

Disciplinary Conference – Marissa Darlingh
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**MILWAUKEE
PUBLIC SCHOOLS**

Office of Academics

5225 W. Vliet Street

Milwaukee, WI 53208

(414) 777-7806 • mps.milwaukee.k12.wi.us

June 9, 2022

Sent Via Certified, U. S. and Electronic Mail

Dear Marissa Darlingh:

Certain facts have come to my attention which might lead to disciplinary action against you regarding your failure to follow District Rules and Policies. The allegations are as follows:

- Violation of Administrative Policy: 6.07 Employee Rules of Conduct (2)(a, h, i, n, p, & q)
- Violation of Administrative Policy: 1.04 Non-Discrimination
- Violation of Administrative Policy: 8.01 Student Non-Discrimination
- Violation of Administrative Policy: 8.52 Bullying
- Violation of Administrative Policy: 6.03 Anti-Harassment/Anti-Bullying
- Violation of Administrative Policy: 1.06 Equity in MPS
- Violation of Employee Handbook: Employee Rules of Conduct, Professional Conduct, Customer Service, Harassment / Bullying Free Workplace & Core Beliefs
- Violation of School Staff Manual: 3.01 Employee Rules of Conduct, 3.03 Professional Conduct, & 4.27 Support Services Expectations & Procedures
- Violation of School Counselor & Transgender/Gender Non-Conforming Youth standards

It will be necessary for us to confer regarding this matter at the earliest possible opportunity. Your hearing has been scheduled as a Zoom video conference for **Wednesday, June 15, 2022 at 10:00 a.m.** A conference invitation will be sent to your District email address. If you so choose, you may designate any one person to act as your Representative. Provide the name and email address of your designee, and a video conference invitation will be extended to your representative.

Reminder: disciplinary conferences are workplace conversations and the recording of workplace conversations through the use of an electronic device is prohibited. Any recording of video owned by MPS and played during a disciplinary conference is also prohibited. **A failure to comply with these rules may result in disciplinary action, up to and including termination.**

Sincerely,

Ophelia T. King, Manager II of School Counselors

Cc: Dr. Katrice M. Cotton, Chief School Administration Officer
Adria Maddaleni, Chief of Human Resources
Eduardo Galvan, Regional Superintendent
Fritz Blandon, Principal Allen Field School
Larry R. Coté, Jr., Employment Relations
Lisa Belanger, Data Management, Employee ID (# 13840)

Start. Stay. Succeed.
Comienza. Quédate. Triunfa.

MBSD
Exhibit



**MILWAUKEE
PUBLIC SCHOOLS**

Office of Academics
5225 W. Vliet Street
Milwaukee, WI 53208

(414) 777-7806 • mps.milwaukee.k12.wi.us

May 23, 2022

Department of Employment Relations
Office of Human Resources
RE: Statement for Marissa Darlingh

On April 26, 2022, I was contacted by the Department of Employment Relations and the principal of Allen Field Elementary school informing me of a series of emails and videos that were sent to the district and department regarding a concern in regards to remarks made by a school counselor Marissa Darlingh. On April 26, 2022 I reviewed the emails and videos that were shared with me to gain an understanding of the nature of the content. Beginning April 27, 2022, I went to Allen Field to meet with the school principal, staff, and students. I met with staff and students on different occasions to understand the nature of the interactions at the school regarding the content and videos reviewed. Some staff members that I met with provided written statements. The school principal also provided a statement regarding the emails of concern that he received as well. On April 28, 2022 and May 2, 2022, I received additional emails and video links from various persons regarding Marissa Darlingh. I reviewed those additional emails as well.

I submitted all materials, statements, and items collected to the Department of Employment Relations.

Sincerely,

Ophelia T. King
Manager II, School Counseling
Milwaukee Public Schools
Office: 414-475-8128
Email: kingot@milwaukee.k12.wi.us

Christina A. Lelinski
Special Educational Teacher (CBU)
Allen-Field Elementary School

May 25, 2022

Do you feel staff and students are safe and free to be who they want to be?

The students here at Allen-Field are safe and free to be who they are want to be. I have been at Allen-Field for 24 years and the reason that is because of the staff and students are wonderful, caring and supportive community. These past two years I have seen and experience Ms. Marissa Darlingh become verbally aggressive with students and adults.

Have you ever witnessed any conversations or interactions with staff or students that were inappropriate?

Just recently at a committee meeting Ms. Marissa Darlingh constantly rolled her eyes, at times at comments she didn't like or when redirection from another staff member. This made me upset and don't want to be on committees with this person. I felt angry and upset because that I cannot voice me suggest or opinion without being put down by her rude comment and eyes rolling.

One day I was standing outside my classroom and was waiting for a student to come out of the bathroom. Ms. Marissa Darlingh steps out of her office with her hands on her hip shouting "WHAT THE HELL IS GOING ON" I am working someone in the office. The student was upset and was shouting in the hallway.

At the beginning of the year one of my students was upset coming off the bus and he was throwing a fit. I set his breakfast aside and my para and I were working with the student to calm him down, he was tipping desk, screaming and refusing to listen to adults' directions. The student was on the floor, Ms. Marissa Darlingh just walks into my classroom and went straight to the student on the floor. She did not ask us what was going on, or say could I help. Instead she listens to the student and ask why am I not letting him eat his breakfast and she ask to take him to her room, I said no.

Later that week I was called to the Vice Principle's office and I was asked why I did not give the student his breakfast, I said once the student was in control and calm he was able to eat which he did eat his breakfast in a calm state. Ms. Marissa Darlingh who just walked in and knew nothing about what happen before nor after turned me in. I was so upset that I could not believe problems are not solve among staff before going to administration.

Lastly, at the beginning of the school year Ms. Marissa Darlingh would stalk me by staring at from the hallway for about a week until I put paper to cover the window so that she would stop. Since this I have my door lock, windows covered and do not speak to her. A month ago, administration sponsored a breakfast for staff, Ms. Marissa Darlingh was in there and I was talking with the social worker, all of sudden she got up from the table and said "I know when I am not wanted" and stormed out the parent center.

These are incidents that I have encountered and will avoid Ms. Marissa Darlingh at all cost, and because of her tally tailing to administration and rudeness toward others and myself.

Sincerely yours,



Ms. Christina A. Lelinski

Do you feel staff and students are safe and free to be who they want to be?

Yes, I feel staff and students are safe and free to be who they want to be as long as they are following district policies and school policies.

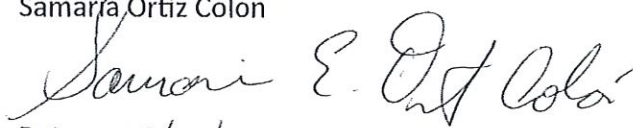
Have you ever witnessed any conversations or interactions with staff or students that were inappropriate?

Conversations and interactions that I have witnessed and believe to be inappropriate among staff and students are as follows:

In a specific conversation with Mr. Blandon this year he noted that he would not include anything in the BHM morning announcements if it had to do with the Black Lives Matter Movement indicating that he does not want to get into politics and that he also will not promote any sayings by people who are accused of criminal actions (something about someone being accused of punching and hitting a pregnant woman). This conversation took place in his office and it was only mentioned to me at that moment because I was the person in charge of providing the BHM announcements for this school year.

I witnessed Ms. Darlingh (School Counselor) having a conversation about the student's thoughts and comments about suicide in the main office during dismissal. When many parents and staff are coming in and out the office and can hear the conversation. While the staff was talking about the situation to the adult, the staff member was also touching the student's dress in the student's thigh area. The student seemed visibly uncomfortable with the staff member touching her dress near her (student) thigh area. I spoke with the administration about this situation. I am unaware if anything was said or done regarding the situation.

Samaria Ortiz Colon



Date: 5/10/22

Allen Field Student Statement

I asked students the following questions:

1. How are things going at the school? Do you like being here?
2. Do you feel students are free and safe to be whom they want to be?
3. Who is your favorite person in the school?

Student A

Student expressed to School Counseling Manager that they are feeling good. Student explained that they go to the counselor but does not really talk, and sit on the beanbag. Student explained that they feel students are safe to be whom they want to be but they get in trouble for things that other students do not. Student expressed that they did not like to talk a lot.

Student B


Student expressed to School Counseling Manager that they are good. Student explained that they have favorite students and teachers in the building. Student mentioned J. was their favorite student in the building and their favorite person is Ms. Ortiz-Colon school social worker in the building. The student said, "Music is the main class that I like." Student mentioned that they do not like the school counselor because sometimes feel that the counselor can be too strict and make them feel bad during circle time when they is not following directions and call them out in front of other students.

Student C

Student expressed to School Counseling Manager that they are great and answered yes and no regarding students feeling free to be whom they want to be. The student explained that there is body-shaming going on. Student told me that their favorite person in the school are students J, A, and L. The students said her favorite staff are Sterling (teacher), and Ms. Marissa (school counselor). Student mentioned that Ms. Marissa helps them with their problems whenever they want to hurt somebody, and listen to how my recess went. Student C also expressed their favorite teacher is Mx. Japel who is a tomboy teacher and she accepts their bi-friend.

Student D

Student expressed to School Counseling Manager that they are ok. The student mentioned that they were just returning from suspension. The student wanted to share that they wanted to be a professional soccer player. Student shared that yes, students are free to be who they want to be. Student D expressed that J, E, Es, and J were their favorite students. Student D said that their favorite teachers were Ms. Sterling (teacher), Ms. Marissa, Ms. Gonzalez, (sub teacher/helps special needs students, and Ms. Sonya (lunch worker that helps kids). Student D explained that when they are mad, frustrated, or sad Ms. Marissa would pick them up. "I talk to Ms. Marissa about how I feel, she is my check-in and check-out person and I am working on being respectful to other students," explained Student D.


Ophelia T. King
Manager II School Counseling
Department of College and Career Readiness
Office: 414-475-8128
Milwaukee Public Schools
kingot@milwaukee.k12.wi.us

5/4/22

To Whom It May Concern,

I received 6 direct messages from 6 different email addresses between 04/25/22 – 04/27/22 informing me of video/audio footage of Ms. Marissa Darlingh (Counselor at Allen – Field Elementary School) participating at an event in Madison, WI on Saturday, April 23rd. The following video links were included within the messages:

- <https://youtu.be/4fpSRr6in2M>
- <https://share.icloud.com/photos/073-1CpWuUEXOnX7-GrSRoGvg>
- <https://fb.watch/cCwabA3p3j/>

I informed and forwarded all messages to my supervisors and was directed to respond to each sender with the following message option:

- "Thank you for sharing your concern with Milwaukee Public Schools regarding a staff member employed by MPS. A confidential employment investigation into these concerns is underway. You may be contacted for more information."

Fritz Blandón

A handwritten signature in black ink, appearing to be 'Fritz Blandón', written over the printed name.

Principal

Allen – Field Elementary School

Cote, Larry

From: Freiberg, Therese
Sent: Monday, May 16, 2022 11:44 AM
To: Cote, Larry
Subject: FW: Case 00005770

From: Freiberg, Therese
Sent: Monday, May 16, 2022 11:39 AM
To: Maddaleni, Adria D <rivaad@milwaukee.k12.wi.us>
Subject: RE: Case 00005770

The matter is an open matter, it is being investigated by her supervisor as a misconduct matter, therefore we are not able to comment/respond.

Thank you,

Therese Freiberg
Director
Department of Employment Relations
Office of Human Resources
Milwaukee Public Schools
Phone (414) 475-8280
freibetm@milwaukee.k12.wi.us

From: Maddaleni, Adria D <rivaad@milwaukee.k12.wi.us>
Sent: Monday, May 16, 2022 11:23 AM
To: Freiberg, Therese <freibetm@milwaukee.k12.wi.us>
Subject: Fw: Case 00005770

Therese -

Good Morning!

Please see the constituent concern below and have someone on your team look into it.

Thanks!

Adria

Adria D. Maddaleni, J.D., M.S.Ed., SPHR

Chief Human Resources Officer

Office of Human Resources

Milwaukee Public Schools

Phone: (414)475-8343



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From: noreply@salesforce.com <noreply@salesforce.com> on behalf of Office of Board Governance
<governance@milwaukee.k12.wi.us>

Sent: Tuesday, May 3, 2022 4:17 PM

To: Maddaleni, Adria D <rivaad@milwaukee.k12.wi.us>

Cc: Brown, Tamekia <brownt2@milwaukee.k12.wi.us>; Mathis Ross, Latarsha <mathisr@milwaukee.k12.wi.us>;
Davidson, Gail E <davidsge1@milwaukee.k12.wi.us>; Posley, Keith P <posleykp@milwaukee.k12.wi.us>

Subject: Case 00005770

Caution External Source



**MILWAUKEE
PUBLIC SCHOOL**

PLEASE RESPOND BY:
5/10/2022

TO:
Adria Maddaleni

ON BEHALF OF:
Dr. Jacqueline M. Mann

According to Board Governance Policy 2.04, Board Authority and Duties, Board members should respect the Board's commitment to investigation and resolution. Please respond directly to the constituent and forward all correspondence and documentation in this manner.

James Warwood contacted the Office of Board Governance. Please review his concern, and then reply to him at james.d.warwood@mbbsd.net

Forwarded communication:

Caution External Source

Good morning,

It has come to my attention that a member of your staff, Ms. Melissa Darlindh (guidance counselor), has recently been linked to a hate video (24th). Explicit videos of Ms. Darlindh can be found in several public places (listed below), as well as in private videos which can be purchased.

* on the WLRN YouTube recording of "Courage Calls to Courage" (linked here: <https://www.youtube.com/watch?v=4fpSRr6in2M>) featuring her entering the walls of [her] school ... without losing [her] job." This statement directly implies that Ms. Darlindh is aware that her par-

* on the WLRN Facebook page recording of "Speakers Corner" (linked here: <https://fb.watch/cCwabA3p3j/>) from timestamp 12:35 onwards, she states "ever transition socially, and sure as hell not medically". She further states "F*** (slur redacted) transgenderism! F*** (slur redacted)".

Ms. Darlindh's actions are not only extremely unprofessional, but are in direct opposition to your school's stated vision to nurture every student's vision?

Additionally, your Principal's Message reads "At Allen Field, diversity in our students is embraced and we foster an academic environment where every student who interacts with her."

Ms. Darlindh's public displays of hate, contempt, and misinformation regarding transgenderism indicate that she is unable to engage in a professional manner, which could include Ms. Darlindh's immediate dismissal from her position as guidance counselor within your school. She remains anonymous to me for my personal safety as a member of the trans community.

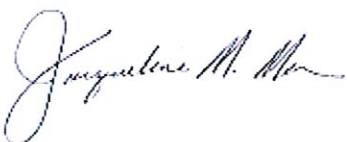
Please confirm receipt of this email at your earliest convenience, and please update me in regards to further actions taken to reprimand her.

Sincerely,

James Warwood

This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or downloading files.

Sincerely,



Dr. Jacqueline M. Mann
Board Clerk/ Chief Officer
Office of Board Governance



This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.

Cote, Larry

From: Blandon, Fritz A
Sent: Monday, April 25, 2022 12:32 PM
To: Cote, Larry
Cc: Galvan, Eduardo M; Griesbach, Jan
Subject: FW: Concerns Regarding Staff Member Melissa Darlingh

Mr. Cote,

Here is another message that has arrived from a different individual targeting my staff member. Same as before, no links have been opened, nor a response given.

Fritz Blandón
Principal



From: McKenzie Burns <mckburns12@gmail.com>
Sent: Monday, April 25, 2022 11:52 AM
To: Blandon, Fritz A <blandofa@milwaukee.k12.wi.us>; Allen Field <073@milwaukee.k12.wi.us>
Subject: Concerns Regarding Staff Member Melissa Darlingh

Caution External Source

To whom it may concern,

Hello! It has come to my attention that a member of your staff, Ms. Melissa Darlingh (guidance counselor), has recently been linked to a hateful protest held in Madison, WI this past weekend. Ms. Darlingh was recorded protesting with a group of transgender-exclusionary radical feminists, or TERFs, at the Sisters4Sisters conference held in Madison this past weekend (April 22nd - 24th). Explicit videos of Ms. Darlingh can be found in several public places (listed below), as well as in private videos which can be provided upon request:

- on the WLRN YouTube recording of "Courage Calls to Courage" (linked here: <https://www.youtube.com/watch?v=4fpSRr6in2M>) from timestamp 15:01 through 15:35 (audio only), where she introduces herself under the pseudonym "Marissa" and states her occupation within your district. Ms. Darlingh continues on to ask how to prevent "gender ideology from ever, ever f***** (slur redacted) entering the walls of [her] school ... without losing [her] job." This statement directly implies that Ms. Darlingh is aware that her participation in the weekend's events and her continued opposition to transgender rights is grounds for her dismissal, yet she can be found identifying herself again later in the day at a public protest (more information below).
- on the WLRN Facebook page recording of "Speakers Corner" (linked here: <https://fb.watch/cCwabA3p3j/>) from timestamp 12:35 through 14:55, where she introduces herself as "Marissa Darlingh" and states her position within your school district. She then continues to state that "not a single one of [her] students, under [her] f***** (slur redacted) watch, will ever, ever transition socially, and sure as hell not medically". She further states "F*** (slur redacted) transgenderism! F***

(slur redacted) it! F*** (slur redacted) these people behind us [in reference to transgender and trans-allied counterprotestors]..." and continues to relay misinformation regarding medically-sound transgender transition treatments.

Ms. Darlingh's actions are not only extremely unprofessional, but are in direct opposition to your school's stated vision to nurture excellence and prepare students "to succeed socially, emotionally, and academically." What of the transgender students Ms. Darlingh is to interact with? Should their success not be included in your school's vision? Additionally, your Principle's Message reads "At Allen Field, diversity in our students is embraced and we foster an academic environment where every student's individual needs are met... Allen Field cultivates a culture of respect for self, others, and environment..." Ms. Darlingh's public displays of hate, contempt, and misinformation regarding transgenderism indicate that she is unable to engage in healthy relationships with students who are transgender, gender-queer, gender-questioning, etc., and therefore she is unable to uphold your vision and promises to the community. I believe this is grounds for severe reprimand and/or punishment of Ms. Darlingh, which could include her immediate dismissal from her position as guidance counselor within your school. She should not be permitted to have further contact with students, particularly those who identify as transgender, gender-queer, etc. I appreciate your attention to this matter, as well as your discretion in **redacting my name from this communication if it is to be shared with Ms. Darlingh, as I wish to remain anonymous to her for my personal safety as a member of the gender-queer community.**

Please confirm receipt of this email at your earliest convenience, and please update me in regards to further actions taken to reprimand and/or punish Ms. Melissa Darlingh. Thank you for your continued support of young people and your dedication to inclusivity in your school.

Regards,
McKenzie Burns

This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.

Cote, Larry

From: Blandon, Fritz A
Sent: Monday, April 25, 2022 3:12 PM
To: Cote, Larry
Cc: Galvan, Eduardo M; Griesbach, Jan
Subject: FW: Transphobic Staff Member

3rd individual (unknown to me) targeting Marissa Darlingh (counselor)

Fritz Blandón
Principal



From: Kora Schultz <koracschultz@gmail.com>
Sent: Monday, April 25, 2022 2:40 PM
To: Allen Field <073@milwaukee.k12.wi.us>; Blandon, Fritz A <blandofa@milwaukee.k12.wi.us>
Subject: Transphobic Staff Member

Caution External Source

Hello there,

A video of a member of your staff has been shared publicly showing their bias and inability to fairly and respectfully treat ALL children they have placed in their care. Ms Darlingh, a guidance counselor within your district, was spotted at an event put on in which much of the actions and words focused on excluding and harassing transgender individuals (including children).

Reports are already circulating involving the event's members participating in direct physical contact with individuals protesting the gathering as well as another, older member of the event ordering a trans minor to "drop their pants".

This behavior is abhorrent and especially concerning considering not only your employee's position and power dynamic with vulnerable children but equally the words they openly stated to the crowd gathered at the capitol. This is unacceptable in a school setting and immensely dangerous to ANY child she may choose to warp through her bigotry.

