

## 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. Enrollment of Nonresident Students (Full or Part Time)

- 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 a request on the state-issued form during the timelines specified by state statutes.
- B. The district administrator shall forward a copy of each application to the district of residence and the Department of Public Instruction following the timelines of the state statutes.
- C. The district administrator shall determine, on a yearly basis, the availability of openings for non-resident students after considering space and programs in the District. Availability of space in the schools, programs, and classes may be based on class size limits, student-teacher ratios, students attending the District for who tuition is paid, or enrollment projections established by the District Administrator.

The District shall not require nonresident students who are attending school in this District under this policy to reapply once accepted for enrollment, unless the student has left the District and wishes to reenroll.

- D. If the number of applications for admission from non-resident students exceeds the number of available opportunities, non-resident students shall be selected for admission using a random selection process established by the district administrator.
- E. Enrollment priority will be given to a non-resident student already admitted under this policy or siblings of pupils who are already attending Darlington Community Schools.
- F. The district administrator shall notify the parent of the applicant, in writing, whether or not the application has been accepted following the timelines as defined in the state statutes.

If the application is accepted, the parent of the non-resident student must notify the district administrator, within the timelines defined by state statutes, if his/her child will be attending school in this district.

The district administrator shall notify the district of residence, by the deadline defined in the state statutes, of each non-resident student who will be attending school in this district in the forthcoming school year.

## III. Criteria for Nonadmission

- A. Enrollment may not be available to any non-resident student who meets one or more of the following criteria.

1. 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. 118.5(2)(a)(b)(c) or (d), Stats]. Also, this District may deny a student's enrollment after acceptance if disciplinary conduct occurs by the student prior to actual attendance in this District that could lead to expulsionary action by the nonresident board.
2. The special education program or related services described in the child's individualized education program is not available in this District or no space is available in the appropriate special education program as determined by the district administrator pursuant to his policy.
3. The child has not been properly screened by his/her resident school to determine if there is reasonable cause to believe that the child is a child with exceptional educational needs or the child has been reported or identified by his/her resident district but not yet evaluated by a multidisciplinary team appointed by the resident district.
4. The student does not meet 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.
5. This District has determined space is not available in the schools, programs, classes or grades, including class size limits, pupil-teacher ratios, pupils attending the school district for whom tuition is paid, or enrollment projections established by the District Administrator.

B. The district administrator may inform the parent of nonacceptance for any of the above stated reasons anytime prior to the beginning of the school year.

#### IV. Transportation of Nonresident Students

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

#### V. Release of Resident Students

The Board may release resident student who wishes to apply for enrollment in another district. The maximum number of students who may be released in any given year will not exceed the limitations allowed [s. 118.51(6) Stats]. Should requests exceed the statutory limit, a random draw will be used to determine those eligible for release.

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.

Approved: March 15, 2004  
Revised: August 19, 2013  
Revised: June 2, 2014

## 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 ~~sixteen (16)~~ **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

Revised:

## 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. Any student who shall engage in violent, abusive, indecent, profane, boisterous, unreasonably loud or otherwise disorderly conduct under circumstances in which such conduct tends to cause or provoke a disturbance or have an unwholesome influence on other students, shall be subject to immediate expulsion from school. Before expulsion action the Board of Education shall hold a hearing on the matter whereby the parents 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. No expulsion shall be for more than the remainder of the current year. 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.

## 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 principal.
- 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

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

## HARASSMENT

In order to maintain a school environment that encourages optimum human growth and development for students and employees, the School District shall strive to maintain and ensure a learning and working environment free of any form of harassment or intimidation toward or between students and employees, including sexual harassment. Harassment refers to physical or verbal conduct which interferes with a person's work or school performance, or which creates an intimidating, hostile or offensive school or work environment. Examples of conduct prohibited under this policy include, but are not limited to, the following:

- Physical or mental abuse.
- Discrimination on the basis of 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.
- Unwelcome sexual advances. This includes but is not limited to acts such as patting, pinching, brushing up against, hugging, cornering, kissing or other similar physical contact that is considered unacceptable by another individual.
- Requests or demands for sexual favors. This includes subtle or blatant expectations, pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment or academic status.
- Verbal abuse or joking that is sexually oriented and considered unacceptable by another individual.
- Other unwelcome verbal or physical conduct of a sexual nature. "Sexual harassment" includes conduct directed by a person at another person of the same or opposite sex.

