

SERIES 300: INSTRUCTION

- * 310 Instructional Goals (See 110)

- 320 Organization of Instruction
 - 321 School Calendar
 - 322 School Day
 - * 323 Ceremonies and Observances
 - 323.1 Patriotic Exercises

- 330 Curriculum and Instructional Program Development and Evaluation
 - 331 Access to Instructional Materials
 - 332 Student Publications

- 340 Academic Standards
 - 341 Basic Instructional Program
 - 341.1 Reading Instruction
 - 341.2 Education for Employment/School-to-Work
 - 341.21 Work Experience Opportunities (Student Construction and Work Projects)
 - 341.3 Vocational Education/School-to-Work Nondiscrimination Assurance
 - * 342 Special and Alternative Education Programs
 - 342.1 Programs for Students with Special Education Needs
 - 342.2 Homebound/Alternate Site Instruction
 - 342.4 Gifted and Talented Program
 - 342.5 Programs for Children At Risk
 - 342.6 Section 504 Programs
 - 342.7 Special Education Evaluations
 - * 343 Instructional Arrangements
 - 343.1 Start College Now
 - 343.2 Early College Credit Enrollment
 - 344 Adult High School Course Audit Program
 - 344-Rule, Adult High School Course Audit Procedures
 - * 345 Academic Achievement
 - 345.1 Student Progress and Evaluation
 - 345.2 Student Promotion and Graduation
 - 345.2-Rule, Student Promotion and Retention Procedures
 - 345.3 Graduation Requirements
 - 345.31 Graduation Ceremony Requirements
 - 345.31 Rule, Graduation Ceremony
 - 345.32 Graduation Honors Determination

 - 346 Assessment Programs
 - 346-Rule, Guidelines for Testing Program Exemptions
 - 346.1 Assessing English Language Proficiency

- 347 Student Records
 - 347-Rule, Guidelines for Confidentiality and Maintenance of Student Records
 - 347-Exhibit (1), Permission to Retain Behavioral Records
 - 347-Exhibit (2), Student Records Notice
- 348 Student Personal Information
- * 350 Extended Instructional Programs
 - 351 Summer School
 - 352 Field Trips
 - 352-Rule, Guidelines for Overnight and Out-of-State Trips
- * 360 Instructional Resources and Services
 - 361 Instructional Materials Selection and Adoption
 - * 362 Instructional Technology
 - 362.2 Student Appropriate Use Policy for Technology
 - 363 Guidance Program
 - 364 Students: Death of a Student or Staff Member
 - 365 Title I Services
 - 365.1 Parent Participation in Title I Programs
 - 365.2 Title I Parents' Right to Know
- 370 Extracurricular and Recreation Programs
 - 370-Rule, Transgender Participation
- 371 Student Fundraising
- * 380 Miscellaneous Instruction Policies
 - 383 Animals in the School
 - 383.1 Service Dogs in School
 - 384 Student Surveys
 - 384-Rule, Student Surveys

(*Indicates Category Heading-No Current Policy)

SCHOOL DISTRICT OF SOUTH MILWAUKEE

320

ORGANIZATION OF INSTRUCTION

The instructional program of the District shall be divided into three levels:

Elementary School - Grades Prekindergarten - 5

Middle School - Grades 6 - 8

High School - Grades 9 - 12

LEGAL REF.: Section 115.01(2) Wisconsin Statutes

CROSS REF.: 342.1 Programs for Students with Special Education Needs

APPROVED: August 1991

REVISED: November 15, 2000

SCHOOL DISTRICT OF SOUTH MILWAUKEE

321

SCHOOL CALENDAR

The school calendar for the District shall be approved by the Board. South Milwaukee teacher representatives shall have the opportunity to be involved in the drafting process.

The number of days in the school year for students shall be in accordance with Wisconsin Statutes.

LEGAL REF.: Sections 115.01(10) Wisconsin Statutes
 118.045
 120.12(15)
 121.02(1)(f)
 PI 8.01(2)(f), Wisconsin Administrative Code

APPROVED: November 15, 2000
 November 7, 2012

REVISED: September 19, 2018

SCHOOL DISTRICT OF SOUTH MILWAUKEE

322

SCHOOL DAY

The School Board shall establish the length of the classroom day for students in accordance with state law.

LEGAL REF.: Sections 115.01(10) Wisconsin Statutes
 120.12(15)
 121.02(1)(f)2
 PI 8.01(2)(f), Wisconsin Administrative Code

CROSS REF.: SMEA Agreement

APPROVED: November 15, 2000

SCHOOL DISTRICT OF SOUTH MILWAUKEE

323.1

PATRIOTIC EXERCISES

The United States flag shall be displayed in school rooms or from a flagstaff on each school ground during the school hours of each school day in accordance with state law.

The School District of South Milwaukee shall offer the pledge of allegiance or national anthem in all classrooms on a daily basis or as required by state or federal law. No student shall be compelled, against his/her objections, or those of his/her parent or guardian, to recite the pledge in accordance with state law.

LEGAL REF.: Section 118.06 Wisconsin Statutes

APPROVED: October 22, 1987

REVISED: November 15, 2000
March 20, 2002

SCHOOL DISTRICT OF SOUTH MILWAUKEE

330

CURRICULUM AND INSTRUCTIONAL PROGRAM DEVELOPMENT AND EVALUATION

The Board recognizes the importance of continuous review and modification of curriculum in order to meet the changing needs of students, developments in content areas and improved teaching procedures.

The Board has adopted the Common Core State Standards and other Wisconsin state standards to the appropriate content areas. All courses of study shall be consistent with statute, regulations and State standards of the Department of Public Instruction or appropriate State agency.

While the Board is ultimately responsible for adopting curriculum, curriculum development and planning rests primarily with faculty and the administrative team. The district curriculum shall provide opportunities for continuous and cumulative learning through effective articulation at all levels. A variety of learning resources shall be utilized to accomplish educational goals.

Major changes (i.e., changes in standards and benchmarks, new courses) to the established curriculum shall be subject to Board approval, following review and recommendations by the Superintendent or designee.

The Board specifically states that it is not creating a committee for the purpose of curriculum review and development.

LEGAL REF.: Wisconsin Statutes Sections
118.01 (Educational goals and expectations)
118.015 (Reading instruction)
121.02(1)(k) (School district standards)
Wisconsin Administrative Code Section
PI 8.01(2)(k) (School district standards)

CROSS REF.: 361, Instructional Materials Selection and Adoption

APPROVED: November 15, 2000

REVISED: November 20, 2007
November 7, 2012
September 19, 2018

SCHOOL DISTRICT OF SOUTH MILWAUKEE

331

ACCESS TO INSTRUCTIONAL MATERIALS

The District values parental involvement in the education of students. A student's parent may inspect any instructional material used as part of the educational curriculum for the student. The parent should direct the request to the principal. The principal will provide access to the instructional materials within five (5) business days of receiving the request.

LEGAL REF.: No Child Left Behind Act of 2001

APPROVED: November 20, 2007

STUDENT PUBLICATIONS

The South Milwaukee School District publications with student input are not public forums. The student newspaper and yearbook, the school website, all classroom newspapers and other official, school-sponsored publications and productions ("publications") within the School District shall serve as educational tools, as media for reporting school events, as means of expression of students, as forums for discourse of issues and as sources of entertainment and enlightenment.

Therefore, in light of the District's educational mission and philosophy, including its strong anti-harassment and anti-bullying policies, no District publications or District publications with student input, will contain statements, labels, jokes, or any other material that is demeaning or could be construed in a negative way, about any specific staff person, administrator, Board member, student, or community member. Rather, student speech will be reviewed by instructors, advisors and administrators in a reasonable manner to affirmatively promote the educational mission and philosophy of the District and not infringe upon the rights of other students and staff in the educational environment.

Faculty and staff advisors to student groups that create publications shall take into consideration the maturity level of the student audience and appropriate standards of journalistic and media production taste when approving publication content. The faculty and staff advisors shall assist in the development of skills of written expression and media production with the involved students.

While student publications are protected by the First Amendment that protection is not without limitations. To ensure legitimate pedagogical interests, the Superintendent and/or the administrative staff of the particular school where publication occurs reserve the right to prevent publication of certain prohibited material (as defined below), as well as to take disciplinary actions subsequent to publication of prohibited material.

Student Publications should have the following characteristics:

1. Positively communicate to those who are actively interested in the school.
2. Positively provide a vehicle for expression of students' thoughts, within the context of the District's educational mission and philosophy.
3. Create a wholesome school spirit.
4. Support the best traditions of the school.
5. Promote and encourage school-sponsored activities.
6. Provide training and purposeful writing, speaking, artwork, photography and layout.
7. Record a permanent record of the history of the school.

The Board prohibits the publication of:

1. Material obscene to minors;
2. Profane, lewd, indecent or offensive materials, including slurs or related expression based on race, religion, gender, disability, or any other legally protected class;
3. Libelous material;
4. Material that presents a clear and present likelihood that it will cause "a material and substantial disruption of the proper and orderly operation of the school or of school activities"; and
5. Material that invades the privacy of another person or endangers the health or safety of another person.

The following guidelines will be applicable:

1. The ethics of responsible journalism and excellence in writing and speaking will be one factor in the review by instructors or advisors and administrators to determine what will be published.
2. Publications shall identify the student or organization responsible for distribution.
3. Students will have the opportunity to express views on issues with the provision that the statements shall not encourage disruption of the normal education process, and will be subject to review by instructors and administration for a final publication determination, in light of this policy.
4. Language, pictures, music and symbols will be subject to review in light of the District's educational philosophy and mission, and will not be permitted if they are obscene, libelous, infringe upon other student or staff rights or are otherwise offensive to good taste.
5. Constructive criticism of the school, the District, or other institutions and/or social groups or practices is permitted, provided it does not tend to disrupt the educational environment, infringe upon other student or staff rights, or is otherwise contrary to the educational mission and philosophy of the District.
6. School publications shall not endorse any candidate for public office or take a political stance on any issue, including the adoption of any bond issue, proposal, or question submitted at any election.
7. Advertisement is prohibited without the exclusive permission of the administration. Advertisements must comply with Board policy.
8. Publications shall not solicit funds for non-school organizations or institutions when such solicitations have not been approved by the Superintendent and/or designee.
9. All materials to be printed or produced are subject to review by the instructor or advisor and the principal, and subject to the timeframes set by the instructor or advisor and the principal.
10. Those who are denied approval for inclusion of materials or content in school publications may appeal to the Superintendent, whose decision is final.

The faculty or staff advisor must inform the building administration when potentially controversial materials are pending and must postpone publication and/or production until the administration's approval has been recognized.

The decision to publish or produce something shall be made by the advisor with appeal to the principal. If the publication is denied by the principal, the Superintendent shall make the final decision regarding publication.

LEGAL REF.: Wisconsin State Statutes Sections:
 118.12 (Sale of goods and services at school)
 120.20(1) (School board duties)
Hazelwood School Dist. V. Kahlmeier, 484 U.S. 260 (1988)
Bethel School Dist. No. 403 v. Fraser, 475 U.S. 675 (1986)
Timber v. Des Moines Community Sch. Dist., 393 U.S. 503 (1969)
Ginsberg v. New York, 390 U.S. 629 (1968)

CROSS REF.: 851, Advertising and Promotions in Schools

APPROVED: November 20, 2007
 September 7, 2011

SCHOOL DISTRICT OF SOUTH MILWAUKEE

340

ACADEMIC STANDARDS

The School District of South Milwaukee is committed to excellence and quality in educational programs and services and recognizes the value of high academic standards for all students in all instructional areas.

Clarification of what students should know and be able to do by graduation and at various grade levels prior to graduation will assist in the vertical and horizontal alignment of curriculum, instruction, and assessment. Clear, public standards for all students will give focus to the work of teachers, students, parents, support-staff, administrators, business/industry/labor partners, higher education representatives, and the general community.

The Superintendent or designee shall implement the academic standards with all staff, students, parents, and other stakeholders and seek to assess the adequate yearly progress for the district and individual schools based upon state-mandated tests and district-developed assessments. Despite individual differences and needs, all students shall have access to the district curriculum.

The Board acknowledges the value of all instructional areas in helping to develop the whole student and in opening doors to many different career pathways.

LEGAL REF.: Section 118.30(1)(g) Wisconsin Statutes

CROSS REF.: Policy 330, Curriculum and Instructional Program Development and Evaluation

APPROVED: November 15, 2000

REVISED: September 18, 2013

SCHOOL DISTRICT OF SOUTH MILWAUKEE

341

BASIC INSTRUCTIONAL PROGRAM

The courses of study and general program of the School District of South Milwaukee shall conform to the requirements of state statutes and regulations. The high school shall be guided by the recommendations of an accrediting service.

LEGAL REF.: Sections 118.01 Wisconsin Statutes
 118.015
 118.33
 120.12(14)
 121.02(1)
 PI 8.01, Wisconsin Administrative Code

APPROVED: November 15, 2000

SCHOOL DISTRICT OF SOUTH MILWAUKEE

341.1

READING INSTRUCTION

The School District of South Milwaukee through a collaborative process has developed a vision for literacy – The vision for literacy in South Milwaukee is to promote and embrace competence and confidence in reading, writing, listening, speaking, and thinking so that our community of learners successfully interacts with our ever-changing world. Through this vision, the intent of reading program is to ensure that all students have the skills necessary to read fluently and for meaning. The program shall also integrate reading, writing, speaking, listening, and thinking activities in order to build effective communication skills. For each grade level, the Board shall adopt academic standards in reading, speaking, and writing, including spelling and grammar, when appropriate, that meet or exceed state standards. The district’s program also shall be aligned with the state framework for reading/language arts instruction. The following policy supports the principles for reading instruction:

1. A well-coordinated, developmental, standards-based balanced reading program shall be implemented for all students at all grade levels.
2. Significant and deliberate time and effort shall be devoted to grade level reading instruction in research-based reading strategies and skills to meet the rigorous curriculum based on the Common Core State Standards.
3. A variety of learning materials, including but not limited to current, high quality, engaging, and challenging fiction and nonfiction materials, and teaching techniques shall be used to accommodate individual student abilities and achievement at varying levels of difficulty so that students are continually reading at an appropriate level. In addition, technology should be available to support all areas of literacy.
4. Guided practice in text at students’ instructional and independent levels shall be part of the program.
5. Explicit literacy instruction through differentiated, culturally responsive lessons that include student-centered activities which accommodate their physical, cognitive, social, and emotional needs shall be part of the program.
6. The District shall provide professional development opportunities that are designed to provide instructional staff with knowledge about how students develop language skills, the ability to analyze students’ developing literacy, and the ability to draw from a variety of instructional strategies and materials as outlined in the program.
7. Family/community shall be involved in cooperative efforts to help each student reach his/her reading potential.

8. An on-going authentic assessment system that informs teachers and administrators about instruction, students about their learning and growth, and parents/guardians about their student's progress shall be used. The Superintendent or designee shall regularly provide the Board with data from state and district reading assessments and program evaluations to enable the Board to monitor program effectiveness.

Students not meeting expectations will be provided with assistance as part of intervention services.

