



BACK TO SCHOOL

2022-23

It is with sincere enthusiasm that I write this year's "Back to School" letter to all those who play such an important role in the educational process of our District's nearly 1,100 students. One of my goals has been and will continue to be to collaboratively work alongside students, educators, parents, and community members to create an atmosphere where students can succeed academically, socially, and emotionally in a safe, healthy, and supportive learning environment.



Dr. Jim Brewer

District Administrator

jjbrewer@clintonwis.com

As a school district, we are dedicated to building upon the successes we saw from last year by continuing to establish a collaborative school culture of academic optimism that places the needs of students first. A huge thank you goes out to the constituents of the district as the passage of the bond referendum back in 2020, has paved the way for CCSD to streamline operations by shifting from three school buildings to two. This past year, we shifted grades 7 and 8 to join grades 9-12 at what is now referred to as Clinton Junior/Senior High School. The old high school, now middle school, will soon be Clinton Elementary School which will house grades 4K-6 for the upcoming 2022-2023 school year. The existing elementary school is slated for demolition later this fall.

The additions, renovations and capital improvements throughout the district are on schedule and under budget. Our building partners, JP Cullen and Eppstein Uhen Architects, have done a terrific job helping us navigate the supply-chain issues plaguing the country which has at times hindered our abilities to procure certain items. We will be starting the school year minus a few construction related items but nothing that will impede our ability to provide a high quality instructional experience for our students. We were very fortunate to pass the referendum back in 2020, locking us into the historic low interest rates that existed at the time. Our taxpayers will be saving over \$14 million dollars in interest costs over what was projected and these low rates also allowed us to shorten the repayment time on the loans by six years.

Achieving educational excellence, and exercising responsible financial stewardship is a priority. I'm extremely proud to have overseen a budget operating in the black for the past five years. The vast majority of the budgetary savings has been placed into Fund 46 which is geared towards capital improvements to ensure that our buildings and grounds get the priority needed to remain viable for generations to come. As a District, we have worked vigorously to be as fiscally prudent as possible, while continuing to provide an enriching educational experience for our students.

As a district, we continue to see a significant increase in our open enrollment numbers. Since the 2015-16 school year, CCSD has experienced a 33.3% increase in open enrolled students attending CCSD. The district has also seen a decline in students choosing to enroll out of the district by 20.7%. The positive gains we are seeing in open enrollment is a direct reflection upon the teaching and learning that is taking place at Clinton Community School District.

To all constituents, I want to thank you for your continued support of Clinton Community School District. We are truly blessed to live in a community that values education and recognizes the need to provide students with the tools necessary to become college and career ready. Thank you for being part of the Cougar family.

CLINTON COMMUNITY SCHOOL DISTRICT BOARD OF EDUCATION



Clinton Community School District meeting agendas and policies are accessible online via our school website: www.clinton.k12.wi.us. For additional information on Board policies, agendas or other issues of consideration please contact Rachel Kapp, School Board Secretary at 608.676.5482 X 1001. Email your board members at: schoolboardmembers@clintonwis.com

A Message from your School Board President, Mike Birkholz

It just seems like yesterday we were watching the Class of 2022 walk across the stage receiving their diplomas. Where has the summer gone? Family vacations, sports leagues, summer school and all of the other activities we find ourselves involved in making the days, weeks and months fly by. It's no different with the construction at the new 4k-6 building. JP Cullen is working feverishly to finish on time for the beginning of 2022-23 school year. I am more than confident that everyone will be pleased with the finished product.

New procedures and policies are in place as we welcome the elementary teachers and staff into the 4k-6 building. Navigating the school year in a new venue can bring uncertainties and anxiety to all involved. But the newly renovated school and the excitement of the school year will overshadow any negatives. Please practice patience as staff works to make the transition as painless as possible.

School goals for the 2022-23 school year are listed below. Please feel free to contact any school board members with questions.

- 3/2 Buildings Reconfiguration
- Culturally Responsive Practice
- Redefining Ready/ State Report Card
- SBG - Staff Development and Assessment

I am extending an invitation to all CCSD residents to come out and support our students, whether for a play performance, band concert, FFA function, sporting event or any other club event. Having the community support might be enough to squeak out a win or make the performance just that much better! The kids work very hard to showcase their talents and I hope that you can show some "Cougar Pride" and find time to attend these events.



Director of Business Services, Sarah Duncan

The beginning of school year 2022-23 marks the wrap up of the District's renovation and addition projects. What an amazing experience to be a part of! These renovations and additions are possible due to the community's support of the District in passing the \$32 million dollar referendum in November of 2020. It turned out to be ideal circumstances to borrow the funds for these projects because of historically low interest rates. CCSD was able to finance the projects with a combined interest rate of 1.76%. This saves taxpayers over \$10 million dollars in interest over the life of the loan and will reduce the repayment period by six years.



Sarah Duncan
Business Manager
saduncan@clintonwis.com

Everyone has been feeling the pinch from high inflation and increased costs for pretty much everything this year. The District is no exception and has seen increases on all purchased services including transportation, gas, food, general supplies and energy costs. The state biennial budget did not include any additional funding for school districts last year or this year. Increased costs combined with stagnant or declining revenue each year makes it difficult to balance a budget for school districts all over Wisconsin. CCSD is fortunate to have received the additional funds that the community approved with the passage of an operational referendum in November 2020. Those additional funds combined with careful planning are allowing the District to continue providing quality education without reducing services. The District always strives to utilize funds in the best possible way to provide students with exceptional education and facilities both now and in the future.

Referendum Financing Update

The successful November 2020 facilities referendum for \$32 million dollars is allowing the District to make much needed renovations and improvements to what will soon be the Jr/Sr High School and Elementary School buildings. The additions and renovations are currently on time and under budget. Because the District was able to finance the project during a time of historically low interest rates, there will be over \$14 million saved in interest over the life of the borrowing period. Those low interest rates will also shorten what was projected to be a 26 year repayment period to 20 years - 6 years fewer debt payments! CCSD thanks the community for its support and is working hard to ensure that the funds provided are being used in the most effective ways possible to improve the educational environment for students both now and in the future.



Interest locked in at 1.9%



Saved 6 years over the life of the



**\$14 Million saved thanks to
quicker repayment**

ESSER Funding Update

In response to the Covid-19 pandemic, the US Congress has passed several stimulus bills. Each of the bills has included funds intended to assist school districts in addressing issues relating to Covid-19. Below is a summary of each of these bills:

ESSER I:

Stimulus Bill: CARES Act

Performance Period: 3/13/20 - 9/30/22

ESSER II:

Stimulus Bill: Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA)

Performance Period: 3/13/20 - 9/30/23

ESSER III:

Stimulus Bill: American Rescue Plan Act (ARPA)

Performance Period: 3/13/20 - 9/30/24

As of May 2022, CCSD has spent 34% of the total ESSER funds available. The graph below shows what percentage of the amount spent has been used for each of the eligible categories. The District is working hard to allocate the remaining funding to best support students and staff at CCSD. Thank you to everyone who took the time to complete the ESSER funds survey in February. Your input meant a lot and is helping to shape the ESSER budget.



YOUR FOOD SERVICE PROGRAM FOR THE 2022-2023 SCHOOL YEAR
Taher, Inc. welcomes you to the 2022-2023 school year!

We are excited to be starting our 3rd year serving the students and families of the **Clinton Community School District**. Headquartered in Minnetonka, Minnesota, Taher, Inc. has maintained a matchless reputation based on standards of quality, driven by trained chefs, providing value, integrity, and customized professional services. Our breakfast, lunch, and a la carte items will be prepared and served on-site by your local food service team. We are looking forward to the start of the school year with you!

For Parents & Students at
Clinton Community School District



The Food4Life app is accessible through
 Alexa so you can ask for the daily menu.



HIGHLIGHTS of the Dining Program include:

Breakfast ~ each day we will offer

- One Entree
- Daily Grab and Go Specials
- Fresh Fruit
- Assortment of Ala Carte items available for individual purchase

LUNCH ~ each day we will offer

- Elementary – 2 Entree Choices
- Junior Senior High – 4 Entrée Choices
- Daily Grab and Go Specials
- Fruit and Vegetable Bar
- Assortment of Ala Carte items available for individual purchase

Check out our Menus on the Food4Life App in early August.



HARVEST OF THE MONTH ~ HEALTHY TO A "T" NEWSLETTER

We promote our Harvest of the Month Program to expose students to fresh, healthy foods and to have the experience of trying new items they may not normally try at home. Educational flyers are hung in the café with fun facts aimed to garner interest and attention to the food we are featuring.

The newsletter is posted in the dining room and on the foodservice website, it provides tips for a healthy lifestyle and features interesting facts and a recipe for you to try at home for the featured fruit, vegetable, spice or herb.

