



MILWAUKEE
PUBLIC SCHOOLS

Milwaukee Public Schools South Division High School Staff Manual

2025–26

Dr. José Trejo

Principal

This manual is periodically updated. You will find the most recent version on the

Revised: 7/25/2025

MPS School Staff Manual

Table of Contents

ACKNOWLEDGMENT AND DISCLAIMER

SECTION 1: INTRODUCTION.....

1.01	Milwaukee Public Schools Mission and Goals.....
1.02	School Mission, Vision, and Goals.....
1.03	The 3 Big Rocks.....
1.04	Strategic Plan.....
1.05	Table of Leadership at School Level.....
1.06	Administrator, Support, and Classified Staff Assignments and Responsibilities.....
1.07	School Staff Assignment Roster.....
1.08	Calendars.....
1.09	School–Family Compact
1.10	School Floor Plan.....

SECTION 2: CURRICULUM.....

2.01	School Improvement Plan (SIP)
2.02	Educator Effectiveness System.....

2.03	District Assessment Calendars.....
2.04	Wisconsin Academic Standards
2.05	Completion/Graduation Requirements.....

SECTION 3: GENERAL EXPECTATIONS.....

3.01	Employee Rules of Conduct.....
3.02	MPS Administrative Policies.....
3.03	Professional Conduct and Attire.....
3.04	Employee Workday
3.05	Employee Sign-In.....
3.06	Staff Meetings.....
3.07	Committees, Grade-Level Teams, Departments
3.08	Learning Team
3.09	Staff Bulletins
3.10	Staff Absence and Class Coverage Procedures.....
3.11	Staff Tardiness.....
3.12	Professional Leave and Travel
3.13	Staff Personal Data.....
3.14	Keys/Security Access Cards.....
3.15	Mailboxes.....
3.16	Telephone and Voicemail.....
3.17	Staff Lounge.....
3.18	Personal Property Policy.....
3.19	Personal Equipment in Classrooms.....
3.20	Staff Parking.....

3.21	Employee Children in the Workplace.....
3.22	Staff Cell Phones.....
3.23	Staff Email Usage.....

SECTION 4: SCHOOL POLICIES AND PROCEDURES.....

4.01	School Bell Schedule.....
4.02	Student Entrance and Breakfast Procedures.....
4.03	Student Attendance and Tardiness Procedures.....
4.04	Student Lunch Procedures.....
4.05	Inclement Weather Recess and Entry Procedures.....
4.06	Dismissal and Bus Procedures.....
4.07	Halls.....
4.08	Elevator.....
4.09	Lockers.....
4.10	Health Issues.....
4.11	School Supplies and Equipment.....
4.12	Suspected Cases of Child Abuse and/or Neglect.....
4.13	Student Prescription Medications.....
4.14	Library Media Center/Computer Lab.....
4.15	Duplicating/Laminating.....
4.16	Field Trips.....
4.17	Fundraising.....
4.18	Pre-Approval for Staff Purchases.....
4.19	School Engagement Council.....
4.20	Parent Complaints.....

4.21	Schoolwide Announcements/Pledge of Allegiance.....
4.22	Bulletin Boards/Display Cases.....
4.23	Cleaning and Maintenance.....
4.24	Visitors and Volunteers.....
4.25	Bookstore.....
4.26	Auditorium/School Assembly Procedures.....
4.27	Support Services Expectations and Procedures.....
4.28	After-School Program.....
4.29	Parent Organizations.....
4.30	Building Use by the Community (Facility Permits).....
4.31	Chromebooks

SECTION 5: SCHOOL SAFETY

5.01	School Security.....
5.02	Crisis Response Procedures/School Crisis Plan.....
5.03	School Emergency Lockdown and Evacuation Drill Procedures
5.04	Fire Drills.....
5.05	Tornado Drills.....
5.06	Code Red/Lockdown Drills.....
5.07	AED Drills.....
5.08	Bomb Threats.....
5.09	Power Outages.....
5.10	Emergency Early Dismissal Procedures.....
5.11	Hazardous Chemicals Procedure
5.12	Animals in the Classroom.....

5.13	Media Contact.....
5.14	Missing Students.....
5.15	Searches/Scans.....

SECTION 6: STUDENT SUPERVISION.....

6.01	Classroom Expectations and Supervision of Students.....
6.02	Grounds/Playground Supervision.....
6.03	Bus Arrival/Departure Supervision.....
6.04	Lunchroom Supervision.....
6.05	Hallway Supervision.....

SECTION 7: SCHOOL CLIMATE.....

7.01	Milwaukee Public Schools Discipline Policy.....
7.02	School and Classroom Behavior Expectations.....
7.03	School Rules.....
7.04	Student Dress Code.....
7.05	Classroom Management.....
7.06	Incident Referrals.....
7.07	Suspensions.....
7.08	Corporal Punishment.....
7.09	School Bus Expectations.....
7.10	Milwaukee Public Schools Policy Regarding Weapons/Other Criminal Offenses.....
7.11	Electronic Devices.....
7.12	Student Protections (Discrimination, Bullying, Internet Safety, Gender Identity).....

SECTION 8: CLASSROOM RESPONSIBILITIES.....

- 8.01 Lesson Plans.....
- 8.02 Substitute Teacher Procedures.....
- 8.03 Textbooks, Instructional Materials, and Equipment.....
- 8.04 Communications with Parents.....
- 8.05 Art/Music/Physical Education.....
- 8.06 Collection of Money.....
- 8.07 Infinite Campus Census Verification Forms.....
- 8.08 Grading Policy and Course Syllabus.....
- 8.09 Student Seating Plan.....
- 8.10 Daily Schedule, Class Period Agenda.....
- 8.11 Homework Policy.....
- 8.12 Final Evidence of Proficiency.....
- 8.13 Movies and Videos.....
- 8.14 Food and Beverages.....

SECTION 9: STUDENT RECORDS.....

- 9.01 Progress Reports and Report Cards.....
- 9.02 Access to Student Records.....
- 9.03 Cumulative Records.....
- 9.04 Home Reports and Parent Contacts.....

SECTION 10: SPECIAL EDUCATION.....

10.01	Special Education Needs Referral Procedure/Child Find.....
10.02	Individualized Education Program (IEP) Staffing and Meetings.....
10.03	Students Protected under Section 504.....
10.04	Special Education Master Calendar.....
10.05	Special Education Students Disciplinary Guidelines.....
10.06	Discipline.....
10.07	Special Education Information and Guidelines.....
10.08	Seclusion and Physical Restraint.....

SECTION 11: SPECIAL EVENTS.....

11.01	Open House.....
11.02	Parent–Teacher Conferences.....
11.03	Completion/Graduation.....

SECTION 12: PERFORMANCE EVALUATION.....

12.01	Educator Effectiveness System Scores for Teachers.....
12.02	Evaluations of Other Staff Members.....

SECTION 13: TECHNOLOGY.....

13.01	MPS Acceptable Use Policy.....
13.02	Network Printing.....
13.03	MPS Electronic Attendance System.....
13.04	MPS Electronic Grade Book System.....
13.05	Recording of Students.....

SECTION 14: EXTRACURRICULAR ACTIVITIES.....

14.01 Advisor/Coach Expectations.....

14.02 Extracurricular Transportation Procedures.....

14.03 Extracurricular Safety Procedures.....

14.04 Eligibility Requirements.....

SECTION 15: NONDISCRIMINATION NOTICE.....

MPS School Staff Manual



Receipt of School Staff Manual and Employee Handbook

August 25, 2025

I, _____, acknowledge that I have received the South Division
(Print Name)

High School 2025-2026 *Staff Manual* and am responsible for the content of all material contained herein, along with adhering to all Milwaukee Board of School Directors' Policies and Procedures, including but not limited to the following:

Administrative Policy 1.04	Non-Discrimination Complaint Procedures
Administrative Policy 2.14	Assessment Ethics Policy
Administrative Policy 6.01	General Personnel Policies
Administrative Policy 6.02	Equal Employment Opportunity Policy
Administrative Policy 6.03	Anti-Sexual Harassment
Administrative Policy 6.04	Employee Code of Ethics
Administrative Policy 6.05	Code of Ethics
Administrative Policy 6.06	Gifts and Solicitations: Staff
Administrative Policy 6.07	Employee Rules of Conduct
Administrative Policy 6.10	Employee Assistance Program
Administrative Policy 6.11	Tobacco Products Use on Board Property
Administrative Policy 6.12	Drug-Free Workplace
Administrative Policy 6.13	Drug and Alcohol Testing
Administrative Policy 6.14	Personnel Records
Administrative Policy 6.17	Personal Property Loss: Staff
Administrative Policy 6.22	Leaves and Absences: Staff
Administrative Policy 6.32	Pepper Spray: Use Of
Administrative Policy 6.34	Staff Acceptable Use Policy (AUP)
Administrative Policy 6.36	Student Non-Fraternization Policy
Administrative Policy 6.38	Theft, Fraud, Waste, Abuse, Illegal or Unethical Behavior
Administrative Policy 7.02	Instructional Priority Objectives
Administrative Policy 7.22	School Fundraising Activities
Administrative Policy 7.30	Field Trips and Excursions
Administrative Policy 7.31	School Volunteers
Administrative Policy 7.33	Grading Policies
Administrative Policy 7.34	Final Examinations
Administrative Policy 7.37	Graduation and Promotion Requirements
Administrative Policy 8.01	Student Nondiscrimination
Administrative Policy 8.02	Student Sexual Harassment
Administrative Policy 8.29	Corporal Punishment
Administrative Policy 8.51	Electronic Communication Devices
Administrative Policy 8.52	Bullying

Additionally, I acknowledge that I am responsible for reading, understanding, and complying with the MPS Employee Handbook. An electronic version of the MPS Employee Handbook can be found on the MPS website under the Employment Relations Department webpage.

Signature

Date

SECTION 1: INTRODUCTION

1.01 Milwaukee Public Schools Mission and Goals

Mission

Milwaukee Public Schools is a diverse district that welcomes all students, preparing them for success in higher education, post-education opportunities, work, and citizenship.

Vision

Milwaukee Public Schools will be among the highest-student-growth school systems in the country. All district staff will be committed to providing an educational environment that is child-centered, supports achievement, and respects diversity. Schools will be safe, welcoming, well-maintained, and accessible community centers meeting the needs of all. Relevant, rigorous, and successful instructional programs will be recognized and replicated. The district and its schools will collaborate with students, families, and community for the benefit of all.

Core Beliefs

- Students come first.
- Wherever students are learning is the most important place in the district.
- Educators and school staff have high expectations for all students and provide the foundation for their academic success.
- Leadership, educator development, and child-driven, data-informed decision making are keys to student achievement.
- Equity drives all district decision making.
- Involved families are integral to increasing student achievement.
- Student voice is encouraged and respected.
- Quality community partnerships add value.
- Increased operational and financial efficiencies are consistently pursued to support learning opportunities for our students.
- Central Services supports student achievement, efficient and effective operations, and student, family, and community engagement.
- Public education provides the cornerstone of American democracy.

1.02 School Mission, Vision, and Goals

School Vision Statement: *South Division is a diverse community of cultures promoting an environment which fosters the development of engaged, civically responsible, independent life-long learners.*

School Value Statements: *South Division is committed to:*

- * **C**ultural experiences which meet the individual needs of our students through a school-wide community effort*
- * **A**ctive parent involvement and community partnerships*
- * **R**esponsible civic engagement, student leadership experiences and service learning opportunities*
- * **D**iverse curriculum (bilingual programs, NAF, advanced placement, honors courses, alternative education programs, electives and ELL programs)*
- * **I**ncreasing students' capacity to learn and to succeed in life*
- * **N**urture career and college readiness*
- * **A**ddress academic needs of students through the implementation of differentiated instructional pedagogies*
- * **L**asting educational experiences through regular and consistent school attendance*
- * **S**tudent's intellectual and emotional growth*

District Mission: *Milwaukee Public Schools is a diverse district that welcomes all students, preparing them for success in higher education, post-educational opportunities, work and citizenship.*

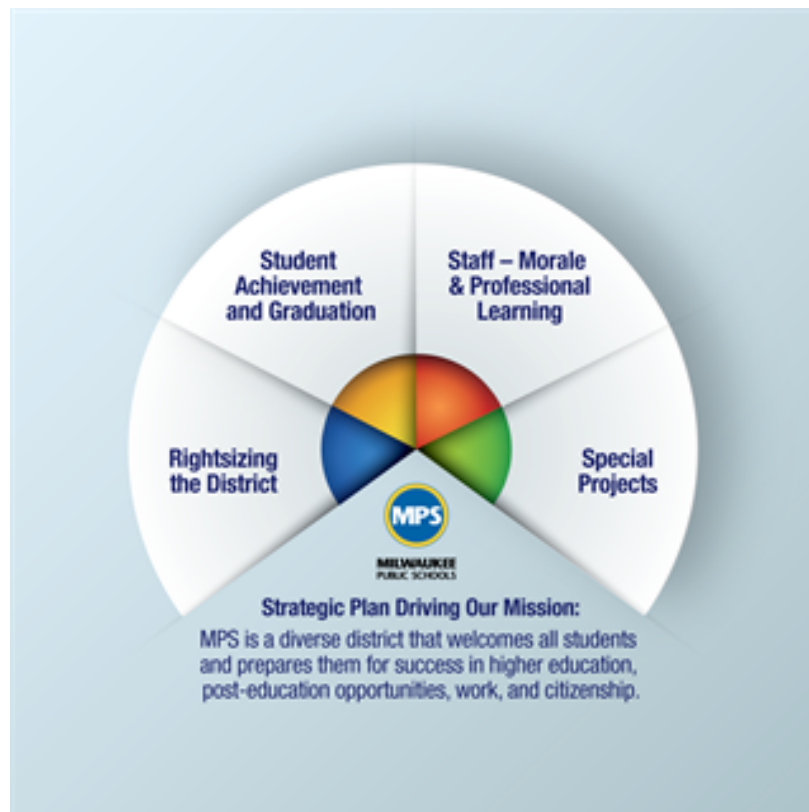
District Goal: *By the close of the 2015-16 school year, Milwaukee Public Schools will realize a minimum of a **5 percentage point reduction in the achievement gap** of MPS students at all grade levels in both math and reading and a **10 percentage point increase in students meeting readiness** on the ACT by providing all leaders and teachers support, aligned to the FfT and FfL, to ensure **high quality instruction occurs in every classroom.***

1.03 The 3 Big Rocks

Milwaukee Public Schools will continue to invest in the district's facilities, operational capacity, and services that support student academic success. These are the 3 Big Rocks:

- Academic achievement
- Safe and welcoming schools
- Operational efficiency

1.04 Strategic Plan



1.05 Table of Leadership at School Level

Principal/School Leader

1. Dr. Jose Trejo, Principal
2. Ms. Kimberly Haynes, Assistant Principal
3. Mr. Jose Medina, Assistant Principal
4. Ms. Wigma Duellman - Assistant Principal

1.06 Administrator, Support, and Classified Staff Assignments and Responsibilities

**South Division High School
Administrative Duties 2025-2026**

Mr. Jose Trejo – (12th Grade Administrator) Principal

- School Wide Supervision/Coordination
- Schedule E
- Field Trips
- School Improvement Plan (SIP)
- Ambitious Instruction/Rebranding Plan
- Title III/Bilingual/ESL
- Community School Partnership
- ELA Administrator
- Athletics
- Budget Maintenance
- Fundraising
- Evaluations/Frontline
- Tier 1 Academics & Instruction
- South Hub Maintenance
- BLMA, Restorative Practices
- STAR Testing

Ms. Kimberly Haynes (9th Grade Administrator)

- Science Administrator/NAF (Period 2)
- Parent Center/Volunteers
- Cafeteria Supervision (Lunch 4A)
- Tier 1 Instructional Support
- Teacher Evaluations (Frontline)
- Chair BIT (Academics-Tier 2 & Tier 3)
- BLMA
- ACT Aspire Supervision
- Isolation Room
- Other Duties as Assigned
- 9th Grade Academy
- City Year Mentor
- Discipline hours
- Medication
- Walkthroughs
- Ambitious Instruction/Rebranding Plan
- Title 1 Parental Involvement
- Perkins Grant
- World Languages
- PBL/Restorative Practices

Ms. Wigma Duellman – AP (10th Grade Administrator)

- Forward Assessment Supervision
- Math (Period 3)
- Cafeteria Supervision (Lunch 5C)
- Medication
- CHA's/Paraprofessionals
- Walkthroughs
- Access Assessment
- LEA/Reg Ed
- IC Error Reporting Administrator
- Isolation Room
- Discipline Hours
- Special Services Administrator (SSA)
- Ambitious Instruction
- Recruitment
- Transportation/Bus Exit Drills
- Bilingual/ESL
- Other Duties as Assigned

Mr. Jose Medina – (11th Grade Administrator)

- Advanced Placement Supervision
- Crisis Plan Administrator
- Cafeteria Supervision (Lunch 4B)
- Social Studies Department (Period 7)
- Tier 1/RP: Culture & Climate Team
- Walkthroughs
- Student IDs
- Alternative Education Programs
- Safety Administrator
- Other Duties as Assigned
- BIT Behavior
- Fire/Tornado/AED/Drills
- Discipline hours
- Counseling Department
- Medication
- Violence Free Zone
- Ambitious Instruction Plan
- Career Champion/ACP Administrator
- Teacher Evaluations (Frontline)
- Attendance

Mr. Santiago (SPED Supervisor)

- Unique Curriculum
- Teacher Evaluations
- Walkthroughs
- GRIP/Link Crew
- Special Education Department Support & Supervision
- Special Education Compliance
- Other Duties as Assigned

Office Staff

Ms. Evelyn Lopez, Head Secretary

- Payroll, Substitute Teachers and Manage Office

Ms. Delia Arteaga, Attendance Secretary

- Transportation, Attendance and Main Office Support

Ms. Jessica Aguirre, Registration and Transportation Secretary

- Registration, Transportation and Main Office Support

Ms. Elizabeth Romero, Data Processing and Guidance Secretary

- Data Processing and Guidance Office Support
- Records and Main Office Support

Ms. Elizabeth Cabiya

- Main Office Support

Ms. Norma Garcia, LTE

- Main Office Support and other duties as assigned

Support Staff

Ms. Ana Baez, School Counselor

Mr. Zachary Stella, School Counselor

Mr. Isaac Davis, School Counselor

Ms. LaNiseia Cunningham, School Counselor

Ms. Courtney Chavez, School Social Worker

Ms. Bova Brown, School Social Worker

Mr. Samantha Repetti, School Psychologist

Ms. Mei Lin Nall, School Psychologist

1.07 School Staff Assignment Roster

Roster on the HUB

1.08 Calendars



B8FC94D5.pdf

1.09 School–Family Compact

South Division High School School-Parent Compact 2025-26

Our school and the families of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the families, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

It is the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the challenging State academic standards. It is the parent's responsibility to support their children's learning. For each to do these things, the school and families must have strong, ongoing communication and work to be equal partners in supporting student success. The MPS Family and Community Engagement Framework includes six standards that when met, allow this partnership to flourish. The following compact will serve as our action plan around family and community engagement for this school year.