9. The reading program and overall student reading achievement shall be evaluated annually.

LEGAL REF.: Sections 118.01(2)(a) Wisconsin Statutes
 118.015
 121.02(1)I
 PI 8.01(2)I, Wisconsin Administrative Code

APPROVED: November 15, 2000

REVISED: September 18, 2013

SCHOOL DISTRICT OF SOUTH MILWAUKEE

341.2

EDUCATION FOR EMPLOYMENT/SCHOOL-TO-WORK

The School District of South Milwaukee shall provide a K-12 Education for Employment/School-to-Work program for elementary and secondary students which has been developed in accordance with state guidelines.

All students shall have access to an Education for Employment/School-to-Work program which provides:

- a. Employability skills and attitudes;
- b. Career exploration and planning which address gender stereotyping in career decision making;
- c. Practical application of basic skills in the general and vocational curricula;
- d. Study of the practical application of economics and American economic institutions;
- e. Community field experiences and school-supervised work experience; and
- f. Vocational education programs in grades 6 through 12 which have an appropriate curriculum based on labor market information including follow-up studies of graduates, job placement and employment needs.

LEGAL REF.: Wisconsin State Statutes Section
121.02(1)(m) (Education for employment program)
Wisconsin Administrative Code
PI 26 (Education for employment plans and programs)

CROSS REF.: Technology Education Plan
Education for Employment Plan

APPROVED: November 15, 2000

REVISED: November 20, 2007

SCHOOL DISTRICT OF SOUTH MILWAUKEE

341.21

STUDENT CONSTRUCTION AND WORK PROJECTS

Construction and work project requests of an instructional nature, to be completed by students for persons other than the students' parents, require prior approval of both the teacher and the principal. This applies to all curricular areas. Such projects shall:

- have educational value to the student(s) whether the projects are completed on or off the school premises;
- provide practical experience that is compatible with the instructional objectives of the course and the classroom goals established by the teacher; and
- be included in regularly scheduled meetings of the course.

Individuals shall submit requests to the high school principal and/or designee for all such projects in writing and provide a complete description of the task to be performed, along with measurements, sketches, or other specifications necessary to evaluate the request and determine the time-frame of completion. When requests exceed what can be practically and educationally accomplished during the school term, requests shall be judged on the value to the course; when several similar requests are made, a drawing shall be held to determine which project shall be undertaken.

The individual requesting the work shall purchase the supplies and materials needed to complete the project. No materials or supplies may be charged to school accounts.

If a project is completed on school property, the person who requested the project shall have both the responsibility and the liability for removing it from the school premises. When projects are completed on the property of the person making the request, that person assumes liability.

LEGAL REF.: Wisconsin Statutes Sections
118.01(2)(b) (Educational goals and expectations)
121.02(1)(m) (School district standards)
Wisconsin Administrative Code
PI 26 (Education for employment plans and programs)

APPROVED: November 15, 2000

REVISED: November 20, 2007

SCHOOL DISTRICT OF SOUTH MILWAUKEE

341.3

VOCATIONAL AND TECHNICAL EDUCATION/SCHOOL-TO-WORK NONDISCRIMINATION ASSURANCE

The Board recognizes the importance of assuring that all vocational and technical education/school-to-work programs are available to all students without regard for gender, race, color, religion, national origin, sex, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

The Superintendent and/or designee is to ensure that parent-student notices and application forms for shared-time programs outside of school, i.e., Youth Apprenticeships, Co-ops, etc., and work-study programs involving the employment of qualified students contain a notice of nondiscrimination and that each employer associated with such programs has provided assurance of nondiscrimination in like manner.

According to federal and state statute, the Superintendent and/or designee shall ensure timely and appropriate public notices of vocational/School-to-Work programs.

LEGAL REF.: Wisconsin Statutes Sections
 118.01(2)(b) (Educational goals and expectations)
 118.15(1)(b) (Compulsory student attendance)
 Wisconsin Administrative Code Sections
 PI 8.01(2) (School district standards)

APPROVED: November 15, 2000

REVISED: November 20, 2007
 February 8, 2023

SCHOOL DISTRICT OF SOUTH MILWAUKEE

342.1

PROGRAMS FOR STUDENTS WITH DISABILITIES

The Superintendent and/or designee shall be responsible for making the necessary arrangements for the Free Appropriate Public Education (FAPE) of any student living in the District who is judged to have a disability as defined by state and federal statutes and is between the ages of 3 and 21 and not yet graduated. The Superintendent and/or designee shall direct the programs for students with disabilities.

Activities shall be initiated within the District in an attempt to identify, locate and evaluate children who are suspected or known to have disabilities. Students with disabilities may need special education services, Section 504 or other accommodation plans, and/or may be serviced within the regular program.

A Special Education Policy and Procedures Handbook shall be available for use in the District which outlines specific policies and procedures relating to special education. Such handbook, being in compliance with the Wisconsin Department of Public Instruction (DPI) Model Local Educational Agency Special Education Policies (Revised: July, 2011), shall meet state and federal law requirements and be adopted by the Board.

- LEGAL REF.: Wisconsin Statutes Sections:
Chapter 115, Subchapter V (Children with disabilities)
118.13 (Pupil discrimination prohibited)
- Wisconsin Administrative Code Section:
PI 11 (Children with disabilities)
Section 504 of the Rehabilitation Act of 1973, Individuals with Disabilities
Education Act
- CROSS REF.: 411 Student Nondiscrimination and Equal Educational Opportunities
Special Education Policy and Procedures Handbook
- APPROVED: November 15, 2000
- REVISED: November 20, 2007
November 7, 2012

SCHOOL DISTRICT OF SOUTH MILWAUKEE

342.2

HOMEBOUND/ALTERNATE SITE INSTRUCTION

Homebound/alternate site instruction is available to all enrolled students. This instruction may be offered on a temporary basis when it becomes necessary to provide a student's education in an alternative setting due to physical, emotional or disciplinary reasons.

The Superintendent and/or designee shall determine eligibility for homebound instruction and provide such instruction in accordance with established procedure and state law.

LEGAL REF.: Wisconsin Statutes Sections:
115 Subchapter VI (Education for school age parents)
118.15(1)(d)5 (Homebound study)

APPROVED: November 15, 2000

REVISED: November 20, 2007

SCHOOL DISTRICT OF SOUTH MILWAUKEE

342.4

GIFTED AND TALENTED PROGRAM

The District shall strive to offer each student experiences appropriate to his/her individual needs, interests and capabilities.

A gifted and talented program shall be established to provide the potentially high achieving student with an opportunity to develop skills in inquiry and creative expression at a rate and to an extent appropriate to his/her ability. "Gifted and talented students" shall include those students who give evidence of high performance capability in intellectual, creativity, visual and performing arts, leadership or specific academic areas and who need services or activities not ordinarily provided in a regular school program. A student may be identified in one or more categories. Appropriate programming shall be provided for identified gifted and talented students.

Students shall be identified as gifted and talented in accordance with state guidelines. The identification process shall result in a student profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios and demonstrated performance. Identification tools shall be appropriate for the specific purpose for which they are employed. The identification process shall be responsive to factors such as, but not limited to, students' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described in state special education laws. Parental participation may occur in the identification process.

LEGAL REF.: Wisconsin Statutes Sections
Chapter 115, subchapter V (Special Education)
118.35 (Programs for gifted and talented students)
121.02(1)(t) (School district standards)
Wisconsin Administrative Code
PI 8.01(2)(t) (Gifted and talented)

CROSS REF.: Gifted and Talented Handbook

APPROVED: November 15, 2000
June 18, 2008

SCHOOL DISTRICT OF SOUTH MILWAUKEE

342.5

PROGRAMS FOR CHILDREN AT RISK

The Superintendent and/or designee shall make available a plan for children in the School District of South Milwaukee who are identified at risk. The children at risk program shall be designed to:

- a. Improve and expand educational opportunities for these children on an individualized basis through a variety of means (e.g. remedial instruction);
- b. Provide alternative courses and/or program modifications which satisfactorily meet the District's graduation requirements;
- c. Encourage parental involvement; and
- d. Encourage cooperation with community support service agencies.

Students shall be identified and referred to the program in accordance with state regulations and guidelines established by the administration.

LEGAL REF.: Sections 118.153 Wisconsin Statutes
118.33
121.02(1)(n)
PI 25, Wisconsin Administrative Code

CROSS REF.: Policy 345.3, Graduation Requirements
Children At Risk Plan

APPROVED: November 15, 2000

SCHOOL DISTRICT OF SOUTH MILWAUKEE

342.6

SECTION 504 PROGRAMS

The District recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This policy has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, students with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Students may be entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 ("IDEA").

The Director of Special Education or designee shall ensure that this policy and procedure is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's administrative regulation.

LEGAL REF.: Section 504 of the Rehabilitation Act of 1973 (29 USC 794)

APPROVED: November 20, 2007

REVISED: September 8, 2021

SCHOOL DISTRICT OF SOUTH MILWAUKEE

342.6 - Rule

SECTION 504 PROGRAM PROCEDURES

Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated as outlined in this administrative Rule.

A Section 504 Team will be convened to determine the student's need for special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If the school does not assess a student after a parent has requested an assessment, the school shall provide notice of the parent's/guardian's procedural safeguards.

If the student is found to require special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. The District shall periodically review the student's progress and placement.

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, 504 PLANS, AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep parents/guardians fully informed concerning decisions about their child and to inform parents/guardians of their rights if they disagree with decisions related to 504 Plan identification, creation or placement.

Parents/guardians have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have the District advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education ("FAPE"). This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the District make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.

6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-4761.]
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the District.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from the school to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the District refuses this request for amendment, the school shall notify you within a reasonable time, consistent with the District's policies regarding the handling of student records and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with the District's Section 504 mediation grievance and hearing procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the school's general policy and procedures.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights,
U.S. DHHS 90 7th Street, Suite 4-100
Chicago IL.

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

A. Definitions

1. Academic Setting: the regular, educational environment of the District.
2. Individual with a Disability under Section 504: An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment
3. Evaluation: procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual

student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.

4. 504 Plan: is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school—sponsored events.
5. Free Appropriate Public Education ("FAPE"): the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. Major Life Activities: Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
7. Physical or Mental Impairment: Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. 504 Coordinators: The following shall serve as the District Section 504 Coordinators: the school psychologists for the building.
9. Has a record of such an impairment: means has a history of, or has been misclassified as having a mental or physical impairment that substantially limits one or more major life activities.
10. Is regarded as having an impairment: means An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

The District will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination.

This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another school employee will be forwarded to the Section 504 Coordinator.

The District has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.

The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

The 504 Team will consider the following information in its evaluation of the student Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel; tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education.; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language

background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education (FAPE"). The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the 504 Plan are implemented.

The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.

The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed sixty (60) days in completing this process.

The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.

The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

For any student transferring into the District with an existing 504 plan, the District shall immediately implement the student's prior 504 Plan. Within thirty (30) days of starting school, the District shall schedule a 504 Team meeting to review the existing 504 Plan. The District shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

The District shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - a. Examine relevant records;
 - b. File a complaint with the United States Department of Education Office of Civil rights;
 - c. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel;
 - d. Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the 504 Coordinator of the school at the address listed above. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.
3. The Director of Pupil Services or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with the District in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - a. The specific decision or action with which the parent/guardian disagrees.
 - b. The changes to the 504 Plan the parent/guardian seeks.
 - c. Any other information the parent/guardian believes is pertinent
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the school may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the school. Alternative dispute resolution consists of mediation by a neutral third party or a resolution session between the parents and the District. Parents may elect to participate in either form of alternative dispute resolution or may elect to not participate.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the [position] or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and [position].
7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and [position].
8. The parent/guardian and the school shall be afforded the rights to:
 - a. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
 - b. Present written and oral evidence.
 - c. Question and cross-examine witnesses.
 - d. Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

The District shall follow the suspension and expulsion policy and procedures as set forth in Wis. Stats. 120.13 (1) (c). A pupil who is qualified under Section 504 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The District will follow Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the District

has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process provided to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the District's failure to implement the 504 Plan; or
- c. If the 504 Team determines that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability; or
- d. If the 504 Team makes the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:
 - i. Have qualified personnel conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
 - ii. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and,
 - iii. Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

If the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

2. Due Process Hearing/Appeals - The parent of a child who is qualified under Section 504 who disagrees with any decision regarding the manifestation determination may request an expedited administrative hearing through the [position] or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the manifestation determination has been requested by either the parent the hearing officer shall determine whether the student shall remain in an interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and school agree otherwise.

3. Procedures for Students Not Yet Eligible for Services - A student who has not been identified as an individual with disabilities and who has violated the school's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if the school had knowledge that the student was disabled before the behavior occurred.

The school shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern to school supervisory or administrative personnel, or to the school's 504 Coordinator, or to one of the child's teachers, that the student is an individual with a disability.
- b. The parent had previously requested an evaluation of the child.
- c. The child's teacher, or other school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the child's teacher, or to the District's 504 Coordinator, or to other school supervisory personnel

If the District knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to 504 eligible children.

If the District had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the school pending the results of the evaluation.

SCHOOL DISTRICT OF SOUTH MILWAUKEE

342.7

SPECIAL EDUCATION EVALUATIONS

State and federal law requires the School District of South Milwaukee to evaluate children with disabilities who are in need of special education and related services. The District evaluates children upon initial referral for special education, and reevaluates children with disabilities in accordance with the law.

The District is committed to ensuring that each child's Individual Education Program (IEP) team bases its decisions on high quality, reliable, and educationally sound special education evaluations. As a result, the District has established the following list of criteria for all special education evaluations that the District conducts or obtains. Unique circumstances may justify deviation from these criteria. If a parent or District staff member is aware of such unique circumstances, they should inform a pupil services staff member or the Director of Pupil Services immediately.

1. The Evaluator must hold a valid license from the State of Wisconsin in the field related to the known or suspected disability. The Evaluator must have extensive training and experience in evaluation of the area(s) of concern and be able to interpret instructional implications of the evaluation results. In instances where no "applicable license" exists, the District must be satisfied that the Evaluator has extensive training and experience related to the known or suspected disability.
2. The Evaluator must be located within the Milwaukee metropolitan area. The Evaluator must be permitted to directly communicate and share information with members of the IEP team and the Director of Pupil Services. The Evaluator must also release the assessments and results, including any parent and teacher surveys, to the members of the IEP team and the Director of Pupil Services.
3. Unless otherwise determined by the members of a child's IEP team, the Evaluator must observe the child in one or more educational settings. The Evaluator shall make at least one contact with the child's regular education teacher for the purpose of determining how the student is progressing in the general curriculum. In addition, Evaluators are encouraged to make additional contacts with other involved regular or special education teachers, and related services providers.
4. The evaluation must comply with any and all relevant provisions of Wisconsin Statute 115.782 regarding special education evaluations.

An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee of the School District of South Milwaukee. A parent is eligible to receive an IEE at public expense if the parent disagrees with an evaluation that the District conducted or obtained for the child. For purposes of this policy, "public expense" means that the District either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.