WHAT WE WILL FEATURE FOR YOU

Taher's Food4Life® menu offerings incorporate the following:

- Chef-developed, made-from-scratch items that are trans-fat free
- Fruit and vegetable selections that complement our menu offerings
- Frequent special activities and events like our Limited Time Offering meals and seasonal specials to build excitement and fun
- A dedicated and trained staff who focus on customer service, attention to detail and a desire to serve people in a friendly and welcoming atmosphere

Remember to fill out your free and reduced priced meal application during registration!

Please feel free to reach out to **Pamela Welte** at pawelte@clintonwis.com with any questions.

2022-2023 MEAL PRICES

Breakfast:

Free to all Students
 Adult.....\$2.60

LUNCH:

Elementary School\$2.40
 Middle School\$2.65
 High School\$2.75
 Free\$0.00
 Reduced\$4.40
 Adult\$4.65

*The dining program needs the support of students and the entire school community to succeed!
 Please support the dining program through your patronage.*



Clinton Elementary School Principal, Ben Simmons

Post World War II, the Village of Clinton began to experience both commercial and residential growth. The residential growth, along with the consolidation of surrounding school districts, spurred on a variety of public improvements. Along with improvements of street lighting, natural gas service, and wastewater treatment, the construction of new schools were also necessary to accommodate the growth of the post-war era. An elementary school was erected at 301 East Street in 1955. A new high school building soon followed in 1957 at 115 Milwaukee Street.

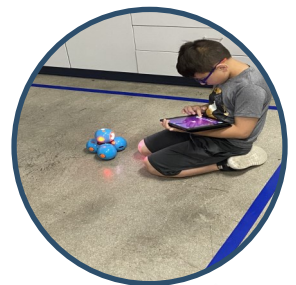
Over the decades to come, the two buildings saw additions and improvements to accommodate growing populations and educational advancements. In 2001, the high school building became the new middle school. Now, in 2022, that same building is the new elementary school. A building that came to be in the era when the Greatest Generation started to grow families will now serve the Clinton community's newest generation.

Ben Simmons
Elementary School Principal
besimmons@clintonwis.com

This fall, I will have the unique opportunity to have experienced the new elementary school building in all three of its phases. In the early 1990s. I competed there as a high school athlete, although from a competing team. From 2013 to 2017, I had the opportunity to serve as the building's middle school principal. Now, I have the privilege of being the building's elementary school principal. To mark the historic transformation of this school building, I'm inviting the community to tour the new addition and renovations this fall. Come out on Friday, September 23, to tour the new elementary school and take part in the Clinton Booster Club's CougarFest activities prior to the Clinton Cougar football game. I think you will be impressed with the transformation the building has had throughout the years.

As I do every year, I would like to invite you to reach out to Clinton Elementary School if you have an interest in connecting with our classrooms, sharing your career with a classroom, or seeing what we do at our great school. I can be reached by email (besimmons@clintonwis.com) or by phone (608-676-2211 ext. 3000).

Let's have a great year together in partnership!



Director of Academics and Innovation , Janae Gile

While this past year has been a year of building updates, the upcoming year is a year of instructional resources updates! With an increased focus on rebuilding our curriculum and instructional materials as well as the addition of ESSER funding, we spent the last year analyzing data and evaluating and selecting programs and resources. This summer was busy making purchases and scheduling training so that the new purchases can be utilized by staff and students alike right away in September!



Janae Gile
Director of Academics & Innovation
jagile@clintonwis.com

You may have read previous Cougar Connection articles that mentioned the Elementary and Secondary School Emergency Education Relief (ESSER) funds. These funds were awarded to districts to address the impact of COVID-19 and monies can be spent in five different areas: Preparedness and Response to COVID-19, Mental Health Services & Supports, Educational Technology, Addressing Long-Term School Closure, and Addressing Afterschool and Summer Learning. While these items must go through a rather lengthy approval process, CCSD has managed to secure approval for some of the dollars with the rest applied for but awaiting approval from the state. CCSD has earmarked the funds for a variety of purchases but below you will find more detailed information related to curriculum and instruction purchases.

Over the past year, CCSD sought staff and community input on items that would be impactful to students within classrooms. Updating our curriculums and resources utilized within 4K-12th grade as well as increasing opportunities for professional development for staff were some of the main areas that were continually brought up. I'm happy to report that this upcoming school year we will have updated resources in many of our classrooms as well as focused professional development for all staff.

As we transition to an all-day 4K program, we will be utilizing a new curriculum titled Frog Street. This curriculum is compatible with ABCMouse programming so students can reinforce their learning while at home as well. We will also have new English and Language Arts and Social Studies curriculum at the 4K-6 grade levels which is focused on the science of reading and skill development related to writing and literacy. At the 7-12 grade level, we have purchased new resources and texts for English, Social Studies, Science, and Career and Technical Education, not to mention ancillary and support resources for physical education, math, art, world language and music.

CCSD has also secured focused professional development related to literacy and math practices in classrooms. These sessions were started last spring but will be held throughout the upcoming school year as well with additional coaching sessions scheduled in between the scheduled training dates. This type of on-going training not only assists with keeping the focus on the utilization of research-based strategies but allows staff to practice the newly acquired skills and get feedback from coaches within a short period of time. This knowledge acquisition, practice, feedback and refinement cycle is critical to maximize the positive impact on student learning.

For the upcoming year, we will also be continuing to review and update curriculum. The Wisconsin Department of Public Instruction reviews and updates academic standards on a rotating basis. CCSD is moving towards a 7 year review cycle where each curricular area is reviewed on a similarly scheduled rotating basis. While COVID impacted DPI and CCSD's review cycle, we are getting back to that focused work. This upcoming year, 7-12 English Language Arts and World Language as well as 4K-12 Physical Education/Health and Music will be completing self-studies and reviewing the updated standards for curricular and possible resource changes.

This is an exciting time to work with CCSD staff and I can't wait to see the positive impact on student engagement and achievement based on the work we are doing!





Erika Stewart
Jr./Sr. High School Principal
erstewart@clintonwis.com

Clinton Junior/ Senior High School Principal, Erika Stewart

With the 2022-2023 school year right around the corner, I would like to take the opportunity to welcome you back to Clinton Junior/Senior High School. The summer is a great time to enjoy family, friends, and the community and to get refreshed for another school year. This summer I've enjoyed accomplishing work and planning for the beginning of another great year at CJSH!

Clinton Junior/Senior High School staff prides itself in building a strong connection with our community. In order to continue to bridge this relationship, Clinton Junior/Senior High School has continued to increase the opportunities for parents/guardians, grandparents, and community members to visit CJSH and take part in our activities. It is great to have support from these individuals at assemblies, award celebrations, and recognition ceremonies, and we would like to invite everyone to join us at our Open House on August 31st from 5:00pm-7:00pm. There will be staff, coaches, and advisors here to highlight all of the great opportunities we have to offer our students. Make sure to check out DECA, student council, our sports teams tables, FFA, and all of the other awesome opportunities that our fantastic staff works so hard to offer our students.

Last year was a year full of changes at CJSH! The building gained two grade levels, acquired a new name, I came in as a first year high school principal, we updated and added new classroom space, and we began to develop new traditions. Even though there were many changes, it was such a great year! I look forward to entering our second year as a junior/senior high school and cannot wait to see all of the staff and students.

I am excited to introduce you to Ms. Brooke Lyford who has taken on a new role this year at CJSH as our Behavior Support Specialist. When speaking with Brooke about the new role she stated, "While this is a new role for me, this will be my ninth year in the district and my eleventh year in education. I have greatly enjoyed my time in Clinton and I am excited to continue to work with the students and families at CJSH in my new capacity!" Ms. Lyford will be working closely with staff, students, and families to monitor behavior and attendance. Please feel free to reach out to Ms. Lyford at any time with any questions or concerns regarding your student.

With every summer, there comes a time for reflection on processes and procedures that are working and discussions on what we need to improve upon. Although many of these items have been discussed before, it is very important that we continue to refine our practices. We will be working hard during the 2022-2023 school year on the following items to provide the best learning environment for our staff, students and families:

- **High Quality Grading and Reporting:** We will continue to refine our grading practices to assure the accurate representation of each individual student's academic progress in relation to approved standards. Grading and reporting will be a focus item during all professional development sessions this entire year.
- **7-12 traditions:** You will start to notice more groups moving towards a 7th-9th grade and 10th-12th grade split, or potentially working together 7th-12th grade. We learned throughout the year last year that allowing students the opportunity to work collaboratively built a more positive climate for all of our students. I look forward to seeing the growth and connections within our 7-12 community.
- **Increased opportunities for students and community connections:** There are more clubs, sports, and events being offered to continue to build a bridge between our school and community. Keep a lookout for flyers and invites on our website for more information.