SCHOOL RESPONSIBILITIES:

We, as school staff, will support families by working to meet the MPS standards of family and community engagement so we can partner to support student learning. We will implement the following strategies to achieve each standard this year.

Our school will be a welcoming and culturally relevant environment:

- Provide school communications in the native language of families and ensure adequate signage and events are available in the native language of our families.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff is available to discuss grades/behavior via pre-arranged meeting with parents, phone calls or email, and during Parent/Teacher Conference.
- Serve as a resource and information site for immigrant students and families.

Our school will be connected to the community:

- Maintain an updated school website with information relevant to families and the larger community. Our South Division goal is to increase community involvement in our building by creating programs of interest to parents and students.
- Provide a designated space for sharing community resources and information with families, such as, A parent family resource center, community partners resource center along with a district Welcome Center.
- Provide parents with frequent reports on their teen's progress. Specifically, the school will provide reports as follows: Report cards and interim reports will be mailed out 4 times a year.

Our school will have the tools and knowledge needed to build relationships with families and the community:

- Utilize a school-wide two-way communication tool between teachers and families. Messenger, voice mail, text and email will be used.
- Employ a well-trained Parent Coordinator that attends monthly institutes and brings back tools and knowledge for our school to improve building relationships with families. South Division is a diversified site that will continue to target all students to become college, career or life ready.

PARENT RESPONSIBILITIES:

We, as families, will support students and school staff by working to meet the MPS standards of family and community engagement to partner and support student learning. We will implement the following strategies to reach each this year.

Our families will have the tools and knowledge needed to be active in our child's education.

- Attend parent-teacher conferences (at least twice a year) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Parent /Teacher conferences will be held at least twice a year in a central location that will make teachers more accessible to parents.
- Review and provide feedback on frequent reports of our children's progress. Specifically, we want the school to provide reports as follows: Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards and interim reports will be mailed out 4 times a year.
- Attend trainings and workshops put on by the school that help build our understanding of our children's learning. Families want the school to provide trainings and workshops on M3 Parent Institute, College and Career, FAFSA, Title 1 requirements and Adult Classes on ESL, Citizenship and Literacy.

Our families will have opportunities to build peer networks.

- Establish a family leadership organization (PTA, PTO, parent council, etc.): Monitor my teen's progress through Infinite Campus Parent Portal and frequent communications with the school staff. Respond promptly to any communications sent home, review the school's newsletter, and attend school events as often as possible.

Our families will have avenues to serve as leaders.

- Provide parents opportunities to volunteer and participate in their teen's class, and to observe classroom activities, as follows: Become actively involved in the Community School Engagement Council and or Volunteer for DACA, school activities. Staff members will provide a welcoming and safe learning environment by recruiting parents throughout the school year.

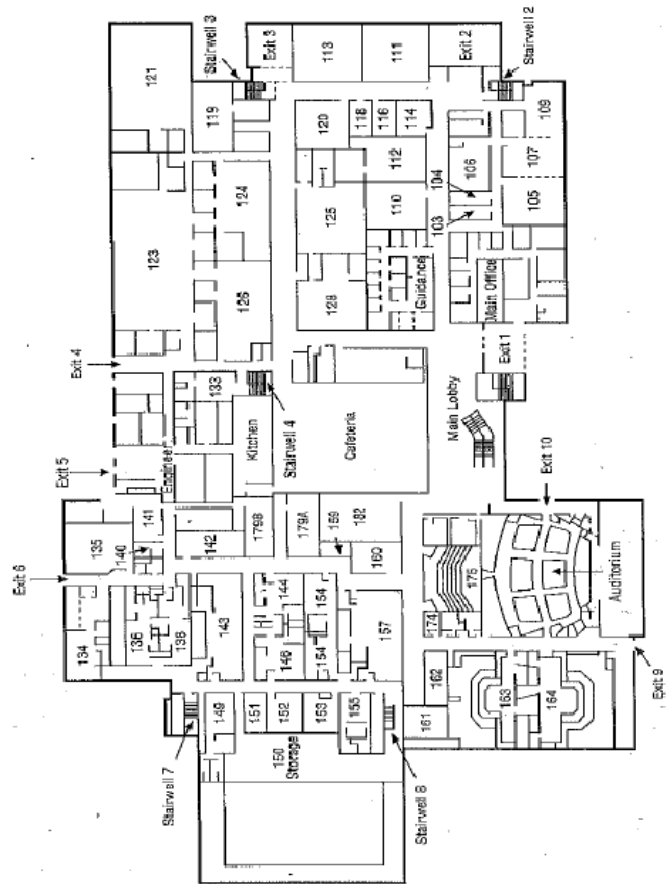
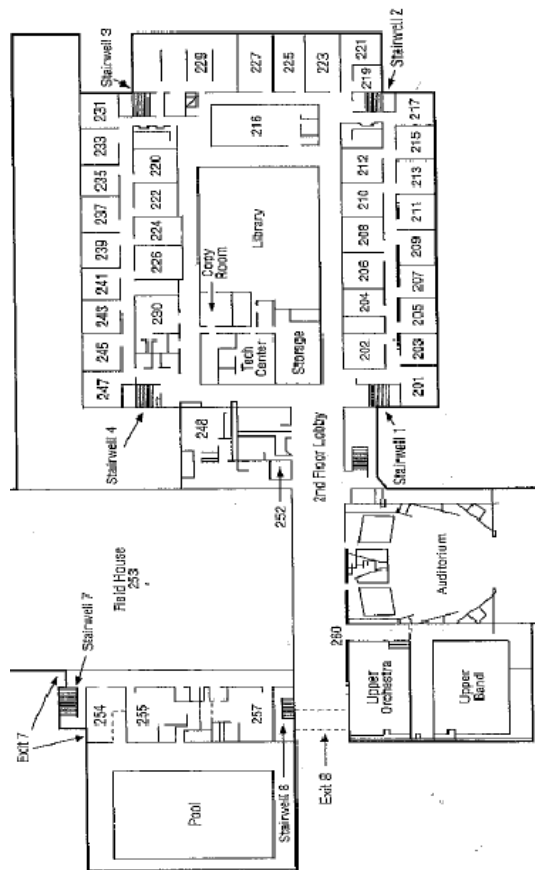
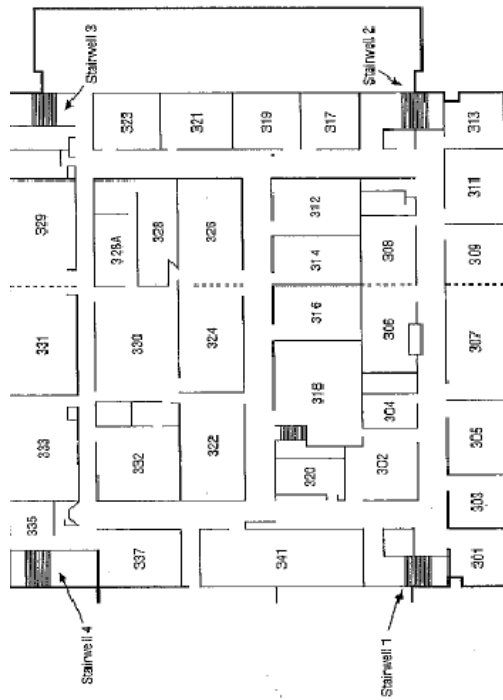
- Ensure at least 3 family representatives serve consistently on the Community School Engagement Council.
- Ensure school has 2 official District Advisory Council Representatives acting as liaisons between the school and district.

STUDENT RESPONSIBILITIES:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Attend school daily, be on time to all classes, follow the school dress code and be ready to engage in the learning process.
- Do my best in classes to succeed in school and in life so that I am college and career ready upon graduation.
- Bring books and supplies to class and be respectful when the teacher is instructing so I am prepared to work.
- Ask for help when I need it.
- Be responsible for completing class and homework assignments.
- Respect the Cardinal Code: Successful Academics, Display Respect, High Responsible Expectations and Safe Choices.
- Be actively involved the school's TAC program.
- Actively seek out tutoring when I need help.
- While on school premises I will comply with MPS policy 8.51, any electronic devices brought to school will be collected upon entry to the school building and stored in a secure location throughout the day.

1.10 School Floor Plan



SECTION 2: CURRICULUM

2.01 School Improvement Plan (SIP)

Each school develops an improvement plan that includes the teachers, principals, other school staff, parents, and stakeholders. Input from these stakeholders and the community is critical to the development of the plan. Each school improvement plan is aligned to the district's 2023–2028 Strategic Plan and is designed to improve teacher practices and student outcomes. Ongoing engagement of parents and other stakeholders ensures improved student learning. Each school's continuous school improvement plan (CSIP) is located in the school's Google Drive and is accessible to members of the school's learning team.

The **public SIP-at-a-Glance** can be accessed online through the **District and School Improvement** page via this path: MPS > District > About MPS > Offices and Departments > Office of Communications and School Performance > Research, Assessment, and Data > District and School Improvement.

<https://mps.milwaukee.k12.wi.us/en/District/About-MPS/Departments/Office-of-Academics/Student-Performance-Improvement/District-and-School-Improvement.htm>

2.02 Educator Effectiveness System

Teaching is complex. The Educator Effectiveness (EE) System respects this complexity and is designed to support continuous improvement for all teachers at every stage of their career. By building a model that embeds continuous improvement, teachers take an active role in meaningful, data-based, and standards-driven professional conversations centered on ways that their practice impacts student learning. The EE System deliberately includes ongoing opportunities to reflect and refine practices to meet the needs of all students. Using a common definition of quality teaching as described in the 2022 Danielson *Framework for Teaching*, the EE System strives to achieve transparency. Detailed rubrics help to eliminate bias, offering a consistent, equitable, and fair assessment of professional practices.

In implementing and maintaining a trustworthy EE System, school administrators must provide consistent opportunities for all teachers to reflect on teaching practices through developmental, customized, data-based, and standards-driven supervisory conversations. Through an ongoing evidence collection process and a collaborative approach, administrators invite teachers to take an active role in stretching their current practice.

Effectiveness Cycles

In the EE System, teachers are in either a “supporting” year or a “summary” year. In both supporting and summary years alike, teachers complete a self-review at the beginning of the year as well as engage in the development and review of their Educator Effectiveness Plan composed of a student learning objective

(SLO) and a professional practice goal (PPG). In a supporting year, teachers work with colleagues throughout the year to reflect on the progress of the Educator Effectiveness Plan. In a summary year, teachers complete all EE activities in collaboration with their evaluator. Activities include a beginning, mid-year, and end-of-year conference along with pre-observation (planning) and post-observation (reflective) conferences.

Note: Principals may decide to adjust the supporting year to a summary year at the beginning of the school year. In doing so, they add an additional summary year, which will not change the effectiveness cycle in subsequent years based on records from the Office of Human Resources.

Collaborative Observation Process

Evaluators of teachers will complete the following minimum requirements within an effectiveness cycle:

- One announced observation during a summary year, 45 minutes in duration
 - The announced observation consists of the pre-observation conference, observation/evidence collection, evidence organization and tagging, analysis by observer and teacher, post-observation conference, and opportunities to apply new learning
- At least four mini-observations during the evaluation cycle, at least 15 minutes in duration
 - Two mini-observations in a summary year
 - One mini-observation during each supporting year

Note: The above represents EE System minimums. Additional mini-observations and/or announced observations can be added at any time.

Rights and Responsibilities

Teachers

Teachers are responsible for engaging in self-reflection and goal setting for the purpose of continuous growth. Continuous professional growth drives the EE System. While the EE System is a tool to evaluate the effectiveness of teachers at the end of summary years, the design of this system is to support teachers throughout an effectiveness cycle at all stages of their careers to grow teaching practices.

Evaluators

Administrators' responsibilities are to provide teachers with fair, accurate, and objective summary scores for teacher practices and feedback on the SLO and PPG achievement. All administrators are responsible for adhering to and implementing with fidelity, a collaborative observation process. Administrators' responsibilities also apply to all facets of the Wisconsin Educator Effectiveness System. When teaching practices fall below the district's basic expectations, school administrators will develop a performance improvement plan and refer teachers to pEEr (Professional Educator Effectiveness Resource) for intensive coaching and mentoring.

Teachers are encouraged to read in detail the *Educator Effectiveness: System Guide for Teachers* to learn more about their role as an educator in the EE System. The *Educator Effectiveness: System Guide*

Teachers is located on the Educator Effectiveness Google Site at
<https://sites.google.com/milwaukee.k12.wi.us/eeresources/mps-ee-home>.

**Correlation of the Wisconsin PI 34.02 Teacher Standards with the
Framework for Teaching Components**

Wisconsin Standard	Description of Teacher Performance	Framework Component and Element	Description of Teacher Performance
Standard 1	The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.	1a 1e 3c	<ul style="list-style-type: none"> · Applying knowledge of content and pedagogy · Planning coherent instruction · Engaging students in learning
Standard 2	The teacher uses their understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.	1b 1c 1f 3b 3c	<ul style="list-style-type: none"> · Knowing and valuing students · Setting instructional outcomes · Designing and analyzing student assessments · Using questioning and discussion techniques · Engaging students in learning
Standard 3	The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.	1b 1e 2a 2b 3b to 3e	<ul style="list-style-type: none"> · Knowing and valuing students · Planning coherent instruction · Cultivating respectful and affirming environments · Fostering a culture for learning · Domain 3: Learning experiences

Standard 4	The teacher understands the central concepts, tools of inquiry, and structures of each discipline that they teach. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to ensure mastery of the content.	1d 1e 3b to 3e	<ul style="list-style-type: none"> · Using resources effectively · Planning coherent instruction · Domain 3: Learning experiences
Standard 5	The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	1e 2a 2b 2c 2d 2e 3c	<ul style="list-style-type: none"> · Planning coherent instruction · Cultivating respectful and affirming environments · Fostering a culture for learning · Maintaining purposeful environments · Supporting positive student behavior · Organizing spaces for learning · Engaging students in learning
Standard 6	The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.	2a 3a 3b 3c	<ul style="list-style-type: none"> · Cultivating respectful and affirming environments · Communicating about purpose and content · Using questioning and discussion techniques · Engaging students in learning
Standard 7	The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.	1a to 1e 3c 3e	<ul style="list-style-type: none"> · Domain 1: Planning and Preparation · Engaging students in learning · Responding flexibly to student needs

Standard 8	The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections and to develop skills to apply knowledge in a meaningful way.	1b 1f 3d 3e 4a 4b 4c	<ul style="list-style-type: none"> · Knowing and valuing students · Designing and analyzing student assessments · Using assessment for Learning · Responding flexibly to student needs · Engaging in reflective practice · Documenting student progress · Engaging families and communities
Standard 9	The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate their practice, including the effects of their choices and actions on pupils, pupils' families, other educators, and the community. The teacher adapts their practice to meet the needs of each pupil.	4a 4d 4e	<ul style="list-style-type: none"> · Engaging in reflective practice · Contributing to school community and culture · Growing and developing professionally
Standard 10	The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning; to collaborate with pupils, their families, educators, and the community; and to advance the profession.	1d 4c 4d 4f	<ul style="list-style-type: none"> · Using resources effectively · Engaging families and communities · Contributing to school community and culture · Acting in service of students

2.03 District Assessment Calendars

The district assessment calendar includes federally required and state- and district-required assessments. Additional information regarding assessments can be found on the [Assessment page in mConnect](#). With the 2023 Act 20 law, there was a new literacy screener at K4–grade 3 implemented in the 2024–25 school year.

