



NEWSLETTER

DARLINGTON COMMUNITY SCHOOL DISTRICT

JANUARY 2025



Dear Darlington Community,

I want to take a moment to express my deepest gratitude to each and every one of you for your continued support of our schools. It is with great pride that I reflect on all we've accomplished together, and none of it would be possible without the collective effort of our students, families, staff, and community.

We've witnessed incredible growth and achievement in our classrooms, on our athletic fields, in the arts, and in the many extracurricular activities that enrich our students' lives. From the classroom to the community, the dedication and hard work of everyone involved have been truly inspiring.

I am continually amazed by the strength of our partnerships. Parents and guardians have remained steadfast in their commitment to ensuring our students succeed. Local businesses, volunteers, and civic organizations have gone above and beyond in supporting our schools, whether through donations, mentorship, or offering real-world learning opportunities for our students. It is this spirit of collaboration that strengthens our entire district and ensures our students thrive.

Additionally, I want to thank our incredible faculty and staff. Their unwavering dedication to creating safe, nurturing, and challenging learning environments has made all the difference. Their efforts shape the future of our students every single day.

As we look forward to the future, we remain excited about the opportunities ahead. Together, we will continue to nurture the potential in every student and create even more positive experiences for our school community.

Thank you once again for your ongoing support, commitment, and belief in the importance of education. You are the heart of our school district, and it's because of you that our schools continue to shine.

With sincere appreciation,

Cale Jackson
District Administrator
Darlington Community School District



Darlington School District is an Equal Opportunity Employer

The School District of Darlington shall not discriminate against employee or applicant on the basis of race, religion, political affiliation, disability, sex or sexual orientation, age, national origin citizenship, handicap, marital status, ancestry, color, arrest or conviction record, membership in the nation guard, state defense force or any other reserve component of the military forces of the United States or of the state of Wisconsin, use or nonuse of a lawful product of school premises during nonworking hours, or any other reason prohibited by the state or federal law. Exceptions to this policy may only be made in accordance with state and federal law.

Application forms, hiring practices and personnel administration shall be evaluated on a regular basis relative to equal opportunity employment.

Reasonable accommodations shall be made for qualified individuals with a disability or handicap, unless such accommodations would impose an undue hardship to the District.

Notice of this policy shall be periodically published in local and school newspapers, incorporated into District application forms and published elsewhere as is necessary to give continuing notice. A notice shall also be posted in accordance with state and federal laws and regulations.



Educational Options

Children who reside in the Darlington Community School District have the following Educational options:

- Attendance at public schools
 - Attendance at private schools participating in the Wisconsin Private School Choice Program
 - Attendance at charter schools
 - Attendance at virtual schools
 - Full-time open enrollment; and
 - Youth options, course options, and options for pupils enrolled in a home-based private educational program
- Parents of children with disabilities are also advised that there is a special needs voucher program.

For more information, please contact:
Cale Jackson, District Administrator,
jacksonc@darlington.k12.wi.us

How does a student access the Youth Options Program?

JANUARY 2025

Students interested in participating in the program should talk with staff at the high school and the post-secondary institution and decide on an appropriate course or courses. By March 1 for the fall semester, and Oct. 1 for the spring semester, the student must notify the school board of their intent to participate in the program. This is accomplished by completing the PI-8700A (Program Plan and Report form)

(see: <http://www.dpi.state.wi.us/forms/pdf/pod870-a.pdf>) and submitting it by the deadline date. The student should list all courses and alternate courses he or she might take.

Students must also apply to the postsecondary institution and comply with all of the institution's admissions standards and application deadlines. In the event that space is not available at a postsecondary institution or a student's preferred course(s) cannot be conveniently scheduled, the student is encouraged to list alternative course selections on the back side of the PI 8700A form so that the school board is able to determine the appropriateness or acceptability of the alternative courses(s) when they review primary choices on the front of the form.

Rights to Receive Teacher Information

Dear families:

Federal law requires that we share with you the qualifications of teachers at Darlington Public School.

