

Darlington Elementary/Middle School

Grades 4K-8

Parent-Student Handbook

2024-25



Michael Flanagan, Principal

Non-Discrimination Policy

The Darlington Community School District does not discriminate on the basis of: sex, race, religion, national origin (including limited-English proficiency), ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

PARENT INVOLVEMENT

Rationale

It is the goal of the Darlington Community Schools to develop a strong partnership with parents. Parents and schools working together increase student achievement and develop positive attitudes about self and school.

The key factor in the home-school partnership is the relationship between the teacher and the parent. Teachers are professionals who manage a variety of instructional resources. Parents are an essential resource in the learning process of their children. Organizational support from the school board and the administration enables teachers to effectively develop the partnership.

The intent of this policy is to strengthen the partnership between home and school. Both are important to the success of the child and together can ensure that each child can and will succeed.

Policy

1. Parents will be invited to be involved in the planning, implementation, and evaluation of the Title I Schoolwide program.
 - a. A yearly meeting of parents will be held to plan and evaluate the scope and practice of the Title I Schoolwide program.
 - b. Parents will be kept informed about student participation and progress in the Title I Schoolwide program.
2. Parents will be invited to attend/participate in student activities and performances.
 - a. Parents and community will be invited to attend musical, theatrical, forensic, sporting, academic competitive events, and other programs.
 - b. Parents and grandparents will be invited to participate in Reading Week activities.
 - c. Parents, grandparents, and community members will be invited to volunteer to help provide assistance to classroom teacher.
3. Parents will be kept informed of student progress and achievement.
 - a. Parents will receive weekly communication from elementary classroom teachers.
 - b. Parents will receive quarterly newsletter communication from the district.
 - c. Parents will receive annual testing results.
 - d. Parents will receive mid-quarter progress reports from middle and high school teachers.
 - e. Parents will receive quarterly report cards.
 - f. Parents will attend at least one individual conferences with classroom teachers.
 - g. Parents and community will be kept informed via Board meetings, parent-teacher organization meetings, and newspaper reports of activities and special recognition.
 - h. Parents will be invited to participate in special academic and behavioral modification planning for students.
 - i. Parents will be kept informed of student assignments and expectations and asked to supplement and support at home.
4. Parents and community will be involved in and kept informed of school improvement activities.
 - a. Parents will be provided with grade level expectations and asked to comment on content, assessment, and format.
 - b. Parents will be involved in evaluation and revision of report cards.
 - c. Parents will be kept informed of policies relating to student promotion and graduation.
 - d. Parents and community will be invited to attend special functions including speakers related to safety, drugs and alcohol, character development, etc.
5. Accessibility at all events will be ensured.
 - a. Handicapped accessibility is insured at all buildings.
 - b. Provisions will be made for limited or non-English speaking parents.
6. The parent involvement policy will be reviewed annually by school personnel, Title I Planning Committee, parents, and district school board members.

DISTRICT WEBSITE

Visit our Webpage: <https://www.darlington.k12.wi.us>



Darlington Elementary/Middle School is a family-like atmosphere that supports and encourages lifelong learning. In our building, every adult works diligently to support the social, emotional, academic and career needs of each and every student. We offer a highly rigorous curriculum and ample opportunities for students to participate in the arts, athletics, Project Lead the Way opportunities, etc. Our students are recognized for their accomplishments, both academically and behaviorally, through our monthly ROSIE Recognition Program. Students at the middle school level also have the privilege to take part in highly valuable programs, such as Wyalusing Outdoor Education, 7th Grade Stores, and Service Learning classes. It is our ultimate goal that students leave our building and move on to the Darlington High School with a wealth of knowledge and experience that will assist them in achieving life-long success.

ELEMENTARY / MIDDLE SCHOOL

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Darlington, WI 53530

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2024-25 SCHOOL CALENDAR

August 28 DEMS Open House (4:00-6:00 PM)

September 3 School Opens

October 25 Break *NO SCHOOL*

November 1 End of 1st Quarter

November 14 Parent Teacher Conferences – 4:00-8:00 PM

**November 15 Parent Teacher Conferences – 8:00AM-12:00PM *NO SCHOOL* November 26 Early Release –
1:30 PM**

November 28, 29 Holiday Break *NO SCHOOL*

December 23-January 1 Holiday Break *NO SCHOOL*

January 2 School Resumes

January 24 End of Semester

**February 26 Parent Teacher Conferences – 2:00-8:00PM *Release at 1:30 PM* February 27, 28 Inservice
*NO SCHOOL***

April 4 End of 3rd Quarter

April 17-April 21 Holiday Break *NO SCHOOL*

May 26 Memorial Day *NO SCHOOL*

June 4 STUDENTS' LAST DAY OF SCHOOL! *Release at 11:20 AM* 9

ELEMENTARY / MIDDLE SCHOOL

Superintendent Office (608)776-2006 Principal's Office (608)776-4021 **EMERGENCY**

INFORMATION

It is important that we have, at all times, your current address and phone number. This information is especially important in case of an emergency. Please notify the school secretary immediately upon changing your address or telephone number.

In case of an accident at school, first aid will be administered. The parent or person designated by the parent will be contacted to come for the child if necessary because of an accident or illness. If parent or emergency contact cannot be reached and medical attention appears to be URGENT, an ambulance will be summoned to take the child to the hospital for care.

WE MUST HAVE YOUR PHONE NUMBER ON FILE FOR EMERGENCY PURPOSES.

HOME AND SCHOOL COMMUNICATIONS

Staff will make efforts to communicate with families regularly. Staff uses phone calls, email, Infinite Campus, Facebook, Class Dojo, and Google Classroom to connect with parents. These types of communication are designed to give you information on things being studied in school, trips, special units, etc. Parents are encouraged to contact the teacher if any questions or problems arise, as well as attend scheduled conferences, programs, and open houses.

INSURANCE SERVICES

The school district will participate in the Student Assurance, Incorporated insurance program. The purpose of this non-deductible program is to assist in meeting the costs of medical, hospital and dental care necessitated by accidental injuries which result from participation in school sponsored activities. In the event of an injury, report promptly to the teacher in charge and the school office for permission to obtain medical care. If you do not report each accident immediately, you may not be able to benefit from the insurance. The cost of this coverage is paid by the district and is a supplement to an individual's insurance.

INCLEMENT WEATHER

The closing of school, because of extremely bad weather or other severe emergencies, will be announced during the early morning hours on the following radio stations; WEKZ Monroe, WDMP Dodgeville and WTOQ Platteville and on Madison TV stations - Channel 3, 15 and 27. It will also be posted on the district website, the school Facebook page, and via Infinite Campus.

Parents are encouraged to become familiar with daily weather forecasts and to send children to school ready for weather conditions. Students will not be held after regular dismissal because of drizzle or sprinkles. Students are allowed the protection and cover of the buildings during downpours until a break in the weather occurs, or until parents come to pick them up.

CARE OF SCHOOL PROPERTY

We are very proud of our school. Each and every room has been thoroughly cleaned and prepared for you. We hope that all students will show much pride in the building and help keep it clean and neat.

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Any damage done to school property must be repaired or replaced at the expense of the offender. Parent cooperation is requested in helping us to teach children to respect school property, materials, furnishings, equipment, and the building itself.

NAME LABELS FOR ELEMENTARY STUDENTS

Parents should make efforts to label students' belongings in order to prevent loss or theft. Money sent to school should be placed in an envelope with the student's name on it, the amount, and the purpose. Name of the student should be placed on all lunch boxes and sack lunches.

MEDICATION

A. Pupils requiring medication at school shall be identified by parents/guardian to the building principal. The principal, in turn, shall direct authority involving the school nurse in the instructing, directing, and administration of the medication. This does not prohibit the pupil from assuming the responsibility oneself with the approval of parents/guardians and physician.