The District's evaluation must be complete before a parent may obtain an IEE at public expense. The District's evaluation is complete when the District provides the parent with proper Notice of Evaluation Findings, as required by law. In addition, all IEEs must meet the District's criteria for special education evaluations as outlined in this policy. Finally, parents may only request one publicly funded IEE for each evaluation that the District conducts or obtains.

If the District receives a parent request for an IEE, the District may pay for the IEE. If the District does not pay for the IEE, the District will initiate a due process hearing without unnecessary delay and a hearing officer will decide who is responsible for the IEE costs under relevant state and federal law. Consistent with the parent's right to an IEE, the District may also propose mediation. The parents will be responsible for the IEE costs if the hearing officer finds that:

1. The District's evaluation was appropriate; and/or
2. The IEE fails to meet District criteria for special education evaluations and no unique circumstances justify deviation from that criteria.

To request an IEE at public expense, parents should submit a request for an IEE to the Director of Pupil Services and should include an explanation of the reasons they object to the evaluation the District conducted or obtained for the child. The District, however, will not deny parents a publicly funded IEE solely because they fail to submit a written request, or because they do not provide reasons for requesting an IEE.

If a parent requests an IEE, the District will provide the parent with the following information:

1. A list of names and addresses of IEE examiners located in the Milwaukee metropolitan area. The list will consist of IEE examiners who, in the District's judgment, are qualified to perform the IEE. If a qualified examiner is not located in the area, the District will identify a qualified examiner located elsewhere.
2. A copy of the District's criteria for special education evaluations

If a parent obtains an IEE at public expense or shares with the District an evaluation obtained at private expense, the results of the evaluation must be considered by the District, if it meets agency criteria, in any decision made with respect to the provision of Free Appropriate Public Education (FAPE) to the child.

LEGAL REF.: Wisconsin Statutes Sections:
Chapter 115, Subchapter V (Children with disabilities)
118.13 (Pupil discrimination prohibited)
Wisconsin Administrative Code Section:
PI 11 (Children with disabilities)
Section 504 of the Rehabilitation Act of 1973
Individuals with Disabilities Education Act

CROSS REF.: 342.1 Programs for Students with Disabilities
342.6 Section 504 Programs
411 Student Nondiscrimination and Equal Educational Opportunities
Special Education Policy and Procedures Handbook

APPROVED: November 7, 2012

SCHOOL DISTRICT OF SOUTH MILWAUKEE

343.1

START COLLEGE NOW

The Board recognizes the value to students and the District for students to participate in programs offered by accredited colleges and universities in Wisconsin. Any 11th or 12th grade student in a public school within the District, with the written approval of their parent or guardian, may apply to attend a technical college to take one or more courses.

The student seeking to apply must:

1. Have good academic standing.
2. Meet the requisite deadlines to apply for Fall and Spring semesters at the Technical College. Must notify the school by March 1st for Fall Semester and October 1st for Spring Semester.
3. Not be at risk of not graduating as defined in section 118.153(1)(a) of the state statutes.

Failure to reimburse the District for courses that the student received a failing grade in under this program or the Early College Credit Program will not make a student ineligible to participate. A student cannot simultaneously participate in technical college courses and courses at institutions of higher education through the Early College Credit Program.

A student can be rejected from the program for the following:

1. A disability that the cost of would impose an undue financial burden on the District.
2. If the student does not meet the requirements and prerequisites of the course(s) applied for.
3. If there is no space available in the course(s).
4. As determined at the discretion of the Technical College District Board.
5. If the student has disciplinary problems.

If the course does not meet a graduation requirement or is similar to a course offered by the District, the Board shall inform the student 30 days prior to the start of the course. If the student disagrees, an appeal can be made to the State Superintendent within 30 days of the decision. The ruling of the State Superintendent is final and not open to review.

While enrolled in a course(s) under this program, the student is eligible to receive both high school and college credits if the course(s) is successfully completed. The District is responsible for paying tuition and fees associated with the course of the student if it is taken for high school credit. If the student has a disability, the District shall pay the adjusted cost for any special services required for the student. The District will pay the technical college in two installments, (1) at the initial point of the semester and (2) at the ending of the semester. The payment will be equal to the amount of tuition, course fees, and books required for the course(s). The school board is not responsible for payment for any courses that are comparable to courses offered in the school district. The Board is not responsible for transportation of the student to the technical college in which the student is attending the course under this program.

LEGAL REF: Wisconsin Statute Section
 38.12 (Technical College Enrollment)

APPROVED: September 19, 2018

SCHOOL DISTRICT OF SOUTH MILWAUKEE

343.2

EARLY COLLEGE CREDIT ENROLLMENT

The Board recognizes the value to students and the District for students to participate in programs offered by accredited colleges and universities in Wisconsin.

Any 9th-12th grade student can enroll in course(s) under this program if the student:

1. Attends a public or participating private school in the District; and
2. Is not enrolled in a course through the Technical College Enrollment Program.

To enroll, the student must submit an application to be accepted into a public institution of higher education. If the college or university is private or tribally controlled, the student may apply if the college or university notified the state superintendent of its participation in the program by September 1st of the previous school year. The application shall:

1. Be submitted the previous school semester.
2. Indicate whether the student is intending to take the higher education course for high school credit, college credit, or both, if applicable.

The student, public or private, must also specify on the application if the approved college or university may disclose his/her grades, course(s) being taken, and attendance. Prior to enrollment, a public school student must notify the Board no later than March 1 to enroll in the fall semester and no later than October 1 to enroll in the spring semester. If the student attends a private school, the student must notify the governing body of the school as specified prior. The notice shall include:

1. Title of the courses the student intends to enroll in.
2. Number of credits each course is worth.
3. Specification of whether the course(s) will be taken for high school credit or college credit.

When a public school student specifies that the course(s) will count toward high school credits, the Board shall determine whether the course is comparable to a course offered in the district, the number of credits to award the pupil, and whether the course satisfies any graduation requirements. If the student attends a private school, the governing body of the private school shall determine the mentioned factors as well. The Board or the governing body shall notify the student of its determinations, in writing, before the beginning of the semester that the student is

enrolled into the course(s). If the public school student disagrees with the determinations of the Board, the student can appeal the decision to the state superintendent within 30 days after the decision. The decision of the state superintendent is final and cannot be overturned. If the private school student does not agree with the determinations of the governing body of its school, the student can appeal the decision to the governing body within 30 days after the decision.

If the student, public or private, specifies that the course(s) will be taken for college credit in the University of Wisconsin System, the board of regents of the university shall notify the student of whether the credits earned for the course will be transferrable between and within the university system. The board of regents must also specify the number of post-secondary credits that the student will earn for the course(s) he/she have been enrolled in. It is at the discretion of the board of regents to establish policies regarding the transfer of credit(s) with other educational institutions outside of the UW System. Under these policies, if the board of regents determines that the credit(s) earned are not transferrable, the student must be allowed to take a competency examination in the specified subject area(s). If the student receives a passing score on the competency examination, the board of regents shall award the student the equivalent credits to the course(s).

An approved college or university shall admit a student to attend a course if:

1. The student meets the requirements and prerequisites for the course.
2. There is space available in the course.

If the approved college or university admits the student, it shall notify the Board or the governing body of this in writing, within 30 days after classes have begun at the college or university. The notification shall include the course(s) in which the student is enrolled. If the student is not admitted into the course specified in the notification the student provided to the Board or governing body of the school, but is accepted into an alternative course, the student shall notify the Board or governing body. The Board or governing body shall inform the students of its determinations as soon as practicable.

The Board or governing body shall be responsible for the cost associated with the student's enrollment into a course as follows:

1. 75% of the actual cost of tuition for the course if taken at an approved college or university, not comparable to courses offered by the District or governing body, and for high school credits or high school and post-secondary credits.
2. 25% of the actual cost of tuition if taken at an approved college or university, not comparable to courses offered by the Board or governing body, and for college credit.

If the Board or governing body is responsible for the cost associated with the course the student has been enrolled in, the cost cannot exceed the following:

1. One-third of the amount charged for each credit assigned to the course(s) to a state resident, undergraduate student who is enrolled at a college or university other than a University of Wisconsin campus.
2. One-half the amount charged for each credit assigned to the course(s) to a state resident, undergraduate student who is enrolled at a University of Wisconsin campus.
3. One-third the amount charged for each credit assigned to a similar course offered by the University of Wisconsin- Madison to a state resident, undergraduate student at the University of Wisconsin-Madison.

Within 30 days of the ending of the semester, the Board or governing body shall pay the approved college or university on behalf of the student. The Board or governing body shall also submit an itemized report to the department of the amount(s) paid. The Secretary of the Department of Workforce Development shall, on behalf of the students who participate in this program, pay the Department of Public Instruction the following amounts:

1. 25% of the actual cost of tuition for the course for a student who took the course(s) for high school credit.
2. 50% of the actual cost of tuition for the course for a student who took the course(s) for college credit.

The Secretary of the Department of Workforce Development shall also be responsible for reimbursing the District and governing bodies if eligible. If the Secretary of the Department of Workforce Development does not have the appropriate fund to reimburse the district and governing bodies, he/she must notify the state superintendent. The state superintendent shall then prorate the amount of payments to the district and eligible governing bodies.

A student taking a course at an approved college or university is not responsible for cost of the tuition and fees associated with the course(s) if it is taken for high school credit(s) and has been determined by the Board, governing body, or state superintendent on appeal, that the course(s) is not comparable to any offered by the district. If the course(s) taken is for high school credit(s), but is similar to a course offered in the district, the student is responsible for the costs of tuition and fees associated with the course(s), unless the state superintendent or governing body reverses the decision. If the course(s) is taken for college credit(s), the student is responsible for 25 % of the cost of tuition and fees associated with the course(s). Student's responsibility may be reversed if the department determines that the cost of the course would impose an undue financial burden on the student's family.

The parent or guardian of a student enrolled in this program is responsible for transporting the student. The parent or guardian may apply to the state superintendent for reimbursement. The state superintendent will decide the amount that the parent or guardian receives. Preference is given to the parents and guardians of students who receive free or reduced lunch.

SCHOOL DISTRICT OF SOUTH MILWAUKEE

344

ADULT HIGH SCHOOL COURSE AUDIT PROGRAM

Adult district residents may audit courses of interest at South Milwaukee High School on a non-credit basis when space is available, in accordance with established procedures. If accepted into the class, the resident must successfully complete a background check.

LEGAL REF.: Section 118.14(2) Wisconsin Statutes

CROSS REF.: 344-Rule, Adult High School Course Audit Procedures
344-Exhibit, Adult Resident Audit Registration Form

APPROVED: November 15, 2000

REVISED: September 19, 2018

SCHOOL DISTRICT OF SOUTH MILWAUKEE

344-Rule

ADULT HIGH SCHOOL COURSE AUDIT PROCEDURES

1. The High School Principal's designee shall survey the departments on a semester basis to determine which courses have seats available.
2. Interested residents should contact the Principal's designee who shall arrange for a meeting with the appropriate department head and staff member involved to discuss the course content and expectations.
3. Residents actually enrolling shall successfully complete a background check.
4. Participants shall pay a \$15.00 non-refundable fee for each course taken per Semester as well as any incidental cost for use of supplies, materials, or projects.
5. Adult audit students are expected to make a good faith effort to attend class and comply with course expectations.

SCHOOL DISTRICT OF SOUTH MILWAUKEE

345.1

STUDENT PROGRESS AND EVALUATION

The School District of South Milwaukee shall evaluate the achievement of students through a variety of methods in grades prekindergarten through 12 and report to their parent(s)/guardian(s) on their progress. The issuance of performance reports on a regular basis serves to:

- promote a process of continuous evaluation of student performance;
- inform the student and his/her parent(s) and/or guardian(s) of the student's progress; and
- provide a basis for bringing about change, if necessary, in student performance.

The Superintendent and/or designee shall develop specific policies and systems for various grade levels.

The School District of South Milwaukee shall not discriminate in the methods, practices and materials for evaluating students on the basis of gender, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Section 118.13 Wisconsin Statutes
PI 9.03(1), Wisconsin Administrative Code

CROSS REF.: 411-Rule, Student Discrimination Complaint Procedures

APPROVED: February 19, 1992

REVISED: November 15, 2000
August 17, 2016

SCHOOL DISTRICT OF SOUTH MILWAUKEE

345.2-Rule

STUDENT PROMOTION AND RETENTION PROCEDURES

Kindergarten through 8th Grade

PROMOTION

In general, it is expected that a student shall make a year's academic progress for each year that s/he is in school. Progress shall be determined by his/her ability to meet the proficiency expectations of the District Curriculum Standards.

Double promotions may be considered if they are in the best interest of the students. When considering a double promotion, a student's level of academic proficiency must be considered along with physical, social and emotional readiness to move to another level. Double promotions should be done with great care in that the District Curriculum Standards already provide for continuous progress within every classroom.

RETENTION

It is recognized that retention alone is an insufficient intervention. In those cases where retention is recommended, it shall be combined with interventions specific to the individual student's learning needs. The recommendations can include, but are not limited to: change in teaching/instructional practices, summer school, tutoring, special materials, extended day opportunities, and increase in school time focused on specific areas.

Whenever retention is considered, a progression of guidelines shall be followed.

- The parent(s)/guardian(s) must be informed if a child is not meeting the District's Curriculum Standards.
- The principal and/or designee and school personnel shall discuss all possible retentions.
- Each student considered for retention shall be referred to a school-based team. This team is composed of the parent(s)/guardian(s), principal and/or designee, the student's teachers and any other school personnel identified by the principal.
- Written notice shall be given to the parent(s)/guardian(s) if retention occurs. This document shall include the set of recommendations to bring the student to the Proficient level.
- The principal and/or designee determines the grade placement taking into consideration the recommendations of staff and parent(s)/guardian(s).

Specific grade level considerations shall be as follows:

At Kindergarten through second grade:

At kindergarten and grades one and two, retention shall be based on a student's developmental

needs. This includes a review of the child's physical, emotional, social and cognitive maturity and potential success for the student if retained. The district-selected literacy screener shall be reviewed. Students who do not meet overall benchmark qualifications can be promoted with a set of recommendations to bring the student to a level at which there is no significant concerns for intensive intervention support if:

- Daily performance and assessment demonstrates academic proficiency based on District Curriculum Standards.

or

- The school-based team recommends the promotion based on academic performance and assessments specific to the individual student. This recommendation shall be in the form of a document indicating the specific criteria used in making the decision. The document shall be placed in the cumulative folder and a copy of it given to the parent/guardian.

Promotion for students with special needs, English Language Learners and students who have 504 plans shall be considered the norm. However, in the event that grade promotion needs to be evaluated, a team will be convened to assess the students Individualized Education Plan (IEP), 504 plan or Limited English Proficiency (LEP) plan to determine if retention is appropriate.

At grades three, four, five, six, seven, and eight retention shall be based on a review of a student's academic performance which shall consider: 1) assessment of daily academic performance based on District Curriculum Standards; 2) teacher recommendation based on academic performance; 3) standardized and criterion referenced testing such as the state-designated standardized assessments, and MAP; and, 4) other criteria specific to the individual child. Any student who is not demonstrating proficiency based on standards, assessment and testing shall have a set of recommendations developed to bring the student up to grade level proficiency as determined by the district and/or state.