Please review [the linked video](#) of Darlingh and address this situation in a timely fashion. I would appreciate an update on the matter at your nearest convenience as I and plenty of other concerned citizens will not stand for this type of bias, ignorance and hostility in our public schools.

Kora Schultz
koracschultz@gmail.com

Cote, Larry

From: Blandon, Fritz A
Sent: Tuesday, April 26, 2022 10:21 AM
To: Cote, Larry
Cc: Galvan, Eduardo M; Griesbach, Jan
Subject: FW: School Staff Public Hate Speech

FYI:

From: Lezlie Hope <lezlie.hope@gmail.com>
Sent: Tuesday, April 26, 2022 10:19 AM
To: Allen Field <073@milwaukee.k12.wi.us>; Fiergola, Elizabeth <fiergoem@milwaukee.k12.wi.us>; Blandon, Fritz A <blandofa@milwaukee.k12.wi.us>
Subject: School Staff Public Hate Speech

Caution External Source

Hello,

It has come to my attention that a member of your staff, Ms. Melissa Darlingh (guidance counselor), has recently been linked to a hateful protest held in Madison, WI this past weekend. Ms. Darlingh was recorded protesting with a group of transgender-exclusionary radical feminists, or TERFs, at the Sisters4Sisters conference held in Madison this past weekend (April 22nd - 24th). Explicit videos of Ms. Darlingh can be found in several public places (listed below), as well as in private videos which can be provided upon request:

on the WLRN YouTube recording of "Courage Calls to Courage" (linked here: <https://www.youtube.com/watch?v=4fpSRr6in2M>) from timestamp 15:01 through 15:35 (audio only), where she introduces herself under the pseudonym "Marissa" and states her occupation within your district. Ms. Darlingh continues on to ask how to prevent "gender ideology from ever, ever f***** (slur redacted) entering the walls of [her] school ... without losing [her] job." This statement directly implies that Ms. Darlingh is aware that her participation in the weekend's events and her continued opposition to transgender rights is grounds for her dismissal, yet she can be found identifying herself again later in the day at a public protest (more information below).

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Ms. Darlingh's actions are not only extremely unprofessional, but are in direct opposition to your school's stated vision to nurture excellence and prepare students "to succeed socially, emotionally, and academically." What of the transgender students Ms. Darlingh is to interact with? Should their success not be included in your school's vision? Additionally, your Principle's Message reads "At Allen Field, diversity in our students is embraced and we foster an academic environment where every student's individual needs are met... Allen Field cultivates a culture of respect for self, others, and environment..." Ms. Darlingh's public displays of hate, contempt, and

misinformation regarding transgenderism indicate that she is unable to engage in healthy relationships with students who are transgender, gender-queer, gender-questioning, etc., and therefore she is unable to uphold your vision and promises to the community. I believe this is grounds for severe reprimand and/or punishment of Ms. Darlingh, which could include her immediate dismissal from her position as guidance counselor within your school. She should not be permitted to have further contact with students, particularly those who identify as transgender, gender-queer, etc. I appreciate your attention to this matter, as well as your discretion in redacting my name from this communication if it is to be shared with Ms. Darlingh, as I wish to remain anonymous to her for my personal safety as a member of the gender-queer community.

Please confirm receipt of this email at your earliest convenience, and please update me in regards to further actions taken to reprimand and/or punish Ms. Melissa Darlingh. Thank you for your continued support of young people and your dedication to inclusivity in your school.

-Lezlie Blanton

This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.

Cote, Larry

From: Freiberg, Therese
Sent: Tuesday, April 26, 2022 11:33 AM
To: Cote, Larry
Subject: FW: Danger to students Marissa Darling - MPS counselor - with video

Importance: High

From: Davidson, Gail E <davidsge1@milwaukee.k12.wi.us>
Sent: Tuesday, April 26, 2022 8:03 AM
To: 'annie yoveff' <annieyoveff@gmail.com>
Cc: Posley, Keith P <posleykp@milwaukee.k12.wi.us>; Maddaleni, Adria D <rivaad@milwaukee.k12.wi.us>; Freiberg, Therese <freibetm@milwaukee.k12.wi.us>; Gorton, James R <gortonjr@milwaukee.k12.wi.us>
Subject: RE: Danger to students Marissa Darling - MPS counselor - with video
Importance: High

Dear Ms. Yoveff,

On behalf of Dr. Posley, thank you for sharing your concerns.

Dr. Posley has asked members of his administrative team in the Office of Human Resources to look into this and follow up with you.

Sincerely,
Gail Davidson
Special Assistant to the Superintendent
Office of the Superintendent
Milwaukee Public Schools
5225 W. Vliet Street
Milwaukee, WI 53208
Phone: (414) 475-8286

From: annie yoveff <annieyoveff@gmail.com>
Sent: Monday, April 25, 2022 9:06 PM
To: Posley, Keith P <posleykp@milwaukee.k12.wi.us>
Subject: Danger to students Marissa Darling - MPS counselor - with video

Caution External Source

Hello,

I am writing out of concern about one of the staff within Milwaukee Public Schools. Her name is Marissa Darling and she is an elementary school counselor. She attended an anti-trans rally, and on video stated her name, where she worked, and that "on my dead f*cking body will my students be exposed to gender ideology..." among other truly horrendous things. This is such a dangerous and disturbing mindset, especially for someone who works not only in education, but as a counselor. The fear, insecurities, and trauma that children who may potentially be LGBTQIA+ face every day is hard enough, without the addition of abuse and trauma from someone who, by their literal job title, is meant to support and

encourage children. This woman is a danger to children everywhere, by promoting her abusive and detrimental opinions and forcing them onto children who are simply trying to learn who they are and how they fit into this world.

An acquaintance of mine was at the rally and also has additional videos of her being aggressive with counter protesters as well.

More info on the event she attended can be found here: <https://womensliberationradionews.com/>

I am emailing you to stand up for the children in MPS, and ensure this woman is not allowed to be near any child in your system ever again. Protect all children by firing this woman. She has no place in education or counseling. She is a danger to children and a liability to Milwaukee Public Schools. Please do what is right for every child in your schools by firing Marissa Darling.

Sincerely,
Annie Yoveff

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Cote, Larry

From: Griesbach, Jan
Sent: Tuesday, April 26, 2022 2:20 PM
To: Cote, Larry
Subject: RE: Guidance counselors shouldn't be as hateful as yours.

Hello,
Thank you! I did try calling you; as I know you are busy. I also shared this info. with Dr. Cotton and Dr. Posley last night. I know she has been trying to get in touch with you as well. When you get a moment can you please contact me.
Thanks again,

Jan Griesbach, PhD

Director, Instructional Leadership-Southwest Region
Office of School Administration, Milwaukee Public Schools
E: havenjl@milwaukee.k12.wi.us
M: 414.507.2861
O: 414.475.8747
Google Meet: meet.google.com/gsz-hqky-kai
Join by Phone: (US) +1 505-738-1229 PIN: 318 579 288#

From: Cote, Larry <cotelr@milwaukee.k12.wi.us>
Sent: Tuesday, April 26, 2022 8:33 AM
To: Griesbach, Jan <havenjl@milwaukee.k12.wi.us>
Subject: FW: Guidance counselors shouldn't be as hateful as yours.

Good Morning:

Below is an email Liz received regarding Ms. Darlingh.
Kindest Regards,

Larry R. Coté, Jr., JD

Employment Relations Specialist III, Department of Employment Relations
Office of Human Resources
Milwaukee Public Schools
5225 W. Vliet Street, Room 116
Milwaukee, WI 53208
cotelr@milwaukee.k12.wi.us
414-475-8280 (phone)
414-475-8380 (fax)



MILWAUKEE PUBLIC SCHOOLS PLEASE NOTE: The information contained in or attached to this message is intended only for the personal and confidential use of the recipient(s) designated above by me. It may contain confidential material and should not be distributed to any other party without my permission. This message may be subject to disclosure under public records law.

From: Fiergola, Elizabeth <fiengoem@milwaukee.k12.wi.us>
Sent: Tuesday, April 26, 2022 8:26 AM

To: Cote, Larry <cotelr@milwaukee.k12.wi.us>
Subject: FW: Guidance counselors shouldn't be as hateful as yours.

From: C S <justiceofthecheese@gmail.com>
Sent: Monday, April 25, 2022 9:30 PM
To: Blandon, Fritz A <blandofa@milwaukee.k12.wi.us>; Allen Field <073@milwaukee.k12.wi.us>; Fiergola, Elizabeth <fiergoem@milwaukee.k12.wi.us>
Subject: Guidance counselors shouldn't be as hateful as yours.

Caution External Source

To whom it may concern (for this has deeply concerned me):

Your staff member, Ms. Melissa Darlingh (guidance counselor), has recently been linked to a hateful protest held in Madison, WI this past weekend. Ms. Darlingh was recorded protesting with a group of transgender-exclusionary radical feminists, or TERFs, at the Sisters4Sisters conference held in Madison this past weekend (April 22nd - 24th). Explicit videos of Ms. Darlingh can be found in several public places (listed below), as well as in private videos which can be provided upon request:

on the WLRN YouTube recording of "Courage Calls to Courage" (linked here: <https://www.youtube.com/watch?v=4fpSR6in2M>) from timestamp 15:01 through 15:35 (audio only), where she introduces herself under the pseudonym "Marissa" and states her occupation within your district. Ms. Darlingh continues on to ask how to prevent "gender ideology from ever, ever f***** (slur redacted) entering the walls of [her] school ... without losing [her] job." This statement directly implies that Ms. Darlingh is aware that her participation in the weekend's events and her continued opposition to transgender rights is grounds for her dismissal, yet she can be found identifying herself again later in the day at a public protest (more information below).

on the WLRN Facebook page recording of "Speakers Corner" (linked here: <https://fb.watch/cCwabA3p3j/>) from timestamp 12:35 through 14:55, where she introduces herself as "Marissa Darlingh" and states her position within your school district. She then continues to state that "not a single one of [her] students, under [her] f***** (slur redacted) watch, will ever, ever transition socially, and sure as hell not medically". She further states "F*** (slur redacted) transgenderism! F*** (slur redacted) it! F*** (slur redacted) these people behind us [in reference to transgender and trans-allied counterprotestors]..." and continues to relay misinformation regarding medically-sound transgender transition treatments.

Ms. Darlingh's actions are not only extremely unprofessional, but are in direct opposition to your school's stated vision to nurture excellence and prepare students "to succeed socially, emotionally, and academically."
What of the transgender students Ms. Darlingh is to interact with? Should their success not be included in your school's vision? Additionally, your Principle's Message reads "At Allen Field, diversity in our students is embraced and we foster an academic environment where every student's individual needs are met... Allen Field cultivates a culture of respect for self, others, and environment..."

Ms. Darlingh's public displays of hate, contempt, and misinformation regarding transgenderism indicate that she is unable to engage in healthy relationships with students who are transgender, gender-queer, gender-questioning, etc., and therefore she is unable to uphold your vision and promises to the community.

I believe this is grounds for severe reprimand and/or punishment of Ms. Darlingh, which could include her immediate dismissal from her position as guidance counselor within your school. She should not be permitted to have further contact with students, particularly those who identify as transgender, gender-queer, etc. I appreciate your attention to this matter, as well as your discretion in redacting my name from this communication if it is to be shared with Ms. Darlingh, as I wish to remain anonymous to her for my personal safety as a member of the gender-queer community.

Please confirm receipt of this email at your earliest convenience, and please update me in regards to further actions taken to reprimand and/or punish Ms. Melissa Darlingh. Thank you for your continued support of young people and your dedication to inclusivity in your school.

Carri S.
They/Them

This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.

Cote, Larry

From: Freiberg, Therese
Sent: Tuesday, April 26, 2022 5:47 PM
To: Cote, Larry
Subject: FW: Urgent: important info about staff member
Attachments: 5A7F667C-85DF-48D4-A8E0-BB7AC4160166.MP4

FYI,

Therese Freiberg
Director
Department of Employment Relations
Office of Human Resources
Milwaukee Public Schools
Phone (414) 475-8280
freibetm@milwaukee.k12.wi.us

From: Lewis, Ebony <lewise2@milwaukee.k12.wi.us>
Sent: Tuesday, April 26, 2022 4:51 PM
To: Freiberg, Therese <freibetm@milwaukee.k12.wi.us>
Cc: Rivera, Ron <riverar4@milwaukee.k12.wi.us>
Subject: FW: Urgent: important info about staff member

Good Afternoon Therese –

I am so glad we were able to touch base this morning. Just keeping you informed some of our partners at the MKE LGBT Community Center shared this video with Ronnie and I earlier. I am sure this is circulating now and may come to us in other ways considering many of our partners in the work may be learning of this soon.

Please let us know the best way to respond and if there are any other things we should be aware of. We want to ensure we are supporting in whatever ways we can.

Much Thanks,

Ebony Lewis

From: Max Klaw <mklaw@mkelgbt.org>
Sent: Tuesday, April 26, 2022 3:27 PM
To: Rivera, Ron <riverar4@milwaukee.k12.wi.us>; Deidra Williams <dwilliams@mkelgbt.org>; Lewis, Ebony <lewise2@milwaukee.k12.wi.us>
Subject: Fwd: Urgent: important info about staff member

Caution External Source

Hello Here is some videos of the staff person in question. I also have attached an mp4 file that was sent to me.

Max Klaw, MSW
Youth Therapist and Advocate
Milwaukee LGBT Community Center
315 W Court St
Milwaukee, WI 53212
mklaw@mkelgbt.org
Phone: 414-271-2656
[Pronouns \(He,Him,His\)](#)



www.mkelgbt.org

----- Forwarded message -----

From: Jack Phillips <phillips.jack.k@gmail.com>
Date: Tue, Apr 26, 2022 at 2:58 PM
Subject: Fwd: Urgent: important info about staff member
To: <mklaw@mkelgbt.org>

Here's most of the videos! In the YouTube, she speaks at the 15 minute mark.

----- Forwarded message -----

From: Leah Ershler <elershler91@gmail.com>
Date: Mon, Apr 25, 2022, 11:03 AM
Subject: Fwd: Urgent: important info about staff member
To: <Phillips.jack.k@gmail.com>

Begin forwarded message:

From: Leah Ershler <elershler91@gmail.com>
Date: April 24, 2022 at 2:38:57 PM CDT
To: 073@milwaukee.k12.wi.us, blandofa@milwaukee.k12.wi.us
Subject: Urgent: important info about staff member

Hello, I am reaching out in effort to inform you on a member of your staff named Melissa (or Marissa) Darlingh. She was in attendance at a conference for a group of women who are anti transgender and other gender identities this weekend in Madison, WI April 22nd-24. I have videos I will share with you of her being aggressive toward counter protesters in support of trans lives yesterday on April 23rd. Some of the things she did were berate, harass and get in the faces of trans women, as well as attempt to film up peoples skirts. She can also be heard asking how not allow "gender ideology" entering within the walls of here school at 15.05 in this video: <https://youtu.be/4fpSRr6in2M>

Additional videos: <https://share.icloud.com/photos/073-1CpWuUeXOnX7-GrSRoGvg>

In my opinion, a school counselor working with young kids who may be trans, or queer identifying, have parents who are, etc should not be working with them. It's dangerous. I hope that you are able to remove her from your staff with this information. To add, she gladly gave her information to the counter protesters, even showed her ID. So you will likely be receiving several emails. I hope to hear back from you soon.

Kindly,
EI (they/them)

This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.

Cote, Larry

From: Bandon, Fritz A
Sent: Wednesday, April 27, 2022 12:19 PM
To: Cote, Larry
Cc: Galvan, Eduardo M; Griesbach, Jan
Subject: FW: Urgent: important info about staff member

Response below from one sender:

From: Leah Ershler <elershler91@gmail.com>
Sent: Wednesday, April 27, 2022 12:02 PM
To: Bandon, Fritz A <blandofa@milwaukee.k12.wi.us>
Subject: Re: Urgent: important info about staff member

Caution External Source

Great please keep me posted as I would like to know what happens.

Leah Ershler (they/them)

On Apr 26, 2022, at 5:20 PM, Bandon, Fritz A <blandofa@milwaukee.k12.wi.us> wrote:

Thank you for sharing your concern with Milwaukee Public Schools regarding a staff member employed by MPS. A confidential employment investigation into these concerns is underway. You may be contacted for more information.

Fritz Blandón
Principal



From: Leah Ershler <elershler91@gmail.com>
Sent: Sunday, April 24, 2022 2:39 PM
To: Allen Field <073@milwaukee.k12.wi.us>; Bandon, Fritz A <blandofa@milwaukee.k12.wi.us>
Subject: Urgent: important info about staff member

Caution External Source

Hello, I am reaching out in effort to inform you on a member of your staff named Melissa (or Marissa) Darlingh. She was in attendance at a conference for a group of women who are anti transgender and other gender identities this weekend in Madison, WI April 22nd-24. I have videos I will share with you of her being aggressive toward counter protesters in support of trans lives yesterday on April 23rd. Some of the things she did were berate, harass and get in the faces

of trans women, as well as attempt to film up peoples skirts. She can also be heard asking how not allow "gender ideology" entering within the walls of here school at 15.05 in this video: <https://youtu.be/4fpSRr6in2M>

Additional videos: <https://share.icloud.com/photos/073-1CpWuUEXOnX7-GrSRoGvg>

In my opinion, a school counselor working with young kids who may be trans, or queer identifying, have parents who are, etc should not be working with them. It's dangerous. I hope that you are able to remove her from your staff with this information. To add, she gladly gave her information to the counter protesters, even showed her ID. So you will likely be receiving several emails. I hope to hear back from you soon.

Kindly,
El (they/them)

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This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.

Cote, Larry

From: King, Ophelia T
Sent: Wednesday, May 18, 2022 12:31 PM
To: Cote, Larry
Subject: Fw: Regarding "WLRN" protestor

Ophelia T. King
Manager II School Counseling
Department of College and Career Readiness
Office: 414-475-8128
Milwaukee Public Schools
kingot@milwaukee.k12.wi.us

"Kids don't care how much you know, until they know how much you care"
Anonymous

"When you see something that is not right, not fair, not just, you have to speak up. You have to say something; you have to do something." John Lewis

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."
Dr. Maya Angelou

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From: Cotton, Katrice M <cottonkm@milwaukee.k12.wi.us>
Sent: Thursday, April 28, 2022 12:17 PM
To: King, Ophelia T <kingot@milwaukee.k12.wi.us>
Subject: FW: Regarding "WLRN" protestor

From: Lewis, Ebony <lewise2@milwaukee.k12.wi.us>
Sent: Thursday, April 28, 2022 12:01 PM
To: Cotton, Katrice M <cottonkm@milwaukee.k12.wi.us>
Subject: FW: Regarding "WLRN" protestor

This is a message from a partner we have recently connected with to support our GSA's.

Ebony

From: Cameron Malakai <cameron@zaomke.org>
Sent: Wednesday, April 27, 2022 12:01 PM
To: Lewis, Ebony <lewise2@milwaukee.k12.wi.us>; Rivera, Ron <riverar4@milwaukee.k12.wi.us>; Scholle Malone, Glenna <schollg@milwaukee.k12.wi.us>
Cc: Rev Jonah Overton <jonah@zaomke.org>
Subject: Fwd: Regarding "WLRN" protestor

Caution External Source

Hi all,

This was sent to me by a friend in Madison. She is part of a group who was counter protesting hate from anti- trans protestors. She and some other folks in Madison are attempting to shed light on this situation and those involved. One happens to be an elementary guidance counselor at MPS.

She asked that people who wanted to (like our church) call, write, etc to people at the school to let them know that this is the type of guidance counselor that is employed at MPS.

Before I put this out to my community, I thought, since we have now started this partnership, you would want to also know about this situation. You can find all of the information below. This seems like an unsafe person to be counseling young folks, if they are transgender, as this rhetoric would be harmful to their psychological, physical, and spiritual well-being. Being believed that you are who you are at a young age diminishes suicide risk by a large percentage.

Let me know what you think and if I can assist in anyway going forward.

Cameron

----- Forwarded message -----

From: Lauren Brooks <lauren.m.brooks.2@gmail.com>
Date: Wed, Apr 27, 2022 at 10:26 AM
Subject: Regarding "WLRN" protestor
To: <cameron@zaomke.org>

Hey Cameron!