B. After identification of the pupil, the properly appointed representative for the school shall make a parental/guardian contact to identify the type, dosage, and purpose of said medication. If appropriate information is not submitted upon delivery of the medication to the school, the medication may not be administered.

C. Written statement shall be required of:

1. The parents/guardian, who shall request and authorize the designated school personnel to give medication in the dosage prescribed by the physician.

2. If more knowledge is needed by the school authorities to exercise prudent judgment for the safety and protection of the pupil on medication, permission should be obtained from the parents/guardian to contact the physician directly.

D. The physician or pharmacist shall be requested by the parents/guardian to supply a properly labeled bottle of medication for the school authorities. The prescribed medication shall be kept in a locked cubicle or other safe place at school. The label on the bottle shall contain the name and telephone number of the pharmacy, the pupil's identification, name of the physician, name of the drug, and the dosage to be given. Taking the medication shall be supervised by the school nurse or other designated school personnel at a time conforming with the physician's order.

Revised: August 6, 2012

Revised: January 13, 2014

1000.3

*NOTE: Many of the short-term medications do not need to be given at school, for example, medications taken three times a day. We encourage that three times/day medications be given before school in the A.M., right after school, and at bedtime.

EMERGENCY DRILLS

Fire drills are held regularly, and storm and security drills are held periodically. When the fire bell rings, students should go quietly to the area designated for the particular room assigned at the time of the drill. These directions are posted in each room near a door. Class groups must stay together so the teacher can check the roll.

A plan for taking shelter in case of a storm alert has been developed. A list of these instructions is posted by the door in each room. Becoming familiar with these instructions and following them exactly is the expectation for ALL students.

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SAFETY

We are deeply concerned with the safety of every child in the school. Safety procedures and rules are taught in each homeroom. The need for safety extends beyond the school grounds. The home and community must share, with the school, the responsibility for maintaining safety standards. We request that parents not send their children to school before 7:30 AM.

CODE OF SCHOOL CONDUCT

Code Philosophy/Scope

The Darlington School District is committed to maintaining a favorable academic atmosphere. Teachers are expected to create a positive learning climate for students in their classrooms and to maintain proper order. Students are expected to behave in the classroom in such a manner that allows teachers to effectively carry out their lesson plans and students to participate in classroom learning activities. Students are also expected to abide by all rules of behavior established by the Board, administration, and their classroom teachers.

Student behavior that is dangerous, disruptive, or unruly or that interferes with the teacher's ability to teach effectively will not be tolerated. Any student who engages in such behavior may be subject to removal from class and placement as outlined below. In addition, the student may be subject to disciplinary action in accordance with established Board policies and school rules.

This code of school conduct applies to all students in grades K-12.

1. Student Removal from Class

a. Dangerous, disruptive or unruly behavior or behavior that interferes with the ability of the teacher to teach effectively. This type of behavior includes but not limited to the following:

- Possession or use of a weapon or other item that might cause bodily harm to persons in the classroom
- Being under the influence of alcohol or other controlled substances or controlled substance analogs, or otherwise in violation of district student alcohol and other drug policies.
- Behavior that interferes with a person's work or school performance or creates an intimidating, hostile or offensive classroom environment
- Fighting
- Taunting, baiting, inciting and/or encouraging a fight or disruption
- Disruption and intimidation caused by gang or group symbols or gestures, gang or group posturing to provoke altercations or confrontations
- Pushing or striking a student or staff member
- Obstruction of classroom activities or other intentional action taken to attempt to prevent the teacher from exercising his/her assigned duties
- Interfering with the orderly operation of the classroom by using, threatening to use or counseling others to use violence, force, coercion, threats, intimidation, fear or disruption and excessive talking
- Dressing or grooming in a manner that presents a danger to health or safety, causes interference with work or creates classroom disorder

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- Restricting another person's freedom to properly utilize classroom facilities or equipment
- Repeated classroom interruptions, confronting staff argumentatively, making loud noises or refusing to follow directions.
- Throwing objects in the classroom
- Disruption or violation of classroom rules
- Behavior that causes the teacher or other students fear of physical or psychological harm ●

Physical confrontations or verbal/physical threat

- Damage to school property
- Defiance of authority (willful refusal to follow directions or orders given by the teacher)
- Repeatedly reporting to class without bringing necessary materials to participate in class activities
- Possession of personal property prohibited by school rules and otherwise disruptive to the teaching and learning of others
- Repeated use of profanity

A student with a disability may be removed from class and placed in an alternative educational setting only to the extent authorized by state and federal laws and regulations.

When a student is removed from class, the teacher shall send the student to the building principal or designee and inform him/her of the reason for the student's removal from class. A written explanation of the reasons shall be given to the principal or designee before the end of the next school day after the student's removal from class.

The principal shall inform the student of the reason(s) for the removal from class and shall allow the student the opportunity to present his/her version of the situation. The principal shall then determine the appropriate educational placement for the student who has been removed from a class by a teacher.

The parent/guardian of a minor student shall be notified of the student's removal from class as outlined below.

2. Placement Procedures

a. The building principal or designee shall in a reasonable amount of time place a student who has been removed from a class by a teacher in one of the following alternative educational settings:

1. The class from which the student was removed if, after weighing the interests of the removed student, the other students in the class and the teacher, the principal or designee determines that readmission to the class is the best or only alternative.

2. Another class in the school or another appropriate place in the school.

3. Another instructional setting.

4. An alternative education program if available and approved by the Board. State law defines this as an instructional program approved by the school board that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs.

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b. The principal or designee may consult with other appropriate school personnel as the principal or designee deems necessary when making or evaluating placement decisions. A student's parent/guardian may also be consulted regarding student placement decisions when determined by the principal or designee to be in the best interests of the persons involved or required by the law.

c. All placement decisions shall be made consistent with established Board policies and in accordance with state and federal laws and regulations.

d. The parent/guardian of a minor student shall be notified of a student's placement in an alternative educational setting as outlined below.

3. Parent/Guardian Notification Procedures

a. The building principal or designee shall notify the parent/guardian of a minor student, in writing, when a teacher has removed a student from a class. This notification shall include the reasons for the student's removal from class and the placement decision involving the student. The notice shall be given as soon as practicable after the student's removal from a class and placement determination.

b. If the removal from class and change in educational placement involves a student with a disability, parent/guardian notification shall be made consistent with state and federal laws and regulations.

c. If a student removed from a class is also subject to disciplinary action for the particular classroom conduct (i.e. suspension or expulsion), the student's parent/guardian shall also be notified of the

disciplinary action in accordance with legal and policy requirements.

GENERAL CONDUCT AND RULES

1. Courtesy and good behavior are expected from all students toward teachers and other students.
2. School buses are an extension of school and misbehavior will result in the student not being allowed to ride the bus.
3. Students are asked not to chew gum while at school. It leads to maintenance problems.
4. Students should walk at all times when moving from class to class (ample time is provided for class changes). Unnecessary accidents can occur if students run in halls or on stairways. Therefore, please walk.
5. Any type of vandalism, defacing or destruction of school or personal property is considered a serious offense and will be treated as such. Restitution must be made for any act of vandalism.
6. Throwing snowballs or any other object on the school grounds will not be tolerated.
7. Skateboards can result in serious injury. As a result students are to leave them at home.
8. Smoking, vaping or possession of tobacco, matches, firecrackers, smoke bombs, or drugs on the school grounds will not be tolerated and possible suspension or expulsion may result from these actions.
9. Students are to stay away from automobiles and school bicycle racks.
10. Posters, signs, or other materials may be placed on bulletin boards or on school walls with the permission of the principal.
11. Students are not allowed in any teacher's desk or in the coaches' office unless the teacher gives permission and is present.
12. Stealing can be a problem. We therefore ask students not to bring valuables or excessive amounts of money to school. Gym lockers should be kept locked. The school tries to prevent theft, but is not responsible for lost or stolen articles.
13. Students are not to be in any other student's locker or desk at any time. Please transact business at the school office before classes begin or during lunch breaks.
14. Leave the school grounds promptly at the end of the day unless under the supervision of a teacher or a sponsor.
15. Students are not to leave the school grounds during the school day unless permission is granted through the school office.
16. Students will be expected to know, understand, and follow these rules.

