



**2021-2022**

# District Policy Guide for Elementary Families

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[www.mmsd.org](http://www.mmsd.org) Due to COVID-19, the content of this document is subject to change.

MADISON METROPOLITAN SCHOOL DISTRICT 

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Welcome to the 2021-22 school year. We are ready for another great year of progress toward our vision — that every school will be a thriving school that prepares every child to graduate from high school ready for college, career and community.



We hope you'll stay in touch by reading and responding to our family newsletter (sent to your email inbox) and visiting our website (mmsd.org) regularly for the latest news. You can also connect with us anytime on Facebook (facebook.com/MadisonWISchools), Twitter (@MMSDSchools) and Instagram (madisonschools).

Thank you for being an essential partner in our efforts to ensure every student succeeds. Here's to an excellent year of learning!

# Madison Board of Education

The Madison Board of Education is a seven-member policy making body. Members are elected in April to serve staggered three-year terms in office. Additional information about the Madison Board of Education can be found at <https://board.mmsd.org>.



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Vice President



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Seat 4  
President



# 2021-2022 School Year Calendar

Additional dates and event information can be found at [www.mmsd.org/calendar](http://www.mmsd.org/calendar).

Note: MMSD will accommodate students' religious beliefs and recognizes religious holidays, and schools shall avoid scheduling exams, athletic events/contests and other special events on those days. See [mmsd.org/religious-holidays](http://mmsd.org/religious-holidays) for details and a list of observed holidays.

<b>July 5</b>	No School – 4th of July Holiday (observed)
<b>Aug 18-20</b>	New Staff Days
<b>Aug 25-2</b>	Staff Learning/Prep Days
<b>Aug 30</b>	Staff Voluntary Day
<b>Aug 31-Sept 1</b>	Staff Learning/Prep Day
<b>Sept 2</b>	School in Session for Grades 4K, K, Grades 1, 6, 7, 9 and 10; Beginning of 1st Quarter/1st Semester
<b>Sept 3</b>	All 4K-12 students attend regular schedule
<b>Sept 6</b>	No School – Labor Day
<b>Oct 22</b>	No School – Staff Only Day
<b>Oct 29</b>	End of 1st Quarter (41 days)
<b>Nov 1</b>	Beginning of 2nd Quarter; Early Release for Elementary School, Parent/Teacher Planning (10:55 or 11:45am) Elementary School Evening Conferences
<b>Nov 4</b>	No School for Elementary, Early Childhood and 4K Parent/Teacher Conferences
<b>Nov 5</b>	Middle School Evening Conferences
<b>Nov 17</b>	No School – Middle School only; Conferences
<b>Nov 18</b>	No School – High School only; Conferences
<b>Nov 19</b>	No School – Teacher Comp Day
<b>Nov 24</b>	No School – Thanksgiving Holiday
<b>Nov 25-26</b>	No School – Staff Only Day
<b>Dec 6</b>	No School – Winter Break
<b>Dec 20-31</b>	School Resumes
<b>Jan 3</b>	No School – Martin Luther King Jr. Day
<b>Jan 17</b>	No School – Grade Reporting; End of 2nd Quarter (44 days)/1st Semester (85 days)
<b>Jan 21</b>	Beginning of 3rd Quarter/2nd Semester
<b>Jan 24</b>	Middle School Evening Conferences
<b>Feb 10</b>	No School – Middle School only; Conferences
<b>Feb 11</b>	Spring Primary Election
<b>Feb 15</b>	ACT Test Grade 11 – No School for Grades 9, 10 or 12
<b>March 8</b>	High School Evening Conferences
<b>March 10</b>	No School – High School only; Conferences
<b>March 11</b>	No School – Staff Only Day
<b>March 18</b>	End of 3rd Quarter (43 days)
<b>March 25</b>	No School – Spring Break
<b>March 28-Apr 1</b>	School Resumes; Beginning of 4th Quarter
<b>April 4</b>	Spring Election
<b>April 5</b>	Elementary School – Early Release for Conferences Planning (10:55 or Early Childhood and 4K – No AM or
<b>April 8</b>	PM classes 11:45am)
<b>April TBD</b>	Aspire Testing Grades 9 and 10 Only – No School for grades 11 or 12
<b>April 14</b>	Elementary – Afternoon and Evening Conferences (Early Release Early Childhood and 4K – No AM or PM classes 10:55 or 11:45am)
<b>May 27</b>	No School – Staff Only Day
<b>May 30</b>	No School – Memorial Day
<b>June 9</b>	LAST DAY OF SCHOOL – Full Day; End of 4th Quarter (46 days)/2nd Semester (89 days)

**June 10** No School – Staff Only Day

**June 20** First Day of Summer Semester



## Attendance Area Chart

Additional school contact information can be found at [www.mmsd.org/roster](http://www.mmsd.org/roster).

Capital High (608)204-4220, Shabazz City High (608)204-2440

East	West	Memorial	LaFollette
East High School (608)204-1603	West High School (608)204-4100	Memorial High School (608)663-5990	La Follette High School (608)204-3600
Black Hawk Middle (608)204-4360	Cherokee Middle (608)204-1240	Jefferson Middle (608)663-6403	Badger Rock Middle (608)442-0049
O'Keefe Middle (608)204-6820	Hamilton Middle (608)204-4620	Spring Harbor Middle (608)204-1100	Sennett Middle (608)204-1920
Sherman Middle (608)204-2100	Wright Middle (608)204-1340	Toki Middle (608)204-4740	Whitehorse Middle (608)204-4490
Emerson Elementary (608)204-2000	Franklin Elementary (608)204-2292	Anana Elementary (608)442-2000	Allis Elementary (608)204-1056
Gompers Elementary (608)204-4520	Leopold Elementary (608)204-4240	Chavez Elementary (608)442-2000	Elvehjem Elementary (608)204-1400
Hawthorne Elementary (608)204-2500	Lincoln Elementary (608)204-4900	Crestwood Elementary (608)204-1120	Henderson Elementary (608)204-2400
Lake View Elementary (608)204-4040	Midvale Elementary (608)204-6700	Huegel Elementary (608)204-3100	Kennedy Elementary (608)204-3420
Lapham Elementary (608)204-4140	Van Hise Elementary (608)204-4800	Muir Elementary (608)663-8170	Nuestro Mundo Elementary (608)204-1068
Lindbergh Elementary (608)204-6500	Randall Elementary (608)204-3300	Orchard Ridge Elementary (608)204-2320	Schenk Elementary (608)204-1500
Lowell Elementary (608)204-6600	Shorewood Elementary (608)204-1200	Olson Elementary (608)442-2602	
Marquette Elementary (608)204-3220	Thoreau Elementary (608)204-6940	Stephens Elementary (608)204-1900	
Mendota Elementary (608)204-7840			
Sandburg Elementary (608)204-7940			



# Child Care Providers

for before and after school

		Contact	Contact Phone #	
East YMCA	Elvehjem Elem. Gompers Elem. Kennedy Elem. Schenk Elem.	Aaron Krigbaum 711 Cottage Grove Rd.	906-8656	
	Allied Learning Ctr. Allis Elem. Anana Elem. Emerson Elem. Hawthorne Elem. Henderson Elem. Lake View Elem. Lincoln Elem. Lindbergh Elem. Lowell Elem. Meadowood N.C. Mendota Elem. Midvale Elem. Nuestro Mundo C.S.. Orchard Ridge Elem. Sandburg Elem. Schenk Elem.	Eileen Otis 3802 Regent St.	204-3008	
		Cheryl Dietrich Contact for Allied Learning Center, Meadowood Community Center	245-3667	
	Red Caboose	Lapham Elem. Marquette Elem.	Laura Rogers 654 Williamson St.	251-5432
	West YMCA		Katie Martinelli 5515 Medical Cir	608-8811
	Wisconsin Youth Company	Chávez Elem. Crestwood Elem. Franklin Elem. Leopold Elem. Muir Elem. Randall Elem. Shorewood Elem. Stephens Elem. Thoreau Elem. Van Hise Elem.	Ashley Rose 733 Struck St.- 45620.	276-9782



# District Administration

545 West Dayton Street 53703

**Superintendent** – Dr. Carlton D. Jenkins [cdjenkins@madison.k12.wi.us](mailto:cdjenkins@madison.k12.wi.us), 663-1607

**Chief of School Operations** – Karen Kepler [kkepler@madison.k12.wi.us](mailto:kkepler@madison.k12.wi.us), 663-1632

**Chief of Schools - Elementary Schools** – Carlettra Stanford [cstanford@madison.k12.wi.us](mailto:cstanford@madison.k12.wi.us), 663-1670

**Chief of Schools - Middle Schools** – Angie Hicks [acrawford@madison.k12.wi.us](mailto:acrawford@madison.k12.wi.us), 663-1633

**Chief of Schools - High Schools** – Nelson Render [nrender@madison.k12.wi.us](mailto:nrender@madison.k12.wi.us), 663-1633

**Assistant Superintendent for Business Services** – Vacant, 442-2996

**Board of Education** – Barb Osborn [bjosborn@madison.k12.wi.us](mailto:bjosborn@madison.k12.wi.us), 663-1659

**Enrollment Office** – Fatima Bendada [fbendada@madison.k12.wi.us](mailto:fbendada@madison.k12.wi.us), 663-4957

**Family & Community Engagement** – Angela Fitzgerald Ward [ayfitzgerald@madison.k12.wi.us](mailto:ayfitzgerald@madison.k12.wi.us), 442-2945

**Food and Nutrition** – Nichele Smith, 204-4000

**General Information** [mmsdnews@madison.k12.wi.us](mailto:mmsdnews@madison.k12.wi.us), 663-1879

**Madison School & Community Recreation (MSCR)** – Janet Dyer [jdyer@madison.k12.wi.us](mailto:jdyer@madison.k12.wi.us), 204-3015

**Transportation Services** – Mick Howen [mjhowen@madison.k12.wi.us](mailto:mjhowen@madison.k12.wi.us), 663-5287

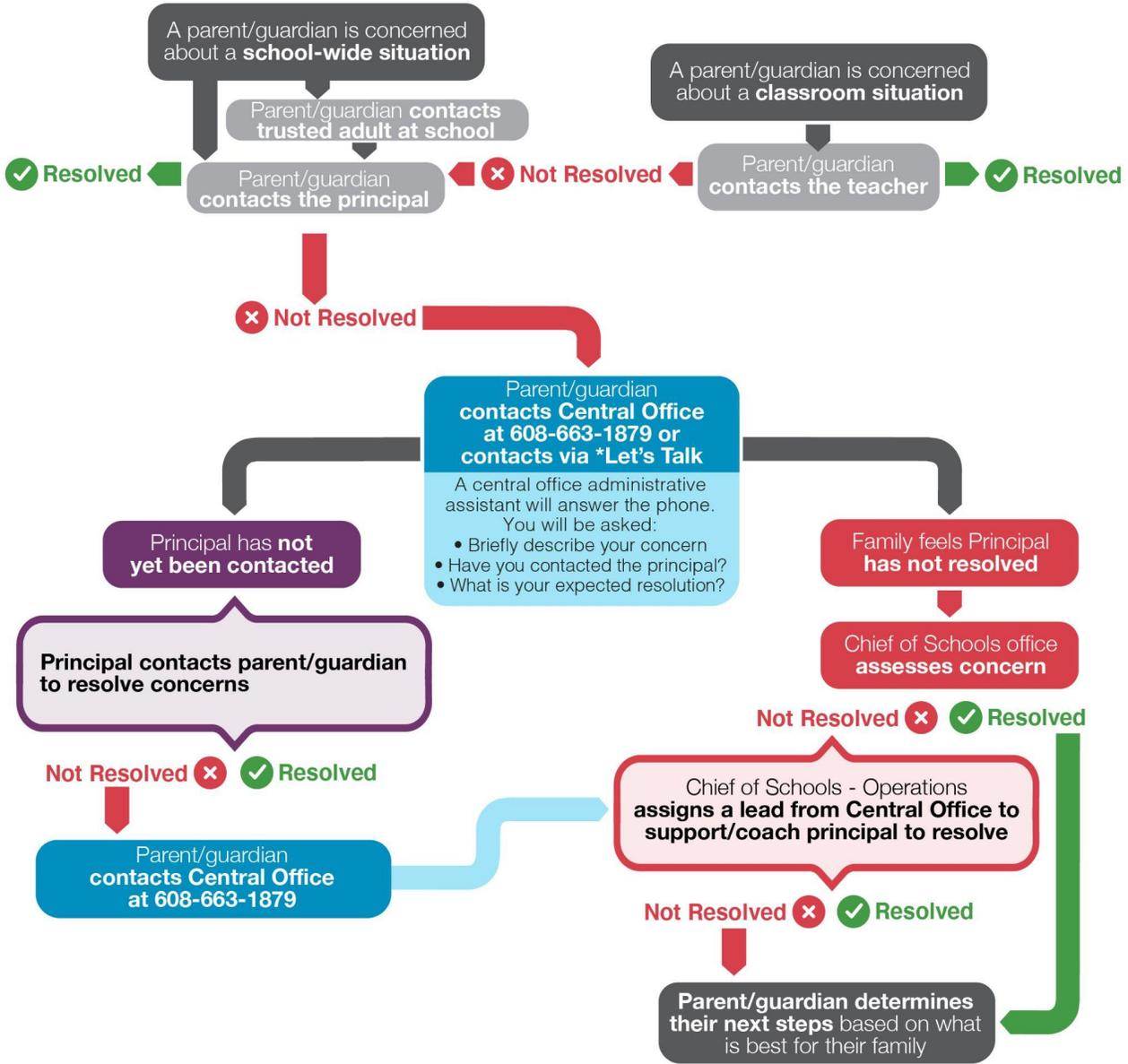
For a full list of district administration, visit [mmsd.org/staffdirectory](http://mmsd.org/staffdirectory).

# Resolving Complaints and Concerns

To enrich student learning and development, we believe students, parents, teachers and staff must treat each other fairly. When problems occur, let us know.

If a problem arises in the classroom, the first person you should contact is the teacher. If the teacher is unable to resolve your concern, contact the school principal.

If the principal is not able to resolve your concern, call the school district at (608) 663-1879. We are committed to responding to parent and family concerns in the most efficient, effective and respectful way.



## Early Dismissal Schedule 8/31/21

All elementary and middle schools release early on Mondays. High school students will be released early most Mondays for teacher professional collaboration time. Professional collaboration time is based on the long-standing concept that high-quality school districts provide teachers with time for collaboration in order to improve instruction and overall student achievement.

Bus schedules will be adjusted to accommodate the early release times. Afterschool opportunities for middle school students during the collaboration times will be provided through MSCR.

Find all early release days at [www.mmsd.org/calendar](http://www.mmsd.org/calendar) or by checking your school's calendar.

### Elementary Schools

School	Start	Monday Dismissal	Dismissal
Allis	8:20	1:45	3:17
Anana	7:30	12:55	2:27
Chavez	8:20	1:45	3:17
Crestwood	7:30	12:55	2:27
Elvehjem	8:20	1:45	3:17
Emerson	8:20	1:45	3:17
Franklin	7:30	12:55	2:27
Gompers	9:10	2:35	4:07
Hawthorne	7:30	12:55	2:27
Henderson	7:30	12:55	2:27
Huegel	7:30	12:55	2:27
Kennedy	9:10	2:35	4:07
Lake View	9:10	2:35	4:07
Lapham	7:30	12:55	2:27
Leopold	7:30	12:55	2:27
Lincoln	8:20	1:45	3:17
Lindbergh	8:40	2:05	3:37
Lowell	7:30	12:55	2:27



Marquette	7:30	12:55	2:27
Mendota	7:30	12:55	2:27
Midvale	8:20	1:45	3:17
Muir	8:20	1:45	3:17
Nuestro Mundo	8:20	1:45	3:17
Olson	8:20	1:45	3:17
Orchard Ridge	8:40	2:05	3:37
Randall	7:30	12:55	2:27
Sandburg	9:10	2:35	4:07
Schenk	8:20	1:45	3:17
Shorewood	8:40	2:05	3:37
Stephens	7:30	12:55	2:27
Thoreau	8:20	1:45	3:17
Van Hise	8:20	1:45	3:17

## Behavior Education Plan

The Behavior Education Plan is driven by the word “education”, and at its core is a teaching and learning plan designed to support every student in their social, emotional, and academic development. Below is an excerpt of the Behavior Education Plan for Elementary Students.

Please go to <https://www.madison.k12.wi.us/student-staff-support/behavior-education-plan> for a full version.

### We Believe...

- In authentic relationships and a supportive community that fosters a sense of belonging
- In a thriving school environment where staff and students are physically and emotionally safe
- In the importance of student and staff voice in decision making
- Families and school staff must be collaborative partners in supporting every student

### We Expect...

- Students, staff, and families demonstrate respect to one another and hold high expectations for behavior
- Students, staff, and families build and sustain ongoing positive and authentic relationships
- Students, staff, and families contribute to a safe learning environment

## We Will...

- Utilize innovative strategies and supports to create a positive school community where students, staff and families feel safe
- Provide schools with the necessary resources, professional development and technical assistance to implement the Behavior Education Plan

## Guiding Principles

When we decided to take this approach as a District, the Board of Education put in place key Guiding Principles. These principles have not changed and will continue to guide us.

<b>We are grounded in a strong focus on engagement and learning</b>	<b>Whenever possible, we avoid exclusionary practices</b>
<b>We believe in teaching and intervention over consequences and punishment</b>	<b>We support progressive discipline, not “zero tolerance”</b>
<b>We believe that strong school-family partnerships are important</b>	<b>We will use disaggregated data to identify disparities, monitor progress, and drive decisions</b>
<b>We believe that every child, when provided with appropriate support, can learn and succeed</b>	<b>We support proactive problem-solving on behalf of students</b>



## Goals and Metrics

The goals of the Behavior Education Plan are focused on ensuring every student experiences a thriving school culture and a safe and supportive learning environment, leading to healthy identity development, and a sense of belonging. These goals align to the vision and goals of the District's Strategic Framework.

Our priority and focus on addressing racial inequities drives this work and provides the basis for three overarching goals: increase a sense of safety and belonging in school, implement successful systems of support and intervention, and reduce disproportionality in the use of exclusionary practices. Each of these goals and metrics will be disaggregated so that we can hold ourselves accountable for progress.

### **Goal #1: Increase the number of students, families, and staff who feel safe and a sense of belonging**

As measured by:

The annual climate survey

### **Goal #2: Improve the successful development of:**

- Foundational practices and integration into school-wide systems
- Effective use of intervention

As measured by:

Self-assessment data, Intervention documentation

### **Goal #3: Reduce the disproportionality in use of exclusionary practices, including suspensions for African-American students and students with disabilities**

As measured by: Suspension data



# Alcohol and Other Drug Use/Abuse

Board Policy 4235

## POLICY

The Madison Metropolitan School District shares with the community the responsibility to provide an optimal school environment for the intellectual, emotional, and physical development of its students and recognizes that alcohol and other drug use/abuse seriously affects that school environment. The Madison Metropolitan School District will join family and community efforts in providing necessary information, skills, role models, incentives, and experiences which discourage alcohol and other drug abuse and dependency, as well as enabling behaviors in its schools, and will strive to make the school environment supportive to students who are experiencing problems related to alcohol and other drugs.

A definition of terms can be found at the conclusion of the Procedure section for this policy.

## PROCEDURE

### I. Definitions

- A. AOD: Alcohol and other drugs.
- B. Alcohol: A drug capable of altering the physical, mental, and emotional state of the user. It is the active ingredient in beer, ale, wine, whiskey, and other distilled liquors.
- C. Behavior of Concern: Specific, observable behavior which is inappropriate, unacceptable, and irresponsible.
- D. Chemical: Alcohol and other drugs.
- E. Dependency: A condition in which the person no longer has the control to reduce or stop using alcohol or other drugs.
- F. Drug: All illegal drugs, controlled substances, narcotics and prescription medications. The definition does not include prescription medications that are possessed 1) while under the care of a licensed healthcare provider who prescribed the drug to the student AND 2) in conformance with school district policies regarding the administration of medication at school.
- G. Drug Use: A reasonable ingestion of a mood altering chemical or drug for a clearly defined, beneficial purpose and in a manner that is regulated by that purpose.
- H. Drug Misuse: An unreasonable ingestion of mood altering chemical substances that is always potentially harmful to the misuser, is not controlled by a beneficial purpose, and employs the drug inappropriately, improperly, or in a manner outside its intended purpose. Intentional modification.
- I. Drug Abuse: An unreasonable ingestion of a mood altering drug that causes actual harm or injury to the abuser and ordinarily to others.



- J. Enabling: Those attitudes, behaviors, and processes in society and interpersonal relationships which allow and encourage AOD consumption in others to progress to later and more serious stages by preventing the dependent person from experiencing the consequences of her/his harmful chemical use.
- K. Intervention: The process by which the pattern of chemical dependency is interrupted in a manner intended to bring about change.
- L. Motor Vehicles Used by the School: A motor vehicle used by the school is defined as a motor vehicle owned, rented, or consigned to a school.
- M. Prevention: An active process which provides appropriate information and developmental experiences necessary to encourage the development of responsible decision making skills.
- N. Treatment: A structured, supervised experience designed to help a person change behaviors which are creating serious problems for the person.

## II. Prevention

All schools will establish an environment that discourages the use and abuse of and dependency on alcohol and other drugs. The implementation of all BOARD Policies and Procedures regarding the use of alcohol and other drugs is the responsibility of the BUILDING ADMINISTRATOR who will:

- a. Publish the Policies and Procedures in the Student Handbook or Newsletter;
  - b. Establish a team, which may consist of all or part of the student services team and/or the Student Support and Intervention Team (AOD Team). The AOD Team will:
    - 1) Select a chairperson who will convene the team, as appropriate when AOD referrals are made;
    - 2) Ensure that each member has secured, through appropriate training by the Madison Metropolitan School District, knowledge and skill in the area of AOD intervention;
    - 3) Institute the procedures to process referrals, conduct AOD screenings, and make recommendations (see Intervention below);
    - 4) Cooperate with community agencies which conduct support groups for students who are recovering from chemical dependency. Meeting space may be provided in schools as needed.
2. The Madison Metropolitan School District will continue to offer educational and staff development programs on AOD Use/Abuse for all employees. The K-12 curriculum will continue to be assessed for appropriate contributions to AOD education.
3. Students are encouraged to refer themselves or others for assistance with alcohol and other drug related problems and concerns.
- a. Student confidentiality shall be maintained.
  - b. A student or other concerned person may:



- 1) Talk with a staff member, who can assist the student with completing a referral and send it to the AOD Team; or
- 2) Directly contact a AOD Team member; or
- 3) Make a referral to the AOD Team.

### III. Intervention

No student shall possess, consume, or be under the influence of alcohol and/or other drugs in the school, on school grounds, in motor vehicles used by the school, or at school sponsored events or activities on or off school grounds.

#### 1. Responsibilities related to Medical Emergency Due to Ingestion of Alcohol and Other Drugs (loss of consciousness, disorientation, bizarre behavior, vomiting, seizure, etc.):

##### a. Employees will:

- 1) Remain with the person until the person is under professional care;
- 2) Call or send for needed help from fire rescue and/or nurse and ensure that the BUILDING ADMINISTRATOR has been notified.
  - a) Madison Fire Rescue Conveyance (911) IN SITUATIONS OF NONVIOLENT BEHAVIOR; request transport of student to a Hospital's Emergency Room.
  - b) Madison Police Department (911) IF VIOLENT BEHAVIOR HAS BEEN EXHIBITED; request transport of student to a Hospital's Emergency Room.
- 3) Complete and forward a referral to the AOD Team within one school day.

