

Clinton Junior/Senior
High School
Parent/Student Handbook
2025-2026

COUGARS
CLINTON



Clinton Junior/Senior High School Contact Information

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Clinton Community School Board

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Bob Maly	President
Amy Brewer	Vice President
Ron Schut	Clerk
Luke Madson	Treasurer
Alisha Maly	Member
Mike Birkholz	Member
Tana Shallenberger	Member

2025 – 2026 CCSD Calendar

New Teachers Report	August 19-21
Returning Teachers Report – Professional Development	August 25-28
Special Schedule	August 28
No School	September 1
1st Day of school for all 7-12 students	September 2
Parent/Teacher Conf. - No School for Students	October 22 (11 am to 7 pm)
Professional Development - No School for Students	October 23-24
First Quarter Ends	November 3
Fall Break – No School	November 24-28
School Resumes	December 1
Winter Break – No School	December 22 - January 2
School Resumes	January 5
Professional Development – No School for Students	January 23
End of First Semester	January 22
Second Semester Begins	January 26
Professional Development – No School for Students	February 23
Spring Break – No School	March 23 – 27
School Resumes	March 30
Third Quarter Ends	April 2
No School	April 3
Professional Development - No School for Students	May 1
No School	May 25
Commencement	May 31 (1:00PM)
Last Day of School for Students – Full Day	June 5

Table of Contents

FOREWORD	7
MISSION	7
EQUAL EDUCATION OPPORTUNITY	7
STUDENT ANTI-HARASSMENT.....	8-12
BULLYING	12-14
REPORTING AND NEXT STEPS.....	14
SECTION 504/ADA COMPLAINT.....	14
SCHOOL DAY SCHEDULE.....	14-15
STUDENT RIGHTS AND RESPONSIBILITIES	15
STUDENT WELL BEING.....	15
INJURY AND ILLNESS DURING THE SCHOOL DAY.....	15
SECTION 1 - GENERAL INFORMATION	
Early Dismissal	15
Transfer out of the District	15
Withdrawal from School	15
Immunizations	16
Student Accident/Illness/Concussion.....	16
Medication (Prescribed and Non-Prescribed).....	16
Head Lice.....	16-17
Control of Communicable Diseases (Casual Contact and Direct Contact).....	17
Students with Special Needs and Bilingual Learners	17
Student Records	17-18
Student Fees, Fines, and Charges	18
Student Fundraising & Sales.....	18
Student Valuables & Lockers.....	18-19
Review of Instructional Materials	19
Meal Service	19
Library Use.....	19
Lost and Found.....	19
Visitors	19
Use of Cell Phones or Electronic Communication Devices	19-20
Yonder Pouches	20
Weapons	20
Advertising Outside Activities	20
Video Surveillance	20

Safety and Security	20
EMERGENCY PLAN AND PROCEDURES.....	20-21
Parent Support.....	21
Drills.....	21
Emergency Plan Information.....	21
Fire.....	21
Tornado.....	21
Code Blue-Modified Lockdowns.....	21
Code Yellow-Modified Lockdowns.....	21
Systematic Evacuation	21
Shelter-in-Place.....	21
Code Red-Lockdown Evacuation.....	21-22
Survival Tactics.....	22-23
Parent-Child Reunification.....	23
Emergency Closings and Delays	23
Closings.....	23
SECTION II - ACADEMICS	
Scheduling and Assignments	23
Course Add/Drop.....	23
Promotion, Placement, and Retention	23
High School Accredited Courses.....	23
CHS Graduation Requirements	24
The Laude System and Graduation Honors.....	24
Exclusions.....	24
Recognition of Student Achievement	24
High School Recognition Awards.....	24-25
Jr. High Student Recognition Awards.....	25
Communication	25
Grading.....	25-26
Evidence of Student Learning.....	26
Missing and Late Evidence.....	26
Re-learn, Re-Take, Re-Do.....	26
Due Dates.....	26
Incomplete Grade.....	26
Student/Teacher/Family Roles.....	26-27
Final Grade & Grade Point Average Calculation.....	27

School and/or District Wide Assessments.....	27
ECCP & Start College Now Program.....	27
RVA.....	27
Part Time Open Enrollment.....	27
Student Education Technology Acceptable Use and Safety	27
Access to District Technology Resources from Personally Owned Communication Devices.....	27
Field Trips.....	27
SECTION III - STUDENT ACTIVITIES	
Co-curricular Activities.....	27-28
Eligibility	28
School Sponsored Publications and Productions	28
Non-school-sponsored Clubs and Activities.....	28
Student Work Permits.....	28
SECTION IV - STUDENT CONDUCT	
Attendance.....	28-29
Compulsory School Attendance.....	29
Excused Absences	29
Pre-Planned Absences.....	29-30
Truancy	30
Unexcused Absences.....	30
Habitual Truancy	30
Subsequent Offenses	30
Tardiness.....	30
Responsibility Pass.....	30
Work Release.....	30
<i>Cougar Pride</i> Expected Behaviors.....	30-31
Behavior Definitions/Code of Classroom Conduct	31-32
Range of Consequences for Rule Violations.....	32-33
Cheating and Plagiarism.....	33
Drug Abuse Prevention.....	33
Use of Tobacco Products.....	33
Theft/Vandalism	34
Threatening/Violent Behavior	34
Conduct at School Events or School Sponsored Activities	34
Dress Code	34
Public Displays of Affection (PDAs)	34

Search and Seizure	34-35
School Property.....	35
Student Person and Possessions.....	35
Parking Permit Required.....	35
Use of Dogs.....	35-36
Gang-Affiliated Activity	36
Regulation of Off-Campus Behavior.....	36
Student's Rights of Expression	36
Student Suggestions and Complaints	36
 SECTION V - TRANSPORTATION	
Bus Transportation to School	36
Bus Conduct	37
Videotapes on School Buses	37
Penalties for Infractions	37
Self-Transportation to School.....	37
Parking and Parking Lot	37

by the District Administrator. The policies and guidelines are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this Handbook since it was board approved. If you have questions or would like more information about a specific issue, contact your school principal.

FOREWORD

This student handbook was developed to answer many of the commonly asked questions that you and your parents/guardians may have during the course of a school year. This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior student handbook.

Because the handbook also contains information about student rights and responsibilities, each student is responsible for knowing its contents. Please take time to become familiar with the following information and keep the handbook available for students' and parents/guardians' use. It can be a valuable reference during the school year and a means to avoid confusion and misunderstanding when questions arise. Should you have any questions that are not addressed in this handbook, contact your principal. If any of the policies or administrative guidelines referenced herein are revised after August 1, 2025, the language in the most current policy or administrative guidelines prevails. The current policies and guidelines are available on the District's website.

MISSION

Clinton Community School District is committed to providing a safe and inclusive environment in which we connect, engage, empower, and prepare all learners to make a positive impact.

EQUAL EDUCATION OPPORTUNITY

It is the policy of the District to provide an equal education opportunity for all students. The right of a student to be admitted to school and to participate fully in curricular, extra-curricular, student services, recreational or other programs or activities shall not be abridged or impaired based on the traits of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws (hereinafter referred to "Protected Characteristics") or other protected characteristics as well as place of residence within the District boundaries, or social or economic background.

Students who have been identified as having an impairment or disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act shall be provided with appropriate educational services. Parents with questions should contact pupil services at (608) 676-2211 extension 4023.

Any person who believes that Clinton Junior/Senior High School or any staff person has discriminated against them in violation of this policy may file a complaint. A formal complaint can be made in writing to a School Compliance Officer listed below:

Director of Student Services
112 Milwaukee Rd.
Clinton, WI 53525
(608) 676-2211 x1600

Behavior Support Specialist
112 Milwaukee Rd.
Clinton, WI 53525
(608) 676-2223 ext 2001

Athletic Director
112 Milwaukee Rd.
Clinton, WI 53525
(608) 676-2223 x 1900

The titles and contact information of these individuals will be published annually:

- A. in the School District Annual Report to the public
- B. on the School District's website

A Compliance Officer will be available during regular school/work hours to discuss concerns related to student discrimination in educational opportunities under this policy.

The complaint procedure is described in Board Policies 2260 and 5517. The policies are available in the School office and on the district's web page.

Due to the sensitivity surrounding complaints of harassment, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) calendar days of the complaint received).

If at any time during the investigation process the investigator determines that the complaint is properly defined as Bullying, under Policy 5517.01 – Bullying and not Harassment under this Policy, because the conduct at issue is not based on the student's Protected Characteristics, the investigator shall transfer the investigation to the appropriate building principal. Under no circumstances will the District threaten or retaliate against anyone who raises or files a complaint.

Clinton Junior/Senior High School is committed to an educational environment that is free of harassment of any form. The school will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the school district community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

STUDENT ANTI-HARASSMENT (CCSD Policy 5517)

Prohibited Harassment

It is the policy of the Board of Education to maintain an educational environment that is free from all forms of harassment, including sexual harassment. This commitment applies to all District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of harassment. This policy applies to conduct occurring in any manner or setting over which the Board can exercise control, including on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will not tolerate any form of harassment and will take all necessary and appropriate actions to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

The Board will vigorously enforce its prohibition against harassment based on the traits of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws (hereinafter referred to as "Protected Characteristics"), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. Additionally, the Board prohibits harassing behavior directed at students for any reason, even if not based on one (1) of the Protected Characteristics, through its policies on bullying (See Policy 5517.01 – Bullying).

Harassment may occur student-to-student, student-to-staff, staff-to-student, male-to-female, female-to-male, male-to-male, or female-to-female. The Board will investigate all allegations of harassment and in those cases where harassment is substantiated, the Board will take immediate steps designed to end the harassment, prevent its recurrence, and remedy its effects. Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "School District community" means individual students, administrators, teachers, staff, as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on District property (e.g., visiting speakers, participants on opposing athletic teams parent), vendors doing business with, or seeking to do business with the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation;
- B. Filing a malicious or knowingly false report or complaint of harassment;
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties.

Definitions

Bullying--Bullying is prohibited by Board Policy 5517.01 – Bullying. It is defined as deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. Bullying need not be based on any Protected Characteristics. Bullying behavior rises to the level of harassment when the prohibited conduct is based upon the student's sex (including transgender status, change of sex, or gender identity), race color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights.

Harassment--Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student based on one (1) or more of the student's Protected Characteristics that:

- A. places a student in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
- C. has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment--"Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- A. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of access to educational opportunities or program;
- B. submission or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education;
- C. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile, or offensive educational environment.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. unwelcome verbal harassment or abuse;

- B. unwelcome pressure for sexual activity;
- C. unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of students by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- D. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- E. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status;
- F. unwelcome behavior or words directed at an individual because of gender;
- G. Examples are:
 - 1. repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
 - 2. rating a person's sexuality or attractiveness;
 - 3. staring or leering at various parts of another person's body;
 - 4. spreading rumors about a person's sexuality;
 - 5. letters, notes, telephone calls, or materials of a sexual nature;
 - 6. displaying pictures, calendars, cartoons, or other materials with sexual content.
- H. inappropriate boundary invasions by a District employee or other adult member of the District community into a student's personal space and personal life.
- I. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history; and
- J. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

It is further the policy of the Board that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the workplace, in that it interferes with the educational process and may involve elements of coercion by reason of the relative status of a staff member to a student.

Not all behavior with sexual connotations constitutes sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's education, or such that it creates a hostile or abusive educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

Race/Color Harassment--Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment--Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin Harassment--Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment--Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's physical, mental, emotional or learning disability and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

Reporting Procedures

Students and all other members of the School District community, as well as third parties, are encouraged to promptly report incidents of harassing conduct to a teacher, administrator, supervisor, or District employee or official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the District's Anti-Harassment Compliance Officer at his/her first opportunity.

Students who believe they have been subjected to harassment are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

If, during an investigation of a reported act of bullying in accordance with Policy 5517.01 – Bullying, the principal determines that the reported misconduct may have created a hostile learning environment and may have constituted harassment based on sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws, the principal will report the act of bullying to one (1) of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with this policy.

Reporting procedures are as follows:

- A. Any student who believes s/he has been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to any District employee, such as a teacher, administrator or other employee.
- B. Any parent of a student who believes the student has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the student's teacher, building administrator or District Administrator.
- C. Teachers, administrators, and other school officials who have knowledge or received notice that a student has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to the Compliance Officer and the building principal or District Administrator.
- D. Any other person with knowledge or belief that a student has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to any District employee, such as a teacher, administrator or other employee.
- E. The reporting party or complainant shall be encouraged to use a report form available from the principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing.
- F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, each school's building principal shall be advised to designate both a male and a female Compliance Officer for receiving reports of harassment prohibited by this policy. At least one (1) Compliance Officer or other individual shall be available outside regular school hours to address complaints of harassment that may require immediate attention.

District Compliance Officers

The Board designates the following individual to serve as the District's "Compliance Officer" (hereinafter referred to as the "CO").

Business Manager

112 Milwaukee Road

Clinton, WI 53525

(608) 676-5482 ext. 1100

A CO will be available during regular school/work hours to discuss concerns related to harassment, to assist students, other members of the School District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the student.