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INTERNET CONTENT

The internet provides a powerful tool for the Darlington Community School District. Creation of internet content can greatly enhance the educational experience as well as increase collaboration and communication with the community. Creators of internet content need to familiarize themselves with and adhere to the following policies and responsibilities. Failure to follow these policies or responsibilities may result in the loss of authorizing privileges or other more stringent disciplinary measures.

A. Content and Web Approval

The Superintendent, building principals or designees are responsible for initial web page approval. Internet content creators are responsible for monitoring their own webpages. Internet content will also be periodically monitored by district administration.

B. Subject Matter

All subject matter on web pages should relate to curriculum, instruction, school-authorized activities, general information that is appropriate and of interest to others, or it should relate to the District or the schools within the District or have educational value.

C. Ownership and Retention

All web pages and/or electronic information contained on or linked from the district website are the property of the district.

D. Students' Safeguards

1. Decisions on publishing student pictures (video or still) and audio clips are based on supervising the teacher's ability to obtain parental consent in writing for all children under age 18. Additionally, students age 18 or older must sign a consent form for their pictures to be included on a district web page. Consent indicates permission for the student's name and picture to be included on a district web page.

2. Documents may not include a student's phone number, address, e-mail address or any contact information, names of other family members, or names of friends.

3. Email addresses published on the district's website are restricted to staff members. No student email addresses will be published on the district's public website.

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4. Web page documents may not include any information that indicates the physical location of a student at a given time other than attendance at a particular school or participation in activities.

E. School Board Policies

All documents on the Darlington School District's systems must conform to Board policies and regulations as well as established school guidelines. Copies of Board policies are available in all school offices and the district website. Persons developing or maintaining Web documents are responsible for complying with these and other policies. Some of the relevant issues and related Board policies include the following:

1. Electronic transmission of materials is a form of copying. As specified in District policy, no unlawful copies of copyrighted materials may be knowingly produced or transmitted via the District's equipment, including web server(s).

2. Documents created for the web and linked to the District Web pages will meet the criteria for use as an instructional resource.

3. Any links to District web pages that are not specifically curriculum-related will meet the criteria established in the District Acceptable Use of Networked Computers policy. Any other non-curricular materials should be limited to information about other youth activities, agencies, or organizations which are known to be non-sectarian, exclusively

devoted to community interests or child welfare, are non-profit, and nondiscriminatory. Web page links may not include entities whose primary purpose is commercial or political advertising.

4. All communications via the District web pages will comply with the District Acceptable Use of Networked Computers policy and the District Code of Classroom Conduct policy. Offensive behavior that is expressly prohibited by this policy includes religious, racial, and sexual harassment and/or violence.

5. Any student information communicated via the District Web pages will comply with District policies in data privacy and public use of school records.

6. Any deliberate tampering with or misuse of District network services or equipment will be considered vandalism and will be handled in accordance with the District Code of Classroom Conduct and other related policies.

F. Technical Standards & Consistency

Each Web page added to the District Web site(s) must contain certain elements, which will provide general consistency for District web pages.

1. Each page will contain a link that returns the user to the appropriate point on the District Website.

2. The authorized teacher who is publishing the final Web page(s) for herself or himself will edit and test the page(s) for accuracy of links and check conformance with standards outlined in the policy.

3. All Web pages must be given a name which clearly identifies them.

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G. Other

1. Internet content reflects an individual's thoughts, interests, and activities. Such content does not, in any way, represent individual schools or Darlington School District, nor is it endorsed or sanctioned by the individual school or the District. Concern about the internet content created by staff should be directed to the building principal of that school.

TECHNOLOGY POLICY FOR K-12 STUDENTS

Administration, Monitoring, and Privacy Rights

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

Description of Security Measures

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

- **Filtering Technology:** We utilize advanced filtering software to block access to websites containing obscene content, child pornography, and material deemed harmful to minors as defined by the Children's

- Internet Protection Act. This acts as a first line of defense, safeguarding you from inappropriate content.
- **Active Supervision:** District staff are committed to actively supervising your online activity. This ensures responsible use of technology resources and reinforces safe online behavior.
 - **Comprehensive Education:** Throughout the school year, curriculum will be integrated that addresses online safety. This includes responsible social media interaction, cyberbullying awareness, and strategies for responding to online threats.

Respectful Online Conduct

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

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

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

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

Acceptable Use

Here are some guidelines for acceptable use of district technology:

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

Using Electronic Devices at School

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

School-Owned Devices:

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

Personal Devices:

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

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

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

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

Consequences of Misuse

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

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

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- 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 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.

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

PBIS

Schools are successful when they help children grow academically, socially, and emotionally. For this to happen it is imperative that we have a safe environment that is supportive and conducive for growth. By setting forth clear social and behavioral expectations and directly teaching students about those expectations, it is our goal to create a positive atmosphere for optimal learning.

Our plan is based on PBIS—Positive Behavior Interventions and Supports. We will reintroduce the system to all DEMS students during the first week of school.

The PBIS System has 4 components:

- A matrix of behavioral expectations
- Lessons to teach students the behavioral expectations
- An acknowledgement/reinforcement system
- Behavioral infraction notices

At Darlington Elementary/Middle School we have five school-wide behavioral expectations:

- Respect
- Ownership
- Safety

- Integrity

- Excellence

Please use this information to help you understand the system.

Teaching Appropriate Behavior

Through PBIS, students are taught school-wide expectations and have opportunities to practice them. Staff members teach what behaviors are expected in the hallways, cafeteria, bathroom, playground, classroom, and bus.

Acknowledgment/ Reinforcement System

Another component of the PBIS system is the use of consistent positive rewards to celebrate students' success. Students who are "caught" following and/or exceeding behavioral expectations are reinforced with Rosie Bucks which can be used for both individual and classroom rewards.

Behavioral Infraction Notices

During the 2020-2021 school year, it was decided that Minors will no longer be sent home with students for parent signatures. A student may still receive a minor, but it will be discussed with the student by the teacher issuing the

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infraction, and will be documented, but it will not require a parent signature. Staff will be documenting minors to help monitor schoolwide and classroom behaviors, review data to make decisions, and to more effectively provide support to help all students be successful. This will be a very important part of maintaining a positive learning environment at DEMS. In the event of Major Office Discipline Referrals (Majors), either the issuing teacher or building principal will contact parents. If a student receives a significant number of minors, the staff member concerned with the behavior will be responsible for contacting the parent. Our goal is to teach children positive behaviors to ensure a school environment that is safe, fun, free from distraction, and helps all children reach their maximum learning potential.

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 nature of and the student's use of the contraband/device(s).

STUDENT USE OF TWO-WAY COMMUNICATION, CELL PHONES, OR ELECTRONIC PAGING DEVICES

At DEMS, students are not allowed to use cell phones or other two-way communication devices during the school day.

This is how the cell phone policy will be enforced: While in the building during the school day, from the first bell to the last bell of the day, cell phones may not be used. All cell phones must be kept in students bookbags (K-4) or in their lockers (5-8) and shut off. (Although students bring a phone to school at their own risk of it being damaged or stolen, we do have security cameras monitoring all hallways.)