First of all, I hope you and your family are doing well! It makes me so happy to see you happy and as a new dad!

As for the issue I messaged you about, I am having issues directly attaching the video that is longer (does a weird speed up thing) but I have found some links. This is Melissa (or Marissa) Darlingh a counselor at Allen Field Elementary. She was in attendance at a WLRN conference for a group of women who are anti transgender and other gender identities this weekend in Madison, WI April 22nd-24 (More info on the event she attended can be found here: <https://womensliberationradionews.com/>). The counter protest I was at was on March 23rd, when we met her outside the library she was already aggressive but it escalated at their protest aka hate speech event outside the capital. Some of the things she did were berate, harass and get in the faces of trans women, as well as attempt to film up peoples skirts. She gladly gave her information to the counter protesters, even showed her ID. She can also be heard asking how not allow "gender ideology" entering within the walls of here school at 15.05 in this video: <https://youtu.be/4fpSRr6in2M>

She is listed as a "guidance counselor" here on their website: <http://www5.milwaukee.k12.wi.us/school/allenfield/staff/> On the WLRN Facebook page recording of "Speakers Corner" (linked here: <https://fb.watch/cCwabA3p3j/>) from timestamp 12:35 through 14:55, where she introduces herself as "Marissa Darling" and states her position. Then continues with her angry rhetoric of never allowing transgender children under her care to "ever transition socially, and sure as hell not medically."

Additional videos: <https://share.icloud.com/photos/073-1CpWuUEXOnX7-GrSRoGvg>

There are additional videos of her being very aggressive with counter-TERF protesters as well, some of them posted on social media accounts of folx there I could get you in touch with if needed. Some folx also made transcriptions I can pass along too if needed.

Cheers,
Lauren Brooks

--
Cameron Overton (he/him/his)
Worship Pastor, Zao MKE Church
414-220-0556
www.zaomke.org

This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.

Cote, Larry

From: King, Ophelia T
Sent: Wednesday, May 18, 2022 12:32 PM
To: Cote, Larry
Subject: Fw: Transphobia in schools

Ophelia T. King
Manager II School Counseling
Department of College and Career Readiness
Office: 414-475-8128
Milwaukee Public Schools
kingot@milwaukee.k12.wi.us

"Kids don't care how much you know, until they know how much you care"
Anonymous

"When you see something that is not right, not fair, not just, you have to speak up. You have to say something; you have to do something." John Lewis

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."
Dr. Maya Angelou

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From: Cotton, Katrice M <cottonkm@milwaukee.k12.wi.us>
Sent: Thursday, April 28, 2022 9:49 AM
To: King, Ophelia T <kingot@milwaukee.k12.wi.us>
Subject: FW: Transphobia in schools

Hello Ms. King,

There have been a number of emails sent regarding Ms. Darlingh's statement. I will forward the information to you. It should be used in your packet.

From: Freiberg, Therese <freibetm@milwaukee.k12.wi.us>
Sent: Thursday, April 28, 2022 9:27 AM
To: Cotton, Katrice M <cottonkm@milwaukee.k12.wi.us>; Griesbach, Jan <havenjl@milwaukee.k12.wi.us>; Galvan,

Eduardo M <galvanem@milwaukee.k12.wi.us>

Cc: Cote, Larry <cotelr@milwaukee.k12.wi.us>

Subject: RE: Transphobia in schools

Good Morning Dr. Cotton,

Ms. King is handling the discipline.

Thank you,

Therese Freiberg

Director

Department of Employment Relations

Office of Human Resources

Milwaukee Public Schools

Phone (414) 475-8280

freibetm@milwaukee.k12.wi.us

From: Cotton, Katrice M <cottonkm@milwaukee.k12.wi.us>

Sent: Thursday, April 28, 2022 9:11 AM

To: Griesbach, Jan <havenjl@milwaukee.k12.wi.us>; Galvan, Eduardo M <galvanem@milwaukee.k12.wi.us>

Cc: Freiberg, Therese <freibetm@milwaukee.k12.wi.us>

Subject: RE: Transphobia in schools

Good morning Therese,

Dr. Ellis is receiving the same communication over and over regarding the guidance counselor over from Allen-Field. I asked Dr. Ellis to forward them to my Southwest Regional Team.

Is our leader doing the discipline for this or is Ms. King? Please advise and we will forward this information to the individual. Thank you in advance.

From: Ellis, Patricia A <ellispa@milwaukee.k12.wi.us>

Sent: Wednesday, April 27, 2022 5:55 PM

To: Griesbach, Jan <havenjl@milwaukee.k12.wi.us>; Mims Howell, Jennifer N <mimshjn@milwaukee.k12.wi.us>; Cotton,

Katrice M <cottonkm@milwaukee.k12.wi.us>; Galvan, Eduardo M <galvanem@milwaukee.k12.wi.us>

Subject: FW: Transphobia in schools

From: Ellis, Patricia A <>

Sent: Wednesday, April 27, 2022 5:54 PM

To: Sarah Urban <sarahjurban@gmail.com>

Subject: RE: Transphobia in schools

Good Evening Sarah,

This email is to acknowledge receipt of your concern. You may be contacted for additional information.

Thank you.

Patricia

Patricia A. Ellis, Ed.D

Director

Department of Equity, Access, and Inclusion

ellispa@milwaukee.k12.wi.us

414-475-8466 (office)

Milwaukee Public Schools

5225 W. Vliet Street

Milwaukee, WI 53208

Room 230J

"Too often we underestimate the power of a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around." Leo Buscaglia

From: Sarah Urban <sarahjurban@gmail.com>

Sent: Tuesday, April 26, 2022 5:57 PM

To: Ellis, Patricia A <ellispa@milwaukee.k12.wi.us>

Subject: Transphobia in schools

Caution External Source

Hello Dr. Ellis,

I am writing to express concerns related to a guidance counselor by the name of M. Darlingh who works at the Allen-Field Elementary School in Milwaukee. Darlingh was in attendance at a transphobic rally in Madison over the weekend, where she explicitly stated she would ensure no children she worked with would be allowed to transition and then followed this up with several rounds of "F*** transgenderism." This was recorded on video and can be provided at request.

I have significant concerns about someone expressing hate and discrimination towards vulnerable and marginalized children, and believe she represents a danger to children who may have no other options but to deal with her. I do not believe it is appropriate that she is working with vulnerable populations given her statements and conduct this weekend and am contacting DPI directly to ensure the state is aware that a person like this is being employed by one of their school districts and that actions are being taken to investigate this situation. Thank you.

Sarah Urban

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milwaukee journal sentinel

EDUCATION

MPS counselor under investigation after saying no transgender students will transition under her watch



Rory Linnane

Milwaukee Journal Sentinel

Published 6:00 a.m. CT June 1, 2022 | Updated 2:19 p.m. CT June 1, 2022

Marissa Darlingh, a school counselor at Milwaukee Public Schools' Allen-Field Elementary, is under investigation but still working, she said last week, after making incendiary comments against transgender people at an April rally.

The state Department of Public Instruction is investigating whether there are grounds to revoke her educator license, according to Darlingh's attorneys from the conservative law firm, Wisconsin Institute for Law and Liberty (WILL).

At an April 23 anti-trans rally in Madison, Darlingh walked up to a microphone outside the Capitol, introduced herself by name and occupation, and drew cheers from the crowd as she derided transgender people, according to video from the event.

"Not a single one of my students, under my (expletive) watch, will ever, ever transition socially and sure as hell not medically," she said. "Absolutely not."

She went on to say, "(Expletive) transgenderism. (Expletive) it."

In a Journal Sentinel interview, Darlingh said she was still working and MPS had not threatened her job. She said she stood by her comments at the rally, saying she would not use names or pronouns self-identified by transgender or non-binary students.

MPS spokesman Earl Arms said he couldn't comment on whether Darlingh was being investigated internally and could only confirm that she is currently a district employee. MPS administrators declined an interview request, but Arms provided a statement:

"The district's work continues of building a welcoming and inclusive culture that embraces and respects all students, staff, and families."

MBSD
Exhibit 8p.1

Darlingh's remarks come as Republican lawmakers are hawking bills that would affect transgender students in Wisconsin and around the country. They would curtail sports participation, access to gender-affirming health care, and the ability of students to identify their own names and pronouns.

Such bills have been called dangerous by the American Academy of Pediatrics.

Brian Juchems, co-executive director for GSAFE, an organization that provides training for Wisconsin educators to support LGBTQ+ students, said it's unusual to see a school counselor who isn't supportive of transgender students.

"School counselors, along with school social workers and school psychologists, are often the anchor adults, the lifeline for students, especially trans and non-binary students," Juchems said. "Most school counselors that I've worked with are often the people leading the charge to make sure schools are safe and affirming."

According to state survey data from 2019, about 1% of Wisconsin high school students said they were transgender. In the most recent local results published by MPS in 2018, about 2% of students identified as transgender and another 1% chose the "other" category.

It sends a signal to be 'unkind'

According to a letter from DPI to Darlingh on April 29, shared by WILL, a community member reported Darlingh's remarks, and the department is working to determine whether there is probable cause to pursue revoking her license based on "immoral conduct."

Under state statute, immoral conduct is defined as endangering the "health, safety, welfare, or education of any pupil."

Darlingh's attorneys from WILL are arguing that her comments were protected as free speech under the First Amendment. They have threatened to sue DPI in federal court if it seeks to revoke her license.

DPI spokesman Chris Bucher said he couldn't comment on the specific investigation. He said the agency has completed more than 200 investigations of educator misconduct since 2019, with nearly all being the result of immoral conduct allegations.

Juchems said Darlingh's remarks were harmful to students in her school.

"It sends a signal to not only students, but families, who might be looking for the school to provide support to their kiddos, that they're not welcome in her office, that they're seen as less-than," he said.

Her comments could also set an example, Juchems said.

"It sends a message to students that they don't have to be kind to their fellow classmates," he said. "It gives permission for other students or other adults to be particularly unkind and disrespectful."

Darlingh said she has worked with trans and non-binary students, including a small number in her time with MPS.

Asked if she has used those students' self-identified names and pronouns, Darlingh said there "haven't been a lot of cases" where she has had to refer to them in the third person. If she did have to refer to them, she said she would not use their self-identified names or pronouns.

She said students have not come to talk with her about their identities or transitions. If they did, she said, she would direct them to their families and would follow a family's wishes for their child's transition, name and pronouns.

Under MPS policy, staff are expected to support students in "whatever level of transition they may choose to undergo." It is "not acceptable" for staff to intentionally refuse to respect someone's name, the policy states, and such behavior could be considered discrimination, harassment or bullying.

Research has found that transgender students have a lower risk of suicidality when they attend schools with an anti-bullying policy and when they feel there is a school staff member they can talk to about a problem, the CDC reported.

If DPI finds probable cause of immoral conduct, Darlingh will be able to request a hearing to contest the allegations. If it does not find probable cause, the investigation will be closed.

Resources

For anyone who may encounter school staff who are not respecting students' transitions, Juchems said he often encourages people to start with a conversation and education.

When that isn't possible or preferable, Juchems said there are legal options, and many districts have their own nondiscrimination policies protecting transgender students.

Students can start by making a discrimination complaint with their school, Juchems said, and can receive assistance from organizations like GSAFE and the American Civil Liberties Union.

Contact Rory Linnane at rory.linnane@jrn.com. Follow her on Twitter at @RoryLinnane.

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School Counselor Could Lose License for 'F**k Transgenderism' Remark

BY JAKE THOMAS ON 5/25/22 AT 7:10 PM EDT



NEWS

WISCONSIN

TRANSGENDER

TRANSGENDER RIGHTS

RALLY

MBSD
Exhibit 9P.1

A conservative legal advocacy group says a Wisconsin state agency is illegally threatening to revoke the license of a school counselor for comments she made about gender identity at a rally.

The Wisconsin Institute for Law and Liberty (WILL) on Wednesday told the state's teacher licensing agency that its investigation into counselor Marissa Darlingh violated her First Amendment protections and state law. The dustup comes as schools across the country grapple with their response to shifting norms around gender identity.

The investigation by the Wisconsin Department of Public Instruction centers on a profanity-laced speech Darlingh made during a feminist rally in April at the state capitol, according to a letter WILL sent to the department.

"I oppose gender ideology ever entering the walls of my school building," Darlingh said in her speech.



A Wisconsin school counselor is at risk of losing her license after speaking out against "gender ideology" at a rally critical of rights for transgender people. Above, a demonstrator with a sign is seen at a protest for transgender rights in Chicago, Illinois, on March 3, 2017.

SCOTT OLSON/GETTY IMAGES

Identifying herself as a Milwaukee elementary school counselor, Darlingh said over her "dead f**king body will my students be exposed to the harms of gender identify ideology." Darlingh said her life's purpose is to serve and protect children, and that she would not allow any of her students to transition socially or medically.

Darlingh was attending the Sisters4Sisters event, according to WILL. The event was organized by feminists concerned that social acceptance of transgender people and policies meant to support them are undermining women's rights.

She also cursed those advocating for students to have "unfettered access" to hormone treatments, which some medical experts have advocated for transgender children.

MBSD
Exhibit 91.2

"F**k transgenderism!" Darlingh exclaimed.

Transgender people have become increasingly visible and medical associations have advocated they be provided treatment affirming their gender identities. However, schools have faced scrutiny and legal action as they've pursued policies intended to accommodate transgender students.

Parents in Wisconsin have threatened lawsuits against schools for investigating children who refused to use the preferred pronouns of a classmate. The state has also seen lawsuits about bathroom access of transgender students. More recently, Florida has passed legislation critics say unfairly targets transgender students.

A week after the event, the state Department of Public Instruction sent Darlingh a letter saying it had opened an investigation into whether proceedings would begin to revoke her license over allegations of "immoral conduct." The letter, obtained by WILL, said a community member had informed the department about her speech.

A spokesman for the Wisconsin Department of Public Instruction confirmed the investigation in an email to *Newsweek*, adding that the department is legally obligated to keep additional information confidential.

The department told Darlingh in the letter that she had the opportunity to respond or voluntarily give up her license.

READ MORE

- [What is GenderCool? State Farm Cuts Ties With LGBTQ Program After Backlash](#)
- [Parents Might Sue School Over Probe Into Sons Not Using Preferred Pronouns](#)
- [Teacher Can Avoid Using Students' Pronouns Due to Religious Beliefs: Judge](#)

"Your threat to revoke Ms. Darlingh's license for her public speech is as clear of a First Amendment violation as one can imagine," Luke Berg and Lucas Vebber, WILL attorneys, wrote in their response to the department. "If you do 'initiate educator license revocation proceedings,' we can assure that you will face a federal lawsuit."

The attorneys wrote that Darlingh declined to surrender her license and that her speech did not amount to "immoral conduct." Darlingh does not use profanity in the classroom, the attorneys wrote, saying the department doesn't "initiate license revocation proceedings for immoral conduct every time a teacher uses profanity when speaking on their own time, even in a publicly accessible forum."

Berg told *Newsweek* that WILL hopes the department decides to drop the threat to revoke her license.

Update 05/26/22, 4:35 p.m. ET: This article was updated with additional information and background.

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MBSD
Exhibit 9p.3

THE DEBATE



Women Need Better Solutions Than Abortion
BY GLORIA PURVIS

vs

Neither Side Is Ready to Bridge the Abortion Gap
BY RAKIM BROOKS



Email address

MBSD
Exhibit 9P.4



WISCONSIN DEPARTMENT OF
Public Instruction

Jill K. Underly, PhD, State Superintendent

April 29, 2022

VIA FIRST CLASS MAIL ONLY

Marissa Darlingh
[REDACTED]

RE: In the matter of the license of Marissa Darlingh
DPI Case No. 22-TL-047

Dear Ms. Darlingh:

The Department of Public Instruction (DPI) has opened an investigation to determine whether to initiate educator license revocation proceedings against you. It has been alleged that you engaged in immoral conduct as defined in Wis. Stat. § 115.31(1)(c).

Allegations:

According to a report and video submitted by a community member, you participated in an event in Madison on April 23, 2022 in which you identify yourself as an elementary school counselor. You are on video saying "fuck transgenderism." You are also on video stating you oppose gender identity ideology from entering your school building. You say none of your students will ever transition socially or medically under your "fucking watch." You state you do not believe children should have access to hormones or surgery.

Investigation and Decision:

The Department will investigate to determine if there is probable cause to support allegations of immoral conduct. If DPI determines that there is probable cause to proceed with revocation of your license(s), you will receive a notice including DPI's decision, the facts supporting the decision, and your right to request a hearing to contest the allegations. Alternatively, if DPI does not find probable cause to pursue revocation, you will be notified accordingly, DPI will close the investigation, and no revocation action will be initiated.

During the course of the investigation, DPI will maintain as confidential all files, communications, and other information pertaining to the investigation. Wis. Stat. § 115.31(6)(b); Wis. Admin. Code § PI 34.100(1)(c). During the course of the investigation, these files are not public records subject to inspection under the public records law, Wis. Stat. §§ 19.35 and 19.85.

Opportunity to Respond:

Before DPI makes its decision about whether to initiate license revocation proceedings, you have the right to respond to the allegation and to provide any information that may be relevant to the investigation. You may submit a written response or other documentation you wish DPI to consider directly to me, either via postal mail or email. If you prefer, you may also call me to give a verbal statement.

Your response must be received by 30 days from the date of the letter, in order to assure DPI has the opportunity to fully review it prior to making its final decision on whether to proceed with license revocation.

Also, please be aware that at any point during the investigation, you have the option to voluntarily surrender your license and bring the DPI's investigation of this matter to a close. If you do want to surrender your license, please carefully review the attached surrender agreement and if you agree, please sign the agreement and return it to me in the envelope included.

If you have any questions, please let me know.

Sincerely,

Stephanie Arnott

Stephanie Arnott
Educator Licensing and Legal Investigator
Office of Legal Services

Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
Stephanie.Arnott@dpi.wi.gov
(608) 224-6176

STATE OF WISCONSIN
DEPARTMENT OF PUBLIC INSTRUCTION

IN THE MATTER OF
THE EDUCATOR LICENSE OF

Marissa Darlingh No. 870025
RESPONDENT.

Agreement to Surrender License

DPI Case No. 22-TL-047

Respondent Marissa Darlingh and the Department of Public Instruction (DPI) agree to the following:

1. This agreement is effective on the date it is signed on behalf of the DPI.
2. Respondent is a licensed educator in the State of Wisconsin.
3. Respondent agrees to surrender all licenses and permits issued by the DPI to Respondent.
4. Respondent may not apply for or seek reinstatement of a license or permit issued by the DPI. If Respondent applies for or seeks reinstatement of a license or permit issued by the DPI, the DPI may use this agreement as the sole basis to deny the application or reinstatement. Respondent expressly waives all appeal or other rights Respondent may have, including those under Wis. Stat. ch. 227 and Wis. Admin. Code ch. PI 34, to challenge such a denial.
5. The DPI shall, as soon as practicable, close its investigation of Respondent.
6. The DPI shall, as soon as practicable, update Respondent's status on the Wisconsin Educator License Lookup website and the National Association of State Directors of Teacher Education and Certification Clearinghouse database to reflect that Respondent surrendered the license.
7. This agreement resulted from negotiations between the parties. The parties had equal opportunity to review, revise, and negotiate the terms of this agreement. The parties acknowledge that they have read this agreement and have had the opportunity to consult with their respective attorneys concerning its contents and legal consequences. The parties further acknowledge they have entered into this agreement knowingly and voluntarily, fully understanding its terms.
8. This agreement is the entire, final, and complete agreement of the parties relating to the subject of this agreement, and supersedes and replaces all prior or existing written and oral agreements between the parties or their representatives relating thereto. No

amendment or modification of this agreement shall be effective unless in a writing executed by all parties whose interests are affected by the modification.

9. In the event a court of competent jurisdiction determines that any portion of this agreement is impermissible or cannot be enforced for any reason, the parties shall be restored to the rights they had on the date immediately preceding the effective date of this agreement.

