

## STUDENT ATTENDANCE

### PHILOSOPHY

The Darlington Community School District wants all students to attend school regularly. From this interest it has developed a commitment to do whatever it can to help realize this goal.

It has been demonstrated time and again that achievement in school is related to regular attendance. Failure to attend school not only has an adverse effect on learning, but it also helps contribute to a feeling of alienation and non-participation. Simply stated, attending school for a child is comparable in importance to an adult reporting to his/her job. Regular attendance should be a goal of every student.

The Darlington Schools will devise procedures regarding attendance that demonstrate a commitment of care and concern for the student's effort. This commitment includes scheduling procedures which minimize student course conflicts, course content that meets student needs and motivates them, and an involvement of students in curricular and co-curricular activities that will help them feel a sense of belonging. This commitment through curriculum includes devising alternatives to traditional courses and traditional teaching methods to reach the diverse needs of students.

The Darlington Schools will provide formal and informal communication with the home about the role of the parent or guardian in assuming responsibility for regular attendance. The combined efforts of the professional staff, students, and the home are needed to promote regular attendance.

Strategies to promote regular attendance should focus on positive methods that are most productive.

Approved: July 31, 1989

Revised: August 19, 2013

## COMPULSORY ATTENDANCE AGE

- A. In accordance with state law, all children between 6 and 18 years of age must attend school full-time until the end of the term, quarter, or semester in which they become 18 years of age unless they have been excused or has graduated from high school. [s. 118.15 (1) (a), Stats]
- B. The School Board may not grant a high school diploma to any pupil unless, during the high school grades, the pupil has been enrolled in a class or has participated in an activity approved by the school board during each class period of each school day or the pupil has been enrolled in an alternative education program. This requirement does not, however, prohibit a school board from establishing a program that allows a pupil enrolled in the high school who has demonstrated a high level of maturity and personal responsibility to leave the school premises for up to one class period each day if the pupil does not have a class scheduled during that class period. [s. 18.33 (1) (b), Stats]

Revised: August 19, 2013

## SCHOOL ATTENDANCE OFFICER

- A. The building principal or the principal's designee at each of the district's schools is designated to deal with matters relating to school attendance and truancy.
- B. The "School Attendance Officer" of each school shall determine daily which pupils enrolled in the school are absent from school and whether that absence is excused. [s. 118.15(2) (a), Stats]
- C. Annually, on or before July 1, each building principal shall determine how many pupils enrolled in their school were absent during the previous year and whether the absences were excused. This information will be submitted to the district administrator, who shall notify the state superintendent of the determination. [s. 118.16(s) (b), Stats]
- D. The "School Attendance Officer" in each school shall notify the parent or guardian of a child who has been truant, and direct the parent or guardian to return the child to school no later than the next day on which school is in session or to provide a legal excuse. The notice under this paragraph must be given before the end of the second school day after receiving a report of an unexcused absence and may be delegated to office staff using the mail or a telephone call of which a written record is kept. [s. 118.16(2) (c), Stats]
- E. The "School Attendance Officer" in each school shall have the discretion to refer matters of truancy and/or habitual truancy to law enforcement or habitual truancy to the Lafayette County Juvenile Intake Office.

Revised: August 19, 2013

## STUDENT ABSENCES AND EXCUSES

- A. The responsibility for regular school attendance of a student rests upon the student's parent(s) or guardian.
- B. All excused absences require parent/guardian/legal custodian verbal or written verification which is to be submitted to the school attendance officer, or designee, in advance of the absence or prior to readmittance to school.

The school attendance officer is empowered to approve an absence as being excused for any student for these kinds of reasons:

1. Evidence that the student is not in proper physical or mental condition to attend school or an educational program. The district may request the parent or guardian to obtain a written statement from a physician or licensed practitioner as proof of the physical or mental condition of the student. Such excuse shall be made in writing, shall state the period of time for which it is valid, and shall not exceed 30 days.
  2. An illness in the immediate family which requires the absence of the student because of family responsibilities.
  3. Medical, dental, chiropractic, optometric or other valid professional appointments. (Parents or guardians are requested to make appointments during non-school hours.)
  4. A death in the immediate family or funerals for close relatives.
  5. Family trips that can be taken only during the normal school term. The intent of this statement is to provide opportunity for students to accompany their parent(s)/guardian on a vacation which cannot be scheduled when school is not in session. A parent/guardian shall be required to notify the school attendance officer, or designee, prior to leaving on vacation and of the pending absence for the purpose of reviewing the student's attendance record and overall performance record. Student vacations or trips without parent/guardian accompaniment are not excused absences.
  6. A court appearance or other legal procedure which requires the attendance of the student.
  7. A quarantine as imposed by a public health officer.
  8. Attendance at special events of educational value as approved by the school attendance officer, or designee.
  9. Approved school activities during class time.
  10. Special circumstances that show good cause which are approved in advance by the school attendance officer, or designee.
- C. All students with excused absences will be given the opportunity to make up work missed in accordance with the following guidelines:

1. It is the student's responsibility to contact the teacher(s) to make arrangements for making up work missed during an absence from school.
2. Students who miss classes for reasons that are determined to be excused will be given the opportunity to make up work missed within the accepted time frame.
3. Teachers will be asked to grant the number of days absent plus one for makeup time. This provision applies to all work assigned during absence(s).
4. Examinations missed during an excused absence will be permitted to be taken at a time determined by the teacher.

Revised: August 19, 2013

## UNEXCUSED ABSENCES

Any student absent from school without a parent or guardian's consent will have such absence deemed unexcused. Students who are absent from school with the consent of their parent(s) or guardian, but whose absence does not fall under the reasons listed above shall be considered unexcused. In such cases, the student will be permitted to make up classwork missed. The student, on his/her return to school, may be expected to submit a written statement signed by his/her parent or guardian explaining the reason for the absence if previous contact was not made. On the basis of this statement, the school attendance officer, or designee, may determine whether to excuse a previously unexcused absence.

Students with unexcused absences may work on and make up missed instructional presentations and assignments. Students are responsible to learn and master information and material presented during their unexcused absence.

All students with excused absences will be given the opportunity to make up work missed in accordance with the following guidelines:

1. It is the student's responsibility to contact the teacher(s) to make arrangements for making up work missed during an absence from school.
2. Students who miss classes will be given the opportunity to make up work missed within the accepted time frame.
3. Teachers will be asked to grant the number of days absent plus one for makeup time. This provision applies to all work assigned during absence(s).

All students with an unexcused absence will be permitted to make up an examination missed during an absence.

Revised: July 15, 2013

## TARDINESS

A pattern of tardiness on the part of any student will be brought to the attention of the student's parent(s) or guardian. If it appears that the student is negligent, appropriate disciplinary action will be taken.

A student will be considered tardy if he or she is not in his or her seat at the time of the bell commencing class. A student may be excused from being tardy if excused by a teacher, building principal, or school employee.

Revised: July 15, 2013

## RESPONSIBILITIES FOR ATTENDANCE

### Parent(s)/Guardian Responsibility

1. When a student is absent his/her parent(s) or guardian is expected to contact the school by 9:00 A.M. informing school personnel of the absence and the reason for such absence.
2. Parents or guardians may be required to provide a written explanation of absences at the time the student returns to school, or in the case of anticipated absences, prior to the absence. Anticipated absences shall receive prior approval of the school attendance officer, or designee.

### B. Student Responsibility

1. Students are required to attend all assignments on their daily schedule, unless they have obtained parental permission and an approval by the building principal or the principal's designee.
2. Absent students must make up the work missed and be responsible for doing so within the time specified by the teacher.
3. Students must always check in and out at the school building office when they leave and return to school.

### C. School Responsibility

1. The principal or the principal's designee and classroom teacher will monitor student absences. When a poor attendance pattern, which may lead to habitual truancy and/or a lack of school success, begins to develop, review of the case will be held and will solicit the following: [s. 118.16, Stats]
  - a. Parent input -- in person or by telephone
  - b. School input -- academic, social/emotional
  - c. Medical input (if appropriate)

The principal or the principal's designee shall utilize such information to possibly modify the child's curriculum and/or daily schedule so as to help ensure the child's school success. The principal or the principal's designee shall determine any appropriate penalties in accordance with applicable administrative rule. [s. 118.162(4) (d), Stats]

2. When necessary, as required by [s. 118.162(4) (d), Stats], a personal parent conference will be requested by the building principal or the principal's designee to discuss the following options.
  - a. Education counseling
  - b. Evaluation of the student to determine possible learning/emotional problems



- c. Evaluation of the student to determine possible problems
- d. Evaluation of the student for possible medical/vision/hearing problems
- e. Home visitation
- f. Referral to an appropriate community agency

D. Teacher Responsibility

- a. Teachers are required to submit daily attendance reports to the “School Attendance Officer” on all pupils under their charge [s. 118.18, Stats]
- b. Teachers are required to emphasize the importance and necessity of good attendance. Classroom procedures and grading requirements will be developed which reflect the effect class non-attendance or attendance has on student progress.

E. Principal Responsibility

- a. Principals shall request from each teacher the procedures used for grading students. All grading systems throughout the school district should reflect the importance of daily assignments and classroom discussion in grading students.
- b. Principals shall maintain office records for all excused and unexcused absences that occur in their school building.

F. District Administrator Responsibility

- a. The district administrator shall present student withdrawal requests to the Board for approval. High school equivalency or high school graduation program proposals shall be presented along with such requests.

Revised: August 19, 2013

## HABITUAL TRUANCY s. 118.15

- A. “Habitual truant” means a pupil who is absent from school without an acceptable excuse under Wisconsin Statutes 118.15 for part of five (5) or more days on which school is held during a school semester.
- B. “Truancy” means any absence of part or all of one or more days from school during which the school attendance officer, principal, or teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent pupil, and also means intermittent attendance carried on for the purpose of defeating the intent of [s.118.15, Stats.]
- C. In cases of truancy, the school attendance officer shall:
  - 1. Notify the parent or guardian of a child who has been truant of the child’s truancy and direct the parent or guardian to return the child to school no later than the next day on which school is in session or to provide an excuse.
  - 2. Notify the parent or guardian of a child who is a habitual truant, by registered or certified mail, when the child initially becomes a habitual truant. The notice shall include all of the following:
    - a. Statement of the parent’s or guardian’s responsibility, under [s. 118.15(1) (a), Stats] , to cause the child to attend school regularly.
    - b. A statement that the parent, guardian or child may request program or curriculum modifications for the child and that the child may be eligible for enrollment in a program for children at risk under [s. 118.153(c), Stats].
    - c. A request that the parent or guardian meet with appropriate school personnel to discuss the child’s truancy. The notice shall include:
      - 1) The name of the school personnel with whom the parent or guardian should meet
      - 2) The date of the meeting
      - 3) The time of the meeting
      - 4) The location of the meeting
      - 5) The name, address and telephone number of a person to contact to arrange a different date, time or place.

- D. In cases of habitual truancy, the school attendance officer shall initiate a legal referral to the Lafayette County Juvenile Intake Office if the truancy pattern continues after the provisions of [s.118.15 (5) a-d, Stats] have been met and after the principal or the principal's designee have completed the following:
1. Met with the child's parent or guardian to discuss the child's truancy or have attempted to meet with the child's parent or guardian and received no response or were refused.
  2. Provided an opportunity for educational counseling to the child to determine whether a change in the child's curriculum would resolve the child's truancy and have considered curriculum modifications possible within the current school program.
  3. Evaluated the child to determine whether learning/emotional problems may be a cause of the child's truancy, and, if so, have taken appropriate action or made appropriate referrals.
  4. Conducted an evaluation to determine whether social problems may be a cause of the child's truancy and, if so, have taken appropriate action or made appropriate referrals to community agencies.
  5. Following receipt of evidence that activities under [s. 118.15 (5)(a-d), Stats] have been met, the school attendance officer may file information on any child who continues to be truant with court assigned to exercise jurisdiction under chapter. 48 in accordance with s.48.24. Filing information on a child under this subsection does not preclude concurrent prosecution of the child's parent or guardian under [s. 118.15(5), Stats].
- E. Nothing contained herein shall prevent the "School Attendance Officer" from referring truancy matters to law enforcement instead of juvenile intake, or in addition to juvenile intake.

Revised: July 15, 2013

## SCHOOL ADMITTANCE

### EARLY ADMITTANCE TO KINDERGARTEN

Parents interested in enrolling a child in five-year-old kindergarten before the child is old enough according to statutory entrance age requirements may apply for early admittance. The following procedures apply.

- A. Submit a written request for early admittance to the district administrator.
- B. Arrange an interview with the K-8 principal to register reasons for requesting entrance prior to the legal age.
- C. Agree to have the child evaluated by an Individual Educational Team to determine the child's potential to benefit from early admittance.
- D. Re-confer with the K-8 principal to review appropriateness of early entrance in light of the child's evaluation.
- E. Submit a written request based upon findings for early admittance to the Board and request the K-8 principal to submit their findings and recommendations to the Board.
- F. The School Board will serve as the final authority in deciding whether or not the request shall be either accepted or denied. The Board in making their decision will consider the parental request, the principal's findings and recommendations, and will ascertain that the following standards are met:
  - 1. The child is superior in the full range of abilities and needs including social, emotional, physical and mental maturity; or
  - 2. The child has been evaluated by an Individual Educational Team with a collaborative meeting
- G. Students entering four-year-old kindergarten will not be considered for early admission.

Revised: March 7, 2011

## EARLY ADMITTANCE TO FIRST GRADE

Parents interested in enrolling a child in first grade before the child is old enough according to statutory entrance requirements may apply for early admittance. The following procedures apply.

- A. Submit a written request for early admittance to the district administrator.
- B. Arrange an interview with the K-8 principal to register reasons for requesting entrance prior to the legal age.

## HIGH SCHOOL ATTENDANCE AND GRADUATION BY ADULTS

District adult residents may request to continue their education in the regular high school program. The Board of Education in cooperation with the administration will judge each case on its individual merit with respect to adults who wish to complete their high school education on either a full or part-time day basis. All applications concerning the continuing adult education programs should be made directly to the high school principal.