[District Assessment Calendar](#)

Milwaukee Public Schools 2025-2026 Tentative Assessment Calendar													
For Internal District and School Use													
Assessment Type	Assessment Name	Test Dates	Grade Level										
			K3	K4	K5	1	2	3	4	5	6	7	8
Act 20 Screener	aimswebPlus	September 2 - October 16		x	x	x	x	x					
		December 1 - January 30			x	x	x	x					
		Spring: April 6 - May 1		x	x	x	x	x					
Act 20 Diagnostic *	iReady	September 2 - October 16			x	x	x	x					
		December 1 - January 30											
		Spring: April 6 - May 1											
District Reading and Math Benchmark	iReady	September 2 - September 26			x	x	x	x	x	x	x	x	
		January 5 - January 23											
		May 11 - May 29											
District HS Enrollment	8th Grade Writing	October										x	
District GT Screener	CogAT Screener	October 27 - November 25					x						
State English Proficiency	WIDA ACCESS	December - January			x	x	x	x	x	x	x	x	x
State and District Sample	NAEP	January - March						x				x	
State Summative	ACT	District Test Date: March 11 Window: March 10 - April 17											x
	PreACT	District Test Date: April 9 Window: March 16 - April 24										x	x
	DLM	March 16 - April 24						x	x	x	x	x	x
	WI Forward Exam	March 16 - April 24						x	x	x	x	x	x
State Graduation Requirement	Civics Test	Ongoing										x	x

Tentative Assessment Calendar Notes
As new students enroll, benchmarks can be administered outside of testing windows
Some testing windows overlap. Develop a plan based school needs and allow growth over time. (e.g. aimsweb screener test in December to allow time for growth in April)
Specific assessment tools used in Bilingual and Immersion programs may differ
*The District Benchmarking Test is the same assessment as the Act 20 Diagnostic. However, the Act 20 Diagnostic may include 1–2 additional tests depending on the student's grade level. If a student takes the diagnostic test outside of the benchmark window, it can count as their benchmark assessment. In this case, schools must assign the diagnostic test to the student at the time it is to be administered. To avoid duplicate testing, schools should hide the diagnostic test for the student during the benchmark window.

Updated 07/18/2025

Parent assessment guides are available on the [Assessment](#) page of the district website via the following path: MPS > District > About MPS > Offices and Departments > Office of Communications and School Performance > Research, Assessment, and Data > Assessment.

2.04 Wisconsin Academic Standards

The Wisconsin Academic Standards can be accessed at <https://dpi.wi.gov/standards>.

2.05 Completion/Graduation Requirements

Reference: Administrative Policy 7.36, 7.37

MPS Administrative Policy [7.36](#) describes fourth- and eighth-grade promotion requirements.

MPS Administrative Policy [7.37](#) describes high school graduation requirements.

See the MPS High School [Graduation Requirements](#) for 2025-26

SECTION 3: GENERAL EXPECTATIONS

3.01 Employee Rules of Conduct

Milwaukee Board of School Directors Administrative Policy 6.07: “Any employee who violates any district policy, procedure, rule, or regulation, whether written or unwritten, shall be subject to disciplinary action, which may, but need not, include oral warnings, written warnings, suspensions without pay, demotion, or any other discipline, up to and including termination. The nature of the discipline shall depend upon the nature of the violation, the surrounding circumstances, and any other relevant factors.”

The following list of prohibited conduct does not intend and is not intended to constitute the entire list of misconduct for which discipline may be imposed.

1. Insubordination, including disobedience, failure, or refusal to carry out direction, assignments, or instructions
2. Falsification, unauthorized modification, or alteration of any district documents or records, including applications for employment, whether by omission or commission
3. Damage to or unauthorized use, possession, or removal of Board property or another person's private property
4. Possession, use, or sale of any illegal drugs, drug paraphernalia, intoxicants, narcotics, or any other controlled substance on or off Board premises
5. Possession, sale, or use of alcoholic beverages during assigned work hours or while on Board premises
6. Reporting to work impaired by illegal drugs, alcoholic beverages, or intoxicants and/or impaired by the unauthorized consumption of prescription drugs or other legal substance
7. Illegal or prohibited possession of firearms or other weapons during assigned work hours or while on Board premises
8. Failure, refusal, or negligence in the performance of assigned duties
9. Violation(s) of federal, state, and/or local laws/ordinances which are substantially job-related or render the employee unavailable for work due to incarceration
10. Unauthorized non-charitable or business-related solicitation(s) for any purpose during assigned work hours or while on Board premises
11. Unexcused or excessive absenteeism or tardiness, including failure to follow appropriate reporting procedures
12. Loafing, loitering, sleeping, or engaging in unauthorized personal business
13. Failure to comply with health, safety, and sanitation requirements, rules, and regulations
14. Threatening, harassing, intimidating, interfering with, coercing, injuring, or using abusive language toward students, Board employees, or the public
15. Unauthorized accessing, disclosure, or copying of confidential information or records
16. Engaging in activity that significantly detracts from the school district's image or reputation
17. Failure or refusal to comply with school/departmental work rules, policies, or procedures

3.02 MPS Administrative Policies

All staff members are responsible for reviewing and understanding all Milwaukee Board of School Directors Administrative Policies and Procedures. At the start of each school year, all staff will sign and submit to the school administrator the “Receipt of *School Staff Manual* and *Employee Handbook*” acknowledgment, which follows the table of contents in this *School Staff Manual*.

All board policies and procedures are found in the *MPS Rules and Policies Manual* via this path: MPS > District > School Board > Policies and Procedures.

(<https://mps.milwaukee.k12.wi.us/en/District/About-MPS/School-Board/Policies--Procedures.htm>)

3.03 Professional Conduct and Attire

Professional Conduct

All staff members are expected to work as a school team to provide an outstanding educational program for our students. All staff members are expected to model professional behaviors at all times in interacting with students, parents, colleagues, and the community.

Professional Attire

Professional attire is a component in establishing a professional community. Staff members should dress in business casual professional attire. This will allow you to dress comfortably as you work with the children in your classroom and within the school environment. The district has established the following guidelines:

- No wind or tracksuits, unless job related
- No sleepwear or loungewear
- No halter tops
- No sweatshirts or sweatpants
- No torn, worn, faded, distressed, or ripped clothing even if newly purchased to look this way
- No inappropriate length clothing (shorts, skirts, midriff shirts, sagging pants)
- No flip-flops
- No hats or headgear indoors (excluding religious headwear and medical accommodations)

3.04 Employee Workday

All staff members are expected to be on duty during their scheduled workday. Staff members are not to leave the building, except during their scheduled lunch period, without the approval of the principal or designee. Staff members are to report all absences during their scheduled workday to the principal or designee.

The teacher's workday is eight hours, which includes a 30-minute paid, duty-free lunch. School meetings and professional development occur during the eight-hour teacher workday. School administrators, with advice from the learning team, will establish school grade-level teams, professional learning communities, committees, and departments and will share the meeting, professional development, and planning time schedule for certificated staff.

Administrator and Teacher Days on Shortened Work Weeks

- For those schools (elementary) on the 1:4 model = 1 administrator day and 4 teacher days. On any shortened weeks, there are no administrator days. Please follow the schedule provided during June PLI.
- For those schools (high school and middle school) on the 2:3 model = 2 administrator days and 3 teacher days. On any shortened weeks, there are no administrator days.

3.05 Employee Sign-In

All school educational assistants, children's health assistants, and IT service technicians are expected to sign in and sign out in the log that is kept in the school office. Times must be entered when actually arriving and leaving and may not be entered in advance.

3.06 Staff Meetings

Staff members are expected to attend all meetings and to arrive on time. Please contact the principal in advance if you have an unavoidable conflict. Absentees are personally responsible for securing from a colleague the information that was provided at the staff meeting.

Schedule is on the HUB

3.07 Committees, Grade-Level Teams, Departments

Teachers and all certificated staff are expected to attend all required school meetings and professional development. Staff members should avoid making appointments or other arrangements during regular work hours.

3.08 Learning Team

The learning team supports continuous school improvement, and its purpose is to promote student learning. The learning team is composed of individuals from the school staff who collect and interpret data relevant to the school's improvement plan, provide support to teachers, enable professional development embedded at the school site, and help to create positive conditions in the school context for teachers and students. Members include staff members from grade-level bands and departments. Learning team minutes are housed in a common tool embedded in the school improvement plan. Members of the team and a meeting schedule are to be posted in the school improvement plan.

3.09 Staff Bulletins

A bulletin will be disseminated to all staff members in the form of the **Cardinal Updates located on the South Hub**. This communication will include all important and pertinent information regarding SDHS. It is expected that staff read the update and any corresponding attachments weekly to stay informed about our school. If you have information you would like included in the weekly update please send all information and attachments to [Ms. Epstein at epsteisa@milwaukee.k12.wi.us]

3.10 Staff Absence and Class Coverage Procedures

All staff must call the office 30 minutes before the start of the workday to report an absence. When reporting an absence, indicate your duty responsibilities and/or special circumstances/ events for the day that you will be absent and provide the *reason* for your absence (e.g., your own medical condition, a family member's medical condition). Staff members must call in each day that they will be absent. Staff must continue to call daily until their continuous FMLA has been officially approved. Submission of FMLA paperwork prior to its approval is not a substitute for calling in every day.

If a substitute teacher is needed, you must call the substitute teacher automatic system, Frontline Education Absence Management (formerly AESOP), at **(800) 942-3767** or log in at <https://www.frontlineeducation.com/signin/> to enter your absence information. **Reporting your absence to Frontline Education Absence Management is not a substitute for and does not remove the requirement for calling the school and reporting your absence.**

Teachers are to inform the school of their intention to return to work no later than 2:00 p.m. on the day prior to the day of return. Failure to do so will prevent the teacher from returning until the following afternoon, and the morning will be charged as one half-day sick leave absence.

Should a situation arise that requires an absence from work during the school day for any staff member, you must contact the principal to inform them of the nature of the absence and the anticipated departure and return time/date. If class coverage is needed, it is your responsibility to make sure that a school staff person is supervising the students before you may leave them. The principal or the office staff will assist with finding coverage.

Absences of three consecutive days will ordinarily be permitted without requiring a doctor's certificate. Absence of more than three consecutive days will require a statement from a physician. Such certification may be required for shorter terms of sick leave absence depending on the circumstances.

Class Coverage

When teachers are absent and substitute teachers are not available, it is necessary for our staff to take over classes of absent teachers. Staff may be assigned to cover classes during their non-teaching periods. Staff covering a class should **pick up the absent teacher's keys in the main office**. If the keys are not available, contact the office. Staff assigned to cover an absent teacher's class will be expected to follow the lesson plan left by the absent teacher. Staff will be paid to substitute for absent teachers.

3.11 Staff Tardiness

Teachers are expected to begin the workday at **7:55 am**. Please make arrangements to ensure that your arrival at school is prior to **7:55 am**.

Teachers arriving after **7:55 am** will be issued a tardy card.

School educational assistants, children's health assistants, and secretaries are to follow the above guidelines with respect to their individual starting times.

- All staff must alert the school when they may be tardy.
- The principal will review tardy cards and deduct pay.
- Please direct questions or concerns regarding this procedure to the principal.

3.12 Professional Leave and Travel

Since all travel for all school employees and parents must have prior approval from the school administrator, academic superintendent and/or operations manager assigned to your school, and the superintendent as applicable, the **MPS Request for Professional Leave and Travel form must be completed and approved at least 45 days prior to the event.**

Mileage reimbursement through payroll for travel within Milwaukee County must be submitted within the same pay period or no later than the following pay period for consideration.

3.13 Staff Personal Data

All staff members are responsible for ensuring that the school office has on file your current address, telephone number, emergency contacts, and car information (make, model, color, and license number).

3.14 Keys/Security Access Cards

Each staff member will be given access to their respective site through a key or security access card/identification badge. Each staff member will be issued a set of keys to assigned rooms. **These keys are the property of the school and *should not* be removed from school premises.**

The use/purpose of all keys on a key ring should be known. Unnecessary or unidentified keys should be taken off key rings and given to the head secretary or building engineer. If keys are needed for items in a classroom or assigned area, please notify the office.

Office personnel will maintain the key case in the office. Pick up your keys in the morning when arriving at work and return them before leaving the building. Keep your keys in a secure place during the day. Keys should not be entrusted to students. **Staff can keep ID's.** Keys being returned to the office after the key case has been secured for the day should be placed in drop off box located on the back-office door by room 103.

All keys and security access cards/identification badges should never be used to gain entry to a building outside of regular school hours. School administrators may request that you turn in each of these items during extended school closures and at the end of each school year.

Report all lost keys and security access cards/identification badges to the office immediately. Individuals may be held personally responsible for the costs incurred to the school when these items are lost or not returned.

3.15 Mailboxes

Mailboxes are provided for staff members. Please check your mailbox each morning, at noon, and after school. Messages, including telephone messages, will be placed in mailboxes.

Students are not permitted to go into staff mailboxes. Any materials for general distribution must have prior administrative approval.

3.16 Telephone and Voicemail

ALL STAFF SHOULD SET-UP THEIR VOICEMAIL

Telephones are available for professional calls. No long-distance calls charged to the school are permitted without prior authorization of the principal. Incoming calls from external numbers will not ring into classrooms and are automatically forwarded to the staff's voice mailbox. Voice mailboxes must be checked for messages daily. It is important that responses to voicemail messages be made in a timely manner. The voice mailbox must be programmed with a greeting and passcode to begin receiving and retrieving messages. All teachers are expected to use voicemail. Arrangements will be made for staff members to take or return emergency calls as soon as possible. Please conduct telephone conferences with parents that may be extensive or highly confidential on telephones located where some degree of confidentiality is ensured.

3.17 Staff Lounge

The staff lounge is available to all staff members. Students are not allowed to use the lounge, and students are not to be sent to the lounge to purchase soda or snacks or to use the kitchen facilities. In addition, teachers should not use the lounge to meet with or work with students.

Please be thoughtful and keep the lounge clean and neat. Smoking is not permitted anywhere in the school building or on school property.

Funds received from the beverage and snack machines will be maintained in the school account and can be used at the discretion of the principal for social events, subsidizing school events for students, etc. Students may not use the beverage or snack machine in the staff lounge, and staff members are not to buy drinks or snacks for students from the vending machines in staff lounges.

Staff members are asked to direct requests to use the lounge for meetings to the principal.

3.18 Personal Property Policy

Most, if not all, of the equipment and materials that you will use in the course of employment are available through MPS. Before personal property is used, contact the principal so that special arrangements, if necessary, can be made to secure the property from theft or damage. Valuable personal property may not be left in the building overnight. The reimbursement limit is \$150 per incident. Jewelry and cash are not reimbursable. To request reimbursement, submit a Personal Property Loss Form, which is available in the school office.

Personal property left in automobiles is not covered for reimbursement under the personal property policy.

3.19 Personal Equipment in Classrooms

To ensure that our classrooms are safe for the children and our employees and to assist in the healthy upkeep of our school building, please note the following guidelines:

- Equipment should be limited to what is needed to meet the needs of the curriculum being provided to students.
- Refrigerators should be limited to meet the needs of students (i.e., certain medications that need to be refrigerated; K4, K5, and special education classrooms for their milk and juice).
- Unnecessary personal equipment should be removed from the classroom that could cause damage to our school (fire) or are not required to meet the students' needs.
- The following items are **not** allowed in classrooms:
 - o Microwave ovens
 - o Coffee pots
 - o Toaster ovens
 - o Roasters
 - o Refrigerators for personal use
 - o Space heaters
 - o Candles or any other open-flame item
 - o Personal Wi-Fi hotspots, networking, and computer equipment
 - o Hanging lights (Christmas or other)

3.20 Staff Parking

Parking is available for staff on 15th Place (lower) parking lot and 13th Street (upper) parking lot. All cars to be parked in the lot must be registered and display a parking tag when parked in the lot. Please do not park in restricted places such as fire lanes and handicapped zones without a valid permit. Also, many staff members come and go throughout the school day, so do not block another car from leaving the parking lot. Failure to follow these parking restrictions could result in cars being ticketed and possibly towed away.

Please make sure to have your South Division parking permit (given when you return employee information sheet) visible in your vehicle.

3.21 Employee Children in the Workplace

No employee of MPS will be allowed to bring their child/children to school for child care, even under the supervision of the employee, during working hours. This policy includes nephews, nieces, grandchildren, and friends of employees. **NO EXCEPTIONS!**

3.22 Staff Cell Phones

Personal cell phones are to be stored in secure places. Avoid using personal cell phones to text or communicate with parents. These types of communications are subject to the open records law. School equipment must be used to take pictures or record student activities.

3.23 Staff Email Usage

The use of email is strictly intended for school-related matters. Staff may send or respond to email communications before or after instructional time and during their preparation or lunch time. Email should never contain personal identifiable student information according to FERPA and HIPAA laws. Please make every effort to respond to email within 24 hours.

SECTION 4: SCHOOL POLICIES AND PROCEDURES

4.01 School Bell Schedule



South Division High School

2025 - 2026

Bell Schedule



4A Lunch	4B Lunch	5C Lunch
Period 1 8:00 – 9:08	Period 1 8:00 – 9:08	Period 1 8:00 – 9:08
Period 2 9:13 – 10:05	Period 2 9:13 – 10:05	Period 2 9:13 – 10:05
Period 3 10:10 – 11:02	Period 3 10:10 – 11:02	Period 3 10:10 – 11:02
4A LUNCH 11:07 – 11:37	Period 4 11:07 – 11:59	Period 4 11:07 – 11:59
Period 4 11:42 – 12:34	4B LUNCH 12:04 – 12:34	Period 5 12:04 – 12:56
Period 5 12:39 – 1:31	Period 5 12:39 – 1:31	5C LUNCH 1:01 – 1:31
Period 6 1:36 – 2:28	Period 6 1:36 – 2:28	Period 6 1:36 – 2:28
Period 7 2:33 – 3:25	Period 7 2:33 – 3:25	Period 7 2:33 – 3:25

4.02 School Entrance and Breakfast Procedures

Entry doors will open at 7:40 am. Students must go through the scan and to the cafeteria for breakfast and remain until 8:00 a.m. When the 4 minute bell rings all staff members are expected to be on duty in the hall outside of their classroom or at their assigned duty location until the beginning of 1st period to greet and supervise students as they enter the building, go to their lockers, use the lavatories, and report to 1st period. Student who are late for first period need to report to the Room 160.

4.03 Student Attendance and Tardiness Procedures

Reference: Administrative Policy 8.13, 8.14

Each teacher is responsible for recording accurate period attendance at the beginning of each class and daily attendance at the beginning of each school day using Infinite Campus.

