

SPECIAL PROGRAM

INFORMATION, ADVERTISING AND FUND RAISING

- A. No employee of the District may furnish lists of names and addresses of pupils to anyone other than school officials.
- B. Students, staff members, or the facilities of the schools may not be used for advertising or promoting the interests of any community, or non-school agency, or organization without the prior approval by the principal.
- C. Students shall not be required to participate in any out-of-school organized campaign to raise funds for any purpose, nor may teachers permit such campaigns or drives within their classrooms. Only campaigns or drives officially recognized or receiving prior approval by the superintendent are permitted.
- D. The school district recognizes that there are fund raising activities historically that have been accepted, but as a general rule, to sell or solicit fund raising activities is discouraged. This kind of activity must receive prior approval from the activity supervisor, principal, and superintendent.

Revised: October 21, 2013
Revised: August 6, 2018

CONTESTS AND PRIZES

- A. Contests and activities which are sponsored by outside agencies and which involve participation by students or granting of awards or prizes to students shall not be announced or permitted in the schools unless approved by the principal.
- B. Such activities must be judged to have educational value for the participants before permission may be granted.

SPECIAL EDUCATION

Darlington Community Schools assures that all Special Education children are provided with a free appropriate public education (FAPE) as defined by State and Federal statutes. (34 C.F.R. 300.121 (a) (s.115.85 (1)). Special Education and related services are provided to all children with EEN from ages 3 through the school term in which they turn 21. Special Education and related services for children ages birth to 3 are provided on a permissive basis by this School District (34 C.F.R. 300.300) (s.115.76 (2), s.115.85).

Special Education and related services are provided to Special Education children with the following handicapping conditions:

- A. Physical or orthopedic disability
- B. Cognitive Disability
- C. Hearing impairment
- D. Visual impairment
- E. Speech or language disability
- F. Emotional/Behavioral Disability
- G. Specific Learning disability
- H. Other Health Impairment
- I. Autism
- J. Any combination of the above named by the State Superintendent of Public Instruction

(34 C.F.R. 300.5) [s. 115.76 (3), Stats]

The following supportive and related services are among those provided as needed to assist an individual child to benefit from special education:

- A. Transportation
- B. Audiological services
- C. Psychological services
- D. Occupational therapy
- E. Physical therapy
- F. Recreation
- G. Medical services for diagnosis and evaluation
- H. Counseling and guidance
- I. Social work services
- J. Parent counseling and training
- K. Specifically Designed Physical Education

Revised: October 21, 2013

ADULT HIGH SCHOOL DIPLOMAS AND EQUIVALENCY CERTIFICATES

- A. The Darlington Community School District may grant a resident a declaration of equivalency of high school graduation if in their judgment the person has presented satisfactory evidence of having completed a recognized high school course of study or its equivalent. The standards by which high school graduation equivalency may be determined include results of examinations given by/or at the request of the superintendent, successful completion of correspondence study courses offered by acceptable correspondence study course schools, and/or evidence of high school courses completed in high schools recognized by the proper authorities as accredited.
- B. The Darlington Community School District may grant a diploma in accord with the criteria above.
- C. The following procedures shall be in effect.

1. ELIGIBLE CANDIDATES

- a. **RESIDENT:** Candidate should be a resident of the school district or a former student of the school.
- b. **PREVIOUS HIGH SCHOOL ENROLLMENT:** Previous high school enrollment is not required.
- c. **MINIMUM AGE:** Any adult who has reached 21 years of age and who was a member of a high school class which has graduated should be considered eligible. However, any adult who has reached 18 years of age and who was a member of a class which has graduated or who has been out of a formal classroom situation for a period of at least one year should be considered eligible to enroll in an adult program for high school credit. In special cases, the school district may make exceptions to the minimum age if they feel such action is in the best interest of the person involved.
- d. **METHOD OF APPLYING:** Candidate should apply in writing to the principal of the high school.

2. PROCEDURES:

The Department of Public Instruction recommends that school district boards adopt policies for the issuance of high school diplomas and/or diplomas to qualified adults. The District has elected to issue diplomas and/or equivalency certificates.

Some adults may be only short one-half, one, or two credits. These candidates might well be encouraged to complete the requirements for a diploma by working with the vocational, technical and adult education school in their area. The school district may offer suitable classes for these adults. Others may need their certificate in a hurry to satisfy job requirements or to enroll in a school program. They may have earned no credits through a regular high school program. These adults might well be encouraged to take one of the tests and earn an equivalency diploma in that manner.

