2014-15
School Supplement to District Policy Guide
Welcome to Muir Elementary School!

Dear Families,

On behalf of our entire school community, I’d like to welcome you to Muir Elementary School, home of the Jaguars! As you view information in our handbook and begin the school year with us, you will quickly find that Muir is an established and collaborative community working hard to attend to the specific learning needs of every child.

The staff at Muir value strong partnerships with each other, our families and the greater community. These relationships allow us to share resources and learn from one another to promote learning for all. We work hard to provide student centered curriculum and instruction that draws on our students’ background knowledge and exposes them to new experiences applicable to our educational standards.

Beyond our strong focus in academics, Muir also offers students a variety of other wonderful experiences! This year you will see a continued focus and awareness on the benefits of safe and healthy classrooms. Muir will participate in Walk or Ride to School Days and hold our annual Muir Mile. We also stress that classroom treats provided by our families are healthy/nutritious and nut-free. Our Muir Garden continues to grow and we have a “Green Team” open to any students who like to explore environmentally friendly experiences. Chess Club, Scratch and recycling are open to our students. The annual events like Muireka, Garden Harvest Meal and the Multicultural Diner bring our families together. Students especially love having their birthday announced and receiving Birthday Smencils.
One of our School Improvement Plan (SIP) areas of focus includes our Home-School Partnership. We specifically are highlighting the area of “Communicating effectively and engaging in regular, two-way meaningful communication about student learning.” Our goal is to continue to create increased opportunities for communication and involvement this year with all our families.

I encourage you to come to our Parent Teacher Group (PTG) Meetings on the second Tuesday of every other month beginning in September to gain and share information pertaining to our school and join efforts in learning about and supporting our community.

The best way to become familiar with our school is to become involved in our activities and programs. We welcome your involvement and look forward to another year working and learning with our students. Together we can continue to keep Muir Elementary School a wonderful place where each child has a positive and successful learning experience.

Andrea Kreft, Principal

Mission Statement

We believe that every child has the capacity to learn, think, reason and communicate. Adults must help children use these capacities to develop intellectually, emotionally, socially and morally. As educators, and as a society, we must provide every child with the resources and support to afford them the opportunity to develop in these areas and realize their full potential. As educational leaders, we will work to create a culture and system that promotes this development for each child in our range of responsibility to insure that each child will leave our school as a productive member of, and contributor to, a multi-cultural society.
School Overview

John Muir School serves approximately 525 children in Early Childhood through 5th grade. The grades at Muir operate primarily as teams of teachers for purposes of planning, implementing, and evaluating instructional programs. Collaboration, sharing, and joint problem solving are essential elements for successful teams. The classroom placements for Kindergarten through 5th grade are based on providing balanced groups of learners with consideration of each child’s academic achievement, physical, emotional and social characteristics. We have 23 sections that include our Kindergarten through 5th grade classrooms. English as a Second Language (ESL) and Special Education supports are provided inclusively in our classrooms and all students received physical education, music, art, LMC and REACH during the school week.
Attendance

**AT Muir:**

**LATE ARRIVALS**
School begins at 8:30am. Students who arrive after 8:35am will be considered tardy. If your child arrives after the 8:35 bell, they need to check in at the office and get a “red card” to give to the teacher. This lets the teacher know that our office staff knows they are here and that we have recorded their lunch choice. It also prevents the office staff from having to make a safe arrival call. Children KG-5th can walk to their classroom on their own. 4k children can be escorted by a parent to their classroom.

**ABSENCES**
If your child will not be at school for any reason you must call the safe arrival number—663-8173 or the office each day they will be absent. If we do not hear from you each day, we need to make a safe arrival call. The office staff would greatly appreciate the communication with you with each absence that occurs. It is also helpful if you send an email to the teacher in regards to appointments, late arrivals, early dismissals or vacations that you copy the office. It can be sent to pkholmes@madison.k12.wi.us

Food & Nutrition

**AT Muir:**

Cold Lunch - If your child brings a lunch from home and needs milk to drink, there is a .50 charge.

Hot Lunch - We have two choices daily, this includes milk. Normal cost for lunch is $2.50 for children and $3.45 for adults.

If you feel you would qualify for free or reduced lunch, you can complete the form online in Infinite Campus (IC). You are responsible for the total cost of the lunch until you have been approved. You can complete this form any time during the year if your circumstances change. The form is found in the online registration section on the MMSD website.

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Key Policies and Guidelines
(See District Policy Guide for more information on policies and guidelines)
Illness

**AT Muir:**

It is _extremely important_ that we have your emergency contacts phone numbers correct in Infinite Campus (IC). Our staff can help update any changes. Children with a fever of 100 or higher are asked to stay home.

Be sure your children are dressed properly for cold/winter weather. Every child benefits from wearing a coat, snow pants, boots, gloves/mittens, hat and scarf in the winter months. All items should be permanently marked with their name.

Please let us know if your child needs any of these items. We do not keep children in for recess due to illness without a doctor’s excuse.

Recess

**AT Muir:**

**WEATHER**

The principal believes all children should get fresh air and exercise every day.

Therefore, unless there is a downpour of rain, tornadoes, a blizzard or severe wind chill, the students will be outside for recess.

We monitor the weather constantly during the day, especially if there are severe weather alerts. For winter months, we use the wind chill chart posted on the MMSD website to make important decisions for the safety of our students.

Releasing Children during the School Day

**AT Muir:**

**APPOINTMENTS**

If you need to pick up your child for an appointment or early dismissal, the procedure is for the parent to come into the office and sign the child out. We will then call the student to come to the office. The parent should remain in the office and wait for their child to come down. We cannot call children down to have them wait in the office prior to your arrival, so please plan ahead.
Traffic Safety
AT Muir:

STAFF PARKING LOT

The parking lot with access to our main entrance is for STAFF ONLY. There are signs at the entrance of the driveway stating DO NOT ENTER between the hours of 7AM until 4PM.

If you are picking up/dropping off a student, backpacks, forgotten homework, treats for the classroom, we ask that you park on the street and walk to the school entrance. If your child is late to school, please bring him/her into the office to share the reason for our school attendance records. If this is not physically possible, please have your child come in to the office AND call us to excuse the tardiness. The only exception for parking in the lot is if your child is sick or injured.

If you are unable to attend to our parking lot policy, a warning with policy information will be shared by our secretary staff for further clarification. Further concerns will be followed by collecting a license plate number and informing the city traffic safety department. Please never park in a handicap spot unless you have a handicap tag or license plate. Thank you!

BUS ZONE

Please be aware of the bus loading and unloading zone. There are signs that state “Drop Off Only” and “Pick Up Only” behind the bus zone. You may park there and wait for your child, but you must remain in your vehicle. You vehicle must not be left unattended. If you are asked by a bus driver to move your car, please do so.

Communication - Home & School
(See District Policy Guide for more details on Home & School Communication)

Visitations to Classrooms
AT Muir:

The school doors to Muir are locked during the school day. All visitors will need to ring our door bell to access the school (and please be patient as we may not always be at our desks). We will ask for your name and purpose of entering the building. Once the door opens (automatically), please come directly into the office to speak with us.

Everyone visiting our school MUST sign in. If you plan to stay we ask that you obtain a badge from the office. Policy states there should be no one in our halls unaccompanied or without a badge.

Read more on Visits to Classrooms on pg. 67 in the District Policy Guide.

Read more about Traffic Safety on pg 26 in the District Policy Guide.
Telephones and Electronic Devices

**AT Muir:**

All phone calls during the day come thru the office. Unless it is an emergency, we will gladly take a message or transfer you to the teacher’s voice mail and they can return the call when they are not teaching. Please make a note of the last 4 digits of the number that called you as that will help us know who called you if it was not someone in the office.

Read more on the **Electronic Devices** on pg. 84 in the District Policy Guide.
2014-15
District Policy Guide for Elementary Families
Madison Metropolitan School District
www.mmsd.org
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Welcome from Superintendent  

July, 2014

Dear families and community members,

It is an exciting time to be part of the Madison Metropolitan School District!

Almost a year ago, we launched a new era in our district with the publication of our strategic framework. Since then, we have been incredibly focused on bringing the vision of our framework to life – that every school will be a thriving school that prepares every student to graduate from high school ready for college, career and community.

We believe that our path to success – the path to closing opportunity gaps and seeing the best results for all children – depends on our ability to stay focused and follow through on implementation of our framework with tenacity and determination.

I hope that you are as energized as I am by our progress. Every quarter, we report publicly on our work as a district, and you can read about our major accomplishments, challenges and next steps in these quarterly reviews.

I hope you’ll visit our website [www.mmsd.org](http://www.mmsd.org) to stay up to date on the latest news, learn more about your school’s improvement plan and give us your feedback. You are an essential partner in our work. From parents, to business leaders, to community members, we all play a role in making our students successful. Together, we know we will make our vision a reality and become a model urban school district that serves its students and families better than ever before.

Sincerely,

Jennifer Cheatham

Superintendent
<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Email</th>
<th>Seat</th>
<th>School Assignments:</th>
<th>Phone</th>
<th>Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Burke</td>
<td>141 Jackson Street (53704)</td>
<td><a href="mailto:mburke2@madison.k12.wi.us">mburke2@madison.k12.wi.us</a></td>
<td>2</td>
<td>Elem -- Falk, Lapham, Leopold, Marquette, Muir</td>
<td>608-230-5231</td>
<td>4/2015</td>
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<td>Middle -- Sherman</td>
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<td>High -- La Follette</td>
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<tr>
<td>Michael Flores</td>
<td>5110 Stonehaven Dr. (53716)</td>
<td><a href="mailto:malflores@madison.k12.wi.us">malflores@madison.k12.wi.us</a></td>
<td>6</td>
<td>Elem -- Gompers, Lindbergh, Nuestro Mundo, Orchard Ridge</td>
<td>608-438-6761</td>
<td>4/2017</td>
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<td>Middle -- Cherokee, Whitehorse</td>
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<td></td>
<td>High -- West</td>
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</tr>
<tr>
<td>James Howard</td>
<td>2102 Brentwood Pkwy, Madison</td>
<td>jlh <a href="mailto:Howard@madison.k12.wi.us">Howard@madison.k12.wi.us</a></td>
<td>4</td>
<td>Elem -- Lake View, Mendota, Olson, Van Hise</td>
<td>608-231-9376</td>
<td>4/2016</td>
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<td>(53704)</td>
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<td>Middle -- Black Hawk, Hamilton</td>
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<td></td>
<td>High -- Shabazz</td>
<td></td>
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</tr>
<tr>
<td>Ed Hughes</td>
<td>2226 Lakeland Avenue (53704)</td>
<td>ej <a href="mailto:Hughes@madison.k12.wi.us">Hughes@madison.k12.wi.us</a></td>
<td>7</td>
<td>Elem -- Allis, Franklin, Huegel, Randall, Shorewood, Stephens</td>
<td>608-241-4854, 608-216-6610</td>
<td>4/2017</td>
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<td>Middle -- Badger Rock</td>
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<td>Name</td>
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<tr>
<td>Dean Loumos</td>
<td>2724 Milwaukee Street (53704)</td>
<td><a href="mailto:dgloumos@madison.k12.wi.us">dgloumos@madison.k12.wi.us</a></td>
<td>608-332-2095</td>
<td>4/2016</td>
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<tr>
<td>Clerk</td>
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<tr>
<td>TJ Mertz</td>
<td>1210 Gilson Street (53715)</td>
<td><a href="mailto:tjmertz@madison.k12.wi.us">tjmertz@madison.k12.wi.us</a></td>
<td>608-215-1942</td>
<td>4/2016</td>
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<tr>
<td>Treasurer</td>
<td></td>
<td></td>
<td>608-215-1942</td>
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<tr>
<td>Arlene Silveira</td>
<td>5760 Barbara Drive (53711)</td>
<td><a href="mailto:asilveira@madison.k12.wi.us">asilveira@madison.k12.wi.us</a></td>
<td>608-516-8981</td>
<td>4/2015</td>
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<tr>
<td>President</td>
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<tr>
<td>Brianna Hanson</td>
<td>1502 Fremont Avenue (53704)</td>
<td><a href="mailto:brhanson@madison.k12.wi.us">brhanson@madison.k12.wi.us</a></td>
<td>608-886-3931</td>
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<td>Student Rep</td>
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<td>School Assignments:</td>
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<td>Elem — Glendale, Lincoln, Midvale, Sandburg</td>
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<td>Middle — Sennett, Spring Harbor</td>
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<td>Other — Innovative Alternatives</td>
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<td>Elem — Chavez, Crestwood, Emerson, Schenk, Thoreau</td>
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<td>Middle — O’Keeffe, Wright</td>
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<td>High — East</td>
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<td>Elem — Elvehjem, Hawthorne, Kennedy, Lowell</td>
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<td>Middle — Jefferson, Toki</td>
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<td>High — Memorial</td>
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</tbody>
</table>
District Administration

Superintendent – Jennifer Cheatham ........................................................................................................................................... 663-1607
Chief of Staff – Kelly Ruppel ......................................................................................................................................................... 663-1671

Assistant Superintendents:

Operations – Michael Hertting ................................................................. 663-1632
Elementary Schools – Nancy Hanks ....................................................... 663-1670
Secondary Schools – Alex Fralin ............................................................... 663-1633

Advanced Learners – Dan Keyser .......................................................... 663-5245
Affirmative Action/Contract Compliance/Harassment - vacant ............ 663-1530
Business Services - Michael Barry .......................................................... 663-1634
Building Services - vacant ................................................................. 204-7909
Communications – Marcia Standiford .................................................. 663-1969
Curriculum & Instruction – Cynthia Green ......................................... 663-5216
Family & Community Engagement -- Shahanna M. Baldon .......... 442-2945
Early & Extended Learning Director – Scott Zimmerman ................ 663-8486
Enrollment Office .................................................................................. 663-4957

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Early & Extended Learning Director – Scott Zimmerman ................ 663-8486
Enrollment Office .................................................................................. 663-4957
Key Policies and School-Specific Guidelines

Animals at School  BOE 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.