Every summer also provides an opportunity to clean and make updates to our facilities. Our custodial and maintenance department works hard every summer to get our facilities fresh, orderly, and ready for learning. They have been painting, waxing, cleaning, moving boxes, and resetting lockers to prepare for their next resident. The office staff has been busy at work ordering and organizing teacher materials that will ensure strong curriculum implementation and organizing office routines and procedures to better support our students, families, and community. Our administrative team has been hard at work collaborating with teachers and other educational professionals to continue to make Clinton Junior/Senior High School and the Clinton Community School District a positive learning environment.

I am beyond excited to start the 2022-2023 school year. I look forward to collaborating with all stakeholders to provide a world class environment for our students. Please do not hesitate to contact me with any questions, concerns, or positive comments.

CJSH Athletic Director, Tyree Gamble

The beginning of the 2022-2023 school year is almost upon us and similar to last year, we continue to have a lot of exciting updates happening around campus. This year, you will see new scoreboards being installed in the main gyms and football field. We will soon have the ability to stream our events held down at the stadium, allowing you to view them if you aren't able to catch a game in person.

Fall is always an exciting time of year. We have fresh faces in the building and new opportunities to display all the hard work that has taken place over the course of the summer. This includes countless hours our athletes, coaches, club advisors, and band directors put in throughout the summer to create great experiences for the school year.

I want to give a big shout out to all of our coaches, advisors, student-athletes, and band directors this past year, who always put in countless hours helping guide our young students throughout the year! They deserve a lot of credit!



Tyree Gamble
Athletic Director
tygamble@clintonwis.com

As quickly as the last school year flew by, we are just a few weeks away from our fall seasons! Our student-athletes have been preparing for the upcoming year throughout the summer, and we are excited for Friday Night Lights, volleyball, golf and cross country on fall evenings, and to hear our band playing tremendous tunes throughout the fall.

Here are some important dates to be aware of as fall approaches:

- Tuesday, August 2nd - Football
- Monday, August 8th - Girls Golf
- Monday, August 15th - Cross Country and Volleyball

Important reminders:

All student-athletes must have all their paperwork and fees paid before they will be allowed to compete. All paperwork can also be completed online. Please visit the athletic webpage: Becougarproud.com in order to access the online registration paperwork. (Again, the athletic office needs to clear you, before you will be able to participate.)

The items needed in order to participate are as follows:

1. Clinton High School acknowledgement of codes and policies form
2. Medical Emergency Card
3. Physical Card or Alternate Year Card
4. WIAA Participation Form
5. \$25 Participation Fee



All new student athletes need to attend or view a "New Student Athlete Presentation" which gives a brief overview of expectations at Clinton Jr./Sr. High, WIAA rules, and expectations of all student-athletes. This is a part of the registration process for new student athletes.

Lastly, we look forward to having all students participate in some sort of activity at CJSH!

I look forward to the start of the 2022-2023 school year at Clinton Jr./Sr. High!

#BECOUGARPROUD





Director of Pupil Services, Jenny Loveless

Hello Clinton, it is with great pleasure that I introduce myself as your new Director of Pupil Services and Special Education! I join your team with over thirty years experience working with individuals with disabilities, six years of experience as a Director of Pupil Services and two years experience as an assistant principal. I believe my extensive experience serves as a strong platform upon which to build a solid career here at Clinton in which I can help propel the district forward to meet their goals.

Excellence in education is a strong passion of mine. We are doing very important work here at school and our kids deserve the BEST in all we do. I will be reviewing the systems and protocols in all the departments I oversee, such as: special education, nursing, guidance, English Language Learners, etc. in order to determine what is going great that we can continue and what could use some fine-tuning. You can be assured that I will work diligently and expeditiously in order to ensure our educational systems are running as smoothly and successfully as possible. I wouldn't have it any other way!

Jenny Loveless
Director of Pupil Services
jeloveless@clintonwis.com

With the start of the school year right around the corner, the special education department is working hard to ensure we have all positions not only filled, but filled with the most qualified candidates we can find! I look forward to introducing our new staff to you soon!

Did You Know?

- Family and community involvement is important for students' success (Hutchins et al., 2012)
- Family engagement has a positive impact across all racial, ethnic, and socioeconomic groups (Henderson & Mapp, 2002; Jeynes, 2005)
- Student achievement, credit completion, better attendance, higher graduation rates, and decreased incidences of student discipline have all been correlated to family involvement (Catsambis & Beveridge, 2001; Child Trends, 2013; Hill et al., 2004; Simon, 2004)

Further, we know that almost all schools these days serve a diverse population, Clinton included. This is fortunate for us because in our world with a global economy, it is imperative for students to be internationally aware and educationally competitive with students from other countries. An interconnected world begins with a well-connected school. By all of us working together, appreciating each other, and striving for success together, our students will increase their understanding and appreciation of different countries, rich cultures, exciting talents, and extensive resources that surround them in their schools, neighborhoods, and communities. By celebrating diversity, our students will be ready for the world!

It is with this research and knowledge in mind that I invite you to get involved at school! If you have children here, come out and volunteer in their classroom(s). Come out and join us at football games, **GO COUGARS!** And, look for opportunities to get involved in any way you can; our kids deserve it! If you are interested and would like to learn more about ways to get involved, please reach out. I would be happy to help you find an opportunity that works for you.



Technology Director, Bryan Erskine

American philosopher John Dewey once said that, "If we teach today as we taught yesterday, we rob our children of tomorrow." Educator and author, David Warlick, said that, "We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time."

We live in a world where technology is everywhere and completely unavoidable in today's workforce. As our students graduate and go onto college, military service, join the workforce, and other avenues, they will inevitably be required to utilize technology in their future. Because of this, Clinton Community School District believes that as we provide high quality academic instruction we need to also provide the technology needed to prepare our students for their future beyond graduation.

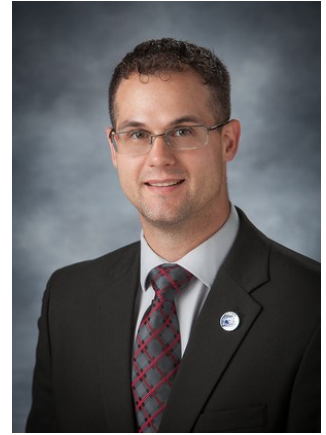
We as a school district provide Chromebooks (1:1 program) for our students to utilize for their academic success. Students who would rather utilize their own device may bring their own device (BYOD) so that they can be more comfortable with the device they are using. The goal of our 1:1 and BYOD program is to ensure that every student has a device that can be utilized at the teachers discretion to better assist and enhance their learning. While also providing better engagement and enhanced learning opportunities, Chromebooks additionally help our students to begin learning lessons that will better prepare them for their futures.

Not only is it important to get devices into our staff's and teacher's hands but a strong infrastructure is also important. Throughout the last year, the Clinton Community School District has put a lot of work into our district's infrastructure through the upgrade of our fiber connections between data closets and dialing in on our Wireless infrastructure settings. Upgrading our fiber from OM1 Multi-Mode fiber to OM2 Single-Mode fiber will increase our connection speed between server closets from 1 GB to 10 GB, 10 times the speed we had before. We have also dialed in our wireless settings to provide faster, more reliable wireless connections for our staff and students. In technology there are many different measurements of speed and with wireless one of the best measurements is the SNR score, in which a "good" connection is considered to be between 20 and 30 dB or higher. With our new settings, we're seeing an average score of 50 dB in each of our classrooms.

The other big project the Clinton Community School District has been working on is our cyber security initiatives. This last school year the Janesville School District was hit with a ransomware attack that devastated their network and left teachers and students without technology. Security is a huge issue for schools as they have become one of the top targets of hackers. Security expert Robbie Sinclair stated that, "Security is always excessive until it isn't enough." With that in mind, the district has moved toward Multi-Factor Authentication, .1x technologies, AI Anti-virus, and more to help keep our staff and students safe. This last year the district invited Dr. Yin, a cyber security expert and professor at UW Whitewater and his cybersecurity students, to the Clinton Community School District to perform a cyber security audit.

Dr. Yin's class stated that our network did very well during their testing and though they did not find many holes in our security, they were still able to help us in creating a roadmap to better our security practices and overall cyber security. This was the second time that Dr. Yin and his program have visited our campuses, as Sally Barrington, our previous IT Director, invited them out in 2017 to assess our network. Mrs. Barrington set the groundwork for the IT Department and helped create a trajectory for the district's network and cybersecurity and this last audit showed the tremendous growth we have accomplished over the past 5 years.