##### b. The BUILDING ADMINISTRATOR will:

- 1) Ensure emergency care is being given as needed;
- 2) Ensure that appropriate emergency services have been called;
- 3) Ensure that parent(s) have been notified;
- 4) Consider intervention and discipline in accordance with the Behavior Education Plan;
- 5) Ensure that the student has received an AOD assessment; if not, make an appointment for the student and/or parent(s) to see an AOD Team member for an AOD screening or a community agency for an AOD assessment.
- 6) Request that the parent(s) and student sign consent forms for the release of information from the community AOD agency.
- 7) When a referral is made for repeated use or possession, the BUILDING ADMINISTRATOR will request that the recommendations of the AOD Team or the community AOD agency be followed, or either refer to Board Policy 4040 or refer the student for possible disciplinary action in accordance with the Behavior



Education Plan. The disciplinary action will be based on the student's use and/or possession of AOD and/or the behavior related thereto.

c. At least one member of the AOD Team will:

- 1) Confer with the referring person;
- 2) Conduct an initial screening;
- 3) Make recommendations for assistance with the identified AOD related problems; may convey to the parent(s) that they have the major responsibility for implementing these recommendations; and may refer students and their families to community agencies which conduct AOD assessments and/or evaluations, all forms of detoxification, and ongoing treatment for cases of chemical dependency;
- 4) Monitor incentives for students who are seeking assistance through treatment and recovery. Students entering treatment programs shall have the opportunity to earn credits through independent study. (See Board Policy 3545: Independent Study.)

2. Responsibilities related to witnessed possession and consumption or obvious intoxication from alcohol and other drugs: (See Board Policy 4132: Locker Inspection, and Board Policy 4400: Investigation, Interrogation, Arrest and Search.)

a. Employees will:

- 1) Deny entrance of a student to the school sponsored event, accompany the student to the BUILDING ADMINISTRATOR;
- 2) Complete and forward a referral to the AOD Team within one school day.

b. The BUILDING ADMINISTRATOR will:

- 1) Confiscate the alcohol and/or drug and/or paraphernalia, if possible;
- 2) Notify the parent(s);
- 3) Consider intervention and discipline in accordance with the Behavior Education Plan;
- 4) Ensure that the student has received an AOD assessment; if not, make an appointment for the student and/or parent(s) to see a AOD Team member for an AOD screening or a community agency for an AOD assessment;
- 5) Request that the parent(s) and student sign consent forms for the release of information from the community AOD agency.
- 6) When a referral is made for repeated use or possession, the BUILDING ADMINISTRATOR will request that the recommendations of the Building AOD Team or the community AOD agency be followed, or either refer to Board Policy 4040 or refer the student for possible disciplinary action in accordance with the Behavior Education Plan. The discipline will be based on the student's use and/or possession of AOD and/or the behavior related thereto.

c. At least one member of the AOD Team will:



- 1) Confer with the referring person;
  - 2) Conduct an initial screening;
  - 3) Make recommendations for assistance with the identified AOD related problems; may convey to the parent(s) that they have the major responsibility for implementing these recommendations; and may refer students and their families to community agencies which conduct AOD assessments and/or evaluations, all forms of detoxification, and ongoing treatment for cases of chemical dependency;
  - 4) Monitor incentives for students who are seeking assistance through treatment and recovery. Students entering treatment programs shall have the opportunity to earn credits. (See Board Policy 3545: Independent Study.)
3. Responsibilities related to suspected possession or consumption: (See Board Policy 4132: Locker Inspection and Board Policy 4400: Investigation, Interrogation, Arrest and Search.)
- a. Employees will:
    - 1) Inform the BUILDING ADMINISTRATOR;
    - 2) Complete and forward a referral to the AOD Team with a copy to the BUILDING ADMINISTRATOR.
  - b. The BUILDING ADMINISTRATOR will:
    - 1) Confer with the employee and representative from the AOD Team to determine the appropriate course of action when the student's behavior is NOT INTERFERING WITH THE FUNCTIONING OF THE CLASSROOM AND/OR SCHOOL SPONSORED EVENT;
    - 2) Remove the student from the setting WHEN THE STUDENT'S BEHAVIOR IS INTERFERING WITH THE FUNCTIONING OF THE CLASSROOM AND/OR SCHOOL SPONSORED EVENT; and
      - a) Notify the parent(s) immediately;
      - b) Make an appointment for the student and/or parent(s) to see a AOD Team member for an AOD screening or a community agency for an AOD assessment.
  - c. At least one member of the AOD Team will:
    - 1) Confer with the referring person;
    - 2) Conduct an initial screening;
    - 3) Make recommendations for assistance with the identified AOD related problems; may convey to the parent(s) that they have the major responsibility for implementing these recommendations; and may refer students and their families to community agencies which conduct AOD assessments and/or evaluations, all forms of detoxification, and ongoing treatment for cases of chemical dependency;



- 4) Monitor incentives for students who are seeking assistance through treatment and recovery. Students entering treatment programs shall have the opportunity to earn credits through independent study. (See Board Policy 3545: Independent Study.)

#### **IV.** Dispensing Chemicals

No person shall sell or give away alcohol and other drugs to students in the school, on school grounds, in motor vehicles used by the school, or at school sponsored events or activities on or off school grounds.

1. Responsibilities regarding students who are dispensing AOD: (See Board Policy 4132: Locker Inspection, and Board Policy 4400: Investigation, Interrogation, Arrest and Search.)
  - a. Employees will:
    - 1) Accompany the student to the BUILDING ADMINISTRATOR;
    - 2) Complete and forward a referral to the AOD Team within one school day.
  - b. The BUILDING ADMINISTRATOR will:
    - 1) Confiscate the alcohol and/or other drug and/or paraphernalia, if possible;
    - 2) Notify the parent(s);
    - 3) Refer the student for possible intervention and discipline in accordance with the Behavior Education Plan.
  - c. At least one member of the AOD Team will:
    - 1) Confer with the referring person;
    - 2) Conduct an initial screening;
    - 3) Make recommendations for assistance with the identified AOD related problems; may convey to the parent(s) that they have the major responsibility for implementing these recommendations; and may refer the students and their families to community agencies which conduct AOD assessments and/or evaluations, all forms of detoxification, and ongoing treatment for cases of chemical dependency;
    - 4) Monitor incentives for students who are seeking assistance through treatment and recovery. Students entering treatment programs shall have the opportunity to earn credits through independent study. (See Board Policy 3545: Independent Study.)
2. Responsibilities regarding other persons dispensing alcohol or other drugs:
  - a. Employees will:
    - 1) Call for immediate assistance from law enforcement officials;
    - 2) Notify the BUILDING ADMINISTRATOR.



# Anti-Bullying

Board Policy 4510

## POLICY

The Madison Metropolitan School District strives to provide an environment where every student feels safe, respected and welcomed and where every staff member can serve students in an atmosphere that is free from significant disruptions and obstacles that impede learning and performance. Bullying can have a harmful social, physical, psychological and/or academic impact on students who are the targets of bullying behaviors, students who engage in bullying behaviors, and bystanders that observe acts of bullying. The School District does not allow bullying behavior toward or by students, school employees or volunteers on school/District grounds, at school/District-sponsored activities or in transportation to and from school or school/District-sponsored activities.

### Defining Bullying Behavior:

1. Bullying is the intentional action by an individual or group of individuals to inflict physical, emotional or mental harm or suffering on another individual or group of individuals when there is an imbalance of real or perceived power.

Examples of an imbalance of real or perceived power include, but are not limited to:

- Physical strength/size
- Access to embarrassing information
- Popularity
- Age or grade level
- Athlete, scholar or other characteristic impacting a student's status

2. Bullying behavior may be motivated by an actual or perceived distinguishing characteristic such as, but not limited to, an individual's sex, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or disability.

3. Bullying behavior can be physical, verbal, non-verbal, indirect or direct. Bullying may occur, for example, in situations involving personal contact, and also electronically, in writing, or by using other persons as intermediaries. Bullying may involve repeated behavior.

Examples of bullying behavior include, but are not limited to, the following:

- Hitting, pushing, kicking and other acts that physically hurt another person
- Spreading negative rumors about or falsely accusing another person
- Excluding someone from a 'group'
- Threatening another person
- Manipulating friendships
- Posting or sending mean-spirited messages about someone using phones, electronic mail, websites, blogs, etc. (also known as cyberbullying)
- Organizing others to threaten, tease, or exclude a targeted individual

Prohibiting Bullying Behavior: Bullying is prohibited on all school and District grounds and in all school and District buildings; at all school and District-sponsored activities; and on all vehicles used for transportation to and from school and school sponsored/District-sponsored activities. It is the intent of this Policy that bullying behavior is prohibited in all educational environments, regardless of whether the facility/location is owned, leased, or otherwise used or provided by the School District. Educational environments include, but are not limited to, every activity under school supervision. Interactions, including electronic communication, that do not fall under the above list may still be covered by this Policy when these behaviors result in a substantial disruption of the learning environment.



Reporting Bullying Behavior: The prohibition against bullying and the MMSD "Report of Bullying Incident" form shall be included in student handbooks, employee orientation or training materials/handbooks, and District and school websites. This Policy does not require a student or parent to complete this form in order to initiate an investigation. Notice is given to the District once a student or parent/guardian notifies a school official or other staff.

Reporting by Staff and School Officials: Staff or other school officials shall submit a report of bullying under this paragraph any time (1) a student or parent/guardian presents the staff member/official with a report clearly identified as a report of bullying under this Policy; (2) the staff member/official has knowledge of behavior by an individual (or group of persons) that is prohibited by this Policy (i.e., premised on an imbalance of real or perceived power and intended to inflict physical, emotional or mental harm or suffering (including fear or intimidation) on another person); or (3) the staff member concludes that a student is being subjected to behavior that is physically, emotionally or mentally harming the student and is prohibited by this Policy.

Unless impractical, reports made under this paragraph shall be in writing and should generally be provided on the same day the bullying behavior was observed or that the staff member/official becomes aware of the bullying behavior. For all school-based personnel, the report required by this paragraph should be provided directly to the school's Principal or an Assistant Principal assigned to the school unless the Principal has expressly identified another staff member to also be a recipient of such reports. For staff and officials not based in a school, such reports should be provided to a building Principal when the incident is tied to a particular school or to the head administrator in the staff member's/official's Department. Written reports are preferred, but if it is necessary to make a verbal report, the individual making the report should be clear that he/she is reporting bullying behavior under this Policy. It is understood that the reporting required by this paragraph requires a degree of judgment, and that there will be instances where a reasonable person holding a given position may, or may not, recognize a specific situation as involving behaviors prohibited by this Policy. However, it is the intent of this paragraph that no staff member/official may, by failing to submit a report, exhibit deliberate indifference to harm created by bullying behaviors of which they have knowledge.

Reporting by Students, Parents/Guardians, and Other Persons: Students, parents or guardians, and other persons are encouraged to make a verbal or written report regarding conduct they consider to be bullying. Written reports may be made on the form entitled "Report of Bullying Incident" and turned into any teacher, Student Services staff or administrator. Verbal reports of bullying under this Policy should be clearly identified as reports of bullying under this Policy and presented to a Principal, Assistant Principal, school-level staff designated by the Principal, or the head of any MMSD Department. The individual receiving a verbal report shall promptly document the complaint on the "Report of Bullying Incident" form. The written report shall be forwarded to the designated school administrator for investigation of the complaint.

Confidentiality of Reports of Bullying: A person making a report of bullying behavior may request that their identity remain confidential. If a target of bullying behavior requests that their identity not be disclosed in connection with any investigation of the alleged bullying behavior, the Principal and/or other assigned administrator/investigator shall discuss with the student and their parent/guardian how such a request may affect the District's ability to investigate and/or resolve a given situation. While the District will protect an individual's confidentiality to the extent possible, the District's priority is to ensure the health and safety of all students and staff.

The District will make an effort to notify the individual if the District determines that it is not possible to proceed on a confidential basis, though the District will proceed if it determines that it is in the best interests of all students and staff. In addition, the District will maintain the confidentiality of the report and any related student records in a manner consistent with applicable law.

Written reports of bullying and written investigation reports are education records and behavioral records as defined in Board Policy 4151 (Student Records/Definitions). The District may disclose such records to a parent/guardian of a



student personally identified in the record or to a school district in which the student has enrolled or intends to enroll. The District may further disclose bullying reports and written investigation reports consistent with Board Policy 4150 (Student Records/Confidentiality).

Anonymous Reports: Anonymous reports of bullying will be reviewed and reasonable action shall be taken to address such reports, consistent with the reliability of available information and taking into account the due process rights of the individual alleged to have committed the acts of bullying.

Retaliation: There shall be no retaliation against the individual(s) making a bullying report or the target of the bullying that is reported. Students engaging in retaliatory behavior may be subject to discipline consistent with the District's Behavior Education Plan. Staff engaging in retaliatory behavior may be subject to discipline.

Investigating Bullying Behavior: Under the direction of a school administrator, all reports of bullying under this Policy shall be investigated and a written report of the investigation shall be prepared. Investigations shall begin promptly and should generally begin by contacting the identified target(s) of the bullying. The report of the investigation shall identify key facts about the incident, state a determination as to whether acts of bullying were verified, and identify recommendations for intervention, including disciplinary action if appropriate. In addition, the report shall identify steps taken to assist the target/s of the bullying. The District's Affirmative Action Officer shall be notified whenever bullying behavior is determined or alleged to be harassment. This is the case when behavior is determined or alleged to be motivated by an actual or perceived distinguishing characteristic such as, but not limited to, an individual's sex, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or disability.

Parents and/or guardians of each student involved in incidents determined to be bullying shall be notified prior to the conclusion of the investigation. Further, if the acts of bullying also fall under behaviors described in the MMSD's Behavior Education Plan, the administrator investigating the incident shall apply the appropriate response and implement the appropriate interventions. In circumstances where the parents and/or guardians of either student disagree with the investigating administrator's conclusion, the parent/guardian may use the General Concern/Complaint process.

Supporting Students Who Are Targets of Bullying Behavior: Schools should take initial steps to address the safety needs of a student who is a target of bullying behavior once bullying is reported. When an investigation finds that bullying behavior occurred, schools must take steps to assist any student who is a target of the bullying and their family, including, but not limited to, developing a safety and support plan. Students and families must have input into the development of the safety and support plan. Targets of bullying must be provided with tools to empower them to overcome the negative effects of bullying. The Principal or a staff member designated by the Principal shall assist the student who is the target of bullying behavior with appropriate interventions. These interventions will be based on the individual student's needs, and could include mental health supports.

Intervening with Students Who Engage in Bullying Behavior: Schools must create a culture in which bullying is not tolerated. Students must be supported and encouraged to report harassment and bullying and to assist peers who are bullied. Students who engage in bullying behavior must be held accountable for their actions and steps to achieve this include: (1) teaching new skills for communication and empathy, (2) communicating with parents/families, and (3) providing appropriate, incremental consequences and interventions by applying the Behavior Education plan, when applicable.

07/12/10

Revised 05/18/15

Revised 03/23/20



# Nondiscrimination

Board Policy 4620

POLICY

Prohibition Against Discrimination

## 1. Purpose

- a. The Madison Metropolitan School District strives to provide an environment where every student feels supported, respected and welcomed and where every student can learn in an atmosphere that is free from harassment and discrimination. Discrimination and harassment can have a harmful social, physical, psychological and/or academic impact on students who are the victims of these actions, students who engage in these behaviors and bystanders that observe discriminatory and/or harassing acts. The School District does not allow discrimination and harassment towards or by students on school/District grounds, at school/District-sponsored activities or in transportation to and from school or school/District-sponsored activities.
- b. District policy protects students from discrimination and harassment regarding a person's sex, race, color, age, national origin, ancestry, religion, creed, pregnancy, marital status, parental status, homelessness, sexual orientation, gender identity, gender expression or disability including their physical, mental, emotional, or learning disability and/or retaliation as defined in this Policy.

## 2. Discrimination

- a. With respect to educational programs, no person shall be denied admission to any District school, or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activity because of the person's protected class(es) included but not limited to the following areas:
  - 1) Admission or enrollment into any school, class, course, program or activity; (This does not place a student in a school, class, program, or activity based on objective standards of individual performance or need.)
  - 2) Interactions in the classroom, counseling, as well as with other support staff;
  - 3) Standards and rules of behavior, including student harassment;
  - 4) Disciplinary actions, including suspensions and expulsions;
  - 5) Acceptance and administration of gifts, bequests, scholarships, other forms of recognition, such as aids, benefits, awards, or services to students from private agencies, organizations or persons;
  - 6) Instructional and library media materials selection policy;



- 7) Methods, practices, materials, attitudes, and interpretations used for testing, assessment, evaluating, and counseling students; (This does not prohibit the use of special testing or counseling materials or techniques to meet the individual needs of students.)
  - 8) Facilities;
  - 9) Opportunity for participation in athletic programs or activities;
  - 10) School-sponsored food service programs;
  - 11) Graduation requirements.
- b. Examples of discrimination may include but are not limited to:
- 1) Using a protected class, such as race or national origin, as a factor allowing access and opportunity to participate in college and career preparatory programs and courses;
  - 2) Not responding promptly and effectively to complaints of discrimination, such as complaints of sexual harassment of students, including sexual violence;
  - 3) Not allowing a student with physical disabilities to participate in extra-curricular activities; or Denying students an equal opportunity to participate in interscholastic athletics program and by failing to provide the opportunity to receive coaching and the provision of locker rooms, practice and competitive fields, that are equivalent to those provided to students not in their protected class.
- c. This Policy does not intend to prohibit the provision of special programs or services based on objective standards of individual need or performance to meet the needs of students, including advanced learners, special education, school-age parents, bilingual bicultural, at risk and other special programs; or programs designed to overcome the effects of past discrimination.

### 3. Harassment

- a. The District is committed to the provision of a harassment-free environment for students of the District. The Board considers all forms of harassment, including hazing, to be unacceptable behavior because it undermines productivity in the academic environment, degrades, intimidates, isolates and is discriminatory. Harassment infringes upon the rights of all and creates a hostile environment for learning.
- To ensure that all students study in an environment free of all forms of harassment, the Board expressly prohibits harassment based on race, creed, national origin, sex, pregnancy, marital status, disability, religion, age, ancestry, sexual orientation, gender identity, gender expression, age, parental status and retaliation as defined above, and will take all the necessary steps to prevent such harassment from occurring. Any employee or student who engages in harassment will be disciplined by the appropriate authorities.
- b. Examples of harassment may include but are not limited to:
- 1) Unwanted physical contact including touching, pinching and/or brushing the body.
  - 2) Indecent exposure, including lewd and lascivious behaviors.
  - 3) Persistent requests for social/sexual encounters and favors.



- 4) Making inappropriate statements or jokes about students because of their protected class(es).
- 5) Basing a decision regarding classroom or extra-curricular activities on someone providing sexual favors, or someone's protected class(es).
- 6) Displaying graphic, sexually explicit objects, posters or pictures that show adolescents, women, racial minorities, people who have disabilities or students in a degrading or humiliating manner.
- 7) Obscene gestures, nonverbal suggestive behavior (leering) or insulting sounds (whistling).

#### 4. Discrimination by Association

A situation where an individual is discriminated against through their association with another person. It shall be a violation of this Policy and is thus prohibited for anyone subject to this Policy to engage in any discriminatory or harassing acts prohibited by this Policy against any individual because of that individual's association with a member of any protected class(es).

#### 5. Civil Liability

This Policy provides guidance for appropriate disciplinary action for violations of this Policy. This Policy does not provide a basis for a civil cause of action or damages. Any cause of action or right to damages shall be according to applicable federal and/or state law.

6. Any student who believes that they have been discriminated against or harassed may file a complaint using the complaint procedure outlined below.

10/4/04

Revised: 2/29/16

#### PROCEDURE

##### Resolution of Discrimination/Harassment Complaints

#### 1. Who May File a Discrimination/Harassment Complaint

Any employee, applicant for employment, student, parent, or resident of the District who believes they have been discriminated against may file a complaint.

#### 2. Filing of Complaint

- a. The District shall not accept any complaint filed more than three hundred (300) calendar days after the alleged discrimination occurred.

- 1) Where a complainant alleges a pattern or practice of discrimination, the 300 calendar days shall begin to run from the last act or occurrence of alleged discrimination.
- 2) Where a complainant alleges that there is a continuing violation of the Ordinance, the 300 calendar days shall begin to run from the last act or occurrence of alleged discrimination.



b. A formal complaint may be filed by the complainant in person or mailed to the Title IX Investigator at Legal Services, Attn: Title IX Investigator, 545 West Dayton Street, Room 104, Madison, WI 53703.

1) A complaint shall be deemed filed on the date received if delivered, or on the date postmarked if addressed by mail.

2) Anonymous complaints will not be accepted.

3) All complaints should include, to the best of the complainant's ability, specific information regarding the discriminatory or harassing action(s) or inaction(s), the basis (e.g., age, race, sexual orientation, etc.) for the action(s) or inaction(s), the alleged offender(s), and any witnesses.

4) If the complaint is incomplete or does not satisfy the definition of harassment or discrimination, the complaint may be returned to the complainant, without being processed, for further information.

c. The complaint shall be completed on an approved form and must include the complainant's original signature to be accepted and processed.

d. The Title IX Investigator shall send to the complainant a written acknowledgment of the receipt of the complaint as soon as practicable, but within fifteen (15) calendar days.

1) The acknowledgement letter will include information regarding applicable local, state and federal antidiscrimination laws and related administrative agencies. This information is intended to assist the complainant and is not all inclusive. The letter will advise the complainant to seek assistance in determining their rights by contacting the enforcement agencies or an attorney.

2) A letter will also be sent to any alleged offender(s) named in the complaint and their respective supervisor.

### 3. Confidentiality

a. If the complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation.

1) If a complainant insists that their name or other identifiable information not be disclosed to the alleged perpetrator, the District should inform the complainant that its ability to respond may be limited.

2) The District should tell the student that District policy and Title IX prohibits retaliation, and that District officials will not only take steps to prevent retaliation but also take strong responsive action if it occurs.

b. If the complainant continues to ask that their name or other identifiable information not be revealed, the District should evaluate that request in the context of its responsibility to provide a safe and nondiscriminatory environment for all staff, visitors and students. Thus, the District may weigh the request for confidentiality against several factors including:

1) the seriousness of the alleged harassment;

2) the complainant's age;

3) whether there have been other harassment complaints about the same individual; and



4) the alleged harasser's rights to receive information about the allegations if the information is maintained by the school as an "education record" under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 C.F.R. Part 99.

- c. The District should inform the complainant if it cannot ensure confidentiality. Even if the District cannot take disciplinary action against the alleged harasser because the complainant insists on confidentiality, it should pursue other steps to limit the effects of the alleged harassment and prevent its recurrence.

#### 4. Retaliation

No District employee or student shall attempt to restrain, interfere with, coerce, discriminate, or take reprisal action against the complainant(s) and/or their witnesses during or after the presentation, processing, and resolution of a complaint. Such an action would be a violation of this Policy and the employee or student would be subject to the appropriate discipline. Any person who feels they are being retaliated against, as defined above, may contact the Title IX Investigator to make a complaint regarding the retaliatory actions.

#### 5. Informal Complaint Resolution

- a. The District may offer efforts to resolve the complaint on an informal basis while the investigation proceeds.
- b. If an informal resolution of the complaint is arrived at, the terms of such resolution shall be reduced to writing and made a part of the complaint file. If the complaint is not resolved the investigation shall proceed.

#### 6. Investigation

- a. All complaints formally filed shall be investigated, unless resolved informally, to determine whether or not this Policy may have been violated.
- b. In investigating a complaint, the District will determine:
- 1) Whether or not the alleged incident(s) occurred; and
  - 2) If the misconduct did occur, the District will take action to stop the current situation, if applicable, and prevent a recurrence.
- c. The District shall provide a prompt, complete, independent, and impartial investigation of the complaint. In most cases, the investigation will be conducted by the Title IX Investigator. In some cases, the investigation may be conducted by an investigative team or outside consultant as determined by the Title IX Investigator and Legal Counsel. In all cases the investigation shall be conducted in conjunction with the Legal Counsel.
- d. The investigation shall include a thorough review of the circumstances under which the alleged discrimination occurred and any policies and practices related to the situation. The investigation may include the review of various documents and information acquired during the investigation, which may include, but is not limited to, the response of the alleged discriminating person, written or oral statements from witnesses, copies of or extracts from records, policy statements, on-site visits, or regulations of the District.



## 7. Timeliness

- a. Investigations under this Policy will be completed within ninety (90) calendar days from the date a complete, formal complaint has been properly filed with the Title IX Investigator.
- b. Due to extenuating circumstances, including the informal resolution process, leaves of absence, etc. an investigation may take longer than ninety (90) calendar days. However, both parties must agree to this extension of time.
- c. The ninety (90) day timeframe includes the District's response to the initial complaint. It does not include a response to any appeal that may be filed.