Any Board employee who directly observes harassment of a student is obligated, in accordance with this policy, to report such observations to one (1) of the COs within two (2) business days. Thereafter, the COs must contact the student, if over age eighteen (18) or the student's parents if under the age eighteen (18), within two (2) business days to advise s/he/them of the Board's intent to investigate the alleged misconduct, including the obligation of the compliance officer to conduct an investigation following all the procedures outlined in the complaint procedures.

The COs are assigned to accept complaints of harassment directly from any member of the School District community or a visitor to the District, or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint, either directly or through a school building administrator, a CO will begin review and investigation or the CO will designate a specific individual to conduct such a process. The CO will prepare recommendations for the District Administrator or will oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of harassment that are reported to them to the Compliance Officer as soon as possible, but always within no more than two (2) calendar days of learning of the incident.

Investigation and Complaint Procedure

Any student who believes that s/he has been subjected to harassment may seek resolution of his/her complaint through the procedures described below. Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of harassment was substantiated are set forth below.

Due to the sensitivity surrounding complaints of harassment, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) calendar days of the complaint being received).

If at any time during the investigation process the investigator determines that the complaint is properly defined as Bullying, under Policy 5517.01 - Bullying and not Harassment under this Policy, because the conduct at issue is not based on a student's Protected Characteristics, the investigator shall transfer the investigation to the appropriate building principal.

Complaint Procedure

A student who believes she/he has been subjected to harassment hereinafter referred to as the "complainant", may file a complaint, either orally or in writing with a teacher, principal, or other District employee at the student's school, the CO, District Administrator, or other District employee who works at another school or at the District level. Due to the sensitivity surrounding complaints of harassment, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a complainant informs a teacher, principal, or other District employee at the student's school, the CO, District Administrator, or other District employee, either orally or in writing, about any complaint of harassment, that employee must report such information to the CO within two (2) business days.

Throughout the course of the process as described herein, the CO should keep the parties informed of the status of the investigation and the decision making process.

All complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or to be actively engaging in, harassment; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the complainant from further harassment or retaliation including but not limited to a change of class schedule for the complainant or the alleged harasser, or possibly a change of school for either or both of the parties. In making such a determination, the Compliance Officer should consult the Principal and District Administrator prior to any action being taken. The complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform the individual alleged to have engaged in the harassing conduct, hereinafter referred to as the "respondent", that a complaint has been received. The respondent will be informed about the nature of the allegations and a copy of these administrative procedures and the Board's anti-harassment policy shall be provided to the respondent at that time. The respondent must also be provided an opportunity to respond to the complaint.

Within five (5) business days of receiving the complaint, the CO will initiate a formal investigation to determine whether the complainant has been subject to offensive conduct/harassment. A principal will not conduct an investigation unless directed to do so by the Compliance Officer.

Although certain cases may require additional time, the Compliance Officer will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

- A. interviews with the complainant;
- B. interviews with the respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in Board policy and State and Federal law as to whether the complainant has been subject to harassment. In determining if harassment occurred, a preponderance of evidence standard will be used. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. The CO may consult with the Board Attorney before finalizing the report to the District Administrator.

Absent extenuating circumstances, within ten (10) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the complainant and the respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

The decision of the District Administrator shall be final. If the complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction.

The Board reserves the right to investigate and resolve a complaint or report of harassment regardless of whether the member of the School District community or third party alleging the harassment pursues the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

Additional School District Action

If the evidence suggests that the harassment at issue is a crime or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or District Administrator shall report the harassment to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations and crimes.

Any reports made to the local child protection service or to local law enforcement shall not terminate the CO's obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the District Administrator.

Confidentiality

The District will make all reasonable efforts to protect the rights of the complainant and the respondent. The District will respect the privacy of the complainant, the respondent, and all witnesses in a manner consistent with the District's legal obligations under State and Federal law. Confidentiality cannot be guaranteed however. All complainants proceeding through the investigation process should be advised that as a result of the investigation, the respondent may become aware of the complainant's identity.

During the course of an investigation, the CO will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

All public records created as a part of an investigation of a complaint of harassment will be maintained by the CO in accordance with the Board's records retention policy (see Policy 8310). Any records which are considered student records in accordance with the state or Federal law will be maintained in a manner consistent with the provisions of the law.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable law. When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effects.

Reprisal

Submission of a good faith complaint or report of harassment will not affect the complainant's status or educational environment. However, the Board also recognizes that false or fraudulent claims of harassment or false or fraudulent information about such claims may be filed. The Board reserves the right to discipline any person filing a false or fraudulent claim of harassment or false or fraudulent information about such a claim.

The District will discipline or take appropriate action against any member of the School District community who retaliates against any person who reports an incident of harassment prohibited by this policy, or participates in a proceeding, investigation, or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

BULLYING

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business, or where there is otherwise a connection to the school such that the conduct at issue affects or is intended to affect the student's educational environment.

Definitions

"Bullying" is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status; however this type of prohibited bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Some examples of Bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. "Cyberbullying" – the use of information and communication technologies such as email, cell phone and pager text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."
- E. The Board recognizes that cyberbullying can be particularly devastating to young people because:
 1. cyberbullies more easily hide behind the anonymity that the Internet provides;
 2. cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
 3. cyberbullies do not have to own their own actions, as it is usually very difficult to identify cyberbullies because of screen names, so they do not fear being punished for their actions; and
 4. the reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased when it comes to cyberbullying activity;
 5. hacking into or otherwise gaining access to another's electronic accounts (e-mails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.

Cyberbullying includes, but is not limited to the following:

1. posting slurs or rumors or other disparaging remarks about a student on a web site or on weblog;
2. sending email or instant messages that are mean or threatening, or so numerous as to drive-up the victim's cell phone bill;
3. using a camera phone to take and send embarrassing photographs of students;
4. posting misleading or fake photographs of students on web sites.

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal,

written or physical nature on the basis of sex, (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws. Harassment is prohibited by Policy 5517 – Student Anti-Harassment.

"Staff" includes all school employees and Board members.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For a definition of and instances that could possibly be construed as hazing, consult Policy 5516.

Complaint Procedures

Any student that believes s/he has been or is the victim of bullying should immediately report the situation to the building Principal, Behavior Support Specialist, or the District Administrator. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the District Administrator. Complaints against the District Administrator should be filed with the Board President.

Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above.

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal, Behavioral Support Specialist, or the District Administrator.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

All complaints about behavior that may violate this policy shall be investigated promptly by the building principal. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report. If, during an investigation of a reported act of bullying in accordance with this Policy, the principal determines that the reported misconduct may have created a hostile learning environment and may have constituted harassment based on sex (transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws, the principal will report the act of bullying to one of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with Policy 5517 – Student Anti- Harassment.

Parents and/or guardians of each student involved in the bullying report will be notified prior to the conclusion of the investigation. The District shall maintain the confidentiality of the report and any related student records to the extent required by law.

If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include student discipline, including, but not limited to reprimand, suspension, or possible expulsion. Further, the result of an investigation that finds that bullying has occurred may result in discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying. Making intentionally

false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally making a false report may result in disciplinary action as indicated above.

If a student or other individual believes there has been bullying, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against who the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to inform parents and/or guardians, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

To the extent appropriate in conducting a thorough investigation and/or as legally permitted, confidentiality will be maintained during the investigation process.

Notification

Notice of this policy will be **annually** distributed to all students enrolled in the School District, their parents and/or guardians and employees. The policy will also be distributed to organizations in the community having cooperative agreements with the schools. Additionally, the policy will be posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. All new hires will be required to review and sign off on this policy and the related complaint procedure. The School District will also provide a copy of the policy to any person who requests it.

Records and Reports

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy. An annual summary report shall be prepared and presented to the School Board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of bullying behavior. The District Administrator shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines on bullying will be age and content appropriate.

REPORTING & NEXT STEPS

Reference School District Policy 5517 for more information on reporting, investigation process, additional school district action, confidentiality, and monitoring.

Important information regarding reprisal - Submission of a good faith complaint or report of harassment will not affect the complainant's status or educational environment. However, the Board also recognizes that false or fraudulent claims of harassment or false or fraudulent information about such claims may be filed. The Board reserves the right to discipline any person filing a false or fraudulent claim of harassment or false or fraudulent information about such a claim.

The District will discipline or take appropriate action against any member of the School District community who retaliates against any person who reports an incident of harassment prohibited by this policy or participated in a proceeding, investigation, or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

SECTION 504/ADA COMPLAINT

Any person who believes that the Clinton Junior/Senior High School or any staff person has discriminated against them in violation of the District's Section 504/ADA policy may file a complaint. A formal complaint can be made in writing to a Compliance Officer listed below:

Director of Pupil Services
608-676-5482
112 Milwaukee Rd, Clinton, WI 53525

Business Manager
608-676-5482
112 Milwaukee Rd, Clinton, WI 53525

CJSH BELL SCHEDULE

Monday, Wednesday, Friday

1st hour	8:00 - 8:55
2nd hour	9:00-9:55
3rd hour	10:00-10:55
4th hour	11:00-11:55
5th hour (lunch)	A Lunch 11:55 - 12:20 Class 12:25-1:15 Class 11:58-12:20 B Lunch 12:20 - 12:45 Class 12:48-1:15 Class 11:58-12:50 C Lunch 12:50 - 1:15
6th hour	1:20 - 2:15
7th hour	2:20 - 3:15

Tuesday, Thursday (Homeroom)

1st hour	8:00 - 8:49
2nd hour	8:54 - 9:43
3rd hour	9:48 - 10:37
4th hour	10:42 - 11:31
Homeroom (30 minutes)	11:36 - 12:06
5th hour (lunch) 25 Minute Lunches 50 Minute Class Periods	A lunch 12:06 - 12:33 Class 12:37 - 1:27 Class 12:09 - 12:33 B lunch 12:33 - 1:00 Class 1:02 - 1:27 Class 12:09 - 12:59 C lunch 12:59 - 1:27
6th hour	1:32 - 2:21
7th hour	2:26 - 3:15

STUDENT RIGHTS AND RESPONSIBILITIES

The rules and procedures of Clinton Junior/Senior High School are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights to freedom of expression and association and to fair treatment as long as they respect those rights for their fellow students and the staff. Students will be expected to follow teachers' directions and obey all school rules. Disciplinary procedures will comply with the requirements of State and Federal law.

Parents have the right to know how their child is succeeding in school and will be provided information on a regular basis and as needed, when concerns arise. Many times it will be the responsibility of the student to deliver that information. If necessary, the mail or hand delivery may be used to ensure contact. Parents are encouraged to build a two-way link with their child's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish his/her educational goals. Adult students (age eighteen (18) or older) are expected to follow all school rules. If residing at home, adult students should include their parents in their educational program.

Students must arrive at school on time and be prepared to participate in the educational program. If, for some reason, this is not possible, the student should seek help from the Junior-Senior High School office.

STUDENT WELL-BEING

Student safety is the responsibility of the staff. All staff members are familiar with emergency procedures such as fire and tornado drills and accident reporting procedures. Should a student be aware of any dangerous situation or accident, s/he must notify a staff person immediately.

All students must have an emergency medical card completed, signed by a parent/guardian, and filed in the school office. A student may be excluded from school until this requirement has been fulfilled.

Students with specific health care needs should submit those needs, in writing and with proper documentation by a physician, to the school office.

INJURY AND ILLNESS DURING THE SCHOOL DAY

All injuries must be reported to a teacher or to the office staff. If minor, the student will be treated and may return to class. If medical attention is required, the office will follow the school's emergency procedures.

A student who becomes injured or ill during the school day should request permission from the teacher to go to the office. The office staff will determine whether the student should remain in school or go home. No student will be released from school without proper parental permission.

SECTION I - GENERAL INFORMATION

Early Dismissal

No student will be allowed to leave school prior to dismissal time without a written request signed by a parent/guardian or the parent coming to the school office to request the release. No student will be released to a person other than a custodial parent or guardian without a note of permission signed by the custodial parent or guardian.

Transfer out of the District

If a student plans to transfer to another school, the parent must notify the office. Transfer will be authorized only after the student has registered at another school, returned all school materials, & paid any fees or fines that are due. Parents are encouraged to contact the junior-senior high school office for details.

Withdrawal from School

No student under the age of eighteen (18) will be allowed to withdraw from school without the written consent of his/her parents and completion of required forms.

Immunizations

Each student must have the immunizations required by the Wisconsin Department of Health Services or must have an authorized waiver. If a student does not have the necessary shots or waivers, s/he may be excluded from school as permitted by law. This is for the safety of all students and staff. Any questions about immunizations or waivers should be directed to the school nurse.

Student Accidents/Illness/Concussion

The Clinton Community School District believes that school personnel have certain responsibilities in case of accidents, illness or concussions that occur in school. Said responsibilities extend to the administration of first aid by persons trained to do so, summoning of medical assistance, notification of administration personnel, notification of parents, and the filing of accident reports.

A student who becomes injured or ill during the school day should request permission from the teacher to go to the office. The office staff and/or school nurse will determine whether the student should remain in school or go home. If the student needs to go home, the student's *Enrollment/Emergency Information* will be used to summon the parents/guardians. The alternate contacts on the student's *Enrollment/Emergency Information* will be called in the event that the parents/guardians are inaccessible. No student will be released from school without proper parental permission. In keeping with our desire to honor the wishes of our parents/guardians, it is of paramount importance that the student's *Enrollment/Emergency Information* be current or updated if necessary.