Revised: August 19, 2013

ADMITTANCE OF TRANSFER STUDENT  
(From Public, private or Parochial Schools and Home-Based Educational Programs)

I. General Procedures

- A. Parent(s)/guardians(s) of students or students (18 years or older) must notify the appropriate building principal(s) of intent to enroll student(s).
- B. Parent(s)/guardian(s) or students (18 years or older) must complete registration form, emergency form, record of immunizations and illnesses and, if appropriate, provide proof of basic physical examination.
- C. Parent(s)/guardian(s) or students (18 years or older) must provide official transcript or other records of academic accomplishments including grade placement information, attendance documentation, level of academic achievement, subjects enrolled in/completed and standardized aptitude/achievement test records from the previous school(s) or provide written permission for the Darlington Schools to request such transcript/records from the student's previous school. If academic transcript/records are not available or, in the opinion of the School District, do not contain appropriate information upon which to make a placement and/or programming decision, the student shall be administered nationally standardized achievement tests and/or district-developed criterion-referenced tests.
- D. It shall be the general practice of the Darlington Community Schools at all levels that:
  - 1. When a student transfers from an accredited Wisconsin public, private or parochial institution or a school recognized by the Department of Public Instruction, the student shall be placed initially in his/her grade level at the time of transfer.
  - 2. When a student transfers from a public, private or parochial institution outside of Wisconsin that is accredited by one of the six regional accrediting agencies recognized by the United States Office of Education or from a school that is part of a school district that includes at least one school accredited by one of the six regional accredited agencies recognized by the Office of Education, the student shall be placed initially in his/her grade level at the time of transfer.
  - 3. When a student transfers from a non-accredited institution or a school that is not state or nationally recognized and/or no official transcript or records of academic accomplishments exist, the building principal shall determine the student's appropriate grade placement. The information the building principal shall use to determine the student's grade placement includes any or all of the following:
    - a. The results of district academic achievement testing.
    - b. A review of the student's educational records, including evidence of academic achievement and/or academic work.
    - c. The results of an interview of the student, conducted by a guidance counselor, a school psychologist or an administrator.
    - d. The results of an interview of the student's parent(s)/guardian(s) conducted by the principal or the principal's designee.

## II. Specific Requirements by Grade Level

### A. Elementary/Middle School (K-8)

1. Transfer students may be administered an academic survey test encompassing the areas of reading, literacy, math, and spelling. The purpose of this test shall be to assist in classroom instructional placement and programming.

### B. Senior High School Level (9-12)

1. When an official transcript or other records of academic achievement are available, the building principal and/or the school counselor will complete an evaluation by:
  - a. Determining the courses taken and passed (grade D- or better) at previous school(s) by the school principal and/or guidance counselor. Students are awarded credit for all courses passed at previous school(s).
  - b. Determining the relationship between courses taken at previous school(s) and state and local graduation requirements. Transfer students, to be eligible for a Darlington diploma, must meet state graduation requirements plus local graduation requirements based upon grade level in which they enter. Transfer students will generally follow grade level subject requirements for Darlington High School, but the relationship of Darlington requirements and the school of transfer requirements are taken into consideration in determining the required courses needed for graduation at Darlington High School.
  - c. Determining the number of credits the student is ahead or behind as per normal credit status at Darlington High school and the number of credits needed for graduation at Darlington High School. The number of credits, based on grade level and credit status of a transfer student at the time of enrollment, will not necessarily be the same as that required of students who have been continuously enrolled at Darlington High School. For students transferring from schools that have non-Carnegie type systems, the value of the transferring credits will be determined on a ratio conversion to the Darlington System. Determination will be made by both the guidance counselor and principal.
  - d. Determining transfer course grade value for the purpose of establishing grade point average (GPA) and rank in class at Darlington. All transfer courses will be converted to the Darlington High School grading system.

A	=	4.00
A-	=	3.67
B+	=	3.33
B	=	3.00
B-	=	2.67
C+	=	2.33
C	=	2.00
C-	=	1.67
D+	=	1.33
D	=	1.00
D-	=	0.67
F	=	0.00



### III. Home Based Education

- A. Home based school transfer student grade placement and credit status will be determined by the principal and/or school counselor based on documentation presented. Documentation is expected to include:
  - 1. Approved Wisconsin PI-1206 form or equivalent if from out of state.
  - 2. School calendar(s) with documented hours of instruction.
  - 3. A copy of the sequential curriculum used for instruction.
  - 4. A list of instructional material used for instruction.
  - 5. A copy of any standardized testing results and dates of administration.
  - 6. Any other materials or information helpful for proper placement.
- B. The Darlington School District assumes no responsibility for students enrolled in a home-based educational program or private school.
- C. Home-based/private school student (grades 9-12) may be permitted no more than (2) courses scheduled by this District, provided high school admission and course prerequisites are met.
- D. Public school activity programs during the school year are not available unless required by law.

NOTE: It may be necessary to administer standardized tests or specific course exams to help determine appropriate grade/course placement.

### IV. All Transfer Students to the Darlington School District

- A. Each transfer student shall have a 45 day probationary period during which time the student shall be expected to demonstrate classroom academic skills commensurate with the student's placement. If during this time school officials determine the placement needs to be revised, the principal and/or the school counselor or special education director may make placement revisions.
- B. In the event a parent(s)/guardian(s) or student(s), if 18 years of age, is not satisfied with placement and/or transcript/records evaluation, an appeal may be made to the district administrator. The appeal shall be in written form and made within ten days of placement and/or transcript/records evaluation. The district administrator shall respond in writing within five days regarding his/her conclusions and decision. Should the parent(s)/guardian(s), or student if 18 years of age, not be satisfied with the decision of the district administrator, district administrator's decision. The decision of the Board of Education shall be final.
- C. The Darlington School District assumes no responsibility for students enrolled in a home-based educational program or private school.
- D. Home-based private school students may not be permitted to participate in any public school sponsored academic or activity programs during the school year unless required by law. Instructional materials and equipment are not available to non-public school students.

V. Summer School

- A. Summer school is offered when the school board determines the need and it has the financial means.

NOTE: It may be necessary to administer standardized tests or specific course exams to help determine appropriate grade/course placement.

Revised: August 19, 2013

## OPEN ENROLLMENT POLICY

The Darlington Community School District may allow nonresident students residing within the State of Wisconsin, but whose parent(s) does not reside in the Darlington District, and who qualify, to enroll in a Darlington District school through the Wisconsin Open Enrollment Program on a space available basis, providing that application deadlines are met.

### I. Definitions

For the purposes of this policy, following definitions will apply to the District's Open Enrollment Program.

#### A. Non-resident District

A school district located in Wisconsin which is not a student's district of residence and is the school district the student is attending or has applied to attend under [s. 118.51, Stats].

#### B. Nonresident Student

A student who is a legal resident or otherwise legally entitled to attend school in another school district in Wisconsin who does not have a parent residing in this District who seeks admission to this District under the Open Enrollment Program.

#### C. Tuition Student

A nonresident student who has been approved by the State Superintendent of Public Instruction to enroll in this District with the tuition paid by the district of residence.

#### D. Full-time Enrollment

A student is enrolled for the entire school day and receives all of his/her required education in this District.

#### E. Part-time Enrollment

Limited to high school students who may participate in no more than two (2) courses offered and scheduled by this District and provided high school admission and course prerequisites are met.

#### F. Class Size

The District shall determine, for purposes of this policy only and not for any other purpose, the maximum number of students who can be enrolled in a particular classroom without jeopardizing the quality of the instructional program.

#### G. Program Size

The District reserves the exclusive right to establish program size and to limit enrollment based upon the capability to properly allocate resources, create, and maintain proper learning environment.

#### H. Resident Student

A student who is a legal resident of this District and is consequently entitled to attend school in this District per state statutes.

#### I. Parent

A biological parent of a student or a guardian of a student.

#### J. District Administrator

The district administrator of the Darlington Community School District.

## II. Annual Space Determinations

- A. At a January meeting, the Board of Education shall establish the availability of space by determining the number of regular education spaces by grade and special education spaces by program or services.
- B. Availability of space may be based on class size limits, student-teacher ratios, students attending the District for whom tuition is paid, or enrollment projections established by the District Administrator.

## III. Enrollment of Nonresident Students

- A. A parent of a nonresident student who wishes his/her child to attend school in this District in the subsequent school year shall submit an application during the regular application period on the form designated by the Wisconsin Department of Public Instruction.
- B. The district administrator shall confirm each application is complete and forward a copy of each application to the district of residence and the Wisconsin Department of Public Instruction following the timelines of the state statutes.
- C. If the number of applications for admission from non-resident students exceeds the number of available spaces:
  - 1. Non-resident students shall be selected for admission using a random selection process established by the district administrator. Random selection shall be conducted at each grade level and the order of grade level selection shall also be random.
  - 2. Applications from students who are currently attending and siblings of currently attending students (preference students) shall be given preference in the selection process.
- D. If there are more preference students than there are spaces available in the selection process:
  - 1. The district administrator shall conduct random selection from among the preference students. Currently attending students and siblings of currently attending students shall be granted equal preference.
  - 2. The sibling of a student selected in the random selection process shall be granted preference to any spaces available that the sibling has applied for, but the sibling may not be approved if there are no remaining spaces for the sibling.
- E. The district administrator shall notify the parent of the applicant, in writing, whether or not the application has been accepted in accordance with the timelines established by law.

1. If the application is accepted, the parent of the non-resident student must notify the district administrator, within the timelines established by law, if his/her child will be attending school in this district.
2. If an application is denied, the denial letter shall include the reason for denial and notice of the parents' right to appeal, the address to send the appeal, and information where to locate the form required for appeal.
3. The district administrator shall notify the district of residence, by the timelines established by law, of each non-resident student who will be attending school in this district in the subsequent school year.

#### IV. Criteria for Admission

##### A. Decisions on open enrollment shall be based on the following criteria:

1. The academic prerequisites for participation in a particular program/course(s) in which the student wishes to enroll nor meets procedures that are outlined in District policy on student transfers.
2. Availability of space as determined by the Board based on class size limits, student-teacher ratios, students attending the District for whom tuition is paid, or enrollment projections established by the District Administrator.
3. Whether the student has been expelled, or has disciplinary action pending, by any school district during the current or two (2) preceding school years for reasons described in [s. 118.51 (5)(2)(a)(b)(c) or (d), Stats].
4. Whether the special education program or related services described in the child's individualized education program are available in this District or whether there is space is available in the appropriate special education program as determined by the district administrator pursuant to this policy.

Whether a service is available depends on whether existing staff in the District are qualified to provide the service or whether the District has facilities and/or equipment required for the service. A service is not available in the District if that service is currently provided to resident students through contract with a third party. Whether a service is available is not a function of whether there is space available in any program or service. A service may be unavailable even if no space limitations have been established.

If a non-resident student's individualized education program is developed or revised after starting in the District, and it is then discovered that the District does not have necessary programs available or does not have space in the special education program, the District may notify the student's parent and the student's resident board. If such notice is provided, the non-resident may be transferred to their resident school district.

5. Whether the child has been referred under s. 115.777(1) or identified under s. 115.77(1m)(a) by his/her resident school but not yet evaluated by a multidisciplinary team appointed by the resident district.

- B. Notwithstanding the District's acceptance of an application, the district administrator may inform the parent that the pupil may not attend school in the District for any of the above stated reasons anytime prior to the beginning of the school year.

#### V. Reapplication

The District will not require a nonresident student to reapply under this program provided the student is continuously enrolled in the District unless the student has left the District and wishes to re-enroll.

#### VI. Delegation of Authority

The Board delegates to the district administrator the authority to approve or deny open enrollment applications including under the alternative procedures consistent with the criteria in this policy and based on the Board's space determinations approved in January of each year. The Board further delegates to the district administrator the authority to terminate open enrollment in accordance with state law.

#### VII. Transportation of Nonresident Students

The District will provide nonresident transportation if the students are picked up within the current route of resident students and within the boundaries of the school district. The District will provide transportation for a non-resident student with an identified disability for whom transportation is required by the student's IEP.

There will be no special transportation accommodations made for open enrollment students transferring out of the school district, except if a student's individual education program requires transportation.

#### VIII. Release of Resident Students

The Board may release a resident student who wishes to apply for enrollment in another district.

The district administrator shall ensure that the records of a resident student who transfers to a nonresident district are sent promptly to the other district.

#### IX. Termination Due to Truancy

If the District has determined that the pupil was habitually truant from the District during any semester of attendance at the District in the current or previous school year, the District may prohibit the pupil from attending in the succeeding semester or school year.

## X. Alternative Application Procedures

The parent of a non-resident student who wishes to attend a school in the District may apply at any time throughout the year by submitting an application under the alternative application procedure if the student satisfies at least one (1) of the statutory criteria set forth in s. 118.51(3m)(b), Wis. Stat., and has not applied to more than three (3) non-resident school districts.

Applications from a non-resident student under the alternative application procedures received after the Board's January meeting, at which it sets open enrollment space availability numbers for the subsequent year, may be approved for the current year if the Board has not imposed a space limitation for the subsequent school year in the student's subsequent grade level or special education program.

Alternative applications received prior to the 3rd Friday in September may be approved if the Board has approved all applications for that grade level that were received during the regular period, including the offer of enrollment to applicants placed on the waiting list, if any.

Approved: March 15, 2004

Revised: August 19, 2013

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Revised: March 21, 2022

Revised: January 30, 2023

## PART-TIME OPEN ENROLLMENT POLICY

Pursuant to the District's Part-Time Open Enrollment Program, the Darlington Community School District may allow nonresident students enrolled in the high school grades to enroll in up to two (2) high school courses in the Darlington Community School District. The Darlington Community School District may also allow resident students to take up to two (2) high school courses in a nonresident school district.

### I. Applications of Nonresident Students Seeking to Take Courses in the District

- A. The parent of a student who wishes to attend public school in the District for the purpose of taking a course or courses under this program shall submit an application, on a form provided by the Department of Public Instruction, to the Board to attend a course or courses not later than 6 weeks prior to the date on which the courses are scheduled to commence. The application shall specify the course(s) that the student wishes to attend.
- B. Upon receipt of an application the Board shall send a copy of the application to the student's resident school board, except that if the Student is attending a school in a school district other than the Student's resident school district pursuant to a whole grade sharing agreement under s. 118.50, the Board shall send a copy of the application to the school board of the district in which the student is attending school pursuant to the whole grade sharing agreement.
- C. The Board shall apply to nonresident students the same policies and criteria for entry into a course that apply to students who reside in the school district, except that preference for attendance shall be given to resident students.
- D. If the Board receives more applications for a particular course than there are spaces available in the course after enrollment of resident students, the Board shall determine which pupils to accept on a random basis.
- E. No later than one week prior to the date on which the course is scheduled to commence, the Board shall notify the applicant and the resident school board, in writing, whether the application has been accepted. If the nonresident student is attending a school in a school district other than the student's resident school district pursuant to a whole grade sharing agreement under s. 118.50, the District School Board shall provide the required notice to the school board of the district in which the pupil is attending school pursuant to the whole grade sharing agreement.
- F. Acceptance under the District's Part-Time Open Enrollment program applies only for the following semester, school year, or other session in which the course is offered.
- G. If the Board rejects an application, it shall include in the written notice the reason for the rejection.