## 8. Determination and Appeal

After the investigation has been completed, the Investigator shall inform the Superintendent or Superintendent's designee of the determination of the complaint. The Superintendent or Superintendent's designee after consultation with the Title IX Investigator and/or Legal Counsel will communicate in writing such determination of the complaint to the complainant and respondent(s).

- a. After the complainant and respondent(s) receive the written determination of the District's position, the complainant or respondent(s) may request a reconsideration of the District's position. The reconsideration request must be filed within twenty (20) calendar days of the date of the determination. The written request for reconsideration must contain a statement as to why the complainant or respondent(s) is not satisfied with the decision. The Superintendent or Superintendent's designee will send the complainant or respondent(s) a written acknowledgment within twenty (20) calendar days after the Superintendent receives the reconsideration request.

9. If the complaint includes allegations protected under Wisconsin Statute s. 118.13, "Pupil Discrimination Prohibited," and the District determines that discrimination did not occur, the determination letter from the Superintendent or Superintendent's designee will inform the complainant of their right to appeal the negative determination to the State Superintendent of Public Instruction and the procedures for making an appeal. The complainant has thirty (30) days from the time they receive the determination letter to appeal to the State Superintendent of Public Instruction.

## 10. Notification of Nondiscrimination Policy and Complaint Procedure

The District will annually publish notice of this Policy. A student nondiscrimination statement shall be included in student and staff handbooks, course selection handbooks, and other published material describing school activities and opportunities. The complete student discrimination complaint procedure, including the Title IX Investigator's contact information shall be included in student and staff handbooks.

## 11. Definitions

- a. **Ancestry.** Refers to the country, nation, tribe or other identifiable group of people from which a person descends. It can also refer to the physical, cultural or linguistic characteristics of the person's ancestors.
- b. **Complainant.** Any person eligible to file a complaint under the District's Non-Discrimination Policy, this includes students, staff and visitors to District grounds and activities.
- c. **Creed.** A system of religious beliefs, including moral or ethical beliefs about right and wrong that are sincerely held with the strength of traditional religious views.



- d. **Disability.** Persons with a physical or mental impairment which substantially limits one or more major life activities. People who have a history of, or who are regarded as having a physical or mental impairment that substantially limits one or more major life activities, are also covered. Major life activities include but are not limited to caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning. Some examples of impairments which may substantially limit major life activities, even with the help of medication or aids/devices, are: AIDS, alcoholism, blindness or visual impairment, cancer, deafness or hearing impairment, diabetes, drug addiction, heart disease, and mental illness. This definition includes students who have been identified as having a disability under the Individuals with Disabilities Education Act (IDEA).
- e. **Discrimination.** Any action, policy, or practice, including bias, stereotyping, and student harassment, which is detrimental to a person or group of persons and differentiates or distinguishes among persons, or which limits or denies a person or group of persons opportunities, privileges, roles or rewards based, in whole or in part, on their membership in a protected class, or which perpetuates the effects of past discrimination.
- f. **Equal.** Having the same privileges, status or rights.
- g. **Equitable.** Exhibiting or characterized by equity; impartial or reasonable in judgment or dispensation; not necessarily equal or the same.
- h. **Evidentiary Standard.** Standard used to determine if harassment/discrimination allegations are true. The standard applied to discrimination complaints is a "Preponderance of the Evidence" (defined below).
- i. **Gender Expansiveness.** An umbrella term used for individuals that broaden commonly held definitions of gender, including its expression, associated identities, and/or other perceived gender norms, in one or more aspects of their life. These individuals expand the definition of gender through their own identity and/or expression. Some individuals do not identify with being either male or female; others identify as a blend of both, while still others identify with a gender, but express their gender in ways that differ from stereotypical presentations. A gender-expansive person's preferences and self-expression may fall outside commonly understood gender norms within their own culture; or they may be aligned with them even as one's internal gender identity doesn't align with the sex assigned at birth.
- j. **Gender Expression.** Refers to the ways in which people externally communicate their gender identity to others through behavior, clothing, haircut, voice, and other forms of presentation. Gender expression also works the other way as people assign gender to others based on their appearance, mannerisms, and other gendered characteristics. Sometimes, transgender people seek to match their physical expression with their gender identity, rather than their birth-assigned sex. Gender expression should not be viewed as an indication of sexual orientation.
- k. **Gender Fluidity.** Gender fluidity conveys a wider, more flexible range of gender expression, with interests and behaviors that may even change from day to day. Gender fluid children do not feel confined by restrictive boundaries of stereotypical expectations of girls or boys. In other words, a child may feel they are a girl some days and a boy on others, or possibly feel that neither term describes them accurately.
- l. **Gender Identity.** One's innermost core concept of self which can include male, female, a blend of both or neither, and many more—how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different than the sex assigned at birth. Individuals become conscious of this between the ages 18 months and 3 years. Most people develop a gender identity that matches their biological sex. For some, however, their gender identity is different from their biological or assigned sex.



Some of these individuals choose to socially, hormonally and/or surgically change their physical appearance to more fully match their gender identity and some do not.

- m. Harassment. Unwanted, deliberate or repeated unsolicited comments (oral or written), gestures, graphic material, physical contacts, verbal/nonverbal or physical conduct directed to an individual because of their membership in a protected class(es) constitute harassment when this conduct: 1) Has the purpose or effect of creating an intimidating, hostile or offensive educational environment; or 2) Has the purpose or effect of unreasonably or substantially interfering with a student's performance in school, including their performance in curricular, extracurricular, and nonacademic activities; or 3) Otherwise adversely affects a student's opportunities in curriculum, extracurricular, and nonacademic activities; or 4) Submission to the conduct is made either explicitly or implicitly, a term or condition of a student's opportunity to obtain an education; or 5) Submission to or rejection of the conduct by an individual is used as a factor in decisions affecting the student's education; or 6) Is sufficiently severe, persistent or pervasive that it adversely affects a student's ability to participate in or benefit from an educational program or activity.
- n. Homelessness. See paragraph 1(a) of Board Policy 4406 in the Procedures section for this definition.
- o. Hostile Environment. A situation in which harassment causes the school environment to be permeated with intimidation, humiliation, ridicule or insult that is sufficiently severe or pervasive to reasonably interfere or alter the conditions of the student's education or the employee's work.
- p. Marital status. This includes being married, separated, divorced, widowed, or single.
- q. National Origin. Treating people unfavorably because they are from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background (even if they are not). This includes students whose dominant language is other than English.
- r. Parental Status. Parental status means the status of being a parent or childless. A 'parent' includes a step-parent, adoptive parent and foster parent. A student who is pregnant is considered a parent.
- s. Pregnancy. This involves treating a student unfavorably because of pregnancy, childbirth, a medical condition related to pregnancy or childbirth or any pregnancy related condition.
- t. Preponderance of the Evidence. The evidence submitted must show that it is more likely than not that the act(s) of discrimination/harassment did occur and more likely than not the alleged perpetrator(s) committed the act.
- u. Probable Cause. There is reasonable ground for belief supported by facts and circumstances strong enough in themselves to warrant a prudent person in the belief that discrimination probably has been or is being committed.
- v. Protected class. A group of people defined by the law who share common characteristics and are protected from discrimination and harassment by federal, state and/or local laws. District Policy recognizes protected classes including sex, race, national origin, ancestry, religion, creed, pregnancy, marital status, parental status, sexual orientation, gender identity, gender expression or disability including her or his physical, mental, emotional, or learning disability.
- w. Religion. This includes all aspects of religious observance and practice, as well as belief. The law protects not only people who belong to traditional, organized religions, such as Buddhism, Christianity, Hinduism, Islam, and Judaism, but also others who have sincerely held religious, ethical or moral beliefs.



- x. Retaliation. Any adverse action impacting a student's education experience and/or any adverse action to include any act of revenge, reprisal, intimidation or coercion directed at a student and motivated by the belief that the student has either opposed a violation of this Policy, has filed a complaint under this Policy, has participated in an investigation of a complaint filed under this Policy, or has exercised any other right under this Policy.
- y. Sex. This involves treating someone unfavorably because of that person's sex. These may include, for example, allegations of sexual harassment or other kinds of sex discrimination, such as adverse actions taken because of the person's non-conformance with sex-stereotypes. It is a Title IX violation and considered discrimination based on sex to treat a person unfavorably if a person identifies as transgender.
- z. Sexual Harassment. Unwanted, deliberate or repeated unsolicited comments (oral or written), gestures, graphic material, physical contacts, unwelcome requests for sexual favors, and/or verbal/nonverbal or physical conduct directed to an individual because of the student's sex. "Sexual harassment" includes conduct directed by a person at another person of the same or opposite sex.

aa. Sexual Orientation. Term that refers to being romantically or sexually attracted to people of a specific gender. Our sexual orientation and our gender identity are separate, distinct parts of our overall identity.

bb. Stereotyping. Attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis, in whole or in part, of their protected class(es).

cc. Student Harassment. Behavior toward students based, in whole or in part, on their protected class(es) which substantially interferes with a student's school performance or creates an intimidating, hostile, or offensive school environment.

dd. Transgender. An umbrella term describing a person whose gender identity or expression is different from that traditionally associated with their assigned sex at birth.

10/4/04

Revised 2/29/16

## Dress Code

Safety and belonging are important components of a positive school culture. The dress code policy is focused on promoting both. Students may dress in any style they desire and may present themselves in a way that is consistent with their identity, as long as their chosen attire does not cause a disruption or compromise safety in the school environment. The following examples are intended to represent these limitations:

Items not to be worn include:

- Clothing or accessories that cover your face
- Clothing or accessories that may be used as a weapon
- See-through clothing
- Clothing or accessories with statements or images that are vulgar, obscene, or promote illegal drugs, alcohol, sex, violence, or gang activities
- Clothing or accessories that expose undergarments or the buttocks
- Clothing or accessories with words, pictures, or caricatures based on stereotypes of a specific gender, race, ethnicity, nationality, religion, sexual orientation, or disability

- Clothing or accessories with Native American team names, logos, or mascots that depict stereotypes

Additionally:

- Clothing or accessories with sincerely held religious affiliations or purposes are allowed
- Shoes or footwear must be worn at all times
- Students at schools with board-approved school uniforms must abide by that policy



# **Student Dress Code Guidelines Regarding Native American Team Names, Mascots and Logos**

## **What team names, mascot and logos are prohibited?**

According to the Dress Code, students may not wear clothing with words, pictures or caricatures based on negative stereotypes of a specific gender, race, ethnicity, nationality, religion, sexual orientation or disability. Specifically, students are prohibited from wearing any clothing (including jerseys), hats or other attire containing the name of or logos for the Washington Redskins football team and other similarly named non-professional sports teams. The term "redskin" is a clearly disparaging term and racial epithet.

Students wearing any clothing, hats or other attire depicting the team name or logos for the Washington Redskins football team or other similarly named non-professional sports teams will be asked to immediately remove the item.

## **What about other race-based team names, mascots and logos?**

While additional race-based team names, mascots and logos are not expressly prohibited, students may not wear clothing based on negative stereotypes. As such, clothing and other apparel depicting Native American team names, mascots and logos is strongly discouraged. All students and families should be aware of the negative impact race-based team names, mascots and logos have on all students.

Native American team names, mascots and logos promote incorrect and inaccurate images of contemporary Native Americans, cultural bias and an environment tolerant of stereotypes. Native American team names, mascots and logos negatively impact Native students' sense of community and belonging in the school environment, leaving some students feeling marginalized from the school community. Furthermore, such stereotypes negatively impact all students. All students exposed to negative stereotypes are more likely to believe negative stereotypes of that group and other groups.

In order to combat these negative effects and create a positive learning environment for all students, the District will increase and improve communication to students and families regarding the negative impacts of Native American team names, mascots and logos through classroom discussions, school orientation materials, guidance documents and handbooks.

In order to ensure students have an accurate understanding of Native American history and culture, the District is committed to providing instruction related to Native American history, cultures, tribal sovereignty, and contemporary status with information specific to Madison and the state of Wisconsin. The curricular resources in grades 3, 4, 5, and 8 incorporate primary and secondary sources to teach about the early history of First Nations in Wisconsin. In high school U.S. history courses, students will critically read primary and secondary documents to understand how Wisconsin American Indians show perseverance and resilience in the struggle for reaffirming rights, exercising treaties, and tribal sovereignty. The District will also work with schools to identify ongoing opportunities to honor and celebrate Native American culture.

## **What is the relationship between the dress code and other District policies?**

Students that feel they are being harmed or negatively impacted by another student wearing clothing with words, pictures or caricatures based on negative stereotypes of a Native American image should report their concerns to an adult staff person. Staff shall intervene and advise the student wearing the image that their conduct is having a



negative impact on their peer. If the student continues to wear the image, despite the awareness of the impact it is having on the reporting student, that student may be subject to discipline under District policies.

A student who intentionally continues to wear clothing with imagery based on negative stereotypes may be violating the District's Student Anti-Bullying Policy (#4510). In addition, the student negatively impacted may file a complaint under the District's Student Non-Discrimination Policy (#4620).

## **POLICY SEXUAL HARASSMENT (TITLE IX)**

Policy 8012A

Human Resources

**PURPOSE:** The Madison Metropolitan School District strives to provide an environment where every student, employee, applicant, family member and visitor feels supported, respected, and welcomed, where every student can learn in an atmosphere that is free from harassment and discrimination, and where every staff member can serve students in an atmosphere that is free from harassment and discrimination. Discrimination and harassment can have a harmful social, physical, and/or psychological impact on individuals who are the victims of these actions, those who engage in these behaviors, and bystanders that observe discriminatory and/or harassing acts. The District prohibits discrimination and harassment towards or by students, school employees or volunteers on school/District grounds, at school/District-sponsored activities, in transportation to and from school, or school/District-sponsored activities.

This Policy is adopted to ensure that the District complies with the new United States' Department of Education's Title IX regulations, effective August 14, 2020. All other issues related to Discrimination, Harassment, and/or Retaliation are covered under District Policies 8012 (Staff & Visitors) & 4620 (Students).

### **I. DEFINITIONS**

a. **Complainant.** Any person is eligible to file a complaint under this Policy. This person must be the person who suffered harm due to a violation of this Policy. In the case of dependent students, a parent/guardian may file a complaint on their behalf.

b. **Consent.** Consent is an affirmative nonverbal act or verbal statement expressing consent to sexual activity by a person that is informed, freely given, and mutually understood. It is the responsibility of person(s) involved in sexual activity to ensure that he/she/they have the affirmative consent of the other or others to engage in the sexual activity. Affirmative consent must be ongoing throughout the sexual activity and can be revoked at any time. Lack of protest or resistance does not mean consent, nor does silence mean consent. Consent to one act by itself does not constitute consent to another act. The existence of a dating relationship between the persons involved, or the fact of past sexual relations, should never by itself be assumed to be an indicator of consent. Whether one has taken advantage of a position of influence over another may be a factor in determining consent.

c. **Covered Individuals.** All employees, students, contractors, consultants, vendors, volunteers, visitors, applicants for employment or members of the District's Board of Education are covered individuals and subject to this Policy.

d. **Days.** When used to compute a period of time, the reference will be to calendar days, with day one being the day after the triggering act or event. For example, if something occurs on January 1st, then January 2nd would be day one and January 3rd would be day 2, and so on. If the last day of the time period ends on a Saturday, Sunday or holiday observed by the District, the last day for deadline purposes shall be the next business day.



- e. **Formal Complaint.** Document submitted by a Complainant, their parent/guardian, or signed by the Title IX Coordinator, alleging a violation of this Policy. A Formal Complaint is considered a request that the District investigate the allegation(s) according to its procedures.
- f. **Mandated Reporter.** An employee of the District who is obligated by policy to share knowledge, notice, and/or reports of harassment and/or retaliation with the Title IX Coordinator and/or their supervisor.<sup>1</sup> All employees of the District are Mandated Reporters. A Mandated Reporter must promptly share with the Title IX Coordinator, Title IX Designee, Department Head, and/or School-Based Administrator all known details of a report made to them during their employment. Employees must also promptly share all details of behaviors under this Policy that they observe or have knowledge of, even if not reported to them by a Complainant or third-party.
- g. **Preponderance of the Evidence.** This is the standard used to determine if the allegations in the complaint are true. A preponderance of the evidence means that the evidence submitted shows that it is more likely than not that the act(s) of discrimination/harassment did occur and more likely than not the Respondent(s) committed the act.
- h. **Probable Cause.** There is reasonable ground for belief supported by facts and circumstances strong enough in themselves to warrant a prudent person in the belief that discrimination probably has been or is being committed.
- i. **Report.** A person giving a spoken or written account of something that one has observed, heard, done, which may be a violation of this Policy. While only the individual directly harmed may file a formal complaint, anyone may make a report. A report triggers District responsibility to make efforts to follow-up on it with the individual(s) directly impacted by an action(s) that may violate this Policy.<sup>2</sup>
- j. **Respondent.** An individual who has been reported as having engaged in conduct that, if true, is a violation of this Policy.
- k. **Retaliation.** Any adverse action to employment, educational program or activity, or adverse change in employment, educational program or activity, taken against a Covered Individual for having made a complaint or report of Sexual Harassment or Sexual Misconduct, whether made internally, or externally with a federal, state, or local agency; or for participating, aiding, or refusing to participate in an investigation, proceeding or hearing related to a report or complaint of Discrimination, Harassment, Sexual Harassment or Sexual Misconduct under this Policy, whether internal, or external with a federal, state, or local agency, is strictly prohibited. An adverse action can include discipline or denial of access to a service or benefit. For purposes of Title IX, intimidation, threats, coercion, or 1 Not to be confused with those mandated by state law to report child abuse, elder abuse, and/or abuse of individuals with disabilities to appropriate officials, though these responsibilities may overlap with those who have mandated reporting responsibility in this Policy. The District may not follow up on reports where it cannot determine who was impacted by the alleged action(s) which may have violated this Policy. The District must be able to reasonably identify the impacted individual in order to take additional steps regarding the report. 3 discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.
- l. **School-based Title IX Coordinator.** A District staff person who works in a school and acts as the Title IX Coordinator's designee for certain tasks related to this Policy.
- m. **Sexual Harassment.** The Department of Education's Office for Civil Rights (OCR), the Equal Employment Opportunity Commission (EEOC), and the State of Wisconsin regard Sexual Harassment as an unlawful discriminatory



practice. The District has adopted the following definition of Sexual Harassment, consistent with Title IX, in order to address the unique environment of an educational setting.

**Conduct on the basis of sex that satisfies one or more of the following:**

- 1) An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
  
- 2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
  
- 3) "Sexual assault," defined as:
  - (i) Sex Offenses, Forcible - Any sexual act or attempted sexual act directed against a Complainant, without the consent of the Complainant including instances where the Complainant is incapable of giving consent.
    - Forcible Rape - Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of Complainant, without the consent of the Complainant.
    - Forcible Sodomy - Oral or anal sexual intercourse with another person, forcibly and/or against that person's will (non-consensually) or not forcibly or against the person's will in instances where the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
    - Sexual Assault With An Object - To use an object or instrument to penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will (non-consensually) or not forcibly or against the person's will in instances where the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
    - Forcible Fondling - The touching of the private body parts of another person (buttocks, groin, breasts) for the purpose of sexual gratification, forcibly and/or against that person's will (non-consensually) or not forcibly or against the person's will in instances where the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
  - (ii) Sex Offenses, Nonforcible - Nonforcible sexual intercourse.
    - Incest - Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by Wisconsin law.
    - Statutory Rape - Nonforcible sexual intercourse with a person who is under the statutory age of consent of 18 years old with someone who is 18 or older.
  
- 4) "Dating violence," defined as: violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the Complainant. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition:
  - Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
  - Dating violence does not include acts covered under the definition of domestic violence.
  
- 5) "Domestic violence," defined as: a felony or misdemeanor crime of violence committed:
  - By a current or former spouse or intimate partner of the Complainant;
  - By a person with whom the Complainant shares a child in common;
  - By a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner;
  - By a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Wisconsin;



- By any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Wisconsin.

To categorize an incident as Domestic Violence, the relationship between the Respondent and the Complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

6) "Stalking," defined as: engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- Fear for the person's safety or the safety of others; or
- Suffer substantial emotional distress.

For the purposes of this definition:

- Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
- Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant.
- Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

n. Sexual Misconduct: A form of sex or gender-based discrimination or harassment that includes any conduct that is sex-based or of a sexual nature that is unwelcome or inappropriate and unreasonably interferes with, limits, or denies an individual access to educational or employment benefits, or opportunities.

o. Visitor(s). This includes persons, agencies, vendors, contractors and organizations doing business with or performing services for the school system as well as volunteers and persons coming to school events.

## II. GENERAL PROVISIONS

a. Conduct Prohibited. The District prohibits unlawful sexual harassment, sexual misconduct, and retaliation on the basis of Title IX of the Education Amendments of 1972 (Title IX) in the educational programs or activities the District operates.

b. Covered Individuals. All employees, students, contractors, consultants, vendors, volunteers, visitors, applicants for employment or members of the District's Board of Education are covered individuals and subject to this Policy. Covered Individuals must not engage in or be subjected to any Sexual Harassment, Sexual Misconduct or Retaliation against or by another covered individual while employed, working for, attending school, volunteering, visiting, or participating in District programs or activities.

c. Scope. This Policy prohibits sexual harassment, sexual misconduct, and retaliation, as defined by the United States Department of Education Title IX Regulations. This Policy applies to all District programs and activities and covers all phases of employment and academic status, including, but not limited to, recruitment, hiring, evaluations, rates of pay, the selection for training, promotions, demotions, transfers, layoffs, employment non-renewals, termination, benefits, discipline, expulsions, admissions, educational testing, extracurricular programs, and athletics.

d. Jurisdiction. This Policy applies to conduct that takes place on school grounds or on property owned, leased, or controlled by the District. This Policy also applies at District-sponsored activities or events, and while being transported to and from District-sponsored activities or events. This Policy can be applicable to the effects

of out-of-school misconduct that effectively deprives someone of access to the District's educational program or when the District determines that the conduct affects a substantial District interest. A substantial District interest includes any of the following:

- 1) Any action that constitutes a criminal offense as defined by law. This includes, but is not limited to, single or repeat violations of any local, state, or federal law;
- 2) Any situation in which it appears that a Covered Individual may present a danger or threat to the health or safety of self or others;
- 3) Any situation that significantly interferes with the rights, property, or achievements of self or others or significantly breaches the peace or causes social disorder; or
- 4) Any situation that is detrimental to the educational interests of the District.

Regardless of where the conduct occurred, the District will address all allegations to determine whether the conduct occurred in the context of employment, educational program or activity and whether the conduct has continuing effects within the District.

The Respondent must be a member of the District's community in order for its policies to apply. When the Respondent is not a member of the District's community, supportive measures, remedies, and resources may be accessible to the Complainant by contacting the Title IX Coordinator, or their designee. In addition, the District may take other actions as appropriate to protect the Complainant against third parties, such as barring individuals from District property and/or events.

e. Limitations. This Policy provides guidance for appropriate disciplinary action for violations of this Policy. It does not provide a basis for a civil cause of action or damages. Any cause of action or right to damages shall be according to applicable federal and/or state laws. Furthermore, no part of this Policy shall be construed to create contractual or other rights or expectations. Nothing herein is intended to affect the right of any person to file a charge or complaint of Sexual Harassment, Sexual Misconduct, and/or Retaliation with any agency with jurisdiction over such charge or complaint.

### III. REPORTING AND INVESTIGATING SEXUAL HARASSMENT, SEXUAL MISCONDUCT OR RETALIATION

All District staff must make a Report regarding sexual harassment to the District's Title IX Coordinator, or their designee. A District staff's failure to report violations of this Policy is subject to discipline/sanctions, up to and including termination, removal from and prohibiting access to District premises or activities. The District's Title IX Coordinator shall take steps to address the report/complaint. The Title IX Coordinator is responsible for overseeing and supporting investigations under this Policy.