Return to School Following Illness/injuries:

Students who have had a fever of 100.4 degrees or greater, diarrhea or vomiting need to be symptom free for 24 hours without the use of medication before returning to school.

Students returning to school following an injury(occurring inside or outside of school) or surgery that would require accommodations such as crutches, casting and or wheelchair as well as classroom modifications for injuries, concussion for example (lighting, screen time or breaks) must supply a Physician note with those requirements. The Physician note must include the time frame for those accommodations or next follow up appointment.

Use of Prescribed Medication

In those circumstances where a student must take prescribed medication during the School day, the following guidelines are to be observed:

- A. Parent/guardian should, with their physician's advice, determine whether the medication schedule can be adjusted to avoid administering medication during school hours.
- B. The Dispensing and Administering Medication to Student form must be filed with the office before the student will be allowed to begin taking any medication during school hours. These forms are available in the School office and on the website.
- C. All medications administered during school hours must be registered and properly secured with the Junior-Senior High School office.
- D. For each prescribed medication, the container shall have a pharmacist's label with the following information:
 - a. Student's name
 - b. Practitioner's name
 - c. Date
 - d. Pharmacy name and telephone number
 - e. Name of medication
 - f. Prescribed dosage and frequency
 - g. Special handling storage directions
- E. Medication MAY NOT be sent to school in a student's lunch box, pocket, or other means or on or about his/her person, except for emergency medications for allergies, asthma and/or reactions.
- F. Any unused medication unclaimed by the parent will be destroyed by school personnel when a prescription is no longer to be administered or at the end of the school year.
- G. A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of the day. This log will be maintained along with the physician's written request and the parent's written release.

Use of Non-Prescribed Medication

When necessary, students in grades 7-12 may self-administer oral over-the-counter (nonprescription) medications while at school with parental consent and approval of the principal/principal's designee. He/she may take medications sent by the parent/guardian, without the supervision of school personnel using the following procedures:

- The pupil should bring only enough non-prescribed medication for one day.
- The parent/guardian must send a signed note to school which grants the student permission to self-administer the medication and/or complete the [Medication Consent Form](#) (does not require physician signature).

Students are prohibited from distributing or sharing any type of prescription or over-the-counter medication.

All criteria listed above concerning prescription medication shall be adhered to regarding non-prescription medication, with the exception of the written authorization from the physician.

The school system and its personnel will cooperate in administering medicines to students, but does not assume responsibility when the student does not comply with the scheduled medications. Further, neither the Clinton Community School District, nor its personnel, shall accept any liability if the student neglects a prescribed program.

Head Lice

Head lice are present in the community at all times and can be particularly prevalent among pre-school and elementary school-age children. Lice are

a nuisance, but do not spread disease. Control of lice infestation is best handled by adequate treatment of the infested person and his/her immediate household and other close personal contacts. Contracting head lice is not an indicator of cleanliness or socioeconomic status.

Communication from the school to parents directly and through parent and classroom education to the students will help increase the awareness for both parents and the child. It is the responsibility of the parent(s) to check their child's head on a regular basis for signs of head lice and treat adequately and appropriately as necessary. Control depends on prompt case finding and effective treatment.

If a child in the District is found to have head lice or untreated nits, school staff will notify the parent and recommend to pick up the student immediately and administer an FDA-approved lice treatment (pediculicide/ovicide). If a student with live lice or untreated nits is not able to be picked up immediately, they may remain in the classroom for the remainder of the school day.

Students may return to the classroom after the appropriate use of an FDA-approved pediculicide/ovicide treatment. After treatment and upon returning to school, the child will be examined by the school health staff, other designated staff members or principal.

Control of Casual-Contact Communicable Diseases

Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. A nurse, or principal may send home a student who is suspected of having a communicable disease and will notify the parent of such action and the reason(s) it was taken. School officials may be required to notify local health officials if they suspect a student has a covered communicable disease. School officials will comply with notification requirements of the Department of Health and Family Services in addition to notifying the student's parent(s).

Examples of such diseases include diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, and other conditions indicated by the Wisconsin Department of Health and Human Services.

Any student's removal from school will only be for the contagious period as specified in the school's administrative guidelines.

Direct Contact Communicable Diseases

In the case of non-casual contact communicable disease, the school still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have his/her status reviewed by a panel of resource people to ensure that the rights of the person affected and those in contact with that person are respected. The school will seek to keep students and staff in school unless there is definitive evidence to warrant exclusion.

Non-casual contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex, HIV (Human Immunodeficiency Virus), Hepatitis B, and other diseases that may be specified by the Wisconsin Department of Health and Human Services.

As required by Federal and State law, parents may be required to have their child's blood checked for HIB and HBV, and other blood-borne pathogens when the child has bled at school and students or staff members have been exposed to the blood. Any testing is subject to law protecting confidentiality.

Students with Special Needs and Bilingual Learners

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student but to all individuals who have access to the district's programs and facilities.

A student can access Special Education services through the proper evaluation and placement procedure. Parent involvement in this procedure is generally required. More importantly, the school encourages parents to be active participants. To inquire about Special Education programs and services and services available to students with limited English proficiency, a parent should contact pupil services at (608) 676-2211 ext. 1600. The district is committed to identifying, evaluating, and providing a free appropriate public education ("FAPE") to students within its jurisdiction who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities.

Services are also available to students with Limited English Proficiency. To inquire about programs and services, a parent should contact pupil services at (608) 676-2211 ext. 1600.

Student Records

The origination and maintenance of appropriate student records are essential to the effective operation of the District and meeting the educational interests of students. The rights and responsibilities of students, parents, and the District with respect to student records are governed by State and Federal law. There are two (2) basic kinds of student records- directory information and confidential records.

Directory information can be given to any person or organization for non-commercial or non-business purposes when requested, unless the parents of the student object in writing to the disclosure as required under school policy and State and Federal law. Directory information generally includes those student records which identify a student's name, address, telephone number, date and place of birth, photograph, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, date of graduation, photographs, name of school most recently previously attended, and degrees and awards received. Directory information also includes a student ID number, user ID, or other unique personal identifier used by the student when accessing or communicating in a District's electronic systems, if, standing alone, it cannot be used to access student education records, (i.e. a pin number, password, or other factor is also needed).

Student records are generally considered confidential under State and Federal law and may not be released to third parties unless the student's

parents consent in writing. However, there are exceptions to confidentiality, and requests for records within these exceptions may be granted without a parent's written consent. If you have questions about the confidentiality of student records and/or the release of student records to third-parties, please contact the school counseling office or consult the Board's policy 8330.

Parents and students are reminded of: 1) their right to inspect, review and obtain copies of student records; 2) their rights to request the amendment of the student's school records if they believe the records are inaccurate or misleading; 3) their rights to consent to the disclosure of the student's school records, except to the extent State and Federal law authorizes disclosure without consent; 4) the categories of student record information which have been designated as directory information and their right to deny the release of such information; and 5) their right to file a complaint with the Family Policy Compliance Offices of the U.S. Department of Education.

Consistent with the Protection of Pupil Rights Amendment (PPRA) no student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, his/her parents/guardians, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- political affiliations or beliefs of the student or his/her parents;
- mental or psychological problems of the student or his/her family;
- sex behavior or attitudes
- illegal, anti-social, self-incriminating, or demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- religious practices, affiliations, or beliefs of the student or his/her parents; or
- income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Consistent with the PPRA and Board policy, parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation. Please contact the school counseling office to inspect such materials.

Further, parents have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

The District Administrator will provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the District Administrator is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled: activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information for otherwise providing that information to others for that purpose); and the administration of any survey by a third party that contains one or more of the items described above.

The Family Policy Compliance Office in the U.S. Department of Education administers both the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA). Parents and/or eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605
www.ed.gov/offices/OM/fpc

Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses: FERPA@ED.Gov AND/OR PPRA@ED.Gov

Student Fees, Fines, and Charges

Fees may be charged for non-curricular activities and programs. Such fees or charges are determined by the cost of materials, freight/handling fees, & add-on fees for loss or damage to school property. The school and staff do not make a profit. Fees may be waived in situations where there is financial hardship. All senior fees must be paid in order for seniors to participate in any activities, including walking at graduation.

Students using school property and equipment can be fined for excessive wear and abuse. The fine will be used to pay for the damage, not to make a profit. Late fines can be avoided when students return borrowed materials promptly. Their use may be needed by others. Students who fail to pay fines, fees, or charges may be denied participation in graduation ceremonies.

Student Fundraising & Sales

School-sponsored fundraising/solicitation shall not interfere with educational progress of a student nor shall pressure be brought to bear upon a student who does not wish to contribute or purchase during the solicitation. Fundraising involving students shall exclude all forms of gambling and the promotion, consumption, or availability of alcoholic beverages. All fundraising activities must be pre-approved by the Junior-Senior High School principal and district administrator. Students shall not independently solicit or fundraise on school property. No student is permitted to sell any item or service in school without the approval of the principal. Violation of this rule may lead to disciplinary action.

Student Valuables & Lockers

Students are encouraged not to bring items of value to school. Items such as jewelry, expensive clothing, electronic equipment, and the like, are tempting targets for theft and extortion. The school cannot be responsible for their safe-keeping and will not be liable for loss of damage to personal

value.

All students will be assigned a locker. Only school locks will be permitted on student locker doors. 7th and 8th grade students will be assigned a lock to use during PE classes. They are expected to use their school locker and a clear or mesh bag to transport items to and from PE classes.

The school provides this locker for students' convenience to be used solely and exclusively for the storage of outer garments, footwear, personal electronic devices such as cellphones and smart watches, and school-related material. The authority granted educators and schools under the Wisconsin State Statutes provides school authorities with the right to inspect pupils' lockers and/or articles carried on their person during the school day or at related school-sponsored activities (CCSD policy 5771). The school retains ownership and possession control over all school lockers. Lockers are the sole property of the District and are always under the control of its agents. Principals, teachers, custodians, police liaison officers, secretaries, educational assistants, and other administrative personnel may conduct searches as part of their overall responsibilities. The search may be done without the consent of the student, without notifying the student, and without obtaining a search warrant. Students are responsible for the locker that is assigned to him/her. Vehicle searches may also be conducted by school officials.

Students will be expected to reimburse the school district for damage to school property, or for the loss or theft of such property. Vandalism to school property or to students' personal property will not be tolerated. Wisconsin Statutes: 943.01 – Criminal damage to property; 943.02 – Arson – Damage to property by explosives; 943.10 – Burglary; 943.11 – Entry into a locked vehicle; 943.15 – Entry into a locked building/room; 943.61 – Theft of library material; 943.20 – Theft

Review of Instructional Materials

Parents have the right to review any instructional materials related to the human growth and development curriculum and may also observe instruction in classes dealing with such subject matter. Any parent who wishes to review instructional materials or observe classroom instruction should contact the principal to make the appropriate arrangements. Parents' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

Meal Service

Clinton Junior/Senior High School requires the use of a computerized breakfast and lunch service program. Deposits for breakfast, lunch and ala-carte purchases must be made in the office before the start of the school day in which the money is needed in the account. In order to run the breakfast and lunch line efficiently, **NO CASH WILL BE ACCEPTED IN LINE**. Students must have their student identification cards or their personal code memorized to purchase a breakfast or lunch. If a student does not have their identification card or memorized code they will be sent to the end of the line. Graduating seniors and students who withdraw that have an amount of five dollars or more remaining in their accounts will have that amount refunded.

BREAKFAST/LUNCH FEES

Breakfast

Student	
7-12-	\$2.00 Adult - \$2.60

Lunch

Student	
7-12-	\$3.00 Adult - \$4.65

Library Use

Students are encouraged to use the library as a resource for research, book check-outs, reading, and more. Students will use books and all technology equipment appropriately for assignments or risk losing library privileges.

Lost and Found

Inquiries for lost and found can be made to the main office. Students who have lost items should check there and may retrieve their items if they give a proper description. Unclaimed items will be given to charity at the close of the school year.

Visitors

Parents/Guardians are always welcome at Clinton Junior/Senior High School. In order to properly monitor the safety of students and staff, a state issued ID will be run through the Raptor Security System to obtain a visitor's pass. Any visitor found in the building without a pass shall be reported to the Principal. **If a person wishes to confer with a member of the staff, they should call for an appointment prior to coming to the school, in order to prevent any loss of instructional time.**

Visitors' access to classrooms and instructional activities are subject to reasonable restrictions and limits. Please consult with the Principal regarding these restrictions.

Students may not bring visitors to school without first obtaining written permission from the Principal. Students who are interested in attending Clinton Junior/Senior High School should contact the school counseling office to set up a visit.

Use of Cell Phones or Electronic Communication Devices

Cell phones, smartwatches, and other personal electronic devices must be kept in a Yondr pouch at all times during the school day between the hours of 8:00 and 3:15. If a cell phone is in the building during these hours, it must be secured in a Yondr pouch either on the student's person or in their locker.. Electronic devices may never be used in any manner that disrupts the educational environment, violates students' conduct rules,

or violates the rights of others. Any student found violating this policy shall be subject to disciplinary action. Disciplinary action includes, but is not limited to, referrals, detentions, and/or confiscation of the personal electronic device. Personal electronic devices that are confiscated may be held for up to 24 hours or longer and may also require a parent/guardian to pick up the device from the main office. Administration may contact the parent(s)/guardian(s) to secure possession of the device and to request the device be removed from school property.