ANIMALS ON SCHOOL PREMISES POLICY SUMMARY

School Board Policy 4615 adopted on August 7, 2006

(Refer to www.mmsd.org for the entire Board Policy)

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.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PROCEDURES</th>
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<tbody>
<tr>
<td>Animals Used in Educational Presentations (single event)</td>
<td>1. Identify instructional purpose or social/emotional objective</td>
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<td>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</td>
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<td>3. Obtain principal's signature of approval to proceed to next steps</td>
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<td>4. Notify parents of upcoming presentation (Parent consent not required: Appendix E given to parents upon enrollment)</td>
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<td>5. Provide modifications for students who have animal fears or allergies</td>
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<td></td>
<td>6. Obtain principal's final approval</td>
</tr>
<tr>
<td>Cold Blooded Animals Not Handled by</td>
<td>1. Identify instructional purpose or social/emotional objective</td>
</tr>
<tr>
<td></td>
<td>2. Provide statement of animal health &amp; temperament or verify that animal is</td>
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| Children (for 1 semester, renewable) | provided by a certified program or agency
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<td>3. Obtain principal's signature of approval to proceed to next steps</td>
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<tr>
<td>4. Notify parents of proposed presence of animal (Parent consent <strong>not</strong> required; Appendix E given to parents upon enrollment)</td>
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<td>5. Provide modifications for students who have animal fears or allergies</td>
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<tr>
<td>6. Obtain principal's final signature of approval</td>
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<tr>
<td>· Staff member follows procedures for cleaning and disinfecting sinks, cages, and surfaces</td>
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<table>
<thead>
<tr>
<th>Classroom Animals (for 1 semester, renewable)</th>
<th>1. Identify instructional purpose or social/emotional objective</th>
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<tbody>
<tr>
<td>2. Provide statement of animal health &amp; temperament <strong>or</strong> verify that animal is provided by a certified program or agency</td>
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<tr>
<td>3. Obtain principal's signature of approval to proceed to next steps</td>
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<tr>
<td>4. Send letter to parent and obtain parent consent (Appendix F)</td>
<td></td>
</tr>
<tr>
<td>5. Provide modifications for students who have animal fears or allergies</td>
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</tr>
<tr>
<td>6. Obtain principal's final approval</td>
<td></td>
</tr>
<tr>
<td>· Staff member follows procedures for cleaning and disinfecting sinks, cages, and surfaces</td>
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<tr>
<td>· Staff member provides instruction for students on proper care and handling of animal</td>
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<tr>
<th>Animals Excluded from School or Classroom Use</th>
<th>· Poisonous, venomous animals</th>
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<tbody>
<tr>
<td></td>
<td>· Family pets unless all policy requirements are met</td>
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<table>
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<tr>
<th>Animals Exempt from Compliance With Policy</th>
<th>· Trained &amp; certified service animals supporting individuals with disabilities</th>
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<tbody>
<tr>
<td></td>
<td>· Animals used in K-8 Science Curriculum</td>
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<tr>
<td></td>
<td>· Invertebrates used in Grades 9-12 Science Curriculum</td>
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</table>
Attendance

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.

Wisconsin requires that any person having control of a student enrolled in Kindergarten and up to age 18 is required to cause the child to attend school regularly until the end of the semester in which the child becomes 18 years of age.

Students are expected to attend school every day unless they are ill. A significant number of absences will require the school to initiate procedures outlined by Wisconsin State Statutes and school district policy regarding attendance. These procedures are outlined in this section.

The following attendance definitions and procedures apply to all Madison students, unless otherwise specified.

Excused Absences

The following absences can be excused as per Board of Education Policy:

A. Physically and/or emotionally unable to attend:

   A student may be legally excused from school if s/he is not physically or emotionally able to attend school. This includes:

   (1) A pupil who is ill to the extent that he/she is not in proper physical or mental condition to attend school.

   (2) Absences related to dentist, doctor, chiropractor, psychologist and other medical appointments that cannot be scheduled at any time other than school time. (Absences related to a student’s medical appointments should be arranged to fit the student’s school schedule whenever possible).

   (3) Serious illness or medical condition of a member of the immediate family, when the student is definitely needed at home.

   (4) Bereavement due to death in the immediate family.

   (5) Inclement weather (Parent(s)/guardian(s) may choose to keep their children home during extreme weather conditions, when a concern for safety is a factor).

   (6) Religious instruction/religious holidays.

   When a student has more than 10 excused absences in the school year, a doctor/physician written excuse may be requested.

B. Elected Officials:

   The following reason for absence is also allowed under state statute:

   (1) Serving as an elected official/pollster (the student must have at least a 3.0 GPA or equivalent).

C. Pre-approved Planned Absences:

   Pre-approved planned absences are absences for up to 10 days in which a child shall be excused in writing by his/her parent or guardian before the absence. A child excused pursuant to this provision shall complete any course work that was missed during the absence.
**Absence Procedure**

For each day a student is absent for reasons listed above, except C above, the following should occur:

1) The parent/guardian should call the school’s Attendance Line by 7:45 a.m. to explain the absence, or

2) If no contact is made on the day of the absence, upon returning to school, the student must bring a written excuse signed by the parent/guardian to the appropriate school secretary. The note must list the date(s) of the absence and explain the reasons. Excuses that are submitted late and do not contain exact dates, times and reasons for absence will not be honored and the absence(s) will be unexcused.

3) The principal will determine if the reason for the absence is excusable based on Board of Education Policy. The determination of whether an absence from school is excused or unexcused must be made on the day the student returns to school so that the school can notify the parent(s)/guardian(s) if the absence is unexcused.

4) The Principal is responsible for confirming and determining whether the reasons for absences are valid. To that end, the Principal and/or student services staff may ask the parent/guardian of a child to obtain a written statement from a licensed medical provider as sufficient proof of the child’s physical or emotional condition. 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 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 of the probable consequence.

**Pre-Approved Planned Absences Procedure**

For Pre-approved Planned Absences under C, parent(s)/guardian(s) should make every effort to plan vacations, trips, medical appointments, dental and orthodontist appointments, and campus visits, etc., outside of the school calendar or outside of the school day. To do otherwise has an adverse effect on the student’s opportunity to learn. However, from time to time it is necessary for a student to be absent for reasons other than those listed above. Pre-approved planned absences should occur only for special circumstances and only after the student and parent have completed the procedure outlined below.

a. For Pre-approved Planned Absences, a Parent Request for a Planned Absence form must be completed and submitted to the student’s principal before the scheduled absence. This form can be obtained from the school’s office and requires the signatures of parent(s)/guardian(s), teacher(s) and the student’s principal.

b. The absence shall be included in the student’s permanent record.

c. Up to 10 days per school year is the maximum time period for which a parent/guardian can excuse a student from school attendance by excusing the student in writing before the absence.

d. Arrangements shall be made for the completion of schoolwork missed over the course of the absences.

**Unexcused Absences**

In accordance with Board Policy, a student’s absence will be recorded as unexcused when there is not good cause or recognized legal grounds for the absence as described above. In deciding whether to record an absence as excused or unexcused, the school principal is responsible for confirming and determining in some cases whether the reasons for absences are valid. To that end, the principal and/or student services staff 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 believes the reason for the absence is not valid, the absence may be recorded as unexcused or changed from excused to unexcused.
Absence – From Specific Classes or Activities for Physical or Mentally-Related Problems  (Board Policy 4032)

Students who have physical or health problems may be excused from physical education or other activities on the recommendation of a physician. The problem of implementing restrictions is of concern to the schools, as the schools could be both legally and morally liable if a student with a disability were obliged to participate in school activities harmful to her or him.

1. The parent presents a physician’s statement regarding the restrictions to be observed.
2. The nurse reviews the physician’s recommendations with the PRINCIPAL or someone designated by the PRINCIPAL, 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 someone designated, informs the school staff concerned with restrictions ordered by the physician.
4. The nurse keeps a record of the physician’s orders 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.
6. The PRINCIPAL shall be responsible for dealing with parent requests for temporary excuses from school activities due to health or physical disabilities.

10/19/87

Absence – Excused Absence for Physical or Mental Reasons
(Board Policy 4040)

The BOARD may excuse a student if the student is temporarily not in proper physical or mental condition to attend school or an educational program, but who can be expected to return to attend school or the program upon termination or abatement of the illness or condition.

s. 118.15(3)(a)

PROCEDURE

Excused Absence for Physical or Mental Reasons

1. The purpose of excusing a student from attending school or an educational program shall be to afford the student the opportunity to adjust physically, mentally, or emotionally to the school environment.
2. The PRINCIPAL or his/her designee shall request the parent or guardian of the student to obtain a written statement from a licensed physician, dentist, optometrist, licensed psychologist, licensed chiropractor, 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 student.

   a. An excused absence under this Policy shall be in writing and shall state the time period for which it is valid.
   b. The time period for an excused absence under this Policy shall not exceed thirty (30) days.

s.118.15(3)(a)  
8/26/02

Absence – Excused Absence for Good Cause
(Board Policy 4041)
The BOARD may excuse a student, with the written approval of the student's parents/guardian, for good cause.

s. 118.15(3)(b)

PROCEDURE

Excused Absence for Good Cause

1. Good cause may not be based upon the student’s disability.

2. Prior to the SUPERINTENDENT’S recommendation to excuse a student from school attendance for good cause, the following steps shall have been taken and documentation of those steps shall have been accomplished.

   a. A TEACHER or school staff member who has recognized the maladjustment or other apparent problem of the student shall advise the PRINCIPAL.
   b. The PRINCIPAL shall notify the parents or guardian, in writing, of the problems or maladjustment and shall use all reasonable means at her/his disposal to solve the problem with the parents/guardian and the pupil.
   c. The PRINCIPAL, if unable to solve the problems, shall request the assistance of the DIRECTOR OF STUDENT SERVICES.
   d. Staff members of the STUDENT SERVICES DEPARTMENT shall confer with the PRINCIPAL, SCHOOL STAFF, STUDENT, PARENTS or GUARDIAN to identify the problems and attempt to find an acceptable solution to the problems.
   e. If satisfactory solutions or acceptable progress has not been made at this point, the DIRECTOR OF STUDENT SERVICES may involve any community agency or agencies which may assist the student or parents/guardian.
f. If satisfactory solutions have not been realized at this point, the DIRECTOR OF STUDENT SERVICES (with staff) and the PRINCIPAL (with staff) may structure a plan for excusing the student from attendance (Form SRO12 - EXCUSED FROM SCHOOL ATTENDANCE FOR GOOD CAUSE is initiated at this point).

1) Written consent of parents or guardian shall be obtained.

2) The PRINCIPAL and DIRECTOR OF STUDENT SERVICES shall make a joint recommendation to the appropriate ASSISTANT SUPERINTENDENT that the student be excused for good cause from school attendance.

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.
Elementary, Middle School, High School Feeder Structure

Attendance Areas

**East Area**

- **Black Hawk Mid**
  - 204-4360
  - Sean Storch
- **O'Keeffe Mid**
  - 204-6820
  - Tony Dugas
  - Sheldon Mid
  - 204-2100
  - Michael Hernandez

**La Follette Area**

- **Sennett Mid**
  - 204-1920
  - Tremayne Clardy/Kendra Lowery
- **Badger Rock Mid**
  - 442-1335
  - Tim Bubon
  - Whitehorse Mid
  - 204-4480
  - Deborah Ptak

**Memorial Area**

- **Jefferson Mid**
  - 663-6403
  - Anne Fischer/Lee Karpeles
- **Spring Harbor Mid**
  - 204-1100
  - Pam Wolte
  - Toki Mid
  - 204-4740
  - Nicole Schoeller/Diane Studerland

**West Area**

- **Cherokee Mid**
  - 204-1240
  - Kevin Brown
- **Wright Mid**
  - 204-1340
  - Angie Crawford
  - Hamilton Mid
  - 204-4620
  - Hank Schmelz/Mike Brown

- **Crestwood**
  - 204-1120
  - David Bray, Interim
- **Muir**
  - 663-8170
  - Andrea Kreft
  - **Stephens**
  - 204-1900
  - Sarah Galanter-Guziewski/Sylvia Zorov
  - **Falk**
  - 204-2180
  - Grace Okoli
  - **Allied Dr Assigned**
  - Chavez
  - 442-2000
  - Linda Allen
  - Huegel
  - 204-3100
  - Abby Potter
  - Olson
  - 442-2600
  - Pam Emmerich
  - Orchard Ridge
  - 204-2320
  - Becky Kundert

- **Leopold**
  - 204-4240
  - Karine Sloan/Matt Thompson
- **Lincoln *** (K-2)**
  - 204-4900
  - Deborah Hoffman
  - **Midvale ***(K-2)**
  - 204-6700
  - Becky Galvan
  - **Thoreau**
  - 204-6940
  - Kathy Costello
- **Franklin ***(K-2)**
  - 204-2292
  - Britta Hanson
  - **Randall ***(3-5)**
  - 204-3300
  - John Wallace
  - **Shorewood Hills**
  - 204-1200
  - Ana Ebbe
  - **Van Hise**
  - 204-4800
  - Peg Kreier

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* Some elementary schools feed into two middle schools
** Paired Schools
Updated July 15, 2014
# Childcare Before and After School at MMSD Sites

<table>
<thead>
<tr>
<th>Program Provider</th>
<th>School/s</th>
<th>Contact</th>
<th>Contact #</th>
</tr>
</thead>
</table>
| **East YMCA**      | Elvehjem Elem.  
                      | Gompers Elem.  
                      | Kennedy Elem.  
                      | Schenk Elem.  |
|                    | Jason McColl  
                      | 711 Cottage Grove Rd    | 221-1574 x3015 |
| **MSCR**           | Allied Learning Center+  
                      | Allis Elem.**  
                      | Emerson Elem.+  
                      | Falk Elem.**  
                      | Glendale Elem.**  
                      | Hawthorne Elem.*  
                      | Lake View Elem.**  
                      | Lincoln Elem.**  
                      | Lindbergh Elem.**  
                      | Lowell Elem.+  
                      | Mendota Elem.**  
                      | Midvale Elem.**  
                      | Nuestro Mundo+  |
|                    | Jean Gascho  
                      | 3802 Regent St.         | 204-3008        |
| **Red Caboose**    | Lapham Elem.  
                      | Marquette Elem.  |
|                    | Lisa Fiala  
                      | 654 Williamson St.     | 251-5432        |
| **West YMCA**      | Huegel Elem.  
                      | Olson Elem.  
                      | Orchard Ridge Elem.  |
|                    | Stephanie Murphy  
                      | YMCA, 8001 Excelsior Dr. | 276-6616 x4022 |
| **Wisconsin Youth Company** | Chavez Elem.  
                      | Crestwood Elem.*  
                      | Franklin Elem.*  
                      | Leopold Elem.*  
                      | Muir Elem.*  
                      | Randall Elem.*  
                      | Shorewood Elem.*  
                      | Stephens Elem.*  
                      | Thoreau Elem.  
                      | Van Hise Elem.*  |
|                    | Wisconsin Youth Company Office  
                      | 1201 McKenna Blvd.     | 276-9782        |

https://www.madison.k12.wi.us/daycare.htm
Emergency Situations

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, SchoolMessenger 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.

