



BACK TO SCHOOL 2021-22

Exciting Changes at CCSD

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. First and foremost, on behalf of everyone at CCSD, we thank you for your continued support, patience, and flexibility throughout the past eighteen months. Without a doubt, everyone has experienced unprecedented trials and tribulations since the onset of the COVID-19 pandemic. We have had to deal with tremendous adversity and are so proud of the resiliency of our students, staff, and families.

While there were many decisions over the past eighteen months that required a rapid response, as our situation was fluid and ever changing, this is not what had been most challenging for me. What kept me up at night was knowing the level of stress this situation created for students, our families, staff and community: Managing childcare arrangements, taking time off work, witnessing local businesses being forced to alter how they operate, transitioning to various educational models or risk levels at a moments notice, and hearing about the heartache and sorrow of so many families impacted by the loss of a loved one due to COVID-19. None of this was familiar or easy, yet we all responded the best we knew how and with the support of each other, we persevered.

Clearly, the 2020-2021 school year will be remembered as the most arduous of our lifetime. Ben Franklin famously stated, "Out of adversity comes opportunity". Despite the hardships presented to us, we at CCSD had the opportunity to try new and innovative teaching methods, learned how to coordinate and deliver nearly a 1,000 meals a day to families across the district, and figured out a way to bring back co-curricular and extracurricular activities during a pandemic. Our year culminated with traditional end of the year activities such as the elementary track and field day, 8th grade completion ceremony, prom and graduation. A sense of normalcy began to take hold towards the end of the school year and there's genuine enthusiasm for the upcoming school year as a number of exciting changes are unfolding across the district.

A huge thank you goes out to the constituents of the district as the passage of the bond referendum last November is paving the way for CCSD to streamline operations by preparing to shift from three school buildings to two. Construction is well underway at the high school where additions to the Agriculture, Technical Education, and Physical Education spaces are taking shape as well as renovations in multiple other classrooms. The additions, renovations and capital improvements are ahead of schedule and under budget. With historic low interest rates, taxpayers will be saving over \$10 million dollars in interest costs over what was projected last November. These low rates will also shorten the repayment time on the loans by four years.

The work on the high school will allow for grades 7 and 8 to join grades 9 - 12 this school year at what will now be referred to as Clinton Junior/Senior High School. The existing middle school will house grades 5 & 6 this year as significant renovations are scheduled to begin around Thanksgiving. The old high school, now middle school, will soon be Clinton Elementary School as the 2022-2023 school year will house grades 4K-6. The District is currently collaborating with the Village of Clinton regarding the long term plan for the elementary school.

Achieving educational excellence, and exercising responsible financial stewardship, is a priority. I am extremely proud to have overseen a budget operating in the black for the past four 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.



Dr. Jim Brewer
District Administrator
jbrewer@clintonwis.com

Clinton Community School District continues to flourish as we emphasize rigor and relevance in every course while building upon our collaborative school culture of academic optimism that places the needs of students first. We are blessed to have an outstanding faculty, terrific community partnerships, and a dedicated belief by all that “it takes a community to raise a child”.

Over the past five years, the Clinton Community School District has initiated positive academic and structural changes designed to enhance the educational experiences for all students. Initiatives such as

- offering 1:1 with technology so every student has access to a computer on a daily basis,
- expanding work-based learning, offering apprentice and job opportunities for juniors and seniors while they are still attending CHS,
- creating a school based mental health framework and working with Stateline Mental Health to meet the emotional needs of our students and community,
- establishing a Laude system to reward students who take rigorous classes,
- implementing standards based grading to ensure students are learning important skills,
- utilizing modified block to allow for larger periods of time with students,
- creating a breakfast program to give every student access to a nutritional breakfast,
- adding a community service graduation requirement,
- teaching a GED Option 2 and implementing competency based education for students who need an alternative way to work toward graduation,
- increasing opportunities for students to take college courses through ECCP and Start College Now programs as CHS students are taking more classes at U.W.- Whitewater than any other K-12 school district in the region
- affiliating with the Rural Virtual Academy as invested members to provide an enriching virtual option to students,
- implementing a pay for performance compensation model for teachers which has helped to attract, train, and retain high quality instructors,

and many other alterations have all contributed to making CCSD a destination district for families.

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.

During this time, CCSD earned the highest state accountability report card score in its history, had students achieve the best overall ACT score in Rock County, and I am proud to report that all three schools have earned the prestigious PBIS school of distinction award. The progressive mindset of those affiliated with the schools has begun to transform teaching and learning to where academic peers and families across the region are taking notice of the wonderful things happening in Clinton.

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.

Sincerely,

Dr. Jim Brewer, District Administrator
Clinton Community School District



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, Board Secretary at 608.676.5482 X 1101. Email your board members at: schoolboardmembers@clintonwis.com

A Message from your School Board President, Sheri Mullooly

As we prepare to return students to the classroom for the 2021-2022 school year, we are encouraged that things seem to be shifting back to “normal” after two school years of navigating a world pandemic. I could not be more proud of staff, students, and families for their willingness to work together to make the best of a very unprecedented situation. This being said, we will continue to collaborate with state and local health departments to ensure we provide a safe environment for everyone this fall.