Yondr Pouches

Yondr pouches are provided by the Clinton Community School District and remain the property of the district. When students are issued a Yondr pouch, it is the student's responsibility to maintain it in good condition and prevent loss or damage. In the event of loss, theft, or damage, the student will be responsible for the replacement cost of \$25 per pouch, per incident.

Weapons (Policy 5772)

The Board of Education prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle, to the extent permitted by law without the permission of the District Administrator.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including, but not limited to, firearms as defined in 18 U.S.C. 921(a)(3)), guns of any type whatsoever, including air and gas-powered guns (whether loaded or unloaded), knives, (subject to the exceptions below) razors, with unguarded blades, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.

The District Administrator will refer any student who violates this policy to the student's parents or guardians and may also make a referral to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to and including expulsion.

Policy exceptions include:

- A. weapons under the control of law enforcement personnel while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;
- B. items pre-approved by the District Administrator and/or designee, as part of a class or individual presentation under adult supervision, including, but not limited to Hunters' Education courses, if used for the purpose and in the manner approved;
- C. theatrical props used in appropriate settings.

Any student who has reason to believe that a person has or will violate this policy shall report to the District Administrator or the supervisor of the activity immediately. The report should include as much detail as possible concerning the person(s) involved, the weapon, the location of the person(s), and how this information was obtained.

No student is to confront the person possessing the weapon, but a staff member has the option of confronting the person if the staff member believes the risk of injury to self or others is minimal or if immediate action is necessary to prevent injury to any person.

Advertising Outside Activities

No announcements or postings of outside activities will be permitted without the approval of the District Administrator. A minimum of twenty-four (24) hours notice is required to ensure that the district office has the opportunity to review the announcement or posting.

Video Surveillance

The Board of Education has authorized the use of video surveillance and electronic monitoring equipment at various school sites throughout the school. Any person who takes action to block, move, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action.

Safety and Security

- All visitors must be "buzzed" into the Junior-Senior High School, check into the window in the foyer, and must report to the main office immediately upon entering the building.
- Visitors dropping off personal items for students or needing to complete business with the administrative assistants may stop at the office window in the foyer.
- All visitors are given and required to wear a visitor badge while they are in the building.
- The staff is expected to question people in the building whom they do not recognize and who are not wearing a visitor badge, and to question people who are "hanging around" the building after hours.
- Students and staff are expected to immediately report to a teacher or administrator any suspicious behavior or situation that makes them uncomfortable.
- All exterior doors will be locked during the school day. Doors should not be propped open at any time and students and staff should refrain from letting visitors in behind them.
- Portions of the building that will not be needed after the regular school days are closed off.
- All district employees are to wear photo-identification badges while in the school

EMERGENCY PLAN AND PROCEDURES

Clinton Community School District has a plan and procedures in place to deal with emergency situations that could occur in or around the school while your child is arriving at school, in class, or leaving school. Our first priority is to protect all students, staff, and visitors from harm and we pledge ourselves to that cause. We appreciate your cooperation and support. If you have any questions regarding school safety

procedures, please contact the Director of Buildings, Grounds, and Transportation at 608-676-5482.

Parent Support

We also depend on you, as parents, to support our emergency response efforts. Your cooperation is vital to helping us protect the safety and welfare of all our students and school employees. Therefore, we ask parents and guardians to assist with the following:

- Keep the emergency/enrollment card up to date at all times.
- Talk to your children and emphasize the importance of them following instruction from their teachers, school officials, and emergency responders during any school emergency.
- Review the emergency procedure section of this handbook with your child/children.
- During an emergency, please do not telephone the school. We understand and respect your concern for your child, yet it is essential that the telephone systems are available for emergency communications. Additionally, if our school is in an emergency, no staff members will be available to answer the phone as they will be working hard to protect your children and themselves.
- Do not come to the school unless instructed to do so. The building will be secured and entry will not be allowed. We realize how difficult it will be for you to keep your distance from the school, but this will be crucial to keep the surrounding streets and parking lot clear for emergency vehicles. Parents' vehicles at or near the school could impede medical aid responders from arriving at or departing from the school with your children or other victims. Emergency responders might also be forced to divert their attention from the critical emergency response in order to address or protect parents. Parents' presence at the scene could actually endanger not only themselves, but students and staff members as well.

Drills

In order for our emergency plan to be effective, we depend on the cooperation and assistance of many people, such as the police and fire departments, district administration, staff, students, families and community members. We feel we must educate all stakeholders, so we have implemented a plan which includes drills. Please do not be alarmed by this precautionary action. These drills, which will occur on a periodic basis throughout the year, will cover a variety of circumstances. In addition to practicing the drills, we will also be discussing with the students the appropriate actions to take during a number of emergencies. These drills and accompanying discussions are designed to prepare your child to act quickly and to minimize your child's fear should an emergency occur. Our drills are in accordance with Wisconsin Statute **118.07**.

Emergency Plan Information

The purpose of an emergency plan is to have procedures in place to protect students, staff, and visitors to minimize exposure to a potential threat and/or to allow them other survivable options during a potentially lethal threat situation. Emergencies are fluid and are constantly changing during the event and responding proactively to it can be a daunting challenge by any individual. Although this plan will provide an outline of what students and staff should consider doing, it by no means guarantees that injuries or loss of life will not occur. Students and staff should utilize the guidelines presented in this plan as a recommendation to aid in their decision making.

Fire

This is the only emergency that is alerted with an alarm. When the alarm is sounded, the students and staff leave the building to a spot away from the building and not blocking roads. If an alarm goes off, it is imperative to leave the building and not to hide.

Tornado

The tornado plan will go into place during a tornado warning. Staff and Students will be given information and directions. Students and staff head to their tornado shelter location, sit on the floor cross legged, head in their lap, and hands covering their head.

CODE BLUE-MODIFIED LOCKDOWN

Inside: Medical Emergency

A Code Blue Modified Lockdown can be utilized during a non-life threatening emergency such as a medical emergency. A modified lockdown incorporates many of the same procedures as a lockdown, but the occupants may continue their day to day operations *within* a secured classroom.

CODE YELLOW-MODIFIED LOCKDOWN (NON-LIFE THREATENING)

Inside: Building Search, Utility Failure

A Code Yellow Modified Lockdown can be utilized during a non-life threatening emergency such as canine search or a threat outside of the school district grounds. A modified lockdown incorporates many of the same procedures as a lockdown, but the occupants may continue their day to day operations *within* a secured classroom.

SYSTEMATIC EVACUATION

Bomb Threat, Chemical, Hazardous Materials, Downed Aircraft, Wildfires, Flooding, Earthquake

Systemic evacuation is a process of moving students from school buildings to a secure location either by walking or bussing. This is a very controlled process that is executed with clear direction from administration.

SHELTER-IN-PLACE

Outside: Bomb Threat, Civil Unrest, Suspicious Person, Chemical, Hazardous Materials, Earthquake

Shelter-in-place can be utilized during an outside threat such as chemical/hazardous material exposure, civil unrest to name a few. Shelter-in-place is similar to a modified lockdown, but students, staff, and/or visitors take refuge for safety purposes with doors locked, windows secured, and window treatments closed. During this situation ventilation is turned off to reduce exposure.

CODE RED-LOCKDOWN/ EVACUATION (LIFE THREATENING)

Life Threatening: Weapon Use, Dangerous Person, Internal Civil Unrest

A lockdown/evacuation is activated once there is an actual or perceived threat of harm to students, staff, and/or visitors. This plan requires the participation of all employees to implement the plan in order to mitigate the risk of injury or loss of life to those affected by the threat. Students and staff make the decision based on the proximity of the threat. When the threat is close, most often best practice is choosing to lock down, remaining absolutely silent, locating oneself on the door wall out of the sightline, and assuming a position to run or attack. If the threat is not in your immediate location, running is the best choice. Remember you can also choose another survival tactic.

Lock-down Actions: AVOID, DENY, DEFEND	Evacuation Actions: AVOID, DENY, DEFEND	Survival Tactics Actions: AVOID, DENY, DEFEND
● Close locked door(s) ● Position yourself at an angle in room where you are least visible by threat ● Barricade door if time ● Silence cell phones ● Leave lights & window coverings as is ● If the fire alarm should go off - be hesitant to leave the classroom. ● Remain calm and quiet until Code Red/Lockdown is cleared ● Contact the office and/or police if you have information that may aid in the emergency response. ○ IE: location of the attacker, type of attack, medical emergency	● Run in a ZIGZAG manner ● Warn others of the threat while running ● Call 911 once you are safe ● Don't return to your car (explosive risk)	Whatever gets the job done! ● Break and go out windows ● Attack in groups & go for hand with gun ● Throw things and keep moving ● Crawl, hide, play dead ● Empathic talking/listening

SURVIVAL TACTICS

Should you find yourself in a situation where you are near the active shooter, you should examine implementing one of the following survival tactics:

Evacuation/Running

- Running away in a zigzag from the suspect as quickly as possible using whatever obstacles you can to avoid being hit by any gunfire.

Crawling

- This option should be used to stay out of the line of fire if obstacles are available that might conceal you while you are crawling. If this option is used, crawl as quickly as possible to an area of safety, away from the suspect.

Hiding

- Remember that hiding from the suspect will only work if he doesn't see where you choose to hide. Hiding requires that the area you have chosen to hide completely conceals your body. Remember that hiding does not mean that the area you have chosen to hide in is bulletproof, so you must remain quiet while hiding.

Playing Dead

- This option is not guaranteed to work and can be difficult to implement. It is difficult to look like you are not breathing during an actual crisis event. Some survivors of these types of events have used this tactic successfully and some have not. Think carefully before choosing this tactic.

The Power of Your Voice!

- Warn others of impending danger as you run, so that others may also start taking evasive and survival actions. Yell out what has happened and where the danger is.
- If trapped by the suspect, attempt to speak by sympathizing and showing understanding. If they are talking they are not shooting. This is risky, so only try if you are face to face.

Fighting

- If you are trapped with an active shooter and have none of the above listed options, you must choose to fight for your life. If possible, you and others in the room must decide to aggressively and in unison attack and tackle the suspect. If possible, you should attempt to control the active shooter's hand as that is controlling the weapon they are using. Remember that in a lethal situation you are allowed to use lethal force if necessary to save your or other people's lives.

Other things to consider:

- Anything can be a weapon
- Throws things at the shooters head to disrupt their aim
- Create as much noise as possible
- Grab the shooters limbs and head and take them to the ground and hold them there
- Fight dirty-bite, kick, scratch, gouge eyes, etc.
- Run around the room and create chaos.
- If you have control of the shooter, call 911 and tell the police where you are and listen to their commands when officers arrive on scene.
- Cover any windows in the door if possible
- Tie down the door, if possible, using belts, purse straps, shoe laces, etc.

- Look for alternate escape routes (windows, other doors)
- Once secured, do not open the door for anyone. Police will enter the room when the situation is over.
- Gather weapons (coffee cups, chairs, books, pens, etc.) and mentally prepare to defend yourself or others.
- Put yourself in position to surprise the active shooter should they enter the room.

Parent-Child Reunification

In an emergency the district will communicate information regarding the incident and instructions for parent and child unification through Blackboard Connect Family Notification System. In the event that an emergency occurs on or near a school site, parents (or guardians) must report to the school reunification location and follow the procedure for releasing a student which will be detailed in the Blackboard Connect Family Notification.

Emergency Closings and Delays

Blackboard Connect 5 is a phone and email communication tool that will be used in school closings, emergencies, attendance, reminders, and school and district wide communications.

Closings

For information about weather-related school closings, listen to your local radio or television stations by 7:00 a.m. the announcement will be made for Clinton Schools. A listing of radio stations is WCLO 1230 AM, WGFB 1380 AM, WSLD 104.5 FM, WGEZ 1490 AM, WJVL 99.9 FM, WTJK 103 FM, WLKG96.1 FM and TV stations Channel 3, Channel 13, Channel 15, Channel 17, Channel 23 and Channel 27. In the event of an early school closing because of an unexpected circumstance, please make arrangements for an alternative location for your student.

SECTION II - ACADEMICS

Scheduling and Assignments

Schedules are provided to each student at the beginning of the school year or upon enrolling. The schedule is based upon the student's needs and available class space. Any changes in a student's schedule is handled through the school counseling office. It is important to note that some courses may be denied because of limited space or the need to complete prerequisite courses. Students are expected to follow their schedules. Any variation will be accepted after the completion and approval of an Add/Drop form.

Course Add/Drop

The selection of appropriate courses is necessary to achieve one's educational goals. Changes should be considered thoughtfully to prepare for opportunities and options for the future. Once school has started, all drops and adds are done using a form from the school counseling office. This form must be completed within the first three days of the semester. It requires the signature of the parent/guardian, the teacher of added and/or dropped courses, and the counselor. The signed form must be returned to the school counseling office before the transfer of classes takes place. Classes dropped in the first week of the semester will not be registered on the transcript; classes dropped after the second week, during the first or third quarter, will register on the transcript as Withdrawn. Classes dropped during the second and fourth quarter will register on the transcript as a withdrawn failing (WF) grade.