There are questions you may ask, including:

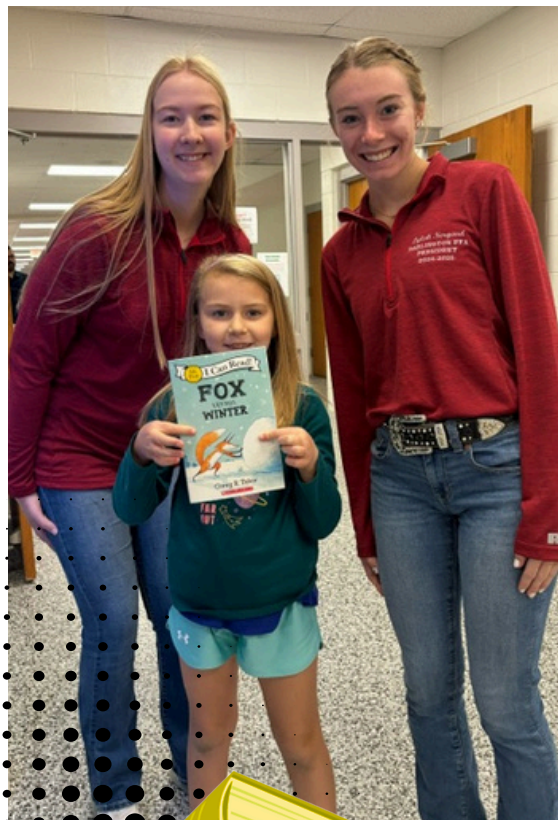
- Is my child's teacher licensed to teach the grades or subjects assigned?
- Has the state waived any requirements for my child's teacher?
- What was the college major of my child's teacher?
- What degrees does my child's teacher hold?
- Are there instructional assistants working with my child? If so, what are their qualifications?

Let me say that all teachers have at least a bachelor's degree in all Wisconsin schools. In addition, all of the teachers in this school are fully licensed for their assignment. If you want to see the qualification for your child's teacher you may ask us or find it on the DPI website at:

<https://elo.wieducatorlicensing.org/datamart/searchByNameWIDPI.do>

In addition, all of our instructional assistants are considered qualified for this work. If you would like more information about Darlington Public Schools, please feel free to contact me at 608-776-2006.

Sincerely,
Cale Jackson,
Superintendent



Annual Notice of Special Education Referral and Evaluation Procedures

Upon request, the Darlington Community School District is required to evaluate a child for eligibility for special education services. A request for evaluation is known as a referral. When the district receives a referral, the district will appoint an Individualized Education Program (IEP) team to determine if the child has a disability, and if the child needs special education services. The district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private (including religious) schools, elementary schools and secondary schools located in the school district. A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to refer the child, including a homeless child, to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the referral will be made. Others, including parents, who reasonably believe a child is a child with a disability may also refer the child, including a homeless child, to the school district in which the child resides. Referrals must be in writing and include the reason why the person believes the child is a child with a disability. A referral may be made by contacting Kelly Rose, Director of Special Education, Darlington Community School District at 608-776-4021, or email rosek@darlington.k12.wi.us or by writing her at 11630 Center Hill Road, Darlington, WI 53530.



Notice of Nondiscrimination

The School District of Darlington does not discriminate against any person on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities or in employment.

Any questions concerning Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, or inquiries related to Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap, should be directed to the District Administrator; School District of Darlington, 11630 Center Hill Road, Darlington, WI 53530, phone (608)776-2006.



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.

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.

Title IX Exhibit

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.



Bullying

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.

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.

Locker Searches

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.



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.



Asbestos Management Plan Notification

JANUARY 2025

Beginning in 1988, all buildings owned, leased, or “under the control of” the School District were inspected by EPA accredited inspectors, with building material samples analyzed by an independent laboratory. Based on the inspection, the School District prepared and the state approved a comprehensive management plan for managing the asbestos.

Where the asbestos-containing materials are found, the District has in place an Operations and Maintenance program.

The District has accomplished the following compliance mandates regarding the administration of asbestos in school buildings:

Environmental Management Consulting, Inc. (EMC) was contracted to be the school's consultant for asbestos for the school year.

The District is continuing with the Operations and Maintenance Program as designed for the School District. This ensures that all asbestos materials are kept in good condition in good condition.