One area of continued focus for us is improving student learning through best practices and communication. We will continue to align curriculum, use student data and quality assessments to identify students’ current skill level and provide specific feedback to help students celebrate growth and recognize areas of improvement.

In addition to teacher-student communication, we will also be working on ways to improve communication districtwide. We want to continue to share out the great things our students and staff are doing at CCSD and will look at a variety of ways of getting this information to many. We encourage staff and families to reach out to share concerns and successes with us. A strong partnership will only positively benefit the educational experience for our children.

We are committed to continuing to work with our families and students to provide the best educational experience possible. We are honored to be entrusted with this responsibility and want to thank you for sharing your children with us. We have another exciting year ahead of us, and we appreciate your support!

Sincerely,
Sheri Mullooly
CCSD Board President



Sheri Mullooly
School Board President
shmullooly@clintonwis.com

Director of Business Services, Sarah Duncan

I am so excited to begin my third school year with CCSD. Last year brought many changes and challenges to the District and to the Business Services Department. The year brought many things to reflect on and to take into 2021-22.

Last year was the first year the District partnered with Taher for food service. The food service department faced and conquered many challenges throughout the year due to Covid and the many changes the pandemic created for food service. Those changes included individually packaging and wrapping all items, delivering meals to elementary classrooms to encourage social distancing, and delivering meals right to district families. Through Taher the food service staff through Taher did an amazing job of rising up to all of the challenges and making sure that CCSD students received quality meals each day. We are looking forward to another (hopefully calmer) year of partnership with Taher.

District transportation partners GoRiteway did an incredible job routing and rerouting students all through the year. Each time the learning model changed, (cohort model, virtual learning, and all in person) bus routes changed and GoRiteway ensured that process went smoothly and buses that were sanitized and safe for riders. The District is pleased to continue its partnership with GoRiteway in the upcoming school year.

One of the biggest changes to the District in the upcoming year will be the addition and renovation projects happening at the newly minted Clinton Elementary School and Clinton Junior/Senior High School buildings. We are so grateful to the wonderful Clinton Community School District municipalities for showing such support in passing two referendum questions. The work done on these buildings along with the investment in operating funds, will be aiding the District toward a successful future in the years to come.

With the building referendum passing during a time of historically low interest rates, the District has been able to save more than \$10 million dollars in interest costs over what was projected. These low rates will also shorten the repayment time on the loans by four years! While tax rates will increase in the next year with the successful referendums, the lower interest costs and shorter repayment period will benefit the community and tax payers by reducing the total tax dollars spent on these building projects.

A plethora of planning went into the referendum questions and now so much planning is going in to the addition and renovation projects. The voters graciously allowed the District to use \$32 million dollars and be assured that the District is committed to using those dollars the very best way it can. These projects are on budget and we will make every dollar count!

Finally, I want to express how grateful I am to work for a District that is so supportive. 2020-21 brought so many unforeseen challenges; the students, staff, and community made the year successful in spite of, and often because of, those challenges. It was a year of learning, growing, and changing and I am so excited to see what the new year will bring.



Sarah Duncan
Business Manager
saduncan@clintonwis.com





Clinton Elementary School Principal, Ben Simmons

The 2021-2022 school year is getting close, and we cannot wait to welcome students back to Clinton Elementary School. This time last year there was much uncertainty as to what the school year would look like. We started the year with cohort learning and transitioned to an all virtual model by the time we reached November. By the end of the year, we were back into a model of what we are traditionally used to. With this upcoming school year beginning with the traditional in-person model we are used to, I would like to take this opportunity to highlight some of the great things our students are typically involved in at Clinton Elementary School:

Ben Simmons
Elementary School Principal
besimmons@clintonwis.com

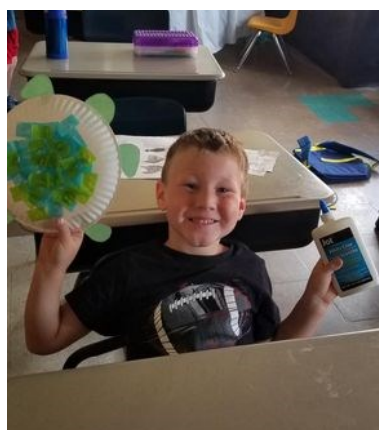
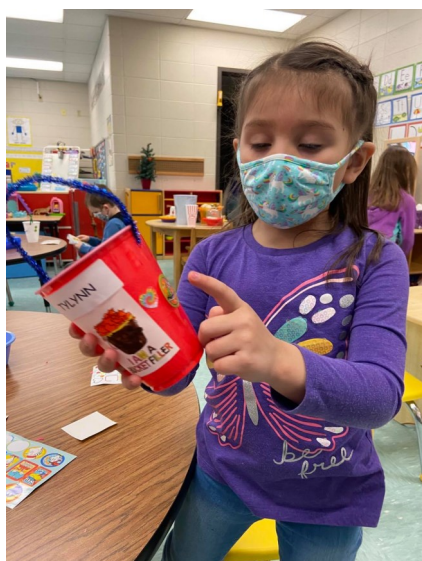
- **Breakfast with Firefighters.** The Clinton Fire Department has always been a great partner of Clinton Elementary School. On the last Friday of each month, we pick ten students to eat breakfast with the Clinton firefighters. For some students, this is one of the only chances they get to talk with our local heroes about what they do. We hope that it helps inspire our students to want to serve their community. Besides offering breakfast once a month, the Clinton Fire Department is always willing to have our students over for field trips during the school year.