Marissa Darlingh, Respondent

Date

John W. Johnson, Ph.D.
Deputy State Superintendent
Department of Public Instruction

Date

VIDEO

06/09/22

Principal Incident Statement: Mx. Chappelle, Ms. Garcia, Ms. Darlingh

At approximately 12:51:00pm on Friday, 06/03/22, Ms. Marissa Darlingh (School Counselor) entered my office to inform me that Mx. Raeven Chappelle (5th Grade Teacher Rm 230) was discussing her current on-going state DPI investigation with her 5th grade students through the use of "articles" and "video" and communicating to them that "they have the right to not see her for counseling services". When I arrived to Mx. Chappelle's classroom, Rm 230, I noticed the recent Milwaukee Journal – Sentinel article on the smartboard that covered the current on-going state DPI investigation on Ms. Darlingh.

Video surveillance shows Ms. Darlingh entering Rm 230 at 12:49:45pm and then heading to the main office at 12:50:01pm to inform me of what she witnessed. I informed Ms. Darlingh to provide me with a statement.

At 12:51:02pm Ms. Madelyn Ortiz (Assistant Principal) randomly enters Rm 230 to address a separate issue. At 12:52:52 Ms. Darlingh goes back to Rm 230, at which time Ms. Ortiz attempts to mediate the situation between Mx. Chappelle and Ms. Darlingh. At this time, Ms. Carrie Yanko (ESL Teacher) is also outside of Rm 230 with Ms. Ortiz, Mx. Chappelle and Ms. Darlingh. Ms. Ortiz promptly requests Ms. Darlingh to leave the impromptu meeting. At 12:56:28pm Ms. Kristina Nailen (SpEd Teacher) exits the classroom and joins the conversation.

At 12:57:44 I enter Rm 230, excuse all the teachers from the area and inform Ms. Yanko, Ms. Nailen, and Mx. Chappelle to wait in the main office. I begin the process of collecting statements immediately and call Ms. Ortiz to support me at 1:02:01pm as an additional witness in the collection of statements from the students in Rm 230. I asked students, "What did you see, what did you hear and what did your teacher say to you?" At 1:18:02pm I completed the students statement collection.

At 1:01:29pm Ms. Darlingh returns to Rm 230 to communicate further with me, but I promptly inform her that I can have no discussion with her at the moment.

At 1:22:45pm I return into the main office and request statements from the teachers waiting in Ms. Ortiz's office stating "At this time you can provide me your statements".

Once all statements were collected, and after I read through all provided statements, I called Mr. Galvan at 2:24pm to give an update of the current situation. After this conversation, Mr. Eduardo Galvan requested that I contact Mr. Larry Cote (Labor Relations). At 3:16pm called Mr. Cote and I emailed him the collected statements. After Mr. Cote reviewed the statements, and based on our conversation, I told Mx. Chappelle the following at 4:05pm:

- "This is not a topic that we will talk about at this time. No one will be talking about this topic with regards to another staff member during an on-going investigation to children."
- I also told Mx. Chappelle that I never approved her decision to discuss news articles about Ms. Darlingh.

I then promptly released Mx. Chappelle for the day and also informed her that she could return to her classroom on Tuesday, per Ms. Cote's guidance.

During the day, Ms. Darlingh also informed me that she had multiple different encounters with Ms. Alondra Garcia (2nd Grade Teacher), that were initiated by Ms. Garcia where Ms. Darlingh stated that she felt harassed by the encounters. Each time, I requested to Ms. Darlingh to provide me with statements.

Fritz Blandón



Principal

Allen – Field Elementary

June 3rd, 2022

At about 1:50pm, while I was walking the third grade students to the playground Marissa Darlindh, the school counsellor approached me and stated that Mx. Chappelle was showing an article and a video of her. I asked Ms. Lelinski who happened to be present to supervise the students while I proceeded to Mx. Chappelle's room. When I entered the classroom, I saw the article about Ms. Darlindh projected on the smartboard. I asked Mx. Chappelle if Mr. Bandon, the school Principal knew about her showing this article to the students. She stated that she mentioned it to Mr. Bandon in a previous conversation with him, but Mr. Bandon did not respond. I told her to stop showing the article and to wait approval from Mr. Bandon. Mx. Chappelle explained to me why she was showing the article and I said to her that this was under investigation. Ms. Darlindh then approached us (Mx. Chappelle and I) and started arguing with Mx. Chappelle and vice versa I asked Mx. Chappelle to stop, but she did not I asked Ms. Darlindh to leave she did however, while she was walking they continued to argue back and forth until I told Ms. Darlindh to leave once again. Ms. Yanko approached us and reiterated why Mx. Chappelle was showing the video to her class and I repeated to them that this was an open investigation and to wait for Mr. Bandon's approval. Mr. Bandon arrived by Mx. Chappelle's room and spoke to me privately I told him what had happened and then he went into Mx. Chappelle's classroom to get students' statements. I walked with Mx. Chappelle, Ms. Nailen and Ms. Yanko to my office. They were asked to write statements by Mr. Bandon. Mx. Chappelle was in my office and Ms. Yanko and Ms. Nailen went to Mr. Bandon's office to write their statements. After they left the office I asked Mr. Bandon if he spoke to Mx. Chappelle regarding showing the article to her class and he said no I also asked him if he received an email regarding this and he said no.

Madelyn Ortiz

Assistant Principal

Allen-Field Elementary

1st Encounter

At approximately 2:25pm, I approached Ms. Darlingh's office. I had knocked and asked for permission to enter and was allowed to enter with leaving the door open. I continued to enter and has mentioned, "You must have a lot of courage to come to work after all that is happening." and she said, "Are you talking about the article?" and I said, "Yes, but I don't want to talk about that. I want to express myself. You have to respect our students." After saying this, she went on to saying, "Well, I don't want to have a conversation with you. I need Blandon present." This was repeated often with a very upset demeanor. She got up from her seat and exited her room and I had said, "We can't have a civil conversation like two professional adults?" and she kept saying no she needed Blandon present. She walked out of her office, and I repeated the same thing and this time she raised her voice and said, "Well you are being hostile" and I said, "No I am not, I just want to have a conversation as adults, but you are making a scene out here with students and other teachers present. You are not being professional." After saying this, she kept walking down the hallway towards the office. Ms. Sandoval, Mr. LeDuc, and Ms. Chiappetti were present in the hallway.

2nd Encounter

Somewhere between 4:25-4:45pm, I was in Mx. Chappelle's room when many teachers and I receive a phone call from Ms. Lelinski from her room that Ms. Marissa was outside Chappelle's room listening into our private conversations. The door was closed for a reason. I went on to leave the room and ask Ms. Darlingh outside in the playground whether this was true or not. As I exited Exit 4, I asked, "Marissa, why were you listening into the conversations happening in Chappelle's room?" She answered, "No, I wasn't". I said, "Why are you lying honey?" She said, "Please don't call me that. Didn't they teach you to respect your elders?" I went on to say, "Well respect needs to be earned, and clearly you have not earned it. You have lost it." She responded with, "You can bring this issue over to Mr. Blandon because I am leaving." and I said, "Okay, I will. Goodbye." Ms. Cruz was also present at the very end of this conversation.

Signature: 

Date: 06/06/22

6/3/22

Mr. Blandon -

Upon reentering the school building following my lunch break at 12:45, I started walking down the yellow hallway and saw that Raeven Chappelle had a Milwaukee Journal-Sentinel article about me on the smartboard for all of her students to see. I opened the door and asked "is there a reason you're talking about me right now?" to which she replied "yeah because Mr. Blandon said that my students have the option to opt out of counseling." She did not consult me before doing this, and she had this discussion with her students only a couple hours before our scheduled counseling time.

- Marissa

6/3/22

Mr. Blandón —

On my way back to my office after double checking on whether we would have counseling today in Chappelle class as schedule, Ms. García appeared in the hall with her class. She told another adult to watch her students and came into my office and used an aggressive tone to say to me, "You need to respect our students," to which I replied "who's saying that I don't?" She continued to try to engage with me in an aggressive manner so I felt my only option was to walk away, out of my office. She continued to attempt to confront me in the hallway in front of students and said that I was "unprofessional"

Additionally, when I had gone to Chappelle's classroom I told the students we had counseling scheduled and asked "do you want to do it?" Several students shouted "no." One student said "I don't even want to be in the same room as her," referring to me, and walked out.

Chappelle and García both were matching outfits today that said "trans rights are human rights" and "protect trans kids." Now that I have had interactions with each of them today, I believe they intentionally planned on doing this today.

I don't know if García also chose to show her students the article about me, but from my perspective this has turned into a campaign to turn students

against me and to make it more difficult for me to do my job.

I haven't brought my personal political beliefs into my work. They both have. I don't agree with what they have displayed in their classrooms or the way they compel students' speech, but I have never confronted them for the sake of keeping up good working relationships. They have each brought an outside issue into school and it has had a negative impact on my relationships with students and other staff in a matter of hours.

I would be willing to have a conversation with one or both with mediation. I won't talk to them one on one about this issue.

— Marissa

6/3/22
3:30pm

Mr. Blandón. —

Another quick update. While checking in at my scheduled time with a student, he let me know that lots of kids were gossiping about me at 5th grade recess. He wasn't sure of what all was being said, because in his words it was "a lot." He expressed concern over the 5th grade monolingual classes being pitted against each other over their opinion of me. He was also worried that the students I work with closely, including himself, might be subject to retaliation from students who have been influenced to turn against me.

Again, I do own up to my actions but I did not bring the issue into school. I am not talking about it with students or seeking to sow division.

—Marissa
MBSD
Exhibit 17

Allen-Field Elementary

Witness Statement

Name: RAEVEN CHAPPELLE

Date: 6/3/22

On June 2nd, a group of my coworkers and I addressed the national news story about transphobic rhetoric being spread by our school's counselor. During this meeting, I asked whether or not my students could read an article about this situation, so that they could make an informed decision about whether or not they want to opt out of their last counseling session with Marissa. My principal did not tell me no.

On June 3rd, during social studies (the last subject before our scheduled counseling time) around 12:45 pm, I began discussing the Milwaukee Journal Sentinel article about Marissa's comments with my class. The article contained perspectives from both sides of this issue. Before we got into this article, Marissa flung open my classroom door and yelled in front of all my students, "Why are you in here talking about me?!"

I told her what my principal told me, that the students are able to opt out of the last counseling session. She said "That's not true, I'll go get Mr. Blandon!" and I simply replied, "Go get him then." and continued to read from the article.

Only 1 minute later, maybe even less than that, she came back with Mrs. Ortiz and began confronting me again. She said, "You could have just talked to me," to which I replied that she could have made her position clear from the beginning of the school year. I am a welcoming, inclusive educator with flags representing the diverse identities of some of my students and their friends/family members. She knew very clearly my stance, but kept her hateful and harmful views hidden. She is on camera saying that as a counselor, she refuses to acknowledge the chosen names and pronouns of the children she works with. As a gender non-conforming educator, with students who are gender nonconforming themselves and/or family members who are trans, I did what I know is best for them. I used a culturally relevant article from a local newspaper to address what is now a national news story, in order to give my students an opportunity to inform themselves and make a choice. I had no intention to coerce my students & would have supported any choice they made.

June 3rd, 2022

At about 1:50pm, while I was walking the third grade students to the playground Marissa Darling, the school counsellor approached me and stated that Mx. Chappelle was showing an article and a video of her. I asked Ms. Lelinski who happened to be present to supervise the students while I proceeded to Mx. Chappelle's room. When I entered the classroom, I saw the article about Ms. Darling projected on the smartboard. I asked Mx. Chappelle if Mr. Bandon, the school Principal knew about her showing this article to the students. She stated that she sent an email but Mr. Bandon did not respond. I told her to stop showing the article and to wait approval from Mr. Bandon. Mx. Chappelle explained to me why she was showing the article and I said to her that this was under investigation. Ms. Darling then approached us (Mx. Chappelle and I) and started arguing with Mx. Chappelle and vice versa I asked Mx. Chappelle to stop, but she did not I asked Ms. Darling to leave she did however, while she was walking they continued to argue back and forth until I told Ms. Darling to leave once again. Ms. Yanko approached us and reiterated why Mx. Chappelle was showing the video to her class and I repeated to them that this was an open investigation and to wait for Mr. Bandon's approval. Mr. Bandon arrived by Mx. Chappelle's room and spoke to me privately I told him what had happened and then he went into Mx. Chappelle's classroom to get students' statements. I walked with Mx. Chappelle, Ms. Nailen and Ms. Yanko to my office. They were asked to write statements by Mr. Bandon. Mx. Chappelle was in my office and Ms. Yanko and Ms. Nailen went to Mr. Bandon's office to write their statements. After they left the office I asked Mr. Bandon if he spoke to Mx. Chappelle regarding showing the article to her class and he said no I also asked him if he received an email regarding this and he said no.

Madelyn Ortiz

Assistant Principal

Allen-Field Elementary

Allen-Field Elementary

Witness Statement

Name: Carrie YankoDate: 6/3/22 approximately 12:55pm

Ms. Nailen called room 232 + said that assistance was needed outside room 230. I saw Ms. Darhling, Ms. Ortiz (AP), + Mr. Chapelle outside room 230 in the hallway. The classroom door was closed. As I approached, Ms. Darhling was speaking with a raised voice + her mask was below her chin. She was saying she was walking in from lunch. Mr. Chapelle stated that Darhling threw open her classroom door + shouted at her from across the room. Ms. Ortiz radioed for Mr. Blandon to come to exit 4 + asked Ms. Darhling to keep walking. Ms. Darhling again spoke in an elevated voice stating she was just coming in from lunch. Mr. Chapelle stated that she felt Ms. Darhling was waiting for her.

Allen-Field Elementary

Witness Statement

Name: Carrie YankoDate: 6/3/22 approximately 12:55 pm

Ms. Ortiz asked both Ms. Darkling & Mr. Chapelle to stop talking & asked Ms. Darkling to continue walking. Ms. Darkling continued walking toward door 5 & again stated in an elevated voice that she was coming back from lunch. Mr. Blandon arrived by door 4 & called Ms. Ortiz over by him. Both administrators spoke for a couple of minutes. Then Mr. Blandon came to room 230 & told Mr. Chapelle that he'd be taking over her class. Ms. Nailen, Ms. Ortiz, Mr. Chapelle, & I went to the main office to Ms. Ortiz's office.

Allen-Field Elementary

Witness Statement

Name: Kristina NailenDate: 10/3/2022

As a resource SpEd teacher, I was in Rm 230 for my regularly-scheduled time to work with students. Following that, it became apparent that the regular ed teacher, Mx. Chappelle, had a MKE Journal Sentinel news article (published within days of this date) visible on the smart board and I assumed that a class discussion was intended regarding very public information about Allen-Field's school counselor, Marissa Darlingh. The intention of this looked to be for the students to have relevant information so that they could make an informed decision about whether to join the aforementioned counselor's scheduled counseling session later, at 220pm. Darlingh flung open the classroom door to Rm 230 and shouted in front of the students: "Why are you talking about me?" Mx. Chappelle stated that she wanted her students to have information so they could choose their level of engagement with Darlingh for today's counseling session. Darlingh shouted back that

Allen-Field Elementary

Witness Statement

Name: Kristina NaukenDate: 6/3/2022

She was going to get Mr. Blandon & stormed off. Mrs. Ortiz, AP, entered Rm 230 and engaged in dialogue with Mr. Chappelle. They then exited Rm 230 to continue the conversation in the hallway. I closed the classroom door and remained inside Rm 230 to supervise the students. I called Rm 232 to request that our union building representative, Ms. Yanko, come to Rm 230 so as to serve as witness and provide relevant support. At that time I heard raised voices/shouting in the hallway and assumed that Darlinghi was verbally confronting Mr. Chappelle. To my knowledge, Mrs. Ortiz and Ms. Yanko witnessed & heard the specifics of that verbal exchange. I was unable to follow what was said outside the classroom. Mr. Blandon arrived & asked all of us to relocate to the main office.

Allen-Field Elementary

Witness Statement

Name: STUDENT "E"

Date: 6-3-22

I saw our school play ground.

we were talking about something
with miss merisa and a investigation
about trans I think im not

I dont remember what
mr. chappelle said.

Allen-Field Elementary

Witness Statement

Student "F"

Name: _____

Date: 6/3/22

wrong

wrong I was shown a article about the school
w/contin saying that there will be no students
transitioning along as shes here. what heard was
wrong the teacher read the ^{wrong} title and the first
par paragraph and a photo of the school.

Allen-Field Elementary

Witness Statement

Name: _____

STUDENT "G"

Date: 6/8/22

I don't know what is going on
But I seen The park and m/c
said nothing

Allen-Field Elementary

Witness Statement

Name: _____

Date: _____

Student "H"

Ms. Chappelle show the thing on the
Orow she started reading a littil then Ms.
Marissa come and said thing.

Allen-Field Elementary

Witness Statement

Name: _____

Student "I"

Date: 6-3-22

Say transe gender can not pass
or something miss marisa is
R-V-D-E miss marisa is
transe gender I think
what base she have on
transe gender kids at
school and works we dont
know miss marisa came
and ask if we talkin
about her our school.

miss marisa a meany

Allen-Field Elementary

Witness Statement

Name: _____

Student "J"

Date: 6/3/22

I seen something but i forgot
it and she said something that i
forgot too so i forgot everting.

Allen-Field Elementary

Witness Statement

Name: _____

Student "K"

Date: 6/3/22

• What I heard was about the LGBT and what they mean we read a book about how the police would make others leave out of a place I forgot what it was called.

• the background story of some person I forgot their name

I don't remember the other parts

Allen-Field Elementary

Witness Statement

Name: _____

Date: 6/3/2022

STUDENT "L"

When I asked if [unclear] I don't know

Allen-Field Elementary

Witness Statement

Name: _____

Date: 6/3/22

STUDENT "M"

We seen that miss MARISSA WOULD not
let trading students transfer and the
teacher said that we had a opinion to
have consulting or not

Allen-Field Elementary

Witness Statement

Name: _____

Date: 6/3/22

Student "N"

We saw pictures about the protest a long
time ago about LGBTQ And we
also read a book about it. Then
we were learning and Miss
Morrison came and said "Are you
talking about me?" And the teacher
said "yes" nicely. Ms Morrison
got mad & said the teacher
"can't teach us this!"

Allen-Field Elementary

Witness Statement

Name: _____

Date: 6/3/22

Student "O"

Ms. melisa came in and said she going
to get mr. Bonbon mx. chappelle said
ok ms. artie's came in they went
out the door

Allen-Field Elementary

Witness Statement

Name:

Student "P"

Date:

6/3/22

We were learning about how
ms. Marissa doesn't like transgender
kids and then ms. Marissa looked
in the door and said you
guys are talking about me and then
she said I'm going to get Mr. Belden
and ms. Arties.

Allen-Field Elementary

Witness Statement

Name: _____

Date: Friday Jan 3 Student "Q"

Mr. Chappelle was reading the topic
they Mr. M. Shy. was what the door she
said something. I really don't hear what
Mr. M. said. Then Mrs. O. walks in to the
class then Mr. Chappelle was talking
about it they is to share that. Then
Mr. Chappelle and Mrs. O. walk out of
the class.