Avoiding 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.
Once the emergency is declared “over,” 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.

Safety Drills

Fire drills will take place in school once per month in accordance with board policy. Tornado drills are conducted once a year, and Code Red drills once per semester.

These procedures are explained thoroughly to the students so they know exactly what to expect. The first two drills prepare students and staff to act safely in the event of a real fire or threat of severe weather. During Code Red drills adults and students in the building practice procedures for keeping safe in the event that an unauthorized intruder enters the building.

Every school will conduct a lockdown drill each semester. This procedure prepares staff and students in the event of an emergency situation that secures those inside the building from events occurring outside the building.

Safety Plans

Every classroom in all of our schools has a plan which provides directions on responding to a variety of emergencies that may be encountered at the school. These procedures are published in an Emergency Procedures pamphlet, which is clearly displayed in every classroom.

Safety and Security Committee

Every school has a Safety and Security Committee, composed of parents, staff, and administrators at the elementary schools and students are also included at secondary schools.

Emergency - Weather

District safety staff monitors dangerous weather situations throughout the day. At the start of the day during potential weather hazards, they talk with the City Streets Department, Police Department, bus companies and the National Weather Service to see if buses will be able to travel safely to and from school. Any decision to close schools is made by 6:30 a.m. and communicated to parents and guardians via local radio and television, the district website, text messaging and social media. If there is no morning notification by 6:30, schools remain open.

If threatening weather occurs during the school day, students will be kept at school in the safest area of the building until the “all clear” message is sounded by Dane County emergency government officials. If a dangerous weather
situation progresses during the day, officials may choose to close schools and send children home, at which time families will be contacted with instructions.

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 of 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 that are on the yearly student fee schedule.

Fee Waiver/Reduction request forms are available at all schools, and may be completed by the parent/guardian each school year in which a waiver or fee reduction is requested. 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.

Library Fines

Fees will be assessed to a student record for lost or damaged library books and textbooks 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.

Field Trips

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

Permission for Field Trips

Parents/legal guardians will receive written notification from their child’s classroom teacher in advance about 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, in the form of a check, is delivered to the classroom teachers. 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. In such cases 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 school 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 and 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 (see “Bus Transportation”).

Food & Nutrition

The MMSD Food & Nutrition Department provides healthy and nutritious options for breakfast and lunch at all of elementary, middle and high school, which meet both nutritional requirements and cater to the likes of youth.

Breakfast Program

All schools offer breakfast daily. Breakfast is served 15 - 20 minutes prior to the start of the school day. A school breakfast generally consists of milk, fresh fruit or 100% fruit juice, and an entrée that includes grains and/or a protein source. Families may qualify for free breakfast as determined by their financial situation. For more information, please see the section on Free & Reduced Price Meals.

Lunch Program

Lunches consist of milk, choice of entrée containing protein and whole grains, fruits and vegetables. Families may qualify for free price lunch as determined by their financial situation.

Please note: USDA regulations require that we serve a complete meal. Individual items, such as milk, cannot be provided free to supplement a meal from home.

Lunch for Field Trips

Schools lunch is provided for field trips for students who choose this option. Cold lunches may be ordered through the classroom teacher.

Free and Reduced Price Meal Information

The Madison Metropolitan School District participates in the National School Lunch and Breakfast Program. Your children may qualify for free meals or for reduced price meals. To apply for Free and Reduced price meals please complete either an application available at registration or online at mmsd.org. Click on “For Families, Meals”.

Meal Prices

<table>
<thead>
<tr>
<th>USDA Breakfast</th>
<th>USDA Lunch</th>
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</thead>
<tbody>
<tr>
<td>Reduced and Free</td>
<td>No Charge</td>
</tr>
<tr>
<td>Elementary Full Pay</td>
<td>$1.25</td>
</tr>
<tr>
<td>Middle School Full Pay</td>
<td>$1.50</td>
</tr>
<tr>
<td>High School Full Pay</td>
<td>$1.50</td>
</tr>
</tbody>
</table>

Milk may be purchased for 50 cents.

Online Payment Options

An online payment service at www.MyPaymentsPlus.com provides a convenient option for families to establish a school breakfast and lunch payment account. The service sends email reminders when the student’s balance is low.

Snacks or Food for Special Occasions

Snacks are provided in some schools as part of a wellness plan. Classrooms may host celebrations that include food and/or snacks. Please refer to the MMSD Wellness Policy on page 28 for specific guidelines for bringing snacks or food to school.
Gifts for Staff (Board Policy 8254A)

In accordance with Board of Education policy 8254A, staff members are not permitted to “accept or solicit for personal use a gift worth more than token value from a pupil or parent...[however,] the Superintendent may make exceptions in extenuating circumstances such as cases of bereavement, illness or death.”

Kindergarten Screening for Early Entrance - BOE Policy 4011

Board of Education Policy states that a child who becomes five years of age between September 2 through December 31 may enroll in kindergarten only after satisfactory completion of preliminary student assessments. A child being assessed for early entrance into kindergarten should have superior intellectual growth and language skills and must demonstrate the social, emotional, physical and mental maturity normally expected for successful participation in kindergarten. Parents who have concerns about school readiness should contact the school psychologist. They will be asked to complete a request form for placement on the early entrance evaluation schedule. If you need further information on the early entrance procedure, please contact your school’s psychologist or see www.mmsd.org. Children born after December 31 may not be screened for early entry. (Wis. Statute).

Releasing Children from a School During the Day

If it is 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/she is verified as the emergency contact listed on the official registration form or
   • 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 or someone listed on the official enrollment form must 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 ask 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 and pick up a child.

**Student Health**

**Automated External Defibrillators (AED’s)**

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. Student must not tamper with the cabinets or AEDs.

Staff members in each school have been trained to perform cardiopulmonary resuscitation (CPR) and use an AED during regular school hours. After school hours, there may NOT be a school staff person to assist. We encourage individuals who are certified in CPR/AED use to call 9-911 from a school building, start CPR and access and use the AED if needed. The district Health Services Coordinator should be notified anytime an AED is used outside of school hours.

**Expanded Health Services for Emergency Situations**

All schools provide expanded emergency treatment for serious asthma problems and serious allergic reactions when the school nurse is in the building. This includes (1) nebulizer treatments for serious breathing problems and (2) injection of epinephrine for students who have serious allergic reactions. The goal is to initiate treatment before 911 responders arrive.

**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. Parents/legal guardians are encouraged to consider the adequacy of their medical insurance.

**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 are expected to arrive to school ready to participate fully in school activities.

Here are some guidelines that might help in a parent’s decision-making:

1. **Fever**: A fever of 100 degrees or more signals an illness that is probably going to make a student uncomfortable and unable to function well in class. Your child should stay home until his or her temperature is less than 100 degrees for a day and he/she is feeling better.
2. **Vomiting, Diarrhea or Severe Nausea:** These are symptoms that require a student to remain at home until a normal diet is tolerated the night before and the morning of school.

3. **Infectious Diseases:** Diseases such as impetigo, pink eye with thick drainage, and strep throat require a health care provider’s visits and prescription for medication. Contact a health care provider and use prescribed medicine as directed for the full recommended length of time. A student may return to school 24 hours after the first dose of an antibiotic and if he/she is feeling well.

Students with chicken pox may return to school when all the scabs are completely dried and no new lesions are developing (usually 5-7 days).

4. **Rashes:** Rashes or patches of broken, itchy skin need to be examined by a health care provider if they appear to be spreading or not improving.

5. **Injuries:** If a student has an injury that causes continuous discomfort, the student should not attend school until the condition is checked by a health care provider or it improves. Injuries that interfere with class participation need a medical evaluation. If participation in physical education classes is not recommended, a health care provider’s excuse is required.

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**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 at http://stusvcweb.madison.k12.wi.us/node/101. 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: http://stusvcweb.madison.k12.wi.us/node/101.

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.

(Revised June 2012)
Medication

1. Students who take daily or as needed medication at school must have the following in place with the school nurse before any medication can be given:
   - Written Order for Medication Administration from the prescriber
   - Parent/Guardian Medication/Procedure Consent Form
   - Medication provided in the original pharmacy labeled container supplied by the parent/guardian with the following information
     a. Student’s full name;
     b. Name of the drug and dosage;
     c. Effective date;
     d. Directions;
     e. Time to be given; and
     f. Prescribing practitioner’s name.

2. 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.

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

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

5. All medication administered at school will be stored in a locked cubicle, drawer, or other safe place.

6. 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.

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

8. 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: http://stusvcweb.madison.k12.wi.us/node/100

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:

www.mmsd.org/boepolicy4233
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 (BOE Policy 4233)**

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

- Students must park their bicycles within the area designated by the school PRINCIPAL.
- All bike riders must wear helmets and lock their bikes.
- Loitering in the area bicycles are parked or tampering with bicycles is prohibited.
- The PRINCIPAL may make additional rules regarding bicycle safety on school grounds.

[www.mmsd.org/transportation](http://www.mmsd.org/transportation)
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.

Bus Transportation

STUDENT RULES, RESPONSIBILITY AND DISCIPLINE

Bus transportation is provided free of charge for all elementary students who live more than 1.5 miles away from their school or who are on a hazardous route, as determined by the city and the county.

The Board of Education views transportation to and from school as part of the school day. Parents and students must assume that bus transportation is a privilege to the student, not a right. Pupils 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:

1. Yelling, cursing, obscene language;
2. Throwing objects within the vehicle or out of the windows;
3. Extending head, arms or hands out of the windows;
4. Fighting, scuffling, smoking in the vehicle;
5. Moving about in the vehicle while it is in motion;
6. Damaging property;
7. Any other conduct which might jeopardize the health, safety, welfare or rights of other people and does not align with the MMSD Code of Conduct.

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 a three-ply “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 progression outlined above. Parents/legal guardians may appeal this decision to the Assistant Superintendent for the area involved. 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 Student Conduct and Discipline 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 663-5288.

Wellness Policy On Physical Activity And Nutrition - BOE Policy 4610

Children and adolescents need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive. Good health fosters student attendance and education.

The Madison Metropolitan School District (MMSD) is committed to providing school environments that promote and protect the health and well-being of all students by supporting healthy eating and physical activity which are important for their ability to learn. It is the policy of the Madison Metropolitan School District Board of Education that

- Schools shall provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and shall establish linkages between health education and school meal programs, and other activities that occur within the school day.
- All students in grades K-12 shall have opportunities and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school during the school day, at school sponsored events and in MSCR programs for students shall meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans, 2005.
- To the maximum extent practicable, all schools in the MMSD shall participate in available federal school meal programs.

The “Wellness Policy on Physical Activity and Nutrition” has been approved by the BOE.

The purpose of the policy is to ensure that all students have “access to healthful foods and opportunities to be physically active in order to grow, learn and thrive.” The intent of this document is to provide highlights within each of the five areas covered by the policy.

Snack List

The Madison Metropolitan School District Healthy Classroom Snack List was developed to provide guidance to parents in selecting healthy and nut-free* snacks for the classroom.

- Snacks should not be too messy for teachers to serve in the classroom.
- Snacks should be appealing and taste good to kids.
- Please cut fruits and vegetables for easy serving. Use snack baggies for easy handling.
- To keep apple and pear slices from turning brown, sprinkle with lemon juice!
- Please bring napkins, cups and other serving items as needed. Teachers do not have these supplies in their classrooms.
- Fruits, vegetables, healthy dips, yogurt, cheese, whole-grain foods, and other healthy choices like dried fruit or home-popped popcorn are preferred snack choices.
- Teachers are unable to microwave snack items. If you choose to bring popcorn, please pop it at home and bag it in baggies prior to bringing to school.
- There is NO refrigeration available for snacks. If refrigeration is needed, pack snacks in a cooler.
- According to new USDA guidelines, less than 35 percent of total calories should come from fat, and less than 10 percent from saturated fat.
These items are **NOT** acceptable classroom snacks:

- Peanut, almond, cashew and other nut butters
- Candy
- Baked goods and pastries
- Granola or granola bars
- Chex or other snack mixes

For the complete Madison Metropolitan School District Healthy Classroom Snack List, go to [https://boeweb.madison.k12.wi.us/node/1438](https://boeweb.madison.k12.wi.us/node/1438).