Promotion, Placement, and Retention

A student's progress toward graduation and receiving a diploma is determined by completing required coursework, earning the necessary credits and passing appropriate tests. A student is only promoted when the necessary requirements are met or the student has completed the goals and objectives of an Individualized Education Plan (IEP) or Alternative Graduation Plan. It is the student's responsibility to keep in contact with his/her counselor and teachers to ensure that all requirements are being met. Any student 7th-8th grade who achieves a 0 (no evidence) or 1 (beginning) as their overall class grade for any core class will not be promoted without completing summer school in order to academically prepare them for the next grade level. Information about credit and course requirements is available in the school counseling office and the counselor will be pleased to answer any questions.

Promotion to the next grade is based on the following criteria:

- Current level of achievement
- Potential for success at the next grade level
- Emotional, physical, and/or social maturity

Before retention can occur the following procedure will be in place:

1. Students falling seriously behind their peers, who may not be promoted, receive additional assistance they may need to achieve the academic outcomes of the district's core curriculum.
2. Staff and Administration will collaborate in the event of students' promotion, placement, or retention.
3. Parents/guardians will be informed in advance of the possibility of retention, as soon as possible, no later than the posting of the final progress report.

The Principal has the final responsibility for determining the promotion, placement, retention, or requiring of summer school for each student.

High School Accredited Courses

The Board permits students in 7th or 8th grade to earn credit towards a high school diploma in any class taken that is approved by the Board for such purpose, provided that the student is academically prepared based on performance on approved pupil assessments. Any course designated for high school credit at the junior high level must be taught by a teacher with high school certification in the subject matter and must be taught using curriculum and assessments equivalent to those used in the subject at the high school level.

Courses taken by junior high students for high school credit shall appear on students' high school transcripts. The grade received for the course will be factored into students' high school grade point averages.

CHS Graduation Requirements

The minimum total number of Carnegie credits required for graduation shall be 25 credits. A full credit will be granted for the successful completion of one year of study in a given subject. A unit or credit is earned by completion of a full year's work in a subject which meets five days a week. Students excused from physical education for medical reasons must earn the minimum total of academic credits required for their graduation year. Within the specified credit requirement, students have the opportunity to complete a solid college preparatory program as well as a vocational educational course sequence that relates to their chosen career field.

Students are required to have earned the minimum credits for that graduation year to be eligible to participate in the graduation ceremony. Last-minute failures which cause a credit shortage (less than credits required and/or missing a required course) will make a student ineligible to participate.

During the course of high school, a student shall be required to earn the following credits:

Subject # of Credits	
English 4.0	*Students may need to attend summer school to complete graduation requirements.
Social Science 3.0	*Students have choices in the selection of electives. These choices should reflect their career goals, interests, and skills.
Science 3.0	*Students must complete the Xello lessons necessary for their graduating class.
Mathematics 3.0	
Physical Education 1.5	*Students will be required to have 30 hours of documented service learning.
Health 0.5	
Personal Finance 0.5	
Electives	*A student may be denied participation in graduation activity for disciplinary reasons and for nonpayment of fees.

The Laude System and Graduation Honors

Clinton High School will recognize graduating seniors through the Laude System. The Laude System acknowledges student achievement through a combination of student cumulative grade point average and the number of laude class points completed in their high school career. The cumulative grade point average and laude points mathematically create an overall laude score (ex. 3.2 (gpa) x 16 (laude points) = 51.2 laude score; Summa Cum Laude). Possible laude distinctions include Cum Laude (meaning "with honors"), Magna Cum Laude ("with great honor"), or Summa Cum Laude ("with highest honor").

Qualifications for laude recognition are determined after the 8th term. Students receive .5 or 1.0 laude points for each designated course that they earn a minimum grade of 'C-'. Laude classes are designated as .5 or 1 point each school year. No rounding will occur past the tenth place. Full year classes are awarded laude points at the completion of the course, not at semester. If a student drops after the 1st semester, then no points are awarded. If a student switches courses at semester (going up in rigor) they will receive ½ the laude points normally awarded for that course.

Levels will be defined as follows:

- Cum Laude (white honors cord): Minimum of a 3.2 cumulative GPA and 16 – 35.9 laude score
- Magna Cum Laude (silver honors cord): Minimum of a 3.2 cumulative GPA and 36-43.9 laude score
- Summa Cum Laude (gold honors cord): Minimum of a 3.2 cumulative GPA and 44+ laude score

Transfer students will receive laude points toward the Laude System for Advanced Placement courses completed with a minimum grade of 'C-'. Transfer students may request that equivalent laude courses they completed at other districts be evaluated by the counselor and principal for laude point eligibility and award.

Exclusions

The following learning arrangements may be granted credit, but may or may not be awarded a letter grade by Clinton Junior/Senior High School. A review of courses on an individual basis will occur. If not awarded a letter grade, it would not impact the student's GPA, and courses would not count in the determination of laude status.

- Any course not listed in the Clinton Junior/Senior High School course booklet or the summer school listing of courses;
- Correspondence courses from colleges, universities, or other secondary schools;
- Courses taken in foreign countries as part of a student exchange program;
- Enrichment activities such as Youth Conservation Camps, computer, art, music, science, math, (etc.) camps and/or academies;
- Any courses taken in a Private Home Based Education program.

Recognition of Student Achievement

Students who have displayed significant achievements during the course of the year are recognized for their accomplishments. Areas that may merit recognition include academics, performing arts, citizenship, and volunteerism. Recognition for such activities is initiated by staff and coordinated by the school counselor, athletic director, advanced learners coordinator, and the junior-senior high school office.

High School Recognition Awards:

Awards are calculated based on the student's completion of at least two semesters at CJSH and will be recognized every semester.

Distinguished Student Award

Meets criteria for both Academic Excellence and PBIS award

Academic Excellence

GPA of 3.2 and 40+ Laude Points

Academic Honors

GPA of 3.2 and above

Perfect Attendance

Students must be present ALL periods every day, not including school sponsored events.

*High school students may also earn their academic letter or star based on requirements determined by the Advanced Learning Coordinator.

Junior High Student Recognition Awards:

Awards are calculated based on the student's completion of at least two semesters at CJSH and will be recognized every semester.

Distinguished Student Award

Meets criteria for both Academic Excellence and Perfect Attendance award

Academic Excellence

Proficient in all courses

Academic Honors

Approaching in all courses

Perfect Attendance

Students must be present ALL periods every day, not including school sponsored events.

Communication

Clinton Junior/Senior High School's grading and reporting practices will support the learning process and encourage student success. Teachers are responsible for the continual communication of growth to students and families. While phone calls and emails home are used often, Skyward Family Access is the main tool used by teachers to communicate grades. Students and families can expect Skyward to be updated weekly, with graded evidence from the preceding week. Final grades will be communicated following the end of each semester through the Skyward Parent and Student Access portals. Parents/Guardians and students are strongly encouraged to view student progress through Skyward regularly throughout the duration of the academic year and to reach out to teachers directly via phone or email with specific questions regarding grades.

Grading

At CJSH, we support students in their academic AND social growth. For that reason, both academic and social progress will be communicated to students and families. Academic Grades will:

- communicate achievement status to students, parents, and others
- provide information that students can use for self-evaluation and growth
- encourage student growth and progress in learning
- identify students for available educational opportunities, such as enrichments and/or interventions, as well as honors classes, Advanced Placement classes, and/or dual-credit/transcripted classes
- evaluate the effectiveness of curricular, instructional, and assessment practices

Academic Grades are not based on:

- practice work
- extra credit
- attendance
- attitude and/or behavior

Academic progress will be reported out by priority standards. Priority standards are based entirely on state and national curriculum standards; they are the main skills or areas of emphasis for that specific course, and they form the foundation for all learning. Students will earn a numeric grade (0-3) for each individual standard based on their level of mastery for that specific skill. Below are the Mastery Level Descriptors and a statement of what they mean:

Mastery Level	Description
No Evidence (NE)	Student demonstrates <u>no</u> evidence of mastery of the learning target.
Beginning (BEG)	Student demonstrates <u>minimal</u> evidence of mastery of the learning target.
Approaching (APP)	Student demonstrates <u>moderate</u> evidence of mastery of the learning target.
Proficient (PRO)	Student demonstrates <u>substantial</u> evidence of mastery of the learning target.

Social progress will be represented by "Cougar Conduct" grades - these are the expected behaviors and habits we hope to see in all of our students, in all areas of study. They are:

- I practice kindness through my actions, words, and attitude.
- I conduct myself in a responsible manner.
- I demonstrate a desire to learn more about the world around me.

Students will earn a numeric grade for each individual Cougar Conduct grade in each of their classes. Below are the Mastery Level Descriptors and a statement of what they mean:

Mastery Level	Description
Needs Improvement (1)	Student rarely demonstrates Cougar Conduct skill.

Approaching (2)	Student inconsistently demonstrates Cougar Conduct skill.
Proficient (3)	Student consistently demonstrates Cougar Conduct skill.

Evidence of Student Learning

Evidence of learning will take many forms. Teachers will exercise their professional discretion to determine what evidence will be graded and what will not be graded. Students will be afforded multiple opportunities to practice a skill and be given ample feedback from the teacher in order to guide learning prior to actually being graded on that skill. Practice, in essence, is formative in that it is “**FOR** learning”; therefore, such assignments will not be calculated into a student’s overall grade. Practice may include daily assignments, study guides, quizzes, drafts, notebooks, corrections, and other too many to name activities. After a student has had ample practice and teacher feedback, the student will be given a summative assignment or assignments to elicit evidence “**OF** learning” and be graded accordingly. These assessments may include tests, projects, research papers, presentations, panel discussions, demonstrations, reports, essays, performances, or other examples of authentic, individual student work. While group activities may count as graded evidence, each individual student will be awarded a grade based on his/her individual performance during the group task.

Missing and Late Evidence

Students are encouraged to be proactive in communicating with teachers should they require additional time to complete graded evidence assignments. Nevertheless, evidence submitted after the due date will be accepted, will receive teacher feedback, and the grade will NOT be “docked” on account of being late. Missing graded evidence will be checked as “missing” and recorded in Skyward, as a “0.” The “0” will be changed to a grade once the assessment is completed, and the missing checkmark will then be removed. Students who fail to provide enough evidence of understanding of the predetermined course outcomes (i.e. Priority Standards) will earn a grade of “F” for the course and will not earn credit.

Re-learn, Re-Take, Re-Do

Not all students learn at the same pace. Retakes/redos are offered in the spirit of promoting a culture of learning and continual improvement so that teachers can effectively support all students in their academic journey. Retakes/Redos are not, however, to be treated as an entitlement by students for a lack of preparedness or effort. Retakes/Redos may take many different forms; teachers will work with the student to determine: (1) if a retake/redo is warranted and (2) what kind of retake/redo is appropriate so that meaningful learning can be demonstrated. The re-learn, re-take, re-do process should be an active partnership between the teacher and the student and should always be accompanied by re-teaching and re-learning. *Exception-* Summative assessments may not always be retaken in Advanced Placement (AP), Advanced Standing (AS), or Transcribed Credit (TC) courses depending on college requirements.

Due Dates

Due dates and deadlines are necessary to assist students in the development of skills such as organization, time management, problem solving, collaboration, and self-discipline. Establishing, maintaining, and holding students accountable for due dates and deadlines is also necessary for teachers to adequately and efficiently manage the workload and provide effective feedback for students. Teachers will communicate due dates for all assignments when introducing the assignment. Students who are unable to complete an assigned task by its due date, for whatever reason, must communicate with their teachers, **before the due date**, to determine an alternative plan for task completion.

Incomplete Grade

Recording of “incompletes”, “I”, is normally used for students who have had excused absences at the end of the marking period and have not had sufficient time to make up work necessary to receive a grade. Normally, incompletes must be made up within two weeks (14 calendar days) after the end of the semester. Make-up work in case of extended absences due to illness will be given special consideration proportionate to the length of the illness. Students needing additional time to complete assessments should be encouraged to discuss and make arrangements (plans to complete the work) directly with their teacher – learning and practicing good communication skills. An “incomplete” may then be assigned. Following the two-week (14 calendar days) period, the student’s progress toward completion will be assessed. If, at the end of the two-week (14 calendar days) period, the student has made significant progress and the teacher determines additional time is still appropriate, the “incomplete” mark may remain in place. If at the end of the two-week (14 calendar day) period the student has not made significant progress and the teacher determines that granting additional time will be unproductive, the appropriate grade will be assigned and recorded. In cases of error, miscalculation, or submission of completed work, a teacher may, at their discretion, modify a grade utilizing established building procedures.