Periodic “surveillance” in each area containing asbestos has been completed every six months by our consultant. Also, the buildings are re-inspected by an accredited inspector every three years.

In the past year the District conducted the following asbestos removal activities:

East hallway floor tile and mastic

All outside contractors shall contact the lead maintenance person before commencing work. Our goal at the District is to be in full compliance with asbestos regulations.

A copy of the Asbestos Management Plan is available for review by contacting the District Office. Questions related to this plan or any other asbestos concerns should be directed to the District's Designated Person, Lee T. Black.

Student Assessments

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.



Electronic Communication 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.

School Wellness

Darlington Community School District (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions.

School Meals

The district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans-fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. All schools within the District will participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- The District offers reimbursable school meals that meet USDA nutrition standards.
- Drinking water will be available to all students throughout the school day and throughout every school campus, including during mealtimes.
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they receive their meal and are seated.



- Grades K-4 lunch will follow a recess period to better support learning and healthy eating.
- All school nutrition program staff will meet or exceed hiring and annual continuing education requirements on the USDA professional standards for child nutrition professionals.

Other food available at school

The foods and beverages sold outside of the school meal programs (i.e. "competitive" foods and beverages) will meet USDA Smart Snacks in School nutrition standards. - All food offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards. Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day.

Nutrition Promotion

Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs

- Implementing at least one or more evidence-based healthy food promotion techniques through the school meal programs.

Any foods and beverages marketed or promoted to students on the school campus (during the school day) will meet or exceed the USDA Smart Snacks in School Nutrition Standards.



Physical Education/Health Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. All students will be provided equal opportunity to participate in physical education classes.

- o All district students will participate in physical education that meets or exceeds state standards.
- o All District elementary students in each grade will receive physical education for at least 60 minutes per week throughout the school year.

- o All District middle school students are required to take physical education in each grade level.

- o All District High School students are required to take the equivalent of one and a half academic years of physical education. - Students may be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.

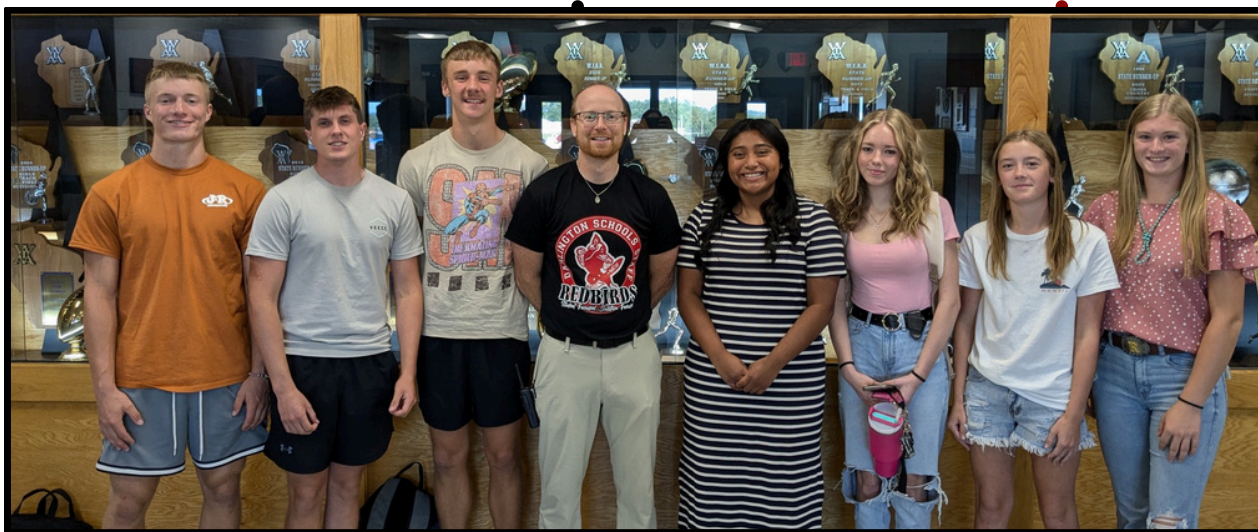
- All physical education classes in the District are taught by licensed teachers who are certified or endorsed to teach physical education.