Reports, complaints or notices of alleged Policy violations, or inquiries about or concerns regarding this Policy, may be made internally to:

Title IX Coordinator  
Legal Services Department  
Address: 545 West Dayton Street, Room 104  
Phone: 608-663-1868  
Email: [titleix@madison.k12.wi.us](mailto:titleix@madison.k12.wi.us)

Reports or notices of alleged Policy violations may also be made internally to the following:

School Principal  
Contact information for each school principal can be found on the District website (<https://www.madison.k12.wi.us/>) by selecting the specific school.



## Department Heads

Contact information for each department head can be found on the District website (<https://www.madison.k12.wi.us/>) by selecting the specific department.

### Human Resources Department

Address: 545 West Dayton Street, Room 133  
Phone: 608-663-1693

Inquiries may be made externally to:

Office for Civil Rights (OCR)  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-1100  
Customer Service Hotline #: (800) 421-3481  
Facsimile: (202) 453-6012  
TDD#: (877) 521-2172  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)  
Web: <http://www.ed.gov/ocr>

### Office for Civil Rights, Chicago Office

U.S. Department of Education  
John C. Kluczynski Federal Building  
230 S. Dearborn Street, 37th Floor  
Chicago, IL 60604  
Telephone: (312) 730-1560  
Facsimile: (312) 730-1576  
Email: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov)

Staff/Applicants for employment may also make external inquiries to:

### Equal Employment Opportunity Commission (EEOC)

Milwaukee Area Office  
Reuss Federal Plaza  
310 West Wisconsin Avenue, Suite 500  
Milwaukee, WI 53203  
United States  
Phone: 414-662-3680

## IV. TITLE IX COORDINATOR'S ROLE AND RESPONSIBILITY<sup>3</sup>

a. The District created the Title IX Coordinator position in compliance with Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681-1688, and its implementing regulation at 34 C.F.R. Part 106. The Title IX Coordinator oversees implementation of this Policy. The Title IX Coordinator coordinates the District's efforts to comply with and carry out its responsibilities under this Policy and Title 3 Where this Policy indicates "Title IX Coordinator," the District may substitute a trained designee.

IX. The Title IX Coordinator has the primary responsibility for coordinating the District's efforts related to the intake, investigation, and resolution, of complaints made under this Policy. This includes



- 1) Implementing supportive measures to stop, remediate, and prevent sexual harassment, sexual misconduct, and retaliation.
- 2) Coordinating appropriate next steps including support for any identified Complainants and Respondents, educational program changes required, and consultation regarding disciplines/sanctions.
- 3) Overseeing the investigation process from receipt of initial report through decision-making, and appeals.

All complaints received which allege a violation of this Policy will be referred to the District's Title IX Coordinator and investigated using the procedures outlined in the District's Procedures Manual.

- b. In compliance with Title IX, the Title IX Coordinator on an annual and on-going basis shall provide notice to the stakeholders via print, electronic or other means of (1) the requirements of this Policy and Title IX and (2) the procedures for making complaints regarding alleged Policy and/or Title IX violations.
- c. The Title IX Coordinator will provide training programs to be delivered on an annual basis that inform the staff of (a) the requirements of this Policy and Title IX; (b) the procedures for making reports and complaints regarding alleged Policy and/or Title IX violations; (c) and additional information designed to assist staff, students, and other stakeholders to understand their rights under this Policy.

## V. VIOLATIONS AND DISCIPLINE/SANCTIONS

### a. Violations. It is a violation of this Policy for:

- 1) Any Covered Individuals to engage in Sexual Harassment, Sexual Misconduct, or Retaliation;
- 2) A Covered Individual adult to intentionally ignore conduct of which they are aware or happens in their presence. An adult intentionally ignores conduct by failing to report that conduct to the Title IX Coordinator, School Based Title IX Coordinator, School Based Administrator, Department Head, or Legal Services staff;
- 3) Any employee, contractor, consultant or vendor to fail to report Sexual Harassment, Sexual Misconduct or Retaliation;
- 4) Any Covered Individual adult to refuse to cooperate, participate and/or provide truthful information in an investigation conducted in compliance with this Policy; and
- 5) Any Covered Individual to knowingly report false allegations and/or knowingly provide false information during the course of an investigation.

### b. Discipline/Sanctions:

- 1) Staff who violate this Policy are subject to disciplinary action up to and including termination under the appropriate Board Policy.
- 2) Students who violate this Policy are subject to disciplinary action under the appropriate Board Policy.
- 3) Contractors, consultants or vendors who violate this Policy are subject to being barred from District premises and District activities and may be subject to applicable remedies of law, and/or remedies under their agreement with the District.
- 4) Board members who violate this Policy are subject to removal from their elected office and being barred from District premises and District activities and may be subject to applicable remedies of law.
- 5) Volunteers who violate this Policy are subject to their authorization to serve as a volunteer being rescinded and may be prohibited from accessing District premises and District activities, as well as, subject to being removed from and/or prohibited from accessing District premises and District activities and may be subject to applicable remedies of law.
- 6) Visitors who violate this Policy are subject to being barred from District premises and District activities and may be subject to applicable remedies of law.

## VI. NOTICE

Notice of this Policy will be regularly and widely disseminated. Notice will include the Title IX Coordinator's contact information. It will be available on the District's website and in each handbook or catalog that the District makes available to persons entitled to a notification. This includes distribution to applicants for employment, students, students' parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the District.

11/23/20



## Stay connected with Madison schools

We invite you to visit your school website, which you can find by going to our district website, [mmsd.org](https://mmsd.org). We hope you'll visit both often for helpful information about events and opportunities, calendars, menus and more.

For urgent matters, like weather-related school closings, emergencies or time-sensitive reminders and announcements, we may send emails, text messages\* and automated phone calls.

We communicate special events, unique opportunities and stories about student and staff accomplishments through our biweekly family and community newsletter, "Family News." The email address(es) we have on file will receive our family and community newsletter automatically. You can subscribe additional email addresses at [mmsd.org/newsletter](https://mmsd.org/newsletter). Many schools publish their own newsletters as well.

\*Stop the service at any time by replying "STOP" to 68453. The opt-in process complies with wireless carrier requirements and protects against unsolicited text messages. The school district does not pay for text message charges that you may incur when sending or receiving text messages. Check with your wireless carrier for possible charges.

## Updating family information/change of address

Parents and guardians should keep their contact information current in the parent portal of Infinite Campus, the district's student information system. The change will be reviewed and the parent/guardian will receive a notification in their inbox in the Infinite Campus portal whether more information is needed or the request has been verified and processed. Students are not able to request changes to their information unless they are 18 years of age and their own guardian.

## Telephone Usage

Students are permitted to use the telephone in the school office ONLY for school-related needs. In case of an emergency, a staff member will call a parent/legal guardian.

Because MMSD's elementary schools do not have public telephones, parents/legal guardians must make arrangements in advance with their child for after-school activities.

In extenuating circumstances, to get a message to a student regarding after-school plans, parents must call the school office at least one half hour before school is dismissed.

Teachers will not be called to the phone during class time except in emergency situations. Parents may leave voice mail messages for the teacher or a call back number at the school's main office.



# Connect with Madison schools on social media



[facebook.com/MadisonWISchools](https://facebook.com/MadisonWISchools)



[twitter.com/MMSDschoools](https://twitter.com/MMSDschoools)



[youtube.com/mmsdvtv](https://youtube.com/mmsdvtv)



[instagram.com/madisonschools](https://instagram.com/madisonschools) [instagram.com/mmsdvoices](https://instagram.com/mmsdvoices)

Schools have their own social media accounts as well, listed on each school’s website.

## Family Engagement Standards

The MMSD Family, Youth and Community Engagement (FYCE) Department is committed to supporting family engagement as essential for student success. To this end, FYCE maintains a set of standards providing guidance on how schools can effectively partner with families and communities. When families are involved in their children’s learning, both at home and at school, children do better in school. MMSD Board Policy 4500 on Family Participation in Schools provides more detail on how the District and Schools facilitate family involvement in their children’s education.

## Family Participation in Schools

Board Policy 4500

### POLICY

It is the policy of the BOARD to encourage and facilitate family involvement in their children’s educational experiences. This policy is based on the belief that when parents and families play a positive role in children’s education, whether at home, in the community or within the school, children do better in school. The DISTRICT and schools are responsible for establishing two-way communication and engagement with families on issues such as school policies, expectations, and activities; equipping families with the supports and information to support learning at home; and providing opportunities for parent decision-making around school improvement planning, DISTRICT and school budgets and other issues. To this end, the school must ensure that families have reasonable access to their children’s classrooms, schools, and school personnel.



The reasonableness of access by families must be considered within the context of the individual school community and weigh a number of factors including student privacy and confidentiality, student safety and the potential for disruption to the learning environment. PRINCIPALS or designees may place limitations on access to classrooms and staff during the instructional day including limitations to the frequency and duration of such visits. Family members are considered school visitors pursuant to Policy 4005 (School Visitors).

The BOARD expects individual schools to facilitate family engagement that is linked to student learning for all families, and that staff endeavor to remove barriers to access to participation in school or DISTRICT-related activities due to reasons related to costs, language or accessibility.

3/16/92 Revised 11/24/2014

## School Visitors

### [Covid 8/31/21 Information](#)

Board Policy 4005

The Madison Metropolitan School District believes that it is beneficial that families and community members are involved in our children's education. Our School Visitors policy is designed to welcome families and community members into our schools with that goal in mind.

The DISTRICT also wants to provide a secure setting for our children to feel comfortable and safe so that our schools provide an optimal environment for our students to learn. The following procedures are in place to ensure that all guests feel welcome.

s. 120.12(1)

#### PROCEDURE

##### 1. Definitions

- a. A "school visitor" is any person seeking to enter a school who is not a School Board Member, employee, student teacher or volunteer assigned to the school or a student enrolled in the school. The term school visitor includes District students who are visiting a school other than the school he/she regularly attends.
- b. An "unauthorized visitor" is any person who has been denied access to the school, or after being granted access to the school, has been asked to leave the school.

2. All school visitors shall secure a visitor's pass from the BUILDING PRINCIPAL or his/her designee.

3. The BUILDING PRINCIPAL may request and require that a visitor leave the premises if the visitor disrupts instruction or creates a disturbance in the school environment. If necessary, the PRINCIPAL or his/her designee may request necessary assistance from the appropriate police department to remove an unauthorized visitor.

4. Unless an exception provided by law exists, individuals required to register as sex offenders shall provide notification to the District prior to being on a school campus. After receiving such notification, the BUILDING PRINCIPAL, in consultation with LEGAL SERVICES and the SCHOOL SECURITY OFFICE, shall determine whether the registered sex offender will be allowed to be present on a school campus for the proposed purpose or event and what, if any, conditions may be placed on the registered sex offender.

8/26/02



Revised 11/24/2014

## **Parent/Teacher Conferences**

Parents and guardians receive formal reports on their children's progress twice during the school year. All elementary schools schedule parent/teacher conferences at the end of the first and third quarters to give parents, guardians and teachers an opportunity to share information about the child.

Written reports are sent home at the end of the second quarter and at the end of the year. Contact your school office if your family requires duplicate student report information sent to separate addresses to parents and legal guardians.

In addition to formal reports and conferences, classroom teachers establish a variety of systems to keep in touch with their students' families. It is vital that teachers communicate regularly with families so that the child understands that everyone is working together. If you have any questions about your child's progress or educational program, talk with your child's teacher or the school principal.

In some schools, a classroom style of parent/teacher conferences is being offered to build a community of family members with children in the same class (or grade) to review grade level data together, see their child's data and receive information about how to support their child at home. This format is called Madison Parent Teacher Teams (MPTT). Individual conferences are still offered with MPTT but may be at different times than regularly scheduled conference days. Families will be notified if a classroom teacher is using this format

# Animals at School

Board Policy 4615

The presence of animals in schools provides many opportunities for addressing academic standards and supporting the social/emotional growth of students. Animals are part of our natural environment and can be used effectively as teaching aids. The positive benefits of the human-animal bond are well established.

The presence of animals in schools may also pose a safety or health risk for some children when they are exposed to allergens that activate allergy and/or asthma symptoms. Other students may be afraid of animals and feel emotionally unsafe in their presence. The purpose of this policy is to allow animals in the classroom while providing for the health and safety of school staff, students, and animals. Animals will be removed from the classroom and/or the school when this cannot be achieved.

The purpose of the Animals on School Premises policy is to allow animals in the classroom while providing for the health and safety of school staff, students and animals. The policy identifies five (5) categories of animals and the procedures to be followed in order to bring animals on school premises. It specifies conditions under which animals must be removed from school premises.

Summary of School Board Policy 4615

CATEGORY	PROCEDURES
Animals Used in Educational Presentations (single event)	<ol style="list-style-type: none"> <li>1. Identify instructional purpose or social/emotional objective</li> <li>2. Provide statement of animal health &amp; temperament or verify that the animal is part of a presentation conducted by an experienced animal handler who engages in demonstrations in a school setting on a regular basis</li> <li>3. Obtain principal's signature of approval to proceed to next steps</li> <li>4. Notify parents of upcoming presentation (Parent consent not required; Appendix E given to parents upon enrollment)</li> <li>5. Provide modifications for students who have animal fears or allergies</li> <li>6. Obtain principal's final approval</li> </ol>
Cold Blooded Animals Not Handled by Children (for 1 semester, renewable)	<ol style="list-style-type: none"> <li>1. Identify instructional purpose or social/emotional objective</li> <li>2. Provide statement of animal health &amp; temperament or verify that animal is provided by a certified program or agency</li> <li>3. Obtain principal's signature of approval to proceed to next steps</li> </ol>



	<ol style="list-style-type: none"> <li>4. Notify parents of proposed presence of animal (Parent consent not required; Appendix E given to parents upon enrollment)</li> <li>5. Provide modifications for students who have animal fears or allergies</li> <li>6. Obtain principal's final signature of approval             <ul style="list-style-type: none"> <li>• Staff member follows procedures for cleaning and disinfecting sinks, cages and surfaces</li> </ul> </li> </ol>
<p>Classroom Animals (for 1 semester, renewable)</p>	<ol style="list-style-type: none"> <li>1. Identify instructional purpose or social/emotional objective</li> <li>2. Provide statement of animal health &amp; temperament or verify that animal is provided by a certified program or agency</li> <li>3. Obtain principal's signature of approval to proceed to next steps</li> <li>4. Send letter to parent and obtain parent consent (Appendix F)</li> <li>5. Provide modifications for students who have animal fears or allergies</li> <li>6. Obtain principal's final approval             <ul style="list-style-type: none"> <li>• Staff member follows procedures for cleaning and disinfecting sinks, cages, and surfaces</li> <li>• Staff member provides instruction for students on proper care and handling of animal</li> </ul> </li> </ol>
<p>Animals Excluded from School or Classroom Use</p>	<ul style="list-style-type: none"> <li>• Poisonous, venomous animals</li> <li>• Family pets unless all policy requirements are met</li> </ul>
<p>Animals Exempt from Compliance With Policy</p>	<ul style="list-style-type: none"> <li>• Service animals supporting individuals with disabilities</li> <li>• Animals used in K-8 Science Curriculum</li> <li>• Invertebrates used in Grades 9-12 Science Curriculum</li> </ul>



# Attendance

Board Policy 4031

There is a powerful link between attendance and academic success in school. To give students the best opportunity to reach their potential both academically and socially, they must attend school regularly. When students are tardy or absent, they miss out on valuable learning and social experiences that cannot be replaced.

## POLICY

1. The following will be approved as excused absences:

If a student is ill to the extent that he/she is not in proper physical or mental condition to attend school;

i. The Principal or designee may request that the parent/legal guardian obtain a written statement from a licensed physician, dentist, chiropractor, optometrist, psychologist, physician assistant, nurse practitioner, certified advanced practice nurse prescriber or Christian Science practitioner living and residing in this state, who is listed in the Christian Science Journal, as sufficient proof of the physical or mental condition of the child.

ii. The time period for an excused absence under this Policy shall not exceed thirty (30) days.

b. Observance of a religious holiday or participating in not more than 180 minutes of religious instruction per week;

c. Upon a parent's or legal guardian's prior written permission, provided a child may not be absent for more than ten (10) days in a school year under this criteria;

i. Upon a parent's or legal guardian's prior written permission, a student may be absent for an additional fifteen (15) days in a school year in order to participate in international, national or local competition or performances associated with an extracurricular activity or skill. A student who is excused under this provision shall complete any course work that is missed during the absence.

d. If a child is excused in writing by his/her parent/guardian and by the principal of the school that the child attends for the purpose of the student serving as an election official. A principal may not excuse a student under this provision unless the student has at least a 3.0 grade point average or its equivalent;

e. Serious illness or medical condition of a member of the immediate family;

f. Bereavement due to death in the immediate family;

g. A student's dental, doctor, chiropractor, psychologist or other medical appointment;

h. Inclement weather.

i. Tardiness due to inclement weather may also be excused.

ii. If a school is closed after opening for inclement weather or because of a mechanical breakdown necessitating the closing of a school, all students who were present when school opened shall be counted as present for the day.

## PROCEDURE

The above are absences that the school will approve as excused absences. Any other absence may not be approved as an excused absence by the PRINCIPAL.

Whenever possible, the parent/legal guardian should discuss an excused absence with the PRINCIPAL or designee prior to the absence. If it is not possible to discuss an excused absence prior to the absence, it is expected that a parent/legal guardian will provide a rationale for the absence as close in time to the absence as possible.

After the end of the quarter in which a student turns 18 years of age an 18-year-old student may excuse himself or herself from school attendance pursuant to this policy.

The PRINCIPAL or designee is responsible for confirming and determining in some cases whether the reasons for absences are valid. To that end, the PRINCIPAL or designee may ask for documentation. Except as otherwise provided by law and/or Board Policy, if a parent/legal guardian fails to cooperate with a school's request to provide specific information about an absence, and/or if the PRINCIPAL or designee believes the reason for the absence is not valid, the absence may be recorded as unexcused or changed from excused to unexcused. If a request of a parent is denied, the parent should be advised by the PRINCIPAL or designee of the probable penalty for the absence.

A student whose absence is approved as an excused absence shall be permitted to complete any course work that is missed during the absence. Schools may set expectations regarding the timeliness of submission of the missed coursework.

118.15 / 118.155 / 07/17/06, Revised 05/18/15

## Attendance

Board Policy 4032

POLICY

Absence from Specific Classes or Activities Due to Physical or Psychological Concerns

Students who have physical or psychological concerns may be excused from physical education or other activities on the recommendation of a physician.

1. The parent presents a physician's statement, in writing, regarding the recommended restrictions to be observed.
2. The nurse reviews the physician's recommendations with the PRINCIPAL or designee, and acts as a liaison between the school and physician to secure additional information, if needed, regarding the physician's recommendation.
3. The PRINCIPAL or designee informs the school staff who will implement the restrictions recommended by the physician.
4. The nurse keeps a record of the physician's recommendations in her/his files and makes an entry of the physician's recommendations in the student's folder. The nurse shall alert the PRINCIPAL when a student on restrictions may resume a normal program.
5. The student excused from an activity shall present a physician's statement each school year. The nurse shall assume the responsibility for checking these annual excuses.

05/18/15



## Tardy

Students are expected to be on time for school at the start of the school day and for their classes throughout the school day. A student is considered tardy if they arrive at school up to 15 minutes after the designated start time.

In addition to missed learning opportunities for the tardy student, tardiness to class or to school causes disruption to the learning environment for all students. Patterns of severe tardiness call for intervention by the teacher, the principal, and/or the school's student services staff.

Questions about your school's absence procedures can be directed to your school administrator(s).

Last Revised June, 2012

## Habitual Truancy

When a student's attendance meets the legal definition for habitual truancy, MMSD is required to initiate interventions that can include interviewing, conferencing, on-going monitoring of attendance, contracting and/or referral to Madison Municipal or Dane County Juvenile Courts. These requirements are based on Wisconsin Statute 118.16 which defines an habitual truant as "a pupil who is absent without an acceptable excuse under sub. (4) and s. 118.15 for part or all of 5 or more days on which school is held during a school semester."

In order to prevent students from becoming habitually truant, MMSD has developed a comprehensive attendance improvement approach. Students, and/or their parent(s)/guardian(s), are strongly encouraged to contact the student's principal or a member of the school's Student Services Team (Nurse, Social Worker, School Counselor, or Psychologist) as soon as attendance becomes a problem, and schedule a meeting to discuss the causes of the student's attendance problems, and work together to find solutions that address these causes. When patterns of problematic attendance become evident, contact with the student and family can also be initiated by members of the school staff.

For those students that become identified as habitually truant, a number of interventions will be implemented, including interviewing, reviewing attendance history and problem-solving. The parent/guardian and the student will be invited to attend a Habitual Truancy Conference and an Attendance Improvement Lead person will be assigned to further examine the obstacles to attendance for the student. The purpose of these interventions will be to identify the cause(s) of the attendance problems, develop an appropriate attendance improvement plan, and identify supports within the school and community that can assist the student and family.

All students who are classified as being habitually truant are in violation of Wisconsin law, and as such the student, and his/her parent(s)/guardian(s), may be required to appear in court. Depending upon the age of the student and circumstances related to the absences, the court may levy sanctions, and require that the parent/guardian cause the child to attend school. In addition, the court may order sanctions requiring that the student receive counseling and/or perform community service.

## Fees

### School Activity Fee Waiver

All students are encouraged to participate in school activities regardless of the student's financial situation. It is the policy of the Board of Education to waive the payment of part or all student fees if the student or the student's



parent/guardian demonstrates an inability to pay such fees. The waiver policy applies to fees for school day field trips and fees on the yearly student fee schedule. The waiver does not apply to locks and planners.

Fee waivers are granted through the enrollment socio-economic status response and completion of the free and reduced- price lunch form. Other special circumstances, fee reductions or payment plans will be reviewed by the school principal/ designee or accounting office. If a fee waiver or reduction is granted, it shall be for the entire school year unless the student or the student's parent/guardian subsequently demonstrates the ability to pay such fees.

### **Lost/damaged books, Chromebooks, and other items**

Fees will be assessed to a student record for lost or damaged library books, textbooks, Chromebooks, other materials and athletic uniforms in accordance with board policy. Parents/guardians will receive email notification and a message in the parent portal of the Infinite Campus student information system of any fees assessed. These fees are not included in the fee waiver process.

## **Field Trips**

Teachers frequently plan field trips and excursions to provide students with educational experiences, that are extensions of the classroom. These trips are essential to the educational program, and all students are expected to participate.

### **Permission for Field Trips**

Attendance is required for all curriculum-based field trips. An unexcused absence may be recorded if a student does not participate. Parents/legal guardians will receive written notification from their child's classroom teacher in advance of field trips. During the annual enrollment process, the district provides parents/guardians the opportunity to grant permission for field trips throughout the year. Parents who withhold permission may choose to grant permission for individual field trips.

### **Fees for Field Trips**

There are costs associated with most field trips. Typically, payment is made to the school via the classroom teacher. Scholarship money is available if payment of field trip fees creates a hardship for a student's family. Families are encouraged to contribute what they can. To request a scholarship for a field trip, parents/legal guardians should contact their child's teacher or the school office.

### **Additional Student Medical Needs During Field Trips**

Students who receive medications during the school day will be given medication by trained staff during field trips. For an overnight or extended day field trip, if a student needs medication beyond what is normally administered during a school day, board policy requires written parent permission and a written order from the health care practitioner. This includes over-the-counter, non-prescription medication. Medication permission forms are reviewed by the school nurse before the overnight or extended day field trip. Some medications (such as inhalers) may be self-administered but a school staff person will give most medications.

When riding a school bus as part of a field trip, students are expected to obey all rules governing school bus transportation.



## Food and Nutrition

The MMSD Food and Nutrition Department is dedicated to improving the health of every student by providing nutritious food and setting them up for success throughout their school day. Food & Nutrition serves over 15,000 healthy meals each school day including breakfast, lunch, afterschool snack and dinner programs. Participation in our meals offers families variety, convenience and value. All of the USDA Child Nutrition Programs we participate in have nutritional guidelines in place to ensure that all students have access to healthy food regardless of their socioeconomic status. Our staff is happy in knowing they are helping to promote healthy eating patterns, alleviate food insecurity, boost daily learning and have the added benefit of interacting with so many students at every school.