Student/Teacher/Family Roles

Students will...	Teachers will...	Parents/Guardians will...
- be active learners by completing all assigned work and assessments to the best of their ability; - review grading expectations and routines; - take steps needed to retake/redo assessments; - seek out individual teachers for questions, reteaching, or extension opportunities;	- discuss grading procedures and have them on their syllabus; - instruct students through a variety of best-practice methods; - thoroughly communicate due dates and proficiency expectations; - provide opportunities to show learning in a variety of ways; - provide opportunities for reteaching and retakes;	- be an active participant in his/her child's learning; - review grading expectations and routines for each class; - encourage his/her child to strive for mastery level learning; - remind his/her child to seek out individual teachers for questions, reteaching, or extension opportunities; - check Skyward and email regularly; and

• examine and analyze materials to help aid in mastery; and • meet due dates and deadlines.	• design practice to scaffold student progress; and • report out student achievement.	• communicate questions or concerns with his/her child and the respective teacher.
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Final Grade Determination

Final course grades will be reported at the end of each semester. Students will receive a numeric score (0-3) to reflect the overall level of student mastery for each of the Priority Standards for each course (see Grading section). The Priority Standards scores will then be used by the teacher to generate an overall letter grade for the course. We rely on our teachers' expertise, experience, and knowledge of best practices in grading to assist them in determining student grades. A student who does not demonstrate a minimum of a "Approaching" (2) in all course standards may be asked to attend summer school in order to receive credit for that course. Graduation credit will be awarded for all course grades of D or above. Grades of F will not receive credit.

School and/or District Wide Assessments

To measure student progress, students will be tested in accordance with Federal and state mandates, state standards and District policy. Additional group tests are given to students to monitor progress and determine educational mastery levels. These tests are used to help the staff determine instructional needs. Classroom tests (summative assessments) will be used to assess student progress and assign grades. These are selected or prepared by teachers to assess how well the students have achieved specific objectives. Vocational and interest surveys may be given to identify particular areas of student interest or talent. These are often given by the school counseling staff. Depending on the type of testing, specific information and/or parent consent may need to be obtained. The assessment program will not violate the rights of consent and privacy of a student participating in any form of evaluation. College entrance testing information can be obtained from the School Counseling Office.

Early College Credit Program (ECCP) & Start College Now Program (Please refer to CCSD Policy 2271 for more detailed information)

While completing high school, students may take courses in order to earn college credit. Deadlines for notification of the student's intention to participate are given to the school board by March 1st for fall college semester (September start) or by October 1st for spring college semester (January start). Interested students should contact their high school counselor for answers to their specific questions about ECCP and/or Start College Now programs or for information concerning the campus they are considering. Start College Now is only open to Juniors and Seniors and is for Technical College campuses. Early College Credit Program is open to all students and is for four year campuses (including UW-Rock County). CCSD will assume financial responsibility for up to eighteen (18) credits throughout the student's high school career. For more information visit: <https://dpi.wi.gov/dual-enrollment>. For additional options available while attending High School, please refer to the [Course Offering Guide](#).

Rural Virtual Academy- Edmentum

Edmentum, an online self-paced program, available via Rural Virtual Academy, that may be available for students on a case by case basis. Edmentum or online course enrollment will only be accepted prior to the completion of the first week of the semester. If you would like more information about RVA or Edmentum please contact the CJSBS counseling office.

Part-Time Open Enrollment

Under part time open enrollment, a pupil enrolled in any high school grade in a public school may attend a public school in a nonresident school district for the purposes of taking up to two courses at a time. For more info: <https://dpi.wi.gov/open-enrollment/ptoe>

Student Education Technology Acceptable Use & Safety (Refer to CCSD Policy 7540.03 for more detailed information)

Access To District Technology Resources From Personally-owned Communication Devices (Refer to CCSD Policy 7542 for more detailed information)

Field Trips

Field trips are academic activities that are held off school grounds. There are also other trips that are part of the school's co-curricular program. No student may participate in any school-sponsored trip without parental consent. Attendance rules, the Extracurricular Code of Conduct, and search and seizure policies apply to all field trips. School administration reserves the right to a student participation in a field trip on the basis of attendance, behavior, or academic performance. Students will be required to make up any missed work due to an absence for field trips.

SECTION III - STUDENT ACTIVITIES

Co-curricular Activities

We offer co-curricular activities to all students in grades 7-12. The entire student body is encouraged to participate in the program. Those that choose not to try out for the team's/activities are encouraged to be spirit boosters for all of the teams. Clinton Junior/Senior High athletic teams are called the Cougars. The school colors are navy blue and white.

7-8 Activities	9-12 Activities
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Art Club Boys and Girls Basketball Clay Busters Cross Country E-Sports FFA Football Forensics Japanese Exchange Program Junior Honor Society Math 24 Math Team Middle School Arts Immersion Day	Middle School Leadership Conference Musical Quiz Bowl Skills USA Southern Lakes Anthology Project Student Council Talent Show Track & Field Volleyball Wrestling Yearbook	Art Club Auto Club Baseball Bowling Boys & Girls Basketball Boys Golf Class Advisors Clay Busters Cross Country DECA Drama Club E-Sports FFA Football Forensics German Club	Girls Golf Homecoming Court Honor Society Math Club Musical Peer Mentor Play Prom Court Skills USA Soccer Softball Spanish Club Student Council Track & Field Volleyball Wrestling
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Eligibility

For complete information regarding student eligibility in extracurricular activities, please reference the [CCSD Co-Curricular Code of Conduct](#).

School Sponsored Publications and Productions (Refer to Policy 5722 for more detailed information)

The Board of Education sponsors student publications and productions as means by which students learn, under adult direction/supervision, the rights and responsibilities inherent when engaging in the public expression of ideas and information in our democratic society.

For purposes of this policy, "School-sponsored student media" shall include both student publications and productions. "Student publications" shall include any written materials, (including, but not limited to, banners, flyers, posters, pamphlets, notices, newspapers, playbills, yearbooks, literary journals, books, and t-shirts and other school-sponsored clothing), as well as material in electronic or online form including, but not limited to, websites, web logs blogs, video or audio clips, and newsletters or announcements transmitted by email, wireless broadcast or other similar distribution/dissemination). "Student productions" shall include vocal and theatrical performances, impromptu dramatic presentations, or any electronic media (including, but not limited to, radio and television programs, podcasts, and other video or audio productions that are recorded for re-broadcast or broadcast in real time using any available broadcast technology). Further, the term "publication" shall include distribution and dissemination of a student publication; and the term "performance" shall include presentation and broadcast of a student production.

The following speech is unprotected and prohibited in all school-sponsored student publications and productions: speech that is defamatory, libelous, obscene or harmful to juveniles; speech that is reasonably likely to cause substantial disruption of or material interference with school activities or the educational process; speech that infringes upon the privacy or rights of others; speech that violates copyright law; speech that promotes activities, products or services that are unlawful (illegal) as to minors as defined by State or Federal law; and speech that otherwise violates school policy and/or State or Federal law. The Board authorized the administration to engage in prior review and restraint of school-sponsored publications and productions to prevent the publication or performance of unprotected speech.

All school-sponsored student publications and productions are nonpublic forums. While students may address matters of interest or concern to their readers/viewers, as nonpublic forums, the style and content of the student publications and productions can be regulated for legitimate pedagogical, school-related reasons. School officials shall routinely and systematically review and, if necessary, restrict the style and/or content of all school-sponsored student publications and productions prior to publication/performance in a reasonable manner that is neutral as to the viewpoint of the speaker. Legitimate pedagogical concerns are not confined to academic issues, but include the teaching by example of the shared values of a civilized social order, which consists of not only independence of thought and frankness of expression but also discipline, courtesy/civility, and respect for authority. School officials may further prohibit speech that is grammatically incorrect, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

School-sponsored student media may not be published/performed outside the school community (i.e. publication/performance is limited to students, staff and parents/family members) except with prior written approval of the District Administrator or designee.

Non-school-sponsored Clubs and Activities

Non-school-sponsored student groups organized for religious, political, or philosophical reasons may meet during non-instructional hours. The application for permission can be obtained from the principal. The application must verify that the activity is being initiated by students, attendance is voluntary, no school staff person is actively involved in the event, the event will not interfere with school activities, and non-school persons do not play a regular role in the event. School rules will still apply regarding behavior and equal opportunity to participate. No non-district-sponsored organization may use the name of the school or the school mascot.

Student Work Permits

Work Permits are now obtained online. You may use the following link to obtain your student's [Work Permit](#).

SECTION IV - STUDENT CONDUCT

Attendance

The school requires all students to attend school regularly in accordance with the laws of Wisconsin. The school's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the guidance of a competent teacher are vital to this purpose.

Compulsory Student Attendance

All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school is in session. All students must attend until the end of the term, quarter, or semester of the school year in which the child becomes eighteen (18) years of age unless they fall under an exception outlined in the District's Administrative Guidelines.

The school requires, from the parent or guardian of each student, who has been absent for any reason, either a written note or an oral notification stating the reason for and the time period of the absence. Parents may call the school office (676-2223) 24 hours a day. In those cases where it is impossible to telephone, a written excuse signed by the parent or guardian indicating the reason for the absence should be sent to school or emailed on or before the date the student returns. This statement must be submitted prior to the absence if the absence is foreseeable (see pre planned absence area below). If the absence is not foreseeable, the statement must be provided prior to the student's readmission to the school. The statement shall be submitted to the Behavior Support Specialist and filed in the student's school record. Students are encouraged to turn in a doctor's note excusing absences whenever possible. The District reserves the right to verify statements and investigate absences from school.

If only one (1) parent is permitted to make educational decisions or to approve absences of the student by Court order, the responsible parent shall provide the school with a copy of the Court order. Absent such notice, the school will presume that the student may be released into the care of either parent.

*No student who has a medical disability which may be incapacitating may be released without a person to accompany him/her.

*No student shall be released to anyone who is not authorized by a parent with authority to do so.

Excused Absences

Students will attend all classes & study halls every day as assigned by CJSH, unless excused. A student shall be excused from school for the following reasons:

- A. **Physical or Mental Condition:** The student is temporarily not in proper physical or mental condition to attend a school program. If the absence exceeds three (3) days, the inability of the student to attend school due to a physical or mental condition must be certified in writing by a licensed physician, dentist, chiropractor, optometrist, or psychologist or Christian Science practitioner living and residing in Wisconsin, who is listed in the Christian Science Journal. The time period for which the certification is valid may not exceed thirty (30) days.
- B. **Obtaining Religious Instruction:** To be eligible for release time for religious instruction, parents/guardians must complete and return the Request for Release Time or Religious Instruction form to the junior-senior high school office. Students attending release time are expected to sign out of the class or classes they will be missing as with other pre-approved absences. Requests for absence under this paragraph shall be denied if the student fails to attend religious instruction after requesting to be absent from his or her regular school. The supervisor of such religious instruction shall report monthly, to the principal of the school regularly attended, the names of the students who attended such weekly religious instruction. Refer to Board Policy 5223 for more information.
- C. **Permission of Parent or Guardian:** The student may be excused by his/her parent or guardian before the absence for any or no reason. A student may not be excused for more than ten (10) days and must complete any coursework missed during the absence. Examples of reasons for being absent that should be counted under this paragraph include, but are not limited to, the following:
 1. Professional and other necessary appointments (e.g. medical, dental, and legal) that cannot be scheduled outside the school day
 2. To attend the funeral of a relative
 3. Legal proceedings that require the student's presence
 4. College visits
 5. Job fairs
 6. Vacations* Parents are encouraged not to take their child out of school for vacations. When a family vacation must be scheduled during the school year, the parents should discuss the matter with the school counselor and complete a Pre-Planned Absence form so that work may be collected and completed.
 7. Religious Holiday: The student wishes to observe a religious holiday consistent with the student's creed or belief.
 8. Suspension or Expulsion: The student has been suspended or expelled.
 9. Program or Curriculum Modification: Students may be excused from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by State law.

A student may be excused from school, as determined by the Behavior Support Specialist, for the following reasons:

1. Quarantine of the student's home by a public health officer.
2. Illness of an immediate family member.
3. Emergency that requires the student to be absent because of family responsibilities or other appropriate reasons.
4. Other

Pre-planned Absences

In order to pre-plan an absence, the student must bring a note signed by the parent to the office a week in advance. Administration has the right to grant or refuse a pre-planned/excused absence based on the student's overall attendance pattern, academic performance, or nature of the request.

The pre-planned/excused absence is to be signed by the student's teachers, indicating arrangements for school work has been made, and then signed by a parent/guardian indicating that they have read the formative/summative work arrangements and returned to the office at least one school day before the absence. [Pre-Planned Absence Form](#)

Absences from school for reasons other than those cited above or those without a note will be regarded as UNEXCUSED or TRUANT and are subject to disciplinary action.

Truancy

A student will be considered truant if he/she is absent part or all of one or more days from school during which the Behavior Support Specialist, Principal, or a teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent student. A student will also be considered truant if he or she has been absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance statute - Sec. 118.15, Wis. Stats. When a student is truant the Behavior Support Specialist shall ensure that all applicable provisions of the District's Truancy Plan are carried out.

Unexcused Absences

Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The Behavior Support Specialist will determine on a case-by-case basis the appropriate methods to deal with the unexcused absences. The following methods may be considered:

1. Counseling the student;
2. Requiring the student to make up lost time;
3. Requiring the student to make-up course work and/or examinations, as permitted under this Guideline;
4. Conferring with the student's parents/guardians;
5. Suspending the student from school;
6. Referring the student to an appropriate agency for assistance.

Administrative action to address unexcused absences shall be in accord with due process as defined in Policy 5200, the Student Code of Conduct, and other applicable Board Policies.

Habitual Truancy

A student is considered a habitual truant if he or she is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester. When a student initially becomes a habitual truant, the Behavior Support Specialist shall ensure that all applicable provisions of the District's Truancy Plan are carried out.