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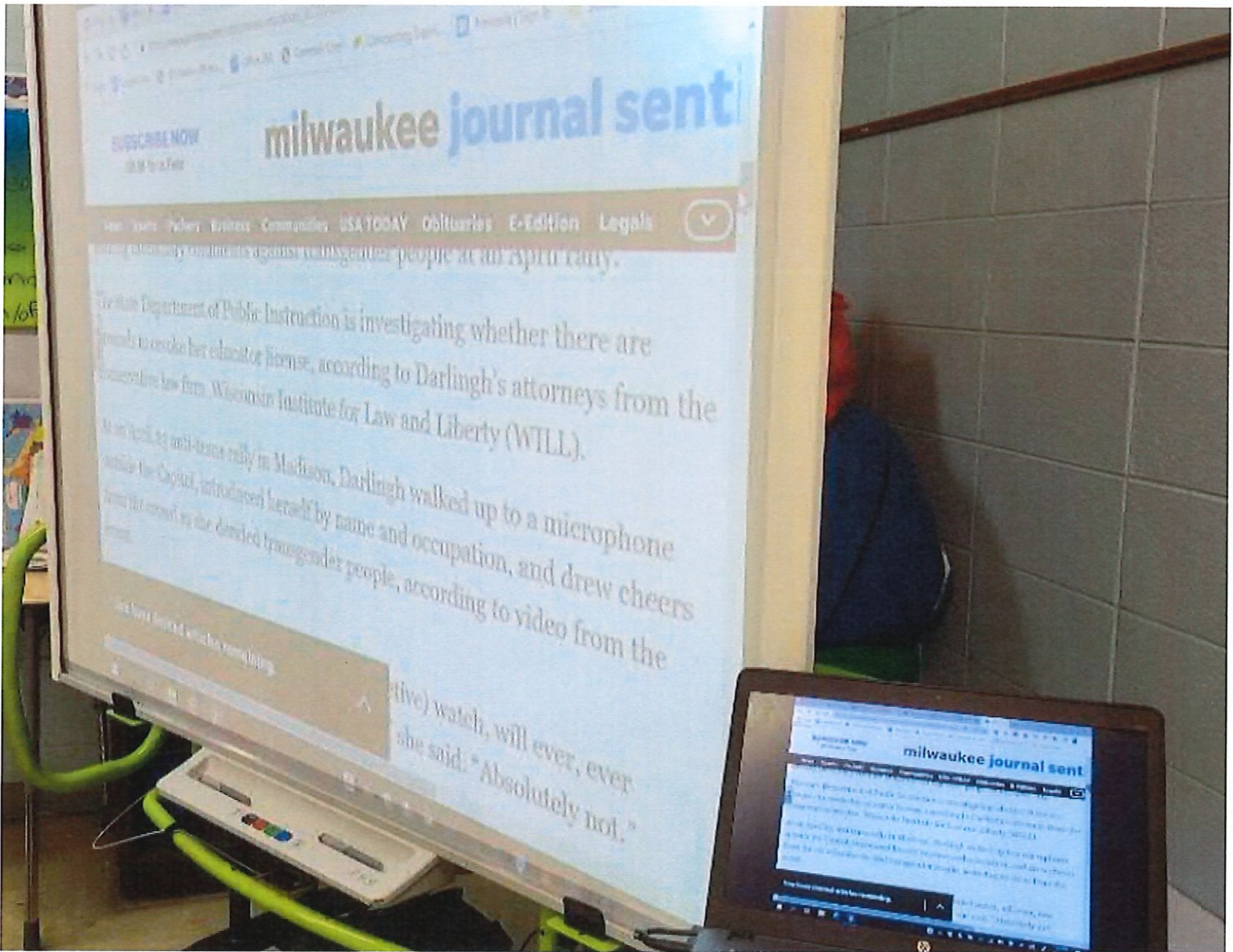
making incendiary comments against transgender people at an April rally.

The state Department of Public Instruction is investigating whether there are grounds to revoke her educator license, according to Darling's attorneys from the conservative law firm, Wisconsin Institute for Law and Liberty (WILL).

At an April 23 anti-trans rally in Madison, Darling walked up to a microphone outside the Capitol, introduced herself by name and occupation, and drew cheers from the crowd as she derided transgender people, according to video from the event.

You have limited articles remaining:

(ative) watch, will ever, ever
she said. "Absolutely not."



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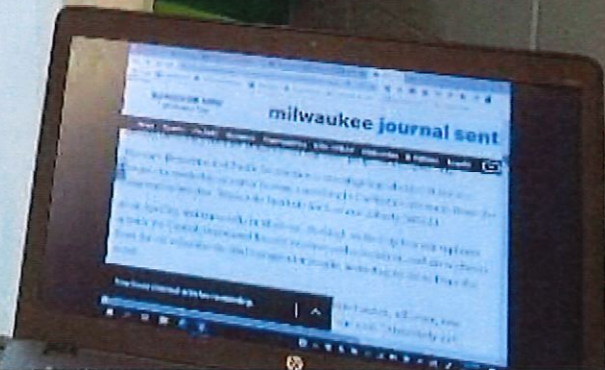
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...ing university students against transgender people at an April rally.

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At an April 29 anti-trans rally in Madison, Darling walked up to a microphone outside the Capitol, introduced herself by name and occupation, and drew cheers from the crowd as she denounced transgender people, according to video from the rally.

... (ative) watch, will ever, ever
she said. "Absolutely not."



VIDEO



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Gender Inclusion Guidance

Office of Innovation & Information
August 2017

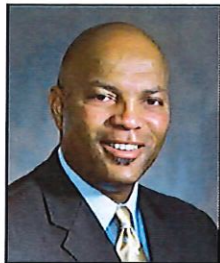
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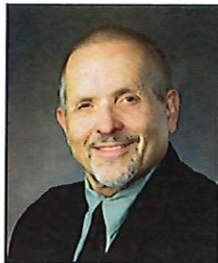
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Milwaukee Board of School Directors

Jacqueline M. Mann, Ph.D., *Board Clerk/Director*
Office of Board Governance, (414) 475-8284



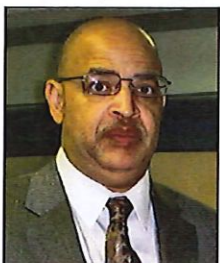
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Nondiscrimination Notice It is the policy of the Milwaukee Public Schools, as required by section 118.13, Wisconsin Statutes, that no person will be denied admission to any public school or be denied the benefits of, or be discriminated against in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

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

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

For section 118.13, Wisconsin Statutes, federal Title IX:

Matthew Boswell, Senior Director, Department of Student Services, Room 133, Milwaukee Public Schools, 5225 W. Vliet St., P.O. Box 2181, Milwaukee, WI, 53201-2181

For section 504 of the Rehabilitation Act of 1973 (Section 504), federal Title II:

Jeff Molter, 504/ADA Coordinator for Students, Department of Specialized Services, 6620 W. Capitol Dr., Milwaukee, WI, 53216. (414) 438-3677
TTD: (414) 475-8139



**MILWAUKEE
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Office of the Superintendent

5225 W. Vliet Street, Milwaukee, WI 53208
(414) 475-8001 • mps.milwaukee.k12.wi.us

Dear MPS Students, Staff, and Families:

As we begin the 2016–17 school year, we would like to make you aware of a revision to *Administrative Nondiscrimination Policy 1.04*. In May of 2016, the U.S. Departments of Justice and Education issued joint guidance on best practices for gender-inclusive schools. With that guidance, we added protection for “gender identity, gender expression, gender nonconformity” individuals. Aligned with existing MPS policies and procedures, we are making sure that we provide comprehensive guidance that allows for all of our students to reach their fullest potential by creating a safe and supportive learning environment.



In this document, you will find:

- ▶ **Relevant definitions**
- ▶ **Best practices for ensuring equitable treatment of transgender and gender nonconforming students and staff**
- ▶ **District planning for providing resources and professional development for our staff, students, and families**

As we work together as a community to support all students and staff, please know that we are available to answer any specific questions or concerns you may have. For more information, please contact Dr. Latish Reed, the district equity specialist, at reedlc@milwaukee.k12.wi.us or (414) 773-9945. You may also direct questions to genderinfo@milwaukee.k12.wi.us.

Sincerely,

Darienne B. Driver, Ed.D.
Superintendent of Schools

Start. Stay. Succeed.
Comienza. Quédate. Triunfa.

Introduction

The Milwaukee Public Schools gender inclusion guidance was created to provide information about how to best ensure the protection of students and staff in terms of gender inclusion.

The topic of gender inclusion continues to be an evolving issue. This handbook is based on best practices and will be updated as we continue to receive guidance from the courts and other government agencies. This handbook does not duplicate district policies and procedures but is intended to supplement them.

Glossary of Terms

Gender identity – A person's deeply held internal sense or psychological knowledge of their own gender, regardless of the sex they were assigned at birth.

Gender expression – The manner in which a person represents or expresses gender, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

Transgender – An umbrella term describing a person whose gender identity is different from the sex they were assigned at birth.

Transition – The process through which a person goes from living and identifying as one gender to living and identifying as another. Transitions are not linear and may include any combination of physical, social, and medical processes. Transitions are private and personal and should not be discussed unless conversation is initiated and led by the person who is transitioning.

Gender nonconforming – A term that refers to individuals whose gender expression and/or identity do not follow social expectations or stereotypes based on their sex assigned at birth.

Preferred gender pronoun(s) – The pronoun(s) a person prefers to have used when referred to in conversation. Common examples include "they," "their," "she," "he," "her," "his," and "ze."

Gender binary – The classification of gender and sex assigned at birth into two distinct, opposite, and disconnected forms of masculine and feminine.

Sex assigned at birth – The sex determined by a physician, midwife, nurse, or individual delivering a baby based on inspection of the genitalia post-birth.

Intersex – A term that refers to an individual whose reproductive anatomy or genitalia does not seem to fit the socially accepted definitions of female or male. Often physicians will perform "corrective" surgery in order to make the child's genitalia fit into either a female or male definition.

Cisgender – A term that refers to individuals whose gender identity and expression correspond to their sex assigned at birth.

Sexual orientation – A person's emotional and/or sexual attraction to another person based on the gender expression and/or identity of the other person. While they are often referred to in similar contexts, sexual orientation and gender identity are different and should be understood as independent identities.

The terms above are not all-encompassing, and individuals may utilize a variety of alternative terms such as "gender non-binary, gender queer, bigender, gender fluid, gender normative, gender variant, trans, two-spirit." This list is not comprehensive and is prone to addition or change. Continued communication allows for individuals to claim their preferred identity and helps to maintain a safe and supportive space for all individuals.

Acknowledgement of Individuals' Gender Identity

- a) Acknowledging the individual's needs
 - i) Every individual's experience with their gender identity is unique and personal. Individuals whose gender identity may not match what others perceive need staff and students to understand their experience as well as offer their support of whatever level of transition they may choose to undergo.
 - ii) Transgender or gender nonconforming students and staff will most likely start and guide conversations with school administrators or staff if they wish to make their gender identity clear. However, some individuals may not desire a formal declaration. Instead they are comfortable with a discreet and consistent acknowledgment of their gender identity through the use of preferred gender pronouns, use of preferred name, and/or access to gender-segregated facilities and activities. Each individual is different, and open conversation with trusted staff members is the best method for ensuring that their needs are met.
 - iii) There is no requirement that a medical or psychological diagnosis be presented for an individual to identify as transgender or gender nonconforming.
- b) Point of contact for the individual
 - i) Staff who are approached by an individual who wishes to discuss their gender identity should aim to provide a safe and confidential environment for the individual.
 - ii) If you are not a part of your school's gender-inclusive support team, ask the individual if they would like you to connect them with a staff member who is a part of that team.
 - iii) Provide the individual with information about the resources and services that may be available to them.
 - iv) It is recommended that you share the information told to you by the individual only with staff members that the individual has approved of.

Student and Staff Transitions

- a) Plan to guide schools through an individual's transition
 - i) The district has developed a Gender Support Plan (Appendix C) and Gender Communication Plan (Appendix D) that may be used to help guide a student's transition within the school community.
 - ii) It is recommended that, if used, Gender Support Plans (Appendix C) and/or Gender Communication Plans (Appendix D) not be a part of the student's official record and that a key point person, identified by the student, holds onto the plan in a separate file or folder. If the key point person is no longer present at the student's school, it is up to a member of the school's support team to work with the student to identify a new key point person.
 - iii) Information should be disclosed only to school administration and staff members who have been approved by the individual and who are actively involved in implementing the plan.
- b) Procedures for staff to guide conversations with students, staff, and/or parents/guardians
 - i) *K–5 students* — Parents/guardians will most likely be involved and may initiate the conversation.
 - ii) *6–12 students* — Get permission from students before communicating with parents/guardians.
 - iii) Each individual should choose who is involved in conversations about their transition.

General Support

- a) Options for disseminating resources and information on available services
 - i) A letter may be distributed to parents, staff, and students informing them of the available guidance, resources, and services.
 - ii) This guidebook may be distributed. This document is also available on the district's website.
 - iii) Copies of Change to Preferred Name/Gender Request Form (Appendix A), Request for Legal Name/Gender Printed on Document(s) Form (Appendix B), the Gender Support Plan (Appendix C), and the Gender Communication Plan (Appendix D) shall be made available at schools and on the district's website.
- b) Identification of a school support team
 - i) It is recommended that each school identify a team of staff members who are willing and able to act as a team for students needing gender identity support.
 - ii) Recommended staff for a support team are school principals and/or school leaders, school psychologists, school counselors, social workers, specific teachers.
 - iii) Regardless of the establishment of such a team, the individual in question shall determine who is a part of their particular support team.

Discrimination, Bullying, and Harassment

- a) Pursuant to Administrative Policy, discrimination, bullying, and harassment on the basis of gender identity or gender expression are prohibited within MPS. In terms of gender inclusion, examples of unacceptable activity include, but are not limited to:
 - i) Engaging in conduct that makes an individual feel unsafe when using facilities that coincide with their gender identity and/or expression.
 - ii) Engaging in conduct that makes an individual feel unsafe when participating in clubs or activities that coincide with their gender identity and/or expression.
- b) Responding to allegations of discrimination, bullying, or harassment on the basis of gender identity or gender expression
 - i) Ensure that transgender and gender nonconforming individuals have a safe and welcoming school environment.
 - ii) The investigation shall be conducted pursuant to the appropriate Administrative Policy, Procedure, or guidebook, which may include one or more of the following:
 - ① Administrative Policy 1.04, Nondiscrimination
 - ② Administrative Procedure 1.04, Nondiscrimination Complaint Procedures
 - ③ Administrative Policy 6.03, Anti-Harassment/Anti-Bullying: Staff
 - ④ Administrative Procedure 6.03, Anti-Harassment/Anti-Bullying: Staff
 - ⑤ Administrative Policy 6.16, Complaints and Grievances: Staff
 - ⑥ Administrative Policy 8.01, Student Nondiscrimination
 - ⑦ Administrative Procedure 8.01, Student Nondiscrimination
 - ⑧ Administrative Policy 8.27, Student Complaints and Grievances
 - ⑨ Administrative Policy 8.52, Bullying
 - ⑩ MPS Employee Handbook
 - ⑪ MPS Parent Student Handbook on Rights, Responsibilities, and Discipline

Privacy and Confidentiality

- a) Disclosure to other students, staff, and families
 - i) Each individual should guide who is involved in conversations around their own gender identity.
 - ii) Individuals have the right to openly discuss and express their gender identity, but school personnel must be mindful of the confidentiality and privacy rights of each individual regardless of age when communicating with other students, staff, and/or families.
- b) Disclosure to parents or guardians
 - i) Any change to the student's official record will require the permission of the student's parent/guardian.
 - ii) School personnel should have conversations with students about the level of information they want shared with their parents/guardians for any change that is not a part of their official record.
 - iii) The Gender Support Plan and/or Gender Communication Plan are documents that may be useful in guiding such conversations. However, it is not mandatory that these forms be filled out.
 - iv) Guiding questions for this conversation should include:
 - ❶ Is your parent/guardian aware of your preferred gender identity?
 - ❷ Is your parent/guardian aware of your preferred name?
 - ❸ If your parent/guardian asks specific questions about your gender identity, how much information would you prefer I share?
 - ❹ What name should be placed on your school work, understanding that your parent/guardian may ask to view school work during conferences or academic conversations with me?
 - v) School personnel must be mindful not to reveal, imply, or refer to a student's actual or perceived gender identity or gender expression when contacting parents/guardians when formal changes to official records have not been made.
 - vi) School personnel should be aware that involving parents/guardians without the permission of the student could lead to potentially harmful incidents, such as being kicked out of their home or being disowned.

Preferred Names, Gender Identities, and Pronouns

- a) Use of preferred names, gender identities, and pronouns
 - i) Students and staff are allowed to be addressed by a name and pronoun(s) of their choice that corresponds to their gender identity.
 - ii) It is culturally responsive for teachers and school personnel to privately ask all students and staff to indicate their preferred name and gender pronouns at the beginning of the school year.
 - ① *Verbally* — through one-on-one conversations with individuals
 - ② *Written* — through whole class or staff inventories, surveys, or questionnaires
 - iii) Inadvertent slips or honest mistakes that are followed by the effort to correct this action going forward are acceptable. However, intentional or persistent refusal by students or school personnel to respect an individual's preferred name is not acceptable and may be determined to be a violation of the district's policies on nondiscrimination, harassment, or bullying.
- b) Designation of a preferred name and/or gender identity on Infinite Campus
 - i) A court-ordered name and/or gender change is not required in order to indicate a preferred name on Infinite Campus.
 - ii) The student must fill out and sign the Change to Preferred Name/Gender Request Form (Appendix A).
 - iii) A parent/guardian must also sign the Change to Preferred Name/Gender Request Form (Appendix A) for any student who is under 18.
 - iv) There may be instances in which a student takes prescription medication that is labeled with their legal name. In such cases, students will be notified that their "legal name" must be disclosed to school staff.
 - v) There may be other instances in which school personnel must communicate with a student's healthcare provider or with outside agencies such as Child Protective Services, the courts, or law enforcement. In such cases, the district reserves the right to deviate from the student's preferred name and/or gender use in favor of using the child's legal name.
 - vi) The Request for Legal Name/Gender Printed on Document(s) Form (Appendix B) is available to ensure that students who undergo the Change to Preferred Name/Gender process are still able to have their legal name and/or gender printed on a document (such as an official transcript, immunization form, etc.).
- c) Amending a student's preferred name/gender
 - i) The completed Change to Preferred Name/Gender Request Forms (Appendix A) should be sent to genderinfo@milwaukee.k12.wi.us or brought directly to the Department of Organizational Development, room 254, in Central Services (5225 W. Vliet Street).
 - ii) Through use of the Gender Support Plan (Appendix C), individuals are allowed to identify how they want their name to appear on non-official documents, such as yearbooks, attendance, and posted lists.

Dress Codes

- a) Gender nonconforming dress code
 - i) For schools that offer a uniform option:
 - ❶ Individuals must be allowed to wear any and all uniform pieces assigned to their school regardless of their gender identity or expression.
 - ❷ It is recommended that the selection of a uniform be gender neutral.
 - ii) For schools that do not offer a uniform option:
 - ❶ Dress codes should not restrict individuals' clothing or appearance on the basis of gender.
 - ❷ Any dress code policy should be gender neutral.
- b) Enforcement of dress code by staff
 - i) Individuals are allowed to dress in accordance with their gender identity and/or expression.
 - ii) School personnel must not enforce a dress code more strictly against transgender and gender nonconforming individuals.

Access to Gender-Segregated Areas and Activities

- a) Existing facility usage
 - i) Individuals are allowed to have access to restrooms and locker rooms that correspond to their gender identity.
 - ii) If any individual desires increased privacy, school personnel must make every effort to provide the individual with reasonable access to an alternative restroom such as a single-stall restroom. The use of a more private restroom within the facility must be decided by an individual, and no individual should be required to use an alternative restroom because of their transgender or gender nonconforming status.
 - iii) If any individual desires increased privacy, school personnel must make every effort to provide the individual with reasonable access to an alternative changing room. The use of a more private changing room within the facility must be decided by an individual, and no individual should be required to use an alternative changing room because of their transgender or gender nonconforming status.
- b) Access to activities
 - i) All students are allowed to participate in physical education classes, clubs, and activities in a manner consistent with their gender identity.
 - ii) For participation in sports, refer to WIAA Transgender Participation Policy.
 - iii) For facility usage, refer to guidance above.
- c) Access to activities with overnight accommodations
 - i) Individuals are allowed to participate in an overnight field trip and utilize facilities and accommodations that correspond with their gender identity.
 - ii) If any individual desires increased privacy, school personnel must make every effort to provide the individual with reasonable access to an alternative overnight accommodation. The use of a more private area within the facility must be decided by an individual and no individual should be required to use an alternative accommodation because of their transgender or gender nonconforming status.

d) Classroom activities

- i) Wherever arbitrary gender dividers can be avoided, they should be eliminated. This allows for greater inclusion of all individuals.
- ii) If an activity uses gender-based categorization for sound pedagogical purposes, individuals shall be permitted to participate in any such activities consistent with their gender identity.