We feature an ever-evolving menu and a strong commitment to our state and local community. Our department works closely with REAP Food Group and area farmers to provide fresh farm to school items on our menus. Additionally, we utilize the UpRoot by REAP food truck to feature locally sourced chef-inspired meals for high school students during the spring and fall months. Our production department includes several chefs who are integrally involved in recipe development and testing of new items for all of our menus.

### School Breakfast Program

All students have access to breakfast daily so they are able to start their days strong! Our district features a variety of serving styles at breakfast specific to the needs of each school. Breakfast is generally served just prior to or at the start of the school day. Our breakfast menu consists of at least an entrée including whole grains and/or a protein source served with milk and a variety of fruit. Students who qualify for free and reduced-price meals can eat breakfast for free every day. Please note: USDA regulations require that we serve a complete meal. Individual items, such as milk or juice, cannot be provided free to supplement a meal from home.

### National School Lunch Program

All students have access to a variety of lunch options daily at all of MMSD's schools. Serving times vary per location and are determined by school principals. The lunch menu offers a choice of entrée containing protein and whole grains served with milk and a variety of fruits and vegetables, utilizing locally-sourced produce on a regular basis. The Food & Nutrition Department has built a strong team that is continually searching for different and healthy options to keep our students healthy and happy. We are committed to offering meals that are both great tasting and nutritious. We have garden bars at all of our schools to provide a variety of fresh fruits and vegetables daily. Research has shown that students are more likely to eat fruits and vegetables that they are able to choose themselves. Though we may not be able to use them in the 21-22 school year, we look forward to offering students garden bar selections again in the future.

### Food Safety

The MMSD Food and Nutrition Department operates under regulations from the FDA Food Code, the Wisconsin Food Code and Public Health Madison Dane County. We are committed to providing safe food for our students through every step of the process including standards for ordering, receiving, storage, preparation, cooking and serving. Each school and our central kitchen have detailed Standard Operating Procedures (SOP) updated frequently by a dedicated Quality Assurance Specialist. Our SOPs are specific to each serving style and ensure consistent and safe practices. Our central, school and alternative site kitchens are all inspected twice each school year by Public Health Madison Dane County.

### Free and Reduced-Price Meal Information

MMSD has several ways to simplify access to free and reduced-price meals. We now have 16 schools participating in the Community Eligibility Provision (CEP). All students enrolled in these schools automatically qualify for free meals.

Many students can be Directly Certified for Free or Reduced-price meals. We work with government agencies to identify students who are enrolled in some public assistance programs including FoodShare, Medicaid and Medicare. Being Direct Certified eliminates the need for households to fill out a Free and Reduced Meal Application. Households that are not Direct Certified or have students that don't attend a CEP school need to apply for meal benefits. A new application must be filled out every school year. To apply for free and reduced-price meals please complete the online application at <http://lunchapp.madison.k12.wi.us>. Meal benefits do not start until eligibility has been confirmed by MMSD.

**CEP Schools**

CEP was established to improve access to free school meals in eligible areas. Currently 16 of MMSD's schools participate in the CEP. At these schools, breakfast and lunch are served free to all students regardless of free, reduced or paid meal status. The following sites are eligible for free meals to all students for the 2021-2022 school year:

- Allis Elementary
- Falk Elementary
- Glendale Elementary
- Hawthorne Elementary
- Lake View Elementary
- Lindbergh Elementary
- Leopold ElementaryMendota Elementary
- Orchard Ridge Elementary
- Sandburg Elementary
- Badger Rock Middle School
- Black Hawk Middle School
- Sherman Middle
- Wright Middle
- Capital High East
- Capital High West

Families attending these schools will still be asked to fill out a meal benefits application to be eligible for fee waivers and to assist the district with collecting data that can benefit our students and schools. If families have received a notification that they are directly certified for meal benefits for the 2021-2022 school year, they do not need to fill out an application.

**Meal Prices USDA Breakfast**

- |                          |           |
|--------------------------|-----------|
| • Reduced-Price and Free | No Charge |
| • Elementary Full Pay    | \$1.45    |
| • Middle School Full Pay | \$1.70    |
| • High School Full Pay   | \$1.70    |
| • Adult at Elementary    | \$1.85    |
| • Adult at Middle/High   | \$2.10    |

**USDA Lunch**

- |                              |  |
|------------------------------|--|
| • Reduced-Price (all grades) | \$0.40   |
| • Elementary Full Pay        | \$2.80   |
| • Middle School Full Pay     | \$3.20   |
| • High School Full Pay       | \$3.20+ (tiered pricing depending on entree selection) |
| • Adult at Elementary        | \$3.55   |
| • Adult at Middle            | \$3.90   |
| • Adult at High              | \$4.80   |



Milk is included with meals, but may be purchased by students with cold lunch for \$0.50.

### **Payment Options**

For families who do not qualify for free meals, parents are responsible for payment of all meal charges. Money should be deposited in the student's meal account prior to purchasing meals. Payment can be sent to the school with your student in an envelope marked clearly with the student's name and grade as well as the words "Food & Nutrition deposit", or deposited online through MyPaymentsPlus.

MMSD has partnered with an online payment service to provide a convenient option for families to establish a payment account for school meals. This service sends email reminders when the student's balance is low and can arrange for automatic deposits at that time if the family would like. You will need your child's MMSD student ID number in order to set up a MyPaymentsPlus account. If you do not know your child's ID number, you can ask your child's school or call the Food and Nutrition Department at 204-4001. To set up an account, visit [www.MyPaymentsPlus.com](http://www.MyPaymentsPlus.com).

### **Visit Our Website**

For menus and up to date information, please visit our website. Our website can be found on the MMSD website or directly at <https://food.madison.k12.wi.us>.

## **Gifts for Staff**

Board Policy 8254A

POLICY

The acceptance of gifts of more than nominal value from students or parents by any employee of the BOARD is prohibited. The SUPERINTENDENT may make exceptions in case of bereavement, prolonged illness, or death.

10/04/04

08/27/18



## Releasing Children from School During the Day

It will be necessary for you or someone authorized by you to take your child out of school during the instructional day (after school has started and before the end of the day), we ask that you follow the procedures below:

1. You or the authorized adult must sign the logbook in the office and record the reason for requesting the release of your child.
2. The adult must have the authority to pick up the child, either
  - he or she is the legal guardian or parent.
  - he or she is verified as the emergency contact listed on the official registration form. We would not release a student without guardian approval.
  - your child has brought a note signed by a legal guardian or parent to the office saying that this adult has authority to pick up your child.
3. If the office staff does not know the adult, then
  - identification matching the parent's note must be secured or
  - the child's parents will be called to verify the person's identity and their authority to pick up the child.

Your child will not be released if appropriate identification or verification of authority cannot be obtained.

4. Your child's teacher will be notified by the office to send your child to the office.

To ensure the safety of your child, we will require that any authorized adult (including parents) picking up a child will do so in the school office under the supervision of an office staff person.

Once school is in session, no non-school staff (including parents) will be allowed to go to a classroom unaccompanied to drop off or pick up a child.

## Safety & Security

For more information about the topics in this section, go to [mmsd.org/safety](https://mmsd.org/safety).

### **The safety of our students and staff is our top priority.**

We want our schools to be safe and welcoming learning environments that nurture the cognitive, emotional and physical well-being of all students, staff and families. We believe that the safest schools are those that foster a climate of support and respect and that instill a sense of community. Building security, incident response and threat assessments are vital components as well.

### **Act 143 & School Safety Assessments, Safety Plans, Drills and Reporting**

In March 2018, the Wisconsin Legislature enacted Act 143 to encourage school districts to analyze and improve emergency procedures and protocols. As a part of Act 143, districts are required to conduct annual school safety assessments, submit school safety plans annually, conduct school violence drills and train all staff on mandatory reporting of threats of school violence.



## Standard Response Protocol

Starting in the 2019-20 school year, all MMSD schools will use the Standard Response Protocol, which is made up of clear, consistent terms and directions for the following emergency actions: Lockdown, Lockout, Evacuate, Shelter, Hold.

## Family Resources

You play a key role in school safety, and we want to ensure we can contact you in an emergency. At [mmsd.org/safety](http://mmsd.org/safety), you can find resources for being prepared for an emergency, monitoring your child's online activity, reporting a concern, tips for talking to children about issues like bullying, social media, suicide, violence and more.

## Emergency Drills

Emergency drills help students and staff practice what they would need to do in the event of an emergency. These include nine fire drills, two tornado drills, two school safety incident drills (such as an evacuation, hold or lockout) and a "school violence event" drill (lockdown). These procedures are explained thoroughly to the students so they know exactly what to expect. Schools communicate with families about these drills.

## Emergency Procedures

Every classroom in all of our schools has an emergency procedures flip chart that provides directions on responding to a variety of emergencies that may be encountered at the school. These procedures are clearly displayed in every classroom.

## Student Safety & Parent Notification

The safety and security of Madison Metropolitan School District students and staff is of utmost importance. The district has a comprehensive crisis plan and district administrators coordinate closely with city emergency management officials and law enforcement representatives to monitor and update plans on a regular basis.

Schools have well-established security measures to ensure the wellbeing of students and staff. These include: visitor check-in procedures, locked doors after the start of the school day, surveillance cameras, and many sites have school resource officer support.

How can I as a parent or guardian be assured that I receive the most up-to-date information from my child's school? The MMSD stays in touch with parents via phone messages, email, letters home in students' backpacks, text messaging, website posts, and social media. Parents should update any changes to their contact information in Infinite Campus – the district's student information system, and sign up for the district's text messaging service by texting "YES" or "OPTIN" to 68453.

## How and when will I be notified if there is an emergency at my child's school?

The mode and timing of communication with families will depend on the scope of the event and the potential or actual impact to the safety of the students. Refer to safety and security information on the MMSD website at [safety.mmsd.org](http://safety.mmsd.org).

## How can I avoid misinformation?

In emergency situations, parents should remain close to their sources of school communication, whether phone or email, to ensure they are receiving updates from school or district staff; and avoid responding to non-district sources of information such as their children, other parents or social media. In stressful situations, misinformation can spread quickly and make a bad situation worse. The MMSD acts as quickly as possible to assess situations and deliver information to parents that is accurate and complete, while maintaining necessary precautions for the safety of all concerned.

**Should I report to the scene of the incident/emergency?**

In the case of a high-impact emergency situation in a school or at a school-sponsored activity, access to the scene will be limited and controlled by fire or police officials. In these circumstances it is important to pay close attention to district notices and respond as directed.

**Once the emergency is declared “over,” when will parents be able to report to their child’s school?**

The district will communicate when a school emergency has ended, along with instructions about bus service and/or a designated location where parents should reunite with their child.

**If the school building is evacuated, how will I be able to locate my child?**

At the conclusion of an evacuation during the school day, in most cases students are returned to their school, and normal bus service resumed, otherwise parents will be notified of a specific location to meet their child.

**Can I ask a friend to pick up my child?**

A student will only be released to an adult who is documented as an emergency contact. Any adult caregiver or guardian without legal custody must be listed on the child’s emergency contact information as a guardian, and show proper identification.

**Emergency: Weather****How does the MMSD decide whether to close due to snow, ice and/or extreme cold?**

The district monitors weather conditions early and consults with meteorologists, the City of Madison, and transportation providers. MMSD administration makes every attempt to make the decision at 9 pm the night before in order to communicate with families in a timely manner.

**How can I find out if schools are closed?**

On days when the weather is bad, listen to any local radio or television station for information about school closing. If you provided your email address and/or mobile phone number during enrollment, you will be contacted in the morning regarding a school closing via email, phone and text message. For more details, visit [mmsd.org/weather](http://mmsd.org/weather).



# Student Health

## Automated External Defibrillators (AEDs)

In cooperation with community partners, MMSD has automated external defibrillators (AEDs) in all district schools and buildings. The AEDs are stored in cabinets which sound an alarm when opened. The alarm alerts everyone of a possible emergency. The AEDS are safe and easy to use. Students must not tamper with the cabinets or AEDs.

Staff members in each school have been trained to perform cardiopulmonary resuscitation (CPR) and how to use an AED. After school hours, there may NOT be a school staff person to assist. We encourage individuals who are certified in CPR/AED to call 911 from a school building, start CPR and access and use the AED if needed. The district Assistant Director of Health Services should be notified anytime an AED is used outside of school hours.

## Emergency Health Services

Epinephrine auto-injectors are available and can be used by any trained staff member to treat life-threatening allergic reactions. The goal is to initiate treatment before 911 responders arrive. When school nurses are physically present in the school building, they can provide emergency treatment for serious asthma problems with nebulized albuterol.

## Medical Insurance

The Madison Metropolitan School District does not carry student medical insurance. Parents/legal guardians are responsible for medical expenses for pupils injured on school premises. Even with the best safety precautions, there is an element of risk to children during normal school activities such as recess and physical education.

## Illness – Keeping a Child Home from School

It is not always easy to decide if your child is sick enough to stay home or well enough to be in school. Children who come to school are expected, with few exceptions, to participate fully in school activities. When a child's illness prevents them from participating in school activities or when their illness poses a risk of spread of harmful disease to others, they should stay home. For specific guidance about your child, contact your school nurse.

If your child will not be attending school for any reason, it is very important for you to call and notify the school office of the reason for the absence. This helps us to keep track of illnesses among our students. It also helps us be assured that your child is safe at home.

If a student has an injury that interferes with participation in physical education class for more than three days, an excuse or recommendation for activity from a health care provider is needed.

Here are some recommendations of when to keep your child home.

- Fever: A fever of 100.4 degrees or more signals an illness that is probably going to make a student uncomfortable and unable to function well in class.
- Vomiting (2 or more times in the previous 24 hours), Diarrhea or Severe Nausea that makes the student uncomfortable and unable to function well in class.
- Rashes with fever or with behavioral changes such as being unusually tired or irritable.
- Bad or persistent cough or difficulty breathing

We encourage you to seek medical attention when your child is sick and to follow your health care provider's recommendations about returning to school and other social activities. The following guidelines indicate when students can return to school:

- Strep throat: 12 hours after starting antibiotics & after two doses of an antibiotic



- Chicken Pox: after all lesions have dried
- Pertussis: after 5 days of antibiotic treatment
- Other bacterial infections: usually 24 hours after starting antibiotics

## Immunization Law

For the health and safety of all students, Wisconsin law requires that students in grades pre-kindergarten through 12 have at least minimum protection against certain communicable diseases. Required immunizations include:

- diphtheria-tetanus-pertussis vaccine (DTaP, DT, Td, Tdap),
- polio vaccine,
- measles-mumps-rubella (MMR) vaccine,
- Hepatitis B vaccine, and
- varicella vaccine or a history of chicken pox disease.

The age and grade specific requirements can be found on our website at [www.mmsd.org/health](http://www.mmsd.org/health). The vaccine doses required by state law are minimum requirements. Additional vaccines may be recommended for your child. Please check with your clinic or the public health department for complete recommendations. You can submit new immunization dates electronically by going to the MMSD website: [www.mmsd.org/health](http://www.mmsd.org/health).

After the 30th school day, the district is required to exclude elementary and middle school students who do not meet the minimum requirements as established by the State of Wisconsin.

The Wisconsin Immunization Registry (WIR) stores a child's immunization records electronically in a secure system. The WIR is maintained by the Immunization Program of the Wisconsin Department of Health Services (DHS). When your child receives health care, your health care provider can access this information to (1) determine which, if any, immunizations are due at that time; and (2) update your child's immunization records as needed. Parents and legal guardians can also access this information via the Internet. More information on parent access is at <http://dhs.wi.gov/immunization/WIR.htm>.

## Medication

All medications given at school, whether prescription or non-prescription require:

- Written Order for Medication Administration signed by a healthcare provider/prescriber
- Parent/Guardian Medication/Procedure Consent Form

Prescription medication must be provided in the original pharmacy labeled container supplied by the parent/guardian with the following information:

- Student's full name;
- Name of the drug and dosage;
- Effective date;
- Directions;
- Time to be given; and
- Prescribing practitioner's name.

Non-prescription (over the counter) medication must be supplied by the student's parent/guardian in the original manufacturer's package and the package must list the ingredients and recommended therapeutic dose in a legible format.

The student will take the medication at the designated time supervised by authorized school personnel.

Only limited quantities of any medication should be kept at school.



All medication administered at school, except for emergency medications, will be stored in a locked cubicle, drawer or other safe place.

Parents/legal guardians must notify the school when the drug is discontinued and/or the dosage or time is changed. If the medication is changed, a new order must be received from the practitioner.

No over-the-counter medication will be administered to students unless the above process has been completed.

New written permission from the prescriber and parent/legal guardian must be received each year for students who take medication on a long-term basis.

The Practitioner Order for Medication Administration and the Parent/Guardian Medication/Procedure are both available on the district website: [www.mmsd.org/health](http://www.mmsd.org/health)

## Head Lice

Head lice are a common community problem. An estimated 6 to 12 million infestations occur each year in the United States, most commonly among children ages 3 to 11 and those who live with them. Head lice are not dangerous or carry disease. Despite the fact that head lice often infest those who have meticulous personal hygiene practices, the psychological impact and stigma of head lice can be a challenge. Head lice move by crawling; they cannot jump or fly. Direct head-to-head contact, when one person has an active case of head lice, provides the greatest risk of transmission. Although persistence with treatment is always needed, managing a case of head lice is easier when it is caught early.

School nurses recommend that you regularly check your child for head lice. Your school nurse can provide information on what to watch for and discuss, if needed, treatment options including recommended environmental action

## Supervision of the Building and Grounds

School grounds are supervised by school personnel fifteen minutes before classes begin in the morning and during the day when students are participating in scheduled school activities until school is officially dismissed. School personnel does not supervise playgrounds after classes are dismissed in the afternoon.

In accordance with Board of Education policy, the following shall not be allowed on school grounds:

1. Hardball or tackle football (except in approved areas and under proper supervision);
2. Throwing of stones, snowballs or other missiles;
3. Tripping, shoving, unwanted touching, fighting or other disturbances;
4. Thoughtless running or chasing through other activity areas;
5. Climbing on fences, buildings, ledges, fire escapes, downspouts, swinging gates, etc.
6. Making snow or ice slides on walks;
7. All powered vehicles, including go-karts, powered bikes, mini-bikes, motorcycles, snowmobiles, etc.
8. Dogs or other pets.

## School Entrances/access

In order to ensure the security of our schools, entrance will be restricted to one main door, as well as to a handicapped entrance. Please check with your school for the appropriate designated entrances.



# Traffic Safety

## Safety Patrols

All elementary schools with students enrolled in grades 3-5 have safety patrol programs, wherein fifth graders assist younger students at street crossings. Patrols are stationed before and after school at street intersections and at school building doors in order to help students get to and from school safely. Some schools use safety patrollers as helpers on the playground during lunch recesses, or for hallway safety throughout the day.

Parents/legal guardians are encouraged to urge their children to cooperate with school safety patrols.

## City Crossing Guards

The Madison Police Department provides adult crossing guards to ensure the safety of school children at designated intersections.

# Transportation

## Bikes: Board Policy 4233 - Supervision of School Premises

A student who brings a bicycle to school does so at their own risk and bears the loss of any theft of or vandalism to the bicycle. Bicycle riders who do not observe the following rules may lose biking privileges at school:

- a. Students must park their bicycles within the area designated by the school PRINCIPAL.
  - b. All bike riders must wear helmets and lock their bikes.
  - c. Loitering in the area bicycles are parked or tampering with bicycles is prohibited.
  - d. The PRINCIPAL may make additional rules regarding bicycle safety on school grounds.
  - e. Students must be in at least 4th grade to ride their bicycle to school without being accompanied by an adult.
- The PRINCIPAL may approve individual written requests by a parent/guardian of a younger student.

## Board Policy 5111 - Authorized Transportation

This policy details the qualifications and process for all K - 12 transportation. Transportation is provided for MMSD elementary students at no cost to parents to their neighborhood school if they live 1.5 miles or more by the usual travel route or they live in a defined unusually hazardous area as determined by the county and approved by the Board.

## MMSD Transportation Information

Yellow Bus Transportation is provided by Badger Bus Lines. Parents and students must assume that bus transportation is a privilege to the student, not a right. Students who do not conform to the rules relating to safe transportation may have their riding privilege withdrawn by the bus company.

The following actions have been identified by the Board of Education as justification for refusing a pupil the privilege of riding a school bus:

- Yelling, cursing, obscene language;
- Throwing objects within the vehicle or out of the windows;
- Extending head, arms or hands out of the windows;
- Fighting, scuffling, smoking in the vehicle;
- Moving about in the vehicle while it is in motion;
- Damaging property;
- Any other conduct which might jeopardize the health, safety, welfare or rights of other people and does not align with the MMSD Behavior Education Plan.



Drivers are responsible for the maintenance of order among children being transported and are instructed to use every reasonable means necessary to maintain order on the bus. The district supplies an “incident report” form to be used by school bus drivers in reporting violations of established rider rules. It is the duty of the driver to immediately report severe misconduct to the principal and to the bus company office.

Guidelines for action to be taken in conjunction with the bus company if a student violates the rules for safe bus riding are as follows:

1. First Incident--Discuss appropriate behavior with student and forward a copy of incident report to parent/guardian;
2. Second Incident--Confer with parent(s)/legal guardian(s) and student(s). Students may be refused transportation for one to three days.
3. Third Incident--Student may be suspended from transportation for a period of four to seven days.  
Parents/legal

guardians must be notified in writing of their right to a hearing and/or appeal.

Severity of offense may dictate acceleration of the progression outlined above. Parents/legal guardians may appeal this decision to the Chief of School Operations. However, students whose bus riding privileges have been suspended are required to attend school, and parents must assume responsibility for alternate means of transportation. Continued refusal to abide by established rules may result in suspension of bus riding privileges for the remainder of the school year.

If an adult supervisor from the school district is on the bus, a student may be subject to discipline in accordance with the Behavior Education Plan.

The Madison Metropolitan School District is concerned about the health, safety, welfare, and rights of your child. Please go over appropriate school bus riding practices with your child. Student behavior on the school bus and the driver’s management of the behavior are two key elements to a safe and enjoyable bus ride for all students. Your child’s bus may or may not be equipped with video monitoring equipment. The video camera is an aid used to monitor bus discipline. It does not replace the discipline policy, the driver’s authority, or the responsibility of the school officials. If you have any questions, including questions regarding the use of video equipment on board buses, please call the district’s Transportation Office at 442-2897 (for regular transportation services) and 663-5288 (for specialized and alternative transportation).

## **Wellness Policy on Student Physical Activity and Nutrition**

Board Policy 4610

### **POLICY**

It is the vision of the BOARD of EDUCATION that all students and staff are and feel healthy, safe, supported, engaged, and challenged. The BOARD recognizes that physical, social, and emotional health are linked to academic achievement and college, career, and community readiness. Students learn better in healthy schools with healthy employees. We believe that it is our responsibility to create learning environments that foster health and well-being for all students and employees.



The DISTRICT will utilize a unified and collaborative approach to learning and health to support the development of the Whole Child. Efforts are guided by the Whole School, Whole Child, Whole Community model (WSCC), developed by the U.S. Center for Disease Control and ASCD (formerly the Association for Supervision and Curriculum Development) that emphasizes a school-wide approach. As a system committed to equity, MMSD seeks to disrupt health inequities and eliminate disparities based on race and socioeconomic status so that our entire learning community, including all staff and all students have the chance to attain their full health and learning potential.

In order to make the DISTRICT'S vision of wellness a reality for all students and staff, the BOARD must apply a set of guiding principles.

1. The DISTRICT shall establish and maintain an infrastructure for management, oversight, implementation, communication, and monitoring of the Wellness Policy and its established goals and objectives.
2. Students in the DISTRICT shall have access to healthy foods and drinkable water throughout the school day including access to the USDA's Child Nutrition Program.
3. All students in grades K-12 shall receive high quality, comprehensive, standards-based health, nutrition, and physical education that provides students with learning experiences to develop the skills to live a healthy, well- rounded lifestyle.
4. All students in grades K-12 shall have opportunities to be physically active on a regular basis throughout the school day, which will include recess, outdoor learning, movement in classroom, activity breaks, and before and after-school programming.
5. The DISTRICT shall create and maintain healthy and safe physical environments that promote learning by ensuring the health and safety of students and employees.
6. All students have access to strategies and supports to develop knowledge and skills for social-emotional health.
7. All students have access to high quality health services to support students in first aid, chronic conditions management, and wellness promotion.
8. All students have access to high quality counseling, psychological, and social services to support mental, behavioral, and social-emotional wellbeing.
9. All employees are supported through the DISTRICT Employee Wellness Program, which will provide education, support, and resources to assist employees on their journey to create a work-life balance and improve quality of life.
10. The DISTRICT is committed to establishing strong partnerships with students, employees, families, community members, and community organizations to ensure engagement and involvement between school and other settings to maximize the impact of wellness programming.