The District shall not tolerate any form of harassment. Any employee or student who engages in harassment shall be disciplined.

Any person who believes he/she has been harassed or a staff member that has knowledge that a policy violation has occurred may file a complaint in accordance with harassment complaint procedure. All harassment complaints shall be seriously and properly investigated, and appropriate actions shall be taken to prevent or correct harassing behavior. There shall be no retaliation against the complainant. Any person who engages in retaliatory conduct against a complainant shall be disciplined.

The administrative staff shall be responsible for informing students and employees of this policy and the harassment complaint procedures annually.

Approved: June 5, 2001

## HARASSMENT COMPLAINT PROCEDURES

If any person believes that he/she has been harassed or has knowledge that a harassment policy violation has occurred, he/she may bring forward a complaint in accordance with the informal and/or formal procedure outlined below. The Board of Education encourages the informal resolution of harassment complaints to the extent possible.

### PROCEDURE

Any person who believes he/she has a valid basis for a harassment complaint may discuss the concern with a teacher, counselor, school psychologist, or the building principal. If discussed with someone other than the principal, the complaint should be referred to the principal. The principal will investigate the complaint and attempt to resolve the matter as appropriate to the situation. If the complainant is not satisfied with the principal's response and/or action, he/she may initiate a formal complaint according to the procedure listed below.

Step 1: A written report regarding the harassment complaint shall be prepared by the complainant and signed. This complaint shall be presented to the building principal, who serves as district equity coordinator. It shall be the responsibility of the Equity Coordinator to see that the complaint is promptly and thoroughly investigated. If the Equity Coordinator is the subject of the complaint, the complaint shall be referred to the district administrator for investigation and action.

Upon completion of the investigation, the equity coordinator shall determine the appropriate action to be taken regarding the harassment complaint. The action taken shall be consistent with legal requirements and established Board policies. The equity coordinator shall inform the complainant, in writing, of his/her determination regarding the complaint within fifteen (15) school/business days.

Step 2: If the complainant wishes to appeal the determination made in Step 1, he/she may submit a signed statement of appeal to the district administrator within ten(10) school/business days after receipt of the equity coordinator's response to the complaint. (If the complaint was handled by the district administrator in Step 1, the appeal shall go to the Board as outlined in Step 3.) The district administrator shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within fifteen (15) school/business days.

Step 3: If the complainant remains unsatisfied with response in Step 2, he/she may appeal through a signed, written statement to the Board within ten (10) school/business days of his/her receipt of the district administrator's response. In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives at the next regular Board meeting or within fifteen (15) school/business days of the receipt of such appeal. A copy of the Board's disposition of the appeal shall be sent by the district clerk to each concerned party within fifteen (15) school/business days of this meeting.

Step 4: If, at this point, the complaint has not been satisfactorily settled, further appeal may be made to the appropriate governmental agency as applicable to the type of harassment complaint (e.g., State Superintendent of Public Instruction, Equal Rights Division of the Department of Workforce Development, U.S. Office of Civil Rights) and/or the court having proper jurisdiction.

## DISSEMINATION OF HARASSMENT COMPLAINT PROCEDURES

The adopted harassment complaint procedures shall be disseminated to students and employees annually to inform them about the process by which they can make a harassment complaint. The information shall be published in student and staff handbooks, or disseminated through other appropriate means determined by the building principal.

## MAINTENANCE OF COMPLAINT RECORDS

The building principal shall keep a log of all informal harassment complaints received and the actions taken.

The equity coordinator shall keep records of all formal harassment complaints for the purpose of documenting compliance and past practices. The records shall include information on all levels of the complaint and any appeals. The records should include:

1. The name of the complainant and his/her title or status.
2. The date the complaint was filed.
3. The specific allegation made and any corrective action requested by complainant.
4. The name(s) of the respondents.
5. The levels of processing followed, and the resolution, date and decision-making authority at each level.
6. A summary of facts and evidence presented by each party involved.
7. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.