Each grade placement is noted on the student's report card, office card and cumulative folder. A summary of the school-based team's recommendations shall be placed in the student's cumulative file and a copy shall be given to the parent(s)/guardian(s). The school-based team will monitor the implementation and effectiveness of the interventions and suggest modifications as appropriate. The student's teacher will review the implementation of the interventions with the parents periodically, including at the end of the first quarter.

High School Grade/Graduation Requirements

A four year plan, in conjunction with the Academic Career Plan (ACP) beginning with the 2017-2018 school year, shall be developed with each student and used as a guide throughout the student's high school career. This plan shall be periodically updated. Student progress shall be closely monitored through midterm reports, nine week and semester grading, parent conferences and ongoing communications between teacher, student and counselor.

Students shall be required to accumulate 26 credits while enrolled in high school previous to graduation. A student shall be considered "on track" for graduation when he/she has no fewer than:

6 credits at the beginning of 10th grade (7 credits for the class of 2022 and beyond)
12 credits at the beginning of 11th grade (14 credits for the class of 2022 and beyond)
18 credits at the beginning of 12th grade (14 credits for the class of 2022 and beyond)

Beginning in ninth grade and continuing each year thereafter, school counselors shall review student academic performance based on: 1) credit acquisition; 2) assessment of daily academic performance based on measured proficiency on the District Curriculum Standards; and, 3) standardized and criterion referenced testing including, but not limited to, ASPIRE, Preliminary Scholastic Ability Test (PSAT), ACT, SAT, Armed Services Vocational Aptitude Battery (ASVAB), ACCUPLACER, WorkKeys, Advanced Placement (AP) Exams, state-designated standardized assessments or MAP; 4) other criteria specific to the individual child.

Any student who is not demonstrating proficiency based on the District Curriculum Standards, assessment and testing and/or insufficient credits shall be referred to a school-based team whose membership shall be determined by the principal. The purpose of this team shall be to review the student's level of learning and develop a set of recommendations to bring the student to the Proficiency level in the identified areas. These recommendations can include, but are not limited to: change in teaching/instructional practices, summer school, tutoring, special materials, extended day opportunities, and increased in-school time focused on specific areas.

A summary of the school-based team's recommendations shall be placed in the student's cumulative file and a copy shall be given to the parent(s)/guardian(s) and student. School counselors will monitor the implementation and effectiveness of the interventions, and along with the school-based team, will suggest modifications as appropriate. The student's teacher will review the implementation of the interventions with the parents periodically including at the end of the first quarter.

In order to graduate, the student shall:

- Successfully earn 26 credits (4 credits in English, 3 credits in Math, 3 credits in Social Studies, 3 credits in Science, 1.5 credits in Physical Education, .5 credit in Health, .5 credit in Career Education and the remaining credits of electives), as outlined in the High School Career Planning Guide.
 - English credits must include the scope and sequence of English I, II, III and IV or equivalent courses.
 - Math credits must include at least one credit of geometry or higher or the course equivalence of geometry-infused instruction. Students can earn those credits by successfully completing courses within the traditional math and science department identified curriculum. Students are also able to earn one credit of math for successfully completing a course in computer sciences and/or through a career and technical education course that the School Board determines satisfies a mathematics requirement. Students are also eligible to earn one science credit for successfully completing a course in agriculture and/or a career and technical education course that the School Board determines satisfies a science requirement.
 - Science credits must include Biology (including Physical Science as a prerequisite) and one Science course beyond Physical Science and Biology or equivalent courses.

- Social studies credits must include U.S. History, World History, and American Government or equivalent courses.
- Beginning with the graduating class of 2017, all students graduating from South Milwaukee High School are required to take a civics assessment consisting of 100 multiple choice questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Services and correctly answer at least 60 of those questions. A student may retake the assessment until s/he earns a passing score on the assessment. Students with a disability are required to attempt the assessment but are not required to complete or pass the assessment, unless the IEP Team determines that the student should not take the assessment. Students with limited-English proficiency may take the assessment in the student's native language.

Students with Special Needs, English language learners, and students who have 504 plans who do not meet the graduation requirements shall be assessed by a team that considers the student's Individualized Educational Plan (IEP), 504 Plan or Limited English Proficiency (LEP) plan to determine if graduation is appropriate.

Middle school students in grades 7th and 8th grade may earn high school credit for certain courses as long as the following conditions are met:

- The student's performance on the state examination or similar examination approved by the School Board, demonstrates that the pupil is academically prepared for coursework that is offered in the high school grades.
- The credit earned in a course is taught by a teacher who is licensed to teach in the high school grades.
- The course is taught using curriculum and assessments used to teach the subject in high school.

*HS credits earned in middle school will be noted on the transcript, along with the grade; however, the grade will not be calculated into the High School grade point average.

In determining a student's graduation status, the principal shall take into consideration the recommendations of staff and parent(s)/guardian(s).

Although students normally attend high school for four years, some students may need a longer time to accumulate the required credits and/or demonstrate proficiencies on specific District Curriculum Standards. Early graduation may be allowed if a student has completed the required credits and has demonstrated proficiency.

A student must attend South Milwaukee High School for at least one full semester to be eligible for a diploma. Exemptions are granted upon recommendation of the high school principal with the approval of the Superintendent.

APPEAL PROCESS

Promotion/retention/graduation decisions are appealable to the Superintendent/Designee (Level 1) and his/her decision is appealable to the Board (Level 2).

Revised: November 16, 2005
 May 10, 2007
 September 2007
 May 2008
 September 18, 2013
 February 5, 2014
 December 3, 2014
 August 17, 2016
 June 20, 2018
 December 1, 2021

SCHOOL DISTRICT OF SOUTH MILWAUKEE

345.3

GRADUATION REQUIREMENTS

A graduation diploma from South Milwaukee High School signifies successful completion of all requirements and standards set by the Board and state laws and regulations. The diploma represents a minimum standard of achievement and is used as a symbol of graduation. The student's individual transcript is used as the official record of his/her educational achievement.

The Board will grant a diploma upon recommendation of the high school principal and Superintendent when the student has successfully completed all established requirements. In order to receive a diploma, students are required to successfully complete all established course requirements. In addition, students normally attend high school for four years (eight semesters) in grades nine through 12. A student must attend South Milwaukee High School for at least one full semester to be eligible for a diploma. Early graduation will generally be allowed after the completion of all district requirements no sooner than January of the expected graduation year. Early graduation may be allowed at the end of the sixth semester in unique circumstances. All exemptions and appeals are granted upon recommendation of the high school principal with the approval of the Superintendent.

Accommodations in programs leading to high school graduation may be provided to students with disabilities under IDEA or Section 504 as determined by the IEP/504 committee.

LEGAL REF.: Wisconsin Statutes Sections:
 115.92 (Education for school age parents)
 118.153 (Children at risk of not graduating)
 118.33 (High school graduation standards)
 120.12(17) (University of Wisconsin tuition)
 121.02(1)(p) (High school graduation standards)
 Wisconsin Administrative Code Sections:
 PI 18 (High school graduation standards)
 PI 40 (Youth options program)

APPROVED: December 16, 1992

REVISED: November 15, 2000
 November 20, 2007
 August 17, 2016
 April 5, 2017

SCHOOL DISTRICT OF SOUTH MILWAUKEE

345.31

GRADUATION CEREMONY REQUIREMENTS

A student shall be allowed to participate in the graduation ceremony if he/she completes all required 26 credits for graduation and meets the attendance and behavior requirements for participation (the number of credits shall be increased to 28 credits starting with the graduating class of 2022).

All students intending to participate in the commencement ceremony are required to participate in all scheduled practices and observe established behavioral and dress guidelines. Dress guidelines include wearing the approved graduation gown and mortarboard cap, with nothing on the outside of the graduation gown or cap except honor cords or stoles related to high school awarded honors or activities.

CROSS REF.: 345.3, Graduation Requirements

APPROVED: December 16, 1992

REVISED: November 15, 2000
September 18, 2013
June 20, 2018

SCHOOL DISTRICT OF SOUTH MILWAUKEE

345.31-Rule

GRADUATION CEREMONY

The graduation ceremony is not a right, but rather a privilege for students to take part in. Student behavior will be a factor in determining participation in the graduation ceremony.

Students who are denied the privilege to participate in the graduation ceremony because they missed the scheduled practice event shall have the right to appeal the decision to the high school principal. The principal shall have the sole right to determine if the student may participate in the graduation ceremony.

Students who exhibit poor behavior (which includes lack of/poor attendance, repeated refusal to follow school rules, etc.) during the course of their senior year and/or over the course of their high school career could be denied the opportunity to participate in the graduation ceremony by administration. If students are denied this privilege, they will have the right to appeal to the appeals committee.

Appeals Process:

1. The student must write a letter of appeal indicating why he or she deserves the opportunity to participate in the graduation ceremony.
2. The student and his/her parent/guardian must attend an appeals meeting.
3. At the identified appeals meeting, a team of teachers, including the senior advisors, administrators and guidance counselors, will read the letter of appeal and interview the student and parent/guardian to consider justification for behavior.
4. A final decision will be made by the appeals team as to whether or not the student will be able to participate in the graduation ceremony.
5. The decision of the appeals committee will stand. If the student wants to appeal the decision, he/she must do so with the Superintendent of Schools.

January 31, 2020

SCHOOL DISTRICT OF SOUTH MILWAUKEE

345.32

GRADUATION HONORS DETERMINATION

The valedictorian(s) is/are the student(s) with the highest cumulative GPA (grade point average). The salutatorian(s) is/are the student with the next highest cumulative GPA to the hundredth decimal point with no rounding.

Top 10% is determined by using a list of students' cumulative GPA's by cohort year. If necessary, the hundredth decimal point will be used with no rounding. Exchange students will not be included in the top 10%.

Honor cords (Senior Honor Awards Program): Honor cords are given to any student who has a 3.0000 cumulative GPA or above. High honor-white and gold honor cord (3.5000 and above). Honor-double gold honor cord (3.0000 to 3.4999). Exchange students will not be awarded honor cords.

The GPA used to determine eligibility for all honors under this policy will be the GPA after seven (7) semesters of high school. (This will be after semester 1 of senior year.)

APPROVED: September 18, 2013

REVISED: February 24, 2016
September 19, 2018
September 8, 2021

SCHOOL DISTRICT OF SOUTH MILWAUKEE

346

ASSESSMENT ADMINISTRATION

The School District of South Milwaukee shall establish and maintain a balanced assessment system for the purposes of progress monitoring, assessment and accountability.

Assessments in the School District of South Milwaukee include:

1. A qualitative assessment of the educational program of the District for purposes of reporting the overall status of the District and charting the growth of its students, grades, schools and areas from year to year;
2. Individual assessment results distributed to parent(s)/guardian(s);
3. Appropriate reports to the School Board and other publics;
4. Interpretation and use by the teacher, administrator and other professional staff members so that the test findings will influence educational growth and development of individual students; and
5. Effective teaching and curriculum development and improvement.

Assessments shall embody those required by state law and possibly other assessments and/or procedures that are determined to be useful in demonstrating the achievement of the District's goals and objectives.

Decisions regarding the inclusion or exclusion of students with disabilities or English Language Learners (ELL) in the District's standardized testing program shall be made on an individual basis in accordance with the established District procedures.

Parents/guardians may request that their child be excused from taking federal, state or local standardized tests administered by the District unless prohibited by federal or state law. Such requests must be submitted in writing to the Board or its designee at least one week before the administration of the standardized test. Upon such written request, the Board or its designee will excuse the student from taking the standardized test.

The School District of South Milwaukee shall not discriminate in the methods, practices and materials used for testing and evaluating students, on the basis of gender, race, religion, national origin, ancestry, color, creed, pregnancy, marital or parental status, sexual orientation, gender identity or physical, mental, emotional or learning disability or handicap. This policy does not prohibit the use of approved accommodations to meet the individual needs of students. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Wisconsin Statutes Sections

115.77(1m)(bg) (Local educational agency duties)

118.016 (Assessment of Reading Readiness)

118.13 (Pupil discrimination prohibited)

118.30 (Pupil assessment)

121.02(1)(r) and (s)

Wisconsin Administrative Code

PI 13.03 (Limited English proficient pupils)

PI 16 (Four-year-old kindergarten grants)

REVISED: November 15, 2000

December 3, 2014

October 21, 2015

August 17, 2016

SCHOOL DISTRICT OF SOUTH MILWAUKEE

346-Rule

ASSESSMENT RULES

Required Assessments

Specific assessments are required by the state, as follows:

1. Pre-kindergarten (4K) through Second Grade Assessment
 - a. Per Wis.Stats., Ch. 118.016 (b) Assessment of Reading Readiness, beginning with the 2016-17 school year, the School District of South Milwaukee shall, using the appropriate, valid, and reliable assessment of literacy fundamentals selected by the district, annually assess each pupil enrolled in 4-year-old-kindergarten to second grade in the school district or in the charter school for reading readiness. The District shall ensure that the assessment evaluates whether a pupil possesses phonemic awareness and letter sound knowledge. The District will then report the results of the assessment to the parent(s)/guardians.
 - b. Students not meeting benchmark standards as indicated by the assessment, will be provided reading intervention or remediation support and services as defined by Wis.Stats., Ch 121.02
2. Other State Mandated Assessments
 - a. Each spring, the District is required to administer a state-mandated assessment in the areas of reading and math to all students in grades 3-11. Additionally, students in grades 4, 8, and 10 will be assessed in the area of social studies, including the equivalence of a state-required Civics Exam to be successfully completed by end of the student's 12th grade year. Students participate in an assessment that includes science content in grade 4, 8-11, however, for state accountability purposes, the District shall report on student science performance in grades 4, 8, and 11.
 - b. The state-designated assessment for students in grade 9 and 10 includes English and writing in addition to math, reading, and science.
 - c. The state-designated assessment for students in grade 11, the ACT, includes English, reading, writing, math, and science. Additionally, students in grade 11 will also be assessed using the ACT WorkKeys in applied mathematics, locating information, and reading for information, which are indicated for career-readiness.

Exemption from State Assessments

Parents/guardians of Third through Eleventh grade students may request that the District excuse their child(ren) from taking the state-required assessments for accountability purposes by providing a written request. Once received by a school official, the request will then be shared with the Technology and Student Learning Coordinator or Director of Instruction who will acknowledge receipt of the request and the child(ren) shall be excused. The District will then supply a letter indicating that academic instruction will continue in lieu of taking the assessment. However, special education students may be provided with an alternate assessment if determined by the student's Individual Education Program (IEP) team.

Testing of Students with Special Education Needs

1. Decisions regarding testing will be made on an individual basis and will be documented in the special education needs student's IEP.
2. Participants at the IEP meeting should determine whether the student will take the test without accommodations, with accommodations or whether the student will take an alternate assessment. Accommodations that might be needed in the test administration or format should become part of the IEP. Any accommodations should be such that what is measured by the tests remains the same.
3. Test results will not be used as the sole criterion in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in postsecondary education opportunities.
4. If a special education needs student is exempted from taking the required tests, the district may not penalize the student by denying grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in postsecondary education opportunities.
5. The district will follow all state and federal guidelines as to the standardized testing of students with disabilities.