- **Field Trips!** Speaking of field trips, last school year we had to put field trips on hold, but, this year we will have field trips once again. Depending on the grade level, students may go to some local farms, walking field trips to local businesses, the Milwaukee Children's Museum, the zoo, and the Wisconsin State Capitol building.

- **Veterans Day Celebration.** On Veterans Day, our students have always participated in a celebration of our community's veterans. Last year, we were unable to have a ceremony, but during the 2019-20 school year, the ceremony was held at Clinton High School. It was the first time that our staff could remember that the whole district, Kindergarten through 12th Grade, participated together in such an important celebration. Our elementary students participated in a color contest, performed songs, and handed out carnations to our veterans.

Something else exciting students will get to be involved in this year will be watching the progress of the addition being added to the future home of Clinton Elementary School. Barring construction delays, this will be the last school year for Clinton Elementary at its current location before we move over to the current middle school building. This is all thanks to the voters in the Clinton Community School District for passing a November 2020 capital referendum to upgrade our school facilities.

As the school year starts up, 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).





Director of Academics and Innovation and Middle School Principal , Janae Gile

I would like to take this time to introduce myself to those of you who don't know me as I will be serving as the Middle School Principal for the 21-22 school year. I also work as the Director of Academics & Innovation for the school district. I have been employed in the district for over 20 years and before my current position, was able to serve as the high school counselor and principal during my time with CCSD. My husband Scott and I reside in the Village of Clinton and are proud parents of a CHS alum, our daughter Taylor, and also have two sons; Carter will be at Clinton Junior/Senior High School this year, and Spencer will be with me at Clinton Middle School. We stay busy with school and sports and have just finished some large scale landscaping and home remodeling projects, so you have probably seen me at a ballpark, Hahn's Ace Hardware, or at BP/Clinton Foods getting gas for all the running around I've had to do!!

Janae Gile

**Director of Academics &
Innovation and Middle
School Principal**

jagile@clintonwis.com

I hope all of you were able to enjoy the summer. It was exciting to be able to get out and about a bit this summer. After having many events canceled last year due to the pandemic, it was wonderful to see people at Shopiere days and the Rock County Fair. I hope some of you were able to enjoy a Brewers game or even a Snappers game at their new stadium!

As with every summer, while the students, teachers and paras are out of the building for the summer, our maintenance and grounds crew kick into action! While they are busy preparing the building for 5th & 6th grade for the upcoming school year, Mrs. Rorabeck, the Middle School Administrative Assistant, and I are planning and preparing for students and staff as well. This year will be a year of construction and flexibility coupled with fun, learning, and growing!

While the building will be under construction for most of the school year, we have worked closely with our partners at J.P. Cullen to ensure the disruption is as minimal as possible. All 5th & 6th grade classrooms will be in the front half of the building so that we are all still together and can instill the typical "school" feeling. During that time, the construction crews will be working on the addition and on the back portion of the current middle school. Once the back portion is done, we will make the move to the back classrooms to allow the front classrooms the necessary updates they need. We are hopeful to only have to move staff once during the school year, but also, as with any construction project, we will need to be flexible.

As we look to transition Clinton Middle School to a new 4K-6 building for the 22-23 school year, there are some changes that will take place right away and others that we will be planning and working towards during the school year.

- There will no longer be bells and 8 distinct class periods. 5th Grade will continue with their homeroom teachers and rotate between the other 5th grade teachers for Writing, Social Studies and Science. 6th Grade will rotate between teachers for Math, ELA and Science/Social Studies but still have a core classroom teacher that they will also have for Writing.
- Specials (Art, Music, Phy Ed) will be on a rotation and each be taught 2 times per week at the 5th grade level. Art and Phy Ed will continue at 2 times per week for 6th grade but student choice of Band or Choir will be 3 times per week.
- Standards Based Grading and PBIS will have a transition team established so that Middle School and Elementary School staff can work together in creating a cohesive plan that works for all students, staff and families. Pressure will be on because all three buildings in the district earned an award for PBIS this past year---we will want to continue that strong foundation!
- Teaching staff, Mrs. Rorabeck, and I will be working together to provide some leadership opportunities and fun activities for the 5th grade & 6th grade students as well. We will be doing some events with the Elementary School as we work to bring all the grades together (hint: 5th & 6th grade Track and Field Day additions!!)