Teachers should admit into their classroom only students whose names appear on their class list or with an authorization from the office. Any absence code changes will also be made by the attendance secretary. Do not mark bused students tardy if the route is reported late in arriving.

Accurate attendance recording is extremely important. Students whose absences are unexcused are considered truant. Parents of habitual truants may be subject to fines and court action.

No students are to be dismissed before the end of the school day unless they are excused through the office. Teachers are expected to encourage good attendance through verbally reminding students to get to class on time, welcoming students to class at the classroom door, promptly beginning instruction when the bell rings, discussing attendance and tardiness issues with students, using positive reinforcement for good attendance, and contacting parents.

Students who are listed on the suspension list are not to be admitted to class unless reinstated by administration and should be referred to the office.

Teachers if a student brings/gives you an absence excuse please make sure you bring it to the attendance office or place in Ms. Arteaga's mailbox.

Tardiness Procedures

- We expect all students to 'Beat the Bell', to be in class on time.
- Students that are late will be swept to the Student Intervention Room, room 160.
- A pass is issued and you are to arrive to class before it expires.

Tardy to Class: Student who are not in class when the bell rings are considered tardy to class. Student must report to the **Student Intervention Room, room 160** for processing.

Administrator will:

1. Check SDHS/IC pass to determine number of times tardy per month.
2. **Every time you are tardy:** Parent/Guardian will be contacted through our automated system
3. **At 6, 8 and 10 tardies per month:** Administrator issues PCR
4. **More than 10 tardies per month:** Administrative Action/Referral to school support/intervention

4.04 Student Lunch Procedures

2025-2026 MEAL PRICES

The meal prices for 2025-2026 school meal programs are as follows:

<u>Lunch</u>		<u>Breakfast</u>	
Student	\$0.00	Student	\$0.00
Milk extra	\$0.50	Milk extra	\$0.50
Adult	\$5.00	Adult	\$3.00

PRICE OF SECOND LUNCHES FOR STUDENTS

One lunch and one breakfast may be served to students at no charge. The option of purchasing an additional meal is available to students; however, the price will be the adult meal price (\$3.75, plus 40 cents for milk). Students may also purchase additional menu items a la carte.

PRICE OF ADULT LUNCHES (INCLUDES ALL ADULT STAFF IN A SCHOOL BUILDING)

The option of purchasing a meal is available to any adult at the adult meal price (\$4.50, plus 50 cents for milk). Meal items may also be purchased ala carte.

Staff members who are supervising students will be expected to reinforce proper student conduct.

Students must have an I.D. to receive a lunch.

Students may not linger in the halls during lunch periods.

Students are required to remain in the building during lunch hours. Students may go to the following locations: cafeteria, patio, library, or to a teacher with a pass.

Students must show their school I. D. Card to enter the cafeteria.

Conduct - Students are to display good manners in the cafeteria:

1. Students should wait in an orderly line to be served - no skipping.
2. Students should remain seated.
3. Students should return trays to the appropriate location and collect all trash from their area.
4. Conduct in a crowded cafeteria is most important. Students involved in inappropriate behavior may be suspended or denied cafeteria privileges.

No lunch will be served to students without their I. D. Cards or between lunch hours.

No fast food from outside school is permitted in the cafeteria.

No hats, caps, facemasks, durags, hoodies, coats, cell phones or skateboards are allowed in the cafeteria or patio area.

Staff members who are supervising students during the lunch hours will be expected to reinforce proper student conduct and utilize active supervision techniques.

4.05 Inclement Weather Recess and Entry Procedures

The principal or their designee will check weather conditions to determine appropriateness of early school entry or indoor recess. If inclement weather requires students to be indoors, it will be announced.

4.06 Dismissal and Bus Procedures

Reference: Administrative Policy 4.04(2)

Bus routes are established by the Department of Business and Transportation Services. Students receive notice of their bus assignments during the summer. Students who move during the school year should be referred to the office for a route adjustment. Teachers will be alerted regarding any changes in routes, and classroom records should then be updated to reflect the changes.

No students should be kept off the bus without a note from home or a telephone call from a parent. Students who miss the bus should be brought to the school office so that parents can be notified.

Teachers do not release students before bell rings. Administrators, safety and VFZ will assist students to exits, buses or after school activities

4.07 Halls

Students should not be in the halls without a pass or being escorted by an adult. Students sent to the office due to an incident must have a completed Incident Referral Form. Please do not send groups of students on one pass. One student per pass will ensure orderly and quiet school hallways.

Please stop students without documentation and send them/escort them back to their classrooms.

STUDENT HALL PASSING POLICY & CONDUCT

South Division High School halls will be quiet, orderly, calm, safe and clean. As a South Division High School student, I will:

- In cases of emergency the classroom teacher can contact safety for an escort
- keep my hand, feet and objects to myself
- walk quietly and orderly.
- not yell, scream, or whistle.
- not eat or drink in the hallways or classrooms.
- keep the hallways clean.
- not play with sports equipment in the hallway (ex: basketballs, baseballs, etc.)
- follow and comply with fire drill, tornado or crisis plan procedures.

4.08 Elevator

The elevator is not for general student use. It was installed for use by those who have a need for such service. Adults are welcome to use the elevator when necessary. Students may accompany an adult on the elevator.

4.09 Lockers

Lockers are assigned for student use at the beginning of the school year. Teachers are to inform students that the lockers are to contain only the property of the student(s) assigned to that locker and that lockers are subject to searches under administrative direction.

4.10 Health Issues

Reference: Administrative Policy 8.25, 8.35, 4.05, 4.07

Clinic hours – Monday - Friday
Cardinal Clinic Staff

Laronda Joyner, RN

Cardinal Clinic Hours (hours might change)

Monday – Friday 8:00 am – 3:00 pm

Lunch 2:00 – 2:30 (depending on student's needs)

Accident/Injury

Report all accidents, injuries, or health-related situations that require first aid to the nurse immediately. If the nurse is not available, report the occurrence to the office. If the student can be moved, bring/send them to the nurse for first aid treatment. If the nurse is not available, bring/or send the student to the office. If the student cannot be moved, alert the nurse or office of the student's location. If the injury is minor, the student will be sent back to class. Parents will be contacted when appropriate. If the student needs to leave the building, the classroom teacher will be notified.

The staff person on duty or present at the time of the accident/injury will be responsible for completing a Report of Student Accident/Injury Form. Depending on the seriousness of the accident/injury, the staff person on duty or present will ensure that witness statements are prepared.

Report all bites that break the skin to the nurse or office immediately due to the possibility of blood-borne diseases being transmitted.

Report any injuries or accidents that happen to a staff member to the office. First aid, if necessary, will be provided. To properly report, file a workers' compensation claim regarding a staff injury, complete an Employee's Statement of Injury Form, and call Priority Care 365 at (844) 645-7700. Directions and forms necessary to file a workers' compensation claim can be found via this path: mConnect > Departments > Office of Finance > Procurement and Risk Management > Worker's Compensation.

(<https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/Departments/Finance/Insurance--Risk-Management/Workers-Compensation.htm>)

Universal Precautions

The risk of transmission of blood-borne diseases in a regular school setting is very small. Nonetheless, it must be assumed that some risk does exist. Because it is not possible to know or to expect to know the identity of all infected persons in an institutional setting, to guard against exposure to HIV, hepatitis B, or other potentially communicable diseases, it is necessary that a standard approach be used in every case of exposure to blood and body fluids. This standard approach is called "universal precautions." Staff members are expected to practice universal precautions.

Hand washing is the most effective means of preventing the spread of communicable diseases. Disposable plastic gloves are available from the office to use when handling any body fluids or secretions, including blood. Classroom teachers may keep these supplies in their classroom and should carry them when on duty on the playground or lunchroom. If gloves are not readily available, place a barrier between your skin and the body fluid (e.g., scarf, paper toweling). Place contaminated materials in a plastic bag and close the bag tightly.

Any staff member who believes that they have been exposed to foreign blood must complete an Employee's Statement of Injury Form and seek medical care at Concentra Clinic, 215 North 35th Street.

Suicide Prevention

If a student threatens to commit suicide, expresses thoughts of suicide, or acts in a manner that suggests self-harm, keep the student with you and call for assistance from the administrator, school social worker, school psychologist, or school counselor. Do not leave the student unattended. You will work with one or more school professionals to assess the risk and determine the next steps to be taken. This information must also be shared with the student's parent(s).

If a staff member or volunteer is *threatening* suicide or self-harm, the Suicide Threat Protocol should be followed. The administrator should notify the Employee Rights Administration Department (ERAD) manager by calling his direct line: (414) 475-8161. If the ERAD manager is unavailable, one of the following alternatives should be contacted instead: the director of the Department of Employment Relations at (414) 475-8280 or the manager of the Department of Talent Management at (414) 475-8160. The administrator or supervisor should not leave the troubled person unattended. The administrator or supervisor should take the troubled person to a room that is private and away from students, other staff, and the public. An administrator or supervisor or responsible employee must stay with the troubled person while on MPS premises until the police or a team from Milwaukee Mobile Crisis arrives. The administrator or supervisor should call the individual's emergency contact, if available, and apprise them of the situation.

4.11 School Supplies and Equipment

Every day supply needs (staples, stapler, pens, pencils) can be sent via email to Ms. Lopez. The turnaround time for requests is 24 hours. All classroom equipment and big office supply order requests are to be submitted to the department chair. The department chair will work with Ms. Garcia to order the equipment. All equipment purchases must be approved by the principal.

All technology requests including laptops should be requested through Mr. Fred Jackson.

4.12 Suspected Cases of Child Abuse and/or Neglect

Reference: Administrative Policy 8.38

Any MPS employee who has a reasonable cause to suspect that a child has been abused or neglected or has been threatened with abuse/neglect must act in accordance with Wisconsin state statutes. Incidents are to be immediately reported to the Division of Milwaukee Child Protective Services (DMCPS) and/or the Milwaukee Police Department. Child abuse includes physical, sexual, and emotional abuse. **All school personnel are mandated reporters.** Employees do not need to confer with an administrator before reporting. Employees must complete a Suspected Child Abuse and Neglect Reporting Form and submit

the original to the principal and a copy to the social worker. You can call in a report anytime to **(414) 220-7233 (SAFE)**. Please refer to the ***Guidelines for Reporting Abuse or Neglect of Children*** via this path: mConnect > Departments > Specialized Services > School Social Work > School Social Work-Mandated Services > Child Abuse and Neglect > Guidelines for Reporting Abuse or Neglect of Children.

Consult with the school social worker for further information.

4.13 Student Prescription Medications

Staff members who administer medications to students must be DPI-trained, and a copy of their certificate of completion of the DPI-approved medication administration training will be kept in the medication binder or folder. Prescription drugs may not be given by any staff member unless the Medication and Procedure Authorization Form—which includes written consent from the parent/guardian to administer medication to the student and written instructions signed by the prescribing health care provider—is on file in the office. Staff members are not to give any medications, including aspirin, to students without written consent. Accurate and confidential written records shall be established and maintained for each student receiving medication. Staff members should refer any inquiries from parents or students regarding these issues to the school administrator or the nurse if available.

Please send all forms of medication to the office or to the nurse for safekeeping. The school administrator is responsible for safe and secure storage of all medications. Students using an inhaler must have an Inhaler Use Form on file in the office.

Classroom teachers are reminded to request supplies of prescription drugs that are to be taken on all-day field trips from the nurse at least two weeks in advance. The staff member will then assume responsibility for safekeeping and dispensing the medication as prescribed. All staff responsible for administering medication on field trips must complete the DPI-approved medication administration training. Students may not be prohibited from participating in field trips due to the need to access medication. It is the parent's responsibility to ensure that medication—which is ordered by the health care provider and signed for by the parent—is available for administration at school; this includes field trips. If the parent fails to deliver the prescribed medication to the school within four weeks of the school receiving the order, the nurse is responsible for notifying the health care provider and requesting a discontinuation order. If a nurse is not assigned to the school, contact the student health services supervisor at (414) 438-3695 for assistance.

4.14 Library Media Center/Computer Lab

The school library is open to all students. The library media specialist, with input from teachers, will establish a weekly schedule for classes to visit the library. Students will be allowed to check out books.

The library media specialist will oversee checkouts and returns and will establish and collect late fees for overdue books. Students who lose or damage books will be asked to pay for replacement of the books.

The library media specialist, in collaboration with the administrator, will be responsible for the selection, ordering, and inventory of library resources, including videos and staff resource materials.

4.15 Duplicating/Laminating

Staff, please give 48-hour notice for printing. Please plan ahead.

4.16 Field Trips

Reference: Administrative Policy 7.30

Field trips are regarded as an educational activity and must be relevant to the curriculum and to the needs of the students. The learning objectives for the field trip should be clear to the students, and follow-up activities should be conducted in the classroom.

All field trips require the completion of a Field Trip Application Form signed by the principal. The Parent Permission and Waiver Form must be signed by parents. These forms must be submitted in advance. All field trips must be approved by the principal. All necessary forms are found on mConnect via this path: mConnect > Departments > Office of Finance > Procurement and Risk Management > Field Trips and Excursions.

(<https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/Departments/Finance/Insurance--Risk-Management/Field-Trips-and-Excursions.htm>)

All extended field trips and some local field trips require the purchase of student accident/injury insurance. **Additionally, students attending extended field trips must be covered by personal medical insurance.** If the field trip includes swimming or boating or other water activities, a certified lifeguard must be present at all times. For additional special guidelines, see the principal for more information.

If students with special medical needs or medications are participating in the field trip, a school nurse may be required to also attend. This should be coordinated with the manager of health services in the Department of Specialized Services, Nursing and Health Services.

Please keep accurate records of money collected. *Staff members are responsible for the safety of all money collected. Therefore, keep money in a secure classroom location and turn it into the office upon collection. Do not keep money overnight in your classroom. A safe is available in the school office for storage of money. Please see the secretary for a receipt form to record the amount of cash that you are turning in to the office.*

Transportation, if necessary, is to be provided by a bonded carrier.

No “hold harmless” agreements may be signed by any Milwaukee Public Schools employee.

Remember that field trips are an essential part of the curriculum and that students cannot be denied this privilege. No student of a class should be denied the right to take part in a field trip because of their inability to pay costs or fees. If, for any reason, the principal believes that it is advisable not to allow a student to attend a field trip with their class, this situation should be discussed with the parent or guardian prior to the decision being made. Please take attendance before leaving the building and notify the office of students left behind, either at home or in another classroom.

Extended Field Trips

An Extended Field Trip Organizer Form (available via this path: mConnect > Departments > Office of Finance > Procurement and Risk Management > Field Trips and Excursions <https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/Departments/Finance/Insurance--Risk-Management/Field-Trips-and-Excursions.htm>) must be completed for all field trips that take students away from the regular school premises or from their homes for a period extending over one or more nights. Staff members should make no plans or commitments for an extended field trip before obtaining authorization from the principal. The application must be approved by the principal before the planned event. The principal and the academic superintendent or operations manager must approve all extended field trips. No additional compensation is provided for school staff who attend/chaperone an extended field trip.

4.17 Fundraising

Reference: Administrative Policy 7.22, 9.06 from School Accounting Manual

The following staff members are required to take the fundraising course available in the MPS Learning Management System (LMS) yearly:

- Principals
- Department directors/managers
- Bookkeepers
- Athletic directors
- Parent coordinators
- Anyone conducting fundraisers
- Anyone authorized to approve fundraiser forms

Fundraising approval begins with the principal/department leader. Prior to the principal's/department leader's approving the fundraiser application, the staff member must complete the fundraising course in LMS. A copy of the course completion must be attached to the Fundraising Request and Report Form. This form should be reviewed, completed, and signed by the principal. An additional signature/approval is required by the academic superintendent or operations manager for any fundraiser with anticipated revenue of \$5,000 or greater.

Fundraising efforts are permitted only by those groups or individuals whose purpose is to raise funds for the benefit of the MPS system. Fundraising activities must always be in the best interests of the children. The principal must approve all fundraising activities in advance. Staff members are to adhere to all Milwaukee Board of School Directors policies regarding fundraising.

Before any fundraising activity occurs, staff members interested in engaging in fundraising must complete a Fundraising Request and Report Form

(<https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/CEO/Resources/Financial-Services/FundraiserFormrev6-29-17.doc>) and the school principal must approve. Included as fundraising are all book fairs and any social media opportunities for fundraising through crowd-funding websites such as Donors Choose.

Any money collected from a fundraiser must be deposited in the office daily using a cash receipt form. Money kept in classrooms or removed from buildings is prohibited. Expenses are not to be paid in cash. Upon conclusion of the fundraiser, within one week of the end of the activity, the form must be completed and turned in to the principal. Within one week after the completion of the fund raiser, Section II of the fund-raising form must be completed and submitted to the principal.

Employees are not to solicit money or sell items on school property for any purposes other than those approved by the principal. Gifts from parents or the community are accepted by the Milwaukee Board of School Directors through a specific procedure. Please refer all donations to the office.

Information on Fundraising is on the HUB.

4.18 Pre-Approval for Staff Purchases

No staff member is to make purchases without the approval of the principal. Any expenses made without prior approval of the principal will be the responsibility of the staff member.

4.19 School Engagement Council

Reference: Administrative Policy 9.11, 9.12 (Charter Schools)

The purpose of the School Engagement Council is to provide a forum for parents, staff members, and community members to work together in providing continued analysis and improvement of school policies, curriculum, school improvement plans (SIPs), and general student well-being. The council's decision-making authority is advisory with respect to all duties, powers, and responsibilities. The sole exception of the council's authority and responsibility is that it may submit a signature page with the school's annual budget and the school's annual SIP.

The School Engagement Council shall have, at a minimum, seven meetings during the school year. Meetings should be conducted in the months of September, October, November, January, February, March, and April. Additional meetings may be scheduled at the request of the council or school leader.