### II. Applications of Resident Students Seeking to Take Courses in a Nonresident District



- A. The parent of a resident student who wishes to attend public school in a nonresident district for the purpose of taking a course or courses under this program shall submit an application, on a form provided by the Department of Public Instruction, to the nonresident district to attend a course or courses not later than 6 weeks prior to the date on which the course or courses are scheduled to commence. The application shall specify the course(s) that the student wishes to attend and must also be submitted to the Board at the time of submission to the nonresident district. Both the non-resident district and the Board must approve the course.
- B. No later than one week prior to the date on which the course is scheduled to commence, the Board shall notify the applicant, in writing, whether the application has been accepted or rejected. If rejected, the notice shall include the reason for rejecting the application. The notice shall also notify the applicant if the Board determines that the course does not satisfy the District's high school graduation requirements.
- C. The Board shall reject a student's application to attend a course in a nonresident school district if the Board determines that the course conflicts with the individualized education program for the student under s. [115.787 \(2\)](#).
- D. The Board may reject an application to attend a course in a nonresident school district if the cost of the course would impose upon the District an undue financial burden in light of the District's economic circumstances, including its revenue limit, its ability to pay tuition costs for the student, and the per student cost for children continuing to be served by the Board.

### III. Notice of Intent to Enroll.

The parents of the student must notify the resident district and the non-resident district of its intent to enroll before the beginning of the applicable course.

### IV. Rights and Privileges of Nonresident Students

A student attending a course under the part-time open enrollment program in the District has all of the rights and privileges of students residing in the District and is subject to the same rules and regulations as students residing in the District.

### V. Disciplinary Records

The Board shall provide to a nonresident school board to which a pupil has applied under this program, upon request by that school board, a copy of any expulsion findings and orders, a copy of records of any pending disciplinary proceeding involving the pupil, a written explanation of the reasons for the expulsion or pending disciplinary proceeding, and the length of the term of the expulsion or the possible outcomes of the pending disciplinary proceeding.

VI. Transportation

The parent of a student attending a course in a nonresident school district under this program is responsible for transporting the student to and from the course that the student is attending.

VII. Tuition

The Board shall pay to the nonresident school board, for each student attending a course in a school in the nonresident school district, an amount equal to the cost of providing the course to the pupil, calculated in a manner determined by the Department of Public Instruction.

VIII. Delegation of Authority

The Board delegates to the district administrator the authority to approve or deny part-time open enrollment applications consistent with the criteria in this policy. The Board further delegates to the district administrator the authority to terminate part-time open enrollment in accordance with state law.

Approved: March 15, 2004

Revised: August 19, 2013

Revised: June 2, 2014

Revised: March 21, 2022

Revised: January 30, 2023

## ADMISSION OF FOREIGN EXCHANGE STUDENTS

The Darlington Community School District encourages participation in and will cooperate with approved student exchange programs. Organizations recognized by the district are those shown in the current Advisor List of International Educational Travel and Exchange Programs published by the Council on Standards for International Travel and distributed to secondary administrators as a service from the National Association of Secondary School Principals.

The organization representing the foreign student shall establish to the satisfaction of the school administration that adult supervision has been established in this District with the power of the supervisor to act in loco parentis, and that the adult supervisor is financially and otherwise responsible.

Students being proposed to attend Darlington High School in conjunction with student exchange programs shall have attained the age of fifteen (15) but not older than eighteen (18) prior to the beginning of school.

First semester enrollment application materials must be on file in the office of the high school principal and student must be enrolled by the State required pupil count date taken in September. For second semester enrollment, application materials must be on file in the office of the high school principal and student must be enrolled by the State required pupil count date taken in January. The school reserves the right to accept or reject a foreign student's requested waiver of tuition. If necessary, priority will be given to applications from organizations which have previously placed students at Darlington High School. It is expected all transcript material will be at Darlington High School for class scheduling purposes one week prior to the first day of classes. Second semester enrollment

A sponsoring organization is expected to provide, in writing, prior to the time the student exits from his/her native country, the information listed below. This material is used in part to determine placement eligibility.

1. Method of student selection.
2. Method of determination of English proficiency. Documentation of both speaking and writing skills is mandatory.
3. Name of the person responsible for providing the required forms for the U. S. Department of Justice, Immigration, and Naturalization Service.
4. Housing arrangements and the process of selecting the host family.
5. Arrival and departure dates of the student. Travel arrangements and restrictions must be spelled out in writing.
6. Insurance coverage including health, accident, and liability for the student which is affiliated with U. S. Insurance Underwriters.

7. Name, address, and telephone number of the area representative and his/her responsibilities. The area representative is expected to meet with the principal or counselor prior to admittance and is expected to visit the high school at least once per semester.

Foreign exchange students will be approved by the School Board on an individual basis each year. General instructional fees, classroom fees, lunch monies, and special event fees or needs are the responsibility of the foreign exchange student, his/her parent (s), or sponsors.

Students participating in the programs must have sufficient knowledge of English, both speaking and writing, to allow them to function adequately in the school environment without the need for special language instruction.

Any student who wants to participate in the high school athletic program must be approved by the Wisconsin Interscholastic Athletic Association (WIAA).

Exchange students are not included on class rank lists and are not eligible to apply or receive local scholarships. Students are eligible to participate in graduation ceremonies. Exchange students will receive a regular diploma if Darlington High School graduation requirements are met. Students not meeting Darlington High School graduation requirements will be eligible for an honorary diploma certificate.

Revised: Dec.19, 2006

Revised: September 6, 2011

## FULL-TIME/PART -TIME STUDENT

A full-time student in the Darlington School District is any student at any level scheduled for 51% or more services based on the regular school schedule for the student's level. Students scheduled for less than 51% of service will be considered part-time students.

Revised: August 19, 2013

## SUSPENSION/EXPULSION OF STUDENT

- A. The principal or superintendent may impose a temporary suspension on a student for failure to comply with Board policies and/or administrative rules and regulations. Such suspensions shall be in accord with prevailing legislation and law. Suspensions may be invoked periodically if deemed essential to the welfare of the school. Parents will be provided a written notification of suspensions which explains the reasons and stipulations for readmission.
- B. The Board of Education may expel a student. Before expulsion action the Board of Education shall hold a hearing on the matter whereby the parents or legal guardian and student will be given an opportunity to be heard. Failure on the part of the parents or guardian to attend such a hearing will not prevent the Board from expelling the student. Principals are not required to admit students who have been expelled from other schools.
- C. Married students may attend classes without restriction. Married students will be subject to all school policies, rules, and regulations to which other students are subject.

Pregnant students will be encouraged to continue their academic work by whatever means appear most feasible. The District will strive to insure that pregnancy does not cause ongoing education to stop.

Revised: March 21, 2022

Revised: December 5, 2022

## BEHAVIOR AND CONDUCT OF STUDENTS

- A. The behavior and conduct of students attending schools of the District shall reflect those standards of good citizenship, high morality, self discipline, and responsibility for one's own actions which are expected of all members of our Democratic society.
- B. The Board of Education believes that while the opportunity to earn an education is a right of all people it is also a privilege with responsibility. The right must be earned by attaining a standard of achievement which is commensurate with personal abilities and capacity. It is the belief of the Board of Education that should a student fail to perform those duties required of him upon attendance at school he may be denied the privilege of attending.
- C. Each principal shall be required to develop a list of rules and regulations pertaining to his school. The rules and regulations when developed shall be presented to the Board of Education at the beginning of the school year for approval and shall be printed in the student handbook and distributed to all students. Thereafter any changes shall be presented to the School Board for approval. Students are expected to obey the rules and regulations developed by the principal and such other rules which are established by the Board.
- D. The administrative rules shall apply whenever pupils are in school, attending a school activity, in transit to or from any school activity, or going to or from school.
- E. The following policy statements relative to student conduct and behavior are intended to serve as a guide to assist the administration in developing and implementing specific rules and regulations.
  - 1. Students are to respect constituted authority. This shall include conformity to school rules and regulations and those provisions of law which apply to the conduct of juveniles or minors.
  - 2. Citizenship in a democracy requires respect for the rights of others and implies cooperation with all members of the school community. Student conduct shall reflect good citizenship.
  - 3. High personal standards of courtesy, decency, morality, clear language, honesty, and wholesome relationships with others shall be maintained. Respect for real and personal property and personal self-respect shall be expected of all students.
  - 4. Every student who gives evidence of sincere desire to remain in school, to be diligent in studies, and to profit by the educational experience offered will be assisted in every way possible to achieve scholastic success.
  - 5. It is understood that rules developed by the administration will not be all-inclusive. Therefore, the administration shall take such action as is necessary and not forbidden by law to insure the discipline and orderly conduct of school operations. Under certain circumstances a student's conduct may necessitate physical intervention by a member of the staff. It is noted that reasonable disciplinary action up to and including physical intervention and corporal punishment is supportable, though not encouraged.

## STUDENT INTERVIEWS

- A. Individual students may not be interviewed while at school by any person except an employee of the District without the approval of the parent or guardian.
- B. No interview shall be granted unless it is deemed essential to the welfare of the child or as may be required by the Court. An employee of the school district may be present during such an interview.

Revised: August 19, 2013

Revised: March 21, 2022



STUDENT POSSESSION AND USE  
OF  
TOBACCO/ALCOHOL/DRUGS PRODUCTS

Students shall be prohibited from possessing or using tobacco/alcohol/drugs products-paraphernalia while on school premises and while participating in school-sponsored activities. "School premises" include all property owned by, rented by, or under the control of the district.

Students who violate this policy shall be subject to penalties as outlined in the district's student discipline policy. Minor students who possess tobacco/alcohol/drugs products may be referred to law enforcement officers.

Violators shall be disciplined by the building administration according to the following procedures:

1. Confiscation of the contraband/device(s)
2. Parent/Guardian notification
3. Possible suspension or expulsion, depending on the student's use of the contraband/device(s).

Drug Products as defined by [s. 961.49(1), Stats]

Drug Paraphernalia as defined by [s. 961.571 (1), Stats]

Legal Ref.: Section 120.12(20), 120.13(1) WI Statutes

Approved: June 5, 2001

Revised: August 19, 2013

## SEARCH AND SEIZURE

Although student lockers are considered property of the Darlington Community School District, the district expects students to assume full responsibility for the security of their lockers. Periodic general inspections of lockers may be conducted by school administrator or his/her designee for any reason at any time without student consent and without a search warrant. Searches are authorized in the district for the purpose of maintaining order and discipline in the schools and to protect the safety and welfare of students and school personnel.

Locker searches are to be conducted by the building principal or his/her designee. The administrator/designee may be in the company of the law enforcement personnel and/or a member of the faculty. School officials may seize any items that are dangerous, believe to be stolen, or are illegal during the search. Reasonable searches among the personal belongings of the student contained within the locker may be conducted where there are reasonable grounds to believe that the search will provide evidence that the student has violated or is violating the law or school rules. Any items that are seized during the search will be safeguarded until determination has been made by the appropriate authorities for disposition of the items. The search will be documented by school officials. The adult student or the parent(s)/guardian of a minor student shall be notified of items removed.

An administrator/designee accompanied by a faculty member of the same sex of the student and/or the police liaison officer may conduct a search of a students' person, purse, duffel bag or similar articles if the search is based on reasonable suspicion, based on personal observation or reliable information from a third party, that the student has dangerous, stolen, or illegal items or substance in his/her possession. Such a search may occur only if there is inadequate time based on the nature of the situation to contact the police. School authorities should remain sensitive so as not to invade the privacy of students any more than necessary to achieve the purpose of the search. The results of the search will be documented by school officials. The adult student or the parent(s)/guardian of a minor student shall be notified of items removed.

Strip searches are illegal and will not be condoned by the school district at any time. If the nature of the problem is so serious or severe that this type of search is to be considered, law enforcement agencies will be contacted immediately.

## VEHICLE SEARCHES

Students are permitted to park on school premises as a matter of privilege, not of right. The administrator/designee may conduct routine patrols of the student parking lots. The interior of a student's vehicle, when on school premises, may be searched if there is a reasonable, clearly stated suspicion to believe that illegal, unauthorized or contraband items are contained inside. The student driver or another individual shall be present whenever practicable during the search.

Approved: June 5, 2001

## TITLE IX: SEXUAL HARASSMENT

### Students and Other Applicable Individuals

Title IX of the Education Amendments of 1972 and its implementing regulations in 34 C.F.R. Part 106 (collectively “Title IX”), and Wis. Stat. §118.13 and Wisconsin Administrative Code Ch. PI 9 (collectively “State Law”), prohibit discrimination, including harassment, on the basis of sex against students in an education program or activity. The Darlington Community School District (“District”) does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX not to discriminate in such a manner. The requirement not to discriminate in the District’s education programs and activities extends to admission and employment. Inquiries about the application of Title IX may be referred to the Title IX Coordinator or the Assistant Secretary for Civil Rights of the United States Department of Education, or both. Contact information for the Title IX Coordinator is provided below.

This policy is only intended to address sexual harassment against students and other applicable individuals, other than employees, under Title IX. All other forms of discrimination and harassment (including sexual harassment under State Law) against students or other applicable individuals, other than employees, based on sex, race, religion, national origin (including persons whose primary language is not English), ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender expression, gender identity, gender non-conformity, physical, mental, emotional or learning disability are addressed in other board policies.

Sexual harassment against employees under Title IX is addressed in other board policies.

#### I. Definition of Sexual Harassment under Title IX

Sexual harassment under Title IX means conduct on the basis of sex that satisfies one or more of the following:

- a. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual’s participation in unwelcome sexual conduct;
- b. Unwelcome conduct that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education program or activity; or
- c. Sexual assault, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), dating violence, as defined in 34 U.S.C. § 12291(a)(10), domestic violence, as defined in 34 U.S.C. § 12291(a)(8), or stalking, as defined in 34 U.S.C. § 12291(a)(30).

#### II. Notice of Sexual Harassment under Title IX

When the District has actual knowledge of sexual harassment under Title IX in an education program or activity of the District against an individual, including a student, in the United States, the District shall respond promptly in a manner that is not deliberately indifferent. “Actual knowledge” means notice of sexual harassment or allegations of sexual harassment under Title IX to (1) the District’s Title IX Coordinator; (2) any official of the District who has authority to institute corrective measures on behalf of the District; or (3) any employee of the District.

“Education program or activity” includes locations, events, or circumstances over which the recipient exercised substantial control over both the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX and the context in which the sexual harassment occurred.

### III. Identification of Title IX Coordinators

The High School Principal is designated as the “Title IX Coordinator” and authorized by the District to coordinate its efforts to comply with Title IX and this Policy. The principal may designate these duties to others as appropriate depending on the specific circumstances of an incident. The contact information for the Title IX Coordinators is as follows:

Darlington Community School District  
Attn: Mitch Austin  
11838 Center Hill Road  
Darlington, WI 53530  
(608) 776-4001  
austinm@darlington.k12.wi.us

### IV. Reporting Sexual Harassment under Title IX

Any employee or any official of the District who has authority to institute corrective measures with actual knowledge of sexual harassment under Title IX must immediately report sexual harassment to the Title IX Coordinator. In the event that the sexual harassment involves conduct by the Title IX Coordinator against a student, such employees or officials must report the alleged conduct to the District Administrator.

Any person (including a person not alleged to be the victim of sexual harassment) may report sexual harassment at any time, including during non-business hours, to the Title IX Coordinator by mail, by telephone, by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report.

### V. Response to Report of Sexual Harassment under Title IX

When the District has actual knowledge of sexual harassment under Title IX, a complainant and respondent may be identified (collectively “parties”). A complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.

The Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without filing a formal complaint, and explain to the complainant the process for filing a formal complaint. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, while protecting the safety of all parties and the District's educational environment; and deterring sexual harassment.

Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

#### VI. Emergency Removal/Administrative Leave

The District may remove a respondent from the education program or activity on an emergency basis. Before any emergency removal is permitted, the District shall (1) undertake an individualized safety and risk analysis, (2) determine that an immediate threat to the health or safety of students or other individual justifies removal, and (3) provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. The District may place a non-student employee respondent on administrative leave, including during the pendency of a grievance process. The District shall also comply with any applicable requirements under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act when removing a respondent from the education program or activity or placing a respondent on administrative leave.

#### VII. Formal Complaint

A formal complaint is a document filed by a complainant, or filed by a parent or guardian on behalf of a complainant, or signed by the Title IX Coordinator, alleging sexual harassment against a respondent and requesting the District investigate the allegation of sexual harassment. At the time a formal complaint is filed (either by the complainant, parent or guardian, or the Title IX Coordinator), the named complainant must be participating in or attempting to participate in the education program or activity of the District.

A formal complaint may be filed with the Title IX Coordinator in person, by mail, by electronic mail, by using the contact information for the Title IX Coordinator, or by any additional method designated by the District. A document filed by a complainant means a document or electronic submission that contains the complainant's physical or digital signature or otherwise indicates that the complainant, or a parent or guardian acting on behalf of a complainant, is the person filing the formal complaint. If the District receives

a formal complaint, the District must follow the grievance process below.

## VIII. Grievance Process

The District's grievance process shall include all the basic requirements under Title IX. Any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, appeal-decision maker, or facilitator of an informal resolution shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. In addition, there shall be a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

### A. Written Notice

Upon receiving a formal complaint, the District shall provide a written notice to the parties who are known. The written notice shall be provided to the parties within forty-five (45) days of receipt of the formal complaint.

The written notice shall include:

1. Notice of the District's grievance process, including any informal resolution process;
2. Notice of the allegations potentially constituting sexual harassment, including sufficient details known at the time of the notice (identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident);
3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
4. A statement that the parties may request to inspect and review evidence that is directly related to the allegations raised in the formal complaint;
5. A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney; and
6. Notice to the parties of any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

The notice described above shall be provided to the parties with sufficient time to prepare a response before any initial interview. If, during an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the notice, the District shall provide notice of the additional allegations to the parties whose identities are known.

### B. Dismissal of Formal Complaint

If the conduct alleged in a formal complaint: (1) would not constitute sexual harassment as defined under Title IX even if proved; (2) did not occur within the

District's program or activity; or (3) did not occur against a person in the United States, the District must dismiss the formal complaint with regard to that conduct. If dismissal is required, the District must promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties. Dismissal of a formal complaint does not preclude action under the District's code of conduct.

The District may dismiss a formal complaint if, at any time during the investigation, any of the following occurs: (1) the complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint; (2) the respondent is no longer enrolled in or employed by the District; or (3) specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint. If such dismissal occurs, the District must promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties. If dismissed, the District will review whether the complaint should be investigated under other applicable policies.

#### C. Consolidation

The District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

#### D. Informal Resolution

Following the filing of a formal complaint, and at any time prior to reaching a determination regarding responsibility, the District may facilitate an informal resolution process, including mediation, which does not involve a full investigation and adjudication. An informal resolution process is not available to resolve allegations that an employee sexually harassed a student, and the District shall not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment under Title IX. The District shall not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed.

Before conducting any informal resolution process, the District will provide to the parties a written notice disclosing: (1) the allegations; (2) the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, if any; (3) that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the formal complaint process; and, (4) any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared and whether the facilitator of the informal resolution process may be a witness in any subsequent formal complaint process. The District will obtain the parties' voluntary

written consent to the informal resolution process. Any such informal resolution process shall be resolved within thirty (30) days of the written notice described in this paragraph, unless additional time is needed as determined by the District.

#### E. Investigation of Formal Complaint

The District shall designate an investigator to investigate the allegations in a formal complaint and ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not on the parties. The investigation process instituted by the District shall treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent and by following a grievance process that complies with Title IX before imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

During the investigation, the District shall:

1. Not restrict the ability of either party to gather and present relevant evidence, or to discuss the allegations under investigation;
2. Provide equal opportunity for the parties to present witnesses and other inculpatory and exculpatory evidence;
3. Provide the parties with the same opportunities to have others present during any complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. However, the District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
4. Provide to the party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
5. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, as well as inculpatory and exculpatory evidence, whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation;
6. Prior to completion of the investigative report, send to each party and the party's advisor, if any, the evidence subject to inspection and review, in an electronic format or a hard copy, and the parties shall have at least ten (10) days to submit a written response, which the investigator will consider prior to completion of the investigative report;
7. Create an investigative report that fairly summarizes relevant evidence and, at least ten (10) days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or hard copy, for their review and written response; and,



8. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

#### F. Determination Regarding Responsibility

The District shall identify a decision-maker (other than the Title IX Coordinator, investigator, and facilitator of an informal resolution) who will issue a written determination regarding responsibility on the formal complaint. To reach this determination, the decision-maker will apply the preponderance of the evidence standard.

After receipt of the investigative report and before reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such evidence about the complainant's prior sexual behavior is offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concerns specific incidents of the complainant's prior sexual behavior with respect to the respondent and is offered to prove consent. The decision-maker must explain to the party proposing the questions any decision to exclude questions as not relevant.

The decision-maker must make an objective evaluation of all relevant evidence (both inculpatory and exculpatory) and must not make credibility determinations based on a person's status as a complainant, respondent, or witness.

#### G. Decision-maker's Written Determination

The decision-maker will apply a preponderance of the evidence standard in issuing a written determination. The written determination shall include all of the following:

1. Identification of the allegation(s) potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the District's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District imposes on the respondent, and whether remedies designed to restore or preserve access to the District's education program or activity will be provided by the District to the complainant; and,

6. The District's procedures and permissible bases for the complainant and respondent to appeal, including notice of the right of a student complainant to appeal a final determination to the state superintendent of public instruction and procedures for making that appeal.

The District will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the District provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

#### H. Possible Sanctions and Remedies

The District may implement a range of possible sanctions and remedies following a determination of responsibility. The range of remedies include counseling, no-contact orders, or other appropriate remedies. The range of sanctions include suspension, expulsion, or other disciplinary sanctions.

#### I. Supportive Measures

The District may provide a range of supportive measures available to complainants and respondents. The range of supportive measures include those identified above.

#### J. Appeal

The District shall identify an individual to serve as a decision-maker on the appeal (other than the Title IX Coordinator, investigator, decision-maker, and facilitator of an informal resolution).

The District shall offer both parties an appeal from a determination regarding responsibility or from a dismissal of a formal complaint. An appeal must be filed within ten (10) days of issuance of the written determination on responsibility or dismissal of a formal complaint and may be based upon any of the following:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility was made, that could affect the outcome of the matter; and,
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally, or the individual complainant or respondent, that affected the outcome of the matter.

As to all appeals, the District shall:

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

2. Ensure that the appeal decision-maker is not the same person as any investigator(s), decision-maker(s) that reached the determination of responsibility or dismissal, the Title IX Coordinator, or the facilitator of an informal resolution;
3. Ensure that the appeal decision-maker complies with the standards set forth in 34 C.F.R. § 106.45(b)(1)(iii);
4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
5. Issue a written decision describing the result of the appeal and the rationale for the result, which shall be issued within thirty (30) days of the filing of the appeal, unless the appeal decision-maker needs additional time; and,
6. Provide the written decision on appeal simultaneously to both parties.

#### K. Timeframe for Determination

The conclusion of the grievance process, including any appeal, shall be done in a reasonably prompt timeframe, but no more than ninety (90) days from the date the complaint is received. The parties may agree to an extension of the 90-day timeframe to complete the grievance process or extend this timeline for good cause, as permissible by law.

#### IX. Retaliation Prohibited

Neither the District nor any person may intimidate, threaten, coerce or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this Policy, or because the individual has made a report or complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding or hearing under this Policy.

Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this part, constitutes retaliation.

Complaints alleging retaliation may be filed according to the complaint procedures for sexual harassment under this Policy.

#### X. Confidentiality

The District shall keep confidential the identity of any person who has made a report or complaint of sexual harassment under Title IX, any complainant, any individual who has been reported to be the perpetrator of sexual harassment, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act ("FERPA"), as required by law, or to carry out the purposes of this Policy or Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.

The District may not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional and which are made and maintained in connection with the provision of treatment to the party, unless the District obtains the voluntary written consent of the party or the party's parent or guardian.

## XI. Recordkeeping

The District shall maintain for a period of seven years, records of:

1. Each sexual harassment investigation, including any determination regarding responsibility, any audio or audiovisual recording or transcript, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve access to the District's education program or activity;
2. Any appeal and the result therefrom;
3. Informal resolution and the result therefrom; and
4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process with regard to sexual harassment.

The District shall create and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

With respect to each response, the District shall document the basis for its conclusion that its response was not deliberately indifferent, and document that it took measures designed to restore or preserve access to the District's educational program or activity. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken.

## XII. Training

The District shall ensure that the Title IX Coordinators, investigators, decision-makers, appeal decision-makers and facilitators of informal resolution processes, receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process including appeals and informal resolution processes, if applicable, for the purpose of protecting the safety of students, ensuring due process protections for all parties, and promoting accountability.

The District shall ensure decision-makers receive training on issues of relevance of questions and evidence, including questions and evidence about a complainant's prior sexual behavior. The District shall also ensure investigators receive training on how to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and facilitators of informal resolutions may not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

### XIII. Pupil Harassment under State Law

Under state law, pupil harassment includes behavior towards pupils based, in whole or in part, on sex, which substantially interferes with a pupil's school performance or creates an intimidating, hostile, or offensive school environment. Any such pupil harassment may be reported to the Title IX Coordinator. The Title IX Coordinator shall be responsible for addressing such allegations, including conducting an investigation, if appropriate, pursuant to this Policy and other board policies.

If a student, or parent or guardian acting on behalf of the student, files a complaint alleging harassment on the basis of sex only under state law, the Title IX Coordinator shall consider any appropriate action, including requiring the student to follow any general student harassment procedure adopted to comply with state law prohibiting harassment based on sex. However, the Title IX Coordinator may determine that it is appropriate to proceed with the complaint under this Title IX Sexual Harassment policy, including resolution of the allegations under the grievance process.

Legal References: Title IX of the Education Amendment of 1972

Title IX regulations, 34 C.F.R. Part 106

Wis. Stat. §118.13

Wisconsin Administrative Code PI 9

Adopted: February 7, 2022

Approved: February 17, 2025

## FORMAL COMPLAINT OF SEXUAL HARASSMENT

This formal complaint is filed by the complainant (or parent or guardian on behalf of the complainant) or signed by the Title IX Coordinator.

If this formal complaint is filed by the complainant, it may be filed with the Title IX Coordinator in person, by mail, by electronic mail, by using the contact information for the Title IX Coordinator, or by any additional method designated by the District. A document filed by a complainant means a document or electronic submission that contains the complainants' physical or digital signature or otherwise indicates that the complainant, or a parent or guardian acting on behalf of a complainant, is the person filing the formal complaint.

This formal complaint is intended to request the District to investigate the allegation of sexual harassment.

This formal complaint must either attach or include below the specific allegations of sexual harassment against a respondent about conduct within the District's education program or activity.

The allegations of sexual harassment are as follows: \_\_\_\_\_.

The conduct occurred within the District's education program or activity in the following respect:

\_\_\_\_\_

The respondent is identified as \_\_\_\_\_.

\_\_\_\_\_  
Printed Name of Complainant or Title IX Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Complainant or Title IX Coordinator (Not required for Complainant)

Approved: February 7, 2022

## DANGEROUS WEAPONS IN THE SCHOOLS

- A. The possession of any dangerous weapons as defined in [s. 939.22, Stats] on or in school property is strictly forbidden. Violation of this policy may result in disciplinary action being taken by the school district up to and including expulsion. This violation shall be reported to legal authorities.

The possession of any facsimile firearm that could reasonably be expected to alarm, intimidate, threaten or terrify another person shall be prohibited on or in school property. Violations may result in disciplinary action being taken by the school district up to and including expulsion from school. All incidents will be reported to legal authorities.

- B. This policy does not apply to:

1. Any peace officers in the discharge of his/her duties.
2. Any person engaged in military activities acting in the discharge of his/her official duties.
3. Any person with the consent of the principal or other designated official of the school district

Approved: June 5, 1995

Revised: August 19, 2013

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# BULLYING

## Introduction

The Darlington Community School District strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and school buses and at school-sponsored activities. Bullying has a harmful social, physical, psychological and academic impact on bullies, victims and bystanders. The school district consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

## Definition

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: race, color, religion, gender, age, national origin, veteran status, disability, physical appearance, genetic information testing, family & medical leave, sexual orientation and gender identity or expression.

Bullying behavior can be:

1. Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
3. Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet – also known as cyber bullying)

## Prohibition

Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the school district. This includes public transportation regularly used by students to go to and from school. Educational environments include, but are not limited to, every activity under school supervision.

## Procedure for Reporting/Retaliation

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the school counselor and/or principal.

Any other person, including a student who is either a victim of the bullying or is aware of the bullying or any other concerned individual is encouraged to report the conduct to any school employee or volunteer.

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

The school official receiving a report of bullying shall immediately notify the school district employee assigned to investigate the report. The following school district employees have been identified as the investigators: school counselor and/or principal.



There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

#### Procedure for investigating reports of bullying

The person assigned by the district to initiate an investigation of the bullying report shall, within one school day, interview the person(s) who are the victim(s) of the bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report.

Parents and/or guardians of each pupil involved in the bullying will be notified and given an opportunity to be interviewed prior to the conclusion of the investigation. The district shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

#### Sanctions and supports

If it is determined that students participated in bullying behavior or retaliated against anyone due to the reporting of bullying behavior, the school district administration and school board may take disciplinary action, including: suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate. Pupil services staff will provide support for the identified victim(s).

#### Disclosure and Public Reporting

The policy will be distributed annually to all students enrolled in the school district, their parents and/or guardians and employees. It will also be distributed to organizations in the community having cooperative agreements with the schools. The school district will also provide a copy of the policy to any person who requests it.

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary report shall be prepared and presented to the school board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

Approved: July 19, 2010

Revised: August 19, 2013

## TUITION PAYMENTS

The principals shall check and keep the district administrator informed of the residence of all students enrolled to determine addresses and whether or not tuition is due.