I am looking forward to starting the 21-22 school year as traditional as possible and look forward to continuing to work with families, community members and students to help provide a safe and healthy building and classrooms for students to learn and grow in. Please don't hesitate to contact me with any questions, concerns or positive feedback. Looking forward to seeing everyone on August 31st for our Kick Off Conferences!!





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

Clinton Junior/ Senior High School Principal, Erika Stewart

With the 2021-2022 school year right around the corner, I would like to take this opportunity to introduce you to Clinton Junior-Senior High School. Change is in the air! New name, new principal, new grade levels, updated and new classroom space, and developing new traditions! Even though there will be many changes, many things will also stay the same. Same building, same focus on student social-emotional and academic growth, same desire to see our staff and students excel!

I am very excited to begin my 14th year with the Clinton Community School District as the Junior-Senior High School Principal. For those of you that do not know me, I started my career in Clinton as a student-teacher intern at Clinton Elementary School. I was hired the following school year to teach seventh grade science, where I spent nine years teaching science and English to sixth through eighth grade students. I coached volleyball and softball and was a student council advisor for over seven years. I returned to school to earn my master's degree in Administrative Leadership and was promoted from Dean of Students to Middle School Principal in January of 2018. I have loved working with the students, parents, and community members in Clinton and look forward to my new position at Clinton Junior-Senior High School.

The 2021-2022 school year is sure to provide many new opportunities for the staff and students of Clinton Junior-Senior High School. We are looking forward to hosting all seventh through twelfth grade students in one building, but for this transition to be successful, changes had to be made. Most core classes such as English, math, and social studies will be held on the west side of the building, while science, art, tech ed, business, agriculture, and other elective opportunities will be held on the east side. Lockers will be organized by grade level, allowing our younger students and older students their own space, and seventh and eighth grade students will have a separate lunch rotation from the high school students (9-12) to allow time for each group to socialize with their peers. As much as we want to maintain a middle school and high school feel, we also want to utilize this change as an opportunity to create a sense of inclusivity and community amongst all of our students. We believe that this transition is a perfect opportunity to provide our older students with leadership and mentoring opportunities that were previously impossible, and our younger students with more elective opportunities so they can make more informed decisions about their high school and future career paths. This will be our goal as a school community going into the 2021-2022 school year.

The summer is always a busy time of year. The administrative team has been meeting regularly and working hard to prepare for another successful school year. After the last two years, we are hopeful that a return to "normalcy" is on the horizon. Processes and procedures are being reviewed and updated to ensure that the changes coming for the 2021-2022 school year support us in providing a safe and inclusive environment in which our staff can connect, engage, empower, and prepare all learners to make a positive impact. We are very much looking forward to seeing all of our staff and students back in the building this fall!

The additions to the building are looking fantastic! The construction crew has been working hard to get our new art, science, English, and tech ed classrooms ready for students to return. The auxiliary gym will be ready in January of 2022 and will serve as the main gym for our seventh and eighth grade students. The new floor in the main gym is almost complete, and all of the painting on the exterior part of the building looks great! I do not doubt that the additions made to the building over the summer will provide ample opportunities for ALL of our students.

The custodial and maintenance team has worked tirelessly to make sure that our building is in tip-top shape for the start of the school year. The custodial crew has moved all of our classrooms to reorganize the building for a 7-12 format and necessities from the middle school have been moved up to the junior-senior high building to prepare for the seventh and eighth grade classes. Floors have been scrubbed and waxed and are looking very nice, every space is getting a deep cleaning, and minor repairs are being made to increase our capacity to provide a high-quality educational space for our staff and students.

While our focus right now is getting ready for the upcoming school year, I also believe we need to take time to reflect on the past. We all know that the last two years have been extremely difficult for everyone, however, I am extremely proud of the tenacity of the staff and students within our district. One of the biggest hurdles Covid presented was the inability to connect, in person, with our community. However, many groups at Clinton High School stepped up to the plate and used their creativity to think outside of the box about how they could bolster the strong connection between our school and community, during the pandemic. DECA sponsored many fun events for our students, staff, and community to participate in. From the Polar Plunge "Chillin At Home Ice Bucket Challenge" fundraiser which helped raise money for the Special Olympics, to the Trick Or Can Food Drive which helped support and stock the Christ Lutheran Food Pantry, to the "Drive-In Movie Night" where DECA welcomed many community members into our parking lot to enjoy the movie "Up" with their family. Our Clinton High School Student Council also hosted events such as "Ballin for a Cure." The proceeds raised benefited the local Leukemia & Lymphoma Society. Our very own Clinton Honors Society supported Project 16:49, a local non-profit organization serving Rock County's unaccompanied homeless teens, by hosting a toiletries and necessities drive. Staff in all three buildings participated in the Clinton Community Winter Wonderland "Night Light Drive-Through" light display by decorating all of our buildings to help the community get into the holiday spirit, and our FFA hosted a "Pack-the-Pig" change drive to raise money for our local Clinton Outreach.

I hope that these traditions and many more will continue to be a great part of the experience at Clinton Junior-Senior High School. I am beyond excited to see everyone this fall and can not wait to be back into the hustle and bustle of the school year! Please do not hesitate to contact me with any questions, concerns, or positive comments. Enjoy the rest of your summer!