Any violation of the cell phone policy will be met with the following consequences:

First Violation - device turned into the office, issuing of major in EduClimber, device returned to student before end of the day, meeting with the principal

Second Violation - device turned into the office, issuing of major in EduClimber, phone check at DEMS Office daily for two weeks, parents notified

Third Violation - device turned into the office, issuing of major in EduClimber, phone check at DEMS Office daily for one month, parents notified

Repeated violations will result in requiring the phone to be housed in the office during the school day indefinitely.

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BULLYING

Introduction

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

Definition

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

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.

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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

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.

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

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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.

NOTE: The complete policy can be viewed in the district office.

SCHOOL DRESS CODE

Darlington Community Schools respect students' rights to express themselves in the way they dress. All students who attend Darlington Community Schools are expected to dress appropriately for an educational environment. Student attire should facilitate participation in learning as well as the health and safety of students. This policy is intended to provide guidance for students, staff, and parents.

Allowable Dress & Grooming

- Students must wear clothing including both a shirt with pants or skirt—or the equivalent—and shoes.
- Shirts and dresses must have fabric in the front and on the sides. Midriffs must be covered and tube tops are not allowed.
- Clothing must cover undergarments, bra straps excluded.
- Private parts must be covered at all times.
- Fabric covering all private parts must not be see-through.

- Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, wood shop, and other activities where unique hazards exist.
- Shoes must be worn at all times and should be safe for the school environment.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress & Grooming

- Head coverings including hats, hoodies, bandanas, beanies, and caps are not allowed unless permitted for religious, medical, or other reasons by the school administration.
- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing must not threaten the health or safety of any other student or staff.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

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- Coats and backpacks are to be left in lockers unless approved due to special circumstances. Blankets are not allowed.

The administration of each school reserves the right to determine what constitutes appropriate dress. Students who do not adhere to these guidelines will not be allowed to attend class. Parents will be called if appropriate clothing is not available or if the student refuses to change into appropriate clothing.

BUS TRANSPORTATION

Bus transportation to and from school is a privilege provided by the school district. All attempts are made to make buses safe and convenient. Students have the responsibility of maintaining a good relationship with and respecting the driver's requests.

Due to the fact that a bus is an extension of the school system and classroom, the school district and bus contractor require students to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Students who interfere with the safety of those riding the bus will receive discipline that could result in a loss of bus riding privileges. Cameras may be on some buses to support safe transportation and student behavior.

The school district contracts out transportation to and from school through Lamers Bus Lines, Inc. If a parent requests that their child leave school during school hours, it is the responsibility of the parent to provide transportation and liability.

***Parents/Guardians are asked to please call the Lamers Bus Lines, Inc. (608-776-4060) Option 2 or x13311 to report when your child/children will not need bus service. There is a voicemail system to leave messages if there is no answer. You can also email them at the following email address: 33GroupSB@golamers.com. The following are some basic rules governing bus transportation:

1. The bus driver is in charge and has the authority to control and discipline passengers. His/her directions are to be followed.
2. Be on time to keep the bus on schedule. Enter and exit the bus through the main door of the bus. The emergency door is to be used only in case of emergency.
3. Remain seated while the bus is moving. Never tamper with or damage bus equipment. The student is responsible for damage costs. Do not throw items inside the bus or out the windows.
4. Rural students will be bussed to and from their legal address. If a student is to be picked up or dropped off at a different location, a written request for change from the parent/guardian must be presented to the driver, the school, and the bus company must be notified. The location must be on a regular route. Students cannot be picked up or dropped off anywhere in the city limits other than the designated points as determined by the Board of Education.
5. School buses will not drive into private driveways for the specific purpose of picking up students. Buses may be required to go into private driveways for the purpose of providing a safe turn around as needed by the district to provide safe and efficient bus routes.
6. Food and beverages are NOT to be consumed on the bus and any pocket knives, lighters, matches, or dangerous objects are prohibited.
7. Keep hands, feet, and head inside the bus and keep personal items out of the aisles.

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ANY STUDENT WHO CONTINUES TO BREAK THESE RULES AFTER RECEIVING A "WARNING" WILL BE EXCLUDED FROM RIDING THE BUS ON A TEMPORARY BASIS. IF THE STUDENT THEN MISBEHAVES AGAIN, HE OR SHE MAY PERMANENTLY LOSE THE CHANCE TO RIDE THE BUS.

ATTENDANCE

Students, parents and staff in the Darlington Community Schools are expected to observe Wisconsin Law (s.118.15) relative to compulsory school attendance. The Wisconsin attendance laws require students between the ages of 5 and 18, unless graduated, to attend school regularly during the full period and hours until the end of the school term, quarter or semester, of the school year in which the individual becomes 18 years of age.

Regular school attendance is one of the first essentials of school success and is an important part of a student's school record. Attendance importance emphasizes two basic major objectives:

1. To instill in each student a willingness to accept the responsibility related to daily attendance, and 2.

To create in students the desire to successfully complete courses in which they enroll. Student Absences and

Excuses (What Wisconsin Attendance Laws Say)

1. The responsibility for a student's regular school attendance rests on the student's parent(s) or guardian.
2. All excused absences require parent/guardian/legal custodian verbal or written verification which is to be submitted to the principal who serves as the attendance officer, or his designee, in advance of the absence or prior to being readmitted to school.

The school attendance officer is empowered to approve an excuse as legal for these kinds of reason:

- a. 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 an excuse shall be made in writing, shall state the period of time for which it is valid, and shall not exceed 30 days.
- b. An illness in the immediate family, which requires the student to be absent because of family responsibilities.
- c. Medical, dental, chiropractic, optometric or other valid professional appointments that can only be scheduled during school hours. Parents or guardians are encouraged to make appointments during non-school hours.)
- d. Death in the immediate family or funeral of a close relative.
- e. Family trips that can be taken only during the normal school term. The intent of this statement is to provide an opportunity for students to accompany their parent/guardian on a vacation that cannot be scheduled when school is not in session. A parent or guardian is expected to notify the school attendance officer, or designee, prior to the student 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 considered excused

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absences. In accordance with state attendance laws, vacations that remove students from the regularly scheduled school calendar days are counted in the 5 days per semester that parents can excuse their children from school.

- g. Quarantine imposed by a public health officer.
- h. Attendance at special events of educational value as approved by the school attendance officer, or designee.
- i. Approved school activities during class time.
- j. Special circumstances that show good cause which are approved in advance by the school attendance officer, or designee.

Wisconsin Law (s.118.33) requires students to be enrolled in a school board approved class or activity during each class period of each day.

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 missed classwork. 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 make-up 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.

1. Parent(s)/Guardian Responsibility

- a. When a student is absent his/her parent(s) or guardian is expected to contact the school by 9:00 AM informing school personnel of the absence and the reason for such absence.

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- b. 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.

2. Student Responsibility

- a. Students are required to attend all assignments on their daily schedule, unless they have obtained parental request to do otherwise, and approval has been granted by the building principal or the principal's designee.
- b. After returning from a school absence, the student is responsible for getting in contact with teachers of classes missed and for making up all missed work during the absence in the time specified by the teacher.
- c. Students must always "check in" or "check out" through the main office if they arrive late to school or must leave before the end of the school day.

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

HABITUAL TRUANCY

- 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 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.

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), to cause the child to attend school regularly.

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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)

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.

Parents and students still need to be aware that the city ordinances and the state statutes, as it pertains to school attendance, remain in effect. The principal will have the authority to recommend a truancy citation or referral for the students and/or a parent contributing to truancy.