## PROCEDURE

- I. District Wellness Committee Structures
  - A. The DISTRICT Wellness Advisory Council (DWAC) will meet at least two times per year. The purpose of the DWAC is to establish DISTRICT wellness goals and oversee the development, implementation, and review of the DISTRICT Wellness Policy. The Wellness Coordinator or the SUPERINTENDENT'S designee will convene the DWAC and facilitate meetings.
  - B. Intentional efforts will be made to ensure the DWAC is a diverse representation of our student and staff population. DWAC may include representation from all school levels (elementary and secondary schools) and include (to the extent possible), families, students, school nutrition director, health and physical education teachers, general education teachers, school health nurses, mental health and social services staff, school counselors, psychologists, social workers, or psychiatrists, school administrators, community health professionals, and the general public. The DWAC membership will be BOARD approved.



- C. Each school and DISTRICT building will have a Site-Based Wellness Liaison who is an active member of a school or building community who is committed to creating healthier environments for staff and students. Site-Based Wellness Liaisons will serve to promote programs and resources, motivate and encourage coworkers, and work to build a culture of wellness within their building. School principals or building administrators will identify their Site-Based Wellness Liaison on an annual basis to the Wellness Coordinator.
- D. The Site-Based Wellness Liaison and the principal (or designee) shall meet at least annually to ensure that the Wellness Policy, school wellness goals, and wellness programming are included in the school's improvement planning and implementation process.
- E. The School-Based Leadership Team and the Site-Based Wellness Liaison should complete the DISTRICT Wellness Policy implementation monitoring tool annually. The monitoring tool results will be shared with the Wellness Coordinator.
- F. Each school will work to establish a School Wellness Committee (SWC) that will be organized around the WSCC model and facilitated by the Site-Based Wellness Liaison. The SWC will monitor compliance of the DISTRICT Wellness Policy by assessing the current state of implementation using DISTRICT surveying tools, set building level wellness goals, and carry out various activities to drive individual, school change. The SWC should be composed of student, family, and staff representation. Intentional efforts will be made to ensure the committee is a diverse representation of our student, family, and staff population.

## II. Wellness Policy Implementation, Monitoring, and Accountability

- A. The DWAC, facilitated by the Wellness Coordinator, will develop and maintain an implementation plan to manage and coordinate the execution of the DISTRICT Wellness Policy. The implementation plan will delineate roles, responsibilities, actions, and timelines specific to each school. This Wellness Policy and the progress reports shall be posted for the public on the DISTRICT'S website. Progress reports shall also be provided to the BOARD OF EDUCATION
  - 1. All students in grades K-12 shall receive high quality, comprehensive, standards-based health, nutrition, and physical education that provides students with learning experiences to develop the skills to live a healthy, well-rounded lifestyle.
  - 2. All students in grades K-12 shall have opportunities to be physically active on a regular basis throughout the school day, which will include recess, outdoor learning, movement in classroom, activity breaks, and before and after-school programming.
  - 3. The DISTRICT shall create and maintain healthy and safe physical environments that promote learning by ensuring the health and safety of students and employees.
  - 4. All students have access to strategies and supports to develop knowledge and skills for social-emotional health.
  - 5. All students have access to high quality health services to support students in first aid, chronic conditions management, and wellness promotion.
  - 6. All students have access to high quality counseling, psychological, and social services to support mental, behavioral, and social-emotional wellbeing.
  - 7. All employees are supported through the DISTRICT Employee Wellness Program, which will provide education, support, and resources to assist employees on their journey to create a work-life balance and improve quality of life.
  - 8. The DISTRICT is committed to establishing strong partnerships with students, employees, families, community members, and community organizations to ensure engagement and involvement between school and other settings to maximize the impact of wellness programming.



## PROCEDURE

### III. District Wellness Committee Structures

- G. The DISTRICT Wellness Advisory Council (DWAC) will meet at least two times per year. The purpose of the DWAC is to establish DISTRICT wellness goals and oversee the development, implementation, and review of the DISTRICT Wellness Policy. The Wellness Coordinator or the SUPERINTENDENT'S designee will convene the DWAC and facilitate meetings.
- H. Intentional efforts will be made to ensure the DWAC is a diverse representation of our student and staff population. DWAC may include representation from all school levels (elementary and secondary schools) and include (to the extent possible), families, students, school nutrition director, health and physical education teachers, general education teachers, school health nurses, mental health and social services staff, school counselors, psychologists, social workers, or psychiatrists, school administrators, community health professionals, and the general public. The DWAC membership will be BOARD approved.
- I. Each school and DISTRICT building will have a Site-Based Wellness Liaison who is an active member of a school or building community who is committed to creating healthier environments for staff and students. Site-Based Wellness Liaisons will serve to promote programs and resources, motivate and encourage coworkers, and work to build a culture of wellness within their building. School principals or building administrators will identify their Site-Based Wellness Liaison on an annual basis to the Wellness Coordinator.
- J. The Site-Based Wellness Liaison and the principal (or designee) shall meet at least annually to ensure that the Wellness Policy, school wellness goals, and wellness programming are included in the school's improvement planning and implementation process.
- K. The School-Based Leadership Team and the Site-Based Wellness Liaison should complete the DISTRICT Wellness Policy implementation monitoring tool annually. The monitoring tool results will be shared with the Wellness Coordinator.
- L. Each school will work to establish a School Wellness Committee (SWC) that will be organized around the WSCC model and facilitated by the Site-Based Wellness Liaison. The SWC will monitor compliance of the DISTRICT Wellness Policy by assessing the current state of implementation using DISTRICT surveying tools, set building level wellness goals, and carry out various activities to drive individual, school change. The SWC should be composed of student, family, and staff representation. Intentional efforts will be made to ensure the committee is a diverse representation of our student, family, and staff population.

### IV. Wellness Policy Implementation, Monitoring, and Accountability

- B. The DWAC, facilitated by the Wellness Coordinator, will develop and maintain an implementation plan to manage and coordinate the execution of the DISTRICT Wellness Policy. The implementation plan will delineate roles, responsibilities, actions, and timelines specific to each school. This Wellness Policy and the progress reports shall be posted for the public on the DISTRICT'S website. Progress reports shall also be provided to the BOARD OF EDUCATION.



11. All students in grades K-12 shall receive high quality, comprehensive, standards-based health, nutrition, and physical education that provides students with learning experiences to develop the skills to live a healthy, well- rounded lifestyle.
12. All students in grades K-12 shall have opportunities to be physically active on a regular basis throughout the school day, which will include recess, outdoor learning, movement in classroom, activity breaks, and before and after-school programming.
13. The DISTRICT shall create and maintain healthy and safe physical environments that promote learning by ensuring the health and safety of students and employees.
14. All students have access to strategies and supports to develop knowledge and skills for social-emotional health.
15. All students have access to high quality health services to support students in first aid, chronic conditions management, and wellness promotion.
16. All students have access to high quality counseling, psychological, and social services to support mental, behavioral, and social-emotional wellbeing.
17. All employees are supported through the DISTRICT Employee Wellness Program, which will provide education, support, and resources to assist employees on their journey to create a work-life balance and improve quality of life.
18. The DISTRICT is committed to establishing strong partnerships with students, employees, families, community members, and community organizations to ensure engagement and involvement between school and other settings to maximize the impact of wellness programming.

## PROCEDURE

- V.** District Wellness Committee Structures
- M.** The DISTRICT Wellness Advisory Council (DWAC) will meet at least two times per year. The purpose of the DWAC is to establish DISTRICT wellness goals and oversee the development, implementation, and review of the DISTRICT Wellness Policy. The Wellness Coordinator or the SUPERINTENDENT'S designee will convene the DWAC and facilitate meetings.
  - N.** Intentional efforts will be made to ensure the DWAC is a diverse representation of our student and staff population. DWAC may include representation from all school levels (elementary and secondary schools) and include (to the extent possible), families, students, school nutrition director, health and physical education teachers, general education teachers, school health nurses, mental health and social services staff, school counselors, psychologists, social workers, or psychiatrists, school administrators, community health professionals, and the general public. The DWAC membership will be BOARD approved.
  - O.** Each school and DISTRICT building will have a Site-Based Wellness Liaison who is an active member of a school or building community who is committed to creating healthier environments for staff and students. Site-Based Wellness Liaisons will serve to promote programs and resources, motivate and encourage coworkers, and work to build a culture of wellness within their building. School principals or building administrators will identify their Site-Based Wellness Liaison on an annual basis to the Wellness Coordinator.
  - P.** The Site-Based Wellness Liaison and the principal (or designee) shall meet at least annually to ensure that the Wellness Policy, school wellness goals, and wellness programming are included in the school's improvement planning and implementation process.
  - Q.** The School-Based Leadership Team and the Site-Based Wellness Liaison should complete the DISTRICT Wellness Policy implementation monitoring tool annually. The monitoring tool results will be shared with the Wellness Coordinator.



- R. Each school will work to establish a School Wellness Committee (SWC) that will be organized around the WSCC model and facilitated by the Site-Based Wellness Liaison. The SWC will monitor compliance of the DISTRICT Wellness Policy by assessing the current state of implementation using DISTRICT surveying tools, set building level wellness goals, and carry out various activities to drive individual, school change. The SWC should be composed of student, family, and staff representation. Intentional efforts will be made to ensure the committee is a diverse representation of our student, family, and staff population.

#### **VI.** Wellness Policy Implementation, Monitoring, and Accountability

- C. The DWAC, facilitated by the Wellness Coordinator, will develop and maintain an implementation plan to manage and coordinate the execution of the DISTRICT Wellness Policy. The implementation plan will delineate roles, responsibilities, actions, and timelines specific to each school. This Wellness Policy and the progress reports shall be posted for the public on the DISTRICT'S website. Progress reports shall also be provided to the BOARD OF EDUCATION.
- D. To monitor and measure the implementation of the DISTRICT Wellness Policy, the Wellness Coordinator and the DWAC, shall:
1. Convene opportunities for students, family members, employees, and community stakeholders to share feedback and suggestions on the DISTRICT Wellness Policy.
  2. Communicate the DISTRICT Wellness Policy, procedures, and guidance documents to all school staff on an annual basis to maximize site-based implementation.
  3. Evaluate compliance with the Wellness Policy to assess implementation on a triennial basis.
  4. Monitor, review, and approve guidance around snacks in schools through annual communication with Site-Based Wellness Liaisons and building principals.
  5. Publicize wellness information and activities through the DISTRICT wellness website and newsletters.
  6. Review and revise the Wellness Policy as needed following BOARD OF EDUCATION policy revision procedures.
  7. Coordinate and promote professional development opportunities for staff around wellness in collaboration with DISTRICT and community organizations.
  8. Coordinate and promote wellness celebrations for students, families, and community stakeholders around wellness in collaboration with DISTRICT and community organizations.

#### **VII.** Employee Wellness

- A. The DISTRICT believes that employee health and wellbeing impacts student academic achievement. In order to be the best at work, practicing self-care and wellbeing is essential. The DISTRICT views employee wellness as comprehensive and holistic, focusing on a well-rounded individual.
- B. The DISTRICT will have a subcommittee of the DWAC called the DISTRICT Employee Wellness Committee (DEWC). The committee will provide education, support, and resources to assist employees on their journey to create a work-life balance and improve quality of life. The committee is made up of representatives from the various employment categories and facilitated by the Wellness Coordinator and the Director of Benefits.
- C. Each school and DISTRICT building will designate a Site-Based Wellness Liaison who is an active member of a school or building community that is committed to creating healthier environments for staff. Site-Based Wellness Liaisons will serve to promote programs and resources, motivate and encourage coworkers, and work to build a culture of wellness within their building. School principals or building administrators will identify their Site-Based Wellness Liaison on an annual basis to the Wellness Coordinator.



### VIII. Nutrition Environment and Services

- A. **School Meals:** All schools within the DISTRICT shall participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). All schools within the DISTRICT are committed to offering school meals that are accessible to all students, are appealing and attractive to children, are served in clean and pleasant settings, meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations (USDA Nutrition Standards). To the extent possible, foods served should be whole, nutrient- dense, and locally and sustainably grown.

The DISTRICT will provide adequate time for students to eat. At least 10 minutes of seat time will be provided for students to eat breakfast. By the start of the 2019-2020 school year, students will have access to, at a minimum, 20 minutes of seated lunch time to ensure adequate time and space to eat meals in a friendly, clean, and safe environment. All food eaten in classrooms shall be consumed at a table or desk. Any food prepared for or distributed to students outside of the MMSD Food Service Program during the school day or for school sponsored events shall follow the MMSD Guidelines for Safe Food Handling, Parties, and Celebrations at School.

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. MMSD Food Service Director shall ensure compliance with nutrition policies within the Food Service Department while reporting as necessary to the SUPERINTENDENT or his/her designee. The Food Service Director will review the nutrition guidelines of the Wellness Policy to insure compliance with Federal guidelines.

MMSD is committed to reducing sugar content in all school meals. By the 2018-2019 school year, all items on the menu shall contain less than the American Academy of Pediatrics recommended daily sugar intake, currently 25 grams of sugar, with a target of less than 20 grams as a weekly average for the breakfast entrée. Fruit juice served at breakfast will be limited to three times per week at elementary schools and four times per week at secondary schools.

- B. **Food Allergies:** Food services will work to accommodate the needs of students with food allergies when properly documented. Health Services will work with students with food allergies and their families to ensure the safest and most inclusive environment for the students. MMSD Food Services will not include peanuts or nut products in elementary school lunches. MMSD buildings are not considered to be nut free facilities.
- C. **Competitive Foods and Beverages:** All foods and beverages sold or provided to students on the school campus during the school day should meet or exceed Federal regulations for school meal nutrition standards and the USDA Smart Snacks in School Nutrition Standards. This includes school stores, food trucks parked on school property, and vending machines.

Food and beverages sold in vending machines and/or school stores in high schools shall only be accessible to students before and after the school day and during the times that Food Services is not serving breakfast or lunch to students to encourage students to purchase balanced meals rather than snacks.

MMSD Vending contracts shall be bid per MMSD purchasing guidelines. Contract specifications shall require Smart Snacks compliance.

- D. **Celebrations and Rewards:** All food and beverages offered on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. The DISTRICT will provide families and staff the MMSD Healthy Classroom Snack List that includes healthy suggestions for classroom snack options, birthday treats, and/ or other celebrations. The DISTRICT will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.



Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior. Food shall not be used in classroom projects as a manipulative (small candies for counting), reward for learning, or in activities that involve students handling and possibly eating the food item.

- E. Fundraising: Any fundraiser taking place on the school campus during the school day, including school stores, selling food and beverages during the school day, must meet or exceed the USDA Smart Snacks in Schools nutrition standards. The DISTRICT will provide a list of healthy fundraising ideas to students, families, and staff, including non-food fundraising ideas. Schools are allowed up to 2 fundraisers per year per school club or organization that do not have to be Smart Snack Compliant. Schools are required to submit documentation to the Wellness Coordinator for these events each year.
- F. Food and Beverage Marketing in Schools: Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

#### **IX.** Health Education

- A. The DISTRICT will provide health education to all students in grades K-12, using a sequential, health education curriculum that aligns with national and state standards for health education. Health education instruction should be skills- based, age-appropriate, medically accurate, non-stigmatizing, and inclusive for all students. All students will receive health education in frequencies that meet or exceed the requirements set by the Wisconsin Department of Public Instruction. A professional staff member shall be designated as coordinator of health education.
- B. Nutrition Education: The DISTRICT will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that is designed to provide students with the knowledge and skills necessary to promote and protect their health. Instruction should align to the healthy behavior outcomes of the Center for Disease Control's Health Education Curriculum Assessment Tool (HECAT). Nutrition education should not only be a part of health education classes, but also integrated into other subjects. Nutrition education should include enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, including but not limited to cooking demonstrations, taste-testings, farm visits, and school gardens. Nutrition education information shall also be provided to parents on an ongoing basis.

#### **X.** Physical Education and Activity

- A. Physical Education: The DISTRICT will provide physical education to all students in grades K-12, sequential physical education curriculum consistent with national and state standards for physical education. All students will receive physical education instruction by a certified physical education teacher in frequencies that meet or exceed the requirements set by the Wisconsin Department of Public Instruction (DPI), unless as otherwise allowable per state law or BOARD policy. To maximize the level of physical activity during a class period class size shall be considered.

Physical education instruction will provide students with learning opportunities to acquire the knowledge and skills needed to become lifelong, physically active individuals.

All students will be provided equal opportunity to participate in physical education classes. The DISTRICT will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary. If a student's Individual Education Plan (IEP) states a student requires significant modifications to the physical education curriculum, a student should receive specialized instruction in the least restrictive environment (LRE). Instruction should be delivered by a licensed Adaptive Physical Education (APE) Teacher.



- B. Recess: Supervised recess shall be provided throughout the day for elementary and middle school students. All elementary schools will offer at least 30 minutes of recess on all regularly scheduled school days. Minutes may be altered on school days with shortened schedules such as early dismissal and late arrival. Middle schools will work to improve scheduling to ensure students have access to 30 minutes of recess per day.
- C. Physical Activity Breaks and Active Academics: Students will be offered physical activity breaks throughout the school's daily academic program. Teachers will incorporate movement and kinesthetic learning approaches into all instruction when possible and limit sedentary behavior during the school day.
- D. Outdoor Learning: Schools will offer regular opportunities throughout the year for experiential, environmental, and nature-based outdoor learning in school gardens, school forests, school natural areas, and other outdoor classrooms.
- E. Before and After-School Activities: The DISTRICT will promote opportunities for students to participate in physical activity either before and/or after the school day, which include but not limited to WIAA athletics, school clubs and activities, and MSCR programming.
- F. Active Transport: The DISTRICT will support and promote active transport to and from school, such as walking or biking. This includes developing school specific strategies in coordination with community programs, such as Safe Routes to School.
- G. Equal Access to Physical Activity: Physical activity during the school day will not be withheld as punishment for any reason. Physical activity may include but not limited to recess, classroom physical activity breaks, outdoor education, or physical education classes. Only with parent/guardian approval should students be withheld from recess for academics.

#### **XI. Social and Emotional Climate**

- A. The DISTRICT will prioritize the cultivation of just and equitable learning environments, where each member of the school community is treated with dignity and respect, and experiences a sense of belonging, positivity, and safety.
- B. Support and consultation will be available to schools for the development of a holistic restorative approach in schools, including the use of restorative practices and processes and the creation of LGBTQ+ and gender inclusive environments.
- C. The DISTRICT will establish and sustain a focus on Social Emotional Learning (SEL) as a process through which students develop the fundamental social and emotional skills for success in learning and life. The MMSD SEL standards specify required knowledge and skills within the three power standards of 1) emotional management, 2) self-concept and 3) social competence.
- D. All students will be taught the core SEL curriculum and social emotional learning will be integrated into all academic subjects.

#### **XII. Health Services**

- A. The DISTRICT will provide all students access to prevention and intervention health services including first aid, emergency care and assessment and planning for the management of acute and chronic conditions.



- B. All services provided by MMSD nurses will aim to address barriers to learning and create environments that foster emotional and physical safety, overall health, and availability for learning.

### **XIII.** School Counseling, Psychology, and Social Work Supports

- A. The DISTRICT will provide a Multi-Tiered System of Supports (MTSS) that integrates academic (literacy, math, science, social studies, etc.) and socio-emotional wellbeing (behavior, socio-emotional learning, mental health, health/ wellness) supports across all universal, targeted, and intensive levels.
- B. Selection and delivery of targeted (tier 2) and intensive (tier 3) integrated supports and interventions are data-driven and emerged from an analysis of school-wide universal academic, behavior, climate, and wellbeing data (e.g., universal screening).
- C. Schools will develop a consistent teaming structure that (1) maps school support, interventions, and resources, (1) engages in data-based decision making, and (3) integrates all supports through an intentional school-wide strategy to promote academic success and socio-emotional wellbeing.
- D. Schools will implement and sustain at least four evidence-based (i.e., research supported, promising best practice, or data-driven) supports or interventions to meet student social, emotional, behavioral, and health needs. At least two will be at the universal level, one at the targeted level and one at the intensive level.
- E. All services provided by MMSD students services staff (nurses, school counselors, school psychologists, and social workers) aim to address barriers to learning and create environments that foster emotional and physical safety, overall health, and availability for learning.

### **XIV.** Family Engagement and Community Involvement

- A. The DISTRICT is committed to establishing strong partnerships with families, community members, and community organizations to maximize engagement and involvement between schools and other settings to maximize the impact of wellness programming to support positive change. The Wellness Coordinator will work with Family, Youth, and Community Engagement and other departments in MMSD to maximize engagement of families and community stakeholders.
- B. The DISTRICT will use culturally and linguistically responsive strategies to communicate with families and community stakeholders. Intentional strategies will be used to ensure that all families and community members have access to engage in wellness programming and access to wellness information in meaningful ways. The DISTRICT will be responsive to student, family, and community input around the DISTRICT Wellness Policy and provide opportunities for families to provide feedback.
- C. Wellness programming will encompass the entire DISTRICT. In order to address health disparities that exist within our community (asthma and pediatric obesity rates, for example), schools with the greatest opportunity for change will be encouraged to participate in wellness programming. These schools will be identified based on their population of students who experience higher poverty rates, higher chronic disease rates, and higher levels of food insecurity.
- D. The DISTRICT will partner with community members and organizations to develop strong relationships to support implementation of the DISTRICT Wellness Policy, to measure the impact of strategies, and to celebrate DISTRICT and school successes.



11/24/14

05/21/18

## MMSD Healthy Classroom Snack List

The Madison Metropolitan School District's Healthy Classroom Snack List was developed to help parents and school staff select healthy and nut-free snack options when bringing in snacks for the entire class for events such as birthdays, holidays, rewards, etc. We take great care in making sure all students feel welcomed and safe within the classroom. Certain foods may trigger life threatening allergic reactions, so please be aware of this when preparing a homemade snack to bring in and share.

The MMSD Healthy Classroom Snack List contains the following information:

- Nutrition guidelines for healthy snacks in alignment with the USDA Smart Snacks in Schools
- Snack preparation recommendations
- Food allergy guidelines
- Suggestions for healthy classroom snack options
- Ideas for non-food celebrations & rewards

For the complete MMSD Healthy Classroom Snack List, available in English, Spanish, and Hmong, updated in 2017, visit [mmsd.org/wellness](http://mmsd.org/wellness)

## Directory Information

Wisconsin law allows the district to disclose directory information about students unless parents/legal guardians desire that all or any part of this information not be released. If parents/legal guardians wish to have information about their child(ren) withheld, they must designate what they wish to have withheld for each child when completing online enrollment.

Directory Data/Information covers those student records which include the student's name, present address, telephone number, date and place of birth, major field of study (e.g. 3rd grade elementary education at Leopold School), dates of attendance, participation in officially recognized activities and sports, weights and heights of members of athletic teams, student's photograph or video recording, the most recent or previous school attended by the student, and degrees and awards received.

### Census Verification

Census Verification is an important process of confirming a student's household information. This process is completed online during the enrollment process at the start of the school year. Accurate census information allows school personnel to locate a student's parent/guardian or emergency contact person in the case of illness or emergency. Families should provide the following contact information:

1. Household address and other information for all legal guardians, indicating the child's primary household, which determines the student's school attendance area.
2. Any additional adults that may be contacted or receive information. Adults that have either
  - a. LEGAL CUSTODY OF THE STUDENT and/or
  - b. LEGAL ACCESS TO THE STUDENT'S RECORDS.
3. A list of all adults and/or other minors sharing the student's household. Please indicate the relationship of each adult to the student, for example, stepmother, stepsister, uncle, etc.