- a. TESTING: The candidates for a high school equivalency diploma should be required to take a comprehensive examination. Either of the following procedures may be followed in meeting this requirement.

- 1) A candidate may take the G.E.D. test administered at any of the approved G.E.D. test centers. All approved centers have materials on file and will make arrangements for administration of the test. Special editions of the tests are available for Spanish-speaking and visually handicapped adults. The amount of the fee for the testing service is determined by the testing center.

Test scores will be accepted as official only when reported directly by official G.E.D. agencies, U.S.A.F.I., directors of Veterans Administration Hospitals, and in special cases by the G.E.D. testing service.

The official reporting agencies will send test results directly to the high school principal if the candidate requests it.

- 2) A candidate may take a test provided by the University of Wisconsin State Testing Program, 736 University Avenue, Madison, Wisconsin, 53715 and administered by the high school principal or his designee. The high school principal can make arrangements to have the test sent from the University to the local school at the appropriate time. Tests will be returned to the University of Wisconsin State Testing Program for scoring.

University charges for this service will be paid by the applicant.

The University will send test results directly to the school.

- b. CREDITS EARNED: The candidate may be required to take adult high school level classes provided by the area vocational, technical and adult education school, the local district, or some other authorized agency.
- c. ACCREDITATION: The high school principal should evaluate all previous educational experiences and determine work needed to complete the requirements of the District for a diploma.

A joint agreement with the local vocational, technical and adult education school may be considered in providing opportunities to meet requirements of the District for a diploma.

The completion of sixteen carnegie units of credit or its equivalent is recommended based on any or a combination of the following:

- 1) Credits previously earned and documented.
- 2) Credits earned through extension and correspondence study.
- 3) Credits awarded on the basis of prior work training or experience.
- 4) Credits earned on the basis of approved courses taken within the vocational, technical and adult education system.

- 5) Credits awarded on the basis of approved apprenticeship training programs.
- 6) Credits awarded on the basis of the completion of such programs as the Job Corps, Postal Academy or other approved programs.
- 7) Credits awarded on the basis of examination.
- 8) Credits awarded for military educational programs such as U.S.A.F.I. courses, courses offered by cooperating colleges and universities, Marine Corp Institute courses, Coast Guard Institute courses, Service School Training, etc. (Credit for basis or recruit training and part-time reserve training is not recommended.)
- 9) Credits awarded for secondary school level work on a college, university or technical institute campus.
- 10) Credits awarded for independent study programs.
- 11) Credits earned in foreign countries.
- 12) Credits awarded for summer school study.
- 13) Credits awarded for any other successful educational experience.

c. CONSULTATION:

Interested candidates may seek advice as to appropriate action by contacting:

GED/HSED Administrator
Dept. of Public Instruction
Darlington, WI 53530
125 S. Webster Street
P.O. Box 7841
Madison, WI 53707-7841

Principal
Darlington Community High School
11838 Center Hill Road

Revised: October 21, 2013

SAP NETWORK

In an effort to intensify its ongoing efforts to provide help and assistance to students experiencing considerable and unusual behavior problems, the District establishes and endorses a Student Assistance Program.

The Darlington SAP is to be a network of volunteers with special interest and appropriate skill in assisting students experiencing considerable and unusual behavior or emotional problems or students in crisis.

The SAP network is to be an arm of either school principal's office. Activities of the SAP network are to be coordinated by the principal's designee and by the school counselor.

Responsibilities of the SAP Network are:

- Alert teachers and students to the existence and goals of the network.
- Provide special assistance to students in accord with student needs.
- Inform students of special help and assistance available through agencies and professionals outside the District.
- Promote wellness activities as the smart alternatives to teenage drinking and drug abuse.
- Generate community awareness of student problems and the need for community and family sponsored youth activities.
- Insure that the SAP network sees to it that in their activities student rights are protected and that the SAP network is in compliance at all times with District rules, regulations, and policy.

Revised: October 21, 2013

Senior Tax Exchange Program

S.T.E.P.

What is STEP? The Senior Tax Exchange Program (STEP) provides an opportunity for senior citizens/retirees to work in the schools in exchange for a property tax credit.

Who is eligible? Retirees age 65 or older who own a Darlington home, and pay Darlington School District property taxes are eligible to apply.