The following regulations have been established to govern the admittance of non-resident students at Darlington Community School District:

1. Tuition rates shall be determined as prescribed by Wisconsin Statutes.
2. Advanced payment of tuition charges shall be made, at the beginning of each quarter, based on an estimate similar to the charges for the previous year.
3. Reimbursement or additional billing shall be made after the close of the school year to adjust each tuition account.
4. No student shall be allowed to attend school more than five days without tuition having been paid or arrangements for payment being approved by the district administrator.
5. Tuition payments shall be made in the district office of the Darlington Community School District in the elementary/middle school building.
6. Tuition students shall be subject to all rules and regulations which govern resident students, including healthier measures.

Revised: August 19, 2013

## GRADUATION

Completion of eighth grade is no longer considered a terminal point for formal education. Therefore, eighth grade graduation exercises will not be held.

High school commencement exercises are considered an honor. Only students who have successfully completed all requirements and obligations prescribed by the school will be eligible to take part. The Board of Education reserves the right to make exceptions in view of extenuating circumstances.

### HIGH SCHOOL GRADUATION POLICY

#### I. District graduation requirements:

##### A. Graduation Policy with suggested additions or changes.

In order for a student to graduate from Darlington High School a student must:

1. Carry at least 6 credits each year with a maximum of 7 credits. Permission to exceed that maximum must be obtained from the high school counselor.
2. Be in regular attendance for 8 semesters.
3. Have accumulated a minimum of 24 credits. Note: The minimum level of 6 credits/year will total exactly 24 credits.
4. These credits must include the following:
  - a. a minimum of four (4) credits of English and speech
  - b. a minimum of three (3) credits of social science
  - c. a minimum of three (3) credits of mathematics.
  - d. a minimum of three (3) credits of science.
  - e. one and one half (1 ½) credits of physical education
  - f. one half (1/2) credit of health
5. A minimum of nine (9) credits of electives from any combination of vocational ed., foreign language, fine arts, and other courses must be successfully completed in addition to the required number of credits in each of the above areas.
6. Students must be enrolled in a Board of Education approved class each period of the day.
7. Students must pass a civics test which meets the requirements of WI Act 55 (2015).
8. The student must have all bills paid and have completed all check out procedures.

Adopted: March 15, 2004

Revised: January 16, 2012

Revised: December 21, 2015

## EARLY GRADUATION POLICY

The Darlington District recognizes that circumstances may motivate a student to seek early graduation. To the extent that the student's request is reasonable and to the extent that the student will have met standard graduation requirements, the District has established procedures for early graduation: (1) at the end of six semesters of work and (2) at the end of seven semesters of work.

These procedures are as follows:

### A. After Six (6) Semesters

1. Application must be made in writing by the parent(s) to the high school principal by no later than the end of the student's fourth (4) semester in high school. This request should include a definite plan for completing graduation requirements and future educational aspirations. The request should also include a statement listing the reasons for the application.
2. The student must successfully complete all of the requirements for education established by the Board of Education. (The fourth (4) year of physical education could be waived.)
3. Correspondence courses will be allowed to fulfill graduation requirements only when the course is not offered in the high school curriculum and the principal feels that the course is essential to the student's future aspirations.
4. Final approval of each application shall rest with the Board of Education based upon the recommendation of the administration.

### B. After Seven (7) Semesters

Students who meet the following requirements will be allowed to graduate upon completion of seven semesters of attendance.

1. Application by student in writing activating early graduation folder. This request must be filed on or before the last day of school before the Christmas recess.
2. Letter by District to parent indicating student's request and providing an opportunity for a conference if requested.

## SPECIAL COURSES

In the event that a qualified teacher is unavailable for a particular course and there is a student demand for that course, the Board of Education may recommend payment of enrollment fees for extension, distance learning, or approved online courses for that student or students upon recommendation of the superintendent.

Revised: August 19, 2013

## SEMESTER EXAM POLICY

Specific day(s) will be set aside each semester to administer final exams and/or other assessments. All students are required to take semester exams.

During the second semester, seniors will take these exams on designated days prior to senior checkout day.

Revised: July 15, 2008

Revised: May 19, 2009

Revised: August 4, 2009

Revised: April 2, 2012

## SEMESTER EXAM WAIVER POLICY

Specific day(s) will be set aside each semester to administer final exams and/or other assessments in grades 9-12. Although all students are required to take semester final exams/assessments, a first or second semester waiver from the obligation to take final exams/assessments will be granted if a student has:

1. No more than two (2) absences from school in either the first or second semester (absence from a class is considered an absence from school for purposes of this policy);
2. No unexcused absences during school year.
3. No more than seven (7) times tardy to school or to class in either the first or second semester (Tardy is defined in policy 700.2(e));
4. No more than one (1) detention in either the first or second semester;
5. No in-school or out-of-school suspension in either the first or second semester; and
6. A grade of C- or higher (71 or higher on the 100 point scale) in the course at the time of the first or second semester final exams/assessments.
7. All outstanding fees paid in full on or before the Friday preceding semester exams or the student will lose their semester exam waiver. The high school principal or designee will have discretion regarding the payment due date.

### Important operation points:

1. Final exams/assessments shall be cumulative in content, covering the entire semester's work, and count for no more than 20% of the semester grade.
2. A student who has earned a waiver from a final exam(s)/assessment(s) may voluntarily elect to take the final exam(s)/assessment(s) to raise his/her grade(s) without jeopardizing his/her current grade(s).
3. During the second semester, seniors who are required or elect to take a final exam(s)/assessment(s) will take the final exam(s)/assessment(s) on designated days prior to senior checkout day.

### Exceptions to Absenteeism:

- Absences for medical and dental appointments will not be considered an absence for purposes of this policy if the student submits a signed verification of attendance at the appointment from the treating medical professional and if such written verification is on file in the DHS main office within ten (10) calendar days of the absence.
- An absence to attend a funeral will not be considered an absence for purposes of this policy if a parent submits a written excuse to the DHS main office within ten (10) calendar days of the absence.
- An absence resulting from a written medical order from a medical professional due to illness or quarantine will not be considered an absence for purposes of this policy if the written medical order is on file in the DHS main office within ten (10) calendar days after the last day of the absence.

- An absence due to hospitalization will not be considered an absence for purposes of this policy if the student submits a signed verification of the hospitalization from the treating medical professional and if such written verification is on file in the DHS main office within ten (10) calendar days of the last day of the absence.
- An absence due to a required appearance in a court of law will not be considered an absence for purposes of this policy if written documentation from the court system is on file within the high school office within (10) calendar days of the absence.
- Junior and Senior students may take two campus visits per semester through the guidance office. These absences will not count against the waiver policy if the visit is scheduled through the guidance department.
- An absence that is closely related to a school event.

\*Building principal reserves the right to use discretion in deciding if something is closely related to a school activity and when considering situations that reach beyond the scope of events listed here.

Approved: November 18, 2014

Revised: July 18, 2016

Revised: December 5, 2022

Revised: July 17, 2024



## GRADE ADVANCEMENT POLICY

Effective: Fall of 2002

### 4th and 8th Grades

- I. A student will be promoted from grade 4 to 5 and from grade 8 to 9 if the student passes 4 (four) of 5 (five) tests on the Wisconsin Knowledge and Concepts Exam at the level of at least “Basic”, or
- II. If a student does not meet the WKCE criterion whether by failing to pass 4 of the 5 tests, or by not participating in the SKCE due to the parent opt out provision, or by IEP (Individual Education Plan) or 504 designation (Alternate Education Plan) provisions or exclusions for handicapped students, or by limited English proficiency, the following criteria will be considered for grade promotion.

The testing coordinator will inform the classroom teachers and the K-8 principal of any students who have failed more than one subtest on the WKCE or whose parents have opted out of the WKCE. The classroom teacher(s) and the principal will then look at the students classroom performance and achievement.

#### A. Academic Performance Criteria

1. A student may be promoted if the student passes, with a passing grade, the school classes which correspond to the failed test(s) on the WKCE.
- III. If a student does not meet the WKCE test criteria, or the Academic Performance Criteria, the K-8 principal will convene a teacher review committee.

#### A. Teacher Recommendation Criteria

1. A student may be promoted if a panel of Darlington Schools academic professionals including all academic classroom teachers, one or more specialists, and the K-8 principal makes a recommendation based upon their knowledge of the student’s ability and skills and the student’s chances of success at the next level of instruction.
  2. The recommendation shall be based on the student’s performance as determined by testing, classroom performance, grades, portfolios, regular attendance, alternate instructional formats or curricula.
- IV. If a student does not meet the Teacher Recommendation Criteria, Other Academic Criteria will be considered for grade promotion.

#### A. Other Academic Criteria

1. A student may be promoted if Darlington Schools educational professionals make a recommendation based upon successful completion of in-house curricular accommodations, or
2. Successful completion of a summer program approved by the district, or
3. Successful completion of other structured learning opportunities as approved by the district.
4. K-8 principal’s recommendation.

Approved: February 20, 2001

## ASSESSMENT POLICY

The assessment of student academic performance is critical to the Darlington Community School District. Standards-led education demands that assessment data be collected, analyzed, and interpreted from a variety of sources. Essential to a standards-based educational program is a balanced assessment system that includes formative, benchmark, and summative strategies that measures student progress and performance of the standards and priority outcomes. The philosophy of the Board is for all students to achieve optimal learning based on high expectations and considerations of their abilities and needs. Administrators and faculty recognize that students have diverse capabilities, interests, and individual patterns of growth and learning. Therefore, the Darlington Community School District believes it is important to have as much accurate knowledge of each student as is possible through Core Values, Standardized Assessments, 4K-12 Priority Outcomes and Standards, Classroom Assessments, and Accountability Measures. This approach exemplifies a balanced, comprehensive, and instructionally relevant assessment system that values our relationship with all students. This multi-tiered system provides meaningful information about student progress, student performance, and instructional effectiveness. Additionally, such a system promotes higher achievement levels and prepares students to be life-long learners and compassionate, contributing members of society.

Adopted: October 18, 2010

## STUDENT RECORDS

Pursuant to Section 438 of the General Education Provisions Act, [s. 118.125, Stats], PI 11.05 of Wisconsin Administrative Code, and Section 121 a.560-576 of the federal regulations, it is the policy of Darlington Community School District to insure the confidentiality of student records and personally identifiable information. Individual student records will be maintained in the following locations:

- A. Progress Records: K-8 at Darlington Elementary/Middle School School Counselor office;  
9-12 at Darlington High School guidance office.
- B. Behavioral Records: Cumulative records are at the student's attendance center;
- C. Special Education Records: Darlington Elementary/Middle School psychologist office.

Revised: August 19, 2013

## CONTENT OF STUDENT RECORDS AND DEFINITIONS

Individual student records shall include all records relating to an individual student other than notes or records maintained for the personal use of teachers or other certified personnel which are not available to others and records necessary for and available only to persons involved in psychological treatment of a student.

### A. Progress Records (Permanent Records)

records maintained by the school which include grades, statement of courses taken by the student, the student's extracurricular activities and the student's attendance record/dates.

### B. Behavioral Records

1. Cumulative Records: pupil records which include student's physical health records, group tests relating specifically to achievement or measurement of ability, teacher comments relating to classroom progress/behavior, and any other pupil records which are not progress records or Special Education records.
2. Special Education Records: pupil records which include referral information, parental consent, I-Team evaluations and findings and reports, individual evaluation reports (including psychological and personality), IEP placement information, medical information related to the I-Team process, and any other information relating to the I-Team process.
3. Directory Information - includes the following information relating to a student: name, address, phone number, date and place of birth, major field of study, participation in activities and sports, dates of attendance, degrees and awards received, the most previous attended educational institute, and similar information. This information may be disclosed as directory information if so designated as such. A parent of an eligible student must inform the school district/agency in writing the period of time in which personally identifiable information is not to be designated as directory information.
4. Personally Identifiable Information - "Personally identifiable" means that the data or information includes (a) the name of a student, the student's parent or other family member, (b) the address of the student, (c) a personal identifier, such as the student number, (d) a list of personal characteristics which would make the student's identity easily traceable, or (e) other information which would make the student's identity easily traceable.
5. Parent - means parent, guardian, or other individual as appointed by the court to act on behalf of a minor child.
6. Adult Pupil - A student who has reached the age of eighteen, or is in full-time attendance at an institution of post-secondary education. He/she has the rights accorded to the parents.

Revised: August 19, 2013

## CONFIDENTIALITY OF STUDENT RECORDS

All student records are confidential with the following exceptions:

- A. A student, or the parent or guardian of a student shall upon request be shown and provided with a copy of the student's progress records.
- B. An adult student, or the parent or guardian of the minor student shall upon request be shown the student's behavioral records in the presence of a person qualified to explain and interpret the contents of the records. Such student, parent, or guardian shall upon request be provided with a copy of the behavioral records.
- C. The judge of any court of this state or the United States shall upon judicial order or subpoena, be provided by the School District Clerk with a copy of all progress records of a student who is the subject of any proceeding in such court. In this case the adult student or the parent or guardian of a minor student shall be notified of any such order or subpoena in advance of compliance therewith by the School District Clerk.
- D. Student records may be made available to persons employed in the School District which the student attends who are required by the Department of Public Instruction under Section 115.28 (7) to hold a certificate, license or permit, and who have a legitimate education interest in the records.
- E. Upon written permission of an adult student or the parent or guardian of a minor student, the school shall make student records available to the person named in the permission form. The permission form must specify the records be provided to an adult student or to the parent or guardian of a minor student per points A and B above.
- F. A pupil's records shall be provided to a court in response to a subpoena by parties to an action for in-camera inspection and to be used only for the purposes of impeachment of any witness who has testified in the action. The court may turn said records or parts thereof over to parties in the action of their attorneys if said records would be relevant and material to a witness' credibility or competency; provided, however, before such subpoena in advance of compliance to the subpoena.
- G. The School Board may provide the Department of Public Instruction, CESA #3 Special Education Services Staff, or any public officer with any information required under Chapters 115 to 121 of the Wisconsin Statutes.
- H. Notwithstanding their confidential status, student records may be used in suspension and expulsion proceedings and by the Individual Educational Team under [s. 115, Stats].
- I. Annually, on or before August 15, this District shall report to the appropriate community services board established under s.51.42 and s.51.437, Wis. Stats., the name of any child, age 16 and over, who is a district resident and is not expected to be enrolled in the school district 2 years from the date of the report, and who may require services under s.51.42 or s.51.437.

- J. The principal shall have the primary responsibility for maintaining the confidentiality of all student records kept at that school. All requests for inspection or for transfer to another school district shall be directed to the principal who will then determine whether inspection is permitted under this policy. The principal, guidance counselor, or school psychologist shall be present to interpret behavioral records when inspection is made under paragraph (III B).

Revised: August 19, 2013

## TRANSFER OF RECORDS

Individual student records shall be transferred to another school or school district within the next working day upon receipt of written notice from an adult student or the parent or guardian of a minor student that the student intends to enroll in another school or school district, or upon written notice from the other school or school district that the student has enrolled, or a court order that the pupil has been placed in a secure correctional facility, child caring institution, or group home.