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 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) 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).

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

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Darlington City Ordinance pertaining to school attendance:

12.075 Habitual Truancy, School Dropout and Contributing to Truancy Prohibited: No person under the age of 18 shall be a truant. Upon conviction, the following punishments are available to the courts:

Truant: A pupil who is absent from school without an acceptable excuse for part or all of any day of school in a semester.

- Order to attend school

- A forfeiture of not more than \$50.00 plus cost for the first offense and not more than \$100.00 plus costs of subsequent violation committed within 12 months of a previous violation. The forfeiture can be assessed to all or part of the student, parent/guardian or both.

Habitual Truant: A pupil who is absent from school without an acceptable excuse for part or all of 5 or more days of school in a semester.

Contributing to Truancy: A person, who has in their control, a child between the ages of 6 and 18, and who causes a child not to attend school.

- A forfeiture of not less than \$100.00 nor more than \$500.00, together with costs, for each offense.

PARENTS AND VISITORS IN SCHOOL BUILDINGS AND ON SCHOOL GROUNDS

The Board recognizes the need to establish reasonable rules governing the entry of parents and visitors into school facilities, to help ensure a safe, secure and appropriate educational environment . Accordingly, the Board of

Education establishes the following rules regarding the presence of parents and visitors in school buildings and on school grounds.

Parents

Parents and/or Guardians of students enrolled in the District may be present in their child/ward's school buildings and grounds for purposes of meeting with their child/ward, meeting their child/ward's school administrators, delivery and pickup of their child/ward to and from school, and attending school activities and functions in which their child/ward is a participant. Parents otherwise present shall be deemed visitors.

Except when attending events to which the general public is invited, parents shall check in at the school office and obtain a visitors pass upon entering the school building.

Visitors

Visitors are not allowed in school buildings or on school grounds when school is in operation, school-sponsored activities are taking place, or students are present except as follows:

- persons conducting business with school administrators and their designees
- volunteer coaches for the purpose of carrying out their coaching activities

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- persons present as a result of a school-sponsored event or activity to which the school has invited the general public
- officials or agents of DEA and DAP in the conduct of their duties as recognized representatives of District employees
- persons invited by the District to observe school activities and/or to present information which supplements and enhances the school's curriculum
- persons attending distance-learning and other training offered in the school building which has been pre-approved by the District
- persons attending meetings and events held in the school building which have been pre approved by the District

Except when attending events to which the school has invited the general public, all visitors shall check in at the school office and obtain a visitors pass upon entering the school building or remaining on school grounds. All visitors shall return to the school office upon leaving to advise that their visit is completed and turn in their visitors pass.

TRANSFERS

When a child is to be transferred from the school district to another school district please notify the school at least a week in advance. Student records cannot be sent to the new school until a "Release of Information Permission" form is signed by the parent, all books have been returned, and fees have been paid. All records are then mailed to the new district.

SOME TIPS ON BECOMING A SUCCESSFUL STUDENT

1. Always bring the necessary books and writing materials to class.
2. Use all of your study time at school so that homework will not take up so much of your time in the evening.
3. Show a real interest in each subject and it will not only become more interesting to you, but you will learn much more.
4. Remember that a willing attitude is the best learning device. Do your best at all times and you will have little to fear.

GRADE AND PROGRESS REPORTS

Four report cards are issued during the school year for grades K-8. These official grade reports are available to parents via the Parent Portal on Infinite Campus. Printed report cards are available upon parental request. Some teachers may send or mail report cards home, if they deem it necessary or appropriate.

Infinite Campus allows parents to check the academic progress of 4-8 graders on a daily basis. If requested, a behavior report may also be sent from the teacher, guidance counselor or principal.

If parents have questions about their child's progress at any time during the year, they are encouraged to contact the teacher.

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DECLARATION OF EDUCATIONAL STANDARDS

The Darlington Community School District is dedicated to providing equal educational opportunities for all students. It is the belief of this School Board that every student shall have the opportunity to learn to be self-sufficient, self-supporting, and self-confident. Therefore our educational process shall encourage learning as a lifelong activity. We believe that the purpose of the school is to provide opportunities to obtain the knowledge and skills required to perform effectively in the various roles of a democratic society. We believe that the school shares with the student, home, and community the responsibility for his/her intellectual, physical, emotional, social, and vocational development. We believe that education is an active, continuous process that involves the acquisition of knowledge, skills and attitudes. We believe that every student should be provided a core of general education that would assure basic competencies needed to successfully function in society, as well as broader elective experiences that could satisfy individual interest. Since students vary in ability, aptitude and motivation, the school shall provide a varied and adaptable educational program. The District's curriculum shall be aligned with the Wisconsin Department of Public Instruction state academic standard adopted by the School Board and in accordance with state law. Professional staff, under the direction and supervision of the 4K-8 and 9-12 Principals and District Administrator, shall be delegated the responsibility of proposing and developing curriculum changes and additions. Communication and coordination among grade levels and subject area teachers should be emphasized on a 4K through 12th grade basis whenever curriculum is developed.

Based on the philosophy of the Darlington Community Schools, the Board of Education adopts the following academic standards:

Darlington Community School District Academic Standards:

[English/Language Arts](#)

[Mathematics](#)

Science

Social Studies*

World Languages

Music

Art

Physical Education

*Includes history and geography.

THE ELEMENTARY CURRICULUM

The four-year-old kindergarten curriculum is developed from the blueprint of "The Creative Curriculum for Preschoolers" which plans and implements a developmentally appropriate program. The kindergarten curriculum is developed with a blend of developmental and pre-academic skills. The curriculum for grades 1-4 is one that

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emphasizes basic skill areas of reading, writing, speaking, listening, and mathematics. Students also work with sciences, social studies, art, music, physical education/health, computers, and Project Lead The Way – Launch.

5/6 GRADES CURRICULUM

The fifth and sixth grade student takes classes in Language Arts, Mathematics, Science, and Social Studies. Other classes included for grades 5 and 6 are Art, Music, Library, Guidance, Physical Education/Health, study skills, and Project Lead the Way – Launch.

Computer literacy is an important part of the Elementary/Middle School curriculum. Students in fifth and sixth grade use computers in Math, Reading, English, Science, and Social Studies. Computer activities include programs for enrichment, practice, and remediation. There are also various enrichment opportunities for students.

Required Courses:

Art, Language Arts, Math, Music, Health/Physical Education, Reading, Science, and Social Studies.

7TH GRADE CURRICULUM

Required Courses:

1 year of: Language Arts, Mathematics, Biological Science, Social Science Survey, Health/Physical Education.

1/2 year of: Practical Arts areas: (Technical Education)

Elective Courses

8TH GRADE CURRICULUM

Required Courses:

1 year of: Language Arts, Mathematics, Earth Science, U.S. History, and Health/ Physical

Education. 1/2 year of: Practical Arts areas: (Technical Education)

Elective Courses

ONLINE LEARNING ACTIVITIES

The 7/8 students may be utilizing online learning activities during inclement weather days or other days deemed necessary by the Darlington School District. During the 2018-19 school year, the following policy was created.

Online Learning Activities

The School Board supports online learning as a means of:

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

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Online learning is defined as:

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

Online learning can take place in:

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

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

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

Online learning can take place during:

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

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

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

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

Approved: March 4, 2019

CONFIDENTIALITY OF STUDENT RECORDS

Pursuant to the provisions of the Family Education Rights and Privacy Act of 1974, Darlington Community Schools is required to give annual notice to parents and adult students of their rights regarding student records.

It is the policy of Darlington Community Schools to insure the confidentiality of student records. Individual student records shall include progress records (e.g. grades, courses, attendance, etc.) and behavioral records (e.g. cumulative

and Special Ed. records). The records are maintained within the Infinite Campus platform.