*Snacks containing peanuts or nuts are not allowed. This includes snacks containing almonds, Brazil nuts, cashews, hazelnuts, macadamias, pecans, pine nuts, pistachios, walnuts and/or sesame seeds. **Items on this list have been selected because, at this time, they do not contain peanut or nut products.** These items have **NOT** been reviewed for other major allergens. Parents of food allergic children (and teachers) are encouraged to check product labels every time to be sure that the products are free of their child’s offending allergens, free from cross-contamination, and safe for their child to eat. Checking manufacturer web sites may also provide helpful information.*

### Preferred Choices

<table>
<thead>
<tr>
<th>Fresh Fruit (washed)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Oranges, Clementines, Tangerines</td>
<td>• Berries (E.g. Strawberries, Blueberries, Raspberries, Blackberries, Cherries)</td>
</tr>
<tr>
<td>• Apples</td>
<td>• Peaches, Nectarines</td>
</tr>
<tr>
<td>• Bananas</td>
<td>• Cantaloupe, Watermelon, Honeydew Melon, Papaya</td>
</tr>
<tr>
<td>• Grapes</td>
<td>• Figs</td>
</tr>
<tr>
<td>• Pears</td>
<td>• Mango</td>
</tr>
<tr>
<td>• Plums</td>
<td>• Pineapple</td>
</tr>
<tr>
<td>•</td>
<td>• Kiwi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dried Fruit, Etc. (little to no added sugar)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Raspberries, Apricots, Bananas, Star Fruit, Pears, Peaches, or Apple Rings (Regular or Cinnamon)</td>
<td>Sunny Day (Woodman's)</td>
</tr>
<tr>
<td>Figs</td>
<td>Organic Made in Nature (Costco)</td>
</tr>
<tr>
<td>Dried Mangos</td>
<td>Happy Valley Farms (Costco)</td>
</tr>
<tr>
<td>Sliced Peaches</td>
<td>Stoneridge Orchards (Costco)</td>
</tr>
<tr>
<td>All Natural Berry Mix, Strawberries, Raspberries, or Cherries</td>
<td>Stoneridge Orchards (Hy-vee)</td>
</tr>
<tr>
<td>Apricots or Plums</td>
<td>Sunsweet (Costco)</td>
</tr>
<tr>
<td>Apple, Apple Cinnamon or Strawberry Banana</td>
<td>Kirklands Real Sliced Fruit (Costco)</td>
</tr>
<tr>
<td>Raisins</td>
<td>Earthbound Farms (Hy-Vee)</td>
</tr>
<tr>
<td>Raisins</td>
<td>Newtons Own (Hy-Vee)</td>
</tr>
<tr>
<td>Raisins</td>
<td>SunMaid (Woodman’s)</td>
</tr>
<tr>
<td>Craisins</td>
<td>Ocean Spray (Woodman’s)</td>
</tr>
<tr>
<td>Natural Applesauce</td>
<td>Mott's (Woodman's, Costco)</td>
</tr>
<tr>
<td>Natural Applesauce Unsweetened</td>
<td>Great Value (Walmart)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Organic Applesauce</td>
<td>Trader Joe's</td>
</tr>
</tbody>
</table>

Preferred Choices

**Fresh Vegetables**

- Carrots
- Celery
- Cucumber
- Broccoli
- Cauliflower
- Sliced Bell Peppers
- Sugar Snap Peas, Snow Peas, Edamame
- Cherry Tomatoes
- Sweet Potatoes or Parsnips
- Sliced Beets
- Jicama
- Zucchini, Summer Squash

**Dips & Spreads (NUT FREE ONLY)**

<table>
<thead>
<tr>
<th>Type</th>
<th>Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Babaganoush</td>
<td>Sabra</td>
</tr>
<tr>
<td>Cucumber &amp; Dill Greek Yogurt Veggie Dip</td>
<td>Sabra</td>
</tr>
<tr>
<td>Southwest Enchilada Black Bean Dip</td>
<td>Frito</td>
</tr>
<tr>
<td>Black Bean Dip, Mild</td>
<td>Hy-Vee</td>
</tr>
<tr>
<td>Pinto or White Bean dip</td>
<td>Desert Pepper (Hy-Vee)</td>
</tr>
<tr>
<td>Salsa - mild</td>
<td>Hy-Vee, Newman's Own, Mrs. Renfro's, Chi Chi's, Pace</td>
</tr>
<tr>
<td>Guacamole, Red Pepper Mango</td>
<td>Wholly Guacamole</td>
</tr>
<tr>
<td>Guacamole</td>
<td>Dean's-Plain, Marie's, Wholly Guacamole Original</td>
</tr>
</tbody>
</table>

**Preferred Choices**

**Grains & Dairy**

<table>
<thead>
<tr>
<th>Bread/Tortilla</th>
<th>Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kangaroo Pita Pocket (Woodman's)</td>
<td>Whole Wheat, Whole Wheat Honey, Simply White, Traditional Flatbread White,</td>
</tr>
<tr>
<td>Trader Joe's Pita Bread</td>
<td>Whole Wheat or Original White</td>
</tr>
<tr>
<td>Mini Bagels, Plain</td>
<td>Hy-Vee Brand (Hy-Vee)</td>
</tr>
<tr>
<td>1st National Bagel Company-Plain, Blueberry, Onion, Raisin Cinnamon, or Sun Dried Tomato</td>
<td>1st National Bagel Company-Plain, Blueberry, Onion, Raisin Cinnamon, or Sun Dried Tomato</td>
</tr>
<tr>
<td>Market Pantry (Target)</td>
<td>Plain or Whole Wheat</td>
</tr>
<tr>
<td>Sara Lee Bagels - Plain or Wheat</td>
<td></td>
</tr>
<tr>
<td>Thomas Mini Bagels (Plain)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yogurt</th>
<th>Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Greek Non-Fat Yogurt Cups (Multiple flavors)</td>
<td>Hy-Vee</td>
</tr>
<tr>
<td>Yo-Lite Individual Yogurt Cups</td>
<td>A &amp; E</td>
</tr>
<tr>
<td>Yoplait Individual Yogurt Cups</td>
<td>Yoplait</td>
</tr>
<tr>
<td>Organic Yogurt Cups</td>
<td>Trader Joe's</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cheese</th>
<th>Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>String Cheese (Light Mozzarella)</td>
<td>Sargento</td>
</tr>
<tr>
<td>String Cheese (Reduced Fat Colby-Jack)</td>
<td>Sargento</td>
</tr>
</tbody>
</table>
### Preferred Choices

#### Other Healthy Snacks

**Popcorn**

<table>
<thead>
<tr>
<th>Item</th>
<th>Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skinny Pop Popcorn (Pre-popped; Small Bags)</td>
<td>Costco</td>
</tr>
<tr>
<td>Skinny Pop Popcorn (Pre-popped; Large Bags)</td>
<td>Costco, Woodmans, Whole Foods</td>
</tr>
<tr>
<td>Apple Cinnamon Rice Cake</td>
<td>Quaker Oats</td>
</tr>
<tr>
<td>Lightly Salted Rice Cakes</td>
<td>Quaker Oats</td>
</tr>
<tr>
<td>Rice Cakes (Apple Cinnamon or Plain)</td>
<td>Hy-Vee Brand (Hy-Vee)</td>
</tr>
<tr>
<td>Vegetarian Stuffed Grape Leaves</td>
<td>Frankly Fresh (Costco)</td>
</tr>
</tbody>
</table>

**Rice Cakes**

<table>
<thead>
<tr>
<th>Item</th>
<th>Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple Cinnamon Rice Cake</td>
<td>Quaker Oats</td>
</tr>
<tr>
<td>Lightly Salted Rice Cakes</td>
<td>Quaker Oats</td>
</tr>
<tr>
<td>Rice Cakes (Apple Cinnamon or Plain)</td>
<td>Hy-Vee Brand (Hy-Vee)</td>
</tr>
</tbody>
</table>

**Dolmas**

<table>
<thead>
<tr>
<th>Item</th>
<th>Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetarian Stuffed Grape Leaves</td>
<td>Frankly Fresh (Costco)</td>
</tr>
</tbody>
</table>

#### Miscellaneous Snack Ideas from Items Listed Above

<table>
<thead>
<tr>
<th>Item</th>
<th>Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduced Fat Tortilla Chips &amp; Guacamole or Salsa</td>
<td>Baby Carrots in Black Olives</td>
</tr>
<tr>
<td>Sliced Bell Peppers, Carrots &amp; Black Bean Dip</td>
<td>Mix of Cheerios, Dried Berries &amp; Pretzels</td>
</tr>
<tr>
<td>Sliced Zucchini &amp; Baba Ganoush</td>
<td>Hummus on Bagel Halves</td>
</tr>
<tr>
<td>Grape &amp; Cheese Cube Skewers (using toothpicks)</td>
<td>Strawberries with Yogurt</td>
</tr>
</tbody>
</table>

#### Acceptable Choices

**Cereal**

<table>
<thead>
<tr>
<th>Item</th>
<th>Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chex (Apple Cinnamon)</td>
<td>General Mills</td>
</tr>
<tr>
<td>Chex (Chocolate)</td>
<td>General Mills</td>
</tr>
<tr>
<td>Chex (Vanilla)</td>
<td>General Mills</td>
</tr>
<tr>
<td>Chex (Rice)</td>
<td>General Mills</td>
</tr>
<tr>
<td>Chex (Corn)</td>
<td>General Mills</td>
</tr>
<tr>
<td>Chex (Wheat)</td>
<td>General Mills</td>
</tr>
<tr>
<td>Chex (Cinnamon)</td>
<td>General Mills</td>
</tr>
<tr>
<td>Toasted Corn Cereal</td>
<td>Great Value (Walmart)</td>
</tr>
<tr>
<td>Toasted Rice Cereal</td>
<td>Great Value (Walmart)</td>
</tr>
<tr>
<td>Toasted Wheat Cereal</td>
<td>Great Value (Walmart)</td>
</tr>
<tr>
<td>Crisp Rice</td>
<td>Great Value (Walmart)</td>
</tr>
<tr>
<td>Frosted Shredded Wheat</td>
<td>Great Value (Walmart)</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Crispix</td>
<td>Kelloggs</td>
</tr>
<tr>
<td>Frosted Mini Wheats</td>
<td>Kelloggs</td>
</tr>
<tr>
<td>Frosted Mini Spooners</td>
<td>Malt-o-Meal</td>
</tr>
<tr>
<td>Honey Buzzers</td>
<td>Malt-o-Meal</td>
</tr>
<tr>
<td>Cinnamon Oat Bites</td>
<td>Market Pantry (Target)</td>
</tr>
<tr>
<td>Frosted Shredded Wheat</td>
<td>Market Pantry (Target)</td>
</tr>
<tr>
<td>Frosted Shredded Wheat-Strawberry</td>
<td>Market Pantry (Target)</td>
</tr>
<tr>
<td>Toasted Oats</td>
<td>Market Pantry (Target)</td>
</tr>
<tr>
<td>Toasted Cinnamon Squares</td>
<td>Mom's Best (Woodman's)</td>
</tr>
<tr>
<td>Toasted Wheat-fuls (Regular)</td>
<td>Mom's Best (Woodman's)</td>
</tr>
<tr>
<td>Toasted Wheat-fuls (Blue-Pom)</td>
<td>Mom's Best (Woodman's)</td>
</tr>
<tr>
<td>Life (Original)</td>
<td>Quaker</td>
</tr>
<tr>
<td>Life (Cinnamon)</td>
<td>Shur Fine (Woodman's)</td>
</tr>
<tr>
<td>Crispy Rice</td>
<td>Shur Fine (Woodman's)</td>
</tr>
<tr>
<td>Crunchy Corn or Crunchy Corn &amp; Rice</td>
<td>Shur Fine (Woodman's)</td>
</tr>
<tr>
<td>Shredded Wheat</td>
<td>Shur Fine (Woodman's)</td>
</tr>
<tr>
<td>Shredded Wheat (Frosted)</td>
<td>Shur Fine (Woodman's)</td>
</tr>
<tr>
<td>Toasted Oats</td>
<td>Shur Fine (Woodman's)</td>
</tr>
<tr>
<td>Corn Flakes</td>
<td>Shur Fine (Woodman's)</td>
</tr>
<tr>
<td>Toasted Oats</td>
<td>Hy-Top (Woodman's)</td>
</tr>
<tr>
<td>Tasteeos</td>
<td>Hy-Vee Brand (Hy-Vee)</td>
</tr>
<tr>
<td>Simple Living Oat Cereal (Original)</td>
<td>Hy-Vee Brand (Hy-Vee)</td>
</tr>
<tr>
<td>Simple Living Oat Cereal (Cinnamon)</td>
<td>Hy-Vee Brand (Hy-Vee)</td>
</tr>
</tbody>
</table>

## Acceptable Choices

### Crackers

<table>
<thead>
<tr>
<th>Crackers</th>
<th>Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buttery Crackers</td>
<td>Great Value (Walmart)</td>
</tr>
<tr>
<td>Town House Pita (Sea Salt, Mediterranean Herb)</td>
<td>Keebler</td>
</tr>
<tr>
<td>Graham</td>
<td>Market Pantry (Target)</td>
</tr>
<tr>
<td>Thin Wheats</td>
<td>Market Pantry (Target)</td>
</tr>
<tr>
<td>Woven Wheats</td>
<td>Market Pantry (Target)</td>
</tr>
<tr>
<td>Cheese Nips (Regular, Angry Birds)</td>
<td>Nabisco</td>
</tr>
<tr>
<td>Honey Maid Graham Crackers (Any)</td>
<td>Nabisco</td>
</tr>
<tr>
<td>Triscuits (Original or Reduced Fat)</td>
<td>Nabisco</td>
</tr>
<tr>
<td>Wheat Thins (Original or Reduced Fat)</td>
<td>Nabisco</td>
</tr>
<tr>
<td>Goldfish Baked Snack Crackers (Any variety)</td>
<td>Pepperidge Farm</td>
</tr>
<tr>
<td>Thin Wheats</td>
<td>Savoritz (Aldi's)</td>
</tr>
<tr>
<td>Woven Wheats</td>
<td>Savoritz (Aldi's)</td>
</tr>
<tr>
<td>Cheez Its Party Mix (Original)</td>
<td>Sunshine</td>
</tr>
<tr>
<td>Stoned Wheat Crackers</td>
<td>Mariner (Costco)</td>
</tr>
<tr>
<td>Pita Bites-Original Seassalt</td>
<td>Sensible Portions (Costco)</td>
</tr>
<tr>
<td>Cheddar Bunnies (or White Cheddar)</td>
<td>Annie's</td>
</tr>
</tbody>
</table>

### Pretzels

<table>
<thead>
<tr>
<th>Pretzels</th>
<th>Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini Twists</td>
<td>Clancy's (Aldi's)</td>
</tr>
</tbody>
</table>
Rods
Clancy's (Aldi's)

Sticks
Clancy's (Aldi's)

Mini Twists
Market Pantry (Target)

"Thins" Minis
Old Dutch

"Thins" Sticks
Old Dutch

Butter Spindles
Old Dutch

Rods
Old Dutch

Sticks
Old Dutch

Sticks, Tiny Twists, Minis Fat Free, Thins Fat Free
Old Dutch

Tiny Twists
Old Dutch

Tiny Twists, Sticks etc. (plain varieties + no added seasonings)
Rold Gold

Tortilla Chips
Brand

Baked Tortilla Chips (plain with no added seasonings)
Tostitos, Simply Tostitos

Questions? Contact Your School Nurse

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. Address changes require a Change of Address application. The change request 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 emancipated and their own guardian.

www.mmsd.org/IC
Alcohol & Other Drug Policy  (Board Policy 4235)

Board Policy 4235 provides that no student shall possess, consume, sell, give away or be under the influence of alcohol 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.