The IT Department at the Clinton Community School District would like to encourage our students and community to also follow good security practices in their personal lives by creating strong passwords, consider turning on multi-factor (2 factor) authentication, locking devices with a password, and never writing passwords on paper or sticky notes.



Bryan Erskine
Technology Director
brerskine@clintonwis.com





Director of Facilities, Grounds and Safety, Brandon Loomer

I'm very excited to be writing this article as we start to wrap up these wonderful updates to the Clinton Community School District! The 2022-2023 school year is just around the corner. With that will come new experiences, especially for all those returning to our new 4K-6th Grade Clinton Elementary School.

Returning students can expect to see major changes since last year, including the updated gymnasiums at Clinton Elementary and renovation of the "Cougar Cave" our school store in CJSH. It is twice as big now and much more functional for the students to run their business.

A few of the mechanical upgrades to the school include but are not limited to the following:

Brandon Loomer
Director of Buildings and Grounds
brloomer@clintonwis.com

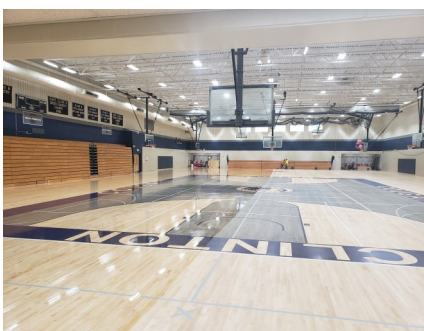
- All new AHU'S (Air Handling Units)
- New Chiller (Air Conditioner)
- New Uninvents
- All new LED lighting throughout the facilities
- All new ADA compliant restrooms
- All new furniture for staff and students (Clinton Elementary)
- All new commons furniture (CJSHS)



Last spring, we started tackling the District's Beautification Projects. As part of that, over the summer our Grounds Crew planted a beautiful apple orchard, located on the southeast part of CJSH. As you approach both schools, you'll notice that the parking lots and driveways have been replaced. We have also added a sidewalk which connects East Street to CJSH, and you will see the other sidewalks have been repaired.

At the time of writing this article, we are currently on schedule and under budget. We anticipate a final completion date sometime in December 2022 to wrap up the \$32 Million Dollar renovation projects. One thing we're sure of is that we will have a great finished product for the Community to enjoy for many years to come!

For more pictures check out <https://www.clinton.k12.wi.us/district/CampusWideFacilities2021.cfm>.





Kayla Kind
CCSD Stateline Mental Health Representative
kakind@clintonwis.com

My name is Kayla Kind and I am a Licensed Professional Counselor. I am a therapist from Stateline Mental Health Services who partners with CCSD to provide mental health therapy in the district for grades 4K-12th. My experience includes working with anxiety, depression, eating disorders, OCD, ADHD, trauma, along with other mental health diagnoses. I am trained in Cognitive Behavioral Therapy (CBT), including Exposure Response Prevention Therapy and Prolonged Exposure, as well as Dialectical Behavioral Therapy (DBT). My time is spent between both schools where I have a designated space to provide therapy. There is a referral process we developed to make this process as easy as possible. If you are interested in your child or family receiving services, please reach out to your school principal, counselor, or contact Stateline directly at 608-368-8087. The Clinton district has been great at supporting the mental health needs of their students. I look forward to another school year, Go Cougars!



Greetings from GoRiteway Bus Transportation!

We are excited to be entering into our third year of partnership with the Clinton Community School District. This year is bringing many changes to our District. We here at GORiteway are working hard to make sure those changes are as easy as possible.

While Covid is still us we are continuing to clean and sanitize our buses. We will continue with assigned seating on the buses as well. This will be for health reasons as well as making room for our new in town, corner stops.

One major change that we will be implementing are the in-town bus stops that were discussed by the school board in the beginning of the 2019-20 school year and approved by the school board at the end of the 2021-22 school year. I am working hard to get those stops in place before the school year starts. In order to do that I need EVERYONE to fill out a transportation form when you register your children.

Another major change is going from three buildings down to only two. With this change comes a change in traffic flow. Please be patient with us as we start the school year with new traffic patterns.

Our staff and drivers are eager to get back on the road with our familiar yellow school buses and to welcome your children as soon as we are able. We wish you the best in health and safety and look forward to seeing you this fall.

Have a Wonderful Day!
Katie Ward
Terminal Manager (Clinton)



Phone: 608-676-0997
katie.ward@goriteway.com
www.goriteway.com



GRADUATION DAY– The Class of 2022



Summer School Fun

Summer School 2022 was the place to be! During Session 1, we had around 300 students enrolled. There were a variety of classes offered to students to peak their interests. Back by popular demand were Minecraft, Nature Art, Poultry in the Classroom, and Outdoor Adventure. Our oldest students were committed and participated in a six week long strength and conditioning course. Student-athletes learned the importance of stretching, using equipment properly, and targeting areas that will help them succeed during their sports season. Some new classes and teachers sparked our students' interests and classes filled quickly. Cooking Around the Country allowed students to learn and cook food from different regions of the United States. In Tech Ninjas, students completed coding challenges and worked with robots such as Dot and Dash and Ozobots. Students coded to make the robots move fast or slow, spin, turn, and even play music. There were two sections of Games Galore which allowed older students and younger students to strengthen their problem solving skills, sportsmanship, and creativity when designing their own board and card games. Lastly, our young scientists explored the importance of magnets, reflection, sound, and the life cycles of real butterflies and ladybugs.

Around 250 students enrolled for Session 2 which focused on grade level readiness and learning new skills through collaboration, problem solving, and creative activities. Our youngest students experienced different learning centers and worked on following directions, fine and gross motor skills, and teamwork. Students heading into grades first through fifth participated in a variety of activities which promoted literacy and STEM. STEM activities connect to areas of science, technology, engineering, and mathematics. For example, students made popcorn kernels dance, roller coasters, marshmallow towers, and rockets. Our older students enjoyed becoming young engineers or musicians. They created a variety of lego-scapes and completed several challenges that involved legos and robotics. Lastly, students worked in smaller groups to learn about a variety of instruments, different styles of music, and practiced playing their instrument.

As you can see, many great memories were made this summer! There are so many opportunities for students to be creative, think critically, collaborate, and be challenged all while having fun.





Redefining Ready is a national movement that provides a framework to assess students beyond a single academic test score. The framework utilizes research based metrics to assess if students are College Ready, Career Ready and Life Ready. Clinton Community School District has been exploring and tracking this program and its indicators over the past two years and will be publishing our own “Redefining Ready Report Card” for this fall. I am excited as this provides us with a well-rounded picture of our students and district and will better allow us to identify areas to celebrate as well as improve upon and clearly define ways to better prepare our students for an ever-changing future.

College Ready

Meet Academic OR Standardized Test Measures

Academic Indicators

Min GPA of 2.8 and min of **1+** of the following indicators:

- Advanced Placement Exam
- Advanced Placement Course
- Dual Credit College English and/or Math
- Algebra II

Standardized Testing Measures

- ACT Exam: English (18); Reading (22); Science (23); Math (22)

Additional Factors that Contribute to College Success:

- Earning As, Bs, Cs
- FAFSA Completion
- Enrollment in career pathway
- course sequence
- College Academic Advising
- Senior year math class
- Completion of a math class after Algebra II

Career Ready

Career Cluster Identified and 2+ more indicators below:

- 90% Attendance (9th grade year)
- 25 hours of Community Service
- Workplace Learning Experience
- Earn 1+ Industry Credential
- Dual Credit Career Pathway Course
- 2+ organized Co-Curricular activities

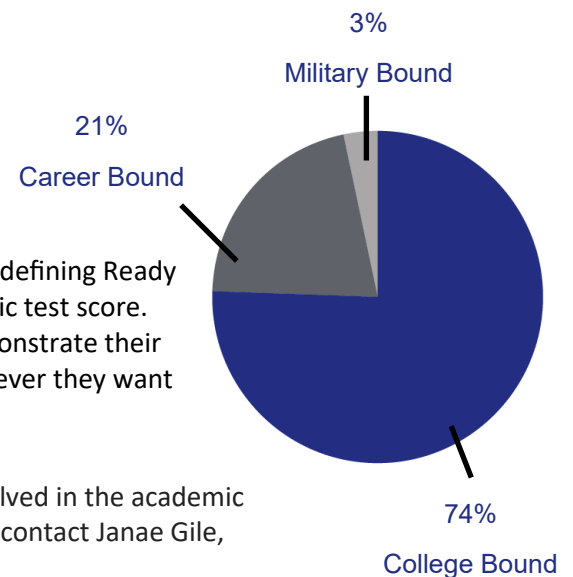
Life Ready (Currently not really “measurable” but relates to students having:):

- Growth mindset
- Grit
- Perseverance
- Setting/Achieving goals
- Self-awareness
- Self-management
- Social awareness
- Responsible decision making
- Relationship skills

 **99%**
Graduation Rate

As we all know, students have different goals and learn in a variety of ways. Redefining Ready allows students to demonstrate readiness in all areas, not just a single academic test score. Another benefit to this program is that it can help encourage students to demonstrate their growth mindset when it comes to their futures to better be prepared for whatever they want to do, whenever they want to do it.