Testing of LEP Students

1. An LEP student may not be exempted from academic assessments based on their LEP status. The district shall administer a state-required test to an LEP student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. If an LEP student is exempted from taking a state-required test, he/she shall follow DPI approved assessment guidelines.
2. Decisions regarding testing will be made and documented on an individual basis for each LEP student.

3. The test results of each LEP student shall also be given to the student's parent/guardian.
4. All notices provided to parents/guardians of LEP students shall be given in such manner so as to ensure understanding of the notices. They should be provided in English, the parent/guardian's native language or any other means to convey the required information.

Students Determined to Be Handicapped Persons Under Section 504

Sec. 504 students who do not meet the definition of “children with disabilities” under IDEA are entitled to accommodations and services in the general school setting in order for them to benefit from all programs and activities available to non-disabled students. Appropriate accommodations and services must be documented in a Sec. 504 Individualized Accommodations Plan (IAP) and may include test accommodations and other adaptations. The complete range of test modifications which may be included in the IEP of a student with disabilities under IDEA may also be included in the IAP for a Sec. 504 student. Sec. 504 students who are not identified as students with disabilities under IDEA may not be excluded from participation in the WSAS examinations.

Academic and Career Plan

1. Beginning with the 2017-2018 school year, the School District of South Milwaukee shall ensure that the District is providing academic and career planning services to pupils enrolled in grades 6 to 12.
2. The District will procure, install, and maintain information technology, including computer software, to be used statewide by school districts to provide academic and career planning services, and provide guidance, training and technical assistance to staff, including teachers and counselors, on how to implement model academic and career plans, including training and technical assistance that is necessary to implement the information technology.

SCHOOL DISTRICT OF SOUTH MILWAUKEE

346.1

ASSESSING ENGLISH LANGUAGE PROFICIENCY

Limited English Proficiency (LEP) students shall be assessed to determine their English language proficiency using the DPI approved English proficiency assessment instrument. An English Language Learner teacher or other trained professional shall administer the assessment. The District may also use the following information when assessing a student's English proficiency: prior academic records from within or outside the United States; information on everyday classroom performance; and course grades which, in relation to the student's grade level, indicate that lack of progress is due to limited English language skills.

A student's English proficiency records shall be maintained by the District in accordance with state and federal laws.

The test results of each LEP student shall be given to the student's parent/guardian. All notices provided to parents/guardians of LEP students shall be given in such a manner so as to ensure understanding of the notices. The notices may be provided in English, the parent/guardian's native language or any other means to convey the required information.

CROSS REF.: 346 Rule Guidelines for Testing Program Exemptions

APPROVED: November 20, 2007

SCHOOL DISTRICT OF SOUTH MILWAUKEE

347

STUDENT RECORDS

Student records shall be maintained to assist the school in providing the student appropriate educational experiences.

Student records shall include all records relating to an individual student maintained by the District, regardless of format, as defined by state and federal laws. Notes or records maintained for personal use by teachers or other certified personnel which are not available to others, records necessary for and available only to persons involved in psychological treatment of a student, law enforcement unit records, patient health care records, court records, directory data information and student health care records are not student records. The District will follow both state and federal laws in the definition of student records.

Student records shall be maintained in accordance with state and federal laws and established guidelines.

LEGAL REF.: Wisconsin Statutes Sections
118.125 (Pupil records)
118.126 (Privileged communications)
118.127 (Law enforcement agency information)
118.128 (Pupil Records)
146.81 - 146.83 (Health care Records)
252.15 (Restrictions on use of a test for HIV)
767.41(7) (Access to records)
938.396 (Records)
Chapter 19, Subchapter IV (Wisconsin open records)
Family Educational Rights and Privacy Act (34 CFR Part 99)

CROSS REF.: 347-Rule Guidelines for Confidentiality and Maintenance of Student Records
347-Exhibit(1) Permission to Retain Behavioral Records
347-Exhibit(2) Request to Withhold Directory Data
347-Exhibit(3) Student Records Notice
Special Education Handbook

APPROVED: November 15, 2000

REVISED: November 20, 2007
September 7, 2011

SCHOOL DISTRICT OF SOUTH MILWAUKEE

347-Rule

GUIDELINES FOR CONFIDENTIALITY AND MAINTENANCE OF STUDENT RECORDS

STUDENT RECORDS

- A. Progress Records - These include a statement of courses taken by the student, the student's grades, the student's immunization records, the student's attendance record and records of the student's extracurricular activities.
- B. Behavioral Records - These include psychological tests, personality evaluations, records of conversations, standardized achievement tests or tests of ability, student physical health records other than immunization records, teacher evaluation other than grades, statements relating to individual student behavior and other records that are not progress records.

Behavioral records include "student physical health records." Student physical health records include basic health information about a student, including an emergency medical card, a log of first-aid and medicine administered to the student, an athletic permit card, a record concerning the student's ability to participate in an education program, the results of any routine screening test such as for hearing, vision or scoliosis, and any follow-up to such test, and any other basic health information as determined by the designated state agency or officer.

NOT STUDENT RECORDS

- A. "Law enforcement officer records" include records and other information maintained by a law enforcement agency and obtained from a law enforcement agency. If law enforcement records are received by the District, the student named in the records and the parent of any minor student named in the records may be notified of the information when deemed appropriate by the building principal. Parents will not be notified in every circumstance.
- B. "Court records" include those records received from a court clerk concerning a juvenile enrolled in the District who: (a) has had a petition filed with a court alleging that he/she has committed a delinquent act that would be a felony if committed by an adult, (b) has been adjudged delinquent, (c) has school attendance as a condition of his/her court dispositional order, or (d) has been found to have committed a delinquent act at the request of or for the benefit of a criminal gang that would be a felony if committed by an adult and has been adjudged delinquent on that basis.

- C. "Patient health care records" include all records relating to the health of a student prepared by or under the supervision of a health care provider which are not included in the "student physical health records" definition above.
- D. Directory Data - These include:
1. The student's name and date of birth
 2. The student's parent/guardian name
 3. The school most recently/previously attended
 4. The student's dates of attendance and grade level
 5. The student's participation in activities and sports
 6. The student's weight and height if member of athletic team
 7. The student's photograph
 8. The student's degrees/awards
- E. Notes maintained by a teacher or other certified personnel used for that person's own personal use are not student records.
- F. Records necessary for and available only to persons involved in the psychological treatment of a pupil are not student records.

CONFIDENTIALITY

NOTE: References to the Board or Board Clerk shall also include an administrative designee reviewing or releasing records as appropriate.

A. Student Records

All student records are confidential with the following exceptions:

1. A student or the parent or guardian of a minor student shall, upon request, be shown and provided with a copy of the student's records.
2. An adult student or the parent or guardian of a minor student shall, upon request, be shown, in the presence of a person qualified to explain and interpret the records, the student's behavioral records.
3. The judge of any court of this state or of the United States shall, upon request, be provided by the School District Clerk with a copy of all progress records of a student who is the subject of any proceeding in such court.
4. If school attendance is a condition of a student's dispositional order under section 48.355(2)(b)7 or 938.358(2), the Board, through the building principal, shall notify the county department that is responsible for supervising the student within five days after any violation of the condition by the student.

5. A law enforcement agency shall be provided a copy of a student's attendance record if the law enforcement agency certifies in writing that the student is under investigation for allegedly committing a criminal or delinquent act and that the law enforcement agency will not further disclose the student's attendance record information except as permitted by law.
6. Student records shall be made available to school officials who have been determined by the Board to have legitimate educational or safety interests in such records. A "school official" is:
 - a. A person employed by the District who is required by the Department of Public Instruction to hold a license;
 - b. A person who is employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and police-school liaison personnel);
 - c. A person serving on the Board;
 - d. A person or company with whom the District has contracted to perform a specific task (such as an attorney, auditor, medical consultant or therapist);
 - e. A parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks; or
 - f. The designated police-school liaison officer.

A school official has a "legitimate educational or safety interest" if the official needs to review a student record in order to fulfill his/her professional or District responsibility.

- a. Law enforcement AODA records obtained by the District must be made available to District employees designated to provide alcohol and other drug abuse (AODA) treatment programs and must be used to provide such programs for students.

The information may not be used as the sole basis for disciplining a student.

- b. Law enforcement weapons possession records obtained by the District that relate to a District student may be made available to school officials determined to have legitimate educational or safety interests in the information. The information may not be used as the sole basis for disciplining a student.
- c. Law enforcement weapons possession records obtained by the District that relate to a person who is not a District student may be made available to school officials determined to have legitimate safety

interests in the information.

- d. Law enforcement delinquency-related records obtained by the District must be made available to school officials determined to have legitimate educational or safety interests in the information and District employees who have been designated by the Board to provide treatment programs.

The information must be used for legitimate educational or safety purposes and to provide treatment programs for students, and cannot be used as the sole basis for disciplining a student.

- e. Court records obtained by the District must be disclosed to District employees who work directly with the juvenile named in the records or who have been determined by the Board to have legitimate educational or safety interests in the information. An employee cannot further disclose the information and the information cannot be used as the sole basis for suspending or expelling a student from school.

A Board member or District employee may not be held personally liable for any damages caused by failure to make student record disclosures to District employees as outlined above unless the person acted with actual malice in failing to disclose the information. The District also may not be held liable for any damages caused by nondisclosure unless the District or its agent acted with gross negligence or reckless, wanton or intentional misconduct in failing to disclose the records.

7. Pertinent student records shall be made available to an investigating law enforcement agency or district attorney if the requesting person certifies in writing that the records:
 - a. Concern the juvenile justice system and its ability to serve the pupil;
 - b. Relates to an ongoing investigation or pending delinquency petition; and
 - c. Will not be disclosed to anyone else except as otherwise authorized by law.

School officials must determine what, if any, student records are considered to be pertinent to the request.

8. Upon the written permission of an adult student or the parent or guardian of a minor student, the school shall make available to the person named in the permission form the student's progress records or such portions of his/her

behavioral records as determined by the person authorizing the release. Law enforcement officer records may not be made available under this exception unless specifically identified by the adult student or by the parent of a minor student in the written permission.

9. Student records shall be provided to a court in response to a subpoena by parties to an action for in camera inspection to be used only for purposes of impeachment of any witness who has testified in the action. The court may turn said records or parts thereof over to parties in the action or their attorneys if said records would be relevant and material to a witness's credibility or competency.
10. The Board shall provide the DPI or any other public officer with any information required under Chapters 115 to 121 which covers all aspects of public instruction under the law. The DPI may secure student or other records which are necessary in connection with the audit and evaluation of state or federal-supported programs or in connection with the enforcement of state or federal requirements which relate to such programs.
11. Information from a student's immunization records shall be made available to state and local health officials to carry out immunization requirements.
12. Upon request, the Board Clerk shall provide the names of students who have withdrawn from school prior to graduation to the technical college district board in which the public school is located or, for verification of eligibility for public assistance, to the Department of Health and Family Services, the Department of Workforce Development or a county department under sections 46.215, 46.22 or 46.23 of the state statutes.
13. Notwithstanding their confidential status, student records may be used in suspension and expulsion proceedings and by the multidisciplinary team under Chapter 115 of the statutes.
14. The Board may disclose personally identifiable information from the student records of an adult student to the parent of the adult student without the written consent of the adult student if the adult student is a dependent of his/her parent for tax purposes (under the Federal Internal Revenue Code, 26 USC). This may be done unless the adult student has informed the school, in writing, that the information may not be disclosed.
15. The Board shall disclose a student's records in compliance with a court order under Wisconsin's delinquency statutes after a reasonable effort has been made to notify the student's parent.
16. Annually, on or before August 15, the District shall report to the appropriate

community services boards established under sections 51.42 and 51.437 the names of students who reside in the District, who are 16 years of age or older, who are not expected to be enrolled in an educational program two years from the date of the report and who may require services under sections 51.42 or 51.437 (community mental health, developmental disabilities, alcoholism and drug abuse).

17. Student personally identifiable information from a student's records may be disclosed to appropriate parties in connection with an emergency if knowledge of the information is necessary due to an articulable and significant threat to the health and safety of a student or other individuals to protect the health or safety of the student or other individuals. The District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals.

The disclosing official must keep a record of when student records are disclosed under this exception including:

- a. The articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and
- b. The parties to whom the district disclosed the information.

18. Student records may be made available, without parent consent, to a caseworker or other representative of a State or local child welfare agency or tribal organization authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student. The student records may not be discarded without parental consent if the student is residing with the parent. The requestor must certify in writing:

1. That the relevant agency or tribal organization is legally responsible for the care and protection of the student (consider referencing the "out-of-home placement" element of the federal guidance, as further discussed above);
2. That the person receiving the records is authorized to access the student's case plan;
3. That the records being requested are pertinent to addressing the student's educational needs; and
4. That the individual(s) requesting and receiving the records acknowledge their responsibility and agree to adhere to all state and federal limitations on the use and further disclosure of records

B. Release of Patient Health Care Records

All patient health care records shall remain confidential. They may be released only to persons specifically designated in state law or to other persons with the informed consent of the patient or a person authorized by the patient. Patient health care

records may be released upon request without informed consent to a District employee or agent, with regard to patient records maintained by the District in which he/she is employed or is an agent, if any of the following apply:

1. The employee or agent has responsibility for the preparation or storage of patient health care records.
2. Access to patient health care records is necessary to comply with a requirement in federal or state law.

A health care provider (for example, school nurse) or any other person acting under the supervision of that person has authority to release patient health care record information to the extent authorized by law.

Any record that concerns the results of a test for the presence of HIV or antibody to HIV (the virus which causes acquired immunodeficiency syndrome - AIDS) shall be confidential and may be disclosed to other persons only with the informed consent of the test subject.

For purposes of these procedures, "informed consent" means written consent that includes all of the following information: (a) the name of the student whose record is being disclosed, (b) the type of information to be disclosed, (c) the name of the person(s) making the disclosure, (d) the purpose of the disclosure, (e) the individual, agency or organization to which disclosure may be made, (f) the signature of the student, if an adult, or the parent/guardian of a minor student, (g) the date on which the consent is signed, and (h) the time period during which the consent is effective.

C. Release of Directory Data

Student directory data will be considered public information or restricted from release per the following procedure:

1. Within the first three weeks of each school year, the District shall publish in the official District newspaper the categories of information designated as directory data by the Board. In addition, individual notification will be given to the parent/guardian or adult student during the first three weeks of school, and/or during the time of enrollment.
2. After the parent, guardian or adult students have been notified, they will have two weeks to advise the school district in writing (per the designated form) of any or all of the items they refuse to permit the District to designate as directory data about that student.