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 discourage 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.

In our Madison secondary schools, we will:

1. Establish an environment that discourages the use and abuse of and dependency on alcohol and other drugs.
2. Continue to assess the health curricula for appropriate contributions to AOD education.
3. Establish an AOD building team and referral process to receive referrals and work with students, parents, and community agencies.
4. Encourage students to refer themselves or others for assistance with AOD related problems and concerns. Student confidentiality shall be maintained.
5. Screen students involved in use or possession of AOD and follow recommendation of AOD team to be followed.
6. Determine appropriate consequences for possession and/or the delivery of AOD.
7. The following are the interventions that take place when there is a medical emergency due to ingestion of AOD, witnessed or suspected possession or consumption, and when a student is dispensing AOD.

www.mmsd.org/boepolicy4235
This summary draws on the MMSD Behavior Education Plan (BEP), MMSD Board of Education Policy 4235 “Alcohol and Other Drug Use/Abuse” (revised July 2014), MMSD’s Best Practices for Students Who Are Believed to Be Under the Influence of Intoxicants (developed July 2014), MMSD Board of Education Policy 4147 “Safety” including transportation for medical emergencies, and MMSD’s Health Services Guidelines for Alcohol Use/Misuse/Abuse. Refer to these documents for further details relative to decision-making.
Anti-Bullying Policy (BOE Policy 4510)

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 victims 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 on 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. Bullying behavior creates an objectively hostile or offensive environment. Such an environment may cause, or be likely to cause, negative and harmful conditions such as the examples in the list below:
   a. Places the individual in reasonable fear of harm to oneself or one’s property.
   b. Has a detrimental effect on the individual’s personal, physical, emotional or mental health.
   c. Has a detrimental effect on the individual’s academic performance.
   d. Has the effect of interfering with the individual’s ability to participate in or benefit from any curricular, extracurricular, recreational, or any other activity provided by the school.
   e. Creates an environment that intimidates, annoys or alarms another individual without legitimate purpose.

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 can occur, for example, in situations involving personal contact, and also electronically, in writing, or by using other persons as intermediaries. Bullying often, but not always, involves 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 cyber-bullying)
• Organizing others to threaten, tease, or exclude a targeted individual

4. “Electronic” (or “electronically”) is defined as any communication involving the transmission of information by wire, radio, optical cable, electromagnetic or other similar means. “Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones and text messaging.

5. “Personal Contact” is defined as an encounter in which two or more people are in visual or physical proximity to each other and is not limited to physical contact.

6. “Volunteer” is defined as anyone who has regular, significant contact with students in the school setting or during school related activities.

**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. Students who engage in bullying behavior in violation of this Policy or in retaliation against an individual for reporting bullying behavior shall be subject to school disciplinary measures consistent with MMSD policies and procedures up to and including suspension and/or expulsion.

**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.

**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 repeated behavior or any pattern 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 school-based administrator (such as a Principal or Assistant Principal), an Assistant Superintendent, 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 his/her identity remain confidential. While the district cannot guarantee absolute confidentiality in all circumstances, such as in a case where disclosure is necessary to alleviate a health or safety emergency, it is the district’s policy to adhere to such a request to the extent possible. The district will notify the individual if the district determines that it is not possible to proceed on a confidential basis. In addition, the district will maintain the confidentiality of the report and any related pupil records in a manner consistent with applicable law.

If a victim/target of bullying behavior requests that his/her 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 his/her parent/guardian how such a request may affect the district’s ability to investigate and/or resolve a given situation.

**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.

**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 victim(s)/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.

Parents and/or guardians of each student involved in the bullying incident shall be notified prior to the conclusion of the investigation.

When acts of bullying are verified, the administrator investigating the incident shall implement the appropriate interventions as outlined in the MMSD Student Code of Conduct and document them in Infinite Campus.

**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. Victims of bullying must be provided with tools to empower them to overcome the negative effects of bullying. 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.

The following steps provide a process that shall be used by the Principal or designee to intervene with the student who engages in bullying behavior as well as the student who is the target of bullying behavior:

**Step 1**

Meet with student who engaged in bullying behavior

Determine the underlying cause of behavior, if possible

Warn the student of the consequences if bullying behavior continues

Notify the student who engaged in bullying behavior that retaliation is prohibited and will lead to further consequences/interventions

Outline plan for teaching positive communication and empathy-building skills

Notify parent/family and teachers of student who engaged in bullying

**Step 2**

Support student who was target of bullying by explaining reporting practices, creating a safety plan as appropriate and identifying staff who can provide assistance as needed

Notify parent/family and teachers of student who was target of bullying behavior and discuss interventions to protect targeted student

**Step 3**

Document the incident and appropriate Code of Conduct violation as well as the resolution in Infinite Campus

**Step 4**

Follow up in a timely manner with student who engaged in bullying behavior to assess progress

Follow up in a timely manner with student who was target of bullying behavior to ensure no new incidents of bullying have occurred

**Step 5**

Implement school disciplinary measures consistent with MMSD policies and procedures up to and including suspension and/or expulsion when incidents of bullying are repeated and student does not respond to interventions.

7/12/10
Report of Bullying/Harassment Incident

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. Harassment is defined as: 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 his/her membership in a protected class.

Name of School: 

Date of Report: 

If you fear that you or another student is in IMMEDIATE danger, contact your building principal immediately. Please answer the questions honestly and specifically.

Person Reporting: ____________________________ Grade: __________

What happened? Where did it happen? Who was involved/witnessed the incident?

Have you spoken to anyone about this incident? YES _____ NO _____
If yes, who? ___________________________________________________________________

Has this happened before?

Submit the completed form to your principal or a trusted staff member. The investigation of this report will begin promptly. This matter will be handled as confidentially as possible.

Received by ____________________________ Date __________________________

Determination _________________________ Date __________________________

5/11
Behavior Education Plan

Below is an excerpt of the Behavior Education Plan for Elementary Students. Please go to [www.mmsd.org/behavioreducationplan](http://www.mmsd.org/behavioreducationplan) for a full version.

<table>
<thead>
<tr>
<th>RESPONSE LEVEL 1</th>
<th>CLASSROOM INTERVENTION AND/OR DISCIPLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTERVENTION</strong></td>
<td>• Teach a replacement behavior or coping strategy</td>
</tr>
<tr>
<td></td>
<td>• Assign a reflective activity</td>
</tr>
<tr>
<td></td>
<td>• Talk in</td>
</tr>
<tr>
<td></td>
<td>• Use community service project in classroom</td>
</tr>
<tr>
<td></td>
<td>• Create a behavior contract or chart</td>
</tr>
<tr>
<td></td>
<td>• Conduct Restorative conference with student</td>
</tr>
<tr>
<td></td>
<td>• Provide sensory breaks</td>
</tr>
<tr>
<td></td>
<td>• Use Buddy Room</td>
</tr>
<tr>
<td><strong>DISCIPLINE</strong></td>
<td>• Verbal warning</td>
</tr>
<tr>
<td></td>
<td>• Reprimand by teacher</td>
</tr>
<tr>
<td></td>
<td>• Loss of classroom privileges</td>
</tr>
</tbody>
</table>

When Disciplinary Responses are selected, they will be paired with Intervention Strategies to provide a comprehensive approach to creating behavior change.

<table>
<thead>
<tr>
<th>RESPONSE LEVEL 2</th>
<th>SUPPORT STAFF INTERVENTION AND/OR ADMINISTRATIVE DISCIPLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTERVENTION</strong></td>
<td>• Intervention Strategies in Response Level 1, increased in intensity or frequency</td>
</tr>
<tr>
<td></td>
<td>• Enroll student in a Social Emotional Learning group for anger management, anxiety reduction, substance abuse, social skills, relationship skills, positive leadership</td>
</tr>
<tr>
<td></td>
<td>• Create home-school communication system</td>
</tr>
<tr>
<td></td>
<td>• Conduct problem-solving conference with parent and student</td>
</tr>
<tr>
<td></td>
<td>• Assign to Check-in Check-out</td>
</tr>
<tr>
<td></td>
<td>• Engage in Mediation/Conflict Resolution</td>
</tr>
<tr>
<td></td>
<td>• Participate in a Restorative Circle</td>
</tr>
<tr>
<td></td>
<td>• Parental Shadowing</td>
</tr>
<tr>
<td></td>
<td>• Planning Room</td>
</tr>
<tr>
<td><strong>DISCIPLINE</strong></td>
<td>• Reprimand by administrator</td>
</tr>
<tr>
<td></td>
<td>• For students in fourth and fifth grade, In-School Suspension up to 1 day</td>
</tr>
</tbody>
</table>

When Disciplinary Responses are selected, they will be paired with Intervention Strategies to provide a comprehensive approach to creating behavior change.

<table>
<thead>
<tr>
<th>RESPONSE LEVEL 3</th>
<th>INTENSIVE INTERVENTION AND/OR ADMINISTRATIVE DISCIPLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTERVENTION</strong></td>
<td>• Intervention Strategies in Response Level 2, increased in intensity or frequency</td>
</tr>
<tr>
<td></td>
<td>• Refer to community resources for mental health, substance abuse, etc.</td>
</tr>
<tr>
<td></td>
<td>• Support provided by the Behavior Consultation Team or Autism Team</td>
</tr>
<tr>
<td></td>
<td>• Intensive Social Emotional Learning intervention by support staff (anger management, etc.)</td>
</tr>
<tr>
<td></td>
<td>• Develop Behavior Support Plan or 504 Plan</td>
</tr>
<tr>
<td><strong>DISCIPLINE</strong></td>
<td>• In-School Suspension up to one day</td>
</tr>
<tr>
<td></td>
<td>• For students in fourth and fifth grades, out-of-school suspension up to 1 day followed by a readmission conference that includes parent/guardian upon student’s return to school</td>
</tr>
</tbody>
</table>

When Disciplinary Responses are selected, they will be paired with Intervention Strategies to provide a comprehensive approach to creating behavior change.

<table>
<thead>
<tr>
<th>RESPONSE LEVEL 4</th>
<th>INTENSIVE INTERVENTION AND/OR ADMINISTRATIVE DISCIPLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTERVENTION</strong></td>
<td>• Intervention Strategies in Response Levels 2 and 3, increased in frequency and intensity</td>
</tr>
<tr>
<td></td>
<td>• Enrolment in alternative program for intensive behavior support</td>
</tr>
<tr>
<td><strong>DISCIPLINE</strong></td>
<td>• In-School Suspension up to 1 day</td>
</tr>
<tr>
<td></td>
<td>• For students in fourth and fifth grades, out-of-school suspension for up to 3 days followed by a readmission conference that includes parent/guardian upon student’s return to school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESPONSE LEVEL 5</th>
<th>LONG-TERM REMOVAL FROM SCHOOL AND RE-ENGAGEMENT STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTERVENTION</strong></td>
<td>• Early Readmission services and support</td>
</tr>
<tr>
<td></td>
<td>• Expulsion followed by Re-engagement Conference with parent and student to plan for positive transition back to school</td>
</tr>
<tr>
<td><strong>DISCIPLINE</strong></td>
<td>• Mandatory 5-day out-of-school suspension and recommendation for expulsion</td>
</tr>
</tbody>
</table>
## Inappropriate and Disruptive Behaviors and Response Levels

If a behavior is located in 2 or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year.