Parent/Guardian Responsibilities: It is the responsibility of the student's parent or guardian to ensure that their child attends school regularly. Parents/Guardians are expected to provide an excuse for all absences that they are aware of.

Student Responsibilities: Students are required to attend all classes and other school activities on their daily schedule, unless they have been excused from school.

Per Wis. Stat. § 118.51(11), if an open enrolled student has been found habitually truant from the nonresident district, the nonresident district can prohibit the student from attending their district only in the succeeding semester or school year.

Subsequent Offenses

Students may be subject to legal sanctions which may include: court appearance, citations, or legal action under Wisconsin Statutes 118.15 and 118.16.

Tardiness

Punctuality is important in all aspects of life. A student will be considered tardy for class if he/she is NOT IN THE CLASSROOM when the final bell stops ringing. Tardies are considered on a quarterly basis. **Students late to first hour must report directly to the office before attending class.**

- 1-4 Tardies – Verbal warning by classroom teacher
- 5th Tardy – Referral to Behavior Support Specialist, discipline referral in Skyward, one lunch detention, and auto email home
- 10th Tardy – Discipline referral in Skyward, one week lunch detention
- 15th Tardy – Discipline referral in Skyward, parent phone call, one before or after school detention
- 20th Tardy and Over – Discipline referral in Skyward, one week (5) before or after school detentions, and request for parent/student conference

Responsibility Pass Program

Clinton Junior/Senior High School does permit a Junior or Senior student who has demonstrated a high level of maturity and personal responsibility, the ability to leave the school premises for one (1) class period of the seven scheduled periods. Students who wish to secure a responsibility pass must complete this [form](#) and return it to the office by the deadline posted for administrative approval.

Work Release

Students who wish to be excused for one period (1st or 8th) from school for work release purposes must complete this [form](#) and have signed approval from the school counselor, behavior support specialist/principal, and employer.

**Cougar Proud Expectations
School Wide Behavior Matrix
Staff/Student/Guest**

Cougar Proud Behavior Matrix					
Classroom	Hallway	Bathroom	Commons	School Events	Bus
	Lockers				
• On Time, On Task, On Target • Be Excellent to Each Other • Pocket, Lock It, Drop It • Lids Down, Eyes Up	• On Time, On Task, On Target • Be Excellent to Each Other	• On Time, On Task, On Target • Be Excellent to Each Other • Pocket, Lock It, Drop It	• On Time, On Task, On Target • Be Excellent to Each Other	• Be Excellent to Each Other	• On Time, On Task, On Target • Be Excellent to Each Other

Behavior Definitions/Code of Classroom Conduct

The Board of Education has adopted the following Student Code of Conduct: Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law regarding minors. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for personal property; pride in one's work; achievement within the range of one's ability; & exemplary personal standards of courtesy, decency, & honesty should be maintained in the schools of this district. It is important to remember that the school's rules apply at school, on school property, at school-sponsored events, & on school transportation.

It is the school staff's responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with the words "safe" and "orderly." Discipline is within the sound discretion of the school's staff and administration. Disciplinary action will be decided on a case by case basis and imposed only after review of the facts and/or special circumstances of the situation.

While this chart does not reflect all possible behaviors, we expect our students to act appropriately everywhere they are representing Clinton Junior/Senior High School. In addition to the behaviors on the chart below, failure to report knowledge of weapons, bullying or threat of violence, purposely setting a fire, gambling, making a false report, trespassing, and criminal conduct can result in disciplinary action.

STAFF MANAGED BEHAVIORS	
Disrespect	Student engages in any expression that demonstrates a lack of respect, attitude, or manner that is directed at any person. Can also include a student who defies or disobeys reasonable instructions given by any staff member.
Disruptive Minor	Student engages in inappropriate behavior that disrupts the educational process.
Profanity Minor	Student engages in low intensity or indirect use of inappropriate language.
Plagiarism/Cheating	Student intentionally represents another's ideas, words, or works as one's own. This includes the misuse of published material, electronic material and/or the work of other students. The original writer who intentionally shares his/her work, paper, homework, or answers to copy, without the permission of the teacher is also engage in plagiarism.
Technology Minor	Student uses school or personal technology without permission.
OFFICE MANAGED BEHAVIORS	
Alcohol or Drug	(1) Student use, possession, distribution, manufacture, transfer, sale or possession with intent to sell of

Use/Possession	controlled substances, including prescription drugs without valid prescriptions, inhalants, over-the-counter medications, drugs, alcohol or drug paraphernalia (2) Being under the influence of alcohol, prescription drugs without valid prescriptions, inhalants, over-the-counter medications, or any controlled substances; (3) The possession, distribution or sale of look- alike or counterfeit drugs and/or controlled substances, designer drugs (e.g., performance enhancing or look-alike alcohol).
Acts/Threats of Danger	Student acts or delivers a message endangering the health and safety of self and others (bomb threats, arson).
Bullying	Negative, intimidating actions intended to harm, upset, or compromise the physical, psychological or emotional safety of a targeted person or persons
Disruption Major	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code	Dress that is disruptive or interferes with the learning process, unsafe or harmful, not in keeping with good health standards, cause of excess maintenance problems or considered vulgar or indecent. See policy 443.1
Fighting	Students engage in actions involving serious physical contact where injury may occur. (opt) hitting and punching, hitting with an object, kicking, hair pulling, scratching.
Gang Affiliation	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment	Is defined as unwelcome, deliberate unsolicited comment, gesture, graphic material, physical contact, or solicitation of favors sexual or nonsexual. This conduct has the purpose or effect of creating an intimidating, hostile, or offensive environment. "Words or actions that create a hostile work or learning environment." It is the reasonable perception of the person who is a target of those words or actions that establishes harassment.
Insubordination	Student repeatedly fails to comply or refuses to follow directions/directives, talks back and/or delivers socially rude interactions. Includes failure to serve classroom detentions, dress code, coming prepared for class, public displays of affection.
Physical Contact Minor	Student engages in non-serious, but inappropriate physical contact.
Profanity Major	Student engages in high intensity or direct use of inappropriate language.
Public Displays of Affection	Student engages in consensual physical contact of a sexual nature which does not include hand holding, brief hugs.
Tardy Minor/Major	Student is late to class and/or school at the start of the school day. (See tardy discipline procedure listed above.)
Technology Violations Major	Student engages in inappropriate use of personal or school technology.
Theft/Forgery	Student is in possession of, having passed on, or responsible for removing someone else's property or has signed a person's name without that person's permission.
Tobacco Use/Possession	Student use, possession or transfer of tobacco products including e-cigarettes and vape pens on school property, including buildings, grounds and District vehicles.
Truancy	Any unauthorized, unexcused absence.
Vandalism	Student participates in an activity that results in destruction or disfigurement of property.
Weapons	Student is in possession of knives, guns, ammunition, chemical agents, explosives or other objects (real or look alike), readily capable of causing bodily harm, or injury or property damage, including ammunition.

Range of Consequences for Rule Violations

The following list is consequences for varying offenses at the junior-senior high school. The severity of the incident(s) will warrant an appropriate consequence at the administrator's discretion. These may include but are not limited to.

Verbal warning and behavioral correction/coaching

Student conference/coach expectations: Students may need to report for coaching by the principal and any staff member. Coaching is assigned when students are in violation of a behavioral expectation

Parent contact

Assigned detention(s): Students may be assigned detentions by administration and any staff member.. Detentions are assigned for unexcused absences, tardiness, or violation of school rules. Detentions must be served within one week of issuance and will be cumulative. Students with any unserved detentions will not be allowed to participate in events such as Homecoming, Prom, Winter Dance, etc. All detentions must be served before graduation.

In-school suspension: This can be for a portion or a full school day. Student will be under supervision and will be expected to silently study and complete coursework. They will be provided the homework/assignments they are missing in each class.

Out-of-school suspension: A designated time when students may not be on any school district property nor attend any school function.

Should a student be found on school property or attending a school-sponsored activity during the suspension, the student will be referred to the Clinton Police Department.

Parking permit suspension: This can range from one (1) day to the remainder of the school year.

Computer access suspension: This can range from one (1) day to the remainder of the school year.

Referred to law enforcement

Recommendation for pre-expulsion conference: A pre-expulsion conference is a meeting with the superintendent of schools and the high school principal for a student who either repeatedly violates school rules or has an offense that may result in a referral to the school board for expulsion. This meeting will determine the next course of action.

Recommendation for expulsion: An expulsion hearing is a recommendation by the principal to the school board for removal of the student from the school district for a designated period of time or permanently.

HIP (Bullying) Referral: This involves multiple meetings with school personnel in regards to specific referral.

Cheating and Plagiarism

Cheating in school, including sharing, accepting, or taking information (whether it is on tests, homework assignments, or projects) is never acceptable. Plagiarism is any intentional representation of another's ideas, words or works as one's own. This includes the misuse of published material, electronic material and/or the work of other students. The original writer who intentionally shares his/her work, paper, homework, or answers to copy, without the permission of the teacher, is also engaged in plagiarism.

Consequences for cheating/plagiarism:

First Offense

- Parents are contacted by the teacher
- Student will be assigned an alternative assignment or redo assignment
- Teacher writes referral for documentation

Second Offense

- Parents are contacted by the teacher and administration
- Student will be assigned an alternative assignment or redo assignment
- Teacher writes referral for documentation
- Administration will meet with the student and assign an appropriate consequence

Third Offense

- Parents are contacted by the teacher and administration
- Teacher writes referral for documentation
- Administration will meet with the student and assign an appropriate consequence, which may include an additional assignment on the topic of academic ethics and honesty.

The above penalties will be cumulative per year. Discipline measures will be carried out whether a student cheats in one or more classes, daily work, or a test.

Drug Abuse Prevention

The administration and staff recognize that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community.

For purposes of this policy, "drugs" shall mean:

1. All dangerous controlled substances as so designated and prohibited by Wisconsin statute;
2. All chemicals which release toxic vapors;
3. All alcoholic beverages;
4. Any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
5. "Look-alikes";
6. Anabolic steroids;
7. Any other illegal substances so designated and prohibited by law.

The use, possession, concealment, or distribution of any drug, drug look-alike and any drug paraphernalia at any time on school property or at any school-related event is prohibited. Disciplinary sanctions, up to and including expulsion and referral for prosecution, will be imposed on students who violate the school's drug abuse guidelines.

Use of Tobacco is Prohibited

The Board of Education is committed to providing students, staff, and visitors with a tobacco and smoke-free environment. The negative health effects of tobacco use for both users and non-users, particularly in connection with second hand smoke, are well-established. In addition, students less than twenty-one (21) years of age are generally prohibited by law from purchasing or possessing cigarettes and other tobacco products.

For the purpose of this policy, "use of tobacco" means to chew or maintain any substance containing tobacco, including smokeless tobacco, in the mouth to derive the effects of tobacco, as well as all uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, any other matter or substances that contain tobacco, in addition to papers used to roll cigarettes, and/or the smoking of electronic "vapor" or other substitute forms of cigarettes, clove cigarettes and any other lighted smoking devices for burning tobacco or any other substance. Vape detectors are installed in each restroom in CJSH to detect smoke or other vapors. Accordingly, the Board prohibits students from using or possessing tobacco in any form on District premises, in District vehicles, within any indoor facility owned, or while leased or contracted, by the District and used to provide education or library services to children, and at all District-sponsored events.

Theft/Vandalism

School is a place where students will be safe—their property as well as their person. Theft of school property or of students' or staff members' personal property will not be tolerated. Likewise, vandalism to any property is strictly prohibited. Students who are involved in theft or vandalism will receive school consequences and will also be referred to the Clinton Police Department for prosecution.

If you are a victim of theft, please be advised that it is your responsibility to report any information to the junior-senior high school office immediately. You will be asked to complete a missing property report. Wisconsin Statutes: 943.01 – Criminal damage to property; 943.02 – Arson – Damage of property by explosives; 943.10 – Burglary; 943.11 – Entry into a locked vehicle; 943.15 – Entry into a locked building/room; 943.61 – Theft of library material; 943.20 – Theft

Threatening/Violent Behavior

Inappropriate behavior, both physical and verbal, shall not be permitted in school or school-sponsored functions. Such behavior includes, but is not limited to the following prohibited behavior: battery/fighting or similar behavior, verbal abuse, or harassment. Disorderly conduct is violent, abusive, indecent, profane, boisterous, unreasonably loud, or otherwise disorderly conduct meant to cause or provoke a disturbance (including throwing food in the cafeteria); possessing, selling, or transferring of lewd, obscene or indecent written matter, films, recordings or making any lewd, obscene, or indecent drawings or writings or gestures; possessing or using ANY ARTICLE as a WEAPON to threaten or injure others; possessing or using potentially dangerous, illegal, or disruptive articles including missiles, fireworks, firecrackers, etc. Various Wisconsin Statutes addressing personal and property rights. Chapters 940, 941, 942, 945.02 and 947 1987 Act 303 Prohibiting Corporal Punishment 1993 Act 334, 336, Wisconsin Statute 120.13

Conduct at School Events or School Sponsored Activities

Fans should remember the Rock Valley Code of Conduct which states: A real fan is someone who:

- o Supports the team and respects the opponent, win or lose.
- o Shows respect for officials and accepts their decisions as final.
- o Considers it a privilege and duty to encourage everyone (players and spectators alike) to live up to the spirit of the rules of the game and fair play as well as sportsmanship.
- o Maintains self control at all times and respects the property and authority of the school at all times.
- o Appreciates the efforts and performance of all coaches and players.