All community members are encouraged to take a vested interest and get involved in the academic development of curriculum and programming district-wide. Please feel free to contact Janae Gile, Director of Academics and Innovation for CCSD with any questions.



REQUIRED ANNUAL NOTICES

Youth Suicide Prevention Resources

To get updated information on suicide prevention, intervention, and post intervention resources, visit [DPI's website](#). There are downloadable documents on suicide prevention requirements in state law, a fact sheet on youth suicide, and updated suicide prevention curriculum. It also includes a variety of resources for gatekeeper training for all staff and DPI's updated one-day training flyer, description, and calendar. Other resources include strategies on suicide interventions, memorial suggestions, and other topics.

Know the Signs: Suicide doesn't usually happen out of the blue—most often there are warning signs for others to see or hear. Get the FACTs and know the signs of suicidal thinking in your students, friends, and family members.

Suicide is a Complex Problem: Multiple factors are involved when someone dies by suicide. Oversimplifying the reasons someone takes their own life is not helpful. For instance, saying bullying "caused" someone to end their life is not accurate. Not all bullying victims kill themselves. Research suggests many factors contribute to suicide. These include: biological factors, precipitating factors, and triggering events. Examples of a biological factor include mental illness or losing a family member to suicide. Precipitating factors include poor grades, attending an unsafe school, victimization, or family rejection. Crisis/triggering events include experiencing a major loss, humiliation or bullying, and having access to lethal means. Suicide is a complex problem that is often misunderstood when oversimplified.

From: American Association of Suicidology (AAS) webinar January 2011.

Identifying mental illness or alcohol/other drug abuse problem is significant.

- The most common mental illness leading to suicide is depression. It is also the most treatable!
- In 2013 YRBS, over 25% of high school students experienced persistent sadness or hopelessness. About 6% of high school students attempted suicide. This shows that depression is somewhat common, but suicide is not.
- Binge drinking is highly correlated with suicide attempts. 90% of people who died by suicide had some form of mental illness and/or alcohol/other drug abuse problem.

Reducing access to lethal means can be very worthwhile. (See www.meansmatter.com)

- Limiting access to the means for suicide provides the most significant reduction in suicide rates. Most often, youth who attempt suicide use a gun kept in the home.
- Do not allow youth to have unsupervised access to firearms and certain medications. Encourage safe/secure storage of lethal means is a critical prevention strategy.

What can you do if you are concerned about a student? Teachers and other school staff are well-positioned to observe student behavior and to **ACT** if there is a suspicion that a student may consider self-harm. Suicide is a permanent solution to a temporary problem; but for kids, their problems can seem endless at this stage. If we get them through the crisis, there is a 90% chance that they will never attempt suicide. ACT stands for **Acknowledge, Care, and Tell**.

Acknowledge feelings rather than minimizing them. Telling a student to "get over it" or "move on" is not a realistic outcome when dealing with a person with depression. *"I'm sorry to hear about this. It sounds really hard."*
Show Care & Concern for the student by taking the next step. *"I'm worried about you. I don't want anything bad to happen to you or for you to be hurt."*

Tell a member of your crisis team. They know how to work with students who have concerns like these. *"Let's go talk with someone in the counseling office."*

These steps (Acknowledge-Care-Tell) are central components of the "Signs of Suicide" program (SOS), an evidence-based school-wide intervention program. SOS kids for middle school and high school are available through your local CESA. The law mandates schools to educate students on suicide prevention; see the laws handout on the DPI website.

Feelings:

- Hopelessness
- Rage, uncontrolled anger, seeking revenge
- Feeling trapped—like there's no way out
- No sense of purpose in life

Actions:

- Acting reckless or engaging in risky activities
- Withdrawing from friends, family, & society
- Increased alcohol or drug use
- Giving away prized possessions

Changes:

- Decline in quality of school work
- Dramatic mood changes
- Anxiety, agitation, change of eating/sleeping habits

Threats:

Threatening/talking about hurting self

From American Association of Suicidology

Common Concerns—Youth Suicide Prevention Resources, Continued...

What if I make a mistake? Can I be sued? State law insulates all public and private school district employees and volunteers from civil liability for their acts and omissions when trying to intervene in a student's possible suicide. The legislature found it so important that adults take action when a student is suicidal that they insulated those adults from civil liability for their efforts with suicidal students.

Does asking about suicide cause a student to attempt it? No. This issue has been thoroughly studied. By asking a student about suicidal intent, you are offering them help. Please do your best to reach out to students.

Important Resources:

HOPELINE – text "HOPELINE" to 741741 or visit

www.centerforsuicideawareness.org

WI Safe and Healthy Schools Training Center

www.wishschools.org

Prevent Suicide Wisconsin

www.preventsuicidewi.org

Suicide Prevention Resource Center

www.sprc.org

American Association of Suicidology

www.suicidology.org



The Board of Education recognizes that depression, anxiety, and other mental health conditions are severe problems among children and adolescents. A student who lives with a mental illness may not be able to benefit fully from the educational program of the schools, and a student who has engaged in or attempted self-harm poses a danger both to himself/herself and to other students. The complete student suicide policy #5350 is available for viewing on the district website.

Special Needs Scholarship Program

This notice serves to inform parents and guardians with disabilities that the State of Wisconsin has established the Special Needs Scholarship program. Under this scholarship program, and as further specified in state law, a child with a disability who has been denied the opportunity to attend a nonresident school district under the full-time open enrollment program, may be eligible to receive a scholarship from the Department of Public Instruction (DPI) that allows the child to attend an eligible private school that is participating in the Special Needs Scholarship Program.

This is a state-administered program. A parent or guardian who is interested in the Special Needs Scholarship Program should independently verify the participating private school and the specific terms, eligibility criteria, and application procedures of the scholarship program with Wisconsin Department of Public Instruction.

The Special Needs Scholarship Program is further defined under section 115.7915(5) of the state statutes. Additional information about the program is available on the Wisconsin Department of Public Instruction website: <http://dpi.wi.gov/>.

Student Academic Standards

The Clinton Community School District has adopted the Common Core State Standards (CCSS) for Math, Reading and Writing (Language Arts and Disciplinary Literacy), the National Art Standards for Art, and the Next Generation Science Standards (NGSS) for Science. The District also implements the Wisconsin Model Academic Standards for related areas including Music, Physical Education, Health Education, Foreign Language, Family and Consumer Education, Agriculture Education, Business Education, Technology Education, Social Studies and Environmental Literacy and Sustainability. The Information and Technology Literacy Standards are being infused into all curricular areas. The District has a standardized Response to Intervention (RtI) Program where students are universally screened in grades K-10. The results of these exams are used to identify individual students who may need additional support or those who need to be accelerated. Each school incorporates RtI time in their schedules to meet the needs of all students. The District is using STAR-Early Literacy, iReady, PreACT, aimsWeb, and Fountas & Pinnell benchmark screenings as well as ongoing summative and formative assessments to guide individual instruction.

MENINGOCOCCAL DISEASE: Protect Your Child

Public health authorities recommend that teenagers and college-bound students be immunized against a potentially fatal bacterial infection called meningococcal disease, a type of meningitis.

Meningococcal disease is a rare but potentially fatal bacterial infection that can cause severe swelling of the brain and spinal cord (meningitis) or a serious blood infection (meningococemia). Meningococcal disease strikes up to 3,000 Americans each year; nearly 30 percent of these cases are among teenagers and college students. Up to 83 percent of all cases among teens and college students may potentially be prevented through immunization, the most effective way to prevent this disease. A meningococcal vaccine is available that protects against four out of five strains of bacterium that cause meningococcal disease in the U.S.



The Centers for Disease Control and Prevention (CDC) and other leading medical organizations recommends that all 11-12 years olds should be vaccinated with meningococcal conjugate vaccine (MCV4). A booster shot is recommended for teens at age 16 to continue providing protection when their risk for meningococcal disease is highest. Teens who received MCV4 for the first time at age 13 through 15 years will need a one-time booster dose at 16 through 18 years of age. If a teenager missed getting the vaccine altogether, they should ask the doctor about getting it now, especially if they are about to move into a college dorm or military barracks.