CJSH Associate Principal and Athletic Director, Tyree Gamble

The beginning of the 2021-2022 school year is quickly approaching and we have a lot of exciting things happening around school! We have new sound systems and new gym floors being installed, new scoreboards, and not to mention new student-athletes all coming to campus this fall and we are excited to show you all the new interior and exterior updates!

After completing my first year in the midst of a pandemic, it was a whirlwind of a year! But, with that being said it's exciting to get back to football, volleyball, cross country, and girls golf on those crisp fall evenings.

As I reflect, I cannot thank everyone enough for welcoming me into this district with open arms and showing all the support to our student-athletes as they had a very busy winter, alternate fall, and spring seasons in 2020-2021. One of the things that I learned about the Clinton community is that we are committed to doing the best for our community and showing support for one another!

I want to give a big shout out to all our coaches this past year, who put in countless hours and navigated coaching in a pandemic, where rules and plans were constantly changing and shifting throughout the school year! They deserve a lot of credit for making this last year very successful!

As quickly as the school year went last year, 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 to get back to watching them with crowds and student sections.

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

- Monday, August 2nd - Football
- Monday, August 9th - Girls golf
- Monday, August 16th - 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. You can also turn documents into Mrs. Cary in the athletic office. 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 a "New Student Athlete Presentation" which gives a brief overview of expectations at Clinton Junior Senior 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! Research shows that when students are more engaged in extracurricular activities they are more successful in school and in the community! As a result, we want as many students involved as possible showcasing our school and our community in the most positive way!

I look forward to the start of the 2021-2022 school year at Clinton Junior Senior High!

#BECOUGARPROUD



Tyree Gamble
CHS Dean of Students &
Athletic Director
tygamble@clintonwis.com



Matthew Huettl
Director of Pupil Services
mahuettl@clintonwis.com

Director of Pupil Services, Matthew Huettl

The 2021-2022 school year is about to begin at Clinton Community School District (CCSD) and we are excited for not only the children to be back but also for everyone who makes CCSD a wonderful place for children to grow. As a parent, grandparent, or community member, I know that you have many hopes and dreams for the children in this district to be successful in school and beyond. A key group of educators that assists CCSD in being a wonderful place for students is our paraprofessionals. At CCSD, paraprofessionals are one of the key puzzle pieces that allow the district to be successful. I equate this to whether you're putting together a 100, 500, or 1,000 piece puzzle and you get to the end and you are missing that one piece; it just doesn't seem right or complete. Paraprofessionals at CCSD are that missing piece that brings things together not only for our students but our staff as well. Simply put, they are the glue that makes things stick in a building. This list is not exhaustive but things that our paraprofessionals do in the district during a typical school year are school crossing guard, playground supervision, van driver before school supervision, lunchroom supervision, classroom support, small group support, 1:1 student support, and translating. To be frank CCSDs paraprofessionals fulfill some of the district's most multifaceted and dynamic roles.

In the formal definition of paraprofessional, the prefix *para* means *next to or alongside*. *Paraeducator, therefore, means someone who works alongside educators. This along-side position is respected and critical in today's field of education. Paraprofessionals are often the gateway to information and creative ideas about how students with disabilities or English language learners might access and respond to support across environments (Causton & MacLeod, 2021). In short, paraprofessionals are critical partners who help keep classrooms running efficiently and effectively (Causton-Theoharis, Giangreco, Doyle, & Vadasy, 2007). The role of a paraprofessional is likely determined by the classroom context and the unique needs of the students they support (Causton & MacLeod, 2021). The role of the paraprofessional in a kindergarten classroom is quite different from a paraprofessional who works in a high school classroom but the tenants of their work are the same; social, academic, physical, and behavior supports.*

Please take a moment to thank a paraprofessional the next time you cross paths with one of CCSDs paraeducators. As you will see in the list below a large number of CCSDs paraprofessionals grocery shop at the same store as you and have students that attend the district and have graduated from CCSD. So please join me in saying thank you to CCSDs paraprofessionals for all of the wonderful things they do on a day to day basis not only for children but the district as a whole.

Angelica Vargas

Kari Kruckenberg

Nicole Ragan

Anna Farrell

Kari Schoonover

Pamela Scribner

Barb Grenawalt

Kelly Gill-Vanderkooi

Rebecca Weber-Johnson

Chloe Hargarten

Kelly Bauer

Robin Schultz

Cynthia Korth

Kristy Mueller

Ruth Burt

Hannah Craig

Melissa Johnson

Sandra Torres

Jessie Hart

Malory Peyton

Tonia Millard

The Pupil Services Department offers a wide range of services and programming which include the following:

Special Education Teacher
School Psychologists
School Counselors
School Nurses
Speech & Language Pathologists
Occupational Therapist
Adaptive Physical Education Teachers

Transition Specialist
Para-Educators
Deaf & Hard of Hearing
English as a Second Language (ESL)
Talented & Gifted (TAG)



Community Opportunity

We are excited to offer virtual on demand community learning sessions that can assist community members in supporting either children or grandchildren in the home or the community who may be experiencing or needing some degree of social/emotional support. Through our partnership with Parent Ready we at CCSD will be able to strengthen our partnership with parents, grandparents, students and the community to offer another layer of support.