3. At the end of the two-week period, each student's records will be appropriately marked by the records custodian to indicate the items the District will designate as directory data about the student. This designation will remain in effect until it is modified by the written direction of the student's parent/guardian or adult student.
4. If the District has followed the notification procedure outlined above, and the adult student, parent or guardian does not object to the directory data being released, directory data may be released to any person upon request.
5. If the District has followed the notification procedure outlined above, and the parent/guardian or adult student does not object to the directory data being released, the Board Clerk or designee shall, upon request, provide any representative of a law enforcement agency, district attorney or corporation counsel, county department under sections 46.215, 46.22 or 46.23 or a court of record or municipal court with such directory data information relating to any such student enrolled in the District for the purpose of enforcing that student's school attendance, to respond to a health or safety emergency, or to aid in the investigation of alleged criminal or delinquent activity by a student enrolled in the District.

PARENT ACCESS TO RECORDS

A parent, regardless of whether the parent has legal custody of the student, shall have equal access to the student's medical, dental and school records unless the parent has been denied access to such records as outlined by state law (e.g., denied periods of physical placement with the student, ordered by the court).

MAINTENANCE AND DESTRUCTION OF RECORDS

The building principal and Director of Pupil Services have the primary responsibility for maintaining the appropriate confidentiality of all student records kept at his/her school. All requests for inspection or for transfer to another school or school district should be directed to the building principal who will then determine whether inspection or transfer is permitted under this procedure.

The building principal, Director of Pupil Services, or his/her qualified designee shall be present, if requested, to interpret behavioral records when inspection is made under "Confidentiality - A - 2" above.

While students are attending school, their records will be maintained in the school of attendance. When the student ceases to be enrolled in the District, records shall be housed in the last building attended. Patient health care records and law enforcement officer record information shall be maintained separately from a student's other records.

- A. All behavioral records will be destroyed one year after the date the student ceases to be enrolled (i.e., graduates from or last attends the school) unless the student (parent/guardian of a minor student) gives permission that the records may be maintained for a longer period of time. Where such permission is received, behavioral records shall be maintained for the time period specified in the written permission or, if no such time period is noted, for as long as the District's needs require.
- B. Complete progress records shall be kept until graduation or until after the student ceases to be enrolled. Progress records from grades nine through 12 will be maintained permanently. With the exception of summary registration data, K-8 data will be retained for five years.

TRANSFER OF RECORDS

Student records relating to a specific student shall be transferred to another school or school district upon receipt of written notice from an adult student or the parent/guardian of a minor student that such student intends to enroll in the other school or school district or upon written notice from the other school or school district that the student has enrolled or from a court that the student has been placed in a juvenile correctional facility or a secured child caring institution. Written notices and requests for transfers of student records shall be maintained for five years after the student ceases to be enrolled.

HEARING PROCEDURES REGARDING CONTENT OF STUDENT RECORDS

An adult student or the parent/guardian of a minor student shall have the right to:

- A. Request that inaccurate or misleading information be amended to accuracy.
- B. Request a hearing and challenge when the information in the school records is not changed.
- C. If overruled, the adult student and/or parent/guardian has the right to produce in writing his/her disagreement with the District decision and place this information in the student folder.

COMPLAINTS REGARDING ALLEGED NONCOMPLIANCE WITH FEDERAL REQUIREMENTS

Adult students or parents of minor students may file a complaint with the Family Policy compliance Office of the U.S. Department of Education for alleged District noncompliance with requirements of the federal Family Educational Rights and Privacy Act (FERPA).

ANNUAL PUBLIC NOTICE

Parents and students shall be notified annually of the following: (a) their rights to inspect, review and obtain copies of student records; (b) their rights to request the amendment of the student's school records if they believe the records are inaccurate or misleading; (c) their rights to consent to the disclosure of the student's school records, except to the extent state and federal law authorizes disclosure without consent; (d) the categories of student record information which have been designated as directory data and their right to deny the release of such information; and (e) their right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education. Provisions shall be made to effectively notify parents who are disabled and parents who have a primary or home language other than English.

July 20, 2016

SCHOOL DISTRICT OF SOUTH MILWAUKEE

347-Exhibit(1)

PERMISSION TO RETAIN BEHAVIORAL RECORDS

Complete and return to the principal

Listed are the categories of behavioral records. By law, we must retain your behavioral records for no more than one year following your graduation or ceasing to be enrolled in the District unless you indicate that you would like them to be kept longer.

1. The District strongly recommends that you authorize the following records to be retained for more than one year. The school shall retain initialed items in this category for as long as the District's needs require.

_____ Tests relating specifically to achievement or measurement of ability – includes PSAT/NMSQT, SAT and ACT scores which are generally needed on most transcripts

_____ Psychological tests and IEP data

_____ Immunization data

-
2. The District does not recommend that you authorize the following records to be retained for more than one year once you are graduated or no longer are enrolled in the District. The school shall retain initialed items in this category, as long as the District's needs require, for no more than one year. If you have questions, please see your counselor.

_____ Records of conversation

_____ Any written statement relating specifically to an individual's behavior

_____ Student physical health records other than immunization records

_____ Any other student records that are not progress records

(Permission to Retain Behavioral Records, cont.)

This form must be signed with either option A or B (below) initialed and returned prior to graduation, or the District, by law, must destroy all of your behavioral records within one year of your graduation or last attending the school. This could have an adverse effect on your future requests to furnish complete records to an employer, college or as otherwise needed. Please see your counselor if you have any questions.

- A. _____ I have read the above instructions, and I have initialed those items I wish retained.
- B. _____ I have read the above instructions and I authorize the District to destroy all my behavioral records one year following my graduation or last attending the school.

Name of Student: _____

Signature of Student (if 18 or older)

OR

Signature of Parent (and Student's Date of Birth)

November 2007

STUDENT RECORDS NOTICE

The School District of South Milwaukee maintains student records for each student attending school in the District. State and Federal laws require that the maintenance of such records assure confidentiality. Accordingly, the following shall apply in the District:

- (1) An adult student, or the parent(s) or guardian(s) of a minor student, has the right to inspect, review and obtain copies of the student's school records upon request in accordance with established District procedures. The District will respond to such requests without unnecessary delay and in no case more than 15 working days after the request is made. Copies of the District's student records procedures are available upon request at the South Milwaukee School District Office, 901 15th Avenue, South Milwaukee, WI 53712. Regular office hours are: 8:00 a.m. to 4:00 p.m.
- (2) An adult student, or the parent(s) or guardian(s) of a minor student, has the right to request the amendment of the student's school records if he/she believes the records are inaccurate or misleading. Complaints regarding the content of student records may be made in accordance with established District procedures. Copies of the District's procedures are available upon request as outlined above.
- (3) An adult student, or the parent(s) or guardian(s) of a minor student, has the right to consent to the disclosure of information contained in the student's school records except to the extent that state and federal laws authorize disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials determined to have legitimate educational or safety interests in the records. A "school official" is a person employed by the District who is required by the Department of Public Instruction to hold a license; a person employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and police-school liaison personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a specific task (such as an attorney, auditor, medical consultant or therapist); the designated police-school liaison officer; or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational or safety interest" if the official needs to review a student record in order to fulfill his/her professional or District responsibility.

The District shall transfer a student's records to another school or school district without consent upon request in accordance with state law. District procedures outline the specific reasons for disclosure without consent and are available upon request as outlined above.

- (4) An adult student, or the parent(s) or guardian(s) of a minor student, has the right to file a complaint with the U.S. Department of Education for alleged District noncompliance with

federal Family Educational Rights and Privacy Act (FERPA) requirements. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Further, the South Milwaukee School Board has designated the following student record information as directory data: student's name, date of birth, parent/guardian name, school most recently/previously attended, dates of attendance, grade level, participation in activities and sports, weight and height if member of athletic team, student photograph, and student degrees/awards. This information may be disclosed to any person UNLESS the adult student, or parent, legal guardian or guardian ad litem of a minor student completes the Request to Withhold Directory Data form at the school in which said student attends of their desire that all or any part of the directory information may not be disclosed without his/her consent. The District will not release directory data earlier than two weeks (14 days) after the opening of school or receipt of this notice. Previous requests to withhold the disclosing of directory data will be honored unless a revised request is submitted.

High School Parents and Students: Please note that the district is required to give student's name, addresses and phone numbers to military recruiters or an institution of higher education unless this information has been restricted by you on the directory data form. Please contact the high school office if you have any questions regarding this aspect.

March 2015

SCHOOL DISTRICT OF SOUTH MILWAUKEE

348

STUDENT PERSONAL INFORMATION

The District values privacy of students and families. The District will endeavor to keep personal student information (name, address, telephone number and Social Security identification number) private. The District will not sell or market this information.

Students and parents should be aware of the District policy regarding directory data and how that information may be disseminated.

LEGAL REF.: No Child Left Behind Act of 2001

CROSS REF.: 347 Student Records
347 Rule Guidelines for Confidentiality and Maintenance of Student
Records
347 Exhibit Request to Withhold Directory Data

APPROVED: November 20, 2007

SCHOOL DISTRICT OF SOUTH MILWAUKEE

351

SUMMER SCHOOL

The District shall annually conduct a summer session to begin no earlier than the day after the last day of the regularly scheduled school year and end no later than one week prior to the beginning of the next school year. Summer sessions shall be conducted at all levels of education whenever feasible.

The Superintendent and/or designee shall make available guidelines for summer school classes.

Enrollment in summer school shall be voluntary. Any student enrolled in summer school shall regularly attend and follow school rules.

LEGAL REF.: Sections 118.04 Wisconsin Statutes
 121.14
 121.54(4)

APPROVED: November 15, 2000

REVISED: June 2, 2021

SCHOOL DISTRICT OF SOUTH MILWAUKEE

352

FIELD TRIPS

All field trips which are properly planned, supervised, and approved shall be considered a bona fide school activity of the District. Such activities shall be conducted under rules formulated by the administrative staff with the approval of the Superintendent and/or designee.

Field trips should have an educational basis related to the class, group or co-curricular activity sponsoring the field trip. Teachers and administrators should structure field trips to allow for maximum participation of all eligible students.

In administering this policy it is understood that students should be in school or on class-wide curriculum-based field trips on regularly scheduled school days.

Overnight Trips

Overnight trips require approval of the superintendent and/or designee. All school organizations and sponsoring groups intending to participate in overnight trips as a group with school identity must meet established guidelines when presenting plans for such approval.

Overnight Out of State Trips (including out of country)

All overnight out of state trips require Board approval. Initial application for such trips should be made through appropriate building principals.

One Day Out of State Trips

All out of state trips that do not involve an overnight stay require approval of the building principal and notification to the superintendent.

Student Medical Needs

Students who receive medications during the school day will be given medication by school staff during field trips. For an overnight field trip, written parental permission and a written order from the health care provider is required.

LEGAL REF.: Sections 121.54(7) Wisconsin Statutes
895.437

CROSS REF.: 352-Rule, Guidelines for Overnight and Out of State Trips
751, Student Transportation Services

APPROVED: November 15, 2000

REVISED: October 4, 2006
September 19, 2018

SCHOOL DISTRICT OF SOUTH MILWAUKEE

352-Rule

GUIDELINES FOR OVERNIGHT AND OUT OF STATE TRIPS

In order to receive approval, overnight and out of state trip proposals presented by school organizations and groups shall meet the following guidelines:

1. The organization/group must request approval prior to any solicitation of an invitation or immediately after receipt of an invitation from an outside source.
2. Approval
 - a. All overnight trips must be approved by the superintendent or assignee at least three (3) months prior to the trip or as soon as possible after the trip is planned if three (3) months notification is not possible.
 - b. All out of state overnight trips must be approved by the Board at least six (6) months prior to the trip or as soon as possible after the trip is planned if six (6) months notification is not possible.
 - c. All out of state trips that do not involve an overnight stay must be approved by the building principal at least two (2) weeks in advance or as soon as possible after the trip is planned if two (2) weeks notification is not possible. The building principal shall notify the Superintendent of the trip via email on the day the trip is approved. Notification shall include the date and location of the trip, number of students or classes involved and the purpose of the trip. The superintendent may cancel any trips that he/she believes are not appropriate.
3. In the preplanning stage of any proposed trip, parents must be advised of plans in order that they may react favorably or unfavorably.
4. The organizer of trips shall take into consideration the importance of student attendance in school during each scheduled school day.
5. Funding
 - a. Trips that are voluntary and not class specific shall not involve the expenditure of District funds. However, trips related to an athletic or co-curricular competition may involve expenditure of District funds as determined by the appropriate administrator.
 - b. There must be a clearly defined cost to the students. The organization/group shall submit a proposed financial cost to the Superintendent and/or designee.

- c. The organization/group shall submit an itinerary and the anticipated cost prior to solicitation of funds.
 - d. Fund raising activities shall be in accordance with Board policy. No fundraising shall occur until the trip has been approved. Monies raised through student fundraising shall not be used to fund chaperones.
 - e. The funding goal of all district staff in organizing field trips should be to make the field trip as financially affordable as possible through planning and fundraising.
 - f. A financial statement shall be provided to the superintendent and/or designee within 35 work days after completion of the trip.
6. The request shall include specific written objectives, a description of the educational value of the trip and the intended frequency of such excursions.
 7. The number of adult chaperones must be adequate so that students can be given proper and adequate supervision.
 8. All students shall be lodged in one facility whenever and wherever possible. Students may not stay in private homes other than on an exchange basis or as part of a licensed travel agency trip. Parents shall be informed of the type of lodging prior to the trip.
 9. No student shall be coerced in any way to be part of a trip. Participation shall be voluntary.
 10. All modes of transportation must be arranged through a licensed commercial carrier or a licensed travel agency with itinerary clearly defined.
 11. Students who are taking trips shall submit a signed permission slip from their parents or legal guardians.
 12. Students, chaperones and any other group participation on trips shall be expected to exhibit proper conduct and rapport with the public they encounter and all school rules apply.
 13. Parents and students shall be briefed and given rules of conduct prior to all trips. Information provided shall include a statement that the family insurance plan will be the primary insurance throughout the time of the trip.
 14. Any deviation from the foregoing procedures must be approved by the superintendent and/or designee with notification to the Board.
 15. All adults that are not District employees shall sign a waiver allowing the District to perform a criminal background check prior to the trip.

16. Severe student misbehavior may result in a student returning from the trip early at the expense of the student and/or family.
17. Additional travel costs incurred by a chaperone and/or student due to a student missing a travel connection shall be borne by the student and/or family.

October 2006

INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION

All students in the District shall be provided access to a current, balanced collection of instructional materials that depicts in an accurate and unbiased way the cultural diversity and pluralistic nature of American society, and that supports the locally established philosophy and objectives of education. "Instructional materials" includes, but is not limited to, books, basic reference materials, textbooks, periodicals, and multimedia materials.

The purposes of instructional materials are to implement, enrich, and support the educational program of the school. To this end the Board supports the following objectives based on the Standards for Instructional Materials of the American Library Association:

- A. To promote and to provide materials that will enrich and support the curriculum and personal needs of the users, taking into consideration their varied interests, abilities, and learning styles.
- B. To provide materials that will stimulate growth in problem solving, factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- C. To provide a background of information that will enable students to make intelligent judgments in their daily lives.
- D. To provide materials on opposing ideas of controversial issues so that users may develop under guidance the practice of critical analysis.
- E. To provide materials that realistically represent our pluralistic society and reflect the contributions made by these groups and individuals to our American heritage.
- F. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection of textbooks appropriate for the user.