About Meningococcal Disease

Meningococcal disease is often misdiagnosed as something less serious because early symptoms are similar to common viral illnesses. Symptoms of meningococcal disease may include high fever, severe headache, stiff neck, nausea, vomiting, sensitivity to light, confusion, exhaustion and/or a rash.

Teenagers and college students are at increased risk for meningococcal disease compared to the general population, accounting for nearly 30 percent of all U.S. cases every year. Meningococcal disease can be misdiagnosed as something less serious, because early symptoms like high fever, severe headache, nausea, vomiting and stiff neck, are similar to those of common viral illnesses. The disease can progress rapidly and can cause death or permanent disability within 48 hours of initial symptoms.

Meningococcal disease is spread through direct contact with respiratory and/or oral secretions from infected persons (for example, kissing or sharing drinking containers). It can develop and spread quickly throughout the body, so early diagnosis and treatment are very important. Even with immediate treatment, the disease can kill an otherwise healthy young person within hours of first symptoms. Of those who survive, up to 20 percent may endure permanent disabilities, including brain damage, deafness and limb amputations.

Lifestyle factors common among teenagers, college students and military personnel are believed to put them at increased risk of contracting meningococcal disease. These lifestyle factors include crowded living situations (for example, dormitories, sleep-away camps), active or passive smoking and irregular sleeping habits. Teens should avoid sharing eating utensils and drinking out of the same container, since infections may spread through this type of close contact.

To learn more about meningococcal disease, vaccine information, and public health resources visit the following web sites.

National Association of School Nurses – [Voices of Meningitis](#)

A list of local [Wisconsin public health departments and contact information](#), [Meningitis Foundation of America](#), [National Meningitis Association](#), [American Academy of Family Physicians](#), and [American Academy of Pediatrics](#)

Student Religious Accommodations

The Board recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. Per school board policy 2270, the district will provide for reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Complaints regarding any such course of study by students or the public will be handled in accordance with Board Policy 9130.

Special Education Referral and Evaluation Procedures

Upon request, the Clinton Community School District is required to evaluate a child for eligibility for special education services. A request for evaluation is known as a referral. When the district receives a referral, the district will appoint an Individualized Education Program (IEP) team to determine if the child has a disability, and if the child needs special education services. The district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private (including religious) schools, elementary schools and secondary schools located in the school district.

A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to refer the child, including a homeless child to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the referral will be made.

Others, including parents, who reasonably believe a child is a child with a disability may also refer the child, including a homeless child, to the school district in which the child resides.

Referrals must be in writing and include the reason why the person believes the child is a child with a disability. A referral may be made by contacting the building principal:

Ben Simmons, Clinton Elementary School 608-676-2211, Erika Stewart, Clinton Jr./Sr. High, 608-676-2223. Questions can also be directed to Director of Pupil Services, at 608-676-0992.

Confidentiality of Personally Identifiable Information Obtained Through Child Find Activities

The Clinton Community School District is required to locate, identify, and evaluate all children, with disabilities, including children with disabilities attending private schools in the school district, and homeless children. The process of locating, identifying, and evaluating children with disabilities is known as child find. This agency conducts a child find activity once each spring. This notice informs parents of the records the school district will develop and maintain as part of its child find activities. This notice also informs parents of their rights regarding any records developed.

The school district gathers personally identifiable information on any child who participates in child find activities. Parents, teachers, and other professionals provide information to the school related to the child's academic performance, behavior, and health. This information is used to determine whether the child needs special education services. Personally identifiable information directly related to a child and maintained by the school is a pupil record. Pupil records include records maintained in any way including, but not limited to, computer storage media, video and audiotape, film, microfilm, and microfiche. Records maintained for personal use by a teacher and not available to others and records available only to persons involved in the psychological treatment of a child are **not** pupil records.

Student Records

- "Progress records" include grades, courses the child has taken, the child's attendance record, immunization records, required lead screening records, and records of school extra-curricular activities. Progress records must be maintained for at least five years after the child ceases to be enrolled.
- "Behavioral records" include such records as psychological tests, personality evaluations, records of conversations, written statements relating specifically to the pupil's behavior, tests relating specifically to achievement or measurement of ability, physical health records other than immunization and lead screening records, law enforcement officers' records, and other pupil records that are not "progress records." Law enforcement officers' records are maintained separately from other pupil records. Behavioral records may be maintained for no longer than one year after the child graduates or otherwise ceases to be enrolled, unless the parent specifies in writing that the records may be maintained for a longer period of time. The school district informs parents when pupil records are no longer needed to provide special education. At the request of the child's parents, the school district destroys the information that is no longer needed.
- "Directory data" includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, and the name of the school most recently previously attended by the student.

Student Records continued.....

- "Pupil physical health records" include basic health information about a pupil, including the pupil's immunization records, an emergency medical card, a log of first aid and medicine administered to the pupil, an athletic permit card, a record concerning the pupil's ability to participate in an education program, any required lead screening records, the results of any routine screening test, such as for hearing, vision or scoliosis, and any follow-up to the test, and any other basic health information, as determined by the state superintendent. Any pupil record relating to a pupil's physical health that is not a pupil physical health record is treated as a patient health care record under sections 146.81 to 146.84, Wisconsin Statutes. Any pupil record concerning HIV testing is treated as provided under section 252.15, Wisconsin Statutes.

The Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and section 118.125, Wisconsin Statutes, afford parents and students over 18 years of age ("eligible students") the following rights with respect to education records:

- **The right to inspect and review the student's education records within 45 days of receipt of the request.** Parents or eligible students should submit to the Director of Pupil Services a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The school district will comply with the request without unnecessary delay and before any meeting about an individualized education program, or any due process hearing, and in no case more than 45 days after the request has been made. If any record includes information on more than one child, the parents of those children have the right to inspect and review only the information about their child or to be informed of that specific information. Upon request, the school district will give a parent or eligible student a copy of the progress records and a copy of the behavioral records. Upon request, the school district will give the parent or eligible student a list of the types and locations of education records collected, maintained, or used by the district for special education. The school district will respond to reasonable requests for explanations and interpretations of the records. A representative of the parent may inspect and review the records.
- **The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading.** Parents or eligible students may ask the Clinton Community School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record, the district will notify the parent or eligible student of the decision and the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- **The right to consent to disclosures of personally identifiable information in the student's education records, except to the extent that federal and state law authorize disclosure without consent.** The exceptions are stated in 34 CFR 99.31, Family Educational Rights and Privacy Act regulations; Sec. 9528, PL107-110, No Child Left Behind Act of 2001; and section 118.125(2)(a) to (m) and sub. (2m), Wisconsin Statutes. One exception that permits disclosure without consent is disclosures to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Also the district discloses "directory data" without consent, unless the parent notifies the district that it may not be released without prior parental consent.

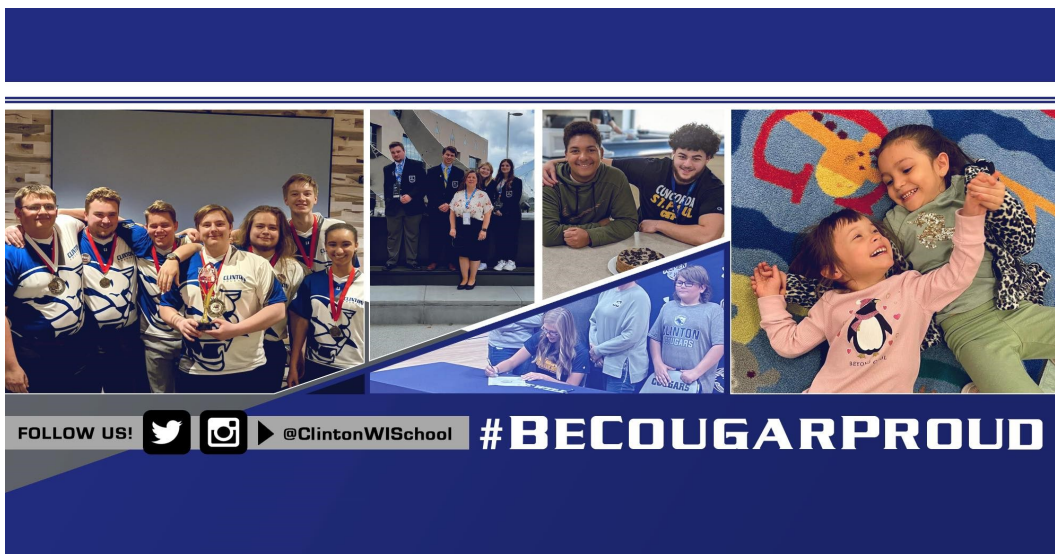
The right to file a complaint with the U. S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.