4.20 Parent Complaints

All parent complaints regarding staff, student, and educational program issues that cannot be resolved between the teacher and the parent are to be referred to the principal.

Milwaukee Public Schools is committed to helping parents and families find equitable solutions when there are disagreements or misunderstandings about their child's education or learning environment. If a complaint occurs that cannot be resolved either by you or the school principal, parents can then file a complaint through the [online complaint form](#) or in person at the Central Services or the South Division Welcome Center. The goal of our dispute resolution process is to provide an avenue for parents and families to work with school leadership and MPS staff to quickly resolve school-based concerns. Parents can speak with Welcome Center staff at (414) 475-8204 before they complete the online complaint, or Welcome Center staff can assist parents with completing the online form.

4.21 Schoolwide Announcements/Pledge of Allegiance

Wisconsin Statute 118.06 states the following: "Every school board and the governing body of every private school shall cause the U.S. flag to be displayed in the schoolroom or from a flagstaff on each school ground during the school hours of each school day. Every public school shall offer the pledge of allegiance or the national anthem in grades one to 12 each school day. Every private school shall offer the pledge of allegiance or the national anthem in grades one to 12 each school day unless the governing body of the private school determines that the requirement conflicts with the school's religious doctrines. No pupil may be compelled, against the pupil's objections or those of the pupil's parents or guardian, to recite the pledge or to sing the anthem."

School wide announcements will be conducted over the PA. You will be receiving an email from Ms. Jessica Mendez with the date and time the PA announcements will be done. If you have an announcement that you would like read over the PA please provide a copy of the announcement to Ms. Jessica Mendez.

4.22 Bulletin Boards/Display Cases

Hall bulletin boards and display cases are the shared responsibility of all teachers. Please have your display in place by the first day of school. Please check the work of students for correctness and appropriateness before posting papers in the hallway and reflect multiculturalism. Consider schoolwide events when posting and changing work samples and displays. Student-identified scores are not to be displayed in public places. Bulletins must have a title, date, and the Wisconsin standards addressed. Student work should be replaced periodically at least every five weeks.

4.23 Cleaning and Maintenance

If you need cleaning or maintenance services during the school day, please send a note or call the office. For special cleaning and/or maintenance requests, leave a note in the building engineer's mailbox. Refer unresolved cleaning/maintenance issues to the principal.

Please straighten up the room at the end of the school day to facilitate cleaning by the maintenance staff.

4.24 Visitors and Volunteers

Reference: Administrative Policy 9.09

Our school welcomes parent and community visitors. All visitors must register in the school office and obtain a visitor's badge before proceeding throughout the building. Please direct all visitors to come to the office first.

- It is recommended that only one visitor per student be allowed in the building unless previously agreed upon. This excludes open houses or after-hours school events.
- No weapons are allowed on school premises. Violators will be charged with criminal violations of the law.

Visitors who become regular volunteers, especially where children are present, must have a background check completed by Central Services. A new form should be completed by all volunteers each fall. For questions regarding volunteers at your school, please contact (414) 773-9823.

4.25 Bookstore

Ms. Jimise Foreman, is our bookkeeper here at South. She doesn't have a set time to be at South. She does have other schools. Her extension is 28316 or you can always email her. Her email is foremajc@milwaukee.k12.wi.us

4.26 Auditorium/School Assembly Procedures

Auditorium programs/assemblies will be scheduled periodically throughout the school year. Seating sections will be assigned. Students will be escorted to the auditorium by their teacher when notified. Students are to move through the halls in a quiet and orderly manner. Unless otherwise stated, books and

supplies are to be left in locked classrooms or lockers. At the end of an auditorium program, students will return to the same classroom unless otherwise stated. An announcement will be made concerning the revised schedule if necessary.

The purpose of these programs is to provide an educational experience for large groups of students. One goal is to help students to develop behavior practices expected of members of an audience. All staff members are expected to teach, model, and reinforce appropriate auditorium rules.

All staff members are expected to teach, model, and reinforce appropriate auditorium rules.

- When the speaker approaches the microphone or podium, students are to be silent.
- Students are to be courteous to all performers. Applauding is appropriate; booing, hissing, whistling are inappropriate and will not be tolerated.
- Students are to respect the rights of others. Talking is not to occur during a performance.
- All school rules will be enforced during assembly programs.
- Teachers must assign students to a specific seat. Teachers have a right to deny a student's participation in a program.
- **Teachers are to supervise their class for the entire program.**
- Disruptive students during an assembly program will be escorted to the office.
- Students are to remain in the program for the entire time. Students may not leave the assembly for any reason unless escorted out for inappropriate behavior or an emergency. Teachers will use their professional judgment to determine which staff member will escort the student while others continue to supervise the class.
- Students will be dismissed in an orderly manner by an administrator or designated teacher.
- Staff members desiring to use the auditorium for instructional, practice, or performance purposes are to contact the Stage Crew Advisor and fill out the proper forms. (Sample included at end of section). No students may use the auditorium without staff supervision and no teacher should give students permission to do so.

4.27 Support Services Expectations and Procedures

School Counselor

Utilizing leadership, advocacy, and collaboration, school counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program. School counselors help all students in the following ways: removing barriers to academic achievement, supporting social-emotional development, and guiding college and career readiness. School counselors provide advice and guidance to students, school administrators, staff, parents, service providers, postsecondary partners, and community members. School counselors use the following tools to help students: small-group counseling, individual counseling, and school counseling core curriculum lessons.

School Counselor duties and responsibilities are on the HUB.

School Psychologist

The school psychologists of Milwaukee Public Schools serve the behavioral, social, educational, and mental health needs of all students. This is achieved through consultation and collaboration with families, colleagues, and community partners using data-based decision making and evidence-based practices. School psychologists cultivate safe environments, promote equity, and ensure that all students are valued and that their rights and opportunities are protected in schools and communities. All students should also be supported socially, emotionally, intellectually, and civically by leveraging students' lived experiences and learning styles to ensure student achievement.

School Social Worker

The school social worker (SSW) provides individual and group services to children and families where classroom adjustment, social-emotional concerns, home circumstances, and health needs are a barrier to student academic achievement, daily attendance, and building positive relationships between peers and school personnel. The SSW serves as a liaison between the home and school to strengthen and develop positive relationships that are necessary to the child's success in school. The SSW also serves as the liaison between schools and the community's social service, health/medical, and legal agencies. In addition, the SSW also provides professional consultation services to instructional staff concerning general problems relating to individual and social needs.

Attendance procedures are a critical component to having accurate data in order to provide the appropriate follow-up for attendance acknowledgements and concerns. Therefore, it is important to accurately record period attendance for every period. Please reference the attached bell schedule to determine when a student is late or absent. If a student is absent for eight days or more, a referral will automatically be generated for the school social worker. The Milwaukee Public Schools attendance intervention timeline is attached for your reference. The attendance committee will provide on-going guidance and information regarding specific procedures, incentives and interventions throughout the year.

4.28 After-School Program

South Division's after school programs to be determined based on funding

Twilight Centers open

6:00 - 9:00 pm.

Monday and Wednesday

6:00 – 10:00 pm

Saturday

4.29 Parent Organizations

Reference: Administrative Policy 1.03

Administrative Policy 1.03, also known as the parent empowerment policy, states that “schools must commit to establishing a parent organization that is separate from the School Engagement Council.” Parent organizations are parent groups that are primarily formed and run by the school and or school staff. These groups must have a staff advisor or advisors who oversee the group and attend all meetings and events.

School Engagement Council

The purpose of the School Engagement Council is to provide a forum for parents, teachers, community members, students, and principals to work together in providing continued analysis and improvement of public-school policies, curriculum, and School Improvement Plan. The council's decision-making authority is advisory with respect to all duties, powers and responsibilities, with the sole exception of the council's authority and responsibility to submit a signature page with its school's annual budget and the school's annual School Improvement Plan. Council participation is on a voluntary basis via a school-based election process. The council is not intended to replace a parent organization.

Parent Volunteers

Our school encourages parents interested in doing volunteer work to apply. Volunteers are defined as persons who provide services on a regular and ongoing basis or more than five hours a week. It does not apply to those parents and/or other adults who are one-time volunteers for field trips or other one-time-only activities in schools and/or departments. All volunteer applicants must complete an application, pass a criminal background check (for those 18 years of age or older) and interview with the school administrator or MPS volunteer coordinator. Applications are

available at the main office and at the district website

<http://www5.milwaukee.k12.wi.us/dept/volunteer> under the **Community** tab.

4.30 Building Use by the Community (Facility Permits)

All [facility permit documents](#) are located in mConnect.

Building Permit Approval Procedures

The Department of Recreation and Community Services (Milwaukee Recreation) manages the district's building permit process. This process is guided by Administrative Policy and Procedure [5.02 Use of School Facilities](#). An outline of the approval process is as follows:

1. After the Department of Recreation and Community services receives a [Facility Use Permit Application](#) request for space in a school facility (indoor or outdoor), the permits staff sends the application to the school administrator.
2. The school administrator reviews the application, confirms facility availability, and marks the application “approved” or “denied” accordingly. Safety personnel may be requested for large events (recommended for events in excess of 100 people and all events held by government officials).
3. The school administrator returns the completed application **within five business days** to the Department of Recreation and Community Services via schoolpermits@milwaukee.k12.wi.us.
4. The Department of Recreation and Community Services processes the approved application and sends the permit to relevant parties, including the school administrator and school engineer.

Free Meeting Use by the Community

School administrators are required to designate three rooms (which may include regular classrooms, libraries, and permanent cafeterias) to be available for use by community groups on at least three days per week on regularly scheduled student attendance days immediately following the dismissal of students. Requests to use the building must be submitted via the [Indoor Facility Use Permit Application](#) and approved by the school administrator, the Department of Facilities and Maintenance Services, and the Department of Recreation and Community Services permits supervisor prior to the designated space being used. Refer to [Free Meeting Use Time Regulations](#) for more information.

Building Use by School Staff (Weekend, Holiday, or Summer)

School staff wishing to use the building on non-school days for district business must complete an Internal Building Permit application, have it signed by the school administrator, and send a copy to the Department of Recreation and Community Services. Log into the mConnect [Facility Permits](#) page for a copy of the [Internal Building Permit for School Facility Use](#) (under “Resources”). Costs associated with building operations (e.g., engineer overtime) are the responsibility of the school.

Note: Internal permits are for MPS business only. Personal events are not permitted under internal permits.

4.31 Chromebooks

Reference: [Chromebook Standard Operating Procedure](#)

Chromebooks are assigned to students only. Chromebook circulation is managed by the Destiny System. Students must return Chromebooks at the end of the year. School leaders must designate a staff member to support Chromebook circulation and management in Destiny and IFAS.

Before assigning a Chromebook to a student, a review of Destiny must be performed to make sure the student does not have a Chromebook assigned to them from previous years or a previous school. Also, throughout the school year, new students must return Chromebooks to their previous school before getting another Chromebook. Please adhere to expectations outlined in the Chromebook SOP.

Finally, Chromebooks are not to be assigned to staff members.

SECTION 5: SCHOOL SAFETY

5.01 School Security

Reference: Administrative Policy 4.01, 4.03

School security is the responsibility of all employees. After the start of the school day, all exterior doors will be locked. Staff and students are not to open locked doors for visitors. Staff members may not prop open exterior doors during the school day. **If you encounter a visitor in the building and they are not wearing a visitor's badge, you are to direct them to the main office and notify the office immediately.**

If a school security situation arises, ask for help by calling the office, stating the problem, and asking that the proper Standard Response Protocol (SRP) be initiated and identify what resources you need to help resolve the issue.

1. Keep all students in class away from doors and windows. Administrators should initiate the appropriate Standard Response Protocol (SRP) for the situation at hand.
2. Lock your classroom door if a HOLD or LOCKDOWN safety strategy has been initiated.
3. Initiate SECURE to get students and staff safely into the school when a threat exists outside of the building.
4. Teachers without assigned classes are to check the hallways and lavatories.
5. Take children from the hallways and lavatories to the nearest classroom.
6. Alert the office to the location of an intruder.
7. Maintain these actions until the "all clear" is given.

If a staff member suffers an assault or threat of an assault by a parent or another adult, the incident is to be reported to the office immediately. The staff member will complete a Report of Assault Suffered by School Personnel Form, and the police will be contacted if it is appropriate. If the assault resulted in a staff injury, the workers' compensation procedure, available via this path: mConnect > Departments > Office of Finance > Procurement and Risk Management > Workers' Compensation (<https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/Departments/Finance/Insurance--Risk-Management/Workers-Compensation.htm>), must be followed, and the incident must be reported to Priority Care 365 at (844) 645-7700.

5.02 Crisis Response Procedures/School Crisis Plan

Reference: Administrative Policy 4.01/Directory: District Services: School Safety: Emergency Operations Plan

Each school administrator must develop a School Crisis Plan to ensure that consideration is given to emergency situations that may develop. School administrators will use Section Two of the Emergency Operations Plan located in mConnect under the Department of School Safety and Security. This must be completed **before September 30** of each year. School administrators are to send an electronic copy to the Department of School Safety and Security via the link provided when school begins each year. A copy should also be sent to the Office of School Administration.

School administrators must communicate expected roles and responsibilities to staff members in the event of an emergency and should train periodically. Ten copies of the Crisis Plan should be kept in the Main Office. **Staff members should be given a copy of the Crisis Plan during Organization Week.**

5.03 School Emergency Hold, Secure, Lockdown, Evacuate and Shelter Procedures

MPS has adopted The “I Love U Guys” Foundation’s Standard Response Protocol (SRP). Students and staff will train, practice, and drill the protocol throughout each new school year.

The Standard Response Protocol (SRP) is based on an allhazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a “Term of Art” and is then followed by a “Directive.” Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

Five Basic Emergency Actions for All Hazard Types

- **EVACUATION:** For fire, gas leaks, bomb and structural threats, chemical spills or leaks
- **LOCKDOWN:** For active assailant or intruder
- **SHELTER-in-Place:** For severe weather, chemical hazards, or flooding
- **SECURE Campus:** For external threats in the community such as nearby police activity, violent incident in the community, dangerous animal or unauthorized person on school grounds, threatening weather

- **HOLD** for medical or mental health emergencies, altercations/disruptions, maintenance issues, accountability check, control movement, etc.
- **Reunification:** If student dismissal occurs off-site

Ensure the following:

- Special considerations are taken for students with disabilities, medical needs and language barriers.
- Substitute teachers and fill-ins are aware of emergency protocols.

What emergency actions to take:

HOLD! Stay in your room or area. Clear the halls.

Students

- Clear the hallways.
- Get into a room.
- Stay until ALL CLEAR is announced.
- Continue normal activities.

Adults

- Close and lock the door.
- Account for all students and adults.
- Continue normal activities.

SECURE! Get indoors. Lock outside doors.

Students

- Get into the building.
- Continue normal activities.

Adults

- Get others inside and lock outside doors.
- Be alert for dangers.
- Be ready to respond.
- Account for students and adults.
- Continue normal activities.

LOCKDOWN! Locks, lights, out of sight.

Students

- Move out of sight.
- Be silent

- Do not open the door.

Adults

- Move students from hallways into the room.
- Lock the door. Turn off lights.
- Move out of sight and be silent.
- Do not open the door.
- Prepare to evade or defend.

EVACUATE! Listen for location updates.

Students

- Leave items behind if required.
- Take your phone if possible.
- Follow instructions.

Adults

- Lead students to evacuation location.
- Account for students and adults.
- Notify the office of missing, extra, or injured students or adults.

SHELTER! Follow hazard safety strategy.

Students

- Follow directions for the hazard.
- Tornado: Go to designated shelter area.

Adults

- Give directions for the type of hazard.
- Account for students and adults.
- Notify office of missing, extra, or injured students or adults.

As required by state law, all schools must conduct an EVACUATE fire drill once a month. One of the fire drills must be observed by the local fire department. At least twice a year, schools must conduct a SHELTER tornado drill. At least twice a year schools must conduct a safety drill. Schools can select the safety drill type they would like to practice: HOLD, SECURE, LOCKDOWN, EVACUATE, SHELTER. One “LOCKDOWN” active assailant or intruder drill must be conducted each school year. A Milwaukee Public Schools Safety (Violence) Drill form must be completed and sent to the MPS Department of Safety and Security within 48 hours of the violence drill. Written documentation of all drills conducted must be

kept by the school on SBD-11 drill report form for at least seven years and a copy emailed to the Office of Safety and Security prior to the end of the school year. See Wis. Stat. § 118.07(2)(a).

5.04 EVACUATE Fire Drills

Every person, child, and adult, WITHOUT EXCEPTION, is to exit the building during a fire drill. We will have at least 10 fire drills throughout the school year. One fire drill shall be observed by the Milwaukee Fire Department (MFD) at which time MFD can review the current school crisis plan. Check emergency evacuation charts in your classroom to determine available exits. Discuss and practice fire drill procedures with your students.

When the fire drill signal sounds, do the following:

1. Lead students to the evacuation location or site outside.
2. Take your class roster with you.
3. Close your windows and doors.
4. Do not lock your classroom door.
5. Do not inform students in advance of a scheduled fire drill.
6. Do not allow students to put on their coats prior to a fire drill.
7. Do not allow students to talk during a fire drill.
8. Do not allow students to hold doors.
9. Students must not be the last ones to exit the building.
10. When you arrive at the designated outside location, use your roster to determine that all students are present.
11. Re-enter the building in an orderly manner when the “all clear” is given.
12. Check students and roster to verify that everyone is accounted for.

FIRE DRILL PROCEDURES POSTED IN CLASSROOMS

5.05 EVACUATE Tornado Drills

Tornado drills are conducted at least twice per year: once in the spring and once at the beginning of the school year in the event that an emergency should arise at other times of the year.