The responsibility for recommending instructional materials is delegated to the professionally trained personnel employed by the school system. The Board delegates to the Superintendent, or his/her designee, the responsibility of appointing the appropriate committees for development of curriculum and recommendation of appropriate instructional materials. The Board specifically states that it is not creating a committee for the purpose of selection and/or review of instructional materials.

Instructional materials shall not be prescribed or removed from the library/instructional media center shelves or classroom because of partisan doctrinal approval or disapproval nor because of

gender, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability of the writer.

Procedures for requesting reconsideration of instructional materials shall be available to any person. However, no parent or group of persons has the legal right to abridge the rights of other parents, teachers or students to have access to information which is part of the educational program.

The School District of South Milwaukee shall not discriminate in the selection and evaluation of instructional and library materials on the basis of gender, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Wisconsin Statutes Sections
 115.28(31) (Accommodation of religious beliefs)
 118.019 (Human growth & development instruction)
 118.03 (Textbooks)
 118.12 (Sale of goods and services at school)
 118.13 (Pupil discrimination prohibited)
 120.13(5) (School board powers)
 121.02(1)(h) (School district standards)
 Wisconsin Administrative Code Section
 PI 9.03(1) (Pupil nondiscrimination)

CROSS REF.: 112 Human Relations: Multicultural, Ethnic and Race Relations
 330 Curriculum and Instructional Program Development
 362.2 Student Appropriate Use Policy for School Computer Systems
 411-Rule Student Discrimination Complaint Procedures
 872 Citizen Concerns Regarding Instructional Materials

APPROVED: February 19, 1992

REVISED: November 15, 2000
 November 20, 2007
 September 19, 2018

SCHOOL DISTRICT OF SOUTH MILWAUKEE

362.2

STUDENT APPROPRIATE USE POLICY FOR TECHNOLOGY

The Board supports the use of District technology resources to assist in achieving academic success. Technology resources include hardware, software, data, networks and the Internet. The goal of the Instructional and Information Technology Departments is to provide the learning community with the information management tools and skills to fully integrate technology into the learning experience.

Limitations

Technology resources provided by the School District of South Milwaukee are for educational purposes only. Acceptable uses are those which support the District mission and vision.

The District emphasizes to all users that access to the technology system is a privilege not a right; and the user will be held responsible for his/her actions on the technology system. Inappropriate use of electronic information resources can be a violation of local, state, and federal laws and can lead to prosecution under those laws.

Students failing to abide by the Appropriate Use Policy may lose network/computer privileges along with consequences that may arise from violations of normal school rules, up to and including possible expulsion.

Property of the District, No Expectation of Privacy

All aspects of the technology system are the District's property. Use of the District's technology system is not guaranteed to be private. The District has access to the entire technology system and maintains the right to access or monitor, consistent with the law, all documents, messages or information created on, with or transmitted over the system, including e-mail and Internet usage, without notice to the users.

The District, consistent with the law, can review all such documents, messages, or information. All users should expect routine maintenance and monitoring of the District's technology system may lead to the discovery of a violation of this policy or the law.

Responsibilities and No Liability of the District

The District technology system shall be used in a responsible, efficient, ethical, and legal manner, and all users shall abide by the District's policies and procedures. It is essential that each student recognize his or her responsibility in having access to the vast services, sites and people the network provides. The user is ultimately responsible for his or her actions. Parents and guardians must set and convey high standards that their children should follow when using

media and information sources.

The District uses a filtering system to limit student access to material that is harmful to students, obscene or disruptive to the educational or work environment, and to a lesser degree, high risk activities. The District reserves the right to block sites that do not enhance educational activities or development. The District shall be in compliance with the Children's Internet Protection Act (CIPA). No technology measure can block 100% of inappropriate content so the District emphasizes the importance of staff and parental supervision in monitoring student use of technology.

Because access to the Internet provides connections to other computer networks located all over the world, users should understand that the District does not control the content of information available on such networks. The District is not responsible for the accuracy, quality, or appropriateness of the information obtained through the Internet and makes no warranties of any kind, either expressed or implied, that the information or services provided by or through the Internet will be error-free or without defect.

If a user inadvertently becomes connected to a site that contains material with prohibited content, the user must disconnect from that site immediately and inform a staff member of the incident. Students are encouraged to inform a staff member if they are aware that another user is accessing or has accessed prohibited material.

Anyone using the District's technology system should take note that the District will not be responsible for any mistakes or negligence, liability, copyright infringements or other costs incurred by the person using the District technology system, or the accuracy or quality of information received over the Internet. Copyright infringement includes the duplication of software, a violation of the law and Board policy.

Education, Supervision and Monitoring

It shall be the responsibility of all instructional members of the District staff to educate, supervise and monitor appropriate use of the online computer network and access to the Internet, and promote positive digital citizenship, in accordance with this policy.

The District will promote safe online activity for students and educate students about appropriate online behavior, including interacting with other individuals on social networking websites and cyberbullying awareness and response. This includes, but is not limited to:

- Teaching students how to locate and evaluate appropriate electronic sources;
- Teaching students information literacy skills, including understanding of safety, copyright, ethical practice and data privacy; and,
- Teaching students proper safety procedures when using email, social networking websites, texts, and other forms of direct electronic communication

Use and guidelines of the District Technology System

1. All use of District technology resources, including access to the Internet, must be in support of the educational objective of the District. All Board and school policies must be followed when using any technology resource.
2. Use of District technology to access and/or distribute any material that violates U.S., state, or School Board policy is prohibited.
3. Use of technology to access/use copyrighted materials, pornography, materials harmful to minors, obscene materials and/or similar materials is prohibited.
4. Students may not use the District's technology system in an offensive, harassing, illegal, or defamatory manner. Hate mail, harassment, discriminatory remarks, cyber bullying, and other antisocial behaviors are unacceptable in Internet and other network communications. The District prohibits the use of the system to send or receive offensive or improper messages such as derogatory messages about other students or staff members. In addition, the District prohibits the use of the technology system in any way that could be construed as harassment or disparagement of others. This includes when a student is on a private site while using District technology.
5. Use of proxy sites to bypass District web filters is prohibited.
6. All information accessible through the Internet should be assumed to be private property and subject to copyright protection. Internet sources should be credited appropriately, as with the use of any copyrighted material. For example:
 - a. Harnack, A. and Kleppinger, E. (2001). Citation styles: Using principles of APA style to cite and document sources. In *Online! A reference guide to using Internet resources*. Retrieved January 20, 2003 from <http://www.bedfordstmartins.com/online/cite6.html>
7. Students have a responsibility to respect the privacy and property of other users. Students should not intentionally seek information about, obtain copies of, or modify, files, data or passwords of other users. A student will not allow another student to access computers or network resources using his/her login credentials.
8. For their own safety, students should not reveal any personal information, such as last names, addresses, phone numbers, or photographs, to those outside of the District.
9. Employing the Internet for commercial purposes is prohibited. Students may not use the system to solicit for commercial activities, religious or political causes, outside organizations or other non-school related matters without prior authorization from the building principal.

10. Students should not expect that files stored on district servers will always be private. School and network administrators may review files and communications to maintain system integrity and to ensure that the network is being used responsibly.
11. Technology resources must be handled with care. Physical damage or network interruptions such as the introduction of viruses or deleting of files are prohibited.
12. No eating or drinking near computers or other technology devices.
13. Students are directed to keep passwords for their own private use and should log-off network when leaving the desktop station or other technology devices.
14. Students may not access social networking sites (such as Snapchat, Facebook, etc.), personal websites, personal blogs, online gambling sites or personal email accounts on District computers except for educational purposes specifically approved by the classroom teacher. Students may not engage in cyberbullying activities.
15. Students may not load, save, download, or otherwise install software on technology without approval from the District technology department.
16. Students who create web pages, blogs, profiles or other online postings outside of school that result in the student's online posting being accessed and viewed in the school environment may be disciplined if there is a disruption at the school as a result of the online posting.
17. Students may not use the District's technology system to develop programs or to institute practices that harass other users or gain unauthorized access to any entity on the system. Students may not damage the components of an entity on the system.
18. Students should not share documents, emails, blog postings or any other information created by someone else unless specifically permitted to do so by the creator.
19. Students may not use a device to record others in the classroom or other areas where there may be an expectation of privacy without the permission of those on the recording.

Student Owned Technology – Outside of School

Students' home and personal Internet or other communication tool technology use can have an impact on the District, school and on other students. If a student's personal Internet expression, such as a threatening message toward a staff member or another student, or a website advocating violence or defamation of another's character, creates a substantial disruption at school, offenders may be subject to school disciplinary action and/or legal action.

Substantial disruption is defined as any of the following:

- Necessary cessation of instruction or educational activities;
- Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment (including cyberbullying);
- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities;
- Exhibition of other behavior by students that substantially interfere with the learning environment; or,
- Other similar disruption.

Student Owned Technology – Inside School

Students may bring technology into the District, including laptops, smartphones, ipods, etc. The District is not responsible for the security or safety of student owned technology while on school property or under supervision of a school authority. Students must follow the school rule regarding use of that technology during the school day. This typically will include not using the technology during class time except when given express permission to do so by the classroom teacher for educational purposes. Students may not use student owned technology to access the internal District network. Students may use student owned technology to access the District public wi-fi network.

Students who use student-owned technology while on District property must follow all rules and guidelines of this Acceptable Use Policy. Administrators may confiscate and search student-owned technology while on District property if the administrator has reasonable suspicion that the use of the technology is in violation of this Acceptable Use Policy, school rules, or state law.

Student owned technology may be confiscated, but not searched, by classroom teachers for the length of the class if the student or technology is creating a disruption.

During emergencies, the District may require student owned technology to be turned off so emergency networks are not overwhelmed.

Consequences

Failure to follow the Acceptable Use Guidelines may result in disciplinary actions including loss of technology privileges, suspensions, expulsions or, when applicable, law enforcement involvement.

Parental Opt-Out Provision

The District will provide students access to technology resources, including the Internet, unless the parent/guardian notifies the appropriate building principal in writing that the District should prevent access to technology resources for his/her student(s).

Investigations

The District will cooperate fully with local, state and federal officials in any investigation concerning or relating to any illegal activities conducted through the District's system. In the event that there is an allegation that a student has violated the District's policy, an investigation will ensue with the possible end result being that technology privileges may be withdrawn from students who do not respect the rights of others and who do not abide by established District policy or other discipline up to and including possible expulsion. Specific disciplinary actions will be tailored to meet the specific concerns related to the violation, as well as local, state and federal law.

LEGAL REF.: Wisconsin Statutes Sections:
118.001 (Duties and powers of school boards)
120.12 (School board duties)
120.13 (School board powers)
943.70 (Computer crimes)
947.0125 (Unlawful use of computerized communication systems)
Federal Copyright Law, 17 U.S.C. 101, et. seq.
Children's Internet Protection Act, 20 U.S.C. 6301, et. seq.
Protecting Children in the 21st Century Act (Pub. L. No. 110-385 Title II)

CROSS REF: 347 Student Records
411.3 Bullying Prohibited
832.2 Locker Room and Restroom Privacy

APPROVED: June 14, 2000

REVISED: November 7, 2007
June 18, 2008
October 6, 2010
September 7, 2011
November 7, 2012
September 19, 2018
September 8, 2021

SCHOOL DISTRICT OF SOUTH MILWAUKEE

363

GUIDANCE PROGRAM

The Superintendent or designee shall be responsible for providing a developmental guidance and counseling program in accordance with state law.

The School District of South Milwaukee shall maintain a developmental guidance and counseling program to serve all students and help them with emotional, educational, career, civic and social development. Developmental guidance and school counseling programs are not synonymous. The developmental guidance program is a planned series of events and activities conducted on a systematic basis to assist students to achieve specific competencies. The program is proactive in delivery and its purpose is to facilitate the greatest development possible for all students. School counseling programs include individual planning, group and individual counseling, crisis counseling, consultation with staff and parents, community outreach, and management functions.

The District shall not discriminate in the methods, practices and materials used for testing, evaluating or counseling students on the basis of gender, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

APPROVED: November 15, 2000

SCHOOL DISTRICT OF SOUTH MILWAUKEE

364

STUDENTS: DEATH OF A STUDENT OR STAFF MEMBER

The District respects the needs of individual students experiencing grief due to the death of a student or staff member. The following guidelines will be observed.

1. The District's traumatic event procedures will be followed.
2. Grieving students will be excused from class to speak with appropriate staff members. Students will not be permitted to roam the building unsupervised.
3. Students may attend funeral services during the school day with written parent permission. The students will be excused from class but will be responsible for the materials or assignments from that class period.
4. The Superintendent may approve memorial services, assemblies and funerals at school outside of the student day.
5. Memorial gifts organized in school should be arranged with the building principal. The Board's policy regarding gifts to the schools must be followed.
6. The appropriate decorating of a locker, door or other item on school grounds will be allowed for one week after the death. At the end of the week the administration will ask the family to remove the items. If the family is uncomfortable removing the items, the administration will do so and present the items to the family. Any decorations appearing after that week will be removed on a daily basis and be presented to the family.
7. If the memorial services are held during the school day the normal school hours will continue to be observed.

CROSS REF.: 514.1 Staff: Death of a Student or Staff Member
 841 Gifts to the School District

APPROVED: November 20, 2007

SCHOOL DISTRICT OF SOUTH MILWAUKEE

365

TITLE I SERVICES

The administration, staff and parents of this district believe that the academic achievement of each student is a responsibility shared by the entire school community, including the school district, school, community members, school administration, staff, students, and parents (as defined for the purposes of this policy to include guardians and all members of a student's family involved in the student's education).

The Board has chosen to augment the educational program of educationally disadvantaged students by the use of Federal funds in accordance with Title I of the Amendments to the Elementary and Secondary School Improvement Act of 1965.

The Superintendent or designee shall annually prepare and present to the Department of Education a plan for the delivery of services which meets the requirements of the law, including those described below. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan.

Assessment

The District shall annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment shall include performance measures mandated by the Department of Education as well as those determined by the District professional staff that will assist in the diagnosis, teaching and learning of the participating students. These assessments will help guide the decision of the scope and supplemental participation supported by the use of Title I funds.

Scope

Funds may be used to upgrade the educational program of an entire school and/or to establish or improve programs that provide services only for eligible students in greatest need of academic assistance. The program, for an entire school and/or Targeted Assistance School, shall include the components required by law as well as those agreed upon by participating staff and parents.

Participation

The Title I program shall be developed and evaluated annually in consultation with parents and professional staff members involved in its implementation. Appropriate training will be provided to staff members who provide Title I services. At least one annual meeting will be held for Title I parents.

Title I parents will be provided with information regarding programs, the curriculum, forms of

academic assessment. Title I parents may request regular meetings to discuss the education of their child.