The program's nationally recognized experts address timely topics of greatest concern to parents, grandparents, and the community of adolescents. Each monthly presentation provides parents reassurance, insights, and actionable guidance.

Parent Ready will offer CCSD a choice of topics and expert presenters to suit their priorities and values. Parent Ready is convenient, timely, confidential, and customizable for over-scheduled parents and can be a turnkey option for families to view from the comfort of their home on their own schedule. Below are just some of the topics and there are many more. If there is an area of interest to you please feel free to reach out to Matthew Huettl at CCSD: mahuettl@clintonwis.com. Lastly, a list will be shared via facebook, skyward messaging, and the district website of the monthly topics.

Possible topics included:

Social Media	Sleep & Health
Nutrition & Exercise	Study Skills & Homework
Mental Wellness & Health	Dealing with Grief and Trauma
Making a home environment learning-ready	Benefits of Showing up for children

Technology Director, Bryan Erskine

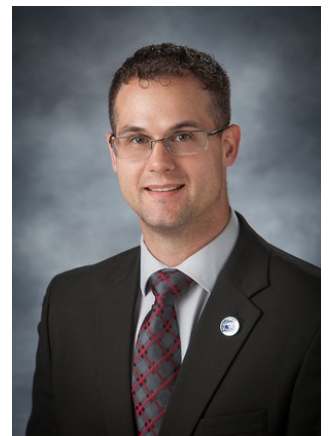
CoSN CEO Keith Krueger once said "it is important to remember that educational software, like textbooks, is only one tool in the learning process. Neither can be a substitute for well-trained teachers, leadership, and parental involvement."

This is a sentiment we at the Clinton Community School District share and embrace. Over the past 4 years I have worked diligently to support our staff and students through technology. We have just completed our first year after our first Chromebook refresh. Clinton students grades 5-12 are now issued an Asus C204E Chromebook which is a rugged and durable device that is easy to repair when needed while still being fast and efficient. These devices are a tool for our well-trained teachers to utilize in their classrooms as they see fit. These devices also help our students to learn technological skills needed in their future careers as well as how to properly care for and treat their technology. Our students grades 7-12 are offered the opportunity to bring in and utilize their own personal devices as long as that device has a keyboard. The goal of the 1:1 program is to have each student have a device available to them at any time throughout the school day to be utilized at the discretion of the teachers. These devices are a tool to enhance learning both in the classroom and in a variety of other ways. Clinton's 4K through 4 students utilize the devices previously used by our 5-12 students, allowing the district to get the full life from each device purchased while saving the district money.

Our staff have been equipped with Microsoft Surface 3 Laptops which have been a vast improvement over our previous laptops. We have begun standardization of our devices to allow for better training and cost savings through reductions in our management platforms and the overall lower cost of the devices themselves. This year we will equip our educators with TVs in the classrooms which are superior in picture and brightness to the projectors while also being much cheaper than the projectors in the classrooms. This year we are looking to add Docking stations and Chromecasts for our educators, giving them the power to more easily multitask with a second monitor connected to their docking station and wireless projection that will allow educators to be more mobile while teaching. We do and will continue to maintain some projectors and Smartboards for key positions at the Junior/Senior High including but not limited to those such as math, foreign language, and elementary classes.

Our district's wireless technology has been reconfigured at the Junior/Senior High School, increasing speed and coverage. We have relocated our wireless access points with better spacing and location to better isolate wireless channel overlap which creates a stronger and faster wireless connection. CCSD is proud to offer a "personal devices" wireless connection for students to bring in their own devices, as well as for family and guests to utilize. This wireless connection is filtered by the schools content filter in order to allow students to utilize it during the school day while still meeting the federal guidelines the district is required to meet.

This year's 'Technology Tip' is to utilize Google Calendars. The sharing of a Google Calendar can save yourself, your child, and your family a ton of time and energy by sharing certain calendars with each other and ensuring that your child has added the Google calendar to their cell phone. Google Calendar can be added and managed by any smartphone such as Android, Apple, Windows, or Google phones. When one family member adds a new event to a shared calendar, not only will every family member get an alert on their cell phone, but they will also get a notification on their smartwatch if they have one! Google calendars are an amazing way to keep everyone in your family connected and up to date with everyone's schedule!



Bryan Erskine
Technology Director
brerskine@clintonwis.com



Director of Buildings and Grounds, Brandon Loomer

I am so excited to be writing this article to the citizens of Clinton and happy that the 2020-2021 school year is officially behind us! With that we are no quickly approaching the 2021-2022 school year which means many exciting adventures, challenges, and new beginnings.

Referendum construction has begun, and we will be working closely with our partners all year long to minimize as many interruptions as possible to our students and staff alike. The administration team, along with our construction partners, have developed plans and strategically set student learning locations away from the construction process to minimize distractions.