BEHAVIORAL RECORDS are maintained within Infinite Campus and EduClimber. Student records are open for inspection by parent or student upon request, with interpretation given to third parties. Transfer records are sent within 5 days of notification. Behavioral records are destroyed one year after students graduate or last attend a school, unless written permission is given to retain them. All progress records will be maintained indefinitely, with periodic review.

The School Board has adopted a policy which includes further description of the above information. Copies of this policy are available at the office of the Superintendent, (608)776-2006.

If you believe that the district is not complying with the federal student records law, you may file a complaint at the office of the Superintendent.

RETENTION POLICY

Retention for the primary grades (4K-4) will be decided on an individual basis. Maturity level, academic achievement in reading and mathematics, and social development will be considered in the promotion or retention of an individual student.

GRADE RETENTION:

Middle School students (5-8) may be retained in a grade based on the following criteria: **36**

1. Failure/minimal grade in 3 or more subjects.
2. Failure/minimal grade will be computed on the yearly average for a subject or elective area.
3. Failure/minimal grade in 2 or more subjects in a given quarter will disqualify the student from participation in extra-curricular school activities until the next grading period.
4. Incompletes must be made up within two weeks or the grade will automatically become an F (failure/minimal).

Middle School students (5-8) who receive an "F" /minimal grade as the final academic grade for the school year in any of the academic subjects listed below will have to attend summer school. Failure to complete the prescribed summer school work for the class the failing grade was received will mean repeating that academic subject.

Academic Subjects:

1. Math
2. Science
3. Social Studies
4. Language Arts

Retention may be waived in unusual cases where the Principal feels a social promotion is in the best interest of the student.

TELEPHONE USE AND MESSAGES

Students are not to use the office phone unless it is for school business or an emergency. Students will be called to the telephone only in an emergency. In those cases when messages need to be taken, the student will be notified between classes.

ENTERING THE BUILDING EARLY

On days of extreme weather conditions such as high winds, rain, snow, or cold, K-4 students are permitted to enter the hallway in designated wings upon arrival and wait quietly for the bell to ring. Fifth through eighth grade students are permitted via the main entrance and may wait quietly in the cafeteria until the 7:55 AM bell rings.

LEAVING THE SCHOOL DURING THE DAY

All students must remain in the school building during the school day. A student is permitted to leave school during the school day ONLY with permission of the office. BEFORE LEAVING THE STUDENT MUST SIGN OUT AT THE ATTENDANCE OFFICE AND HAVE PERMISSION FROM PARENTS.

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FINES

School material and equipment are issued to students for their use. Students are expected to be responsible for these materials. If the equipment is not returned or returned in a condition that is deemed worse than what normal would be, a fine will be charged.

Items such as locks, books, tools, Chromebooks, and lab equipment are an example of items that students are responsible for.

HALL LOCKER INFORMATION

Fifth through eighth grade students will be provided a locker. Lockers do not have locks. K-4 students will have coat hooks in the hallway. Valuables and money should be kept with the student or left with the school office.

Locker inspection is held periodically to determine the condition of your locker. Keep your locker neat and free of old papers, old notebooks, and materials no longer needed in school. If you wish to keep these articles, please take them home. Do not leave old lunches in lockers; they create an odor and encourage germs.

Students are not to be in any locker except the one assigned to them. Students should not change lockers unless approved by the school office.

Locker searches may be conducted by the principal, principal designee, or law enforcement. This includes a search of personal belongings contained within the locker. Searches are authorized by the district for the purpose of maintaining order and discipline in the school and to protect the safety and welfare of students and school personnel.

LOST AND FOUND

You are requested to take any unclaimed articles found in the bus or on the grounds to the office. If you have lost something, please check in the office or the various lost and found locations in each wing.

SCHOOL LUNCHES

The school day includes a closed lunch hour. If a student wishes to go home for lunch on a regular basis, the student must obtain from the office a "Permission to Leave School for Lunch" form to be completed and signed by the parent or guardian and returned to the school office to be kept on file in the office. A hot lunch is available to all students. For those who choose to bring a sack lunch from home, milk is sold in the lunchroom facility.

FOOD SERVICES

The Board of Education shall provide cafeteria facilities in all school facilities where space and facilities permit and will provide food service for the purchase and consumption of lunch for all students.

The food-service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

Substitutions to the standard meal requirements shall be made, at no additional charge, for students who are certified by a licensed physician to have a disability which restricts his/her diet. To qualify for such substitutions the parent must provide a **Medical Statement for Special Dietary Needs signed by a state authorized medical authority**. The request must contain the following information:

A. An explanation of how the student's physical or mental impairment restrict the diet **38**

B. The food(s) to be avoided

C. The food(s) to be substituted

On a case-by-case basis, substitutions to the standard meal requirements may be made, at no additional charge, for students who are not "disabled persons", but have a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs. To qualify for such consideration and substitutions the medical statement must identify:

A. the medical or dietary need that restricts the student's diet; and

B. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.

For students who need a milk substitute as part of the Wisconsin School Day Milk Program, only a signed request by a parent or guardian outlining the medical reason is required. Children with a signed request meeting this criteria will be provided a 100% juice substitute.

Requests for special dietary meal modifications should be made to:

Cale Jackson, District Administrator
608-776-2006; jacksonc@darlington.k12.wi.us
11630 Center Hill Road Darlington, WI 53530

Lunches sold by the school may be purchased by students and staff members and community residents in accordance with the administrative guidelines established by the District Administrator.

The operation and supervision of the food-service program shall be the responsibility of the District Administrator. Food services shall be operated on a self-supporting basis with revenue from students, staff, Federal reimbursement, and surplus food.

A periodic review of the food-service accounts shall be made by the auditor. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment. Surplus funds from a-la-carte foods purchased using funds from the nonprofit food service account must accrue to the nonprofit food service account.

The food-service program may participate in the "Farm to School Program" using locally grown food in school meals and snacks.

The District Administrator shall establish administrative guidelines for the conduct of the school lunch program that shall include provisions for:

- A. the maintenance of sanitary, neat premises free from fire and health hazards;
- B. the preparation and consumption of food;
- C. the purchase of foods and supplies in accordance with law;
- D. complying with food holds and recalls in accordance with USDA regulations;
- E. the accounting and deposition of food-service funds;
- F. the safekeeping and storage of food and food equipment.

No foods or beverages, other than those associated with the District's food-service program, are to be sold during food-service hours. The District's food service program shall serve only food items and beverages determined by the Food Service Department to be in compliance with the current USDA Dietary Guidelines for American and Smart

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Snack Rules. Any competitive food items and beverages that are available for sale to students a la carte in the dining area between midnight and thirty (30) minutes following the end of the last lunch period shall also comply with the current USDA Dietary Guidelines for Americans and Smart Snack Rules.

Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any Federal program. Any related collection cost, including legal cost, arising from such bad debt after they have been determined to be uncollectible are also unallowable.

Negative Account Balances

Students will be permitted to purchase meals from the District's food service using either cash on hand or a food service account. A student may be allowed to incur a negative food service account balance subject to the following conditions.

Students may be permitted to accumulate negative food service account balance as determined by the District Administrator. A student will be allowed to reach the value of a paid high school meal times five. This is equal to one full week of school meals. The value of a paid high school meal will be reviewed annually. The District Administrator shall determine the manner of determining permissible account balances by grade level. A student shall not be permitted to purchase a la carte items without sufficient account balance. A la carte items are any items sold separately and not attached to a federally reimbursable meal. This includes but is not limited to milk break, extra milk, extra entrees, or other items not part of a complete meal. Likewise, any student that has a negative account balance may not purchase a la carte items or any other item sold individually not part of a federally reimbursable meal with cash unless the student is also able to bring his/her account current.