LEGAL REF.: [s. 111.31, Stats]

111.32(13)

118.13

Title VII, Civil Rights Act of 1964

Title IX, Education Amendments of 1972

PI 9, Wisconsin Administrative Code

Revised: August 19, 2013



COMPLAINTS OF HARASSMENT  
REPORT FORM

Complainant name(s): \_\_\_\_\_

Home Address:

Work Address:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Home Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

I. Did the incident involve: (check all that apply)

- |   |  |
|---|--|
| <input type="checkbox"/> sexual harassment                                | <input type="checkbox"/> racial harassment               |
| <input type="checkbox"/> physical harassment                              | <input type="checkbox"/> verbal harassment               |
| <input type="checkbox"/> harassment because of national origin            | <input type="checkbox"/> age harassment                  |
| <input type="checkbox"/> harassment because of disability                 | <input type="checkbox"/> veteran status harassment       |
| <input type="checkbox"/> harassment because of color                      | <input type="checkbox"/> genetic info testing harassment |
| <input type="checkbox"/> harassment because of gender identity/expression |  |
| <input type="checkbox"/> harassment because of Family/Medical Leave       |  |

II. Name of person you believe harassed you:

III. If the alleged harassment was toward another person, identify that other person:

IV. Describe the incident as clearly as possible, including such things as what force, if any, was used, any verbal statements (i.e. treats, requests, demands, etc.). What, if any, physical contact was involved. Attach additional pages as necessary.

V. When and where did the incident occur?

VI. List any witnesses who were present:

VII. This complaint is based upon my honest belief that \_\_\_\_\_ has harassed me or another person. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge.

\_\_\_\_\_  
Complainant Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Received by

\_\_\_\_\_  
Date

## 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

# 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 indicting 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

## SECOND 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 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 three (3) 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 (74 or higher on the 100 point scale) in the course at the time of the second semester final exams/assessments.

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.

Approved: November 18, 2014

Revised: July 18, 2016

## 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

700.10 (e)

## 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

### Purpose

The Darlington Community School District provides access to electronic networks, including access to the internet, as part of the District's instructional program to enhance teaching and learning. The use of the District's property must be for educational and research purposes consistent with the educational objectives of the District. To further these objectives and help ensure equity in educational opportunities for all students, the District shall assign District-owned mobile devices for student use at school and under established conditions, off school premises. For purposes of this policy, "mobile devices" include, but are not limited to, laptops, iPads, netbooks, and Chromebooks. The District reserves the right to monitor and access all use of or content on the District's electronic learning devices and networks. No person or user should have an expectation of personal privacy in connection with their use of or content stored in, created, received or transmitted over any District property, including its electronic learning devices and networks, unless such right is guaranteed by statute or law.

In order to protect the integrity of the District's property and to protect the interests of the District and its students the District prohibits (1) use that causes congestion or disruption to the District's electronic learning devices and networks; (2) searching, retrieving, transmitting or viewing any content in emails or other communications that were not intended for that person; (3) unauthorized software use or downloading or installing unauthorized software, programs or files; (4) use of the network for non-District business including commercial or political activities; (5) engaging in any illegal or inappropriate conduct, including, but not limited to copyright infringement, plagiarism, piracy, harassment, intimidation, threats, defamatory conduct, or misrepresentation including the unauthorized use of passwords or identities of other persons.

### Description of Security Measures

The internet provides access to a wide range of material. The District expects that staff will blend thoughtful use of the Internet throughout the curriculum. Because technology is constantly evolving, it is impossible for school personnel to review and pre-select all materials that are appropriate for the use of students and employees. The District approaches appropriate internet usage in the following ways:

1. Filtering - To the extent possible, the District shall use technology protection measures that allow it to meet the requirements of the Children's Internet Protection Act, including the use of a filter to protect against access to:
  - a. Material that is, by definition, obscene (section 1460 of title 18, U.S. Code)
  - b. Child pornography (section 2256 of title 18, U.S. Code)
  - c. Material that is harmful to minors (further defined in the Children's Internet Protection Act)
2. Supervision - Since no technology protection measure will block all inappropriate material, the District emphasizes the importance of supervision. It is the expectation that all District staff will supervise users of information technology resources, including the Internet.

3. Education - Education about online behavior, including interacting on social networking sites as well as issues surrounding cyberbullying awareness and response will be covered in the curriculum each school year.

#### Administration, Monitoring, and Privacy Rights

The District owns its electronic learning devices, its networks, and content on those electronic learning devices and networks. The District may enforce the operation of technology protection measures at any time and/or location and during any person's use of the District's network. To ensure system integrity and appropriate use of information technology resources, the District reserves the right to monitor, inspect, store, and copy any information transmitted, stored, or received using information technology resources. In certain limited circumstances reserved to the discretion and decision of the Superintendent, Principal or designee, the technology protection measures may be disabled, circumvented, or minimized for those demonstrating a bona fide research need to access such filtered or blocked materials, or for other lawful purposes.