Professional Development and Training

The Office of Innovation shall work with other appropriate departments to ensure that professional development opportunities are provided for staff, students, and families. Individual chiefs, principals, or the management of individual work areas may make such opportunities mandatory at their discretion.

The Office of Innovation shall be responsible for updating all district forms and guidelines pertaining to gender inclusion and shall ensure the dissemination and accessibility of such information.

Resources Used to Develop MPS Gender Inclusion Guidance

- Chicago Public Schools – Guidelines Regarding the Support of Transgender and Gender Nonconforming Students (2016)
- District of Columbia Public Schools – Transgender and Gender-Nonconforming Policy Guidance (2015)
- Genderspectrum.org (2015)
- Los Angeles Unified School District – Policy Bulletins: Transgender Students – Ensuring Equity and Nondiscrimination, Name and/or Gender of Pupils for Purposes of School Records, and Guidelines for Sexual Orientation and Gender Identity Inclusive Education (2014)
- Madison Metropolitan School District – Policy (2004) Prohibition Against Discrimination
- Massachusetts Department of Elementary and Secondary Education – Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment (2012)
- National Center for Transgender Equality – Sample Policy
- New York State Education Department – Guidance to School Districts for Creating a Safe and Supportive Environment for Transgender and Gender Nonconforming Students (2015)
- San Francisco Unified School District – Non-Discrimination for Students and Employees (2006)
- School District of Shorewood – Equal Educational Opportunities (2014)
- St. Paul Public Schools – Policy 500.00 Gender Inclusion (2015)
- U.S. Department of Education, Office of Elementary and Secondary Education, and Office of Safe and Healthy Students – Examples of Policies and Emerging Practices for Supporting Transgender Students (2016)



**MILWAUKEE
PUBLIC SCHOOLS**

MPS Gender Inclusion Guidance FAQ

Why does the school have this policy now? I would like to know more about these policy changes.

- In May 2016, the Office for Civil Rights of the U.S. Department of Education issued joint guidance on best practices for gender-inclusive schools. In August 2016, the Milwaukee Board of School Directors revised its official policies and procedures to incorporate the spirit of these guidelines. In support of district policy, the MPS Gender Inclusion Guidance were created for staff.
- The goal is to offer more explicit protection of gender nonconforming MPS students and staff, to ensure that all students and staff are treated equitably, and to promote a safe and welcoming environment throughout the district.
- Personal information about our students, including their gender identity, is private.
- Many people do not realize that gender-based discrimination is illegal under title IX, and that gender is a protected class in many states and cities (just like race, religion, or disability). Unfortunately, these protections are necessary because transgender and other gender-expansive students frequently face a great deal of discrimination from other students, staff, and community members.
- Organizations such as the Parent Teacher Association, the National Education Association, the California School Board Association, and many other associations for administrators, counselors, and other education professionals have written clear guidelines about the need to make sure that transgender and other gender-expansive students are safe at school.

How do these policy changes and practices affect my student?

- We ensure that the safety of all students is our priority. Should you have more questions regarding your student, reach out to your school administration. For further information, please contact Dr. Latish Reed, MPS equity specialist, at genderinfo@milwaukee.k12.wi.us or (414) 773-3345.
- Our expectation for all of our students is that they respect the privacy and physical boundaries of other students. If the behaviors of one student are making another student feel unsafe, that is an issue we take very seriously.
- If, for any reason, your student needs additional support, such as a private space to change or use the restroom, we will work with you and your student to provide these. By no means will any student be forced to use a specific changing space or restroom within the facility.

How are you going to ensure that people don't take advantage of the policy?

- Schools have always worked to support the needs of individuals in a variety of ways. For any student who requires support related to gender, the school will work very deliberately to provide the necessary services. This will not take place without a great deal of care and planning.
- A person who is claiming to be a different gender for an improper purpose is significantly different from a transgender person. If someone is found abusing this policy, the school administration will intervene to determine the proper course of action.



ASCA Student Standards: Mindsets & Behaviors for Student Success

K-12 College-, Career- and Life-Readiness Standards for Every Student

The ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College-, Career- and Life-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2.** Sense of acceptance, respect, support and inclusion for self and others in the school environment
- M 3.** Positive attitude toward work and learning
- M 4.** Self-confidence in ability to succeed
- M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6.** Understanding that postsecondary education and lifelong learning are necessary for long-term success

Category 2: Behavior Standards

School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies		Self-Management Skills	Social Skills
B-LS 1.	Critical thinking skills to make informed decisions	B-SMS 1.	Responsibility for self and actions
B-LS 2.	Creative approach to learning, tasks and problem solving	B-SMS 2.	Self-discipline and self-control
B-LS 3.	Time-management, organizational and study skills	B-SMS 3.	Independent work
B-LS 4.	Self-motivation and self-direction for learning	B-SMS 4.	Delayed gratification for long-term rewards
B-LS 5.	Media and technology skills to enhance learning	B-SMS 5.	Perseverance to achieve long- and short-term goals
B-LS 6.	High-quality standards for tasks and activities	B-SMS 6.	Ability to identify and overcome barriers
B-LS 7.	Long- and short-term academic, career and social/emotional goals	B-SMS 7.	Effective coping skills
B-LS 8.	Engagement in challenging coursework	B-SMS 8.	Balance of school, home and community activities
B-LS 9.	Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9.	Personal safety skills
B-LS 10.	Participation in enrichment and extracurricular activities	B-SMS 10.	Ability to manage transitions and adapt to change

MBSD
Exhibit 27P.2

Overview

The 36 ASCA Student Standards are broad standards that identify and describe the knowledge, attitudes and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, create culturally sustaining strategies and activities and build a program that helps students achieve their highest potential. The ASCA Student Standards can be aligned with initiatives at the district, state and national levels to reflect local priorities.

To operationalize the standards, school counselors write or select measurable learning objectives that align with specific mindsets or behaviors, which become the foundation for classroom instruction, appraisal and advisement, and counseling activities addressing student developmental needs. The learning objectives directly reflect the school counseling program's vision, mission and goals, as well as the school's academic mission.

Research-Based Standards

The ASCA Student Standards are based on a review of research and college-, career- and life-readiness documents that identify strategies influencing student achievement and academic performance. The ASCA Student Standards are organized on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners," conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Student Standards are based on the evidence of the importance of these factors.

All 36 standards can be applied to any of the three school counseling domains of academic, career and social/emotional development. The school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual.

The standards are arranged within general categories of noncognitive factors related to academic performance as identified in the University of Chicago 2012 literature review. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including mindsets, learning strategies, self-management skills and social skills for success.

Category 1: Mindset Standards – Includes standards related to students' psycho-social attitudes or beliefs about themselves in relation to academic work. These make up the student's belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. The behaviors are visible, outward signs that a student is engaged as well as putting forth effort to learn. The behaviors are grouped into three subcategories.

- a. **Learning Strategies:** Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.
- b. **Self-management Skills:** Continued focus on a goal despite obstacles and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures.
- c. **Social Skills:** Acceptable behaviors that improve social interactions, such as those among peers or between students and adults.

Grade-Level Learning Objectives

Grade-level learning objectives are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and annual student outcome goals are aligned with the school's academic mission, school counseling standards and learning objectives are also aligned with academic content standards at the state and district level.

Grade-level learning objectives are housed in the ASCA Student Standards database at www.schoolcounselor.org/learningobjectives. School counselors can search the database by keyword to quickly and easily identify learning objectives that will meet student developmental needs and align with specific ASCA Student Standards. The database also allows school counselors to contribute to the learning objectives by sharing other ways to meet or align with a specific standard.

Domains

The ASCA Student Standards can be applied to three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college-, career- and life-readiness for every student. The domain definitions are as follows:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Implementing the ASCA Student Standards

School counselors use the ASCA Student Standards to guide the development, delivery and assessment of the three direct student services as defined by the ASCA National Model: instruction, appraisal and advisement, and counseling. The standards help school counselors determine what student knowledge, attitudes and skills will be measured as they work to help all students become college-, career- and life-ready.

School counselors deliver the ASCA Student Standards to all pre-K–12 students in classrooms, groups or individual settings in a manner that is appropriate for the students' development level/age. School counselors review achievement, attendance and discipline data to guide the selection of specific mindsets and behaviors appropriate for the individual, group or grade level, as well learning objectives to operationalize the standards.

School counselors implement the ASCA Student Standards through the following steps.

1. *Identify need.*

School counselors identify a specific student challenge found in the school's student outcomes (achievement, attendance, discipline). Challenges could include:

- underperformance in achievement (standardized test scores, grades, credits earned)
- overrepresentation in discipline (offense categories, consequences)
- higher absenteeism (absences, late arrivals, early departures, chronically absent)

Specific developmental stages or differences may also serve as the basis for school counselor interventions. If the issue is related to underlying systemic issues, the school counselor advocates to change policies, guidelines and practices to address the systemic issues.

2. *Collect supplemental data.*

School counselors collect supplemental data, soliciting opinions, beliefs and insights from stakeholders who are directly involved with students experiencing the identified challenge. These stakeholders include but are not limited to parents, teachers, administrators and students.

3. *Select student standard.*

School counselors select a specific mindset or behavior that best aligns with the data and the factors suggested in the supplemental data.

4. *Write learning objectives aligned with the student standard.*

School counselors operationalize the selected mindset or behavior by selecting or writing a measurable student learning objective(s) that will help students attain the standard. The learning objective(s) identify the specific knowledge and/or skills students need to attain that stated standard.

5. *Create pre-/post-assessment.*

School counselors create a pre-/post-assessment based on the student learning objectives and selected student standard.

6. *Select or develop strategies.*

School counselors select or develop strategies, activities and/or interventions that facilitate attainment of the learning objectives.

7. *Administer pre-test.*

School counselors administer the pre-test to determine the baseline knowledge and skills of targeted students.

8. *Deliver selected or designed strategies.*

School counselors deliver the strategies, activities and/or interventions to targeted students.

9. *Administer post-test.*

School counselors administer the post-test, assessing the students' acquisition of the knowledge and skills.

10. *Reflect for improvement of practice.*

School counselors reflect on the process, identifying what might be improved when next delivered.

School counselors use the ASCA Student Standards to ensure equity and improve access for all students. While the standards are based on a review of research and other college-, career- and life-readiness documents that identify strategies influencing student achievement and academic performance, learning happens within the context of the school environment. Students learn best in environments that are accepting, respectful, supportive and inclusive, and students cannot attain these standards in an inequitable environment.

As part of the implementation of a school counseling program based on the ASCA National Model, school counselors shape ethical, equitable and inclusive school environments that help all students achieve and succeed. School counselors have an ethical responsibility to provide curriculum and activities that ensure equitable academic, career and social/emotional development opportunities for all students.

Implementing the ASCA Student Standards through the lens of equity and access is essential to improving outcomes for all students. Without careful and thoughtful implementation, standards such as these can reinforce the status quo, including gaps in achievement, opportunity and attainment, and disproportionate rates of discipline and suspension for students of color. School counselors are aware that factors such as educators' beliefs, mindsets and behaviors can also perpetuate inequitable learning environments. The ASCA Student Standards should be used to promote equity and access for all students and create a school culture free of bias and oppression.

When faced with data exposing inequitable student outcomes, school counselors address the issue in two ways:

- work to help students attain the ASCA Student Standards
- use their leadership, advocacy and collaboration skills to address underlying systemic issues and create systemic change in the school

This combination of direct and indirect student services facilitates systemic change and affects students' ability to attain the ASCA Student Standards. To deliver indirect student services, school counselors:

- Advocate for policies, practices and guidelines that dismantle bias and promote equity for all
- Lead efforts to challenge policies, procedures, practices, traditions, customs or other behaviors perpetuating intentional or unintentional biased behaviors and outcomes
- Serve on school/district committees focused on ending bias, including committees addressing academic content
- Advocate for learning materials and resources in all content areas that promote diversity and inclusion and address systemic barriers
- Recognize and respond to incidents of bias among staff and students
- Collaborate with families, educators, businesses and community organizations focused on promoting opportunity and ending disparity, bias and oppression
- Present workshops for parents/families on how to foster and support respectful student behaviors

Collecting Mindsets & Behaviors Data

Collecting meaningful Mindsets & Behaviors data relies on the development of effective measures. School counselors go beyond asking if participants enjoyed the activity or if they believed it was beneficial. Rather, school counselors ask questions around the key Mindsets & Behaviors data concepts:

knowledge, attitudes and skills. Answering these questions helps school counselors communicate how students are different as a result of the school counseling program.

Asking questions that are developmentally appropriate and will lead to meaningful results requires thoughtful consideration. The mindsets and behaviors selected for the intervention or activity not only provide the basis for content but also form a basis on which questions are developed. Brainstorming statements that begin with stems such as I believe..., I know... and I can... guide question development. Once several of those statements have been written, they can be reworded into prompts that become data measures for multiple mindsets and behaviors.

Simple, meaningful questions can be most helpful in creating a data story. Measurement is less time-consuming when the mindsets and behaviors measures are easy-to-administer, easy-to-score and easy-to-analyze. No more than three to five questions or prompts are needed for any one measure. Forcing that limitation maintains the concentrated focus of both the intervention and the measure. It ensures the least amount of time is spent completing and scoring the assessment.

The ASCA Student Standards: Helping Students Become College-, Career- and Life- Ready

All students have the right to access a school counseling program that prepares them for the future and promotes equity and access for all. The ASCA Student Standards serve as the foundation for school counselors' work in direct student services for all students and describe the knowledge, attitudes and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the ASCA Student Standards to assess student growth and development, create culturally sustaining strategies and activities, and build a program that helps students achieve their highest potential.

Citation Guide

When citing from this publication, use the following reference:

American School Counselor Association (2021). *ASCA Student Standards; Mindsets and Behaviors for Student Success*. Alexandria, VA: Author.

Resources Used in Development of ASCA Student Standards (2021)

The following documents were the primary resources that informed ASCA Student Standards.

Document	Organization	Description
ACT National Career Readiness Certificate	ACT	Offers a portable credential that demonstrates achievement and a certain level of workplace employability skills in applied mathematics, locating information and reading for information.
Building Blocks For Change: What it Means to be Career Ready	Career Readiness Partner Council	Defines what it means to be career-ready and highlights the outcome of collaborative efforts of the Career Readiness Partner Council to help inform policy and practice in states and communities.
Career and Technical Education Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the Career and Technical Education Certificate.
Cross Disciplinary Proficiencies in the American Diploma Project	Achieve	Describes four cross disciplinary proficiencies that will enable high school graduates to meet new and unfamiliar tasks and challenges in college, the workplace and life.
Framework for 21st Century Learning	Partnership for 21st Century Skills	Describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.
ISTE Standards for Students	International Society for Technology in Education	Describes the standards students need to be prepared to thrive in a constantly evolving technological landscape.
Social Justice Standards: A Framework for Anti-bias Education	Learning for Justice	Presents anchor standards and age-appropriate learning outcomes that allow educators to engage a range of anti-bias, multicultural and social justice issues.
Social and Emotional Learning Core Competencies	CASEL	Identifies five interrelated sets of cognitive, affective and behavioral competencies through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.
Teaching Adolescents to Become Learners: The Role of Non-Cognitive Factors in Shaping School Performance	The University of Chicago Consortium on Chicago School Research	Presents a critical literature review of the role of noncognitive factors in shaping school performance.
What is "Career Ready"?	ACTE	Defines what it means to be career-ready, involving three major skill areas: core academic skills, employability skills, and technical and job-specific skills.



1101 King Street • Suite 310 • Alexandria, VA 22314
(703) 683-ASCA • asca@schoolcounselor.org

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Exhibit 27p.6

ADMINISTRATIVE POLICIES OF THE MILWAUKEE PUBLIC SCHOOLS

ADMINISTRATIVE POLICY 1.04 NONDISCRIMINATION

(1) No person may be denied admission to or participation in the benefits of any public school in the Milwaukee Public Schools, or be discriminated against in any curricular, extracurricular, student service, recreational, or other program or activity, because of the person's sex, gender, gender identity, gender expression, gender nonconformity, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap, or any other characteristic protected by applicable law, including without limitation by enumeration: section 118.13, Wis. Stats.; Title IX of the Education Amendments of 1972 (sex); Title VI of the Civil Rights Act of 1964 (race, color, and national origin); and section 504 of the Rehabilitation Act of 1973 (disability). The district may operate single-gender schools and/or provide single-gender classes, in accordance with sections 118.13(1) and 120.13(37m), Wis. Stats.

(2) Milwaukee Public Schools is committed to equal employment opportunity and non-discrimination, as required by the law for all individuals in the MPS workplace regardless of race, color, ancestry, religion, gender, gender identity, gender expression, gender nonconformity, sex, national origin, disability, age, creed, sexual orientation, marital status, veteran status, or any other legally protected characteristic or legally protected activity, such as participation in the complaint process. MPS will not tolerate illegal treatment based on a protected characteristic or activity.

(3) Discrimination complaints in educational or employment policies and practices shall be dealt with in an expeditious and forthright manner. The superintendent shall establish procedures to process alleged discrimination complaints to implement administrative policy.

History: Adopted 03-02-76; Revised 1984, 04-20-95, 11-28-05, 08-28-08, 09-18-14, 08-25-16

Previous Coding: Admin. Policy AC, prior to May 1995

Legal Ref.: Civil Rights Act of 1964, as amended in 1972, Title VI, Title VII; Executive Order 11246, 1965, as amended by Executive Order 11375; Equal Employment Opportunity Act of 1972, Title VII; Education Amendments of 1972, Title IX (P.L. 92-318); 45 CFR, Parts 81, 86 (Federal Register June 5, 1975, August 11, 1975); Laws of Wisconsin Relating to Public Schools, 118.195, 118.2

Cross Ref.:	Admin. Proc.	1.04	Nondiscrimination
	Admin. Policy	6.02	Equal Employment Opportunity
		8.01	Student Nondiscrimination
	Admin. Proc.	6.02	Equal Employment Opportunity Complaint Procedure

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MBSD 28
Exhibit

ADMINISTRATIVE POLICIES OF THE MILWAUKEE PUBLIC SCHOOLS

ADMINISTRATIVE POLICY 1.06 EQUITY IN MPS

(1) BACKGROUND

(a) The Milwaukee Board of School Directors is committed to the success of every student, regardless of race, ethnicity, family economics, mobility, gender identity, sexual orientation, disability, or initial proficiencies. The Board holds itself and all district and school-site decision makers, faculty, and support staff accountable for building a district-wide culture of equity.

(b) The Board acknowledges the need to address the impact of inequities in the city of Milwaukee and the state of Wisconsin. Accordingly, the Board acknowledges that these inequities have a long-standing impact on access and opportunity for our students, families, staff, and community.

(2) DEFINITIONS

(a) *Equality* is defined as a uniform distribution of district resources, supports, and opportunities.

(b) *Equity* is defined as an allocation of district resources, supports, and opportunities that is based on the needs of students and staff.

(3) GUIDING PRINCIPLES

(a) Achieving equity may require an unequal distribution of resources and services in order to ensure that all children have an equal opportunity to a free and appropriate public education.

(b) The strengths of students, staff, families, and community members shall be illuminated to eliminate implicit and explicit deficit thinking.

(c) A school system shall be developed in which all students receive the support and resources that they need to become successful.

(d) The use of equitable practices shall be prioritized at all levels of district leadership.

(e) Practices that respect the reality that all students will learn shall be set in place.

(4) EQUITY GOALS

(a) Milwaukee Public Schools will create a district-wide culture of reflection and awareness building.

(b) MPS will cultivate a district-wide culture of data-and-research-based decision making.

(c) MPS will incorporate student, family, and community voices in decision making district-wide.

(d) MPS will be a system that supports equitable leadership practices district-wide.

(e) MPS will provide every student with equitable access to high-quality and culturally relevant instruction, curriculum, support, facilities, technology, and other educational resources that respect their individual identities, backgrounds, abilities, and experiences.

(f) MPS will recruit, employ, support, and retain racially and linguistically diverse and culturally competent administrative, instructional, and support personnel.

(5) POLICY

Administrative Procedure 1.06, Efforts to Achieve Equity, shall serve as the minimum standards by which MPS will ensure an equitable allocation of district resources and achieve the equity goals.