Approved: November 20, 2023

Revised: January 10, 2024

Revised: February 14, 2024

1400.4

FIELD TRIPS

Field trips will be taken at certain times because of the educational and learning value they provide. When a trip is planned, written permission of the parent or guardian must be on file in the school. This signed statement must give

the time, place, and date of the trip.

LIBRARY - MEDIA CENTER

The library should be a place for quiet, independent study using reference material and resource books housed in the library. Other books may be signed out for two weeks and renewed if necessary for two weeks more. Except in unusual cases, this should be sufficient time to complete an assignment.

Admission to the library will be only by special passes or prearrangement with the classroom teacher.

The student is responsible for all books checked out in his/her name. The student must pay for any book which is defaced or lost.

Always return books to their places on the shelves. If you do not know where a book belongs, leave it at the desk or ask the assistant for help.

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The library is meant to be a place free from distraction and consequently, unnecessary talking and noise are forbidden. It is not designed for general relaxation or loud conversation. Violations of the library rules will result in not being allowed to use its services.

SCHOOL COUNSELING SERVICE

The Elementary (K-8) School Counseling program services are offered for all students in each grade level. The program is an effort to help each student to achieve all of which he or she is capable of. Its stress and focus is on personal development.

Children growing up in this rapidly changing world often have little or no time to think about their present experiences, as related to themselves, much less about the future of their own place in it. It is important that we find some means of helping children to make sense of their present experiences, of finding personal meaning in what they are currently being taught in school. It is important that we help children to develop the values and attitudes to learn and practice the decision-making skills which will enable them to function in a changing society.

The School Counseling program is designed to actively involve children in acquiring personal human skills and to prevent problems before they occur. This is done basically through developmental guidance activities and individual counseling. Developmental guidance activities are conducted in all the classrooms by the counselor. A variety of concepts are introduced with various activities, depending on the grade level of the students.

Individual counseling is available to any student who has the need. Counseling sessions are conducted in the guidance office during the regular school day. Students may see the counselor through a referral by one of the following: self, teacher, parent, concerned person, school personnel, or community specialist.

SPECIAL EDUCATIONAL SERVICES

Some students may have special needs that require individualized services. These needs may include the following: physical/orthopedic problems; hearing or visual impairment; cognitive disability or other developmental disability; emotional/behavioral disability; learning disability; speech or language impairment; or any other problems that may prevent learning or school attendance. Special programs are available free of charge through the Darlington School

district to help children ages 3-21 with these problems. If a child may need special services, he/she may be referred to the special evaluation staff (IEP Team) for further evaluation. The referral may be made by school staff, parents, or any other interested person. However, no evaluation can take place without parent permission. Parent permission is also required for enrollment in any special educational programs. Please contact the school psychologist. For further information call 776-4021.

TITLE I - E.S.E.A.

Title I is a federally funded program to help students who need assistance with the basic skill areas in reading and mathematics. Beginning with the 2012-13 school year Darlington Elementary/Middle School was approved to operate under a schoolwide service plan. Please contact the district superintendent at (608)776-4021 if you have a question regarding the Title I schoolwide service plan.

PHYSICAL EDUCATION

All boys and girls will take part in physical education classes in grades K-8. Only students with a doctor's excuse or advised by the school nurse will be excused from participation in Phy. Ed. classes.

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Any student excused from Phy. Ed. by a medical doctor must have a release from the doctor stating that he/she may return to class.

SPORTS

The Darlington Community School District maintains the philosophy that all 7th and 8th grade students should be encouraged to participate in the middle school athletic experience. It is understood that students who attend practice and follow the athletic code and code of conduct will receive playing time in each athletic contest. Equal playing time is desired when opponents provide sufficient numbers to participate against.

Competitive Sports

Wrestling, girls volleyball, boys basketball, girls basketball, boys/girls track, boys/girls cross country

ELIGIBILITY RULES

If a student receives an "F" in one or more subjects in either academic or achievement grades during a nine-week period, that student will not be able to participate in any extra-curricular activity. Student progress will be reassessed at mid-quarter to determine if the student is eligible to compete for the remainder of the season.

Ineligibility of this type will continue until successful work is reported at the end of the quarter.

Incompletes must be made up in order for a passing grade to be received.

If a student really tries to do his or her best, this will not be a problem.

ATHLETIC CODE

Mission Statement/Philosophy

The Darlington Community School District believes all school experiences make significant contributions to each student's physical, intellectual, and psychological growth. Interscholastic athletics are considered a co-curricular opportunity and supportive adjunct to the health and physical education program. Participation in the interscholastic athletic program is expected to help a student achieve not only the objectives of the interscholastic athletic program, but also the objectives of the health and physical education program and all other educational programs of the

District.

At Darlington Elementary/Middle School (DEMS), we strive to create a balance between the opportunity to try new activities that middle school students desire and need and the increasing responsibilities that high school athletics will require of them. Therefore, DEMS athletes will abide by a code of conduct that resembles the standards established for high school participants but also recognizes the developmental differences our middle school athletes possess.

DEMS Athletics Opportunities

The following is a list of interscholastic athletics offered at Darlington High School. Specific rules for participation and levels of competition are explained at the organization meeting and are approved by the Board of Education.

GIRLS ATHLETICS BOYS ATHLETICS

Basketball Basketball

Cross Country Cross Country

Track & Field Track & Field

Volleyball Wrestling

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Academic Standards

While we recognize the importance of extracurricular activities in the overall school program, we believe that academics comes first. Therefore, to participate in activities, students must be in good academic standing.

End of Quarter Grades

Students must pass all classes at the grading periods. Any student failing to meet this requirement will be ineligible to participate in competition for 4 weeks to start the next grading period. At that time, if a grade check shows that the student is now passing all classes, the student will become eligible. A student must practice during the time of ineligibility.

Weekly Grade Checks

A student will be placed on academic probation under the following circumstances:

If a student receives a failing grade on the weekly concerns list, that student has one week to raise all grades to a passing level. If after the one week period the student is still failing any course they become ineligible. They will remain ineligible until the weekly grade check shows they are passing all courses.

School Attendance

Regular school attendance is vital in student achievement. Therefore, a student must be in attendance 5th-8th period to participate in an event or practice unless there is medical documentation or prior approval from the building principal or designee

Athletics

Major Violations

A. Rules and Regulations

- Alcohol – use, possession, buying, and/or selling of alcoholic beverages is prohibited
- Drugs – use, possession, buying and/or selling of illegal drugs is prohibited as is the use, possession, buying and/or selling of unauthorized prescription medication and/or performance enhancing substances (PES) and drug paraphernalia
- Tobacco/Nicotine Products – use, possession, buying, and/or selling of tobacco/nicotine products is prohibited. This also includes electronic cigarettes and electronic cigarette paraphernalia.
- Participation by the student-athlete at secretive events where people are using tobacco, alcohol,

- unauthorized drugs or performance enhancing substances (PES)
- Theft – theft in or out of school will not be tolerated
- Assault – physical or verbal assault to school personnel

B. Penalties

- First Violation – Suspension for 50% of the regularly scheduled contests. The participant **must** attend all practices during the suspension. When determining the number games for which the participant is ineligible, the number will be rounded up.
- Second Violation - Suspension for the remainder of middle school career

In the first violation, if the participant chooses not to practice, the suspension will carry over to the next season. If the suspension cannot be completed in the current activity, it will carry over to the next activity that the student participates in. In order for the penalty to be counted, the participant must finish the season in good standing.