District policy also provides that before student records are transferred, an adult student or the parent or guardian of a minor student shall be notified of the transfer, receive a copy of the record if desired and have an opportunity for a hearing to challenge the content of the records (see section VI of this policy). This School District shall annually give notice via posting of a Class I Notice to inform parents or adult students of the rights regarding student records. Provisions shall be made to effectively notify parents if their primary language is other than English.

Ref: Wis. Stat. Sec. 118.125 (4)

Revised: October 15, 2018

## ACCESS TO RECORDS

This School District shall:

- A. Permit adult students or the parent/guardian of minor students to inspect and review any education records relating to their children that are collected, maintained, or used by this School District. This District shall comply with a request without unnecessary delay and before any meeting regarding an individualized education program or hearing relating to the identification, evaluation, or placement of the child, and in no case more than 45 days after the request has been made.
- B. The rights to inspect and review education records include:
  - 1. The right to a response regarding reasonable requests for explanations and interpretations of the records.
  - 2. The right to request that the school provide copies of the records containing the information at a reasonable charge.
  - 3. The right to have a representative of the parent inspect and review the records.

Revised: August 19, 2013



## MAINTENANCE AND DESTRUCTION OF RECORDS

Individual student records will be maintained in the school of attendance. Upon transfer of the student to another school operated by the District, the records will be transferred to that school. When an individual student ceases to be enrolled in a school operated by the School District, his or her records will be processed as follows:

- A. No behavioral records may be maintained for more than one year after the date upon which the pupil graduated from or last attended the school, unless the adult student or the parent or guardian of a minor student specifies in writing a request that individual behavioral records be maintained.

This policy of the School Board shall be published as a Class I Notice for public inspection. Note: Parents and students will be informed in advance of the School District's intent to destroy records or portions of records and will be apprised of subsequent possible users of the portions to be destroyed.

- B. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed, otherwise known as progress records, will be maintained indefinitely, with periodic review and destruction of records on a five year basis.
- C. Records held jointly by this District and CESA #3 Special Education Services will be destroyed simultaneously as per the above guidelines following communication with CESA #3.

## CHALLENGE OF CONTENT OF STUDENT RECORDS

An adult student or the parent/guardian of a minor student shall have an opportunity for a hearing to challenge the content of both progress and behavioral records alleged to be inaccurate, misleading or otherwise inappropriate. If, as a result of the hearing, the complainant is not satisfied, an adult student or the parent/guardian of a minor student may appeal to the School Board for a hearing. The appeal must be made to the School District administrator within five days of the informal hearing. The president of the School Board shall then schedule a hearing within 30 calendar days of this request. Such hearing will be private unless a public hearing is requested by the complainant. If the decision is against the complainant, request made by the adult student, parent/guardian of a minor student, the Board shall inform the parent or guardian or adult student of the right to place in the education records of the student a statement challenging/explaining upon the information in the education records and outlining any reasons for disagreeing with the Board's decision.

The statement of disagreement of the Board's decision shall be maintained as part of the student's record as long as the records are maintained by this School District. If the student's records or parts of the records are disclosed to another party, then the statement of disagreement shall also be disclosed to that party.

Revised: August 19, 2013:

## EXPULSION PROCEDURES

It is the District's intent to comply with ss.120.13 (1) (c) governing procedures for the expulsion of a student.

The following are the procedural and substantive due process guidelines.

- A. Prior to expulsion, school board shall hold a hearing.
- B. Not less than five (5) days written notice of hearing shall be sent
  - 1. to pupil
  - 2. if pupil is a minor, also mail to parent/guardian.
- C. Contents of notice of hearing shall:
  - 1. specify the particulars of the alleged refusal, neglect or conduct.
  - 2. state time and place of hearing.
  - 3. state that hearing may result in pupil's expulsion.
  - 4. [s.120.13 (1) (c), Stats], shall be printed in full on the face or back of the notice.
- D. Pupil, or parent/guardian or minor pupil, may request closed hearing.
- E. Pupil, and if pupil is minor, the parent or guardian may be represented at hearing by counsel.
- F. School Board shall:
  - 1. keep written minutes of the hearing.
  - 2. mail copy of expulsion order
    - a. to pupil.
    - b. if pupil is a minor, also mail to parent or guardian.
    - c. inform pupil, and if pupil is a minor, the parent/guardian of right to appeal to the state superintendent.
- G. Expellable offenses - the School Board shall have made written findings that:
  - 1. the pupil is guilty of repeated refusal or neglect to obey the rules, or
  - 2. the pupil knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives, or
  - 3. the pupil engaged in conduct while at school or while under the supervision of a school authority which endangered the property, health or safety of others, or
  - 4. the pupil while not at school or while not under the supervision of a school authority engaged in conduct which endangered the property, health or safety of others at school or under the supervision of a school authority.
- H. The School Board shall have made a written finding that it is satisfied that the interest of the school demands the pupil's expulsion.

Revised: August 19, 2013

## TECHNOLOGY POLICY

### K-12 STUDENTS

#### Administration, Monitoring, and Privacy Rights

The school provides internet and computers to help you learn. You can only use them for schoolwork and research. The school can check your activity on district devices and/or on any devices connected to the school network. You should have no expectation of privacy when using school technology.

#### Description of Security Measures

The internet has a lot of content, good and bad. It's impossible for the school to check everything, so we do a few things to keep you safe:

- **Filtering Technology:** We utilize advanced filtering software to block access to websites containing obscene content, child pornography, and material deemed harmful to minors as defined by the Children's Internet Protection Act. This acts as a first line of defense, safeguarding you from inappropriate content.
- **Active Supervision:** District staff are committed to actively supervising your online activity. This ensures responsible use of technology resources and reinforces safe online behavior.
- **Comprehensive Education:** Throughout the school year, curriculum will be integrated that addresses online safety. This includes responsible social media interaction, cyberbullying awareness, and strategies for responding to online threats.

#### Respectful Online Conduct

The school district takes a strong stance against using its technology for any purpose that violates our existing anti-discrimination and anti-harassment policies. This includes online behavior that is discriminatory and harassing, also known as cyberbullying.

Cyberbullying is a serious issue. It involves using technology to deliberately, repeatedly, and unfairly target someone with harmful messages or images. This can have lasting consequences for the victim.

The school district's technology resources are for educational purposes and should be used with respect for others. This means not using them to defame someone or share sensitive personal information without their consent.

**Remember:** When you're online, you're still representing yourself and our school community. Treat others with kindness and respect, both online and offline.

### Acceptable Use

Here are some guidelines for acceptable use of district technology:

- **Don't visit bad websites:** This includes websites containing inappropriate material or any material that is not in support of educational objectives, such as profane material, obscene material, sexually explicit material, and pornographic material.
- **Be honest online:** Don't steal, cheat (plagiarism), or do anything illegal.
- **Respect copyright:** Don't copy or install software or media on school devices without permission. Only use programs approved by the school. Play fair online: follow copyright rules and don't share stuff without the owner's okay.
- **Don't mess with the tech:** Don't break, damage, or try to hack into school devices or networks.
- **Play by the software rules:** Only use approved programs and follow the rules for using them.
- **Don't mess with security:** Don't try to bypass firewalls or other protections.
- **Keep information private:** Don't share personal details about others.
- **Use school tech for school stuff:** Don't use it for personal business or entertainment.
- **Don't access accounts of other students or staff.**
- The possession of pagers or two-way communication devices shall be governed by the rules and regulations of the Student Handbook.

### Using Electronic Devices at School

This section applies to both school-owned devices and your personal electronics you bring to school.

#### **School-Owned Devices:**

Students shall only use school-owned electronic devices during school hours or activities. Such devices shall be the property of the district and may be copied, reviewed, and audited as deemed necessary by the District.

#### **Personal Devices:**

Generally, you cannot use personal devices during school hours or activities. They should be turned off during those times. This includes phones, laptops, tablets, and other gadgets.

Teachers can allow you to use your device for educational purposes if needed (e.g., headphones for listening activities, a camera for a project).

Connecting personal devices to school equipment or the network is also only allowed with teacher permission.

**Important:** Never use any electronic device, school-owned or personal, to record images in private areas like locker rooms and bathrooms. (This is also a state law.)

### Consequences of Misuse

A student who intentionally violates any of the rules outlined in this policy will face possible punishments including, but not limited to:

- Conference with an administrator
- Restriction of computer access
- Parental notification
- Loss of internet access
- Loss of email access
- Detention
- Suspension
- Payment of the costs to repair any damage to the computer system or any other electronic device
  - Fees will be based on the nature and extent of the damage, but these are general fee guidelines:
    - Broken Chromebook screen - \$50
    - Broken Chromebook keyboard - \$25
    - Replacement charger - \$20
    - Replacement Chromebook - up to \$300
- Criminal prosecution

The consequences assigned to a student for a violation of the Student Use of Technology Policy will be at the discretion of the administration.

**Technology and Internet Safety Acceptable Use Agreement  
for  
Student Users**

School Year:\_\_\_\_\_

I acknowledge that I will have access to the Internet through the Darlington Community School District computer system. I understand that the Darlington Community School District will provide filtering software/firewalls in an attempt to limit access to undesirable sites and content.

I have read and understand the following: Technology Policy - K-12 Students, Technology Policy - Staff and Faculty, and Technology Concerns for Students with Special Needs Policy. I agree to abide by and accept responsibility for the appropriate use of the technology offered by the Darlington Community School District. I understand that the inappropriate use of the technologies available may result in the loss of access privileges as described in the policies. I acknowledge that, when appropriate, payment for damages and/or repairs may be assessed to me. I acknowledge that, when applicable, law enforcement agencies may be involved in investigating illegal use of district technology and that this may result in legal action against me. And finally, I acknowledge that inappropriate use of the District's Internet could result in the suspension, revocation, or limitation of computer use and/or other appropriate disciplinary actions, and/or referral to law enforcement agencies.

Student's Name (please print):\_\_\_\_\_

School:\_\_\_\_\_

Student's Signature:\_\_\_\_\_

Date:\_\_\_\_\_

Parent's/Legal Guardian's Signature:\_\_\_\_\_

Date:\_\_\_\_\_

Revised: August 5, 2013

Revised: March 27, 2017

Revised: July 17, 2024

## TECHNOLOGY CONCERNS FOR STUDENTS WITH SPECIAL NEEDS

- A. A student's need for assistive technology shall be determined on a case-by-case basis. If the Individualized Educational Plan (IEP) team determines that a particular assistive technology device is required for the student to be provided a favorable benefit from his/her education program, the technology must be provided to implement the IEP.
- B. Assistive technology may be provided as special education, related services, or supplemental aids and services for students with disabilities who are educated in regular classes.
- C. The District is responsible for evaluation in areas in which assistive technology may be a factor. Determination of need for assistive technology will be determined by the following process:
1. Identification of difficulty the student is experiencing and discussion of possible causes for the difficulty. This includes a review of existing information and data. During this review the IEP Team decides other information necessary to make an informed decision about the need for assistive technology.
  2. If existing data does not provide all needed information, team members gather baseline data:
    - The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.
    - During a specified time frame, the trials are completed and data is collected.
    - The team analyzes new data and makes decisions about the longer term use or permanent acquisition of one or more assistive technology tools.
  3. If specific assistive technology is identified as being needed, it is written in the student's IEP.
- D. Those students having special needs but not requiring a formal IEP according to law will also be considered for assistive technology devices and/or services on a case by case basis to be determined by the following process:
1. Identification of difficulty the student is experiencing and discussion of possible causes for the difficulty by individuals or a team comprised of classroom or special education teacher, guidance counselor, librarian, technology teacher, and/or building principal. This includes a review of existing information and data. During this review a team decides other information necessary to make an informed decision about the necessity for assistive technology.
  2. If existing data does not provide all needed information, team members gather baseline data:
    - The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.



- During a specified time frame, the trials are completed and data is collected.
  - The team analyzes new data and makes decisions about the longer term use or permanent acquisition of one or more assistive technology tools.
3. If specific assistive technology is identified as being needed, a request is made of the appropriate district staff for consideration and procurement.

Approved: December 15, 2009

Revised: August 5, 2013

Revised: July 24, 2024

## MCKINNEY-VENTO HOMELESS POLICY

Children and youth, including unaccompanied youth who meet the Federal definition of homeless, will be provided a free appropriate public education in the same manner as all other students of the District. To that end, students who are homeless will not be stigmatized or segregated on the basis of their status as homeless and will be assigned to the school serving those non-homeless students residing in the area in which the homeless child is actually living. The District shall establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence, and include those who meet any of the following criteria:

- A. Share the housing of other persons due to loss of housing, economic hardship, or similar reason (referred to as “Doubled-up”);
- B. Live in motels, hotels, trailer parks, or campgrounds due to lack of alternative adequate accommodations;
- C. Live in emergency or transitional shelters;
- D. Are abandoned in hospitals;
- E. Are awaiting foster care placement;
- F. Have 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;
- G. Live in a car, park, public space, abandoned building, substandard housing, bus, or train station, or similar setting.

Additionally, pursuant to Federal law, migratory children who are living in circumstances described in A-G above are also considered homeless.

Children, youth, and their families who are homeless shall be provided equal access to the educational services for which they are eligible, including preschool programs administered by the School District.

The District shall remove barriers to the enrollment and retention of students who are homeless in schools in the District. Students who are homeless shall be enrolled immediately, even if they do not have the necessary enrollment documentation such as immunization and health records, proof of residency or guardianship, birth certificate, school records, and other documentation.

Students who are homeless will be provided services comparable to other students in the District including:

- A. Transportation services;
- B. Educational services for which the homeless student meets eligibility criteria including services provided under Title I of the Elementary and Secondary Education Act or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;
- C. Programs in vocational and technical education;
- D. Programs for gifted and talented students;
- E. School nutrition programs;
- F. Before and after school programs.

In addition to notifying the parent or guardian of the homeless student or unaccompanied youth of the rights described above, the District shall post public notice of educational rights of children and youth experiencing homelessness in each school.

At the request of the parent or guardian, or in the case of an unaccompanied youth, the local homeless liaison, transportation shall be provided for a homeless student to and from the school of origin as follows:

- A. If the homeless student continues to live in the School District in which the school of origin is located, transportation will be provided in accordance with District policy/administrative guidelines and Federal requirements.
- B. If the homeless student moves to an area served by another district, though continuing his/her education at the school of origin, the district of origin and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin. If the districts cannot agree upon such a method, the responsibility and costs must be shared equally.

The District Administrator will appoint a Homeless Liaison who will perform the duties as assigned by the District Administrator. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and basic needs services to children and youths who are homeless.

## DISPUTES

If the parent/guardian or unaccompanied youth disputes the school assignment determined by the District, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute (including all available appeals). Disputes shall be resolved as expeditiously as possible.

Appeals will go to the Superintendent of Schools or his/her designee. The parent/guardian or unaccompanied youth shall be provided with a written explanation of the appealed decision regarding school selection/enrollment, including the rights of the parent/guardian, or youth to appeal the decision to the State Superintendent of Public Instruction at the Wisconsin Department of Public Instruction.