Dress Code (See Policy 5510- Student Dress and Grooming)

In support of the district's focus on equity, access to instruction, student learning and safety, and to ensure that the student dress code is applied equitably to all students at CJSH, administration has adopted the following dress code.

- The student dress code and administrative enforcement of the student dress code should not create, reinforce or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity, gender expression or cultural observance.
- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming.
- The dress code is designed and intended to ensure that student attire does not interfere with the health, safety, or education of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student. Students dressed in alignment with the dress code can be free to learn and not face unnecessary barriers to school attendance. Staff are to report to administration perceptions of students who may be in violation of the dress code.

The following restrictions included in the dress code are necessary to support the overall educational goals of the district and its school.

Students must wear: Top (shirt, blouse sweater, sweatshirt, tank, dress, etc.); Bottom (pants, athletic pants, shorts, skirt, dress, leggings etc.); and Shoes. Clothing MUST cover all undergarments and private parts of the body. This policy permits additional student attire requirements when necessary to ensure safety and the ability to fully participate in certain academic settings. (e.g. physical activity, science, sports, or CTE courses) or any other setting where clothing could be a safety factor. This policy also may be adjusted where attire is a part of the curriculum (professionalism, public speaking, job readiness, fine arts performance) where assignment specific dress would be required.

Students may wear: Religious headwear, or items used to hold the hair in place, tank tops, including spaghetti straps, and halter tops (tops must have a strap).

Students cannot wear: Hooded sweatshirts with the use of hoods and hats during the school day from 8:15am-3:30pm. Headwear cannot block faces and/or create a barrier to the student's and other's ability to engage in learning. Clothing that depicts violent language or images, images or language depicting weapons, drugs or drug paraphernalia, alcohol, nicotine products, illegal items, or illegal activities or use of the same; hate speech, threats, profanity or pornography, images or language that creates a hostile or intimidating environment based on any protected class; visible undergarments, bathing suits; clothing, helmets, hats, or headgear that obscure the face to the extent that the student cannot be identified (except for religious observance or for medical purposes); clothing that is see through, do not have shoulder straps, or intentionally shows any portion of students private body parts.

Public Displays of Affection (PDAs)

Students are to refrain from embracing, kissing, and other overt displays of affection which may be interpreted by others as undue familiarity and improper decorum in a school setting. Consequences may range from verbal warning to detention or suspension.

Search and Seizure (CCSD Policy 5771)

The Board of Education has charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search school property such as lockers used by students or the person or property,

including vehicles, of a student, in accordance with the following policy.

Administration may use a metal detector wand to search students if the vape detector goes off when students are present in the restroom or if there is reason to believe that the student may be in possession of a weapon. Police will be called if the student refuses to be searched.

School Property

The Board acknowledges the need for in-school storage of student possessions and shall provide storage places, including desks and lockers, for that purpose. Desks and lockers are public property and school authorities may make reasonable regulations regarding their use. The District retains ownership and possessory control of student desks and lockers and the same may be searched at random by school personnel at any time. A showing of reasonable cause or suspicion is not a necessary precondition to a search under this paragraph. Students shall not have an expectation of privacy in lockers, desks, or other school property as to prevent examination by a school official. The Board directs the school principals to provide students with written notice of this policy at least annually and that routine inspections be done at least annually of all such storage places.

The Board directs that the searches may be conducted by the District Administrator, building principals, assistant principals, and law enforcement.

Student Person and Possessions

The Board recognizes that the privacy of students or his/her belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion that the search will turn up evidence that the student has violated or is violating either a particular law or a particular rule of the school. Any search under this paragraph must be reasonable in scope and reasonable in the manner in which it is conducted. The extent of the search will be governed by the seriousness of the suspected infraction, the student's age and gender, the student's disciplinary history, and any other relevant circumstances or information.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board.

In a situation in which a search of a student's person or possessions is appropriate, school administrators should first attempt to contact the school resource officer to conduct the search under the administrator's direction. If the officer is not available, the administrator may proceed with the search, unless the information justifying the search suggests that the student is in possession of dangerous materials whereby the expertise of law enforcement is necessary. In such a case, the school official shall contact law enforcement and request their assistance.

Under no circumstances shall a school official ever conduct a strip search of a student.

Parking Permit Required

Permission for a student to bring a vehicle on school property shall be conditioned upon written consent of the search of the vehicle and all containers inside the vehicle by a school administrator with reasonable suspicion to believe the search will produce evidence of a violation of a particular law, a school rule, or a condition that endangers the safety or health of the student driver or others. If an administrator determines a search is necessary, he or she should request consent to search the vehicle and all containers inside the vehicle. If consent is not given, a school administrator may proceed with the search. An administrator may contact the police liaison officer or law enforcement agency for assistance in conducting a search.

Except as provided below, a request for the search of a student or a student's possessions will be directed to the principal. S/He shall attempt to obtain the freely-offered, written consent of the student to the inspection; however, provided there is reasonable suspicion pursuant to the above paragraphs, s/he may conduct the search without such consent. Whenever possible, a search will be conducted by the principal in the presence of the student and a staff member other than the principal. A search prompted by the reasonable suspicion that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

Search of a student's person or intimate personal belongings shall be conducted by a person of the student's gender, in the presence of another staff member of the same gender, and in a manner that is minimally intrusive to the student based on the reasonable suspicion justifying the search.

Parking Permit Application

Use of Dogs

The Board authorizes the use of specially-trained dogs to detect the presence of drugs and devices such as bombs on school property under the following conditions:

- A. The presence of the dogs on school property is authorized in advance by the District Administrator, except in emergency situations, or is pursuant to a court order or warrant.
- B. The dog must be handled by a law enforcement officer or certified organization specially trained to safely and competently work with the dog.
- C. The dog is represented by the Sheriff or Chief of the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices.

The principal/ behavioral support specialist shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found and the disposition made of them; and any subsequent action taken. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

The District Administrator or designee may request the assistance of a law enforcement agency in implementing any aspect of this policy. Where law enforcement officers participate in a search on school property or at a school activity pursuant to a request from the District Administrator, the search shall be conducted by the law enforcement officers at the direction of a District official. Law enforcement searches conducted independent of any District official request or direction shall be conducted based on standards applicable to law enforcement.

Anything found in the course of a search pursuant to this policy which constitutes evidence of a violation of a particular law or school rule or which endangers the safety or health of any person shall be seized and properly cataloged for use as evidence if appropriate. Seized items shall be returned

to the owner if the items may be lawfully possessed by the owner. Seized items that may not lawfully be possessed by the owner shall be turned over to law enforcement.

The District Administrator shall prepare administrative guidelines to implement this policy and shall provide students and staff with written notice of this policy and guidelines at least annually.

Gang-Affiliated Activity

A “gang” is defined as any identifiable group or club which exists without the sponsorship of any recognized adult community or civic organization and which engages in antisocial or criminal behavior.

Clinton Junior/Senior High School affirms that it shall provide an orderly place for learning. By this policy, the existence of gangs or any activity associated with gangs on school property is prohibited. Disruption and/or intimidation caused by gang or gang-related symbols, materials, jewelry, or clothing is prohibited. This policy includes gang or gang-related graffiti and gang posturing which provokes an altercation. Consequences may include, but are not limited to, detention, suspension or possible police involvement dependent upon the nature and severity of the action. Various Wisconsin Statutes address personal and property rights. Chapters 940, 941, 942, 945.02 and 947 1987 Act 303 Prohibiting Corporal Punishment 1993 Act 334, 336, Wisconsin Statute 120.13.

Regulation of Off-Campus Behavior

Students may be subject to school discipline for behaviors off campus that may have a negative effect on students and behaviors that endanger property, health, or safety of others.

Student's Rights of Expression

Clinton Junior/Senior High School recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non-sponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following school guidelines:

A. A material cannot be displayed if it:

1. is obscene to minors, libelous, indecent, or vulgar,
2. advertises any product or service not permitted to minors by law,
3. intends to be insulting or harassing,
4. intends to incite fighting or presents a likelihood of disrupting school or a school event,
5. presents a clear and present likelihood that, either because of its content or manner of distribution or display, it causes or is likely to cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.

B. Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there is proper access and egress to the building.

School policy prohibits assemblies and speeches which disrupt the normal operation of the school, are prohibited by law, prevent any student from securing regular access to school facilities or classes, are discriminatory acts against others or are inconsistent with school goals for teaching and learning. School officials reserve the right to curtail speech, verbal or expressive, that creates material or substantial disruptions, is pervasively vulgar, profane or offensive or is harmful to oneself or others. No student shall distribute on school grounds any student or other publication which creates disruption, is pervasively vulgar, libelous, or slanderous, is harmful to self or others including physically, emotionally, or psychologically. Wis. Statute 947.01 Disorderly Conduct; Wis. Statute 947.06 Unlawful Assembly

Students who are unsure whether or not materials they wish to display meet school guidelines may present them to administration twenty-four (24) hours prior to display.

Student Suggestions and Complaints

The school is here for the benefit of the students. The staff is here to assist a student in becoming a responsible adult. If a student has suggestions that could improve the school, s/he should feel free to offer them. Written suggestions may be presented directly to the principal or to the student government.

When concerns or grievances arise the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of a legitimate concern. As with suggestions, concerns, and grievances may be directed to the principal or to the student government.

SECTION V - TRANSPORTATION

Bus Transportation to School

Bus transportation is provided for all eligible students. The Clinton Community School District uses Go RiteWay Transportation for our bussing services. The bus schedule and route is available by contacting Katie Ward at (608) 676-0997 extension 5000 or via email Katie.Ward@goriteway.com.

Students will ride only assigned school buses and will board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the administrator. A change in a student's regular assigned bus stop may be granted for a special need, if a note from a parent is submitted to the administrator stating the reason for the request and the duration of the change and the administrator approves.

Bus Conduct

Students who are riding to and from school on transportation provided by the school are required to follow some basic safety rules. This applies to any contracted transportation that may be provided. The driver is responsible for student safety and may assign seating or direct the student in any reasonable manner to maintain that safety. The following rules and regulations have been adopted by the Board of Education:

- Be on time for the bus... help keep the school bus on schedule.
- Be careful in approaching bus stops; walk on the left of the highway... toward oncoming traffic.
- Reach the assigned seat on the bus without disturbing or crowding other students.
- Do not stand or extend your head, arms, or hands out of the windows, move about, or leave or enter the bus while it is in motion.
- While on the school bus, you are in the driver's charge; you **MUST** obey the school bus driver at all times.

Rules are made for the safety of the students riding the Clinton School District buses.

- Help keep the school bus clean, sanitary and orderly.
- The following are unacceptable behavior traits: swearing or objectionable language, fighting or pushing or tripping another student, throwing objects, creating unnecessary confusion or noise, standing or moving about when bus is in motion, eating, drinking or littering on the bus; damage to seats or other bus equipment must be paid for by the rider; failure to follow bus drivers' directives, use of tobacco products or illegal drugs on the school bus and/or in possession of any dangerous object.

Remember that loud talking, laughing, or unnecessary confusion diverts the driver's attention and may result in a serious accident. Be courteous to fellow students and the bus driver while being transported on the school bus. When leaving the bus, stay in your seat until it stops. If you cross the road, do so only in front of the bus and only after checking with the school bus driver for his/her signal to cross the highway. School bus passengers are to leave the school bus only at their regularly designated stop. If a parent of any rider files a written request, in advance, with the building principal, the bus driver will permit passenger(s) to leave the bus at another point on the route designated by the parent. School bus passengers should board their buses at the loading zone for their school. Students must walk from the school to the bus. Wisconsin Statutes 118.15; 118.153; 118.16; 118.62; 118.16

Videotapes on School Buses

The Board has authorized the installation of video cameras on school buses for purposes of monitoring student behavior. If a student is reported to have misbehaved on a bus and his/her actions were recorded, the recording will be submitted to the District Administrator and may be used as evidence of the misbehavior. Since recordings are considered part of a student's record, they can be viewed only in accordance with State and Federal law.

Penalties for Infractions

A student who engages in misconduct on a bus shall be subject to discipline and may be deprived of the privilege of riding on the bus.

Self-Transportation to School

Driving to school is a privilege which can be revoked at any time. Students who are provided the opportunity to ride school transportation are encouraged to do so. Students and their parents assume full responsibility for any transportation to and from school not officially provided by the school. If a student's parking permit is suspended or revoked, no fees will be refunded. Failure to comply with these administrative guidelines may result in loss of privileges and/or disciplinary actions for the student.

Parking and Parking Lot

- A. Parking lot speed is 15 mph.
- B. Students wanting to park on school property must purchase a \$50.00 parking tag and have a completed parking permit form submitted.
- C. Regulation permit. Tags must be returned at the end of the year. Lost tags will cost \$5.00. The student will receive a numbered parking tag and may park in any stall that is not designated for staff parking, visitor parking, or PBIS student of the month parking. Students must forward park in a parking space with the tag visible. Students not following parking regulations will be subject to discipline, up to/including contact from the Clinton Police Department.