Minor Violations

A. Rules and Regulations

- a. Conduct – conduct unbecoming a participant may include one or more of the following
 1. Flagrant misbehavior in class and/or activity
 2. Disorderly conduct as defined by state law in or out of school
 3. Vandalism in or out of school
 4. Flagrant disrespect of school personnel in or out of school
 5. Inappropriate use of social media and electronic messaging

b. Penalties

1. First violation – Coach’s discretion
2. Second violation – suspension from two (2) regularly scheduled contests
3. Additional violations – each additional violation will result in an additional suspension of two (2) contests

4K-8 SCHEDULE

4K Individual 4K program sites will provide their schedules.

Kindergarten through 4

1. Students report to homeroom at 8:00 AM.
2. Classes begin on arrival of students.
3. Lunch time starts between 10:50 and 11:15 AM.
4. Dismissal - Kindergarten 3:20 PM

Grades 1-4 3:25 PM

5. Buses leave the school at 3:35 PM.

Grades 5 and 6 (Middle School)

1. Students report to homeroom at 8:00 AM.
2. Lunch/Recess - 11:48 AM
3. Dismissal - 3:30 PM

4. Buses leave at 3:35 PM.

Grades 7 and 8 (Middle School)

1. Students report for homeroom at 8:00

2. Homeroom begins at 8:00 AM.

3. Lunch/Recess - 11:48 AM

4. Dismissal - 3:30 PM

5. Buses leave the school at 3:35 PM

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Title IX: Sexual Harassment

Students and Other Applicable Individuals

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

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

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

I. Definition of Sexual Harassment under Title IX

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

- (1) An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual’s participation in unwelcome sexual conduct;

(2) Unwelcome conduct that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education program or activity; or

(3) Sexual assault, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), dating violence, as defined in 34 U.S.C. § 12291(a)(10), domestic violence, as defined in 34 U.S.C. § 12291(a)(8), or stalking, as defined in 34 U.S.C. § 12291(a)(30).

II. Notice of Sexual Harassment under Title IX

When the District has actual knowledge of sexual harassment under Title IX in an education program or activity of the District against an individual, including a student, in the United States, the District shall respond promptly in a manner that is not deliberately indifferent.

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment under Title IX to (1) the District’s Title IX Coordinator; (2) any official of the District who has authority to institute corrective measures on behalf of the District; or (3) any employee of the District.

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

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III. Identification of Title IX Coordinators

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

Darlington Community School District

Attn: Mitch Austin

11630 Center Hill Road

Darlington, WI 53530

(608) 776-2006

austinm@darlington.k12.wi.us

IV. Reporting Sexual Harassment under Title IX

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

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

V. Response to Report of Sexual Harassment under Title IX

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

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

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

Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties,

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changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

VI. Emergency Removal/Administrative Leave

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

VII. Formal Complaint

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

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

process below.

VIII. Grievance Process

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

A. Written Notice

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

The written notice shall include:

1. Notice of the District's grievance process, including any informal resolution process; **47**
2. Notice of the allegations potentially constituting sexual harassment, including sufficient details known at the time of the notice (identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident);
3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
4. A statement that the parties may request to inspect and review evidence that is directly related to the allegations raised in the formal complaint;
5. A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney; and
6. Notice to the parties of any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

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

B. Dismissal of Formal Complaint

If the conduct alleged in a formal complaint: (1) would not constitute sexual harassment as defined under Title IX even if proved; (2) did not occur within the District's program or activity; or (3) did not occur against a person in the United States, the District must dismiss the formal complaint with regard to that conduct. If dismissal is required, the District must promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties. Dismissal of a formal complaint does not preclude action under the District's code of conduct.

The District may dismiss a formal complaint if, at any time during the investigation, any of the following occurs: (1) the complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint; (2) the respondent is no longer enrolled in or employed by the District; or (3) specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint. If such

dismissal occurs, the District must promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties. If dismissed, the District will review whether the complaint should be investigated under other applicable policies.

C. Consolidation

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

D. Informal Resolution

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

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investigation and adjudication of formal complaints of sexual harassment under Title IX. The District shall not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed.

Before conducting any informal resolution process, the District will provide to the parties a written notice disclosing: (1) the allegations; (2) the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, if any; (3) that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the formal complaint process; and, (4) any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared and whether the facilitator of the informal resolution process may be a witness in any subsequent formal complaint process. The District will obtain the parties' voluntary written consent to the informal resolution process. Any such informal resolution process shall be resolved within thirty (30) days of the written notice described in this paragraph, unless additional time is needed as determined by the District.

E. Investigation of Formal Complaint

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

During the investigation, the District shall:

1. Not restrict the ability of either party to gather and present relevant evidence, or to discuss the allegations under investigation;
2. Provide equal opportunity for the parties to present witnesses and other inculpatory and exculpatory evidence;
3. Provide the parties with the same opportunities to have others present during any complaint proceeding,

including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. However, the District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

4. Provide to the party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;

5. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, as well as inculpatory and exculpatory evidence, whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation;

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6. Prior to completion of the investigative report, send to each party and the party's advisor, if any, the evidence subject to inspection and review, in an electronic format or a hard copy, and the parties shall have at least ten (10) days to submit a written response, which the investigator will consider prior to completion of the investigative report;

7. Create an investigative report that fairly summarizes relevant evidence and, at least ten (10) days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or hard copy, for their review and written response; and,

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

F. Determination Regarding Responsibility

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

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

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

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

G. Decision-maker's Written Determination

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

1. Identification of the allegation(s) potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the District's code of conduct to the facts;

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5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District imposes on the respondent, and whether remedies designed to restore or preserve access to the District's education program or activity will be provided by the District to the complainant; and,
6. The District's procedures and permissible bases for the complainant and respondent to appeal, including notice of the right of a student complainant to appeal a final determination to the state superintendent of public instruction and procedures for making that appeal.

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

H. Possible Sanctions and Remedies

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

I. Supportive Measures

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

J. Appeal

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

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

1. Procedural irregularity that affected the outcome of the matter;

2. New evidence that was not reasonably available at the time the determination regarding responsibility was made, that could affect the outcome of the matter; and,

3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally, or the individual complainant or respondent, that affected the outcome of the matter.

As to all appeals, the District shall:

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

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2. Ensure that the appeal decision-maker is not the same person as any investigator(s), decision-maker(s) that reached the determination of responsibility or dismissal, the Title IX Coordinator, or the facilitator of an informal resolution;

3. Ensure that the appeal decision-maker complies with the standards set forth in 34 C.F.R. § 106.45(b)(1)(iii);

4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

5. Issue a written decision describing the result of the appeal and the rationale for the result, which shall be issued within thirty (30) days of the filing of the appeal, unless the appeal decision-maker needs additional time; and,

6. Provide the written decision on appeal simultaneously to both parties.

K. Timeframe for Determination

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

IX. Retaliation Prohibited

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

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

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

X. Confidentiality

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

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

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XI. Recordkeeping

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

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

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

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

XII. Training

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

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

Any materials used to train Title IX Coordinators, investigators, decision-makers, and facilitators of informal

resolutions may not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

XIII. Pupil Harassment under State Law

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

If a student, or parent or guardian acting on behalf of the student, files a complaint alleging harassment on the basis of sex only under state law, the Title IX Coordinator shall consider any appropriate action, including requiring the

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student to follow any general student harassment procedure adopted to comply with state law prohibiting harassment based on sex. However, the Title IX Coordinator may determine that it is appropriate to proceed with the complaint under this Title IX Sexual Harassment policy, including resolution of the allegations under the grievance process.

Legal References: Title IX of the Education Amendment of 1972

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

Wis. Stat. §118.13

Wisconsin Administrative Code PI 9