Approved: March 20, 2017

Revised: October 21, 2019

## MEMORIALS FOR DECEASED STUDENTS AND STAFF

### A. PURPOSE

The policy applies to currently enrolled students and currently employed staff members. The Darlington Community School District recognizes that the loss of a current student or staff member deeply impacts students, staff, and families. The purpose of this policy is to ensure that the Darlington Community School District supports staff, students, and families impacted from a death by assisting them with connections to appropriate school and community resources. Because it is recognized that memorial decisions made immediately in the aftermath of a crisis or death may be made without full consideration of the potential implications for students, staff, families, and the community, the Darlington Community School District will provide a process for memorial decision-making, as well as Board approved policies regarding memorial activities. This policy also recognizes that memorials after suicide may communicate suicide as an appropriate or desired response to life's challenges; therefore, careful and deliberate consideration will be given in determining the appropriate approved memorial activities. This policy will be reviewed on a regular basis by district and building administration to ensure it continues to further the stated purpose.

### B. DEFINITIONS

Memorials: Objects or activities to remember an event or deceased person(s).

Living Memorials: A memorial intended to be sustained over time.

Crisis Response Team (CRT): An Administration appointed group of district and non-district members who develop and execute district-wide procedures for the handling of mental health needs in the recovery phase of a crisis situation needing grief support.

Crisis: Any natural disaster or unexpected event that negatively affects a student, a staff member, or a significant group of the school population and usually involves serious emotional, psychological and/or physical injury or death.

Impact: The magnitude of the potential loss or seriousness of the crisis.

### C. GENERAL STATEMENT OF POLICY

In recognition that schools are designed primarily to support learning, school sites should not serve as the main venue for the memorializing of student or staff. Memorial activities expressed at school need to be coordinated and approved through the Crisis Response Team (CRT), as well as building administration. The CRT will assist families and students in selecting memorial activities that are appropriate for school and assist students and staff in healthy bereavement.

It is further recognized that building administration should have a certain amount of discretion in these situations to make professional judgments - in consultation with the Superintendent and CRT – to best meet the overall needs of students, staff, parents, and the community as a whole.

#### D. MEMORIAL POLICY

Temporary memorials, as approved by the Crisis Response Team, may be displayed within the school building or on school grounds until the day of the funeral, or within one week following the death, after which time they will be given to the family by designated district officials. Allowable temporary memorials include banners, pictures, and student desk and locker displays, and are only allowed in locations monitored by school officials. Temporary memorials cannot alter district owned property, including lockers and desks. All temporary memorial activities must occur under the direct supervision of the Crisis Response Team members. Memorials for deceased students and staff will be limited to endowments, scholarships, the planting of a tree, or items with educational significance. Scholarship and endowment memorials may be established one time, or in the form of a perpetual award, with a description of the purpose of the endowment or scholarship. Memorials may not include the retirement, alteration, or discontinued use of school property. Other recommended memorial activities include:

Yearbooks: A current student or staff member who has died will be acknowledged in the appropriate yearbook during the year of their death and in what would have been their senior year. Information will be limited to their name, photo, date of birth and death, and school activities in which they participated.

Commemorative Events and/or Items: A commemorative event may be established and held in the name of the deceased student or staff member. Activities cannot be held during the school day, and may be sponsored by a class, club, or activity in which the deceased student or staff member participated. It is recommended that commemorative events utilize community partners (e.g., employers of the deceased, faith communities, etc.).

Graduation Recognition: The name of each deceased classmate who passed away while enrolled as a student in Darlington will be read at the graduation ceremony. Any staff member who passes away during the current school year will also be recognized. All names will be included in the graduation program. The family of the deceased student(s) will be given the opportunity to work with CRT members to provide one picture and one personal item to place on the reserved seat for the deceased child during the graduation ceremony.

Moment of Silence Recognition: A ‘moment of silence’ may be used following the death of a student or staff member to honor their memory. School-wide moments of silence should occur within two school days following notification of the death.

Moments of silence are also approved for use in the Darlington Community School District Board of Education meetings, co-curricular events in which the deceased participated, and community based events.

**E. PROHIBITED MEMORIAL EVENTS**

Selling and/or fundraising of memorial items during the school day is prohibited. Proceeds from district co-curricular events or contests cannot be donated to agencies for memorialization. Utilizing formal all-school or school-wide events, including Commencement, Homecoming festivities, Prom, and other thematic events or weeks to memorialize deceased students or staff is prohibited. Commemorative items or events can be sponsored by community based agencies and promoted outside the school day.

School district facilities will not be used for formal memorial services or funerals.

Formal, school-wide recognition of anniversary dates will not occur.

Approved: March 1, 2021

## SCHOOL-OWNED MUSICAL INSTRUMENTS

The District recognizes that renting a musical instrument can be a financial burden for some families, and as a result has allowed some families to use school-owned instruments. If a student negligently damages a school-owned instrument, the cost of repair or replacement of that instrument will be the responsibility of the parent or guardian of the student.

The cost of repair or replacement will be reflective of the age and condition of the instrument as determined by the District. As all instruments are not equal in value, the cost will vary depending on the type of instrument the student borrows.

Approved: October 11, 2023



## AGREEMENT TO CARE FOR SCHOOL-OWNED MUSICAL INSTRUMENTS

Many students' families rent their band instruments from an outside entity. However, the Darlington School District recognizes that renting a musical instrument is a financial burden for some families, and as a result has allowed students to use school-owned instruments.

If a student negligently damages a school-owned instrument, the cost of repair or replacement represents an unnecessary financial burden to the district. As a result, we need families to pledge that they will take responsibility for the cost of damages or full replacement of an instrument the district has loaned to their child.

The cost of repair or replacement will be reflective of the age and condition of the instrument. As not all are equal in value, the cost will vary depending on the type of instrument the student borrows.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Instrument Type \_\_\_\_\_ Factory Serial Number \_\_\_\_\_

Accessories \_\_\_\_\_ Estimated Cost \_\_\_\_\_

-----

This certifies that on the above date, my child borrowed the above instrument from the Darlington Community School District. I agree that I will take financial responsibility for the repair of any damages not resulting from natural wear and tear. I further agree that if loss or damage necessitates the total replacement of the above instrument, I will pay the cost.

Student Signature \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Phone Number \_\_\_\_\_ Email Address \_\_\_\_\_

## PARENT OPT-OUT OF ASSESSMENT

The Board shall excuse any student from the State examination at any grade whether the test administered is the one developed by the Department of Public Instruction or the District's own test developed and approved by the DPI and the U.S. Department of Education. To opt out of these examinations, the student's parents must submit a statement in writing to the Building Principal stating that the parent is opting out of the examination(s).

Approved: October 11, 2023

## SERVICES FOR BILINGUAL STUDENTS/ENGLISH LANGUAGE LEARNERS

The Board shall provide appropriate identification and transition services for District students who are identified as English learners. The purpose of these services is to develop English language skills that will enable the students to function successfully in an all English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English Learners (ELs), the implementation of curricular and instructional modifications, the assessment of the English Learner (EL) student's academic progress, identification of EL students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration, and the type of services shall be determined individually and shall be based on the needs of each student.

If a sufficient number of the students identified with limited English proficiency are of the same language group to meet statutory requirements, the Board shall establish and implement a bilingual-bicultural education program as required by the law.

The ESL Director or designee shall be responsible for taking a count of limited-English proficient students in the District that shall be completed on or before March 1st of each school year. The District will also assess the language proficiency of such students and classify them by language group, grade level, age, and English language proficiency. The annual assessment will measure a student's oral language, reading, and writing skills in English.

The District shall submit the report of EL students to the Department of Public Instruction as required by law.

### **Assessing English Proficiency**

Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child.

Identification of students requiring additional services as ELs will be identified by the District using the following process:

- A. Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child by completing a Home Language Survey.
- B. The student's prior academic records in or outside the United States will be reviewed to identify areas of concern where poor performance may be attributable to language barriers.
- C. If deemed appropriate, the student may undergo an academic assessment to confirm identification.

Students not initially identified as in need of EL services who are observed through classroom performance as exhibiting language barriers to educational achievement should be re-evaluated.

Students identified above must be given the formal evaluation screening test. Students that score less than English language proficiency ELP 5 on the test must be identified as EL and entered into the Wisconsin Information System for Educators (WISEdata) system.

The District will provide programs for ELs/Limited-English Proficient (LEP) students so they may become proficient in English while achieving academically.

### **Parental Notification and Consent**

If a student is identified and assessed as EL and determined to be eligible for services, the District will send written notice to the student's parent within thirty (30) days of the start of the school year or within two (2) weeks of assessment (if the student is not identified prior to the beginning of the school year). Every effort will be made to obtain permission from the student's parent(s) to place the student in language instructional programming prior to the start of the school year or as soon as practicable after identification. The notice will include the information required by law.

No student will be placed in the EL Program without having received written permission from the student's parent(s). The notice to the parent(s) shall be in English and in the non-English language of the EL student. Additionally, the student's parent(s) will be given the opportunity to participate and provide input into the student's program and will be regularly informed of the student's progress. Finally, the student's parent(s) shall be given the opportunity to participate in the determination that their student has the language skills necessary to be socially and academically successful, as identified below, and the student may exit the program.

The EL student's English proficiency assessment records shall be maintained by the District in accordance with State and Federal laws and District student records policies and procedures.

### **Assessing Academic Achievement and English Language Proficiency**

An EL student may not be exempted from academic assessments based on their EL status. However, an EL student, who has been enrolled in a U.S. school for less than twelve (12) cumulative months, may be exempted during the first test administration. The District shall administer State-required tests to EL students unless a determination has been made that an individual student's results on the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills.

All EL students' assessment results, as well as a student's alternative assessment results, shall be communicated to the student's parent(s) and to the DPI as required by law.

EL students must annually be administered assessment testing for English proficiency determination. The District will update WISEdata if appropriate.

## **Exit Procedures**

Once a student has been placed in the EL Program, the student will be provided with programs and services and will be evaluated on an annual basis until it is determined that the student has the language skills necessary to be socially and academically successful in age and grade-appropriate settings in all areas of language development without the use of adapted or modified English materials.

EL students with the language skills necessary to compete will:

- A. understand and speak English in relation to the full range of demands of the classroom and the academic language needed to succeed;
- B. read, comprehend and write English as evidenced by successful classroom performance and average District score on standardized achievement tests; and
- C. meet or exceed District guidelines in their academic subjects.

Students may be identified as reaching these English proficiency standards by either:

- A. receiving an ELP 5 or higher on an annual assessment, in which case the student is automatically classified as English Language Proficient in WISEdata; or
- B. The ESL Director may also consider reclassification of an EL student in grade four or above as fully English proficient if the District has sufficient evidence on file establishing:
  - 1. the student has attained at least an ELP 4.5 on an annual assessment; and
  - 2. the student can demonstrate his/her understanding of the English language; and
  - 3. the file contains at least two (2) pieces of evidence establishing academic English language proficiency; and
  - 4. the parents and educators agree that the student has reached full English proficiency.

Parents must be notified and consulted prior to the formal reclassification of a student. Parents who disagree with an ELP assessment shall be given the opportunity to review the ELP assessment with the ESL Director.

Upon exit from the EL Program, the reclassification/exit decisions will be monitored and reviewed, and documentation maintained, for two (2) years. The documentation will include, at a minimum, grade level and two (2) or more pieces of evidence.

### **Re-entry**

During the two (2) year monitoring period, if the student is unable to compete with mainstream English speakers in age and grade-appropriate settings in all areas of language development, the student will be allowed to re-enter a bilingual or EL program.

The ESL Director will be responsible for assuring that parents are involved in each entry, exit, and re-entry decision, that these guidelines are followed and that EL reclassification/exit and the re-entry decisions abide by Department of Public Instruction standards.

## **Counseling Services for Students Who Are Limited English Proficient Students**

The District believes that all students should have an opportunity to have the guidance of a counselor in course selection and career planning. A student who has limited English proficiency should be able to communicate their ambitions with a counselor so that there is no discrimination or bias in class placement or career planning. A counselor should not make any predictions of success or failure based on a student's classification as limited English proficient.

If any materials, interpreters, or resource people are used to recruit students to a particular career path or vocational choice, the counselors and teachers must be sure that such materials and/or presentations can be made accessible to a student, as well as a parent, who is limited English proficient.

If a counselor knows that a parent has limited English proficiency, and communication with a parent is necessary based upon concerns about their child, the counselor should attempt to utilize an interpreter to assist in a discussion regarding the matters being discussed.

### **Testing**

The parent(s) of EL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications shall be consistent with legal requirements and presented in such manner as to ensure that the student's parent(s) understands them.

The District shall assess the English proficiency and academic progress of EL students in accordance with legal requirements. Decisions regarding the administration of State-required tests to EL students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State-required tests to an EL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any EL student exempted from taking a State-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

The results of both State-required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation, or eligibility for post-secondary education opportunities.

Approved: October 11, 2023

## COLLEGE COURSE TUITION REIMBURSEMENT

If a student receives a failing grade in a course or fails to complete a course, at a college or technical college for which the Board has made payment, the student's parents or guardian, or the student if he/she is an adult, may be required by the Board to reimburse the Board the amount paid on the student's behalf to the extent permitted by law to do so. For the purpose of this policy, a grade that constitutes a failing grade for a course offered in the School District constitutes a failing grade for a course taken at a college or technical college under this section.

Approved: October 11, 2023

## DUAL ENROLLMENT STUDENT AND FAMILY AGREEMENT

**Students:** Check items that apply to you and sign and date where indicated.

**Parent/Guardian:** Sign and date where indicated.

- I realize that I must follow all policies and procedures of the college or institution where I am taking my course(s).
- I realize that college or other institution classes, including online classes, are at an advanced level, and that I will be held to the same standards of academic performance and personal conduct as other students in my class.
- I understand that I must attend every class period to which I am assigned. If I must miss a class, I will contact my instructor prior to my absence if possible.
- If an instructor has an attendance policy that says a student will fail the course when a certain number of absences occur, I realize that I may receive a grade of "F".
- I realize that if I receive a grade of "F" in a college or other institution course or drop a course after the add/drop period, my high school will hold me financially responsible for 100% of the tuition and other expenses related to the failed or dropped course.
- I understand that all grades from college or other dual enrollment institution courses will be added to my high school transcript as the college or institution reports my grade(s) to Darlington High School. I understand that Darlington High School cannot change a grade that is awarded from a college or institution.
- I understand that I will earn .5 high school credit for each college or institution course that I successfully complete.
- I understand that I must adhere to the grading practices set forth by the college or institution. I understand it is my responsibility to understand the grading practices outlined by the college or institution.

**I am aware of the privilege of being a dual enrollment student. I will remember the basic requirements of being a dual enrollment student:**

- **Attend class.**
- **Participate in class.**
- **Complete homework assignments promptly.**
- **Seek help (from instructor, high school, college academic support services) when needed.**

By signing below, you indicate you understand the expectations outlined above.