When the shelter safety strategy is initiated for a tornado or severe weather event, lead students to the designated shelter area.

1. Proceed to your designated shelter area in a single-file, orderly line.
2. Take your class roster with you.
3. Have students assume the duck-and-cover position when instructed to do so.
4. Do not allow students to talk during the tornado drill.
5. When you arrive at the designated shelter location, use your roster to determine that all students are present. Notify the office of missing, extra or injured students or adults.
6. Return to your classroom in an orderly manner when the “all clear” is given.
7. Check students and roster to verify that everyone is accounted for.

TORNADO DRILL PROCEDURES POSTED IN CLASSROOMS

5.06 HOLD AED Drills

An unresponsive person is not responding to verbal commands or physical touch and may not be breathing or is gasping for air. The person finding an unresponsive individual designates someone near the victim to call 911. A responder on the scene is to inform the office/administration to announce immediately that “There is a HOLD in your classroom or area. Clear the halls and stay in your classroom or area until the ALL CLEAR has been given. We have a **Code Blue AED emergency** at *(location)*.”

Inform the office/administration that 911 has been called. The Code Blue/AED response team members should report to that site, with the AED, as quickly as possible. One or two individuals should wait outside for paramedics and direct them to the victim. All other staff and students should remain in their classrooms until an “all clear” is announced.

AED Locations

First Floor – Outside Guidance Office – Room 101

2nd Floor – Outside gyms doors/Safety office

3rd Floor - By room 318

The AED is in an alarmed cabinet. When the cabinet doors are opened, a loud alarm will sound. This alerts everyone that there is a potential emergency. The AED is designed to work effectively unless it is tampered with. Our school system has adopted a zero-tolerance policy in regard to tampering with the AED. Any student who opens the cabinet door, activating the alarm, will be issued a **nonnegotiable three-day suspension from all school activities**.

5.07 Bomb Threats

The principal, or person in charge, is to be immediately informed of a bomb threat. Persons taking a bomb threat call will record the exact words of the caller, the date and time, a description of the caller's voice, and as many details as possible (e.g., When will the bomb explode? Where is the bomb right now? What kind of bomb is it? What does the bomb look like? Why did you place the bomb?). The principal or designee will determine whether the building is to be evacuated. If the school is evacuated, fire drill procedures will be followed if appropriate. Please follow the Standard Response Protocol for evacuation.

5.08 Power Outages

The school administrator will activate the HOLD or EVACUATE emergency response protocol in a power outage. Staff members should locate their flashlights and follow SRP instructions that are given. Staff members with radios should wait for directions from the administrator. Staff members without students should assist students with entering the nearest classroom. Teachers should wait near the classroom door to receive directions from staff members with radios who will come to their classrooms. All teachers and students are to remain in their classrooms until instructed otherwise by the school administrator/designee. Teachers in classrooms without windows should wait in their classrooms until assistance arrives to escort them to nearby classrooms or areas with visibility.

5.09 Emergency Early Dismissal Procedures

The decision to dismiss students early due to an emergency situation is made at Central Services with input from the principal. If students are dismissed early, parents are informed.

5.10 Hazardous Chemicals Procedure

Staff members are expected to follow safety precautions and standard procedures in the handling and storage of all potentially hazardous chemicals and equipment. The safety of students and other staff members is to be the primary concern at all times. The school administrator will initiate the appropriate Standard Response Protocol in accordance with the hazardous situation that is presented.

5.11 Animals in the Classroom

Due to the exposure of high liability to the school district, the following mandated criteria must be followed with regard to animals in the classroom.

1. No classroom pet or animal is allowed in the building unless or until it is reviewed and approved by the principal or school leader.
2. Inoculations are required in accordance with state law. Due to the danger of salmonella, turtles are prohibited.
3. No venomous animals are allowed.
4. Most furred animals are not allowed to reside in the classroom, but for those few that are allowed, parents must be notified, and a passive consent permission slip must be sent home.
5. Proof of the above must be provided to the principal before animals are allowed on Milwaukee Board of School Directors premises.
6. Any staff member not following the above-mandated requirements may be held liable should a claim be filed due to an injury being sustained by a student involving the animal.

Please refer to the following links for more information on animals in the classroom:

Animals in the Classroom Memo

(<https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/CAO/Resources/c--I/Science/AnimalsintheClassroomMemo.pdf>)

MPS Animals in the Classroom Matrix

(<https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/CAO/Resources/c--I/Science/MPSAnimalsintheClassroomMatrix.pdf>)

School Animal Policy

(<https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/CAO/Resources/c--I/Science/SchoolAnimalPolicy.docx>)

5.12 Media Contact

Due to the unusual nature of crisis situations and the importance of communicating up-to-date and accurate information, all media inquiries during a crisis are to be directed to the principal or designee, who will contact their academic superintendent and the MPS Communications Department designee.

5.13 Missing Students

Students who leave the classroom or building without permission and are not with an escort must be reported at once to the office.

When a parent calls reporting a missing student who rides the bus, please call (414) 475-5973 to report such information. The Central Services Daycare/Cafe is open from 2:30 p.m. to 6:00 p.m. to assist with a lost child until a parent or legal guardian is available.

5.14 Searches/Scans

Reference: Administrative Policy 8.26, 8.37

Periodically, all or some students will be scanned or searched as they enter a school building. Although every attempt will be made to conduct scans in an efficient manner, the daily schedule and first-hour attendance may need to be adjusted. Staff will be notified regarding any schedule adjustments. Please note **that scans are utilized for weapon detection only.**

SECTION 6: STUDENT SUPERVISION

6.01 Classroom Expectations and Supervision of Students

Reference: MPS Home Page/PBIS Documents

Students are never to be left unsupervised in a classroom. It is the classroom staff's responsibility to ensure proper class coverage if they must leave the room. Administration must be notified if staff must leave the room and alternative coverage is needed for more than 10 minutes. Teachers are expected to teach and maintain safe and orderly classroom routines and procedures. Any staff member charged with the supervision of a student or students shall not leave the student or students unsupervised for any amount of time, regardless of location or conditions.

Teachers are expected to establish, teach, and reinforce classroom rules and expectations as well as adhere to and reinforce the schoolwide T-chart and behavior expectations. Safe and orderly routines and procedures must be taught and used throughout the school year. Positive behaviors should be routinely recognized. Problem behaviors should be handled by classroom teachers in a progressive manner that is well understood by the students. All progressive discipline should be documented in the PLP/Classroom Behavior Log.

Teachers are expected:

1. To be punctual.
2. **To stand outside their classroom door during passing bells and encourage students to move quickly to their classes.**
3. To call the office when they are absent.
4. To prepare effective lessons and have lesson plans available for substitutes.

5. To have high expectations for all students.
6. To report and remain at assigned locations.
7. To maintain good classroom discipline.
8. To pick up their keys prior to 8:00 a.m. and to hang them up when they leave.
9. To teach reading and writing through the content areas.
10. To remain in the building during the day unless they notify the principal or head secretary.
11. To refrain from having any fund raising that involves food items being sold during the school day.
12. To refrain from having personal food or drink items in the corridors or classroom when students are present.
13. To utilize the strategies identified within the school management plan.
14. To enforce all school rules in a fair, consistent manner.

Administrators are expected:

1. To be punctual.
2. To provide strong leadership and enforce all school rules and policies.
3. To monitor and supervise the corridors, especially immediately before, during, and after the passing bell.
4. To have high expectations for all staff members and students.
5. To support teachers in their efforts to provide effective instruction and good classroom discipline.
6. To observe all teachers, they are evaluating a minimum of two times each year.
7. To have high visibility throughout the building.
8. To help teachers monitor students' achievements.
9. To help all staff members provide a positive learning and working environment.
10. To assist teachers in improving students' attendance.
11. To remain in the building unless they notify the principal or head secretary.
12. To refrain from having food or drink items in the corridors or office when students are present.
13. To respond to student referrals in an expedient manner.
- 14.

Secretaries are expected:

1. To be punctual.
2. To answer the telephone promptly and courteously.
3. To respond courteously to parents, teachers, administrators, teaching assistants, students, and the public.
4. To notify staff members promptly regarding important messages.
5. To remain in the building during the day unless they notify the principal or head secretary.
6. To refrain from having food or drink items in office areas visible to students and the public.
7. To assist one another when requested to do so by the principal or head secretary.

Educational Assistants, Paraprofessionals, Handicapped Children's Assistants and Safety Personnel are expected:

1. To be punctual.
2. To be mobile.
3. To escort students to various locations in the building.
4. To assist in keeping the corridors quiet and clean.
5. To help teachers and administrators provide a positive learning environment.
6. To remain in the building during the day unless they notify the principal or head secretary.
7. To refrain from having food or drink items in areas visible to students and the public.
8. To assist teachers in implementing the instructional program.
9. To perform additional duties assigned to them.

10. To treat all students in a respectful, caring manner.

6.02 Grounds/Playground Supervision

The school administrator will establish the schedule for grounds/playground supervision. Staff will refer to the schedule for assignment of duties. Staff members who are assigned to the grounds/playground should go out on duty when the students exit the building. “Playground supervision” is engaged monitoring of student activity to ensure the safety and well-being of students. Staff who are responsible for monitoring students in play areas shall not leave students unattended and must ensure that all students are accounted for immediately upon return to the classroom.

6.03 Bus Arrival/Departure Supervision

The school administrator will establish a schedule for bus arrival and departure supervision. Staff members are expected to refer to the schedule for assignment of duties. Those staff members assigned to bus duty must verify that all students have been picked up and may not leave a student unattended who has missed their bus/ride.

6.04 Lunchroom Supervision

The school administrator will establish a schedule for lunch supervision. Staff members are expected to refer to the schedule for assignment of duties.

6.05 Hallway Supervision

All staff members are expected to monitor students in the hallways outside their own room throughout the school day. Please alert the office of students who are causing problems in the hallways.

Students are not to be placed in the hallways for any reason, especially as a disciplinary action, as this represents an unsupervised and possibly dangerous situation.

SECTION 7: SCHOOL CLIMATE

7.01 Milwaukee Public Schools Discipline Policy

Reference: *MPS Parent/Student Handbook on Rights, Responsibilities, and Discipline*

All staff members are expected to read and implement the MPS discipline policy as outlined in the *MPS Parent/Student Handbook on Rights, Responsibilities, and Discipline*. All staff members will receive a copy of this handbook at the start of each school year.

7.02 School and Classroom Behavior Expectations

South Division High School students will...

- enter the building through assigned doors on time, proceed to their assigned area and remain at the South Division campus until dismissal at 3:55pm
- follow the instructions of the classroom teacher and comply with all classroom policies and procedures
- be in class on time with books and materials
- not bring any type of electronic devices into the classroom. **I understand that if I bring electronic equipment to school, it is at my own risk.**
- follow the cell phone policy (**I understand if I bring my cell phone to school it is at my own risk.**)
- follow the dress code
- treat all people with respect in regards to their dignity, welfare and personal property

ELECTRONIC RECORDING DEVICES

- Students are **NOT** permitted to bring or use electronic devices such as cameras, video cameras, audio recorders and other recording devices to school. They may be confiscated and disciplinary action including expulsion will be considered. The only exception will be with prior administrative permission and with the appropriate media release forms completed in their entirety and on file. South Division is not responsible for any lost or stolen electronic devices.

INTERNET POLICY

- All students are granted Email and Internet access. A parent wishing to restrict or deny their child Email or Internet access must fill out a form in the school office to have access denied. MPS uses a filter system to block objectionable content from students using the Internet. **Any student attempting to bypass the filter in order to visit unauthorized websites, sending threatening or harassing Email, or misusing computer equipment will be denied Internet access and subjected to other disciplinary measures.**

HALL PASSING POLICY & CONDUCT

South Division High School halls will be quiet, orderly, calm, safe and clean. South Division student, I will:

- In cases of emergency the classroom teacher can contact safety for an escort
- keep my hand, feet and objects to myself
- walk quietly and orderly.
- not yell, scream, or whistle.
- not eat or drink in the hallways or classrooms.
- keep the hallways clean.
- not play with sports equipment in the hallway (ex: basketballs, baseballs, etc.)
- follow and comply with fire drill, tornado or crisis plan procedures.

7.03 School Rules

STUDENTS WILL NOT PARTICIPATE IN:

- fighting or even play fighting
- gang activity
- gambling
- vandalism
- extortion
- inappropriate touching
- profanity
- snowball throwing/water balloon throwing
- harassment of fellow students/staff
- bullying
- disrespect to others
- misuse of school property.
- possession or use of tobacco products, drugs, alcohol or weapons.

Any student who participates in the above behavior will be disciplined according to the guidelines of SDHS and the Milwaukee Public Schools.

South Division High School understands the importance of parents being able to keep in contact with their child via cell phones. Cell phones **cannot** be used during the school day, on the school bus, or during any school activities. Cell phones **must be off** at all time and remain out of site. They are not to be clipped to your belt or pants. If you're seen with your cell phone during school hours - you will be subject to confiscation of the device.

If your cell phone is lost or stolen, **you are responsible**. You are bringing your cell phone to school at your own risk. SDHS, Milwaukee Public Schools and school personnel **are not responsible**. *Please safeguard your cell phone.*

If a student uses a cell phone to call outsiders to the school to participate in harassing or fighting another student or staff member, the student will be subject to a Central Office Suspension and possible expulsion from Milwaukee Public Schools.

7.04 Student Dress Code

Basic Uniform Guidelines

- No **headgear** in the building.
- Pants must fit at the waist and not be oversized or undersized. If belts are worn, they must be fitted and put through belt loops. **No excessive sagging.** Young men OR young ladies.
- Leggings, tights, etc. must be covered with long shirt as to **not see undergarments.**
- Sunglasses must be removed.
- Tank tops, spaghetti straps, cropped shirts (exposing navels, tattoos, etc.) are not permitted.
- “Short-shorts” and miniskirts must meet the “fingertip rule”.
- Shoes with rollers or wheels are prohibited. Athletic shoes, sandals with straps on the heel and boots are permitted.
- Heavy coats heavy jackets, and raincoats are not to be worn during the school day, unless permitted by the principal for special circumstances.
- School is not responsible for lost, broken or stolen communication devices

Reference: Administrative Policy 8.20: Uniforms and Student Dress Code

All staff members are expected to read and implement the referenced Administrative Policy, paying special attention to section 3(e): “The parent or guardian of a student may exempt the student from complying with the policy. A student that is exempt may not be penalized academically or otherwise discriminated against because the student’s parent or guardian has chosen to exempt the student from complying with the policy.”

7.05 Classroom Management

Teachers are expected to be effective classroom managers. Guidelines for appropriate behavior are to be established in each classroom at the beginning of the school year, taught to the students, and consistently reinforced. No teacher or staff member should encourage students to fight or engage in violent behavior toward any other person. No teacher or staff member should allow a classroom or place of learning to become unmanageable where students are at risk of injury or mental harm.

The classroom teacher will handle routine discipline problems. Interventions to improve behavior may include student conferences, parent conferences, social work or psychological services referrals, logical consequences, and positive incentives. Student behaviors and the interventions used to address them should be documented on the Classroom Behavior tab.

7.06 Incident Referrals

Should a student need to be referred to an administrator for a violation of the Student Code of Conduct, the teacher should use a behavior referral that is submitted through Infinite Campus before the student is sent to the office. In circumstances where staff and/or students' safety is in question or where a substantial disruption does not allow instruction to continue, a student may be removed before the behavior referral is written and is submitted.

Before writing a referral or issuing a suspension, all staff should attempt a wide array of behavioral interventions to support students who are having behavioral difficulties that are not a direct threat to the safety of staff and students. The school office is not a detention center for disruptive students. Students who are referred to the office will be seen by an administrator as soon as possible and may be returned to the classroom.

7.07 Suspensions

A suspension from school means that a student cannot attend school until a school administrator has reinstated the student. A school can issue a school-level suspension, which can be from one to three days. A five-day suspension is a district-level suspension, which must be submitted to the Department of Student Services via a Report of Conduct. If the offense is determined to be a Level 3 or Level 4 code of conduct violation, the Department of Student Services will upgrade the suspension.

A suspension is the result of a serious or continuing breach of the Student Code of Conduct. The suspension may take effect immediately after an administrator has conferred with a student or at the close of the school day. The administrator will determine when the suspension is to take effect.

The student who is being suspended must be provided with a formal suspension letter, which must also be mailed to the parent at the address of record.

Students on an official suspension, which represents students who have been afforded disciplinary due process, should not be allowed into the classroom without administrative approval.

Support from MPS Family Advocate During Disciplinary Process

MPS has a family advocate who can be contacted for additional support and assistance by students and parents going through the disciplinary process. It is not necessary for you to utilize this service, but the family advocate can meet with parents to help them gain a better understanding of what to expect during the disciplinary process. For more information, please contact (414) 475-8318.

7.08 Corporal Punishment

Reference: Administrative Policy 8.29

The use of corporal punishment (use of unwarranted excessive force with students) is forbidden by the Milwaukee Board of School Directors (Administrative Policy 8.29). At times, parents may provide written or oral permission for their children to be corporally punished. Such notices must be considered void, and any parent making such a request should be informed that it is against our district's policies to use corporal punishment.

7.09 School Bus Expectations

The safety and welfare of all students who ride the bus is of the utmost concern for parents, school personnel, and bus companies. The following are consequences that may be used for those students choosing not to follow safe and appropriate bus behavior:

- Student is counseled and warned about future consequences.
- Student is assigned a seat on the bus.
- Student receives a one-day bus suspension.
- Student receives a three-day bus suspension.
- Student is removed from the bus for an indefinite period of time pending a conference with the parent or guardian to consider reinstatement.