Homeless Children and Youth

The McKinney-Vento Act defines homeless children and youth as:

- Children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are: sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason, living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, living in emergency or transitional shelters, abandoned in hospitals, living in a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and, migratory children who qualify as homeless because the children are living in circumstances described above. If you are personally aware of or are acquainted with any children or youth who may qualify according to the above criteria, the Clinton Community School District provides the following assurances to parents and guardians of homeless children and youth and unaccompanied homeless youth:
- The child or youth shall be immediately enrolled and allowed to fully participate in school, even if unable to produce records normally required for enrollment (e.g., academic records, immunization and other required health records, proof of residency, or other documentation) or has missed application or enrollment deadlines during any period of homelessness.
- Homeless children and youths are not stigmatized or segregated on the basis of their status as homeless and have full and equal educational and related opportunities.
- Meaningful opportunities to participate in the education of their children including special notices of events, parent-teacher conferences, newsletters, and access to student records.
- Immediate enrollment and transportation to the school of origin. "School of origin" means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool.
- Written explanation of any decisions related to school selection or enrollment made by the school, the local educational agency, or the State educational agency involved, including the rights of the parent, guardian, or unaccompanied youth to appeal and receive prompt resolution of such decisions.

Please contact Director of Student Services, Homeless Liaison for the School District, at (608) 676-0992 or jeloveless@clintonwis.com for additional information about the rights and services described above.



ESEA TITLE I

Overview: Title I is a federal program that provides funds to school districts and schools with high numbers or high percentages of children who are disadvantaged. Percentages are based on free and reduced lunch counts. Title I's overall purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments. The grant contains provisions for ensuring that children who are disadvantaged enrolled in private schools also benefit from the academic enrichment services funded with Title I, Part A funds.

Program Elements

Critical program elements are: needs assessment and program plan design, parent involvement, services to students enrolled in private schools, high-quality teachers and paraprofessionals, and coordination of services for homeless students.

Program Type: A Targeted Assistance program is one in which individual students are targeted to receive Title I services. Students are identified based on multiple, objective, educationally related criteria. Services may be delivered in a number of ways: in-class instruction; pull-out instruction; and/or extended day, week, or year instruction. Title I teacher(s) are responsible for providing extra services to identified children; coordinating with other school personnel involved with the children; and involving parents in the planning, implementation, and evaluation of Title I program. A School-wide Program is a comprehensive reform strategy design to upgrade the entire educational program. It allows the school to address the educational needs of all children so every student achieves high levels of academic proficiency. School-wide programs allow staff in schools to redesign their entire educational program to serve all students. The emphasis in School-wide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Developing and implementing a high-quality School-wide program is a systemic, effective strategy for increasing the academic achievement of all students. A School-wide program will maintain the fundamental Title I principles including accountability and reporting of academic results, reform rooted in research-based practices, and school and community engagement and collaboration in the operation of the school.

Parent Involvement: The Clinton Community School District understands that involving families and gaining their support as full partners in the education of their children, makes those children more successful in school. School success helps children become successful adults. This is written to ensure that parents of the children being served in the Title I program have had and will continue to have an adequate opportunity to participate in the design and implementation of the Clinton Community School District's Title I. Please refer to board policy 2261.01 - Parent and Family Engagement in Title 1 Programs.

The Clinton Community School District will:

- Consult with parents/families in the development of the district plan. The minimum for this consultation and review will be at the Annual Review of the Title I program meeting.
- Consult with parents/families in reviewing student progress toward meeting the State's high-performance standard in several ways. The district holds a minimum of two parent-teacher conferences each year. The school district annually publishes and distributes the School District Report Card.
- Support schools in planning for and implementing parent/family involvement. The district has established and maintains a parent/community volunteer bank. This data is updated when new information is obtained.
- Coordinate with the parent/family involvement efforts of other programs.
- Conduct an annual review of the effectiveness of the parent/family involvement policy in increasing the participation of parents/families and identifying any barriers to their participation.
- Use the results of the annual review to revise and improve parent/family involvement policies.
- Include parents/families of participating private school students if a private school becomes available in our district.
- Notify parents of each child in a Title I school annually that they have the right to request information about the qualifications of their children's teachers and of any paraprofessionals who instruct them. Parents may request and obtain the following information: whether the teacher is teaching under emergency or provisional status though which state licensing criteria have been waived; and the undergraduate degree major of the teacher, and any graduate certification or degree held by the teacher, including the field of discipline of the certification or degree. Parents must be notified if a child is assigned to, or taught for at least four consecutive weeks by a teacher who is not highly qualified as defined in the law.
- Provide each parent with information on the achievement level of their child on each state academic assessment soon as is practicably possible after the assessment is taken.

Student Assessment Information

Parents and guardians have the right to excuse their child from taking the state dated examinations in grades 4, 8, 9, 10, and 11 and may excuse their child from taking the state-mandated testing in grades 3, 5, 6, and 7 at their discretion and on an individual basis. Parents, guardians, and students may view the assessment schedule by visiting the Curriculum, Instruction, & Assessment webpage found on the district website. Please refer to Board policy 2623 - Student Assessment.

Programs for English Learners

In accordance to the Elementary and Secondary Education Act (ESEA) a school district that uses federal education funds to provide a language instruction educational program for English Learners must provide a notice of information which must be provided in an understandable and uniform format and to the extent practicable, provided in a language that parents can understand. For students not identified as English Learners prior to the beginning of the school year, but are identified as English Learners during the school year, the district must notify the students' parents within the first two weeks of the child being placed in the language instruction educational program.

Individual School & School District Performance Reports

Clinton Community School District School Report Cards are available for public viewing on the district website at: <https://apps2.dpi.wi.gov/reportcards/>. Accountability report cards include outcomes in four priority areas: student achievement, student growth, closing gaps, and on-track to graduation and post-secondary readiness. Accountability scores are provided for each priority area. The report cards are the core of Wisconsin's accountability system. A number of interpretive and technical resources are available to help explain report cards to parents, educators and the public. Please visit www.clinton.k12.wi.us to view.

Notice of Educational Options

Clinton Community School District offers a variety of educational opportunities to children who reside in the district. The District's primary educational pathway and instructional program for students involves a progression from 4-year-old kindergarten through 12th grade, leading to a high school diploma. Some of the specific education programs offered to eligible students who are enrolled and attending the District's schools include, the following: Early childhood special education (for students who are at least 3 years old but not yet school-age), Clinton Connect, an online education option, Title I programming in reading and math, Special education for students with disabilities, Gifted and talented programming, English as a second language (ESL) programs, Career and Technical Education (CTE) programs, Work based learning options, Individualized program and curriculum modifications, Alternative education program(s), WI Challenge Academy, At-risk education (e.g., for students identified as being at-risk of not graduating from high school, and Summer school programming. The complete Notice of Educational Options can be found on the district's webpage.

Program or Curriculum Modifications

Parents have the right to request program or curriculum modifications as outlined in in WI. State Statues 118.15(l)(d). Contact your student's building principal or Director of Academics and Innovations.

Notice of Nondiscrimination Policy

In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title IV of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title IX Regulation Implementing Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; Wisconsin Statute 118.13; PI 9.05(2); and all other Federal, State, School rules, laws, regulations, and policies, the Clinton Community School District, Clinton, Wisconsin, shall not discriminate on the basis of sex, or sexual orientation, age, race, color, creed, ancestry, or national origin, pregnancy, marital or parental status, or handicap, or physical, mental, emotional, or learning disability in the educational programs or activities which it operates and in its employment.

It is the intent of the Clinton Community School District, to comply with both the letter and the spirit of the law in making certain discrimination does not exist in its policies, regulations, and operation. Grievance procedures for Title IX and Section 504 have been established for students, their parents, and employees who feel discrimination has been shown by the Clinton Community School District.

Specific complaints of alleged discrimination under Title IX and Section 504 should be referred to:

Direct of Pupil Services, Clinton Community School District
P.O. Box 566; 112 Milwaukee Road
Clinton, WI 53525
Phone: 608.676.5482

Complaints can be filed with the Office for Civil Rights:

Office for Civil Rights—Region V
300 South Wacker Drive, Eighth Floor
Chicago, IL 60606
Phone: 312.353.2520

All students enrolled in and attending the Clinton Community School District may participate in its education programs and activities, including but not limited to health, physical education, music and vocational and technical education. No person will be denied admission to school or be denied participation in, or be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational, or other program or activity because of the person's race, color, national origin, age, sex or sexual orientation, pregnancy, marital or parental status, handicap, or physical, mental, emotion or learning disability. In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation.

Public Notification of Non-Discrimination in Career & Technology Education (CTE) Programs

Clinton Community School District offers career and technical education programs in Agriculture, Foods, Construction, Arts, and Communication, Business, Information Technology, Marketing, and Science, and Mathematics. Admission to these programs is based on interest and aptitude, age appropriateness, course prerequisites, and class space available. Please refer to the Course Guide Book for a detailed listing of class offerings.