(6) MONITORING AND EVALUATION

Annually in June, the Administration shall provide a report to the Board that provides the extent of progress in fulfilling the Equity Goals. The report shall include data and research that support the District's efforts to achieve equity, as appropriate.

ADMINISTRATIVE PROCEDURES OF THE MILWAUKEE PUBLIC SCHOOLS

ADMINISTRATIVE PROCEDURE 1.06 EFFORTS TO ACHIEVE EQUITY

(1) DEFINITIONS

In addition to the definitions in Administrative Policy 1.06, the following definitions will be used:

- (a) *Equity Lens* is defined as a point of view used to acknowledge the disparities that impact historically marginalized groups and to identify priorities based on areas of greatest needs. These needs will drive district priorities for the most equitable distribution of resources, supports, and opportunities.
- (b) *Culturally Responsive Practices* are defined as beliefs, methods, and practices that support and empower all students socially, emotionally, intellectually, and civically by leveraging students' lived experiences and learning styles to ensure student achievement.

(2) IMPLEMENTATION

To ensure an equitable allocation of district resources and to achieve the district's equity goals, the following practices are hereby implemented:

- (a) The District shall monitor and evaluate the individual needs of schools and distribute resources and effective personnel based on those needs.
- (b) The District shall work to provide all students with equitable access to co-curricular and extracurricular activities, social services, tutoring, enrichment opportunities, and special programs.
- (c) The District shall identify, develop, and apply best practices for which there is evidence that they have made a positive difference for individual students and groups of students in order to reduce prevalent and persistent learning-outcome gaps.
- (d) The District shall work to recruit, employ, support, and retain racially and linguistically diverse and culturally competent administrative, instructional, and support personnel.
- (e) The District shall create a standard system of practice for examining and using data and research to empower mindsets about students' abilities to learn, rather than reinforce deficit thinking.
- (f) The District shall work to train all employees to use an equity lens to analyze and reflect on data collected by the District.
- (g) The District shall work to train all employees in culturally responsive practices and to give all employees opportunities for professional development that will further establish a culture of collaboration and equity.
- (h) The District shall work to give all staff and students opportunities to understand cultural identity and the impact of their own cultural identities on themselves and others.
- (i) The District shall welcome and empower students and families, including under-represented families and those whose first language may not be English, as essential partners in students' education, school planning, and district decision making.
- (j) The District shall engage other partners who have demonstrated culturally-specific expertise, including government agencies, non-profits, community-based organizations, and businesses, in meeting our educational objectives.

History: Adopted 8-31-2017

Cross Ref.: Admin. Policy 1.01 Vision, Mission, Core Beliefs, and Goals
Admin. Policy 1.06 Equity in MPS

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ADMINISTRATIVE POLICIES OF THE MILWAUKEE PUBLIC SCHOOLS

ADMINISTRATIVE POLICY 6.03

ANTI-HARASSMENT / ANTI-BULLYING: STAFF

The District does not tolerate workplace harassment/workplace bullying in any form and will take necessary and appropriate action to eliminate it, up to and including discipline of offenders. Any violation shall be dealt with promptly.

(1) HARASSMENT/BULLYING (SEXUAL)

(a) It is the policy of the Milwaukee Public Schools to maintain and to ensure a learning and working environment free of any form of sexual harassment, unwelcome physical contact of a sexual nature, and other verbal or physical conduct of a sexual nature. Unwelcome verbal or physical conduct of a sexual nature includes, but is not limited to, the repeated making of unsolicited, inappropriate gestures or comments and the display of sexually graphic materials not necessary to the work of Milwaukee Public Schools. All supervisors who receive reports of sexual harassment and/or sexual assault complaints shall immediately report such complaints to their immediate supervisors and the Office of Human Capital.

(b) Sexual harassment exists when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Harassment on the basis of sex is a violation of federal regulations under Title VII, Section 703 for employees, and sections 111.31-111.36 of Wisconsin's Fair Employment Law.

(c) The Milwaukee Public Schools views sexual harassment and any associated retaliation to be among the most serious breaches of workplace conduct and does not tolerate sexual harassment in any form. The District will take all necessary and appropriate action to discipline offenders, up to and including termination.

(2) HARASSMENT/BULLYING (NON-SEXUAL)

(a) The District is committed to maintaining and ensuring a workplace that is free from all other types of workplace harassment. Harassment based on race or any other statutorily protected class or protected activity (e.g., religion, age, sex, sexual orientation, or complaint reporting) is unlawful. Harassment or bullying based on gender identity, expression, or nonconformity is specifically prohibited. Harassment or bullying for any reason is inappropriate and may be grounds for disciplinary action.

(b) The District is committed to taking appropriate action to sustain a work environment free from any and all types of bullying. Bullying is deliberate or intentional behavior using words or actions intended to cause fear, humiliation, intimidation, harm, or social exclusion. Bullying often involves repeated behavior and an imbalance of power.

(c) Bullying behavior is prohibited in all schools, school district buildings, educational environments, and on District property, including any property or vehicle owned, leased or used by the District. Bullying is also prohibited when perpetrated through electronic means of communication (e.g., by telephone or computer), as is bullying in a non-workplace setting through off-duty speech or behavior (e.g., personal phone calls) that results in substantial disruption of the workplace.

(d) All employees should report complaints of bullying to their immediate supervisors and/or to the Office of Human Capital.

History: Adopted 9-28-82; revised 10-30-85, 3-29-95, 4-25-06, 9-18-14, 8-27-15

Previous Coding: Admin. Policy GBAA, prior to May 1995; Admin. Policy 7.03, May 1995-August 1996

Legal Ref.: Federal regulations - Title IX, Sec. 106.31(b), students; Title VII, employees W.S. 111.31-111.37, 118.20, 118.46

Cross Ref.:	Admin. Policy	8.02	Student Sexual Harassment
		8.52	Bullying
	Admin. Proc.	6.03	Anti-Harassment/Anti-Bullying: Staff
		8.02	Student Sexual Harassment

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ADMINISTRATIVE POLICIES OF THE
MILWAUKEE PUBLIC SCHOOLS

ADMINISTRATIVE POLICY 6.07
EMPLOYEE RULES OF CONDUCT

(1) GENERAL

(a) In order to attain its educational and organizational goals in an efficient and effective manner, the Board believes it is a sound human resources management practice to fully apprise employees of the conduct that is expected of them. It is the intent of this policy to set district rules governing all employees and to publish such rules; therefore the Board finds it necessary to promulgate rules of conduct for its employees, outlining prohibited conduct.

(b) Any employee who violates any district policy, procedure, rule, or regulation, whether written or unwritten, shall be subject to disciplinary action, which may, but need not, include oral warnings, written warnings, suspensions without pay, demotion, or any other discipline, up to and including termination. The nature of the discipline shall depend on the nature of the violation, the surrounding circumstances, and any other relevant factors.

(2) PROHIBITED CONDUCT

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

- (a) Insubordination, including disobedience, failure, or refusal to carry out directions, assignments, or instructions
- (b) Falsification, unauthorized modification, or alteration of any district documents or records, including applications for employment, whether by omission or commission
- (c) Damage, unauthorized use, possession, or removal of Board property or another person's private property
- (d) Possession, use, or sale of any illegal drugs, drug paraphernalia, intoxicants, narcotics, or any other controlled substance on or off Board premises
- (e) Possession, sale, or use of alcoholic beverages during assigned work hours or while on Board premises
- (f) Reporting to work impaired by illegal drugs, alcoholic beverages, or intoxicants, and/or impaired by the unauthorized consumption of prescription drugs or other legal substance
- (g) Illegal or prohibited possession of firearms or other weapons during assigned work hours or while on Board premises
- (h) Failure, refusal, or negligence in the performance of assigned duties
- (i) Violation of federal, state, and/or local laws/ordinances which are substantially job-related or render the employee unavailable for work due to incarceration
- (j) Unauthorized non-charitable or business-related solicitation(s) for any purpose during assigned work hours or while on Board premises
- (k) Unexcused or excessive absenteeism or tardiness, including failure to follow appropriate reporting procedures
- (l) Loafing, loitering, sleeping, or engaging in unauthorized personal business
- (m) Failure to comply with health, safety, and sanitation requirements, rules, and regulations
- (n) Threatening, harassing, intimidating, interfering with, coercing, injuring, or using abusive language toward students, Board employees, or the public
- (o) Unauthorized accessing, disclosure, or copying of confidential information or records
- (p) Engaging in activity that significantly detracts from the school district's image or reputation

(q) Failure or refusal to comply with school/departmental work rules, policies, or procedures.

History: Adopted 10-30-96; revised 09-29-99

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ADMINISTRATIVE POLICIES OF THE MILWAUKEE PUBLIC SCHOOLS

ADMINISTRATIVE POLICY 8.01 STUDENT NONDISCRIMINATION, COMPLAINTS AND APPEALS

(1) GENERAL PRINCIPLES AND POLICY

(a) The Milwaukee Public Schools is committed and dedicated to the task of providing the best education possible for every child in the district for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body.

(b) It is the policy of the Milwaukee Public Schools that no person may be denied admission to any public school in this district or be denied participation in, or the benefits of, or be discriminated against in, any curricular, extracurricular, student service, recreational, or other program or activity because of that person's sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap, as required by section 118.13, Wis. Stats., and Chapter PI 9, Wisconsin Administrative Code.

(c) This policy prohibits discrimination in the following areas:

1. admission to any school, class, program, or activity, except that the district may operate single-gender schools and/or provide single-gender classes in accordance with sections 118.13(1) and 120.13(37m), Wis. Stats.;
2. standards and rules of behavior, including student harassment;
3. disciplinary measures, suspensions, or expulsions;
4. acceptance of gifts, scholarships, aid, benefits, services to students;
5. instructional, library, or media materials;
6. selection, testing, evaluation, and counseling of students;
7. facilities;
8. opportunities for participation in athletic programs or activities; and
9. school-sponsored food-service programs.

(d) This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, and national origin), and section 504 of the Rehabilitation Act of 1973 (disability).

(e) "Student harassment" refers to a range of inappropriate behaviors directed toward students, including, but not limited to, name calling, bullying, physical attacks, and intimidation. Student harassment means behavior towards students based, in whole or in part, on sex; race; religion; national origin; ancestry; creed; pregnancy; marital or parental status; sexual orientation; or physical, mental, emotional, or learning disability or handicap, which substantially interferes with the student's school performance or creates an intimidating, hostile, or offensive school environment. The district regards student harassment as a form of discrimination, and such behavior will be subject to discipline.

(f) The suburban school districts participating in the Chapter 220 settlement agreement are required to establish their own student nondiscrimination policies under section 118.13, Wis. Stats., and PI 9, Wisconsin Administrative Code.

(2) DESIGNATED EMPLOYEE

(a) The superintendent shall designate individuals to be responsible for handling complaints concerning discrimination. The name, title, and contact information of each of these individuals, as well as a description of the specific type of complaint handled by each, shall be published annually in the student handbook as well as any in other location where the district is required to publish its notice of nondiscrimination.

(b) It shall be the responsibility of the designated employees to examine existing policies and develop new policies, where needed, to ensure that the Milwaukee Public Schools does not engage in discrimination prohibited by federal and state law. The designated employee shall:

1. receive and record complaints filed under section 118.13, Wis. Stats., and PI 9, Wisconsin Administrative Code;
2. investigate the complaints and determine whether or not the student nondiscrimination policy has been violated;
3. ensure that an evaluation of the district's compliance with section 118.13, Wis. Stats., is completed every five years, in accordance with PI 9.06, Wisconsin Administrative Code, and shall submit form PI-1197 to the Department of Public Instruction annually; and
4. obtain copies of suburban districts' policies adopted under section 118.13 and PI 9 and will be available to act as a liaison in the event a discrimination complaint is filed and requires assistance in its resolution.

(3) COMPLAINT PROCEDURES

(a) The district encourages informal resolution of complaints under this policy. If informal resolution is not achieved, administrative procedures exist to address allegations of violations of the student nondiscrimination policy in the Milwaukee Public Schools.

(b) Discrimination complaints regarding the possible violation, interpretation, or application of the district's student nondiscrimination policy shall be processed in accordance with the procedures set forth in Administrative Procedure 8.01, Student Nondiscrimination. Action will be taken to ensure compliance with the district's policy on student nondiscrimination.

(4) MONITORING AND EVALUATION

The Administration shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every five years, on a schedule established by the state superintendent. A report on the evaluation shall be filed, pursuant to Chapter PI 9 of the Wisconsin Administrative Code. A copy of the report shall be provided to the Board.

History:	Revised 3-29-95; 8-28-03, 11-28-05, 8-28-08, 5-31-18
Previous Coding:	Admin. Policy JB, prior to May 1995; Admin. Policy 10.01, May 1995-August 1996 Coding
Legal Ref.:	Chapter PI 9, Wisconsin Adm. Code Wis. Stat. 118.13 Title IX of the Education Amendments of 1972 Title VI of the Civil Rights Act of 1964 Section 504 of the Rehabilitation Act of 1973
Cross Ref.	Admin. Proc. 8.01 Student Nondiscrimination

ADMINISTRATIVE POLICIES OF THE MILWAUKEE PUBLIC SCHOOLS

ADMINISTRATIVE POLICY 8.52 BULLYING

(1) GENERAL PRINCIPLES

The Milwaukee Public Schools is committed and dedicated to the task of providing a safe environment for students to attain high academic standards and to promote healthy human relationships. Bullying behavior interferes with this mission by obstructing the school district's ability to maintain the safety or welfare of students. Bullying interferes with the commitment to a safe environment for students and adults and disrupts productivity both inside and outside of the classroom.

(2) DEFINITION

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

(b) Bullying behavior can be:

- physical (assault, hitting, kicking, theft, etc.);
- verbal (threatening or intimidating language, name-calling, cruel rumors, racist remarks, etc.);
- indirect (spreading rumors, social exclusion and isolation, using technology in a hurtful manner — cyber bullying, which includes, but is not limited to, use of email, instant messaging, text messages, digital pictures or images, cell phones, or website postings);
- bullying by proxy (i.e., someone engaging in bullying through another or on behalf of another); or
- between students and students, students and adults, or adults and adults (see Administrative Policy 6.03 for bullying involving employees). Included adults are defined as, but not limited to, employees, parents, and volunteers.

(3) PROHIBITION

Bullying behavior by an individual student, a group of students, or an adult (including employees [see Administrative Policy 6.03 for bullying involving employees]) and non-employees) is prohibited in all schools, in school district buildings, in educational environments, and on school district property, including any property or vehicle owned, leased, or used by the school district. Educational environments include, but are not limited to, every activity under school supervision. Bullying and harassment of students or employees (see Administrative Policy 6.03 for bullying involving employees) is also prohibited when perpetrated through electronic means (for example by phone or computer). Students' out-of-school speech or behavior that results in a "substantial disruption of the learning environment" is also prohibited.

(4) PROCEDURE FOR REPORTING AND INVESTIGATION OF BULLYING

(a) It is the responsibility of all students, employees, and other adults who observe or become aware of acts of bullying to report these acts confidentially to a member of the school staff or administration.

(b) The school district will act to investigate all complaints of bullying and will take appropriate action against any student or adult who is found to have violated this policy.

(c) All schools will follow these procedures for handling reports of bullying when the act involves a student:

- All staff may receive reports of bullying.
- All reports of bullying must be placed on an Incident Referral Form, which is to be sent to the principal/school leader.
- Parents/guardians of the accused and the accuser shall be notified by the principal/school leader that a report has been made.
- The principal/school leader will investigate the report and make a finding. If necessary, the principal/school leader shall impose appropriate consequences.

(d) In cases involving employee bullying, reports shall be made by contacting the Equal Employment Opportunity Officer in the Office of Human Capital and following the procedures as outlined in Administrative Policy 6.03 and the Employee Handbook.

(e) Individuals making such reports in good faith will be supported and protected against potential retaliation for making such a report.

(f) The school district will also take appropriate action against any student or adult who retaliates against any person who makes a good-faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation or hearing related to such bullying.

(g) The school and the district shall keep the complaint confidential for both the accused and the accuser, to the extent possible consistent with its investigative responsibilities and consistent with applicable laws.

(5) SANCTIONS AND SUPPORTS

(a) Where it is determined that a student has participated in bullying behavior in violation of the policy, the school district may take disciplinary action, including suspension, expulsion, and/or referral to law-enforcement officials for possible legal action, as appropriate.

(b) The school district will also take appropriate action against any student of the school district who retaliates against any person who makes a good-faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation or hearing related to such bullying.

(c) Whenever possible, attempts will be made to use disciplinary alternatives for students who engage in bullying or who retaliate against a student who reports a bullying incident.

(d) The district will make available evidence-based resources and comprehensive research-based programs to address bullying. Program support may include coaching training, reporting templates, surveys and evaluation tools, staff training, student skill training, and program-implementation support.

(e) Employees found to have participated in bullying behavior or to have been aware that bullying was taking place and failed to report the behavior are considered to be in violation of Administrative Policy 8.52(4)(a) and may be subject to disciplinary action as outlined in Administrative Policy 6.07.

(6) DISCLOSURE AND PUBLIC REPORTING

(a) This policy will be annually distributed to all pupils enrolled in the school district, their parents and/or guardians, volunteers, and employees in the *Parent/Student Handbook on Rights, Responsibilities and Discipline*. It will also be distributed to charter and partnership schools and organizations in the community having cooperative agreements with Milwaukee Public Schools. The school district will provide a copy of the policy to any person who requests it.

(b) Records will be maintained by the Department of Family Services on the number of bullying incidents reported through the Incident Referral Form.

History: Adopted 06-24-2010; Revised 9-18-14, 8-27-15
Legal Ref.: W.S. 118.46

Cross Ref:	Handbook on Student Rights and Responsibilities		
	Admin. Policy	6.03	Anti-Harassment/Anti-Bullying
		8.17	School Rights, Responsibilities and Discipline
		8.19	Student Conduct
		8.22	Alcohol Use by Students/Student Drug Abuse
		8.23	Weapons in the Schools
		8.31	Student Suspension
		8.32	Student Expulsion
	Admin. Proc.	8.28	Student Discipline
		6.03	Anti-Harassment/Anti-Bullying; Staff

— ♦ —

the District finds just cause, the District may assess and implement appropriate discipline. All school/departmental issued disciplinary actions will undergo administrative review before implementation occurs.

The District reserves the right to place the employee on immediate suspension during the investigation without loss of pay for the first three workdays. If the charges are ultimately dropped, the employee will be compensated in full for all lost salary during the time of suspension, minus any interim earnings or wage loss benefits. For employees in Group D that are in long term assignments, the immediate suspension pending investigation will be unpaid. If the charges are dropped the employee will be reimbursed for the suspension days served. The provisions in this final paragraph do not apply to employees in Group E.

C. **EMPLOYEE RULES OF CONDUCT**

Reference: Administrative Policy 6.07

Applicable Group(s) All:

The primary objectives for each employee are to protect and further the public's trust and confidence and to perform at a high quality level so that our students, parents, citizens, businesses, representatives of other entities, coworkers, and visitors receive high quality services from each employee. In furtherance of those objectives, the Milwaukee Board of School Directors has enacted Administrative Policy 6.07: Employee Rules of Conduct, which sets forth the Board's expectations of conduct for each District employee.

Any employee who violates any District policy, procedure, rule, or regulation, whether written or unwritten, may be subject to disciplinary action, up to and including termination.