_____ Printed Student Name	_____ Student Signature	_____ Date
_____ Printed Parent Name	_____ Parent Signature	_____ Date



## USE OF CAMERAS AND OTHER RECORDING DEVICES IN LOCKER ROOMS

The Board of Education recognizes the importance of protecting the privacy interests of the District's students and is committed to safeguarding students' privacy in the locker room facilities.

As required by law, the Board establishes the following locker room privacy policy for the Darlington Community School District.

To protect the privacy of students, non-staff access to locker rooms for the purpose of interviewing or seeking information from any student in the locker room is prohibited.

(NOTE: Encourage the local press and student reporters to wait outside the doors of the locker room to get necessary interview/photograph.)

The following recording devices will be permitted in the locker room and for the particular use described:

- A. Video recording devices may be used for school projects involving video production or other video or pictorial presentation by student(s) provided that a District staff member verifies prior to allowing such equipment in a locker room that no student(s) is/are using the locker room to change and thus could be caught in an exposed condition by recording equipment. The staff member must notify anyone inside the locker room that a recording device will be brought in and the purpose of the device with sufficient warning to allow any occupants to depart the locker room.
- B. Covert surveillance video may be used to investigate suspected illegal behavior or behavior by students and staff that violates school rules. Use of such surveillance must be approved by the District Administrator. Approved usage must be in writing and specify the date and time of the surveillance, the method used, who will have access to include law enforcement if appropriate, and the information justifying the use of the equipment.

No images of a nude or partially nude person in the locker room may be captured, recorded, or transferred under any circumstances by any individual.

To protect the privacy of the District's students, parents, other adult residents of the community, and any public that may utilize the locker room facilities, no person may use a cell phone to capture, record, or to transfer a representation of a nude or partially nude person in the locker room.

Furthermore, the Board believes that safety is of the utmost importance. Therefore, notwithstanding the provisions of this policy, if necessary, emergency rescue personnel will be permitted into the locker room and will be given access to any tools necessary to do their job.

District officials may refer any violations of this policy to law enforcement for possible criminal prosecution who violate State law.

Approved: October 25, 2023

## PROMOTION POLICY

### Purpose:

The promotion policy for the Darlington Community School District aims to provide clear guidelines for student advancement from grades 3 to 4, 4 to 5, and 8 to 9, ensuring students are equipped with the necessary academic skills, particularly in reading, as mandated by the Wisconsin Department of Public Instruction (DPI) Act 20. The policy emphasizes the importance of academic readiness, addressing both state requirements and the district's long-standing traditions.

### I. General Promotion Requirements

#### 1. Academic Progress:

Students are expected to demonstrate satisfactory progress in core subject areas, including reading, writing, mathematics, science, and social studies.

Progress is assessed based on report card grades, teacher assessments, and standardized testing.

#### 2. Attendance:

Regular attendance is crucial to student success. Excessive unexcused absences may result in a review of promotion eligibility.

#### 3. Behavioral and Social Readiness:

Promotion decisions may also consider the student's behavior, work habits, and social readiness for the next grade level.

### II. Promotion from 3rd Grade to 4th Grade

#### SECTION I

##### **Background**

Wis. Stat. §118.33(5m) requires DPI to establish a model policy for promoting students to 4th grade. By July 1, 2025, public school districts and independent charter schools are required to adopt either the DPI model policy or their own policy for promoting students to 4th grade. Beginning September 1, 2027, districts and independent charter schools may not promote a student to 4th grade unless that student meets the promotion criteria in the locally adopted policy.

At a minimum, whether using the DPI model policy or any other policy, the adopted policy must include a requirement that each student promoted from 3rd grade to 4th grade who had a personal reading plan during the 3rd grade and did not complete that personal reading plan will be provided the following:

1. Intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency;
2. Notification to the student's parent or guardian, in writing, that the student did not complete the personal reading plan that includes a description of the intensive instructional services and supports that will be provided to the student to remediate the identified areas of reading deficiency; and
3. An intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment.

Wis. Stat. §118.33(5m)(b) requires the DPI model policy and any other locally adopted policy to include good cause exceptions. These are detailed in Section 3 of the DPI model policy. Completion of a personal reading plan is defined as parent and school agreement that goals of the personal reading plan have been met and the student scores proficient on the state summative assessment. For purposes of the promotion policy, this means that the student receives a score of "Meets Expectations" on the reading portion of the third grade Wisconsin Forward Exam.

### **Promotion Policy**

The Darlington Community School District adopts this 4th grade promotion policy as of June 25, 2025 to take effect on September 1, 2027.

For any student who has not exited their personal reading plan by the end of the student's 3rd grade year, the district will engage in a process to determine whether to promote that student to the 4th grade. This process will carefully consider all relevant factors that contributed to the student not completing their personal reading plan and alternatives to retention that can help support the student to achieve reading proficiency. This process will be described in the school handbook. Additional details about the determination process are found in Section II of this policy. Good cause exceptions and post promotion mandates are found in Section III of this policy.

## **SECTION II**

### **Process for Making Promotion Determinations**

For any student who has not exited their personal reading plan by the end of the student's 3rd grade year, the district will engage in a process to determine whether to promote that student to the 4th grade. This process will carefully consider all relevant factors that contributed to the student not completing their personal reading plan and alternatives to retention that can help support the student to achieve reading proficiency. This process will be described in the school handbook and include, at a minimum, the following elements:

- A team of individuals will engage in the determination process, which shall include but is not limited to the student's parent(s) as defined by Wis. Stat. §.115.76(12) and district representatives who have knowledge of the reading instruction and interventions provided to the student, as well as how the student responded to both instruction and interventions. School representatives may include, but are not limited to: the teacher of record, the district reading specialist, a staff member who has provided additional reading support and conducted progress monitoring, and a student services professional with knowledge of the social and emotional implications of grade retention;

- Representatives from the district will consider all available data demonstrating the student's response to reading instruction and intervention, and data demonstrating the student's progress towards meeting personal reading plan goals. This data may include, but is not limited to, the most recent and previous universal reading screener data, diagnostic reading assessment data, progress Wisconsin Department of Public Instruction December 2024 5 monitoring data, classroom data, and observations and data related to the student's social, emotional, and behavioral functioning;
- Representatives from the district will determine whether the student is eligible for a good cause exception and communicate that to the parent or guardian;
- If the student has an individualized education program (IEP) in an area of reading or is an English learner with a language acquisition plan, the district representatives will review the student's progress towards those goals and communicate that to the parent or guardian;
- Representatives from the district will communicate long-term risks of retention to the student's parent or guardian. Such risks may include, but are not limited to, the following:
  - Students who are retained are more likely to have adverse outcomes, including dropping out of school and obtaining lower paying jobs in the future (Cockx, B., Picchio, M., & Baert, S. 2018; Hughes, J.N., West, S.G., Kim, H., & Bauer, S.S. 2018);
  - Students who are retained are more likely to experience emotional distress (Buckmaster et. al. 2024; Carlton & Winsler 1999; Demanet & Van Houtte 2016; Goos et al. 2013b; Carlton, M. P., & Winsler, A. 1999; Jimerson & Ferguson 2007; Lavrijsen & Nicaise 2017; Martin 2009; Martin 2011);
  - Students who are retained are more likely to have lower socioeconomic status and more likely to be eligible for government assistance (Goos, M., Pipa, J., & Peixoto, F. 2021);
  - Students who are retained are at higher risk for future criminal behavior (Eren, O., Lovenheim, M., & Mocan, H. 2022); and
  - Students who are retained do not achieve increased academic achievement and make less progress compared to other students (Silbergliitt, B., Appleton, J., & Burns, M., & Jimerson, S. 2006);
- Representatives from the district will consider alternatives to retention available to the student in the district and communicate these alternatives to the student's parent or guardian;
- The district will not deny any student advancement to 4th grade based solely on the student's performance in reading on the 3rd grade state summative assessment or the universal reading screener;
- The district will not deny any English learner advancement to 4th grade solely based on level of language proficiency (Wis. Admin. Code §13.09(1)(b));
- The team may conclude that promotion (with applicable services/supports) is in the best interest of a student even if the team also concludes, based on clear documentation, that the student was unable to complete their personal reading plan primarily due to the student's lack of reading proficiency;

- After reviewing all data and considerations named above, representatives from the district will make a recommendation of promotion or retention to the student's parent or guardian; and
- If the representatives from the district recommend retention, those representatives will identify and communicate the following to the student's parent or guardian:
  - Supports that will be provided to the student that will mitigate the harm that is likely to occur as a result of retention, including social stigmatization, loss of friendships, damaged self-esteem, and other mental health impacts; and
  - The additional academic services and supports that will be provided to the student as they repeat 3rd grade to ensure they reach grade level proficiency by the time they finish 3rd grade the second time.

Based on the holistic evaluation described above, the entire team will make one of the following choices:

1. Promotion to 4th grade (with applicable services/supports) is more appropriate than retention in 3rd grade and the student is promoted.
2. The student's noncompletion of the student's personal reading plan was not primarily due to the student's lack of reading proficiency and the student is promoted.
3. The parents or guardians and district representatives agree that retention (with applicable services/supports) is more appropriate than promotion to 4th grade and the student's parent or guardian gives written consent to retention.
4. The district representatives recommend retention but the student's parent or guardian does not consent to retention. Regardless of any other facts, circumstances, or analysis, the student is promoted to 4th grade.

Any student who enrolls as a 3rd grade student late in the school term without any accompanying record of a personal reading plan (i.e., after the final annual administration of the universal screening assessment and, potentially, also after the 3rd grade Forward Exam) shall be promoted to 4th grade under the criteria that the student did not have a personal reading plan in effect at the end of 3rd grade.

If a student transfers into a school enrolled as a 4th grade student and the provided records indicate the student may have met requirements to be retained in 3rd grade, the school district will provide adequate and necessary supports, including but not necessarily limited to the intensive instructional services, supports, progress monitoring, and parent notification referenced under Wis. Stat. §118.33(5m)(a).

### SECTION III

#### **Post-Promotion Mandates and Exceptions**

Per Wis. Stat. §118.33(5m)(a), any student promoted to 4th grade after the determination process will be provided with all of the following.

1. Intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency;

2. Notification to the student's parent or guardian, in writing, that the student pupil did not complete the personal reading plan that includes a description of the intensive instructional services and supports that will be provided to the student pupil to remediate the identified areas of reading deficiency; and
3. An intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment.

The following are good cause exceptions. Any student who meets one or more of the following good exceptions may be exempt from the promotion policy, the intensive summer reading program, and/or the intensive reading intervention requirements.

1. The student is identified as a "Limited-English proficient pupil" as that term is defined under Wis. Stat. §115.955(7);
2. The student has an individualized education plan (IEP) that indicates that neither taking the universal reading screener nor the state summative assessment in reading is appropriate for the pupil;
3. The student scores as proficient in reading on the alternative statewide standardized summative assessment (i.e. Dynamic Learning Maps);
4. The student has an IEP or a plan to provide accommodations or services under section 504 of the federal Rehabilitation Act of 1973 that indicates that the student has received intensive intervention in reading for more than 2 years if the student continues to demonstrate a deficiency in reading and was previously retained in 5K, grades 1, 2, or 3; or
5. The student has received intensive intervention in reading for 2 or more school years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades 1, 2, or 3 for a total of 2 years.

Regardless of these good cause exceptions, school districts and independent charter schools are responsible for providing instruction that meets all state and federal requirements, including, but not limited to Wis. Stat. §121.02(1)(L)4 for school districts and Wis. Stat. §§118.01(2)(c)7 and 8 for school districts and independent charter schools, often known together as Act 31.

If promoted to 4th grade and if a "good cause" exception applies to the student under Wis. Stat. §118.33(5m)(b), then the school district will provide adequate and necessary supports, including but not necessarily limited to the intensive instructional services, supports, progress monitoring, and parent notification referenced under Wis. Stat. §118.33(5m)(a).

### **Policy Review and Updates**

This promotion policy will be reviewed regularly to ensure compliance with state mandates and the evolving educational needs of students in the Darlington Community School District.

Approved: June 25, 2025

Implementation Date: September 1, 2027

### III. Promotion from 4th Grade to 5th Grade (District Tradition)

Promotion from 4th grade to 5th grade traditionally requires:

1. **Academic Achievement:** Students must demonstrate adequate progress in core subjects, particularly in reading and mathematics.
2. **Classroom Participation and Effort:** Active participation and effort in classroom activities and projects are expected.
3. **Reading Proficiency:\*\*** Reading levels are closely monitored, and students must demonstrate sufficient reading comprehension skills for grade 5.

For students with reading challenges:

Additional reading support may be provided through small group instruction, and decisions about promotion will be based on a holistic review of academic progress and intervention outcomes.

### IV. Promotion from 8th Grade to 9th Grade (Transition to High School)

For promotion from 8th grade to 9th grade, the following criteria apply:

1. **Academic Requirements:**

Students must pass core subjects, including English, mathematics, science, and social studies, to demonstrate readiness for the high school curriculum.

2. **State Standardized Assessments:**

Performance on standardized assessments such as the Wisconsin Forward Exam is considered in evaluating academic preparedness, but promotion is not solely determined by test results.

3. **Social and Behavioral Readiness:**

Students must demonstrate appropriate behavior and maturity for the high school environment, including participation in leadership activities, attendance, and responsibility in schoolwork.

4. **Support for Struggling Students:**

Students who fail to meet the academic or behavioral expectations may be offered academic interventions, summer school programs, and/or individualized learning plans to support their transition to high school.

### V. Review Process for Promotion Decisions

In cases where a student's promotion is in question, the following process will be implemented:

1. Parent/Guardian Notification:

The school will inform parents/guardians of the student's academic progress and the possibility of retention by the end of the third quarter of the school year.

2. Intervention and Support:

The school will offer support services to address the student's academic needs, including additional tutoring, special education services (if applicable), and after-school programs.

3. Final Decision Meeting:

A final meeting between the teacher, parents/guardians, and the school principal will take place to review all relevant data and make a decision regarding the student's promotion or retention.

4. Appeal Process:

Parents/guardians have the right to appeal a retention decision by submitting a written request to the school board, which will review the case and make a final determination.

VI. Policy Review and Updates

This promotion policy will be reviewed annually to ensure compliance with state mandates and the evolving educational needs of students in the Darlington Community School District.

This promotion policy is designed to ensure students meet academic milestones, particularly in reading, while providing support and flexibility for students with diverse learning needs.

Adopted: December 11, 2024



## STUDENT USE OF GYM/WEIGHT ROOM

### Gym/Weight Room Supervision:

No students are allowed in the gym or weight room after school hours unless that space is supervised by an approved adult. An approved adult must meet the following criteria:

- Is over 18 years old
- Is out of high school
- Has been approved by the building principal, Athletic Director, or District Administrator
- Has successfully completed a background check

Keys/Fobs will not be issued unless on a temporary basis and approved by the building principal.

Supervisor is responsible for making sure the area is clean and all equipment is returned to the correct location before leaving.

Approved: January 29, 2025