Form PS-001C must be returned to the school before the staff member is permitted access. Once the staff member has been given access, he/she only needs to renew the application when the *Application for Account and Terms and Conditions for Use of Technology and Internet Access* document (Form PS-001B) is substantially changed.

Each school administration may establish rules to implement this regulation within the school and to monitor the access of equipment and the Internet and use of this privilege. Each school administrator must post the *Notice Regarding Electronic Monitoring* (Form PS-001E) in a conspicuous place, readily available for viewing by employees.

Regulation adopted:	July 9, 2001	CLINTON PUBLIC SCHOOLS
Regulation revised:	August 20, 2001	Clinton, Connecticut
	June 5, 2006	
	April 11, 2016	

**CLINTON SCHOOL NOTICE\***

It is the policy of the Board of Education of Clinton, Connecticut, as more fully set forth in Board Policy Article VII, Section B, Page 35A entitled Title IX of 1972 Educational Amendments, a copy of which is available for inspection at the office of the Superintendent of Schools during normal working hours, that no unlawful sex-based discrimination will exist in the Clinton, Connecticut, School System in the establishment and implementation of hiring and employment practices or in the establishment and provision of school activities and programs. Such a policy is required by Title IX of the Education Amendments of 1972 (20USC Section 1631, et seq.) and the Department of Health, Education and Welfare Regulation implementing that statute, effective July 21, 1975. Inquiries and complaints concerning alleged sex-based discrimination will be directed to the Superintendent of Schools at the office located at 137B Glenwood Road at the Joel School, Clinton, Connecticut. Telephone: 664-6500.

**TRANSFERS**

A parent who is moving from Clinton must notify the school office at least three days before the move is made. Failure to report a student transfer to the Eliot school office will result in a student being reported as truant.

**USE OF SCHOOL FACILITIES**

The Clinton Board of Education makes school buildings available to community groups for activities that involve school-age children. The Board assumes no responsibility for supervising the participants for these Non-Board of Education sponsored activities. Sole responsibility for supervision lies with the group that is sponsoring the activity. The Board assumes responsibility for supervision of only those activities that are sponsored by the Board of Education. Groups wishing to use the facility must make requests through the Superintendent of Schools.

STAFF LISTING 2022-2023

Mrs. Kristin LaLima, Principal  
 Mr. Michael Gourdiere, Asst. Principal

Mrs. Shiloh Estrom, Secretary  
 Mrs. Dacia Marszalek, Secretary  
 Ms. Elizabeth Rock, Secretary

	ROOM	TEAM	SUBJECT		
Denny Duphily	A-2	5.1	ELA/Social Studies		
Julia Carroll	A-3	5.1	Math/Science	Kim Jankiewicz	Learning Strategies
Jill Nenninger	A-4	5.2	Math/Science	Eileen Bechtel	Learning Strategies
Jason Corrado	A-1	5.2	ELA/Social Studies	Jill DeStefano	Learning Strategies
Mayla Guidi	11	5.3	ELA/Social Studies	Erin Kazana	Learning Strategies
Dave Olson	10	5.3	Math/Science	Donielle Didiano	Social Worker
Scott Eident	9	6.1	Science	Steve Mendelssohn	School Psychologist (M. W.)
Sarah Wininger	7	6.1	Math	Christine Tavares	School Psychologist
Kristin Russo	8	6.1	English		Behavioral Analyst
Justin Esposito	12	6.1	Social Studies	Nicole Lanzino	Guidance Counselor, Gr. 5, 7
Terese Carlson	5	6.2	ELA/Social Studies	Sarah Fusaro	Guidance Counselor, Gr. 6, 8
Kate Martorelli	6	6.2	Math/Science		CHC 860-664-6460, Ext. 1390
Kelly Roche	17	7.1	Science		Nurse
Jessica-Lynne Nelson	21	7.1	Math	Donna Frechette	Nurse Supervisor
Adam Litvinoff	27	7.1	English	Joanne O'Dea	Nurse Assistant
Mike Meizies	16	7.1	Social Studies	Dana Githmark	Behavioral Technician, SCC
Rina McGinley	3	7.1	World Language	Shelby Auletta	ELL Assistant
Jeff Duda	18	7/8	Science		
Julie Dellasala	20	7/8	Math	Penny Kozak	Library Assistant
Jodie Angus	25	7/8	English	Emmanuel Sorrells	Intensive Learning Program
Colleen Bloom	23	7/8	Social Studies	Trish Turner	Intensive Learning Program
Anna Recine	4	7/8	World Language	Jennifer Paul	Intensive Learning Program
Charlene Best	19	8.1	Science	Susan Santamaria	Intensive Learning Program
Keira Diamantis	24	8.1	Math	Maria Sanchez	Intensive Learning Program
				Jen Lynch	Intensive Learning Program
Caitlin Woods	26	8.1	English	Maureen Kelly	Learning Strategies
Chris Horan	22	8.1	Social Studies	Amy Starkey	Learning Strategies
Mariana Weinberger	30	8.1	World Language	Krystina Johnson	Learning Strategies
Jennifer Kilkelly	35		Reading Lab		
Sara Mengel	35		Math Lab	Shannon Maxwell	Learning Strategies
Brittany Macellaro	35		Math Lab	Sue Scala	Learning Strategies
Maria Moran	6		World Language	Marie Shorey	Learning Strategies
Lauren Mosca	40		English Learners	Sandy Bogucki	Learning Strategies
Vidal Orduz	1		Band	Patricia Cashman	Learning Strategies
Leila Mustakos	2		General/Choral Music	Mary Anne Cifferelli	Learning Strategies
Gina Neddermann	2		General/Choral Music	Sondra Fritz	Learning Strategies
Samantha Santore	14		Health	Kathy Gladwin	Learning Strategies
Michele Jones	Gym		Physical Education	Lisa Aufiero	Learning Strategies
Kevin Robinson	Gym		Physical Education	Chris Barden	Tech Dept.
Karen Silverman	15		Art	Kyle Lehmann	Building Substitute
Ninh Truong	15		Art	Lois Cacchillo	Lunch/Recess Aide
Mike Hogle	28		Technology Education	Nicole Ballone	Lunch/Recess Aide
Jared Stevens	29		Technology Education	Betty Tarte	Lunch/Recess Aide
Laura Pierandi	Lib.		Library/Media Spec.	Kaitlyn Covey	Lunch/Recess Aide
Emily Kelsey	Lib.		Library/Media Spec.	Michele Locke	Head Cook
Bev Bowen	34		Speech	Cynthia Johnson	Cook
Lauren DiBisceglie	34		Speech	David Becker	Cook
Tara Lawrie	33		Learning Strategies	Mike Nickerson	Head Custodian
Michele Lepre	32/34		Learning Strategies	Ryan Bowen	Custodian
Kate Mancini	32/34		Learning Strategies	Joe Vito	Custodian
Jaime Strunjo	34		Learning Strategies	Patty Gee	Custodian
Rebecca Wilson	31		Learning Strategies		
Maryann Estabrook	32/34		Intensive Learning		