<table>
<thead>
<tr>
<th>RESPONSE LEVEL 1</th>
<th>RESPONSE LEVEL 2</th>
<th>RESPONSE LEVEL 3</th>
<th>RESPONSE LEVEL 4</th>
<th>RESPONSE LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Intervention and/or Discipline</td>
<td>Support Staff Intervention and/or Administrative Discipline</td>
<td>Intensive Intervention and/or Administrative Discipline</td>
<td>Intensive Intervention and/or Administrative Discipline</td>
<td>Long-Term Removal from School and Re-Engagement Strategies</td>
</tr>
<tr>
<td>No Classroom Removals</td>
<td>For 4th and 5th graders, up to 1 day In-School-Suspension</td>
<td>Up to 1 day In-School-Suspension</td>
<td>Up to 1 Day In-School Suspension</td>
<td>Mandatory Out-of-School Suspension and Recommendation for Expulsion</td>
</tr>
</tbody>
</table>

### INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

<table>
<thead>
<tr>
<th>Alcohol, Drugs &amp; Tobacco</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possession and/or use of any tobacco product or nicotine inhaler (i.e. electronic cigarette).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✗ ✗</td>
</tr>
<tr>
<td>Possession of an imitation controlled substance See Glossary of Terms for definition of &quot;possession.&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✗ ✗</td>
</tr>
<tr>
<td>Possession of any beverage containing alcohol or being under the influence of any alcoholic beverage. See Glossary of Terms for definition of &quot;possession.&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✗ ✗</td>
</tr>
<tr>
<td>Possession of drugs or being under the influence of any drug. See Glossary of Terms for definition of &quot;possession&quot; and &quot;drugs.&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✗ ✗</td>
</tr>
<tr>
<td>Possessing and distributing a beverage containing alcohol to another student. See Glossary of Terms for definition of &quot;possession&quot; and &quot;distribution.&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✗ ✗</td>
</tr>
<tr>
<td>Possessing and distributing a drug or drugs to another student, or possessing any drug, with evidence of the intent to distribute the drug to another person. See Glossary of Terms for definition of &quot;possession;&quot; &quot;drugs&quot; and &quot;distribution.&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✗ ✗</td>
</tr>
</tbody>
</table>

### Bullying/Harassment

<table>
<thead>
<tr>
<th>Bullying/Harassment</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging in an act of bullying. See Glossary of Terms for definition of &quot;bullying.&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✗ ✗</td>
</tr>
</tbody>
</table>
Inappropriate and Disruptive Behaviors and Response Levels

If a behavior is located in 2 or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year.

<table>
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<tr>
<th>RESPONSE LEVEL 1</th>
<th>RESPONSE LEVEL 2</th>
<th>RESPONSE LEVEL 3</th>
<th>RESPONSE LEVEL 4</th>
<th>RESPONSE LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Intervention and/or Discipline</td>
<td>Support Staff Intervention and/or Administrative Discipline</td>
<td>Intensive Intervention and/or Administrative Discipline</td>
<td>Intensive Intervention and/or Administrative Discipline</td>
<td>Long-Term Removal from School and Re-Engagement Strategies</td>
</tr>
<tr>
<td>No Classroom Removals</td>
<td>For 4th and 5th graders, up to 1 day In-School-Suspension</td>
<td>For 4th and 5th graders, up to 1 day of Out-of-School Suspension</td>
<td>For 4th and 5th graders, up to 3 days of Out-of-School Suspension</td>
<td>Mandatory Out-of-School Suspension and Recommendation for Expulsion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INAPPROPRIATE OR DISRUPTIVE BEHAVIOR</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging in an act of bullying, when such behavior is motivated, in part or in whole, on the target's protected class status or perceived protected class status. See Glossary of Terms for definition of “bullying” and “protected class status.”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheating. See Glossary of Terms for definition of “cheating.”</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Cheating as part of a group of three or more students. See Glossary of Terms for definition of “cheating.”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruptive and Uncooperative Behaviors</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Defiance of Authority - Refusing to comply with school rules or with instructions of school authorities, including lying to a staff member or other school authority.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taunting, baiting, inciting and/or encouraging a fight, a disruption, or other violation of school rules.</td>
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</tr>
<tr>
<td>Volatile Acts – Disorderly, violent, or threatening conduct of a serious nature that significantly disrupts school, a school-sponsored activity, or a school-supervised activity held off school premises.</td>
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</tr>
<tr>
<td>Intentionally throwing or releasing an object (including a snowball) that has the potential to cause a disturbance, injury or property damage, when the act of throwing or releasing the object is not part of a supervised activity.</td>
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<tr>
<td>Intentionally throwing or releasing an object and the object makes physical contact with any person, when the act of throwing or releasing the object is not part of a supervised activity.</td>
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## Inappropriate and Disruptive Behaviors and Response Levels

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<tbody>
<tr>
<td>Any inappropriate or illegal act not otherwise addressed within this Code that directly or indirectly jeopardizes the health, safety or property of a school, the school district, school personnel, other students, one’s self, or other individuals who are present or acting within the school’s jurisdiction.</td>
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</tr>
</tbody>
</table>

#### Failure to respect materials, property of others

| Property damage where the total value of the property affected is no more than $50. See Glossary of Terms for definition of “property damage.” | ✗ | ✗ | | |
| Stealing the money or property of another that is valued at no more than $50. | ✗ | ✗ | | |

| Property damage where the total value of the property affected is more than $50. See Glossary of Terms for definition of “property damage.” | | ✗ | ✗ | |
| Stealing the money or property of another that is valued at more than $50. | | ✗ | ✗ | |

#### Firearms/Weapons

| Possession of a toy weapon where the toy weapon is not used to threaten, intimidate, harm or cause a disruption. | ✗ | ✗ | | |
| Possession of a toy weapon where the toy weapon is used to threaten, intimidate or harm another person or to cause a disruption. | ✗ | ✗ | ✗ | |
| Possession of a weapon, other than a firearm or other gun. See Glossary of Terms for definition of “weapon.” | | ✗ | ✗ | ✗ |
Inappropriate and Disruptive Behaviors and Response Levels

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<th>Level 4</th>
<th>Level 5</th>
</tr>
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<tbody>
<tr>
<td>Possession of and actual, attempted or threatened use of a weapon, other than a firearm or other gun, toward another person or to cause a disruption. See Glossary of Terms for definition of “weapon.”</td>
<td></td>
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</tr>
<tr>
<td>Possession of a firearm, as defined by 18 USC 921 of the federal code (e.g. handgun, rifle, shotgun, starter pistol etc.) See also, possession of bomb or other explosive device.</td>
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<tr>
<td>Possession of a gun of any kind, other than a firearm, whether loaded or unloaded, operable or inoperable. Examples include, but are not limited to, BB guns, pellet guns and air rifles.</td>
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<tr>
<td>Setting a fire, or attempting to set a fire.</td>
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<tr>
<td>False Alarms - Activating the school’s fire and/or other alarm systems, reporting a fire when no fire exists or making a false alarm call to 911.</td>
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</tr>
<tr>
<td>Possession of fireworks, a smoke bomb, munitions, pepper spray/gas, MACE, tear gas, stink bomb or any inherently dangerous substance/object, or any illegal device, illegal product or illegal material that is not specifically covered elsewhere within the Behavior Education Plan. See Glossary of Terms for definition of “possession.”</td>
<td></td>
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<tr>
<td>Possession of a bomb or other explosive device not covered elsewhere in the Behavior Education Plan. See Glossary of Terms for definition of “possession.”</td>
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<tr>
<td>Attempting to or actually using a firework, smoke bomb, pepper spray/gas, MACE, tear gas or stink bomb.</td>
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<tr>
<td>Making a bomb threat, or threatening to set off an explosive device <strong>without</strong> actual possession of the bomb or explosive device. See Glossary of Terms for definition of &quot;possession.&quot; 4k through 3rd grade</td>
<td><img src="?" alt="" /></td>
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<tr>
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<td><img src="?" alt="" /></td>
<td><img src="?" alt="" /></td>
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<tr>
<td>Forgery</td>
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<td><img src="?" alt="" /></td>
<td><img src="?" alt="" /></td>
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<tr>
<td>Forgery. See Glossary of Terms for definition of “forgery.”</td>
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<td>Gambling</td>
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<tr>
<td>Inappropriate clothing</td>
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<td><img src="?" alt="" /></td>
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<tr>
<td>Dress Code Violation. See Dress Code, pg. 38.</td>
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<tr>
<td>Inappropriate language and/or expression</td>
<td><img src="?" alt="" /></td>
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<td><img src="?" alt="" /></td>
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<td>Swearing, cursing, or making obscene gestures.</td>
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<td><img src="?" alt="" /></td>
<td><img src="?" alt="" /></td>
</tr>
<tr>
<td>Verbal, written and non-verbal threats toward another person where there is no reasonable apprehension of bodily harm.</td>
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<td><img src="?" alt="" /></td>
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## INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

### LEVEL 1
- Swearing, cursing or making obscene gestures, or written or verbal put downs directed toward another person.

### LEVEL 2
- Serious threats toward another person. See Glossary of Terms for definition of “serious threat.”

### LEVEL 3
- Inappropriate physical contact (non-sexual)
  - Hitting, slapping, pushing, tripping, shoving, kicking, spitting or any other inappropriate physical act of aggression by one student directed at another student that does not involve bullying or harassment and does not rise to the level of a fight or physical attack.

### LEVEL 4
- Physical attack against a student.

### LEVEL 5
- Fighting.

### LEVEL 6
- Use of physical force directly against or affecting a staff member of the MMSD or any adult who is legitimately exercising authority at the school or during any school activity.
**Inappropriate and Disruptive Behaviors and Response Levels**

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**Inappropriate touching and/or sexual contact**

Touching, either directly or through clothing, the intimate parts of another person with any body part or object with the specific purpose of doing so, and without the consent of the other person.

- **4k through 3rd grade**
- **4th through 5th grade**

<table>
<thead>
<tr>
<th><strong>4th and 5th grade</strong></th>
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**Initiating non-consensual physical contact with another person for the purpose of sexually degrading the other person or sexually arousing or satisfying the student initiating contact.**

<table>
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<tr>
<th><strong>4th and 5th grade</strong></th>
<th><strong>4k through 3rd grade</strong></th>
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**Consensual Sexual Activity – Participation in consensual sexual conduct, or other inappropriate consensual sexual contact.**

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<thead>
<tr>
<th><strong>4th and 5th grade</strong></th>
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**Engaging in non-consensual sexual contact with another student coupled with the use of force, a weapon, threat or coercion.**

- **4k through 3rd grade**
- **4th and 5th grade**

**Inappropriate use of technology**

Inappropriate use of district-provided information technology. See Policy 3721, pg. 45.
Inappropriate and Disruptive Behaviors and Response Levels

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<td>Indecent exposure</td>
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<tr>
<td>Physically displaying one’s private parts</td>
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<tr>
<td>4k through 3rd grade</td>
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<tr>
<td>4th and 5th grade</td>
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<tr>
<td>Removing or adjusting, or attempting to remove or adjust, the clothing of another person (including, for example, pulling down another student’s pants) in a manner that causes, or was an attempt to cause, the exposure of the other person’s undergarments and/or intimate parts. 4k through 3rd grade</td>
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<tr>
<td>4th and 5th grade</td>
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<tr>
<td>Recordings/images of another person</td>
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</tr>
<tr>
<td>Making, transmitting or distributing any recording that has not been approved by or authorized by the school of the voice or image of any other student, staff member or other person in any non-emergency situation and without the consent of the person(s) so recorded.</td>
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<tr>
<td>Sexual, explicit, obscene or lewd materials</td>
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<td>Possessing pornographic material or observing pornographic material.</td>
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### Inappropriate and Disruptive Behaviors and Response Levels

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No Classroom Removals

**RESPONSE LEVEL 2**
Support Staff Intervention and/or Administrative Discipline
For 4th and 5th graders, up to 1 day In-School-Suspension

**RESPONSE LEVEL 3**
Intensive Intervention and/or Administrative Discipline
Up to 1 day In-School-Suspension
For 4th and 5th graders, up to 1 day of Out-of-School Suspension

**RESPONSE LEVEL 4**
Intensive Intervention and/or Administrative Discipline
Up to 1 Day In-School Suspension
For 4th and 5th graders, up to 3 days of Out-of-School Suspension

**RESPONSE LEVEL 5**
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<tr>
<td>Possessing, making, transmitting or disclosing any image of any student, minor, staff member, parent, school volunteer or other adult with supervisory authority in a nude or partially nude state, regardless of consent.</td>
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<tr>
<td>Use of unauthorized items</td>
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</tr>
<tr>
<td>Use of any non-educationally required device, electronic or otherwise, that detracts from and/or disrupts learning of oneself, or others, is prohibited. See Glossary of Terms for definition of &quot;non-educationally required device.&quot;</td>
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### Student Bill Of Rights (Board Policy 4600)

#### PREAMBLE

This document pertains to high school students enrolled in the Madison Public Schools and contains most, but not all, rights to which students are entitled.

Conflict, confrontation and controversy will be channeled constructively and positively if the rights and responsibilities of students are recognized and respected. Students have the responsibility to respect rights of all persons involved in the educational process and exercise the highest degree of self-discipline in observing and adhering to legitimate rules and regulations. Responsibility is inherent in the exercise of every right. It is impossible to list all student responsibilities, but it must be emphasized that the lack of responsibility means a weakening of rights. Correspondingly, it is impossible to list all the rights of students. Therefore, the following list of rights shall not be construed to deny or limit others retained by students on their own campus in their capacity as members of the student body or as citizens.

[www.mmsd.org/boepolicy4600](http://www.mmsd.org/boepolicy4600)
Nothing set forth herein shall be construed as exempting a student from being subject to discipline for engaging in behavior that violates the law, or Board Policies such as the Student Code of Conduct, Harassment, Discrimination, etc. Although the Student Bill of Rights does not exempt a student for being subject to discipline for engaging in behavior that violates the law or Board Policies, such as the Student Code of Conduct, Harassment, Discrimination, etc., students are still entitled to due process relative to such violations.

I. FREEDOM OF SPEECH AND PRESS

   A. The school shall make no rules respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging the freedom of speech, or of the press, or the right of people to peaceably assemble, and to petition the government for a redress of grievances.