When a student is suspended from the bus, it is the responsibility of the parent/guardian to provide transportation to school. The student is expected to attend school during any bus suspension.

7.10 Milwaukee Public Schools Policy Regarding Weapons and Other Criminal Offenses

Reference: Administrative Policy 8.23

Weapons, including pepper spray, **are not permitted in Milwaukee Public Schools** facilities or any facility under the control of Milwaukee Public Schools. All persons entering MPS buildings may be required to submit to a metal detector scan and to a personal search. To ensure that weapons are not brought into the building, bags and parcels also may be searched. Any person violating this policy will be subject to disciplinary action and/or a fine.

7.11 Electronic Devices

Reference: Administrative Policy 8.51

Students are not allowed to activate, use, or display personal electronic communication devices while at school. If a student activates, uses, or displays a cell phone or other MPS non-approved electronic communication device, the staff member should request that the item be turned over to them. Ensure that the item is stored in a secure location. If the student refuses to surrender the item, document the action on an Incident Referral Form and submit the form to an administrator. Do not attempt to forcibly obtain the item.

7.12 Student Protections (Discrimination, Bullying, Internet Safety, Gender Identity)

Reference: Administrative Policy 8.01, 8.02, 8.46, 8.48, 8.52

If a student or parent reports discrimination based on sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability, or if discrimination is witnessed by a staff member, the incident should be reported to an administrator as soon as possible.

If a student or parent reports that a child was bullied, or if a staff member witnesses an act of bullying, the incident should be reported to an administrator as soon as possible for investigation.

Staff members are expected to supervise and monitor all students while accessing online computer networks and the Internet. Inappropriate behavior is to be stopped and reported for possible disciplinary action.

SECTION 8: CLASSROOM RESPONSIBILITIES

8.01 Lesson Plans

All teachers are required to maintain lesson plans on a weekly basis that will be kept readily available in the classroom during instructional times. Weekly plans are to be completed and updated during the week as needed. Lesson plans will contain specific objectives related to standards and tasks as well as specific references to instructional materials. Daily objectives must be posted, reviewed, and visible for students and guests to see.

School administrators will request to see lesson plans. If a school administrator has concerns about a teacher's lesson planning, or if a teacher is on a performance improvement plan, the teacher will be required to submit lesson plans on a regular basis to the school administrator.

8.02 Substitute Teacher Procedures

Substitute teachers are to report to the Main Office where they will be given their schedule, student attendance sheets and keys to the classroom. They are to return keys to Main Office at the end of the day.

At the beginning of the school year, each teacher will prepare a substitute teacher folder, which will be kept in the office. The folder must be updated periodically throughout the year.

Teachers who have taken their lesson plan book home prior to an absence are responsible for getting plans to school for the substitute to use before the school day begins.

8.03 Textbooks, Instructional Materials, and Equipment

Text books issued to students are their responsibility. Any lost or damaged books will be charged to the student. Please remind students of their responsibility regarding all school materials.

8.04 Communications with Parents

Teachers are expected to communicate regularly with parents. All communications with parents are to be professional in nature. Staff will obtain authorization from the principal for all formal communications with groups of parents prior to distribution. Document parent communications in Infinite Campus.

The electronic grade book is another form of parent communication. All teachers are expected to use the electronic grade book so that parents and students can track ongoing progress in each of their courses.

8.05 Art/Music/Physical Education

PLEASE REFER TO TEACHER SCHEDULE

8.06 Collection of Money

Teachers are to collect money from students only for authorized purposes (i.e., lunch, school supply orders, book club orders, and approved field trips). Please keep accurate records of money collected. ***Staff members are responsible for the safety of all money collected. Therefore, keep money in a secure classroom location and turn it into the office at your earliest opportunity. Do not keep money overnight in your classroom. A safe is available in the school office for storage of money. Please see the secretary for a receipt to record the amount of cash that you are turning in to the office.***

A receipt must be provided to students or parents for every cash or check transaction. Receipt books are available in the office. If the school is using Infinite Campus for student fees, a receipt can be printed from Infinite Campus. All money collected from students is to be turned in to the office along with a completed cash receipt form.

A school check will be issued to the vendor. Teachers are not to use their personal checking account or cash to pay for vendor materials or services. Checks from parents should be made out to the school, not to the teacher.

Periodically, the Milwaukee Board of School Directors permits the collection of donations for charitable organizations (e.g., Combined Giving Campaign). In such instances, major emphasis is placed on informing students of the nature and purpose of the services rendered by the organization. All money-collecting activities and depositing of funds are a matter between the individuals and the charitable organization. School staff is not to collect money and is not to be responsible for any money collection or accounting of funds.

When voluntary contributions are received from students, the contributions must be deposited into containers furnished for that purpose. No records may be kept of such contributions on either an individual or group basis.

8.07 Infinite Campus Census Verification Forms

The Infinite Campus Census Verification Report has replaced the Emergency Contact Card. At the start of each school year, parents will fill out the Infinite Campus Census Verification Form. This information will be added to the district's student information system (Infinite Campus), and the forms will be kept in the office in a locked file. Schools are obligated to update Infinite Campus with the information provided on the forms by the end of the first calendar month of the school year.

8.08 Grading Policy and Course Syllabus

At the beginning of each year/semester, high school teachers will provide students and parents with a written course syllabus/class description and grading policy. High school teachers will also provide these to the principal.

All teachers are expected to align their grading policies with standards-based grading practices.

Standards-based grading does the following:

- Collects **evidence** of student progress toward grade-level standards
- Reflects what students know and can do
- Uses a proficiency-based scoring system to record progress
- Uses a system of grading that looks at progress over time, with new evidence replacing old evidence
- Holds students accountable to high standards
- Differentiates learning based on specific evidence of strengths and weaknesses
- Uses the district-approved electronic grade book to provide feedback on standards, not points earned on activities

The following traditional grading practices are removed as part of this reform effort:

- Grading all practice, first attempts, or homework and averaging them into final grades
- Including non-academic factors (behavior, attendance, participation) as grades and averaging them into final grades
- Allowing an average of all work completed to be the only deciding factor in a student's grade

Implementing standards-based grading practices creates a system based on success for all students through the following:

- Challenging all students to achieve grade-level standards
- Allowing multiple ways for students to show what they know and can do
- Allowing regular and special education teachers to work together to support all students as they achieve high standards
- Documenting gaps in instruction for teachers and students

8.09 Student Seating Plan

Seating charts or plans are to be maintained for all classes and kept with the lesson plan book for substitute teacher use.

8.10 Daily Schedule, Class Period Agenda

Daily classroom schedules, objectives, and agendas must be posted, reviewed, and visible for students and guests to see.

8.11 Homework Policy

Homework is an important part of the learning process that should be viewed as an opportunity for students to practice new skills and reinforce classroom lessons. Most homework is a formative assessment that should not be graded but, rather, should elicit feedback and provide information for the teacher as subsequent lessons are planned. Some extended projects may be more summative in nature and will receive a grade or proficiency-level feedback.

8.12 Final Evidence of Proficiency

As explained in Administrative Policy [7.34](#), at the high school level, a final exam schedule will be distributed approximately one week before the end of each semester. Makeup and exemption policies will also be provided to teachers. Final exams extend over three school days. Each exam period is 75 minutes in length. Students are required to attend only during the periods of exams in which the student is involved. Time is also allocated during the workday for exam correction. Exams are to be of a written, oral, and/or performance nature as determined by the teacher with the approval of the principal following involvement of the department chairperson. Final exams are included in the final course grade in the same manner as the body of proficiency evidence recorded during the duration of the semester. Three weeks before the semester exams, teachers are to file with the principal a copy of the written exams or plan for oral or performance exams. A copy of the exams or plans for the exams is kept on file for one year.

8.13 Movies and Videos

Elementary School

School personnel are reminded that only G-rated films should be shown at the elementary school level. Also, during the instructional day, only educational videos should be used.

Middle/High School

All videos shown during the school day must have a clear relationship to the curriculum content and goals. If a teacher shows a film with a rating of PG-13, permission of parents must be granted through a signed permission slip. The permission slip will include the name of the movie, a description, its contents, and how it relates to the curriculum.

8.14 Food and Beverages

No food or beverages should be in a classroom. Any food or drink should be properly disposed of to prevent infestation.

SECTION 9: STUDENT RECORDS

9.01 Progress Reports and Report Cards

Per Administrative Policy [7.35](#), progress reports will be provided to parents of elementary and K–grade 8 students six times a year, composed of three interim reports and three standards-based report cards.

Standards-based report cards:

- Only standards assessed during the mark period will be given a performance level.
- Students will receive a “final grade” in the form of a final performance level for all standards in each subject area.

Interim reports will indicate whether achievement is at grade level for all students in K3–grade 8.

Parents of students in K3–grade 8 will be notified in January and March if their children are in danger of being retained in their grade level for the following year.

Progress reports will be provided to parents of traditional middle and high school students based on the school’s course schedule.

High school teachers will notify parents at the halfway point of a course if their child is in danger of failing.

9.02 Access to Student Records

Reference: Administrative Policy 8.42

Access to student records and personally identifiable information regarding students is governed by both federal and state law. The purpose of the laws is to allow broad access to records by parents and restrictive access by third parties.

Please refer parents who wish to review the contents of their child’s cumulative folder or records attached to the student information system (Infinite Campus) to the main office. Refer all requests for information from other parties to the principal.

9.03 Cumulative Records

Elementary Schools

Teachers will receive cumulative folders for all students assigned to their class. These folders are to be kept in the teacher's file drawer or other secure and confidential location. Contents of the cumulative folders should be organized at all times.

Information on the front cover of the cumulative folder should be kept up to date, including parent conferences.

Cumulative folders are the responsibility of the classroom teacher. No one should remove a folder from a classroom without signing out on the orange audit card found in the front of every cumulative folder. The card should then be left behind in place of the folder to track its whereabouts.

Middle/High Schools

Cumulative folders for all students are kept in the main office. Teachers are encouraged to review the cumulative folders for their students. Cumulative folder information is to be kept in a secure and confidential manner. Cumulative folders are not to be removed from the office without signing out on the orange audit card found in the front of every cumulative folder. Cumulative folders are not to be removed from the school without an official records request received from the student's new school assignment.

When wanting to see a cumulative folder you must first talk to Ms. Liz Romero for further instructions.

9.04 Home Reports and Parent Contacts

All teachers are expected to maintain communication with parents regarding student progress. In particular, teachers must notify parents in a timely manner prior to issuing a failing grade.

SECTION 10: SPECIAL EDUCATION

Reference: Administrative Policy 7.13

10.01 Special Education Needs Referral Procedure/Child Find

Reference: Wisconsin State Statute 115, Wisconsin Administrator Standard #5

School administrators are responsible for ensuring that the law is followed in regard to every referral that is received. Anyone, including a parent, a teacher, a nurse, a doctor, or a school administrator, can ask the school to decide whether a child needs special educational services. School administrators, as well as other school staff members, are required to provide information about how to initiate a referral. Although each traditional school has a designated building coordinator to receive and process referrals, school administrators must have a system in place to receive and ensure timely processing of referrals should the building coordinator not be available. Once a referral is received, the school must follow timelines to ensure that the law is followed.

Reference: Wisconsin State Statute 115, Wisconsin Administrative Code SLD rule, PI 11.36 (6) and PI 11.02, Wisconsin Administrator Standard #5

When a student is being considered for a specific learning disability (SLD) eligibility for the first time, the student must demonstrate both insufficient progress and inadequate classroom achievement after the student has received at least two intensive scientific research-based or evidence-based interventions. School administrators are responsible for providing the teacher/interventionist with the time necessary to work with the student on the selected interventions. The selection of interventions for students who are not receiving special education is a general education responsibility.

10.02 Individualized Education Program (IEP) Staffing and Meetings

Reference: Wisconsin State Statute 115, Administrative Policy 7.41, MPS mConnect/Directory/Knowledge Directory/Specialized Services/Resources, Wisconsin Framework for Principal Leadership: 2.3.3 (Policy Management)

Once a student qualifies for special education, an individualized education program (IEP) is written by an IEP team. School administrators are responsible for ensuring the implementation of every IEP for students with disabilities enrolled in their schools. The school district is required to provide all educational and support services called for in a student's IEP. Should special equipment or services be required by a student's IEP, the school administrator should follow the guidelines for the Special Needs Fund.

10.03 Students Protected under Section 504

Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) states that no otherwise qualified individual with disabilities be excluded from participation in or denied the benefits of district programs and services solely because of their disability or be subjected to discrimination within Milwaukee Public Schools. MPS provides free appropriate public education to each qualified child with a disability within the city of Milwaukee regardless of the nature or severity of the disability. Students recognized as having a limitation in a major life activity may be eligible to receive necessary school accommodations.

10.04 Special Education Master Calendar

Schedule on the HUB.

10.05 Special Education Students Disciplinary Guidelines

Students with disabilities, including those who are eligible for special education and qualify for Section 504 and students in the referral process, are subject to disciplinary procedures. Discipline of these students is governed by procedural due process requirements to guarantee access to a free appropriate public education.

Schools are obliged to accurately record the number of days of removal for disciplinary reasons, including suspensions, bus suspensions (without alternate transportation), half-days, and early releases. Schools are not allowed to implement de facto suspensions—with or without parental consent. All suspensions must be noted in Infinite Campus.

Functional Behavioral Assessment and Behavioral Intervention Plan

When a child with a disability exhibits severe behavioral difficulties, schools have a responsibility to focus on positive and proactive approaches (e.g., functional behavioral assessment and behavioral

intervention plan) rather than relying solely on exclusionary practices (e.g., suspensions and removals). A functional behavioral assessment refers to a school-based team that meets to examine the child's problem behaviors to figure out when, where, and why they are occurring. A behavioral intervention plan provides the school with an action plan so that when the problem behavior occurs, teachers and others will know how to respond.

School Suspensions, Expulsions, or Disciplinary Removals and Provision of Educational Services

When suspending a student with a disability for disciplinary reasons, school administrators should begin by using the same due process procedures that are established for all students; however, after the fifth day of suspension, the IEP team must conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) for the student. After the seventh day of suspension, the IEP team must meet to review and revise the FBA and BIP and implementation of the IEP and BIP. After the tenth day of suspension, students with disabilities have specific additional rights.

Prior to proceeding with a suspension for a student with a disability past the tenth day of suspension, the school administrator and specialized services regional manager must review all the suspensions for the student during the school year to determine whether a pattern of suspensions exists.

- If a pattern does not exist, school personnel must develop a plan to provide educational services on each day that the student is to be suspended and may suspend the student. For Section 504/ADA students, there is no obligation to provide services beyond the tenth day of suspension.
- If a pattern does exist and the proposed suspension would constitute a change of placement, prior to suspending the student, the IEP team must conduct a manifestation determination.
 - If the IEP team determines that the behavior is not a manifestation of the student's disability, then school personnel must develop a plan to provide educational services on each day that the student is to be suspended and may suspend the student.
 - If the IEP team determines that the behavior is a manifestation of the student's disability, then the school administrator cannot suspend the student. The IEP team must also meet to review and revise the FBA and BIP and implementation of the IEP and BIP.

Because the manifestation determination is conducted in the context of an IEP or Section 504/ADA team meeting, parents have the right to request a due process hearing if they disagree with the outcome.

Once students have been referred for special education services, they have the same rights and protections as students who have been identified as eligible for special education services.

10.06 Discipline

Reference: Wisconsin Statute 115, MPS mConnect/Directory/Knowledge Directory/ Specialized Services/Resources/Discipline, MPS Administrative Policy 8.53 Wisconsin Framework for Principal Leadership: 2.3.1 (Learning Environment Management), MPS Parent/Student Handbook on Rights, Responsibilities, and Discipline, Suspensions

Guidelines to the district's policy for discipline are available in the **MPS *Parent/Student Handbook on Rights, Responsibilities, and Discipline***. Administrators must follow due process in cases where suspension is considered. Students must be informed of the reason for the suspension and given an opportunity to respond. School administrators must establish a process to reduce the number and length of suspensions. Days of suspension must be accurately documented in a student's record of attendance.

Effective FY16, Milwaukee Public Schools instituted a district administrative policy that ***limits*** the circumstances in which suspensions/expulsions are applied to students K3–grade 2.

10.07 Special Education Information and Guidelines

Reference: Individuals with Disabilities Education Act, Wisconsin State Statute 115/Administrative Policy 7.13/Wisconsin Framework for Principal Leadership: 2.3.3. (Policy Management)

School administrators are the responsible parties for the local educational agency in their schools for students with disabilities. The Individuals with Disabilities Education Act is the federal special education law. It governs everything that school administrators do concerning special education. The Wisconsin Department of Public Instruction offers guidance and provides oversight of practices in Wisconsin public schools. For assistance, please contact your special education supervisor or your specialized services regional manager.

10.08 Seclusion and Physical Restraint

References: Wisconsin Act 125 <https://docs.legis.wisconsin.gov/2011/related/acts/125>,
Wisconsin Act 118 <https://docs.legis.wisconsin.gov/2019/related/acts/118>

School administrators are responsible for ensuring compliance with the state law regarding seclusion and physical restraint, including additional safeguards for students with disabilities.

Wisconsin Act 125—Seclusion and Restraint with Students

In 2012, the state of Wisconsin passed Act 125, which modified the definition of seclusion and physical restraint and imposed additional reporting requirements on school districts. The law defined *physical restraint* as a “restriction that immobilizes or reduces the ability of a student to freely move his or her torso, arms, legs, or head” and *seclusion* as the “involuntary confinement of a student, apart from other students, in a room or area from which the student is physically prevented from leaving.” Act 125 applies to all students (both special education and regular education) and all school staff, including school administrators, teachers, paraprofessionals, staff contracted from other agencies, and student teachers.