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

- Insubordination, including disobedience, failure, or refusal to carry out directions, assignments, or instructions
- Falsification, unauthorized modification, or alteration of any District documents or records, including applications for employment, whether by omission or commission
- Damage, unauthorized use, possession, or removal of Board property or another person's private property
- Possession, use, or sale of any illegal drugs, drug paraphernalia, intoxicants, narcotics, or any other controlled substance on or off Board premises
- Possession, sale, or use of alcoholic beverages during assigned work hours or while on Board premises

- Reporting to work impaired by illegal drugs, alcoholic beverages, or intoxicants, and/or impaired by the unauthorized consumption of prescription drugs or other legal substance
- Illegal or prohibited possession of firearms or other weapons during assigned work hours or while on Board premises
- Failure, refusal, or negligence in the performance of assigned duties
- Violation of federal, state, and/or local laws/ordinances which are substantially job-related or render the employee unavailable for work due to incarceration
- Unauthorized non-charitable or business-related solicitation(s) for any purpose during assigned work hours or while on Board premises
- Unexcused or excessive absenteeism or tardiness, including failure to follow appropriate reporting procedures
- Loafing, loitering, sleeping, or engaging in unauthorized personal business
- Failure to comply with health, safety, and sanitation requirements, rules, and regulations
- Threatening, harassing, intimidating, interfering with, coercing, injuring, or using abusive language toward students, Board employees, or the public
- Unauthorized accessing, disclosure, or copying of confidential information or records
- Engaging in activity that significantly detracts from the school District's image or reputation
- Failure or refusal to comply with school/departmental work rules, policies, or procedures

The District is governed by a nine-member elected Board of School Directors. One member is elected at-large and eight members are elected from numbered districts (§ 119.08, Wis. Stats.). The Board holds monthly public meetings. Members serve four-year terms.

The District's administrative leadership team is led by the Superintendent of Schools.

CORE BELIEFS

- Children come first
- The classroom is the most important place in the District
- Leadership and accountability are keys to our success
- Central Services supports student achievement
- Families are valuable partners
- Community partnerships add value

CRITICAL TENETS OF THE MILWAUKEE PUBLIC SCHOOLS

- Student Achievement
- Effective and Efficient Operations
- Student and Family Support

CUSTOMER SERVICE

Milwaukee Public Schools strives to provide timely information and assistance to parents, students and MPS staff. It is important for the District, through its employees, to maintain a culture of exceptional customer service. All employees are expected to support this culture through overall customer service with a strong emphasis on the following three areas:

- **Environment** – Creating a clean, safe and inviting environment in all district facilities.
- **Communication** – Ensuring that everyone is treated with courtesy, respect and dignity throughout all forms of communication.
- **Commitment** – Striving for excellence in all that we do in order to meet and exceed the expectations of our customers.

PROFESSIONAL CONDUCT

All employees shall model professional behaviors at all times while in the workplace. All employees are expected to be professional and courteous when interacting with students, parents, colleagues, and the community.

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PART III

GENERAL EMPLOYMENT LAWS AND PROTECTIONS

A. ACCOMMODATIONS

Applicable Group(s) All:

The District is committed to providing disability-related job accommodations as required by Board policy, state law (including the Wisconsin Fair Employment Act), and federal law (including the Americans with Disabilities Act of 1990, as amended; the Rehabilitation Act of 1973, as amended, and Title 34 C.F.R. § 104.01, et. seq.). Individuals who need disability-related job accommodations may submit a request for accommodations to their supervisors or to the Office of Human Resources, Manager, Employee Rights Administration Division at (414) 475-8161.

B. EQUAL EMPLOYMENT OPPORTUNITY

Reference: Administrative Policy 1.04, 6.02

Applicable Group(s) All:

Statement of Policy: The District is committed to equal employment opportunity and non-discrimination as required by law for all individuals regardless of race, color, ancestry, religion, gender, sex, national origin, disability, age, creed, sexual orientation, marital status, veteran status, or any other legally protected characteristic.

The District has an enduring obligation to consider all qualified applicants from our diverse community. This includes, but is not limited to, all decisions made on recruiting, hiring, compensation, benefits, training, education, promotions, transfers, layoffs, discipline, termination, and other conditions of employment.

C. HARASSMENT/BULLYING FREE WORKPLACE

Reference: Administrative Policy 6.03, 8.52

Applicable Group(s) All:

The District does not tolerate workplace harassment in any form and will take necessary and appropriate action to eliminate it, up to and including discipline of offenders. Any violation shall be dealt with promptly.

1. Harassment/Bullying (Sexual). It is the policy of the District to maintain and to ensure learning and working environments free of any form of sexual harassment, unwelcome physical contact of a sexual nature, and other verbal or physical conduct of a sexual nature. Unwelcome verbal or physical conduct of a sexual nature includes but is not limited to the repeated making of unsolicited, inappropriate, unacceptable gestures or comments and the display of offensive sexually graphic materials not necessary for the work of Milwaukee Public Schools. Such conduct is illegal. All supervisors who receive notice of sexual harassment and/or sexual assault complaints shall immediately report such complaints to

their immediate supervisor and the Equal Employment Opportunity (EEO) Compliance Officer in the Office of Human Resources, who can be reached at 414-773-9927.

2. Harassment/Bullying (Non-Sexual). The District is committed to maintaining and ensuring a workplace that is free from all other types of workplace harassment. Harassment based on race or any other statutorily protected classes or protected activity (e.g., religion, age, sex, sexual orientation; retaliation for filing a discrimination complaint) is illegal. Harassment for non-discriminatory reasons is inappropriate.

Bullying

The District is committed to maintaining and ensuring a work environment free from any and all types of bullying. Bullying is deliberate or intentional behavior using words or actions intended to cause fear, humiliation, intimidation, harm, or social exclusion. Bullying may be repeated behavior and involves an imbalance of power.

Bullying behavior by an employee is prohibited in all schools, school district buildings, educational environments, and on District property, including any property or vehicle owned, leased, or used by the District. Bullying is also prohibited when perpetrated through the use of data or computer software that is accessed through a computer, computer system, computer network, or other electronic means of communication. Employees shall suffer no retaliation for reporting workplace bullying. To report workplace bullying, contact the District's Equal Employment Opportunity (EEO) Compliance Officer, who can be reached at 414-773-9927.

D. EQUAL EMPLOYMENT OPPORTUNITY/HARASSMENT COMPLAINT PROCEDURE

Reference: Administrative Policy 1.04, 6.02, 6.03, 8.52

Applicable Group(s) All:

Milwaukee Public Schools is committed to equal employment opportunity, a bullying free, harassment free and non-discriminatory workplace in accordance with Board Policy, State law (including the WFEA) and Federal law (including Title VI and Title VII of the Civil Rights Act of 1964, as amended; the Age Discrimination in Employment Act of 1967, as amended; Title II of the Genetic Information Nondiscrimination Act of 2008; Title IX of the Education Amendments of 1972; the Americans with Disabilities Act of 1990, as amended; the Rehabilitation Act of 1973, as amended; and Title 34 C.F.R. §104.01, et. seq.) The steps identified in this process allow for resolution of alleged complaints of bullying, harassment or discrimination by the MPS Equal Employment Opportunity (EEO) Compliance Officer or by another designee of the Office of Human Resources, Employee Rights Administration Division. This process is not intended to limit or prevent individuals from seeking resolution or counseling from other sources.

The process begins with a written complaint and initial interview of the complainant. The written complaint may be filed with either the complainant's supervisor or with the District's EEO Compliance Officer, who can be reached at 414-773-9927 in the Office of Human Resources (OHC), Employee Rights Administration Division (ERAD). The complainant's

SECTION 3:

GENERAL EXPECTATIONS

3.01 Employee Rules of Conduct

MPS Board of School Directors Policy 6.07 - Any employee who violates any district policy, procedure, rule or regulation, whether written or unwritten, shall be subject to disciplinary action which may, but need not, include oral warnings, written warnings, suspensions without pay, demotion or any other discipline, up to and including termination. The nature of the discipline will depend upon the nature of the violation, the surrounding circumstances and any other relevant factors. **The following list of prohibited conduct does not and is not intended to constitute the entire list of conduct for which discipline may be imposed.**

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

3.02 MPS Administrative Policies

All staff members are responsible for all MPS Board of School Directors Administrative Policies and Procedures. All staff will sign and submit the "Receipt of Staff Handbook" at the start of each school year.

All Board Policies and Procedures can be found in the MPS Rules and Policies Manual at:

<http://www2.milwaukee.k12.wi.us/governance/policyManual.php>

3.03 Professional Conduct and Attire

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

Professional Attire - Professional attire is a component in establishing a professional community. Staff members should dress in a business casual fashion. This will allow you to dress comfortably as you work with the children in your classroom and within the school environment.

3.04 Employee Workday

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

The teacher workday is eight (8) hours which includes a 30-minute paid duty-free lunch. School meetings and professional development occur during the 8-hour teacher workday. School Administrators with advisement from the learning team, will establish school grade level teams, committees and departments and will share the meeting, professional development and planning time schedule for certificated staff.

Administrator and Teacher Days on Shortened Work Weeks

- For those schools (elementary) on the 1:4 Model (1 Administrator Days and 4 Teacher Days):
 - 4 Day weeks = 1 Administrator Days and 3 Teacher Days
 - 3 Day Weeks = 1 Administrator Day and 2 Teacher Days
- For those schools (high school and middle school) on the 2:3 Model (2 Administrator Days and 3 Teacher Day)
 - 4 Day weeks = 3 Administrator Days and 1 Teacher Day
 - 3 Day Weeks = 2 Administrator Day and 1 Teacher Day

3.05 Employee Sign-In

All school Educational Assistants and Handicapped Children's Assistants are expected to sign-in and sign-out on the log which is kept in the school office. Times should be entered when actually arriving and leaving and not entered in advance.

4.27 Support Service Expectations and Procedures

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

Guidance Services

The school counselors provide a range of services to the school community. They not only work with students and staff, but also with parents and outside agencies.

School Psychologist

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

School Social Worker

The school social worker provides casework and group work services to children and families where children's classroom adjustment, emotional problems, home circumstances, and health needs are a barrier to school achievement and positive social relationships between peers and school personnel. The school social worker serves as a liaison between the home and school to strengthen and develop positive relationships that are necessary to the child's success in school. The social worker also serves as the liaison between schools and the community's social service, health/medical, and legal agencies.

The school social worker also provides professional consultation services to instructional staff concerning general problems relating to individual and social needs.

4.28 After-School Program (Community Learning Center)

Allen-Field continues its partnership with Boys and Girls Club of America to offer a community learning center for our parents and students. Through the CLC Program parents will again be given an opportunity to enroll their children in before school child care 7:15 a.m. -8:45 a.m. and after school enrichment activities 4:00 p.m.-6:00 p.m.

Our CLC program will implement "Homework Help", academic enrichment, and recreational activities. During "Homework Help", students will receive homework assistance. During academic enrichment,

The School Counselor and Transgender/Gender-nonconforming Youth

(Adopted 2016)

ASCA Position

School counselors recognize all students have the right to be treated equally and fairly with dignity and respect as unique individuals, free from discrimination, harassment and bullying based on their real or perceived gender identity and gender expression. School counselors work to safeguard the well-being of transgender and gender-nonconforming youth.

The Rationale

School counselors are committed to the academic, career and social/emotional development of all students. Transgender and gender-nonconforming students and their families face increased risks as well as unique circumstances that often require additional guidance and recommendations to help ensure these students receive the same educational opportunities as their peers (Greytak, Ksciwi, & Diaz, 2009). According to Greytak et al. (2009), 26 percent of transgender students were physically assaulted, (e.g., punched, kicked or injured with a weapon) in school in the past year because of their gender expression. Greytak et al. (2009) noted that the adverse health and educational consequences for transgender and gender-nonconforming students are even greater than those for lesbian, gay and bisexual students. School counselors recognize the overall goal is to ensure the safety, comfort and healthy development of all students, maximizing inclusion and social integration while minimizing exclusion and stigmatization.

The School Counselor's Role

School counselors recognize that the responsibility for determining a student's gender identity rests with the student rather than outside confirmation from medical practitioners, mental health professionals or documentation of legal changes. School counselors collaborate with other school personnel to address district operations, programs, policies and activities that may put the well-being of transgender and gender-nonconforming youth at risk. Although the guidelines within this statement provide important suggestions, they cannot anticipate every situation that might occur.

Each student's unique situation should be addressed on a case-by-case basis, using a student-centered approach that includes ongoing student and parent/guardian engagement (as appropriate) and school personnel with a legitimate educational interest per the Family Education Rights and Privacy Act (FERPA). Title IX guidance and legal briefs issued by the Office of Civil Rights (OCR) have defined fair and equal treatment for transgender and gender-nonconforming students in relation to rights in areas such as student names and pronouns, student records, privacy, restrooms, student safety and dress codes (OCR, 2014). School counselors promote the use of best practices to inform their support of transgender and gender-nonconforming students such as the following recommendations offered by MSBE (2016):

- **Names and Pronouns.** School staff should address students by their chosen name and pronouns that correspond to their gender identity, regardless of whether there has been a legal name change.
- **Student Records.** When requested, schools should engage in reasonable and good-faith efforts to change current unofficial student records (e.g., class and team rosters, yearbooks, school newspapers and newsletters) with the chosen name and appropriate gender markers to promote consistency among teachers, substitute teachers, school administrators and other staff. School districts should comply if transgender students ask the district to amend their secondary educational records, including diplomas and transcripts after graduation, to ensure those requesting records (e.g., college admissions offices or potential employers) will only see the name and gender marker corresponding to the student's gender identity (Lambda Legal, 2014).
- **Privacy and Confidentiality Regarding Disclosures.** Transgender and gender-nonconforming students have the right to decide when, with whom and to what extent to share private information. When contacting the parent/guardian of a transgender or gender-nonconforming student, school staff should use the student's legal name and the pronoun corresponding to the student's assigned sex at birth, unless the student or parent/guardian has specified otherwise.
- **Restrooms.** Students should be allowed to use the restroom in accordance with their gender identity. Alternative and nonstigmatizing options, such as an all-gender or single-user restroom (e.g., staff bathroom or nurse's office), should be made available to students who request them but not presented as the only option. Any student who has a need or desire for increased privacy, regardless of underlying reasons, has the right to access a single-user restroom.
- **Locker Rooms or Changing Facilities.** Students should not be required to use a locker room that is incongruent with their gender identity. Locker-room usage should be determined using the guiding principles of safety and honoring the student's gender identity and expression. Some options include: 1) an adjusted changing schedule, 2) use of a private area in the facility (e.g., nearby restroom stall with a door, an area separated by a curtain, a physical education instructor's office in the locker room) and 3) use of a nearby private area (e.g., restroom, nurse's office). Any student who has a need or desire for increased privacy, regardless of the underlying reasons, may request the options listed above.
- **Physical Education Classes and Intramural Sports.** Students should be allowed to participate in physical education classes and intramural sports in accordance with their gender identity.
- **Interscholastic Sports.** Students should be allowed to participate in interscholastic sports in accordance with their gender identity, subject to state and federal civil rights laws.
- **Dress Code.** Students should have the right to express their gender at school, within the parameters of the school's dress code, without discrimination or harassment. The school's dress code should be gender-neutral and not restrict a student's clothing choices on the basis of gender. In the event the dress code has differing expectations or practices based on gender, students should be permitted to dress in accordance with their gender identity.
- **Gender-Based Activities or Practices.** Districts should evaluate all gender-based programs and practices and maintain only those that have a clear and sound educational purpose. When students are separated by gender in school activities, students should be allowed

to participate in accordance with their gender identity. When considering overnight accommodations, solutions should be sought that are inclusive, respectful and acceptable to the student and, to the extent possible, do not impose an additional expense or burden on the student.

Summary

School counselors promote affirmation, respect and equal opportunity for all individuals regardless of gender identity or gender expression. School counselors encourage a safe and affirming school environment and promote awareness of and education on issues related to transgender and gender-nonconforming students.

References

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Lambda Legal. (2014). *A transgender advocates guide to updating and amending school records: Frequently asked questions on FERPA*. Retrieved from http://www.lambdalegal.org/sites/default/files/publications/downloads/factsheet_ferpa.pdf.

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Receipt of School Staff Manual and Employee Handbook

August 25, 2020

I, Marissa Darling, acknowledge that I have received
(Print Name)

the *Allen-Field School 2019-2020 Staff Manual and Employee Handbook* and am responsible for the content of all material contained herein, along with adhering to all Milwaukee Board of School Directors' Policies and Procedures, including but not limited to:

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

I acknowledge that I have received a copy of the School Staff Manual. I understand that I am responsible for reading, understanding, and complying with the Allen-Field School Staff Manual and the MPS Employee Handbook. I am responsible for the requisites encompassed within the two booklets. An electronic version of the MPS Employee Handbook can be found on the MPS website under the Employment Relations Department webpage.

Marissa Dgr
Signature

3/8/21
Date

MBSD
Exhibit

44

Milwaukee Public Schools

School Staff Manual

ACKNOWLEDGEMENT AND DISCLAIMER

I, Marissa Darlingh, acknowledge that I have RECEIVED, READ, UNDERSTAND and WILL COMPLY with the Rules and Procedures specified in the Allen-Field School Staff Manual and the Milwaukee Public School Employee Handbook, and that I am responsible for the requisites encompassed within the two booklets. I also acknowledge that I am responsible for adhering to all Milwaukee Board of School Directors' Policies and Procedures which can be found at: www2.milwaukee.k12.wi.us/governance/pm-apols.php

Marissa Darlingh

Employee Name (Print)

Marissa Darlingh

Employee Signature

3/8/21

Date



**MILWAUKEE
PUBLIC SCHOOLS**

**Department of College and Career Readiness
School Counseling**

Full Time Elementary School Counselor

I have received, reviewed and understand the revised 2021-22 Full Time Elementary School Counselor General Procedures and Call-In Procedures.

PRINT YOUR NAME: Marissa Darlingh

Marissa Darlingh
Signature

9/10/21
Date

Please fax to Reverlanet Walker at 475-8457.

Start. Stay. Succeed.
Comienza. Quédate. Triunfa.

MBSD
Exhibit 46



**MILWAUKEE
PUBLIC SCHOOLS**

School Counselor MASTER SCHEDULE 2021-22

This schedule is to be on file in each school to which a staff member is assigned. Please also send a copy of your duties list one per school.

High School Counselors

Counselor Name:
School Name:
Direct Phone Number:
Virtual Office Hours:
Students Served (i.e., 9-12, A-E):
Scholarship Coordinator:
ACP/Xello Coordinator:
Website/Page Lead:

K-8 School Counselors

Counselor Name:					
Day of the Week	Monday	Tuesday	Wednesday	Thursday	Friday
School Name	Allen-Field				
Arrival Time	8:55				
Lunch Hour	12:15				
Departure Time	4:05				

Please update Outlook Calendar with all meeting information including school counseling department monthly meeting dates.

Staff Meeting Dates:
Professional Learning Community Meeting Dates:

When a permanent change is made, a new schedule will be completed.

School Counselor Signature

Margaret

Date 9/9/21

Principal's Signature

[Signature]

Date 9/9/21

Principal's Signature

[Signature]

Date _____

Principal's Signature

Date _____

Principal's Signature

Date _____

Principal's Signature

Date _____

Supervisor's Signature

Date _____



New School Counselor Training Transcript Agenda

"This Year I Want Results"

Graduation Equity and Social Justice in School Counseling

Date	Time	Interactive Agenda
September 29 th	3:20 to 4:50 p.m. <i>Virtual</i>	3:20-3:25 -Welcome 3:25-3:35- Pretest 3:35-3:50- Transcripts <ul style="list-style-type: none"> • Errors • Common Mistakes • Get Your Life Together 3:50-4:00- Review Components 6.07,7.32,7.33,7.37,7.43,8.50 4:00-4:10 Checklists and Spreadsheets 4:10-4:50 Q&A Homework (Bring 3 transcript questions to our next session)
October 6 th	3:20 to 4:50 p.m. <i>Virtual</i>	3:20-3:25- Welcome 3:25-3:55- Homework Review 3:55-4:00 Checklist Review <ul style="list-style-type: none"> • Regular • Foreign 4:00-4:05 (5 Min Break) 4:05- 4:30 Checklist Activity 4:30-4:40 Post Test 4:40-4:50 Q&A Homework (Bring in a sample email to a parent of a failing senior)

6/2/22, 10:37 AM

Mail - King, Ophelia T - Outlook

New School Counselor Orientation

King, Ophelia T <kingot@milwaukee.k12.wi.us>

Thu 3/4/2021 10:55 AM

To: Marissa Darlingh <mndarlingh@gmail.com>

Hello,

Here is the link:

<https://milwaukeeemps.zoom.us/j/6381851267>

Ophelia

MBSD
Exhibit 48p.2