## Changes to Family Address/Phone

For your child's safety, please inform the school whenever you have a phone or address change or if your alternative emergency contacts change, including any temporary relocation for the student or the family.

## Legal Guardianship

Parents are strongly encouraged to provide the names of all persons with legal rights to their child or their child's information.

# Internal Transfers

Board Policy 4023

## POLICY

Transfer to Another School Within the Madison Metropolitan School District ("Internal Transfers")

It is the BOARD's responsibility to establish attendance area boundaries for all schools in the Madison Metropolitan School District (MMSD or District). The BOARD reserves the right to require any student to attend the school assigned to his/her legal residence. (See BOARD Policy 4021).

It is the POLICY of the BOARD of the MMSD to permit, as a privilege, a student to transfer from the school assigned to his/her legal residence to another school within the District under a process referred to as "internal transfers."

To ensure adequate resources, sufficient staffing, and space within each of the District's schools, students are required to apply for an internal transfer in order to enroll in a District school other than the school associated with the student's legal residence. If an internal transfer is not requested and approved and no other program participation, lottery, or other process permits enrollment at another school, the student shall attend the school of attendance associated with the student's legal residence.

Students who move to a different attendance area within the District during a conventional school year may remain enrolled at their original school for the remainder of that school year. To ensure adequate resources, sufficient staffing, and space within each of the District's schools, such students are required to apply for an internal transfer in order to remain in their original school of attendance for subsequent school years. If an internal transfer is not requested and approved, the student shall attend the school of attendance associated with the student's legal residence.

Also to ensure adequate resources, sufficient staffing and space within each of the District's schools, students who have previously been granted an internal transfer are required to reapply for an internal transfer when entering middle school and again when entering high school.

A student moving after the last day of class for one conventional school year and before the first day of class for the immediately following conventional school year may choose to remain enrolled at their original school or feeder pattern without formally applying for an internal transfer for the immediately following school year. To continue a student's enrollment in that school or its feeder pattern, the adult student or parent/legal guardian shall complete an Application for Student Internal Transfer Form on a form provided by the MMSD and file the application with the MMSD Enrollment Office.



Upon request by an adult student or a parent/legal guardian a request to transfer to another school may be granted if the following conditions are met:

1. Space is available in the requested school, class, and/or grade. When determining a school's capacity to accept an internal transfer, the District may consider class size limitations, student-teacher ratios, staffing allocations, building capacity, enrollment projections, student counts, and the number of previously granted internal transfers;
2. The adult student or parent/legal guardian acknowledges that, unless required by law, a student attending any school on an internal transfer shall be responsible for providing their own transportation to and from school. Students applying for lottery schools, placed in or applying to dual language immersion programs, or placed by an Individualized Education Program team may be eligible for transportation and those placements and the corresponding transportation arrangements are not governed by this Policy.

Space availability determinations are a delegated administrative responsibility. The method of making such determinations may vary from year to year and the factors set forth in paragraph 1. above may be given various weight based upon administrative discretion.

Administration shall, by the April 30th preceding the May application window, post to the District's website the method for determining space in a school, class and/or grade, including any explicit caps for the upcoming school year. Any time there is evidence to support the conclusion that enrollment via internal transfer in a school has been sought or obtained based on illegitimate or false information, deceptive practices, or in any manner that attempts to gain a privilege or advantage inconsistent with the intent of the BOARD policies, the student may be required to attend the school assigned to his/her current primary residence. For example, reporting or establishing an illegitimate or temporary residence for the primary purpose of obtaining a change in school enrollment or not reporting a change in residence in order to remain in the current school would be grounds for disallowing or revoking enrollment or attendance at a particular school.

Enrollment in the Dual Language Immersion (DLI) program, Developmental Bilingual Education (DBE) program, and pathways program, enrollment in charter/magnet school lotteries, and other transfer procedures are subject to review and approval processes separate from the internal transfer procedure outlined in this policy. Similarly, placement related to special education and/or related services set forth in the student's individualized education program, including specialized transportation, are subject to review and approval processes separate from the internal transfer procedure outlined in this policy.

## PROCEDURE

### Transfer to Another School Within the Madison Metropolitan School District ("Internal Transfers")

1. The procedures for requesting and processing an internal transfer request shall be as follows:
  - a. The adult student or parent/legal guardian shall complete an Application for Student Internal Transfer Form on a form provided by the MMSD and file the application with the MMSD Enrollment Office.
  - b. Applications for Internal Transfers for the next academic year will be accepted beginning on the first 1st Monday in May of the preceding academic year until 4:00 p.m. on the third subsequent Friday. This application period is deemed to be the "first application period."
  - c. Applications for Internal Transfers will also be accepted after the third Friday in May until 4:00 p.m. of the second Friday immediately prior to the first day of school or the last day of registration, whichever is earlier. This application period is deemed to be the "second application period."



- d. After applications from the first application period have been received, the Superintendent or his/her designee shall determine whether space is available in the requested schools. If no space is available at a particular school all applications shall be denied and parents will be informed of such denial.
- e. All applications will be grouped based upon the following weighted priority categories and applications will be approved from higher level priority categories first prior to approving applications in lower level priority categories:
  - i. The student has a sibling attending the requested school and the sibling will continue to attend the new school at the same time as the applicant if the application is granted.
  - ii. The student has a parent who is a staff member at the requested school.
  - iii. The student has a change or anticipated change of residence on or before the second Friday immediately prior to the first day of school or the last day of registration, whichever is earlier, and seeks to remain at his/her original school of attendance provided that the student has been enrolled in and attended the original school of attendance. This preference does not apply to students enrolled in the District's 4-year-old-kindergarten program.
  - iv. All remaining transfer applications.
- f. If the number of applicants exceeds the number of spaces available in a school, or if applications have been denied pursuant to 1.d. above, students will be placed on a school specific waiting list that shall consist of students receiving priority (see above) placed first on the list in random order and all other students placed on the list in a randomly selected order thereafter.
- g. If a student falls into 2 or more of priority categories 1.e.i. (sibling at school) 1.e.ii. (parent as a staff member) or 1.e.iii. (change of residence), the student shall be placed above all other students on the list. If more than one student falls into 2 or more priority categories, those students shall be placed in random order above all other students on the list. It is the responsibility of the adult student or parent/legal guardian to indicate all preferences for which the student is eligible on the Application for Student Internal Transfer Form.
- h. All students who applied during the first application period shall receive preference over those students who applied during the second application period and no student who applied during the second application period may be approved until all students who applied during the first application period have been approved.
- i. For students who applied during the first application period, the adult student or the parent/legal guardian shall be notified by the Superintendent or his/her designee whether the application is accepted or denied on or before July 1. If the application is granted, such notice shall include a statement regarding the adult student's or parental/ legal guardian's responsibility for transportation and regular school attendance of the student, the possibility that the transfer may be revoked due to poor attendance and the requirement to reapply for an internal transfer prior to progressing to the next school in the natural progression of schools.
- j. The adult student or parent/legal guardian must notify the Superintendent or his/her designee within 15 business days whether they will accept the transfer. If the adult student or parent/legal guardian declines or fails to respond within 15 business days the student's name will be removed from the list.



- k. The District will again analyze school space availability after student registration dates and, if feasible, allow students to internally transfer into their requested school.
  - l. If it is determined that additional space is available at a school, the District will use the lists created pursuant to above in approving additional applications.
  - m. If it is determined that additional space is available at a school the next student on the list associated with that school shall be notified on or before the Thursday before the first day of school. Such notice shall include a statement regarding the adult student's or parental/legal guardian's responsibility for transportation and regular school attendance of the student, the possibility that the transfer may be revoked due to poor attendance and the requirement to reapply for an internal transfer prior to progressing to the next school in the natural progression of schools.
  - n. All determinations regarding approval or denial of an internal transfer request are final.
2. The procedures for requesting and processing an internal transfer request at the transitions from elementary school to middle school and middle school to high school shall be as follows:
- a. All students who are granted an internal transfer to a school on or after July 1, 2014, must reapply for an internal transfer in order to continue to attend the next school in the natural progression associated with the school into which the student transferred. Reapplication is not required if the next school in the natural progression associated with the school into which the student internally transferred is the same school assigned to the attendance area of the student's legal residence. For example, a student who is granted an internal transfer into an elementary school must reapply for an internal transfer in order to attend the middle school in the normal feeder pattern of that elementary school, unless the middle school is the assigned feeder school of the student's legal residence.
  - b. Applications for internal transfers requests at the transitions from elementary school to middle school and middle school to high school will be accepted beginning on the first 1st Monday in May until 4:00 p.m. on the third Friday in May of the preceding academic year.
  - c. After all requests have been received, the Superintendent or his/her designee will deny all applications for transfers into schools that do not have sufficient space or the required special education and/or related services.
  - d. The remaining requests will be granted based upon the procedures set forth in 1.e through m. above except that students seeking to continue to attend the next school in the natural progression will be approved first before any students who are applying to the school from outside of the natural progression associated with the school.
3. Revocation of internal transfers.
- a. Based upon the recommendation of the building principal, the Superintendent or his/her designee may revoke an internal transfer for reasons related to absenteeism or truancy. If a principal recommends a revocation based upon absenteeism or truancy, the principal shall ensure the following steps have been taken prior to the recommendation for revocation:
    - i. The adult student or parent/legal guardian has been provided notice that the student's absenteeism or truancy may result in revocation of their internal transfer.



- ii. The school has met with the adult student or parent/legal guardian and the student and discussed the student's absenteeism or truancy, offered an opportunity to the adult student or parent/legal guardian and the student to explain any absences that they believe have been incorrectly labeled as absences, and established a plan to address such absenteeism or truancy.
- b. The Superintendent or his/her designee may revoke a transfer for which there is evidence that the transfer was sought or obtained based on false information, deceptive practices, or in any manner that attempts to gain a privilege or advantage inconsistent with the intent of BOARD policies. If the Superintendent or his/her designee seeks a revocation based upon the provision of false information or deceptive practices, the Superintendent or his/her designee shall ensure the following steps have been taken prior to revocation:
    - i. The adult student or parent/legal guardian has been provided written notice of the false information or deceptive practice allegedly used by the adult student or parent/legal guardian.
    - ii. The Superintendent or his/her designee has met with the adult student or parent/legal guardian and provided the adult student or parent/legal guardian an opportunity to explain the allegedly false information or deceptive practice.
  - c. The following limitations shall be observed when revoking internal transfers:
    - i. When a transfer is revoked at any level, the revocation shall generally be effective at the conclusion of the regular school year.
    - ii. Following the revocation of an internal transfer, the Superintendent or his/her designee must grant approval for the same student to apply for a subsequent internal transfer at the same instructional level at which revocations occurred (i.e., elementary level or secondary).

01/11/10

04/29/19

## **Parents' Rights to Receive Teacher Information**

The Every Student Succeeds Act of 2015 requires schools that receive Title I funds to notify parents or legal guardians of your rights to request information about the qualifications of your children's teachers. You may request information on the following:

- Whether the teacher has met state qualifications and has a license for the grade level(s) and the subject(s) he or she teaches
- Whether the teacher has an emergency or provisional license
- What degrees the teacher holds and the field of discipline of his or her certification or degree
- Whether the child is being provided services by paraprofessionals and, if so, their qualifications If you have any questions regarding these qualifications, please contact your principal.

Pupil Records/Rights: Annual Notice of Confidentiality of Personally Identifiable Information, Student Record Information and Rights under the Protection of Pupil Rights Amendment (PPRA)

Pupil records include all records relating to individual pupils maintained by a school in any way (including, but not limited to, handwriting, computer storage media, video and audiotape, film, microfilm, and microfiche), except for any such records that are expressly excluded from the definition of pupil records by law (such as records maintained for



personal use by a teacher and not available to others and records available only to persons involved in the psychological treatment of a child). Personally identifiable information about a student includes data contained within a pupil record including but not limited to: (a) The student's name; (b) The name of the student's parent or other family members; (c) The address of the student or student's family; (d) A personal identifier, such as the student's social security number, student number, or biometric record; (e) Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

The school district maintains several classes of pupil records.

- "Progress records" include grades, courses the child has taken, the child's attendance record, immunization records, required lead screening records, and records of school extra-curricular activities. Progress records must be maintained for seven years after the child graduates or otherwise ceases to be enrolled.
- "Behavioral records" include such records as psychological tests, personality evaluations, records of conversations, written statements relating specifically to the pupil's behavior, tests relating specifically to achievement or measurement of ability, physical health records other than immunization and lead screening records, law enforcement officers' records, and other pupil records that are not "progress records." Law enforcement officers' records are maintained separately from other pupil records. Behavioral records may be maintained for no longer than one year after the child graduates or otherwise ceases to be enrolled, unless the parent specifies in writing that the records may be maintained for a longer period of time. At the request of the child's parents, the school district destroys the information that is no longer needed.
- "Directory data" includes the student's name, present address, telephone listing (unless the number is unlisted), date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, and the most recent previous educational agency or institution attended by the student.
- "Pupil physical health records" include basic health information about a pupil, including the pupil's immunization records, an emergency medical card, a log of first aid and medicine administered to the pupil, an athletic permit card, a record concerning the pupil's ability to participate in an education program, any required lead screening records, the results of any routine screening test, such as for hearing, vision or scoliosis, and any follow-up to the test, and any other basic health information, as determined by the State Superintendent. Any pupil record relating to a pupil's physical health that is not a pupil physical health record is treated as a patient health care record under sections 146.81 to 146.84, Wisconsin Statutes. Any pupil record concerning HIV testing is treated as provided under section 252.15, Wisconsin Statutes.

The Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and section 118.125, Wisconsin Statutes, afford parents and students over 18 years of age ("eligible students") the following rights with respect to education records:

The right to inspect and review the student's education records within 45 days of receipt of the request. Parents or eligible students should submit to the school principal a written request that identifies the records(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The school district will comply with the request without unnecessary delay and before any meeting about an individualized education program, or any due process hearing, and in no case more than 45 days after the request has been made. If any record includes information on more than one child, the parents of



those children have the right to inspect and review only the information about their child or to be informed of that specific information.

Upon request, the school district will give a parent or eligible student a copy of the progress records and a copy of the behavioral records. Such copies are subject to the district's copy fee pursuant to Board Policy No. 4154. Upon request, the school district will give the parent or eligible student a list of the types and locations of education records collected, maintained, or used by the district for special education. The school district will respond to reasonable requests for explanations and interpretations of the records. A representative of the parent may inspect and review the records with parent permission.

The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading or otherwise violative of the student's privacy rights. Parents or eligible students may ask Madison Metropolitan School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify the reason for requesting the change (i.e. why the record or a portion thereof is inaccurate or misleading). If the district decides not to amend the record, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information in the student's education records, except to the extent that federal and state law authorize disclosure without consent. The exceptions are stated in 34 CFR 99.31, Family Educational Rights and Privacy Act regulations; Sec. 9528, PL107-110, Every Student Succeeds Act-2015; and section 118.125(2)(a) to (p) and sub. (2m), Wisconsin Statutes.

One exception that permits disclosure without consent is disclosures to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor (including off-site, four-year-old kindergarten teachers), or support staff member (including health or medical staff); a member of the School Board; a person or entity with whom the district has contracted to perform a special task (such as an attorney, auditor, bus contractor, medical consultant, or therapist); a law enforcement officer who is individually designated by the School Board and assigned by the school district (commonly referred to as an Educational Resource Officer or ERO); or a volunteer, fieldwork student, student teacher, unpaid intern or official committee member expressly authorized by the district to assist another school official in performing a school function. A school official has a legitimate educational interest if the official needs to review or know the contents of an education record in order to fulfill his or her professional responsibility.

Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

Also, to the extent consistent with Board of Education policy governing "directory data," the district may disclose student "directory data" without consent, unless the parent notifies the district that such information may not be released without prior parental consent. A parent must notify the district of a decision to opt-out of the disclosure of "directory data" within 14 days of receiving annual notice of the district's "directory data" policy.

The district may also disclose personally identifiable information without consent if the disclosure is necessary to protect the health or safety of a student or other persons.

Finally, in accordance with federal law and district policy, the district will disclose each secondary student's name, address and telephone listing to a military recruiter or institution of higher education, upon request, unless parents or eligible students have completed and submitted district forms opting out of such disclosures. See Sec. 9528,



PL107-110, Every Student Succeeds Act-2015; Sec. 544, PL 107-107, National Defense Authorization Act for Fiscal Year 2002; and Board of Education Policy 4156.

The right to file a complaint with the U. S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.

#### Model Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to: Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent;
  2. Mental or psychological problems of the student or student's family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or student's parent; or
  8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of –
    1. Any other protected information survey, regardless of funding;
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
    3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
  - Inspect, upon request and before administration or use –
    1. Protected information surveys of students and surveys created by a third party;
    2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
    3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Madison Metropolitan School District (the "District") will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below



and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 2020

## **Americans with Disabilities Act (ADA)/504**

Under Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794 (Section 504) and the Americans with Disabilities Act (ADA) of 2008, the Madison Metropolitan School District does not discriminate on the basis of disability against students with disabilities.

A person with a disability is someone who:

- has a mental or physical impairment which substantially limits one or more major
- life activity(ies) (e.g., caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading,
- concentrating, thinking, communicating and working); or
- has a record of such an impairment; or
- is regarded as having such an impairment.

Federal laws and regulations protect the rights of individuals with disabilities in programs and activities that receive Federal funding from the U.S. Department of Education (ED), such as public school districts. There are also Federal laws designed to provide equal opportunities for those who have disabilities by prohibiting discrimination in areas such as government, employment, etc. The Madison Metropolitan School District Board of Education and the Madison Metropolitan School District recognize its responsibility to adopt policies and practices that do not discriminate against its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs, activities, and practices in the Madison Metropolitan School District.

If the parent or legal guardian disagrees with the determination made by a professional employee of the Madison Metropolitan School District, they have the right to file a complaint with: the Wisconsin Department of Public Instruction, the U.S. Department of Education's Office for Civil Rights (Region V) and/or the U.S. Department of Justice.

To file a complaint, please contact:  
MMSD Affirmative Action Officer  
545 West Dayton Street Room 104  
Madison, WI 53703-1995  
Phone: 608-663-1530 / Fax: 608-204-0348



# Accommodations for Religious Beliefs

Board Policy 4039

## POLICY

1. The District shall provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to all examinations and other academic requirements.
2. Any student or any parent or guardian of any minor student may request an accommodation under this Policy. The student's school shall provide a reasonable means by which a student exercising his/her sincerely held religious beliefs will be permitted to make up an examination or other academic requirements at another time or by an alternative means without prejudicial effect. Under no circumstances shall a teacher deduct points or lower a grade on a test, assignment or other class requirement because a student has requested and received an accommodation pursuant to this policy.
3. District staff shall handle all such requests confidentially. Any staff member who receives or becomes involved, on a need-to-know basis, in responding to a request for an accommodation under this policy, or in responding to any formal complaint, shall treat the request/complaint as a confidential matter involving student records.
4. A student or parent or guardian of a minor student with a need for an accommodation under this Policy shall be permitted to seek such an accommodation by directly contacting the building PRINCIPAL or his/her designee. Excluding unexpected emergencies and conflicts that cannot reasonably be identified in advance, a request for an accommodation shall be submitted (generally, in writing) in advance of the date of the exam or the due date of any other academic requirement.
5. If the student or parent/guardian is not satisfied with the accommodation proposed/offered by the student's school, or otherwise has an unresolved concern arising under this Policy, the student or parent/guardian may file a formal complaint with the District. This Policy incorporates the complaint procedure identified in Board Policy 8012. Any complaint of a student or parent or guardian of a minor student arising under this Policy may be filed and appealed as provided in Board Policy 8012 with respect to student discrimination complaints arising under ch. PI 9 and Wisconsin Statute § 118.13.
6. Annual written notification of this Policy and the related Complaint procedure shall be provided to all students, the parent or guardian of minor students, and instructors.
7. Prior to the beginning of each school year, the SUPERINTENDENT or his/her designee shall distribute a calendar to all schools containing a list of religious and cultural days of importance of which school staff must be considerate when scheduling exams and activities to the extent practicable.

In order to ensure that all students and families have the opportunity to participate in school activities, extracurricular and co-curricular activities and special events, the SUPERINTENDENT or his/her designee shall also distribute a shorter list of "Observances That May Impact Attendance." Schools shall avoid scheduling exams, athletic events/contests and other special events, such as assemblies, field trips, and back-to-school nights, on days identified as "Observances That May Impact Attendance."

The list of "Observances That May Impact Attendance" shall be:

Rosh Hashanah Yom Kippur Easter Christmas



Eid-al-Fitr Eid-al-Adha  
Birth of Baha'u'llah Naw Ruz

This policy applies only to events scheduled at the school level or by the school DISTRICT. It does not apply to participation in events the scheduling of which is outside of the control of the school DISTRICT; however, with respect to such events, accommodations shall be made for students who exercise their sincerely held religious beliefs.

No student shall be penalized in any manner because the student requested and received an accommodation pursuant to this policy.

6/8/09  
Revised 05/18/15

## **Student Policy, Procedures and Rules for Using Information Technology**

Board Policy 3721

### **POLICY**

It is the policy of the BOARD to mandate and expect that students will use District-provided information technology in a responsible manner. Accordingly, the BOARD has established a policy and procedures for the use of District-provided information technology along with rules governing the behavior of students who access such resources.

This Policy is intended to promote freedom of thought, expression and inquiry for students and staff members. It is intended to provide the protections necessary and usage guidelines for users of the Internet in the MMSD. Paramount is that the free expression of ideas is acknowledged and encouraged in the MMSD community.

Students who do not comply with the standards of behavior outlined in the Student Conduct and Discipline Plan or with the rules below may lose their privilege to use District-provided information technology resources and/or be subject to other disciplinary action.

### **PROCEDURE**

1. Unless a student's right to access have been limited or withdrawn as a disciplinary sanction, students will be permitted to access the Internet using District technology resources. The use of the Internet may be integrated within academic curriculum. Such access by students is subject to various legal requirements, including the restriction of content that may be harmful to minors. The District will meet such legal requirements by, for example, using security controls and filters that are administered by the District and/or by service providers.



2. All MMSD user accounts are owned by the MMSD and therefore are not private. All messages and files created, sent, received or stored using MMSD equipment, networks or communication systems are the property of the District. MMSD retains the right to review, audit, intercept, access and disclose all messages created, received, or sent over the electronic communication systems as necessary. The ADMINISTRATION may access any message for reasons including, but not limited to:
  - a. to find lost messages;
  - b. to study the effectiveness of the communication system;
  - c. to comply with investigations into suspected criminal acts or violations of BOARD policies, including investigations into allegations of electronic bullying using DISTRICT resources;
  - d. to recover from systems failures and other emergencies;e. to respond to public records requests, subject to the limitations imposed by state and federal law and BOARD policy regarding the disclosure of personally identifiable student information;  
f. to comply with discovery proceedings or to be used as evidence in legal actions, subject to the limitations imposed by state and federal law and BOARD policy regarding the disclosure of personally identifiable student information;  
g. as may otherwise be required and/or permitted by state or federal law.
  
3. Each year, prior to use, each student shall receive and discuss information from his/her teacher regarding:
  - a. Internet safety and security, including:
    - the importance of understanding what materials are inappropriate to minors
    - safe use of electronic mail, chat rooms, web sites, web blogs, social network profiles and other direct forms of electronic communication and online fora including the importance of understanding that one should never provide personal information to a site on the Internet without the supervision of an adult; such personal information includes likeness, full name, address, phone number, credit card number, and Social Security number
    - the procedures for reporting occurrences of computer-based bullying and/or harassment (See Policy 4510)
  - b. Responsible use of information technology, including:
    - abiding by copyright laws
    - understanding that unethical and unlawful activities include unauthorized access to any data or communications equipment without the owner's permission, "hacking," or unauthorized disclosure, use, or dissemination of anyone's personal information
  - c. Measures the District has taken to restrict access to materials harmful to minors, including:
    - implementing Internet filtering requiring adult supervision during student use of the Internet
  
4. An online presence includes, but is not limited to, web pages, web sites, social network profiles, posted comments, posted images or videos or other media, blogs and microblogs and participation in online fora. A public online presence is one which can be accessed by people who are not staff or students of the MMSD. A public online presence created with District-provided resources or pursuant to the District's educational or business purposes must:
  - a. adhere to District policies and guidelines;
    - maintain confidentiality
    - only use assigned log in information unless instructed otherwise
    - may not contain or link directly to inappropriate content
    - obtain all required permissions and clearances
    - set privacy settings and access restrictions appropriately to the content on your site



- b. adhere to the “user agreement” or “terms of service” for the hosting site;
- c. indicate that the views expressed are those of the student and do not necessarily reflect the opinions/views of the Madison Metropolitan School District;
- d. not violate copyright or privacy laws;
- e. be kept current and monitored on a regular basis

## RULES

### 1. Students shall:

- adhere to same standard of conduct expected and required in a classroom;
- follow rules for applying for password and e-mail accounts;
- follow rules for using resources, time limits and printing instructions ;
- log off the system as soon as finished to provide others with the opportunity to access the system;
- report violations of these rules.