- Waivers, exemptions, or substitutions for required physical education classes are not granted unless approved by the building principal. .

Physical Activity

The district will integrate at least one evidence-based goal for physical activity across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. Research suggests that school-aged children benefit from increased physical activity. Our physical activity goal for the entire district will be to increase the physical activity of our students by using pedometers. All students in grades 4, 8, and 12 will be issued a pedometer by the school and asked to track their steps for one week.

Teachers will discuss the health benefits of walking and issue prizes to the student in each grade with the most steps. The district may coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.



Other School-Based Strategies for Wellness

The district will integrate at least one evidence-based goal for other school-based strategies for wellness across the entire school setting. Research suggests that there are numerous health benefits associated with increased water consumption. Our goal will be to increase awareness in our student population related to health benefits associated with increased water consumption. Teachers will share information with their students about how water is healthier than soda and other sugary drinks. High school students will be allowed to carry water bottles to all classes and students in the K-8 building will be allowed to keep water bottles in their lockers to drink between classes.

Leadership

The Superintendent or designee(s) will convene the District Wellness Committee and facilitate development of and updates to the wellness policy and will ensure each school's compliance with the policy.

Policy Monitoring/Implementation

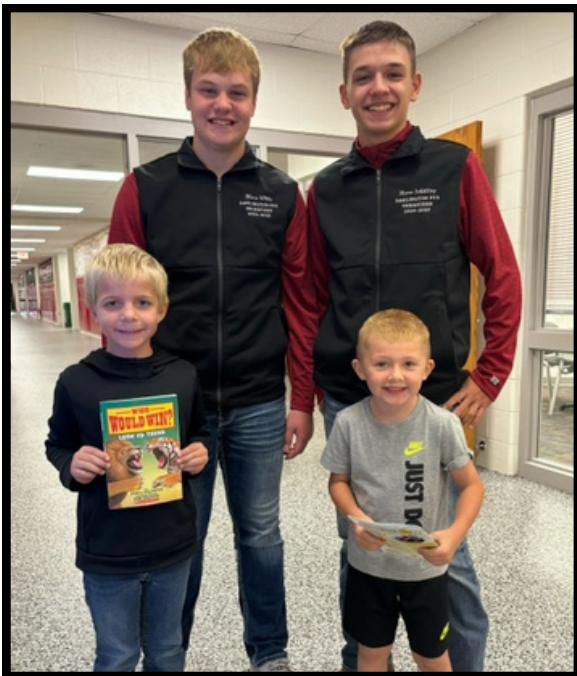
-The District will convene a District Wellness Committee that meets at least once every three years to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of wellness.

- The wellness committee will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers, students; representatives of the school nutrition program (e.g., school nutrition Director); physical education teachers; health education teachers; school health professionals; school administrators, school board members; health professionals and the general public. The district will compile and publish a report to share basic information about wellness policy and report on the progress of the schools within the district meeting wellness goals.

- The District will actively notify households/families of the availability of the report through the District website.

- The wellness committee will update or modify the wellness policy based on the results of the progress reports, and/or District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal and state guidance standards are issued. The wellness policy will be assessed and updated as indicated at least every three years or as required by law.

- The district will complete the Triennial Assessment (and all ancillary requirements and activities) every 3 years.



In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by: 1. mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; or 2. fax: (833) 256-1665 or (202) 690-7442; or 3. email: program.intake@usda.gov This institution is an equal opportunity provider.



Most Recent School Report Card

JANUARY 2025

Please find some information we would like to share regarding the recently released school report cards. The following explanation of the report cards was copied from the Department of Public Instruction (DPI) web page. If you would like more information about the school reports cards or would like to see the detailed version of the report for our district, please visit <https://dpi.wi.gov/accountability/report-cards>.

As part of the state accountability system, the Department of Public Instruction (DPI) produces report cards for every publicly funded school and district in Wisconsin. These Accountability Report Cards include data on multiple indicators for multiple years across four Priority Areas (Student Achievement, Growth, Closing Gaps, and On-track and Post-secondary Success). In addition, given the impact on student success, the Accountability Report Cards also measure chronic absenteeism and dropout rates. A school or district's Overall Accountability Score places the school/district into one of five Overall Accountability Ratings.