At the time of writing this article, we are currently on schedule and under budget. We anticipate breaking ground around September 15, 2021 at the current Middle School (soon to be our newly renovated 4k-6 Elementary School). We are also on schedule with our Jr. / Sr. High School Auxiliary Gymnasium as well as our TechEd addition. The Gymnasium is scheduled to be turnkey ready by January 1, 2022, and our TechEd addition should be completed by mid-October of 2021.

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

This spring we started tackling the District’s Beautification Projects. When approaching the High School you will notice the “Green” is gone! You will also notice the beautiful light pole banners that show our school motto #BeCougarProud. The four dugouts at the High School softball and baseball diamonds have been freshly painted with our school colors and really look fantastic. One thing we can be sure of is that we will have a great finished product for the students and staff to enjoy for many years to come!

Check out our weekly updates and pictures on the CCSD Facebook page <https://www.facebook.com/CCSDCougars> and the CCSD Website <https://www.clinton.k12.wi.us/>.





UNDER CONSTRUCTION!

Summer School Fun

Students were engaged in a wide variety of educational activities and enrichment opportunities during the 1st session of summer school, June 14– July 2. Summer school session 2 begins July 12 and runs through July 30.



#BeCougarProud





Samantha Ball, LCSW
saball@clintonwis.com

My name is Samantha Ball and I am a Licensed Clinical Social Worker. I am a therapist from Stateline Mental Health Services who partners with CCSD to provide mental health therapy in the district for grades 5K-12th. Some 4K cases are assessed as well. My experience includes working with anxiety, depression, ADHD, trauma, families/families involved in court and other mental health diagnoses. I am trained in EMDR which is used for all ages of who have experienced a traumatic event(s). My time is spent across all of the schools where I have a designated space to provide therapy. There is a referral process we developed to make the 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. This 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 another year of partnership with the Clinton Community School District. We have been busy with regular maintenance and the deep cleaning all of our buses to be ready for the fall season.

Our primary goal is to transport your children in a safe and efficient manner. With that in mind, it starts with getting the proper forms filled out. If you know you are going to require transportation for your children please make sure to fill out the form ASAP. Please keep in mind we will be continuing the practice of having one pick up stop and one drop off stop per child.

We have a small but very dedicated and caring crew of drivers to look after your kids. But we are always looking for more people to join our ranks. Driving bus can be one of the best part time jobs to fit in with a busy school year. We offer paid training and child ride along privileges. You would have the same schedule as your child and a chance to see them on their field trips or sporting events, while getting paid to drive them and their friends.

Last year was challenging and we look forward to having a more normal year of getting back on the road with our familiar big, yellow school buses and to welcome your kids onboard.

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 2021



2021
Class of





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 year and will be embarking on creating our own “Redefining Ready Report Card” for this spring. I am excited about this because I believe 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 allow us to better prepare our students for an ever-changing future.

The indicators that Redefining Ready is based on are as follows:

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)
College Specific Readiness
Placement Assessment

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

Over the last several years Clinton Community School District has worked to increase our metrics within the three main areas of focus.

College Ready: We have added a dual credit math course and continued to push towards additional academic rigor on standardized testing measures.

Career Ready: We have worked to meet area employer needs as well as those of our students by increasing our Work Based Learning program and adding a service learning requirement.

Life Ready: We have also worked to build some of these traits into our Advisory Lessons and have discussed how as a staff we can not only bring awareness but also skill development.

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.

I encourage all community members to take a vested interest and get involved in the academic development of curriculum and programming district-wide. Please feel free to contact me as I am excited to work with all stakeholders as the Director of Academics and Innovation for CCSD.

REQUIRED ANNUAL NOTICES

Youth Suicide Prevention Resources

To get updated information on suicide prevention, intervention, and postvention 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 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 Reading and Writing (Language Arts and Disciplinary Literacy) and Mathematics, Next Generation Science Standards (NGSS) in Science, and the Wisconsin Standards for Social Studies and Environmental Literacy and Sustainability. The District also implements the Wisconsin Model Academic Standards for related areas including Music, Art, Physical Education, Health Education, Foreign Language, Family and Consumer Education, Agriculture Education, Business Education, and Technology Education. The Information and Technology Literacy Standards are being infused into all curricular areas. The District has initiated 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, STAR 360, aimsWeb, Fountas and Pinnell benchmark screenings, and 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](#).

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.

The school district maintains several classes of pupil 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.

Child Find Activities 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 records(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. 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 mahuettl@clintonwis.com for additional information about the rights and services described above.

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. If after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either content or activities conflicts with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from particular classes for specified reasons. The student, however, will not be excused from participating in the course or activities mandated by the State and will be provided alternative learning activities during times of parent requested absences.



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-mandated 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 2021-22 assessment schedule by visiting the [Curriculum, Instruction, & Assessment](#) webpage found on the district website. Please refer to Board policy 2623 - Student Assessment.