      1. Students shall have the right to post any literature of a noncommercial nature without prior censorship or approval by the Administration or School Board in any designated posting area, provided, however, the principal or designated representative shall be accorded the right to remove posted material they consider obscene, libelous or will cause material disruption of the educational environment. The name and address of the person posting the literature must be listed on the literature itself to underscore its independence of the school. The removal of material by the principal or designee may be appealed to the Assistant Superintendent. The decision of the Assistant Superintendent may be appealed to the Superintendent. The decision of the Superintendent may be appealed to the Board of Education at its next regular meeting after the decision of the principal or designee if the next regular meeting is scheduled to occur more than five days after the removal of the posted material by the principal or designee. If the removal is made within five days of the next regular meeting of the Board, the decision may be subject to appeal at the Board’s following meeting.

      2. Students shall have the right to distribute newspapers or other printed material of a noncommercial nature both inside and outside the school building on school grounds without prior authorization of the school administration or School Board provided, however, the time, place and manner of distribution may be limited to prevent substantial interference with educational activities. The name and address of the person distributing or posting the literature must be listed on the literature itself to underscore its independence of the school. The principal or designee may curtail distribution of material he/she considers obscene, libelous or will cause material disruption of the educational environment. The decision of the principal or designee...
may be appealed to the Assistant Superintendent. The decision of the Assistant Superintendent may be appealed to the Superintendent. The decision of the Superintendent may be appealed to the Board of Education at its next regular meeting after the decision of the principal or designee if the next regular meeting is scheduled to occur more than five days after the original decision of the principal or designee. If the original suspension decision is made within five days of the next regular meeting of the Board, the decision may be subject to appeal at the Board’s following meeting.

3. All school sponsored student publications shall be produced by students. A school sponsored publication is one in which the school provides the resources to support the publication. Editing shall be done by student editors, chosen by the publications staff. The principal or designated representative shall be accorded the opportunity to review material to be printed prior to publication and may suspend publication of material he/she considers obscene, libelous, illegal, will cause material disruption of the educational environment or for other reasons related to legitimate pedagogical concerns, e.g., disclosure of confidential student information. The decision of the principal or designee may be appealed to the Assistant Superintendent. The decision of the Assistant Superintendent may be appealed to the Superintendent. The decision of the Superintendent may be appealed to the Board of Education at its next regular meeting after the decision of the principal or designee if the next regular meeting is scheduled to occur more than five days after the original decision of the principal or designee. If the original suspension decision is made within five days of the next regular meeting of the Board, the decision may be subject to appeal at the Board’s following meeting. The copy of the procedures should be submitted to all editors and staff members of school publications.

4. Students shall have the right to wear buttons, armbands, and other badges or symbolic expression provided these expressions are not obscene, libelous, or cause material disruption of the educational environment.

5. Students shall have the right to choose their own dress, conduct, and personal appearance, insofar as they do not substantially disrupt, pose a clear and present danger to school operations, present an obscene appearance, or endanger health or safety. Notwithstanding the students’ right to choose their own dress, unless otherwise approved by the Principal, hats and other headwear and coats must be kept in lockers during school hours.

6. Students shall have the right to demonstrate dissent in any lawful manner as long as they do not substantially disrupt, or pose a clear and present danger to school operations. Individual students who violate specific school rules or city ordinances are individually responsible for these acts and shall be dealt with according to established procedures.
7. Students have the right to present petitions, complaints, or grievances to school authorities and the right to receive prompt authoritative replies from school authorities regarding the disposition of their petitions, complaints or grievances.

8. Students have the right to respect from teachers and administrators, which would exclude their being subjected to cruel and unusual punishments, especially those which are demeaning or derogatory, or which diminish their self-esteem.

II. USE OF SCHOOL FACILITIES

A. Any student, or group of students, may use any school facility (e.g., meeting rooms, reproduction machines, etc.) at cost, provided that it is not needed for scheduled educational purpose and pursuant to Board of Education Policy. During school hours, at the discretion of the Principal, students may use district space (e.g., meeting rooms) at no cost.

It is the policy of the Board to encourage and facilitate parental involvement in their children’s educational experiences. Communication between parents/guardians and teachers and other staff regarding individual students is appropriate and important to all grade levels. Individual schools also have the responsibility to communicate to parents/families relevant information about school policies, expectations, and activities, as well as to ensure reasonable parental access to their child’s classroom, to the school, and to its personnel.

The Board recognizes that parental and family involvement at school-sponsored activities contributes positively to student achievement. Therefore, the Board urges individual schools to facilitate such participation by all families, and specifically to ensure that family members are not prevented from participating in any such activities for financial reasons.

III. FREEDOM OF POLITICAL ACTIVITY

A. Students may not in any way be penalized for any political or moral beliefs which they have though they may be held responsible for their actions taken in line with those beliefs.

B. Students may form political organizations in the school so long as they do not have discriminatory membership restrictions.

C. Students shall have the privilege to plan and carry out voluntary forums, assemblies, seminars and school programs of a political nature so long as they do not substantially disrupt or pose a clear and present danger to school operations.

D. Attendance at all assemblies shall be optional for students except those assemblies explicitly called for the efficient operation of the school.
IV. DUE PROCESS

A. All students shall have the right to due process of law.

1. Students shall receive annually, upon the opening of school, a publication including, with reasonable specificity, a list of school rules, procedural rights, and the penalties which may be imposed for the violation thereof.

2. In all cases where major punishment may be the end result but not limited to, forced transfer to another school; refusal to grant a diploma, etc., students shall have the following procedural rights. Major punishment does not include discipline as it pertains to interscholastic athletics or any other disciplinary action set forth in the Student Code of Conduct except expulsion. Students who are accused of violating the Athletic Code are provided with due process under the procedures set forth in the Athletic Code.

   a. The student shall have the right to at least a three (3) day notice in writing, of any charges against him/her which might result in major punishment and before such major punishment is commenced, with enough specificity if he or she so demands, to allow him or her to respond to said charges.

   b. The student or designated counsel shall be allowed to inspect at least 24 hours prior to any hearing exhibits which will be submitted in evidence.

   c. A student subject to expulsion shall only be entitled to a hearing pursuant to Board Policy and the law. However, if a student is not subject to expulsion and if the student so desires, s/he shall be entitled to a hearing before a Board of Inquiry to be conducted under certain rules, which include but are not limited to such rules as set forth herein in paragraphs a. through l. This Board shall be composed of one person appointed by the student’s School Principal; one person appointed by the parent or guardian of the student; and one person appointed by the President of the Board of Education. Any decision of a majority of this Board shall be final. This hearing may be public or private at the option of the student and a written request for such hearing must be submitted to the building principal within seven days after the letter has been mailed. Any heretofore decreed punishment under this section shall be stayed pending this hearing which shall be held at the earliest moment practicable.

   d. The student shall have the right of representation by a lawyer or some other person of his/her own choice at his/her own expense.

   e. The student, and if the student is a minor, the parent or guardian, shall be given the name(s) of attorneys or organizations, if available, who can provide indigent students with legal representation at no cost to the student or his/her parent/guardian.
f. The burden of proof at the hearing shall be on the school. The school shall present evidence that establishes beyond a reasonable doubt that the student is guilty of the offense. The rules of evidence that would be used in an expulsion hearing shall apply to hearings held by the Board.

g. The student (and/or counsel) shall have the right to confront and cross examine any witness against him/her; the right to present a defense to charges and to produce oral testimony in his/her behalf.

h. Determination of guilt or innocence of the charges shall be based solely on evidence presented at the hearing.

i. If a student requests at least 24 hours before the hearing a written transcript of the hearing record, it shall be made available after the Board has reached a decision with the cost of said transcript to be borne by the Board of Education.

j. Every student shall be free from forced self-incrimination.

k. Any student may file a written waiver with the school of any rights under this Section.

l. All hearings where the ultimate result could lead to expulsion must be held before the Board of Education, or its designee.

3. Short-term suspension (five days or less) may be imposed by the administration of the school only in cases where school rules (as printed) have been violated beyond a reasonable doubt and the stated punishment for violation of these rules is suspension. The Principal shall notify the parents in writing of the facts of the suspension and that the notification should also indicate that a pupil or his/her parents may, within five school days following commencement of the suspension, have a conference with the Superintendent or his/her designee to appeal the suspension and if the Superintendent or his/her designee determines that the student should not be suspended, that the Superintendent or his/her designee may have the suspension expunged from the student’s record. A copy of the letter addressed to parents notifying them of the facts of the suspension shall be on file at the school. Appeals pertaining to suspensions shall be directed to the Superintendent or his/her designee. Work missed during the period of suspension may be made up through a student’s own initiative. Work includes homework, class work, tests, and time missed in courses such as physical education. The absence from school during a suspension shall be considered an excused absence.

4. A good faith effort shall be made to hold a conference with the parents of a suspended student following each suspension.

B. The school shall not collect or keep in its files any information which is not necessary for and directly relevant to a student’s academic work and the school’s education purpose.
1. A student and his/her parents shall have the right to examine his/her files by appointment. Students' records shall be under the supervision of school personnel while being examined. A counselor or other appropriate school officials may be requested to aid in interpreting test scores and related material.

2. Files shall be made available to persons in accordance with student record confidentiality laws and Board Policy 4150 et sequel.

3. Students and their parents shall have the right to write and insert in their files comments or responses to anything contained in the file.

4. Personal behavior files shall not be used as a method of evaluation of academic performance.

C. Decisions concerning students' rights made by local school personnel are subject to review and may be appealed to the Assistant Superintendent, Superintendent of Schools, the Board of Education, and then the courts.

D. Except with respect to participation in athletics and as provided in Board Policies 4502 and 4045, as well as Wis. Stats., Section 120.13(1)(c), students shall be free from the school's jurisdiction in all non-school activities, be it their conduct, their movements, their dress, or expression of ideas. Except with respect to participation in athletics and as provided in Board Policies 4502 and 4045, as well as Wis. Stats., Section 120.13(1)(c), no disciplinary action may be taken by the school for non-school activities provided the student does not claim, without authorization, to speak or act as a representative of the school. When a non-school activity results in police action, it is an infringement on the student's liberty for the school, except with respect to participants in athletics and as provided in Board Policies 4502 and 4045, as well as Wis. Stats., Section 120.13(1)(c), to punish the student for that activity, or to enter it on the school record, or report it to prospective employers or other agencies, unless authorized by the student.

V. PERSONAL COUNSELING

All students shall have the right to receive information in school on matters of personal concern pursuant to Board of Education policy and statutory limitation.

In accordance with Board Policy and the law, counselors shall maintain confidentiality regarding information they receive from students.

VI. RIGHT TO A QUALITY EDUCATION

A. Students shall be afforded the opportunity of representation on curriculum planning committees and to the widest extent possible be included in other decision-making bodies affecting the quality of education.

B. Students shall have the right to comment on the performances of administrators, faculty, and courses, to improve the quality of education. These comments will be available only to the person or course being discussed in the comment.
C. Each student will have the right and responsibility for planning his/her education although students under 18 will require the consent of their parents. The interest, desires and capabilities of each individual student shall be considered in the planning of his/her academic program. The advice of the school professional staff is available to each student in his planning.

D. Students shall have the privilege of open campus where the program presently exists. When determining whether the open campus privilege will be accorded in a particular school, the views of the surrounding community, the Administration, the teachers and the students of the school must be taken into account. The principal or parent has the right to revoke the open campus privilege of any individual.

E. Students are encouraged to bring their concerns and complaints to the attention of their teachers for the purpose of having their concerns and complaints resolved by the teachers. However, a student has the right to either file a complaint under the district’s complaint procedures, such as the General or Discrimination Complaint Procedures or file a written complaint with the Principal or his/her designee. If a student files a written complaint with the Principal or his/her designee, the Principal or his/her designee shall respond to the complaint as soon as practicable. Such response may include investigation, mediation, taking or recommending that disciplinary action be taken, referral of the complaint to the appropriate district officials, etc. The resolution to the extent possible shall resolve the problem with respect to all parties involved. No student who files a complaint or expresses a concern shall be subject to recrimination.

F. Students shall be consulted regarding any changes to the Student Bill of Rights. The Student Senate shall be formally consulted regarding any changes to the Student Bill of Rights.

G. With respect to employment and personnel operations the Madison Metropolitan School District (MMSD) does not discriminate on the basis of: religion, race, color, national origin, ancestry, age, sex, physical appearance, marital status, handicap, arrest or conviction record, political belief, sexual orientation, gender identity, gender expression, less than honorable discharge, source of income or the fact that an individual is a student. Employees shall function in a harassment-free work atmosphere and enjoy working conditions free from physical, verbal or psychological harassment.

[NOTE: The City of Madison defines gender expression in Madison City Ordinance Sec. 3.23 (2)(t) as follows:

Gender Identity is the actual or perceived condition, status or acts of 1) identifying emotionally or psychologically with the sex other than one’s biological or legal sex at birth, whether or not there has been a physical change of the organs of sex; 2) presenting and/or holding oneself out to]
the public as a member of the biological sex that was not one's biological or legal sex at birth;

This means that gender identity refers to an individual's fundamental sense of themselves as being male or female, masculine or feminine. Gender identity does not always correspond to biological sex.

The City of Madison's Ordinance Sec. 3.23 (2)(t) continues its definition of gender identity with an explanation of what is referred to as gender expression.

3) lawfully displaying physical characteristics and/or behavioral characteristics and/or expressions which are widely perceived as being more appropriate to the biological or legal sex that was not one’s biological or legal sex at birth, as when a male is perceived as feminine or a female is perceived as masculine; and/or 4) being physically and/or behaviorally androgynous.

This means that gender expression refers to the things like clothing and behavior that manifest a person’s fundamental sense of themselves as masculine or feminine, and male or female. This can include but not be limited to dress, posture, hairstyle, jewelry, and vocal inflection.]