How much is the tax credit? In exchange for a maximum of 100 hours of work per year, approved applicants will earn a property tax credit of \$500 annually.

Program benefits: Program benefits extend beyond property tax relief for the senior citizen/retiree -- to students, school staff and into the community. In addition to providing senior citizens with tax relief, workers will have the opportunity to share their talents, gain an intergenerational experience, and make a difference in a student's life. Students will gain an appreciation for the valuable contributions that senior citizens make to the community, and have a chance to establish a relationship with a positive role model providing them with increased social and emotional support. Above and beyond another set of hands, teachers will appreciate the opportunity to demonstrate the many positive things happening in our schools on a day-to-day basis.

What is expected of a STEP worker? STEP positions may be short-term or long-term based on need. Workers might tutor students during the school day or in after school programs, read to or with a child, help prepare special projects, assist with computers, act as a crossing guard, or help with office projects. The list is endless based on the skills and talents of our workers.

I'm interested, how can I get started? The first step is to complete a STEP application available for download below or by contacting_____. Teachers will be asked to identify areas where they need help, and then we will match the volunteers based on their skills and talents.

Approved: June 6, 2016



**Senior Tax
Exchange Program**

APPLICATION

<p><i>For Office Use Only</i></p> <p><u>Notes:</u></p> <p><u>Site/Staff member/times:</u></p>

Name in full (print): _____ Previous names: _____

Phones: home _____ cell _____ work _____

E-mail address: _____

Street address: _____ City: _____

State: _____ Zip: _____ Date of Birth: _____

Dr. Name: _____ Phone: _____

In case of emergency contact: _____ Phone: _____

REFERENCES: Please list three personal or professional references.

NAME	ADDRESS	POSITION	PHONE

EDUCATION	Name & Location of Schools	Diplomas	Dates Attended
High School			
Vocational			
College			

Career Experience(s): _____

Do you fulfill STEP eligibility requirements: age 65 or over, retired from full time employment, and own property on which you pay property taxes in Darlington? ____ Yes ____ No

Have you been convicted of any felony, misdemeanor or other offense, (other than minor traffic violations), or do you have such a charge pending? ____ Yes ____ No

(If yes, please attach a document that describes the facts of such a conviction/charge. A criminal record does not constitute automatic bar from employment but will be considered only as it relates to the job in question.)

I am available (circle all that apply):

MONTHS: August September October November December January February

March April May June July

DAYS/TIMES: Monday (morn, aft, evening) Tuesday (morn, aft, evening)

Wednesday (morn, aft, evening) Thursday (morn, aft, evening) Friday (morn, aft, evening)

Saturday(morn, aft, evening)

School(s) where I would be willing to work (check all that apply):

___ Darlington Elementary (Grades K4-4th)

___ Darlington Middle School (Grades 5th-8th)

___ Darlington High School (Grades 9th-12th)

Review the areas listed below and check all those in which you may be of assistance:

Assist students with:

- ___ Tutoring
- ___ Mentoring
- ___ Organization for learning (lockers, backpacks, etc.)
- ___ Computers
- ___ Math
- ___ Reading
- ___ Writing
- ___ Spelling
- ___ Keyboarding
- ___ Handwriting
- ___ Science
- ___ Social Studies
- ___ Technical education, such as: _____
- ___ Foreign language, such as: _____
- ___ English as a Second Language
- ___ Family and consumer education
- ___ Music, such as: _____
- ___ Art, such as: _____
- ___ Physical Education
- ___ Business/Marketing
- ___ Speeches, oral presentations
- ___ Homework completion
- ___ Discussing careers, training, school selection
- ___ Writing applications
- ___ Correspondence Ex: thank yous
- ___ Assist in Special Education
- ___ Registration
- ___ Tours

Assist with:

- ___ Productions
- ___ Athletics, such as: _____
- ___ School publications

Assist in/with:

- ___ Library
- ___ Health Services
- ___ Computer work, such as: _____
- ___ Paperwork
- ___ Telephone
- ___ Duplicating papers
- ___ Filing
- ___ Mailings
- ___ Calculating
- ___ Bulletin Board
- ___ Displays
- ___ Cooking, serving food, cleanup
- ___ Sewing
- ___ Uniforms
- ___ Chaperoning
- ___ Making props for plays
- ___ Cleaning
- ___ Gardening
- ___ Greeters, ushers
- ___ Repairs, such as: _____
- ___ Errands

Other talents, hobbies, interests or skills I would like to share: _____

Please identify any physical limitations you have that should be considered in your job placement:

Why would you like to work in the STEP Program?