Comparability of Services

Title I funds will be used only to augment, not to replace, State and local funds. The Superintendent or designee shall use State and local funds to provide educational services in schools receiving Title I assistance that, taken as a whole, are at least comparable to services being provided in schools that are not receiving Title I assistance.

The determination of the comparability of services may exclude, in accordance with Federal regulations, State and local funds spent on compensatory education programs, bilingual education programs and programs for educationally-disabled students. The determination of comparability will not take into account unpredictable changes in student enrollments or personnel assignments.

In order to achieve comparability of services, the Superintendent or designee shall assign teachers, administrators and auxiliary personnel and shall provide curriculum materials and instructional supplies in such manner as to ensure equivalence throughout the District.

Professional Development

The Superintendent or designee shall develop administrative guidelines whereby members of the professional staff participate in the design and implementation of staff development activities that meet the requirements of Section 1119 of the Act and involve parents in the training when appropriate and combine and consolidate other available Federal and District funds.

Simultaneous Services

In accordance with law, a school offering Title I services may also serve other students with similar needs.

LEGAL REF.: Elementary and Secondary Education Act of 1965

APPROVED: November 20, 2007

REVISED: September 18, 2013

SCHOOL DISTRICT OF SOUTH MILWAUKEE

365.1

PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirements of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

Development of Administrative Guidelines for Parent Participation (Policy)

The District Administrator or designee shall ensure that the Title I plan contains administrative guidelines which have been developed and approved by the District and parents of participating students and distributed to parents. The guidelines shall describe how:

- A. The District expects and encourages parents to be involved in the planning, review, and improvement of Title I programs, including their participation in the development of the plan under Section 1112 and the process for school review and improvement under Section 1116.
- B. Meetings will be conducted with parents including provision for flexible scheduling and any assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand.
- C. Meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain.
- D. Opportunities will be provided for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan.
- E. Information concerning school performance profiles and their child's individual performance will be communicated to parents.
- F. Parents will be provided with assistance (e.g., literacy training and technology) in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring the amount of outside activities in which the students engage, providing adequate time and the proper environment for homework, staying informed about educational decisions, guiding nutritional and health practices, and the like.
- G. Timely responses will be given to parental questions, concerns, and recommendations.
- H. The District will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement and school performance.

- I. An annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and how strategies will be devised to improve parental involvement and to revise, if necessary, this policy.
- J. The parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters.
- K. Other activities will be conducted as appropriate to the plan and State and Federal requirements.

Development of Guidelines for School-Parent Compact as part of the Parent Involvement Policy

The District Administrator shall also ensure that the guidelines include a school-parent compact developed jointly by the District and parents, which outlines the responsibilities of the school staff, the parents and the student for academic improvement. The school-parent compact shall include provisions addressing:

- A. The school's responsibility to provide high quality curriculum and instruction in a supportive, effective learning environment.
- B. Parent's responsibility for such things as monitoring attendance, monitoring the amount of outside activities in which the students engage, providing adequate time and the proper environment for homework, staying informed about educational decisions, guiding nutritional and health practices, volunteering in the classroom; and positive use of co-curricular time.
- C. The importance of parent-teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to parents; reasonable access to staff; and to opportunities to observe and participate in classroom activities.
- D. The Parents' Right to Know.

APPROVED: September 18, 2013

SCHOOL DISTRICT OF SOUTH MILWAUKEE

365.2

TITLE I PARENTS' RIGHT TO KNOW

In accordance with the requirement of Section 1111 of Title I, for each school receiving Title I funds, the District Administrator shall make sure that all parents of students in that school are notified that they may request, and the District will provide the following information on the student's classroom teachers:

- A. Whether the teacher(s) has met the State qualification and licensing criteria for the grade level and subject areas he/she is teaching.
- B. Whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived.
- C. The undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned.
- D. The qualifications of any paraprofessionals providing services to their child(ren).

In addition, the parents shall be provided:

- E. Information on the level of achievement of their child(ren) on the required State academic assessments;
- F. Timely notice if the parent's child has been assigned, or has been taught for four (4) or more consecutive weeks, by a teacher who is not "highly qualified".

The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand.

APPROVED: September 18, 2013

SCHOOL DISTRICT OF SOUTH MILWAUKEE

370

EXTRACURRICULAR AND RECREATION PROGRAMS

Extracurricular programs and interscholastic and recreation programs in the School District of South Milwaukee are recognized as a vital part of the total educational program and shall be offered to all students in the District who meet the eligibility requirements. Participants in extracurricular programs must display high standards of behavior, exemplify good sportsmanship, show respect of others and abide by those rules and regulations established by the District and the Wisconsin Interscholastic Athletic Association (WIAA).

The Board encourages the full participation of all students in extracurricular and recreation programs and activities. This includes the participation of transgender students on the team for which he/she has a gender identity.

The Superintendent and/or designee shall assign advisors for supervision of all extracurricular activities.

The District shall not discriminate in admission to any program or activity, standards and rules of behavior, disciplinary actions or facilities usage on the basis of gender, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. This policy does not, however, prohibit the District from providing separate programs in interscholastic athletics for males and females if such programs are comparable in type, scope and support from the District, or from providing separate toilet, locker and shower facilities if they are comparable. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Wisconsin Statutes Sections
118.13 (Pupil discrimination prohibited)
120.12(23) (Pupil participation in school activities)
120.13(1) (Suspension and expulsion)
Wisconsin Administrative Code Section
PI 9.03(1) (Student nondiscrimination)

CROSS REF.: 411-Rule Student Discrimination Complaint Procedures

APPROVED: February 19, 1992

REVISED: November 15, 2000
November 20, 2007
September 18, 2013

SCHOOL DISTRICT OF SOUTH MILWAUKEE

370-Rule

TRANSGENDER PARTICIPATION

The District has developed this procedure to address the participation and eligibility of transgender athletes in WIAA sponsored athletics. It seeks to balance the important goals of: 1) equity (since providing equal opportunities in all aspects of school programming is a core value in education), 2) physical safety (since biological males or androgen-supplemented biological females are typically stronger and faster than biological females) and 3) competitive equity (since the ideal of a “level playing field” is an inherent expectation at all levels of sport competition). Guiding principles for this policy are as follows:

1. The District is committed to the principle that transgender students have opportunities to participate in WIAA sponsored athletics.
2. All students have access and opportunities to participate in athletics without discrimination based on disability, race, creed, color, gender, sexual orientation, gender identity, gender expression, religion, age, national origin, or ancestry.
3. Policies governing sports participation for transgender students should be formed by sound medical knowledge and scientific validity.
4. The medical privacy of transgender students should be preserved.

The following definitions apply to this policy:

1. “Transgender” means having a gender identity or gender expression that differs from social expectations based on gender assigned at birth.
 - a. Female-to-Male (FTM) transgender person means one who was born with a female body but who identifies as a boy or man.
 - b. Male-to-Female (MTF) transgender person means one who was born with a male body but who identifies as a girl or woman.
2. “Gender identity” means an innate sense of one’s own gender.
3. “Gender expression” means external appearance, characteristics or behaviors typically associated with a specific gender.

This procedure only addresses bona-fide transgender students and does not alter existing WIAA rules prohibiting boys playing on girls teams or girls playing on boys teams when a comparable girls team is provided, per the WIAA Transgender Policy.

Privacy Statement: Protecting the privacy of transgender student athletes must be a priority for all athletic department and affiliated school personnel. All medical information shall be kept confidential in accordance with applicable state, local and federal privacy laws. All discussions and documentation in each level of process by the member schools, appeals panel and the WIAA shall be kept confidential unless the student and family make a specific

request otherwise.

Procedures:

1. The District will be responsible for determining the student's eligibility to participate in WIAA sponsored interscholastic athletics. The student and parents/guardian must notify the school in writing that the student is a transgender individual, having a consistent gender identity different than the gender of the student's birth certificate, and list the WIAA sport(s) in which the student would like to participate. The following information and criteria should be used to determine which gender the student will participate on the school's teams:
 - a. Current school registration information
 - b. A written statement from *the student* and parent(s)/guardian(s) affirming the consistent gender identity and expression to which the student self-relates
 - c. Documentation from individuals such as, but not limited to, parents, friends, and/or teachers, which affirm the actions, attitudes, dress and manner and demonstrate the student's consistent gender identification and expression
 - d. Written verification from an appropriate health-care professional (physician, psychologist) of the student's consistent gender identification and expression
 - e. Medical documentation (hormonal therapy, sexual re-assignment surgery, counseling, etc.)
 - i. An FTM student who has started hormone therapy (example: testosterone) is only eligible for male teams. Hormone supplementation is allowable in this situation consistent with WIAA policy. Note that a FTM student who has NOT started hormone therapy may participate on female teams if desired by the student, as there would be no concern about safety, competitive equity without biological interventions having been implemented.
 - ii. An MTF student must have one calendar year of medically documented testosterone suppression therapy to be eligible to participate on a female team consistent with WIAA policy. Note that a MTF student who has NOT started testosterone suppression therapy may participate on male teams if desired by the student, as there would be no concern about safety or competitive equity without biological interventions having been implemented.
 - iii. Hormone supplementation/suppression therapy under the supervision of a licensed physician when taken as prescribed does not violate WIAA Performance Enhancing Supplement policy.
2. Once the District has rendered a decision, the Activities, Athletics and Recreation Coordinator shall communicate with the WIAA office in writing of the decision. The communication shall list the student's classified gender and WIAA sport(s) in which the student-participant intends to participate if he/she meets all WIAA eligibility requirements and is selected through the team try-out process.
3. If the student is approved for participation as a transgender student athlete in WIAA sport(s), the student may not return to his/her gender identified on the birth certificate

for athletics participation purposes unless another evaluation is undertaken by the member school because of a change in circumstances.

4. If the student is denied participation as a transgender student athlete in WIAA sport(s), the student's eligibility remains with the school's teams as determined by birth gender.

Appeal: If denied participation as a transgender student athlete in WIAA sport(s), the student and/or parent(s)/guardian(s), may file an appeal in writing with the school within five (5) business days of the denial. The appeal should be directed to the High School Principal.

The district will convene an appeals panel when determining the eligibility of transgender students. The student-participant with his/her parents/guardians should be provided the opportunity to address the appeals panel. All documentation submitted on behalf of the student-participant and documents used in the decision making process by the school shall be available for review by the appeals panel. The appeals panel must send a written decision to the WIAA and to participants in the appeal process within three business days.

APPROVED: September 18, 2013

SCHOOL DISTRICT OF SOUTH MILWAUKEE

371

STUDENT FUNDRAISING

The solicitation of funds for District-sponsored activities shall be approved by the Superintendent and/or designee.

LEGAL REF.: Sections 103.23 Wisconsin Statutes
103.64
118.12

CROSS REF.: 850, Public Solicitations in the Schools

APPROVED: November 15, 2000

ANIMALS IN THE SCHOOL

Animals may be brought into the classroom for developmentally appropriate educational purposes, but only under conditions which insure the safety of the children and the well being of the animal. All animals must be appropriately housed, humanely cared for and properly handled. Prior permission must be received from the supervising teacher and the principal before any animal shall be brought into the school. All animals must have had proper inoculations and may not be transported on school buses.

Teachers considering allowing animals in the classroom must check for any known allergies among the students in the class. If allergies exist, parents must be contacted for further direction before an animal is brought in.

Only the teacher or students designated by the teacher are to handle the animal. The teacher must assume responsibility for the humane treatment of the animal while in the room. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.

If a staff member or student has been bitten by an animal and the skin is pierced, the incident must be reported immediately to the school office by the supervising adult. The principal will notify the public health authorities who will determine the appropriate action regarding the animal.

Students are to be excused from participating in animal dissections at their request or at the request of their parent/guardian.

APPROVED: November 15, 2000

SCHOOL DISTRICT OF SOUTH MILWAUKEE

383.1

SERVICE DOGS IN SCHOOL

Students that have a trained and certified service dog due to a disability may have the service dog accompany the student to school and classes. The service dog must be trained to provide actual work or tasks that are directly related to the student's disability. The approval may be revoked at any time if the health, safety and welfare of the student, other students or staff members are compromised. The approval or denial will be given on a case by case basis with no precedent given to prior decisions. The student must provide an up-to-date vaccination record for the dog to the school prior to the start of classes. All conditions and procedures found in Policy 383, Animals in Schools, must be followed. Reasonable modifications may be made to this policy on a case by case basis.

LEGAL REF.: American with Disabilities Act (ADA)
Individuals with Disabilities Education Act (IDEA)
Section 504 of the Rehabilitation Act (Section 504)

CROSS REF.: 383 Animals in Schools
862 Animals Brought to Schools

APPROVED: November 20, 2007
November 7, 2012

STUDENT SURVEYS

The District is respectful of the privacy of students and parents. From time to time the District will conduct student surveys regarding various topics.

If a student survey contains one or more of the identified categories listed below, the District and any third-party contractor shall protect student privacy and parents may have the right to inspect the survey. The categories are:

1. Political affiliations or beliefs of the student or student's parent;
2. Mental and psychological problems of the student or the student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; and,
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents shall have the option to remove their child from participation in the administration of any survey containing one or more of the eight categories of information noted above.

Student-created surveys for students must be pre-approved by the building principal prior to being distributed. If approved for distribution, building principals must follow the guidelines listed in this policy and rule for student-created surveys.

LEGAL REF.: No Child Left Behind Act of 2001

CROSS REF.: 384 – Rule Student Surveys

APPROVED: November 20, 2007

SCHOOL DISTRICT OF SOUTH MILWAUKEE

384 - Rule

STUDENT SURVEYS

The procedures in this Rule apply if a student survey contains one or more of the identified categories listed below. The categories are:

1. Political affiliations or beliefs of the student or student's parent;
2. Mental and psychological problems of the student or the student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; and,
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Student Privacy

The District will not reveal any student-specific personal information related to the eight categories listed above. Aggregate information from the surveys may be disseminated only if enough students took the survey so as to not identify any specific student or students. Students will be notified of the voluntary nature of the survey and of the privacy protection for students.

Parental Notification and Opt-Out Provision

Parents will be notified on an annual basis of the dates or approximate dates of student surveys containing information related to the eight categories above. Parents will additionally be notified of the ability to remove their child from participation in the survey (opt-out of the survey). Students will participate in the survey unless the student's parent notifies the school of the parent's wish to have the student opt-out of the survey.

Parental Access to Survey

Parents may inspect the survey by contacting the principal of the student's school. The principal will provide access to the survey within five (5) business days of the request or within five (5) business days after receipt of the survey if it is not complete or received from a third-party contractor.

Surveys Funded in Whole or In Part by the US Department of Education

If the student survey is funded in whole or in part by the US Department of Education, the District must obtain written permission from an adult student or minor student's parent before the student participates in the survey.

Parents have the right to inspect the federally-funded survey. Parents also have the ability to inspect all instructional materials used in connection with the survey. The procedures listed above for parental access to surveys will be followed.

Surveys Administered by a Third-Party Contractor

Parents have the right to inspect student surveys administered by a third-party contractor before it is administered or distributed to a student. The procedures listed above for parental access to surveys will be followed.

September 2007