### 2. Students shall not:

- lend their e-mail logins and passwords to anyone else;
- create a computer virus and place it on the network;
- send a message that is inconsistent with the school’s code of conduct, written or implied;
- send messages that are inappropriate, obscene, sexist, contain obscenities, or contain inflammatory or abusive

language (See Policy 8012);

- send messages or use district information technology resources to engage in bullying or harassing behavior (See Policy 4510)
- send any message with someone else’s name on it;
- read mail or files without the owner’s permission;
- interfere with the ability of other users to make effective use of school district computing and network resources.

12/19/11

## **Possession of a Personal Electronic Device**

Board Policy 4403

### POLICY

Students are permitted to possess a cellular phone, personal digital assistant, personal music/video/gaming device, camera, or other personal electronic device with communication functions or the capability to capture/record voice or image information (collectively within this Policy, “Device” or “Devices”), provided that students refrain from using such Devices (1) in a manner that detracts from and/or disrupts the learning of oneself or others, (2) in a school bathroom, locker room, or other dressing area at any time, and (3) at such other times as have been identified in advance by a school-issued policy, rule or directive.



## PROCEDURE

1. Any student who uses a Device and/or associated equipment in a manner that violates this Board Policy or any other policy or school rule shall be subject to consequences, including, but not necessarily limited to, disciplinary action, required surrender of the Device, and/or potentially having his/her right to possess a Device at school further restricted by the school PRINCIPAL or his/her designee. In any case where a Device is confiscated by a school, the Device shall be returned to the student or to a parent/guardian at an appropriate time.
2. Students who possess a Device do so at their own risk to possible loss, damage or liability.
3. If a school PRINCIPAL or his/her designee determines that a Device was used appropriately by a student in an emergency situation, the school will not discipline the student for such possession/use.
4. Students shall annually be provided with a copy of the rules that govern the possession and use of the Devices covered by this Policy.
5. Nothing within this Policy shall be construed to limit a student's ability to use a Device in a manner that functions as assistive technology necessary for a student's education and that is required under an Individualized Education Plan or a Section 504 agreement.

## Advanced Learning

Advanced Learning opportunities are offered starting in kindergarten, providing advanced instruction and learning that broadens, deepens and stretches student learning beyond grade level expectations when students are ready for this next level of challenge. Students **do not have to be identified as AL** to receive these supports, but may show high capabilities or the potential for high performance. Advanced Learning is not just about reading and math. It's about all content areas, and including leadership, creativity and the arts. If you feel your student would benefit from Advanced Learning services and support, we invite you to complete an inquiry form either on the Advanced Learning website (<https://advanced.madison.k12.wi.us/AL-Inquiry>) or in person at your child's school. Just ask in the office. For more information, please see our AL website for instructional delivery and opportunities for learning.

## ESL/Bilingual Education

### English as a Second Language (ESL)

English as a Second Language (ESL) services foster both English language development and academic achievement for students who are not yet fully proficient in English. These services are provided through collaboration among ESL teachers, Bilingual Resource teachers (BRT), and classroom teachers. Services are aligned to English language proficiency standards and grade-level academic standards to support the development of students' English proficiency and academic achievement. ESL programs are offered at all MMSD schools and in some alternative programs to assist our students from over 100 different home language backgrounds. Students may also receive primary language support from a Bilingual Resource Specialist (BRS). Support from BRS is available in Spanish, Chinese (Mandarin), Hmong, Khmer, Lao, Korean, Tibetan, French, Arabic, Mandinka, Telugu and Nepali.

**Bilingual Education**

The goals of bilingual education programs are for students to acquire academic skills and content knowledge at grade-level in students' primary language while developing English language skills. The MMSD has implemented two different program models to serve the needs of English Learners.

**Developmental Spanish-English Bilingual Education (DBE) Program and Hmong Bilingual Program**

In Developmental Bilingual programs and the Hmong Bilingual Program, bilingual learners receive instruction in both Hmong or Spanish and English. Students' language skills and cultures are utilized to enhance learning and promote academic achievement in all content areas. The goals of this program are for students to develop bilingual/biliteracy skills, to attain high levels of academic achievement, and to develop cross-cultural skills.

**Dual-Language Immersion (DLI)**

Dual-Language Immersion programs serve both native English speakers and English Learners in the same classroom setting. The goals of this program are for students to develop bilingual/biliteracy skills, to attain high levels of academic achievement, and to develop cross-cultural skills. Dual language immersion programs are offered at several schools and at Nuestro Mundo Community School, an MMSD charter school.

**Human Growth and Development**

The Madison Metropolitan School District's Human Growth and Development (HGD) curriculum will support partnerships between families, community, and schools to provide students with the knowledge, skills, and resources necessary to promote and obtain optimal mental, emotional, social, and physical health and well-being for all students. It is the district's vision that through our Human Growth and Development curriculum, all students are empowered to reach their full potential as healthy and safe individuals. Our guiding principles including the following:

- All students in grades 4K-12 will receive developmentally-appropriate, medically accurate, non-stigmatizing, culturally relevant, and inclusive Human Growth and Development instruction.
- Human Growth and Development Instruction is aligned with the National Sexuality Education Standards, the Center for Disease Control's Health Education Curriculum Assessment Tool (HECAT), and the National Health Education Standards.
- Students will participate in skills-based lessons that will provide opportunities to strengthen health literacy and increase functional health knowledge.

Student Learning Outcomes per grade level include topics of Understanding Bodies, Identity, Healthy Relationships & Ally Behavior, and Personal Safety.

**4K**

HGD Topic	Student Learning Outcomes
Understanding Bodies	<ul style="list-style-type: none"> <li>• Understand that all people are different and begin to show respect for all.</li> </ul>
Identity	<ul style="list-style-type: none"> <li>• Understand that families are one part of our identity.</li> <li>• Understand that all people are different and begin to show respect for all.</li> </ul>



Healthy Relationships & Ally Behavior	<ul style="list-style-type: none"> <li>• Communicate individual needs and wants including boundaries for personal space.</li> <li>• Understand that all people are different and begin to show respect for all.</li> <li>• Identify trusted adults, including parents and caregivers, that students can talk to about relationships.</li> </ul>
Personal Safety	<ul style="list-style-type: none"> <li>• Communicate individual needs and wants including boundaries for personal space.</li> </ul>

**Kindergarten**

HGD Topic	Student Learning Outcomes
Understanding Bodies	<ul style="list-style-type: none"> <li>• Understand that all bodies are different and show respect for all.</li> <li>• Identify ways to keep our bodies healthy (teeth brushing, hand washing, etc.)</li> <li>• Use medically accurate names when referring to body parts, including the genitals.</li> </ul>
Identity	<ul style="list-style-type: none"> <li>• Understand and show respect for self.</li> <li>• Define what makes a family and identify different kinds of family structures.</li> <li>• Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</li> </ul>

HGD Topic	Student Learning Outcomes
Healthy Relationships & Ally Behavior	<ul style="list-style-type: none"> <li>• Describe characteristics of a friend and identify healthy ways for friends to express feelings, both physically and verbally.</li> <li>• Listen to and demonstrate respect for individual needs and wants of others, including boundaries for personal space.</li> <li>• Recognize that being an ally is standing up for someone else.</li> <li>• Demonstrate respect for different kinds of families (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial).</li> <li>• Explain the difference between tattling and telling and the importance of getting adult help in situations where someone is being physically, mentally, or emotionally harmed.</li> </ul>
Personal Safety	<ul style="list-style-type: none"> <li>• Understand there are safe, unsafe, and unwanted touches.</li> <li>• Identify trusted adults in your home, school, or community that one can turn to if feeling uncomfortable, unsafe, or worried.</li> </ul>

**1st Grade**



HGD Topic	Student Learning Outcomes
Understanding Bodies	<ul style="list-style-type: none"> <li>Identify different ways that germs are transmitted and how to prevent transmission.</li> <li>Define reproduction and explain that all living things may have the ability to reproduce.</li> </ul>
Identity	<ul style="list-style-type: none"> <li>Demonstrate respect for different types of families (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial).</li> <li>Identify group identities and understand that they are part of my individual identity.</li> <li>Find pride in my identity while still respecting others and their identities.</li> </ul>
Healthy Relationships & Ally Behavior	<ul style="list-style-type: none"> <li>Describe the characteristics of healthy relationships among friends and with family members.</li> <li>Understand the differences between conflict, bullying, and teasing and how they impact others.</li> <li>Listen to and show respect for others' personal boundaries.</li> <li>Understand the need to ask permission before touching someone else's body (consent).</li> <li>Identify different ways to be an ally.</li> </ul>
Personal Safety	<ul style="list-style-type: none"> <li>Effectively communicate needs, wants, and feelings in healthy ways, including personal preferences in regards to physical touches.</li> </ul>

## 2nd Grade

HGD Topic	Student Learning Outcomes
Understanding Bodies	<ul style="list-style-type: none"> <li>Understand that living things come from other living things, including human beings.</li> <li>List medically accurate names for body parts, including the genitals.</li> </ul>
Identity	<ul style="list-style-type: none"> <li>Define gender, gender identity, gender expression, and sex-assigned at birth in age-appropriate language and that they exist along a spectrum.</li> <li>Identify and celebrate our personal identities and the identities of others, including group identities.</li> <li>Identify and recognize that stereotypes based on identity impact our choices, experiences, and sense of self.</li> </ul>
Healthy Relationships & Ally Behavior	<ul style="list-style-type: none"> <li>Demonstrate care and concern for others through verbal and non-verbal communication.</li> <li>Define consent as more than just permission, but a shared agreement to engage in an activity.</li> <li>Recognize the impact of ally and bystander behaviors in bullying situations.</li> <li>Demonstrate ways to effectively respond if someone is bullying or teasing another person.</li> </ul>



<p>Personal Safety</p>	<ul style="list-style-type: none"> <li>• Understand the difference between safe, unsafe, and unwanted touches.</li> <li>• Recognize when a situation is uncomfortable and/or unsafe, practice refusal skills, and report to a trusted adult.</li> <li>• Define consent and identify examples of assertive communication.</li> </ul>
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**3rd Grade**

HGD Topic	Student Learning Outcomes
<p>Understanding Bodies</p>	<ul style="list-style-type: none"> <li>• Identify and practice ways to maintain personal hygiene during puberty</li> </ul>
<p>Identity</p>	<ul style="list-style-type: none"> <li>• Recognize society’s influence on different identities and identity groups.</li> <li>• Define sexual orientation and differentiate from gender identity.</li> <li>• Challenge stereotypes based on identity (including race, gender, sexual orientation, ability, etc.) and demonstrate respect for all.</li> </ul>
<p>Healthy Relationships &amp; Ally Behavior</p>	<ul style="list-style-type: none"> <li>• Describe the characteristics of healthy versus unhealthy relationships among friends and with family.</li> <li>• Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries through communicating consent (verbal and non- verbal).</li> <li>• Analyze how friends and peers influence our different relationships.</li> <li>• Demonstrate positive ways to communicate differences of opinion while maintaining relationships.</li> <li>• Understand the definition of ally as it relates to speaking up for people who face discrimination.</li> </ul>

HGD Topic	Student Learning Outcomes
<p>Personal Safety</p>	<ul style="list-style-type: none"> <li>• Demonstrate the effective use of refusal skills (clear, assertive “no” statements, walk away, repeat refusals).</li> <li>• Identify trusted adults, including family members and caregivers, to talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).</li> </ul>

**4th Grade**

HGD Topic	Student Learning Outcomes
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<p>Understanding Bodies</p>	<ul style="list-style-type: none"> <li>• Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary.</li> <li>• Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).</li> <li>• Identify credible sources of information about puberty and personal hygiene.</li> <li>• Identify trusted adults, including family members, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health.</li> </ul>
<p>Identity</p>	<ul style="list-style-type: none"> <li>• Identify trusted adults, including parents and caregivers, whom students can ask questions about gender, gender role stereotypes, gender identity, and gender expression.</li> <li>• Understand one’s family history and culture and learn about current and past contributions of people in one’s main identity groups.</li> <li>• Define and understand one’s multiple identity groups and the ways in which they overlap and impact one another.</li> <li>• Begin to understand the impact of marginalized identities and privileged identities.</li> </ul>
<p>Healthy Relationships &amp; Ally Behavior</p>	<ul style="list-style-type: none"> <li>• Demonstrate effective verbal and non-verbal communication skills, including consent, to promote healthy family and peer relationships.</li> <li>• Analyze how society, including social media and technology, influence our different relationships.</li> <li>• Understand bullying is the intentional harm or suffering of others created by an imbalance of power.</li> <li>• Use ally behavior to stand up to bullying or harassment of others (including race, gender, sexual orientation, religion, ability, etc).</li> <li>• Identify people and groups who have worked throughout history to bring more justice and fairness to the world.</li> </ul>
<p>Personal Safety</p>	<ul style="list-style-type: none"> <li>• Define sexual harassment and sexual abuse and explain why they are harmful and their potential impacts.</li> <li>• Describe steps a person can take when they are being or have been sexually abused.</li> </ul>



5th Grade

HGD Topic	Student Learning Outcomes
Understanding Bodies	<ul style="list-style-type: none"> <li>• Describe the role hormones play in the physical, social, cognitive, and emotional changes during adolescence and the potential role of hormone blockers on young people who identify as transgender.</li> <li>• Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce.</li> <li>• Identify the human reproductive systems, including the external and internal body parts and understand there are natural variations in human bodies.</li> <li>• Explain the relationship between sexual intercourse and human reproduction.</li> <li>• Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).</li> <li>• Recall the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies.</li> <li>• Define STIs, including HIV, and clarify common myths about transmission (pregnancy, birth, breastfeeding, contact with blood or other bodily fluids, etc.).</li> </ul>
Identity	<ul style="list-style-type: none"> <li>• Explore the complexities of multiple marginalized identities at the individual and systemic level (intersectionality).</li> <li>• Distinguish between sex assigned at birth, sexual orientation, gender identity, and gender expression as it exists along a spectrum (including cisgender, transgender, non-binary).</li> <li>• Identify trusted adults, including parents and caregivers, whom students can ask questions about sexual orientation.</li> </ul>
Healthy Relationships & Ally Behavior	<ul style="list-style-type: none"> <li>• Demonstrate responsible use of social media and technology to promote healthy relationships.</li> <li>• Demonstrate skills for effective conflict resolution.</li> <li>• Explain the relationship between consent, personal boundaries, and bodily autonomy.</li> <li>• Demonstrate ways to promote respect, dignity, and equality for all people in the school community. (e.g., race, ethnicity, socioeconomic status, differing abilities, immigration status, family configuration).</li> <li>• Demonstrate ally behavior by speaking up or doing something when encountering unfair-ness to avoid perpetuating injustice.</li> </ul>
Personal Safety	<ul style="list-style-type: none"> <li>• Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including sexual harassment.</li> <li>• Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action.</li> </ul>



Families who desire additional information on Human Growth & Development may do so by contacting the building principal. Families may exempt their child from all or part of this unit of instruction by filing a written request for exemption with the principal or classroom teacher prior to instruction. Students must be given an alternative assignment if missing this content would affect their passing a class required for graduation.

## Locker Inspections

Board Policy 4132

### POLICY

The provision of lockers to students is a privilege granted by the BOARD. The BOARD retains ownership and possessory control of all student lockers, and the PRINCIPAL of a school and/or his/her designee shall have the right to inspect student lockers.

s. 118.325

### PROCEDURE

1. The assignment of lockers to students is a responsibility of the PRINCIPAL or her/his designee.
  - a. The PRINCIPAL and/or his/her designee may inspect any student locker or lockers as may be necessary or appropriate. This right shall be exercised if and when, in the judgment of the PRINCIPAL, there is reasonable suspicion to believe that a locker may be used to conceal anything illegal, or there is evidence of a violation of school rules or Board Policy.
  - b. Whenever practicable, a student shall be notified before or be present when her/his locker is inspected.
  - c. A student shall open any personal belongings in a locker at the request of the PRINCIPAL.
2. This Policy and Procedure shall be duplicated in every published handbook or set of regulations for the conduct of students in the Madison Metropolitan School District.

## Promotion from 4th Grade

Board Policy 3537

8/26/02

Revised 11/24/15

The Madison Metropolitan School District is committed to assuring that every student has the knowledge and skills needed for academic achievement and a successful life. As students progress from grade to grade, it is the responsibility of the School District to provide them with multiple opportunities to learn and then to certify that they have the knowledge and skills needed for academic achievement at the next level. This promotion policy, specifying criteria for promotion from Grade 4 to Grade 5 and from Grade 8 to Grade 9, is designed to afford students several different ways to demonstrate their knowledge. At the same time, the policy provides flexibility so students with disabilities may continue to be included with their non-disabled peers.

1. To be promoted from fourth grade, a student must have a grade of "2" or higher on the 4th grade report card in each of the core content areas (Language Arts, Mathematics, Science, Social Studies) aligned to the 4th Grade



DISTRICT- accepted standards. For the purpose of this Policy, if a teacher or teachers give a student report card grades that meet the promotion standard that is set forth above, such report card grades are considered a formal teacher recommendation to promote the student.

2. If a student has a grade of “1” on his/her 4th grade report card in Science and/or Social Studies, the school shall review the student’s performance on the State-mandated assessment of student attainment of knowledge and concepts. If the student has a score of “basic” or above in each content area where the report card grade was “1,” the student shall be promoted. If the student has a grade of “1” on his/her 4th grade report card in Language Arts and/ or Math, the school shall review the student’s performance on the fall administration of the Measures of Academic Progress assessment. If the student has a score of “basic” or above (as defined by the most recent NWEA Wisconsin Linking Study) in each content area where the report card grade was “1” the student shall be promoted. In the areas of Language Arts and/or Math, if a student has a grade of “1” on his/her 4th grade report card and does not have a score of “basic” or above on the Measures of Academic Progress, the student shall be promoted if he/she scores a “basic” or above on the State-mandated assessment of student attainment of knowledge and concepts in the appropriate content area.
3. If a student does not meet any of the promotion requirements set forth in paragraph 2, above, the student may be promoted if the student’s academic performance is such that he/she passes a District-approved summer school program that the student takes between his/her 4th and 5th grade school years. The summer school program must be approved by the District as a program that is a learning opportunity for the purpose of the student meeting the District’s requirement(s).
4. If a student does not meet the criteria relative to report card grades, (1) repeat the 4th grade school program, or (2) remain in 4th grade until the student attends and satisfies the District’s requirement(s) in a District program that has been approved by the District as a learning opportunity for the purpose of the student meeting such requirement(s). If a student repeats the above-referenced 4th grade school program, and/or attends and satisfies the District’s requirement(s) in the above-referenced District program, the student shall be promoted to 5th grade. A 4th grade student who meets the District’s requirement(s) shall be promoted as soon as practicable.
5. The general student promotion requirements apply to a student with disabilities who is eligible for services under the Individuals with Disabilities Education Act (IDEA) unless modified or alternative criteria are designated in the student’s Individualized Education Program (IEP) by appropriate team members. Students with disabilities who meet the requirements of their promotion criteria in the IEP as determined by each student’s individualized education program team will be promoted.
6. If a decision to retain a student is made over the objections of the parent/guardian, the decision may be appealed to the Assistant Superintendent responsible for that level, whose decision shall be final.

## **Program or Curriculum Modifications**

Any child’s parent or guardian, or the child if the parent or guardian is notified, may submit a request to the school board, in writing, to provide the child with program or curriculum modifications, including but not limited to:

1. A school work training or work study program.
2. Homebound study, including nonsectarian correspondence courses or other courses of study approved by the school board or nonsectarian tutoring provided by the school in which the child is enrolled.



3. Enrollment in any alternative public school or program located in the school district in which the child resides.
4. Modifications within the child's current academic program.
5. Enrollment in any nonsectarian private school or program, located in the school district in which the child resides, which complies with the requirements of 42 U.S.C. 2000d.
6. Enrollment in any public educational program located outside the school district in which the child resides.

The school board or a designee will render a decision, in writing, within 90 days of a request for a program modification, except that if the request relates to a child who has been evaluated by an individualized education program team and has not been recommended for special education, the school board or a designee will render its decision within 30 days of the request. If the district denies the request, the district shall give its reasons for the denial.

Any decision made by the school board, or a designee of the school board, in response to a request for program or curriculum modifications shall be reviewed by the school board upon request of the child's parent or guardian. The school board will render its determination upon review in writing, if the child's parent or guardian so requests.

## School Improvement Planning

All MMSD schools participate in a process called School Improvement Planning (SIP), designed to bring together staff and the greater school community to set specific, measurable goals for each school. This district-wide process provides support and tools for schools to be able to meet goals. Each school's SIP is displayed on its website. The SIP helps the school to make incremental and lasting progress, holds them accountable, and provides a focus for celebrating their successes.

## Special Education

The MMSD Student Services Department works with all schools in identification and programming for students with disabilities who require special education and related services. These services are provided in accordance with the Individuals with Disabilities Education Act (IDEA), a federal law that guarantees that all students with disabilities receive a free, appropriate, public education in the least restrictive environment.

The special education needs of students are met through a coordinated effort between general education and special education staff. Every attempt is made to provide these services in the student's school of residence and in the general education classroom. Each student has the opportunity for educational experiences appropriate to his/her academic, social-emotional, and behavioral strengths and areas of challenge.

The Madison Metropolitan School District's schools have been recognized for creating inclusive learning environments where students with disabilities are valued members of the learning community and included in the general education curriculum and general education setting to the maximum extent appropriate. Services are delivered as outlined in the student's Individual Education Program (IEP).



## Student Personal Property

It is very important that students bring to school only those things they need for learning. To avoid classroom disruption, theft and/or loss, items such as electronic games, personal CD players, trading cards, and toys should not be brought to school. All students' property and any outdoor clothing should be labeled with their name. Each school has a Lost and Found center. Parents are encouraged to help their child keep track of their belongings and check the Lost and Found regularly. Items not claimed at the end of each quarter are donated to local charities.

## Student Support Services

### Health Services

Each elementary school has a nurse and nurse's assistant on staff to provide health-related services including: administration of medication during the school day, hearing and vision screening, reviewing immunization records, caring for sick or injured students, help with chronic illness management and assistance in finding health care. Feel free to contact the school nurse about any health concerns you may have about your child.

### Psychology

School psychologists provide individual and group support to help students solve problems, support for students concerned about grades or other issues, assistance when a crisis occurs at school or home, mental health assistance referrals and information about educational programs to meet the educational needs of students.

### Social Work

School social workers help students in crisis or in conflict, give guidance in family/friend relationships, help students learn protective behaviors, keep track of student attendance concerns and provide referrals to outside community services.

## Tutor and Mentor Programs

The Madison schools partner with local organizations to provide tutor and mentor programs for students in all grade levels who could benefit from assistance in coursework and/or from additional time with a supportive adult. Tutors and mentors are recruited throughout the year, and training sessions are offered regularly by MMSD staff and other area experts. All school volunteers must successfully pass the district's criminal background check ("Disclosure Statement"). These are conducted through the MMSD Human Resources office, and forms are available online at the MMSD website.

Tutor and mentor options and resources vary across schools, and services may be offered both during the school day and after school. In some cases, the district provides after-school programs in neighborhood centers as well. Information on tutor and mentor programs is available in the school office and on the district website: [www.mmsd.org](http://www.mmsd.org).