Any further comments, questions, and suggestions regarding the STEP Program:

I do hereby grant permission to be photographed doing STEP work for program promotion
____yes or ____no

Municipality of Residence:_____

My signature below certifies that the above information and attachments are true and accurate to the best of my

I understand that employment depends upon a suitable position being available and that a specific assignment can be made only after an interview with appropriate staff. The school district makes no guarantee of the number of hours that will be available and assigned to each STEP applicant.

I have read the STEP Handbook, and agree to abide by all school board, school and STEP policies, procedures, and rules.

Signature of Applicant: _____ Date:_____

Return to:

_____, S.T.E.P. Coordinator

Darlington Community School District
11630 Center Hill Road
Darlington, WI 53530
Phone: 608-776-2006; Fax: 608-776-3704
Email: _____

Approved: June 6, 2016

ONLINE LEARNING ACTIVITIES

Online Learning Activities

The School Board supports online learning as a means of:

- Enabling more personalized learning opportunities;
- Providing students with access to additional courses, learning activities, and instructional materials;
- Offering a greater variety of learning environments; and
- Encouraging skills and aptitudes that will support lifelong learning.

Online learning is defined as:

- education where instruction and content are primarily delivered via the internet or systems like a video-enabled classroom (examples include our Wisconsin Distance Learning networks);
- blended environments incorporating both virtual and face-to-face instruction;
- exclusively face to face instruction enhanced with online tools and resources;
- the educational experience of the student includes some control over time, place, path, and/or pace.

Online learning can take place in:

- a school building,
- a student home,
- a location with the community, or
- some combination of the above.

Important distinctions about “online learning” design and student learning experiences:

- The synchronous interaction (online meeting times or interactive learning activities) of instructors and students in collaborate online learning spaces is DPI’s preferred pedagogy to increase student achievement. The best principals of online course design include opportunities for student and student interaction in online spaces and technology tools.
- Asynchronous learning (no planned online interactive meeting or learning activities beyond basic student and teacher progress monitoring, grading, or technical support.) Districts should strive to use courseware or software programs that can be enhanced beyond just student asynchronous learning.

Online learning can take place during:

- A time when school is in session
- Evenings/weekends/holidays, and
- Unscheduled school closures.

The inherent flexibility of online learning does not always conform with traditional understandings of classrooms, school buildings, class times, school days, or physical attendance. As a result, each variation of online learning requires careful consideration of the laws, rules, policies, and procedures shaping education in Wisconsin.

The administration is charged with approving student online learning activities that are incorporated into courses that maintain a traditional schedule of in-person class time. Members of the District's instructional staff are charged with ensuring that they have received administrative approval for such integrated online learning activities (including approval of both the instructional materials and the necessary technology resources). In addition to verifying basic alignment with the relevant curriculum, important considerations related to the approval of these online learning activities include at least the following:

1. The instructional materials used in the activity are approved in a manner that is consistent with the District's general selection criteria and procedures.
2. The learning opportunity and the technology resources required to complete the activity are adequately accessible to all students in the applicable grade/class/program, including students with disabilities and students with limited access to technology resources at home.
3. The administration has taken appropriate steps to address the District's compliance with student records and student privacy requirements for any third-party provider whose content, service, or product is used in the activity and who receives, accesses, or uses any personally-identifiable student data.

Approved: March 4, 2019

PROGRAMS FOR GIFTED AND TALENTED STUDENTS

In accordance with the philosophy of the Board of Education to develop the special abilities of each student, the Board requires that appropriate instructional programs be conducted to meet the needs of gifted and talented students.

Gifted and talented students are those who give evidence, through valid assessment, of high performance capability in intellectual, creative, artistic, leadership, and/or other academic areas and who need services or activities not ordinarily provided in the regular District program in order to develop such capabilities.

The learning expectations of a program for gifted and talented students shall be related to:

- A. expansion of academic attainments and intellectual skills;
- B. stimulation of intellectual curiosity, independence, and responsibility;
- C. development of originality and creativity;
- D. development of positive attitude toward self and others;
- E. development of desirable social and leadership skills;
- F. career exploration and awareness.

The District Administrator shall develop administrative guidelines which shall include those for valid identification, curriculum development and implementation, and assessment of the learning expectations.

Approved: October 25, 2023