It is the policy of Clinton Community School District not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Clinton Community School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Director for Student Services, at 112 Milwaukee Rd, P.O. Box 566, Clinton WI 53525, 608-676-0992 x 1600.

Student Privacy & Parental Access to Information

The Board of Education respects the privacy rights of parents and their children. 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, 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).

Student Privacy & Parental Access to Information Continued...

The District Administrator shall ensure that procedures are established whereby parents may inspect any materials created by a third party used in conjunction with any such survey, analysis, or evaluation 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.

Consistent with parental rights, the Board directs building and program administrators to: notify parents in writing of any surveys, analyses, or evaluations, which may reveal any of the information, as identified above, in a timely manner, and which allows interested parties to request an opportunity to inspect the survey, analysis, or evaluation; and the administrator to arrange for inspection prior to initiating the activity with students; allow the parents the option of excluding their student from the activity; report collected data in a summarized fashion which does not permit one to make a connection between the data and individual students or small groups of students; treat information as identified above as any other confidential information in accordance with Policy 8350. Additionally, parents have the right to inspect, upon request, any instructional material used as part of the educational curriculum of the student. The parent will have access to the instructional material within a reasonable period of time after the request is received by the building principal. The term instructional material means instructional content that is provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments. For the privacy of students whose parents request that they not take part in the survey, arrangements will be made prior to the time period when the survey will be given, for the student(s) to go to a supervised location where under the supervision of a staff member the student will be provided with an alternate activity. The Board will not allow the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

Asbestos Management Plan Notification

Under AHERA (Asbestos Hazard Emergency Response Act), all primary and secondary schools are required to develop and implement a plan for managing all building materials which contain asbestos. Included in the AHERA Act is the requirement to annually notify all workers and building occupants (or their guardians) of asbestos-related activities. Beginning in 1988, all buildings owned, leased, or "under the control of" the School District were inspected by EPA accredited inspectors, with building material samples analyzed by an independent laboratory. Based on the inspection, the School District prepared and the state approved a comprehensive management plan for managing the asbestos. Where the asbestos-containing materials are found, the District has in place an Operations and Maintenance program. The District has accomplished the following compliance mandates regarding the administration of asbestos in school buildings:

- Environmental Management Consulting, Inc. (EMC) was contracted to be the school's consultant for asbestos for the 2022-2023 school year.
- The District is continuing with the Operations and Maintenance Program as designed for the School District. This ensures that all asbestos materials are kept in good condition.
- Periodic "surveillance" in each area containing asbestos has been completed every six months by our consultant.
- Also, the buildings are re-inspected by an accredited inspector every three years. The last three year re-inspection was conducted in March 2018 by Environmental Management Consulting, Inc.

In the past year, the District removed 1,800 square feet of asbestos-containing floor tile and mastic from the Clinton Middle School. All aspects of the asbestos abatement project were done in compliance with NESHAPS regulations. All outside contractors shall contact the Director of Facilities, Grounds & Safety before commencing work. Our goal at the Clinton Community School District is to be in full compliance with asbestos regulations. A copy of the Asbestos Management Plan is available for review by contacting the District Office. Questions related to this plan or any other asbestos concerns

Registration 2022-23

Clinton Community School District families will be asked to register their students online beginning August 1st through the beginning of the school year. School fees can also be paid online via eFunds from the comfort of your own home. For assistance with online registration please contact Char Schoonover at 608.676.5482 ext. 1003. For families that do not have access or are able to complete online registration, we will have staff available to assist you through the process on our in person registration day. **In Person registration date is Wednesday, August 17th from Noon - 7:00 p.m.** What if I'm not able to attend the registration date? If you are not able to attend, please complete the online registration from home or stop at the District Office prior to the start of school.

New to the District? Please contact our family enrollment specialist, Char Schoonover, to make an appointment to start the enrollment process of your student into our schools. Call 608.676.5482 ext. 1003 to make your new student enrollment appointments. We look forward to seeing you!

When can my child visit their classroom and drop off their school supplies? Elementary school students will have a scheduled, individual conference with their teacher on Wednesday, August 31st. Students may bring in their school supplies during these conferences. 7th-9th grade and new high school students will be able to get their lockers set up and visit their new classrooms on August 31st from noon-3:30 during the scheduled orientation with Jr./Sr. High School staff. All Jr./Sr. High School students and families will have the opportunity to come in on August 31st during our Open House from 5:00-7:00 pm to get their lockers ready and to see their classrooms. Clinton Jr./Sr. High School will be open for all returning students to bring in their school supplies to their lockers anytime from 7:30 a.m. - 3:30 p.m. Monday through Friday, after August 23rd. If you have any questions, please contact your student's individual school regarding first-day schedules and school supplies.

CLINTON JR/SR HIGH SCHOOL

112 MILWAUKEE ROAD, PO BOX 566

PH: 608-676-2223 FAX: 608-676-2904



CLINTON ELEMENTARY SCHOOL

115 MILWAUKEE ROAD, PO BOX 70

PH: 608-676-2275 FAX: 608-676-5176





2022-2023 Clinton Community School District Calendar

August 2022						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	special			
						1

September 2022						
Su	M	Tu	W	Th	F	Sa
				ALL	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						21

October 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	PD	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					20

November 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	CONF	8	9	10	11	12
13	14	15	16	17	PD	19
20	21	22	23	THKG	25	26
27	28	29	30			
						15

December 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						15

January 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	PD	24	25	26	27	28
29	30	31				
						20

February 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	PD	18
19	CONF	21	22	23	24	25
26	27	28				
						18

March 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						18

April 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	GF	8
9	10	11	12	13	14	15
16	PD	18	19	20	21	22
23	24	25	26	27	28	29
30						18

May 2023						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	PD	20
21	22	23	24	25	26	27
28	29	30	31			
						21

June 2023						
Su	M	Tu	W	Th	F	Sa
				1	2	3
GRAD	5	6	7	END	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						6/173

Important Dates:						
Monday Aug. 22 - Wed, Aug. 24: New Teachers						
August 25 & 26, August 29 - August 30: All Staff						
Wednesday, August 31: Special Schedule **						
Thursday, Sept. 1: First day for all students						
Monday, Sept. 5: No School						
Monday, October 10: Professional Development †						
Monday, Nov. 7: Conferences 11AM - 7PM †						
November 21-25: Fall Break						
December 22 - January 2: Winter Break						
Monday, Jan. 23: Professional Development †						
Friday, Feb. 17: Professional Development †						
Monday, Feb. 20: Conferences 11AM - 7PM †						
Mar. 20 - Mar. 24: Spring Break						
Friday, April 7: No School						
Monday, April 17: Professional Development †						
Friday, May 19: Professional Development †						
Monday, May 29: No School						
Sunday, June 4: Graduation						
Thursday, June 8: Last Day of School						

**SPECIAL SCHEDULE, WEDNESDAY, AUGUST 31, 2022						
* CES/CMS will hold scheduled, individual student advisory conferences from 11:00AM - 7:00PM						
* CJHS 7th grade & new students only 11:00 AM-3:30 PM						
* CJHS Open House 5:00 PM-7:00 PM						
† No School for Students						
School starts at 8:20 AM for all schools						
CMS/CHS Semester 1	Aug. 31 - Jan. 20	86	K - 6th: Trimester 1	Aug. 31 - Nov. 18	54	
CMS/CHS Semester 2	Jan. 24 - June 8	87	K - 6th Trimester 2	Nov. 28 - Mar. 3	59	
			K - 6th Trimester 3	Mar. 6 - June 8	60	

New Teachers Report	Professional Development	Conferences	No School
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Clinton Community School District
P.O. Box 566, 112 Milwaukee Rd.
Clinton, WI 53525

PRSR STD
ECRWSS
U.S. POSTAGE
PAID

IMPORTANT UPCOMING DATES:

**AUG
1**

**Online registration starts
August 1, 2022 at 12:00 p.m.**



**AUG
17**

**In Person Registration Dates (optional) Will Be
Held At Clinton Jr./Sr. High School
Wednesday, August 17th 11:00 a.m.—7:00 p.m.**

**AUG
31**

**First Day of School for 7th-9th Graders &
All New Students; Individual Conferences for all
Elementary and Middle School Students**

**Sep
1**

First Day of School

Attention Non-Residents of the Clinton Community School District

This newsletter is provided to all residents of the Clinton Community School District. The most affordable process used to circulate this newsletter is via saturation mailing. It is costly to avoid a few non-residents from receiving our newsletter. We apologize for any inconvenience if you prefer not to receive this newsletter but wish to provide information to all residents. Thank you for understanding.