#### Statement Prohibiting Use Related to Discrimination, Harassment, and Defamation

The District prohibits use of its computer system for any purpose in violation of the District's discrimination and anti-harassment policies. All forms of harassment through the use of technology commonly referred to as cyberbullying, are unacceptable and viewed as a violation of this policy. Cyberbullying is the use of technology to harm other people, in a deliberate, repeated, and hostile manner by sending or posting messages and/or images. The District's computer system may not be used to defame others or disclose sensitive personal information about others.

#### Copyright Infringement of Software

The District prohibits the unauthorized use, downloading, installation, or copying of software on the District's computer system. All software used, downloaded, installed or copied must be approved by the District. All users must comply with applicable licensing agreements and copyright laws, and copyrighted material may not be used or shared without authorization from the publisher.

#### Description of Other Unacceptable Uses

District resources are to be used for school-related administrative and educational purposes. The user is responsible for his or her actions and activities involving technology. Some examples of prohibited uses include, but are not limited to, the following:

- Searching for or deliberately viewing, listening to or visiting 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 pornography.
- Attempting to vandalize, damage, disconnect or disassemble any network or computer component.  
Attempting to gain unauthorized access to the District system or to any other computer system through the District system, or beyond an individual's authorized access. This includes attempting to log in through another person's account or accessing another person's files without their permission.



- Searching for or creating security problems as this may be construed as an unauthorized attempt to gain access, i.e., computer hacking.
- Using District resources for purposes of plagiarism, theft, infringement and other illegal or illicit purposes.
- Installing software without permission of the Superintendent or using District software in a manner inconsistent with the District's interests, license agreements and applicable laws.
- Bypassing or attempting to circumvent network security, virus protection, network filtering, or policies.
- Revealing personal data of students and staff (example: PIN, social security number, credit card numbers, addresses, phone numbers, etc.).
- Using the system for purposes unrelated to the interests of the District such as use for commercial purposes or personal pleasure or gain.
- The possession of pagers or two-way communication devices shall be governed by the rules and regulations of the Student Handbook.

In the event a user has any questions regarding whether a use of the District's property is appropriate under this Policy, then the user must contact the Superintendent, principal or designee, for direction.

#### Use of Social Networking Sites

Certain Web services, such as Moodle, wikis, podcasts, RSS feeds and blogs that emphasize online educational collaboration and sharing among users, may be permitted by the District. However, such use must be approved by the Superintendent, principal or designee, followed by training authorized by the District. Users must comply with this policy as well as any other relevant policies and rules during such use.

#### Electronic Devices

When using school-owned electronic devices, or personal electronic devices that are connected to District equipment, users are subject to all technology use policy provisions and regulations that apply to the use of District technology equipment and the network. Additional regulations that apply to electronic devices include, but are not limited to, the following:

- 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.
- Use of the personal electronic devices is prohibited during school hours and activities, and such devices must be turned off during prohibited times. Devices include the following:
  - Music Players (e.g., MP3/CD, iPods, Zune, etc.);
  - Laptops;
  - Tablets;
  - USB External Hard Drives;
  - Gaming Systems (e.g., Nintendo Wii, Playstation, Xbox, Handhelds, etc.);
  - Cell Phones;
  - Cameras;
  - Other Personal Handheld Devices;

- Students shall not use personal devices during school hours unless authorized by a classroom teacher.
- Students shall not connect personal electronic devices to any District technology equipment or the network for educational purposes (e.g., camera, USB external drive, etc.) unless authorized by a classroom teacher.
- Students shall never use any school-owned or personal electronic device that can be used to capture, record or transfer images in private designated areas including locker rooms and bathrooms.

### Student Creation of Web Content

Students are prohibited from creating public web content without the approval of an instructor. When appropriate for educational purposes, instructors may create websites for students to contribute to and maintain. Such websites will be monitored by district staff and any inappropriate activity by students will be subject to the consequences described in this policy.

### 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
- Removal from computer access for the rest of the semester or year
- 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
- 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

## 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.

Legal Ref.: Chapter 115, subchapter V, Wisconsin Statutes  
Individuals with Disabilities Education Act Amendments of 1997

Approved: December 15, 2009  
Revised: August 5, 2013

## 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.

Approved: March 20, 2017