Academic and Career Planning Services/or Students: In accordance to PI26.04(4) and PI 26.03(1)(b) of the Wisconsin Administrative Code, Clinton Community School Districts, Education for Employment Program and Academic and Career Planning Services (ACP) for students annual plan will be posted on the Clinton Community School Districts website by the start of the 2021-2022 school year under the Student Services tab. An annual review of the plan will take place with the Clinton Community School Districts Board of Education (BOE) during the September of 2018 BOE meeting along with a review of the districts long-range plan for employment. At the conclusion of the 2021-2022 school year, an annual employment annual review report will be made available on the Clinton Community School Districts website under the Student Services tab.

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. In order for Clinton Community School District to meet compliance of ESEA a Language Instruction Educational Program plan will be reviewed by the Clinton Community School Districts Board of Education (BOE) on an annual basis in September. The plan will also be on the Clinton Community School Districts website by September under the Student Services tab.

School & School District Performance Reports: Clinton Community School District and 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 and visit our curriculum page.

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), MECAS, 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 curriculum webpage.

Program or Curriculum Modifications: Parents have the right to request program or curriculum modifications as outlined in in WI. State Statues 118.15(1)(d). Contact your student's building principal or Director of Pupil Services.

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:

Director 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 301 East St., P.O. Box 70, Clinton WI 53525, 608-676-0992 x 1600.



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 2021-22 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 and Transportation person 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 should be directed to the District's designated person, Mr. Brandon Loomer, (608) 676-0993.

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). 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).

Registration 2021-22

Clinton Community School District families will be able to register their students online beginning August 2nd through the beginning of the school year and pay school fees 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 11th 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. Important information will be sent to families via email so please update any information via Skyward Family Access or contact the district office. Please check our website for updates as well.

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, and middle school students will have a scheduled, individual conference with their teacher on Tuesday, 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 Junior-Senior High School staff. All junior-senior high school students will have the opportunity to come in on August 31st during our Community Back to School Night from 5:30-8:00 pm to get their lockers ready and to see their classrooms. Clinton Junior-Senior 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 MIDDLE SCHOOL

115 MILWAUKEE ROAD, PO BOX 559

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



CLINTON ELEMENTARY SCHOOL

301 EAST STREET, PO BOX 70

PH: 608-676-2211 FAX: 608-676-5717





2021-22 Clinton Community School District Calendar

August 2021						
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 2021						
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 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	PD	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						20

November 2021						
Su	M	Tu	W	Th	F	Sa
	CONF	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	THKG	26	27
28	29	30				
						16

December 2021						
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	
						13

January 2022						
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	20	21	22
23	24	25	26	27	28	29
30	31					20

February 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	PD	12
13	CONF	15	16	17	18	19
20	21	22	23	24	25	26
27	28					
						18

March 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		
						18

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

May 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	PD	21
22	23	24	25	26	27	28
29	30	31				
						20

June 2022						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
GRAD	6	7	8	END	PD	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		7/173

Important Dates:						
Tuesday Aug. 17 - Wed., Aug. 19: New Teachers						
Mon., Aug. 23- Thur. Aug. 26; Mon. Aug.30: All Staff						
Tuesday, August 31: Special Schedule **						
Wednesday, Sept. 1: First day for all students						
Monday, Sept. 6: No School						
Monday, Oct. 4: Professional Development †						
Monday, Nov. 1: Conferences NOON - 8PM †						
November 22-26: Fall Break						
December 20 - January 2: Winter Break						
Monday, Jan. 17: Professional Development †						
Friday, Feb. 11 : Professional Development †						
Monday, Feb. 14: Conferences NOON - 8PM †						
Mar. 21 - Mar. 25: Spring Break						
Friday, April 15: No School						
Monday, April 18: Professional Development †						
Friday, May 20: Professional Development †						
Monday, May 30: No School						
Sunday, June 5: Graduation, 1:00PM						
Thursday, June. 9: Last Day of School						
Friday, June. 10: Professional Development †						

**SPECIAL SCHEDULE, TUESDAY, AUGUST 31, 2021						
* CES/CMS will hold scheduled, individual student advisory conferences from NOON - 8:00PM						
* CJSH 7th-9th Grade and New Students 12:00-3:30 PM;5:30-8:00PM Community Back to School Night						
† No School for Students						
School starts at 8:20 AM for all schools						
CMS/CJSHS Sem.1	Aug. 31 - Jan. 21	85	K - 4th: Trimester 1	Aug. 31 - Nov. 19	56	
CMS/CJSHS Sem.2	Jan. 24 - June 9	90	K - 4th Trimester 2	Nov. 29 - Mar. 4	57	
			K - 4th Trimester 3	Mar. 7 - June 9	62	

New Teachers Report
Professional Development
Conferences
No School

Clinton Community School District
P.O. Box 566, 112 Milwaukee Rd.
Clinton, WI 53525

PRSR STD
ECRWSS
U.S. POSTAGE
PAID
EDDM Retail

IMPORTANT UPCOMING DATES:

**AUG
2**

Online registration starts



**AUG
11**

**In Person Registration Dates (optional) Will Be Held At Clinton Middle School LMC
Wednesday, August 11th 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



**SEPT
01**

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.