On March 4, 2020, Wisconsin Act 118 [3] better defines [4] seclusion and restraint, and its reporting requirements now include any incidents involving law enforcement officers on Milwaukee Public Schools property.

Wisconsin 118 also requires that after the use of a seclusion or restraint, the administration will meet with school-level participants and consult with any law enforcement officers present. During that meeting these individuals will discuss the following:

- The events before, during, and after the use of the seclusion or physical restraint
- How to prevent the need for seclusion or physical restraint, including the factors that may have contributed to the escalation of behaviors; alternatives to physical restraint, such as de-escalation techniques and possible interventions; and other strategies that the school principal or designee determines are appropriate

Individualized Education Program (IEP) Requirement

The student's IEP team must meet as soon as practicable after the second time that seclusion or restraint is used within the same year and no later than 10 school days after the incident. The IEP team must review and revise the student's IEP as necessary to ensure that the IEP includes appropriate positive behavioral interventions, supports, and other strategies to address the behavior of concern. Those supports, interventions, and strategies must be based on a functional behavioral assessment of the behavior. A student's IEP is no longer required to include the use of seclusion or physical restraint even if an IEP team determines that its use may be anticipated.

Crisis Prevention Institute (CPI) Training Requirements (Three-Day Training)

Unless there is an unforeseen emergency that places students or staff at imminent risk, no school employee may use physical restraint unless they have received training. Each school where restraint may be used must have at least one staff member who has received training. If restraint becomes necessary, every effort is to be made to have a trained staff member present. The school must keep a record of the training received by the staff member(s) that includes information regarding how long the training is considered valid by the training program. The school administrator must access CPI training through the Learning Management System/CPI Nonviolent Crisis Intervention foundations course.

Notification and Written Reporting Requirements

The law requires that whenever seclusion or physical restraint is used, the school administrator/designee must notify the student's parent/guardian as soon as possible but no later than one business day after the incident. The notice must advise the parent of the incident and of the availability of the written report within three business days of the incident.

The law now requires that the school administrator or their designee must prepare a written report, in consultation with the individuals involved, within two business days after the incident. The written report must include details of the student and staff members (names and titles) and any law enforcement officers

involved in the incident, the description of the incident, and the actions of the student before, during, and after the incident. Act 118 states that the report either must be sent to the pupil's parent by first-class mail or electronic transmission or hand delivered to the pupil's parent.

To comply with the reporting requirements of Act 125 and Act 118, administrators are reminded to ensure that *all incidents* of restraint and seclusion are recorded in Infinite Campus in accordance with the guidelines outlined in the document titled Completing Behavior Responses for Physical Restraint and Seclusion.

In addition, school administrators must ensure that *all forms* for seclusion and restraint documentation are completed and uploaded into Infinite Campus. These annual reports are provided to the regional superintendent with the number of incidents involving seclusion or physical restraint, the total number of students involved, and the number of students with disabilities involved in such incidents. The administration will compile a districtwide report and will submit the report to the Milwaukee Board of School Directors. Wisconsin Act 118 now states that two reports must be annually submitted to the governing body by December 1.

Monitoring

School administrators should work cooperatively with special education supervisors throughout the school year to discover and correct any problems in practices and procedures.

SECTION 11: SPECIAL EVENTS

11.01 Open House

The school administrator will schedule one open house event each semester for parents/guardians and the school community. The dates and times for the open house events are at the discretion of the school administrator and are not to exceed three hours each. Teacher and parent coordinator attendance at an open house is required. Open house attendance may be required of other school-based staff members as well. Dates, to be determined by the principal, and procedures will be discussed at staff meetings before the open house. Communication during open house should include sharing with families the instructional materials that students use in the classrooms. Please ask parents who request specific information regarding their student's progress to schedule an individual conference time at another date.

11.02 Parent–Teacher Conferences

Parent–teacher conferences are held each semester. Conference dates, to be determined by the principal in consultation with parents and staff members with the approval of the regional superintendent, are indicated on the school calendar. During conferences, teachers are to provide parents with detailed information about their child's progress in academic and social/behavioral areas. Work samples are to be shared with parents. Suggestions for parents' involvement are to be discussed.

Parent–teacher conferences (in person, virtual, or by telephone) are to be scheduled throughout the school year when there is a need to discuss a student's achievement or behavioral status. Conferences requested by parents are to be scheduled in a timely manner.

11.03 Completion/Graduation

Dates and times for graduation/completion exercises will be scheduled and posted. Administrators, teachers, parents, and students will be involved in planning and supervising the activity.

SECTION 12: PERFORMANCE EVALUATION

12.01 Educator Effectiveness System Scores for Teachers

Reference: MPS Home Page/Administrative Resources/Educator Effectiveness, MPS *Employee Handbook*

Teacher Practice Summary Scores

In a summary year, the evaluator scores each of the 22 components using the rubrics included in the 2022 Danielson *Framework for Teaching*. Evidence such as observational data, descriptions, rationales, and artifacts collected throughout the effectiveness cycle substantiate component scores. Teacher practice scores are based on the average of the components within each domain. The average of the four domain scores determines one final practice score, rounded to the nearest decimal.

When a Teacher's Practice Is Unsatisfactory

First-Year Teachers

If, at any point in time, an evaluator observes a first-year teacher (newly licensed) performing at an unsatisfactory level, the evaluator will meet with the new teacher to inform them of the unsatisfactory level of professional practice observed. Educator Effectiveness recommends strongly that the evaluator include the new educator's induction specialist (first-year teachers only) in the meeting if the teacher is comfortable with this recommendation. At the meeting, the evaluator will discuss with the teacher and those present the need to develop a performance improvement plan targeting the professional practice that is unsatisfactory. This provides guidance to both the educator and evaluator on steps to ensure improvement through structured support.

If, by the end of their first year, the teacher has not made sufficient progress, this may result in an overall level of performance that is unsatisfactory, which may lead to a recommendation for a continuation of the performance improvement plan, separation from the district, or other interventions.

Teachers with More Than One Year of Experience

If, at any point in time, an evaluator observes a teacher with more than one year in the district performing at an unsatisfactory level, the evaluator will meet with the teacher to inform them that an unsatisfactory level of professional practice has been observed. At the meeting, the evaluator will discuss the need to develop a performance improvement plan targeting the professional practices that appear to be unsatisfactory. This provides guidance to both the educator and evaluator on steps for improvement. The teacher may have one representative of their choosing at the performance improvement plan meetings. The representative is expected to accommodate the scheduling of each meeting based on school needs, to be professional, and to respect interactions between supervisor and employee.

In addition, principals and school leaders are expected to provide a system of support for teachers who may be performing below the proficient level, which can include participation in pEER, a professional development program that provides intensive support to teachers.

If, by the end-of-cycle summary conference, the teacher has not been able to make sufficient progress with the assistance provided, the teacher will receive an unsatisfactory score, which may lead to a recommendation for a continuation of the performance improvement plan or separation.

12.02 Evaluations of Other Staff Members

The principal is responsible for providing a continuous and effective employee evaluation process that focuses on professional development and individual growth. In addition to teachers, principals will be responsible for completing the Educator Effectiveness process with the following staff members: speech/language pathologists and coaches (AGR coaches, PBIS coaches, intervention coaches, and any “coach”-type position that is assigned to your school). Evaluations of other staff members not in the Educator Effectiveness System will be based on job performance. The immediate supervisor and other administrators in the district will be responsible for evaluating performance. **If the school administrator deems it necessary to evaluate additional teachers not in the evaluation cycle, the administrator may initiate the process at any time.**

SECTION 13: TECHNOLOGY

13.01 MPS Acceptable Use Policy

The Acceptable Use Policy (AUP) generally states that your access to the Internet through the MPS network cannot be used for the following unacceptable reasons:

- Inappropriate or illegal activities
- Political, commercial, or financial gain
- Intentional disruption of services

Under no circumstances should a user share their ID and password. A violation of the AUP can result in suspension or revocation of Internet, email, or network access and disciplinary and/or legal action.

Employees receive their annual *Employee Handbook* and “Staff AUP Notification” via email. This email will be sent on a rolling basis on the employee’s notification anniversary. Previously, employees were notified of the *Employee Handbook* and AUP when logging into Self-Service.

Any non-MPS staff person requesting access to the Internet or email through MPS must complete a security form. The form can be accessed by a supervisor on the MPS Apps Page or by calling (414) 475-8015.

13.02 Network Printing

Please contact our technology agent, Mr. Fred Jackson, at extension 28337 or email at jacksofl@milwaukee.k12.wi.us for all technology related issues.

As part of the district’s short-term **goal to phase out desktop printers** and direct all printing to multi-function devices (copiers), the Department of Technology considers older desktop printers to be obsolete. We are continuing to phase out support for classroom printers as a cost-saving measure, and all new printer purchases should be Ricoh Secure Print copiers or Ricoh printers via the BusinessPlus (IFAS) dashboard. With Ricoh Secure Print, staff members can use their MPS security card to scan into a copier to print, scan, and copy. There is no wasted paper, sensitive documents are protected, and it is convenient. Ricoh Secure Print is mandatory when schools and departments lease copiers from Ricoh. Desktop printers should not be purchased by schools or requested by teachers through DonorsChoose. CDW-G and DonorsChoose are aware that MPS staff should not be ordering desktop printers.

13.03 MPS Electronic Attendance System

The school administrator will provide all staff members with necessary instructions for use of the MPS electronic attendance system (Infinite Campus). All teachers are to enter attendance directly into the district's electronic student information system (Infinite Campus). Teachers enter "ABSENT NO EXCUSE" (ANOX) only for students who are not present in their classroom. Once attendance is entered for the day or period, the attendance secretary or attendance paraprofessional is responsible for any updates to the student's attendance throughout the day based on late arrival, early dismissal, or phone and/or written notification of an excused student absence. Do not mark bused students tardy if the route is reported late in arriving.

13.04 MPS Electronic Grade Book System

The school administrator will provide staff members with instructions and resources for use of the MPS electronic grade book system. All staff members who teach students are mandated to use the district electronic grade book for all courses to record and report student progress. Progress reports and report cards will be produced using the district-approved student information system.

13.05 Recording of Students

Without written parental and administrative permission for the specific purpose as described in the Statement of Permission and Release of Liability Form, staff members may not take, send, share, or post pictures, videos, text messages, emails, or other material that personally identifies district students in electronic or any other form of personal technology. Staff members may not use images of students, emails, or other personally identifiable student information for personal use, gain, or profit.

SECTION 14: EXTRACURRICULAR ACTIVITIES

14.01 Advisor/Coach Expectations

1. All interscholastic athletics personnel shall refrain from smoking whenever they are supervising athletes
2. Scouting of daily practice is unethical and coaches shall not accept information received from such sources.
3. Coaches have a responsibility for the supervision and the conduct of their team members during practice, competition, and on buses. This includes conduct in the vicinity of the practice field or playing sites, in the locker room and on the field of practice or play.
4. Coaches shall not argue with officials before, during, or after a contest. They must remain off the area of competition unless summoned by an official.
5. Coaches must submit required entry forms for events and sports by the stated date.
6. Coaches must work through the Athletic Director at all times for required athlete registration, eligibility, equipment, financial obligations, transportation, practice schedules, non-conference games, etc.
7. Coaches, or their representatives, must attend all meetings called for their sport by the Commissioner or required by the WIAA. This includes all MPS pre and post season meetings.
8. **Recruiting of athletes from another high school by coaches, directly or indirectly, is specifically prohibited.** Any infraction of this rule will result in a reprimand and other appropriate disciplinary action by the coach's principal, the Commissioner, and the Superintendent of Schools.
9. **The use of abusive or profane language on the part of coaches is totally unacceptable.** Any infractions in this area will be brought to the attention of the principal for appropriate disciplinary action.

14.02 Extracurricular Transportation Procedures

For purposes of liability, all teams attending contests/practices away from home should be transported by charter vehicle. Under no circumstances should coaches use personal vehicles to transport students. Similarly, students are not allowed to transport themselves or teammates to scheduled contests or practices.

However, there have been rare circumstances where parents/guardians have requested that an athlete be allowed to drive to contests/practices using a personal vehicle due to job commitments. It should be emphasized that these are rare occasions, are handled as emergency situations, and will be treated as such when the request is made.

All athletic transportation contracted and paid for by the Interscholastic Athletics Office must be requested through the **Athletics Office**.

Please fill in all pertinent information to avoid delays and **MUST BE delivered to the Athletic Office TWO WEEKS PRIOR TO THE CONTEST** to guarantee a bus.

14.03 Extracurricular Safety Procedures

1. The person who is designated to stay with the injured athlete should be medical personnel, a parent, a designated athlete who preferably has some training in how to respond in emergency situations or a coach.
2. The person who is designated to phone for medical assistance to activate the EMS SYSTEM would be a coach, parent, extra medical personnel or a student who has been trained on what to request in different emergency situations.
3. The person who is designated to meet the emergency medical personnel will be at the gate or door where they are to enter. This person will take them to the injured athlete. This designated individual should have all the necessary keys to open the gates and the doors in their possession. This would usually be the meet Manager, a coach or other security personnel.
4. Emergency cards should be available before the medical team arrives. **ALL COACHES SHOULD HAVE THEM IN THEIR FIRST AID KITS AT ALL TIMES. IT WOULD BE A GOOD IDEA TO HAVE A DUPLICATE OF THE CARD.** In order to keep them clean and organized, they can be alphabetized and kept inside a zip lock plastic bag in the first aid kit. This will keep them clean and dry.
5. An individual should be designated to call the parents immediately (ask if they are at the game if the athlete is conscious) to inform them of the possible injury. This should be medical personnel, the meet manager or the coach. Check on the insurance coverage, because if it is not a life or death situation, the parents may have to call their primary care physician to get permission to transport if they have an HMO.
6. A person should be designated to accompany the injured athlete to the hospital. This should be a parent of the athlete, supervisory personnel, a coach or another designated adult.
7. The person responsible for documenting all of the information should be a doctor, then an athletic trainer and then the coach. Coaches should keep records of all injuries. With series injuries, a school Student Accident Form should be filled out. Make sure that you can list at least two witnesses, preferably adults.

B EMERGENCY INFORMATION FOR HOME EVENTS

1. The location of the field, gym or area where the athlete was injured
2. The location of the closest telephone.
3. Keys that will allow a person to gain access to the telephone when there is an emergency. Who are the keys with, or where are they located?
4. **DO NOT HANG UP UNTIL THE DISPATCHER HAS ALL OF THE NECESSARY INFORMATION TO SEND MEDICAL PERSONNEL TO THE RIGHT PLACE. BE AS SPECIFIC AS YOU CAN WITH THE INFORMATION.**
Make sure that you are able to tell the dispatcher the correct address of the athletic facility where the injured took place.

- J. Tell the dispatcher the best location for the medical personnel to enter the field, gym or area where the injured athlete is.
To enter the athletic facility, emergency medical personnel must pass through gym lobby doors (either exit 7 or 8) and Building Manager will meet personnel.

PLEASE TRY TO HAVE THE GATES AND/OR DOORS OPEN BEFORE THE MEDICAL PERSONNEL ARRIVE. THIS WILL SAVE VALUABLE TIME.

The closest emergency care facility is St. Francis Hospital on 16th Street or St. Luke's on Oklahoma Ave

C. EMERGENCY CALL INSTRUCTIONS

When you call an emergency medical service (911) you should do all of the following:

- a. Identify yourself and your exact location.
- b. Explain what happened, and identify the suspected type of injury. For example; A POSSIBLE OR SUSPECTED HEAD, NECK, SPINE, FRACTUR, LOSS OF CONSCIOUSNESS, ETC.,
- c. Speak clearly and remain clam. Do not hang up until the dispatcher indicates that he/she has all of the information that they need. The dispatcher may ask you to stay on the line for a moment.
- d. Give the dispatch her the address of the athletic facility, and also give exact instructions on how the ambulance is to reach the injured athlete. This information would include the street address, gate information, building location and entry information.
- e. REMEMBER!!!! STAY ON THE LINE UNTIL THE OPERATOR DISCONNECTS YOU.
- f. Return to the injury scene. Assign an individual to watch for the ambulance. This person should be able to direct the ambulance to the injured athlete.

14.04 Eligibility Requirements

To compete in interscholastic extracurricular activities, athletics, or academics, third- or fourth-year high school students must maintain a minimum 2.0 grade point average in addition to other eligibility requirements. First- and second-year high school students must meet only Wisconsin Interscholastic Athletic Association eligibility requirements. All students must meet DPI and MPS academic requirements to be a full-time student and must receive no more than one failing grade in the previous grade reporting period. Students below the minimum 2.0 grade point average may continue to practice with their teams until they are recertified with a 2.0 grade point average. The eligibility requirements shall not apply to intra-school activities such as clubs, organizations, and related groups.

SECTION 15: NONDISCRIMINATION NOTICE

It is the policy of the Milwaukee Public Schools, as required by section 118.13, Wisconsin Statutes, that no person will be denied admission to any public school or be denied the benefits of, or be discriminated against in any curricular extracurricular, pupil services, recreational, or other program or activity because of the person's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race, color, and national origin), Title IX of the Education Amendments of 1972 (sex), and Section 504 of the Rehabilitation Act of 1973 (disability), and the Americans with Disabilities Act of 1990 (disability).

The following departments have been designated to handle inquiries regarding the nondiscrimination policies:

For section 118.13, Wisconsin Statutes, federal Title IX: Department of Student Services, Room 133, Milwaukee Public Schools, 5225 W. Vliet St., P.O. Box 2181, Milwaukee, Wisconsin, 53201-2181.

For Section 504 of the Rehabilitation Act of 1973 (Section 504), Federal Title II: Section 504/ADA Coordinator, Department of Specialized Services, 6620 W. Capitol Dr., Milwaukee, Wisconsin, 53216, (414) 438-3677.

ASL: (414) 438-3458