H. With respect to educational programs no person shall be denied admission to any MMSD school, or be denied participation in, be denied the benefit of or be discriminated against in any curricular, extra-curricular, pupil services, recreational or other program or activity because of the person's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or physical, mental, emotional or learning disability.

[NOTE: The City of Madison defines gender expression in Madison City Ordinance Sec. 3.23 (2)(t) as follows:

Gender Identity is the actual or perceived condition, status or acts of 1) identifying emotionally or psychologically with the sex other than one’s biological or legal sex at birth, whether or not there has been a physical change of the organs of sex; 2) presenting and/or holding oneself out to the public as a member of the biological sex that was not one’s biological or legal sex at birth;

This means that gender identity refers to an individual's fundamental sense of themselves as being male or female, masculine or feminine. Gender identity does not always correspond to biological sex.
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This means that gender expression refers to the things like clothing and behavior that manifest a person’s fundamental sense of themselves as masculine or feminine, and male or female. This can include but not be limited to dress, posture, hairstyle, jewelry, and vocal inflection.

If you believe you have been discriminated against or harassed on the basis of a protected status, you may make a claim that your rights have been denied. Students are encouraged to bring their concerns, complaints and grievances to the attention of their teachers for the purpose of having their concerns, complaints, and grievances resolved by their teachers. However, a student has the right to either file a complaint under the district’s complaint procedures or file a written complaint with the Principal or his/her designee. You may obtain a copy of the grievance procedure and receive assistance in filing a complaint by contacting either the Affirmative Action/Title IX Coordinator, district Administration Building, 545 West Dayton Street, Madison, Wisconsin 53703, telephone 663-1530 or the district’s Legal Counsel, district Administration Building, 545 W. Dayton Street, Madison, Wisconsin, 53703, telephone 663-1868.

3/1/04

Discrimination/Harassment

The Madison Metropolitan School District prohibits all forms of unlawful discrimination and harassment in its educational programs and in all aspects of its employment operations.

Any student, parent, employee or resident of the district who believes that they have been harassed or discriminated against in violation of law or Board of Education policy may file a complaint with the district. The complainant shall sign a written complaint and file it with the Title IX/Affirmative Action Coordinator (Mr. Amos Anderson). The Title IX/Affirmative Action Coordinator is located at the district Administration Office, 545 West Dayton Street, Madison, WI 53703 (Telephone: 663-1530). The written complaint should be filed within 300 days after the alleged harassment/discrimination occurred or within 300 days of the last occurrence of an ongoing condition. Complaints filed outside of this time

www.mmsd.org/boepolicy8012
limit may still be addressed to the extent it remains possible to adequately investigate and determine the merits of the complaint. It is the district’s policy to keep the identity of the complainant confidential unless there are compelling reasons to disclose such identity (such as the inability to adequately investigate the complaint without identifying the complainant). The district also prohibits retaliation against a complainant and any witnesses during or after the presentation, processing, and resolution of a complaint. The Board of Education policy prohibiting discrimination and harassment (including discrimination and/or harassment occurring in either the educational or employment contexts) and setting forth the formal MMSD discrimination and harassment complaint procedure is reproduced below.

**Board of Education Policy and Procedure 8012**

**Policy—Prohibition Against Discrimination and Harassment**

1. With respect to employment and personnel operations, the Madison Metropolitan School District does not discriminate on the basis of religion, race, color, national origin, ancestry, age, sex, physical appearance, marital status, disability, arrest or conviction record, political belief, sexual orientation, gender identity, gender expression, less than honorable discharge, source of income or the fact that an individual is a student. Employees shall function in a harassment-free work environment (Title VII of the Civil Rights Act of 1964; Americans with Disability Act of 1990; §111.36 Wis. Stat.; Mad. Ord. 3.23).

2. 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, pupil services, recreational or other program or activity because of the person’s sex, race, national origin, religion, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or disability including physical, mental, emotional or learning disability (§118.13 Wis. Stat., Mad. Ord. 3.23).

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

3. The Policy Statements in paragraphs 2.a and 2.b, above, expressly prohibit discrimination against students. Such policy statements of non-discrimination with regard to students include, but are not limited to, the following areas:

   a. Admission or enrollment into any school, class, course, program or activity.

   b. Interactions in the classroom, counseling, as well as with other support staff.
c. Standards and rules of behavior, including pupil harassment.

d. Disciplinary actions, including suspensions and expulsions.

e. Acceptance and administration of gifts, bequests, scholarships and other aids, benefits or services to pupils from private agencies, organizations or persons.

f. Instructional and library media materials selection policy.

g. Methods, practices, materials, attitudes and interpretations used for testing, evaluating and counseling pupils.

h. Facilities.

i. Opportunity for participation in athletic programs or activities.

j. School-sponsored food service programs.

k. Graduation requirements.

4. Harassment

a. The district is committed to the provision of a professional, harassment-free environment for employees, job applicants, students of the district, and to all persons who seek or receive services from the district or its contractors. The Board considers all forms of harassment, including hazing, to be unacceptable behavior because it undermines productivity in the work and academic environments, degrades, intimidates, isolates and is discriminatory. Harassment infringes upon the rights of all and creates a hostile environment for learning and working.

To ensure that all employees and students work and study in an environment free of all forms of harassment, the Board expressly prohibits harassment based on race, creed, color, sex, marital status, disabilities, religion, age, ancestry, sexual orientation, gender identity, gender expression, arrest/conviction record, association with a person with a disability, physical appearance, student status, political beliefs, less than honorable discharge 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. Harassment is defined as: 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 his/her membership in a protected class constitute harassment when this conduct:

(1) Has the purpose or effect of creating an intimidating, hostile or offensive working or educational environment; or

(2) Has the purpose or effect of unreasonably or substantially interfering with an individual's work or student's performance in school, including his/her performance in curricular, extracurricular, and nonacademic activities; or
(3) Otherwise adversely affects an individual's employment or 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 an individual's employment; or a student's opportunity to obtain an education; or

(5) Submission to or rejection of the conduct by an individual is used as the basis for employment decisions affecting the individual or as a factor in decisions affecting the student's education; or

(6) Is sufficiently severe, persistent or pervasive that it adversely affects (1) a student's ability to participate in or benefit from an educational program or activity or (2) an individual's ability to work.

c. Examples of harassment may include but 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 or staff because of their protected status, (e.g. gender, disability, sexual preference, race, religion etc).

   (5) Basing a personnel decision on someone providing sexual favors, or someone protected status (e.g. ancestry, age, political beliefs, physical appearance, religion etc.).

   (6) Displaying graphic, sexually explicit objects, posters or pictures that show adolescents, women, and 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).

d. Any person who believes that he/she has been harassed may file a complaint with the Affirmative Action Officer of the district in accordance with the complaint procedure outlined below.

Procedures for Resolution of Complaints

1. Applicability

   a. Any employee, applicant for employment, student, parents or residents of the district who believes s/he has been discriminated against may file a complaint
b. Prior to the time a complaint has been filed, the Affirmative Action Officer may meet with any employee, applicant for employment, applicant for employment, parent, student, or district resident who believes she/he has been discriminated against. The purpose of such a meeting is to (1) explain this POLICY and PROCEDURE, and (2) provide information that is in the district's possession that the person is legally entitled to receive.

2. Filing of Complaint

a. The complainant shall sign a written complaint and file it with the Title IX/Affirmative Action Officer (1) within 300 days after the alleged act(s) occurred or (2) within 300 days of the last occurrence of an ongoing condition. The Title IX/Affirmative Action Officer is Amos Anderson and his office is located at the district Administration Office, 545 W. Dayton Street, Room 221, Madison, WI 53703-1995 (Telephone: 663-1530 (V) or 204-0344 (TTY)) or e-mail: acanderson@madison.k12.wi.us.

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

c. The Title IX/Affirmative Action Officer shall send to the complainant a written acknowledgment of the receipt of the complaint as soon as is practicable, but within ten (10) working days.

d. The Title IX/Affirmative Action Officer shall establish a complaint file. The file shall contain all documents pertinent to the complaint and its investigation. The file should include, but is not limited to, (1) the complaint, (2) documents compiled as part of the investigation and (3) statement of resolution.

e. The Title IX/Affirmative Action Officer will give or send every complainant a copy of a prepared statement outlining the complainant's rights and options under applicable local, state and federal antidiscrimination laws. The information will include access to administrative agencies (Department of Civil Rights (DCR), Department of Workforce Development (DWD) Division of Equal Rights, Office for Civil Rights, Region V (OCR), and Equal Employment Opportunity Commission (EEOC), etc). This information is intended to assist the complainant and is not all-inclusive. The statement will advise the complainant to seek assistance in determining any of his/her rights by contacting the enforcement agencies, his/her lawyer.

3. Confidentiality and Recrimination

a. It is the policy of the district to keep the identity of the complainant confidential unless there are compelling reasons to disclose such identity. If there are compelling reasons to disclose the identity of the complainant, then the complainant shall be asked if he/she wants his/her identity disclosed. If the complainant does not want his/her
identity disclosed, then the identity of the complainant shall be kept confidential. Should the complainant wish to keep his/her identity confidential, and should it become impossible to process or investigate the complaint as a result of the complainant not disclosing his/her identity, then the complaint may be dismissed.

b. No district employee shall attempt to restrain, interfere with, coerce, discriminate or take reprisal action against the complainant(s) and their witness(es) during or after the presentation, processing and resolution of a complaint.

4. Informal Complaint Resolution

a. The district shall provide an opportunity for a resolution of the complaint on an informal basis after the complaint has been filed.

b. For the informal resolution of a complaint, the Title IX/Affirmative Action Officer shall act as a facilitator if the complainant wishes to resolve the matter short of a full investigation. The district shall request the person who is alleged to be discriminating to seek a solution of the matter on an informal basis, and to respond to the complainant within twenty (20) working days.

c. If the alleged discriminating employee chooses not to respond to the request for an informal complaint resolution, then a formal investigation will be conducted unless otherwise agreed to by the complainant and the Title IX/Affirmative Action Officer.

d. If the complainant is satisfied with the response to the request for an informal complaint resolution and 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 complainant is not satisfied with the response, then the Title IX/Affirmative Action Officer shall proceed with the investigation.

5. Investigation

a. 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/Affirmative Action Officer. In some cases, the investigation may be conducted by an investigative team or outside consultant. The investigative team may consist of the Title IX/Affirmative Action Coordinator, the Affirmative Action Officer, the Title IX Officer, the Director of Labor Relations, and the Legal Counsel. In all cases the investigation shall be conducted in conjunction with the Legal Counsel and/or the Director of Labor Relations.

b. 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 employee, written or oral statements from witnesses,
copies of or extracts from records, policy statements, on-site visit or regulations of the district.

6. **Determination and Appeal**

a. After the investigation has been completed, the investigator shall inform the Superintendent or Superintendent's designee of his/her determination of the complaint. The Superintendent or Superintendent's designee shall inform the Title IX/Affirmative Action Officer of the district's position on such determination of the complaint. The Superintendent or the Superintendent's designee shall communicate in writing such determination of the complaint to the complainant and respondent(s) within ninety (90) days from the time the complaint is filed, unless an extension is agreed to by both parties.

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

c. If the complaint was filed pursuant to Wis. Statute §118.13, the Superintendent or Superintendent's designee will include in his/her letter to the complainant the fact that the complainant has a right to appeal the decision to the State Superintendent of Public Instruction. The complainant has thirty (30) days from the time he/she receives the Superintendent or Superintendent's designee's decision to appeal to the State Superintendent of Public Instruction.
Dress Code  (Board Policy 4211, 4600)

Generally, students may dress in any style they desire as long as their chosen attire does not cause a disruption or distraction in the school environment, reveal intimate body parts or pose a safety risk to the student or others. The following examples are intended to represent these limitations:

- Students may not wear hats during the school day.
- Students may not wear multi-fingered rings, large metal chains or other jewelry that may be used as a weapon.
- Students must wear their pants at a level that does not expose undergarments. Boxers, thong underwear and athletic shorts may not show over the waist band.
- Students may not wear clothing with vulgar or obscene statements or statements or pictures promoting illegal drugs, alcohol, sex, violence or gang activities.
- Students may not wear skirts or shorts that expose undergarments or the buttocks.
- See-through clothing items are not permitted. Tops should be sufficient so as not to expose a student’s bra.
- Students must wear shoes or footwear.

Students who are dressed in a manner that does not fit within these guidelines may be asked by school staff to change their clothing or address the dress code violation. Students are expected to follow staff direction regarding dress code violations.
Communication between school and home

Visitations to School or Classrooms (Board Policy 4005)

We welcome and encourage parents/legal guardians to visit their children’s school. However, when you come to school be sure to secure a visitor’s pass from the school office when you arrive. This allows us to keep your children safe as unauthorized persons or visitations are prohibited. Should unauthorized persons enter or remain on school premises, the principal or his/her representative may request assistance from the appropriate police department to remove such unauthorized persons.

Parent/Teacher Conferences

Parents and guardians receive formal reports on their children’s progress four times during the school year. All elementary schools schedule parent/teacher conferences at the end of the first quarter 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, third 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 student’s families. It is vital that families and teachers communicate regularly 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.

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 a 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 voicemail messages for the teacher or a call back number at the school’s main office.
### September

1. **Labor Day** – Schools Closed
2. **SCHOOLS OPEN** – Grades K-5, Grade 6, and Grade 9  
   - ONLY Middle School 6th grade students & High School 9th grade students attend  
   - First day of school for 4K and Early Childhood – *a.m. only (no pm classes today)*  
   - Early Release for Elementary only *(Gr. K-5)* @ 1:05 or 1:50 p.m. Beginning of 1st Quarter & 1st Semester
3. **All** Middle & High School students attend  
   - Early Release for Elementary only *(Gr. K-5)* @ 1:05 or 1:50 p.m.
4. **First day of school for p.m. 4K and Early Childhood**
5. **8, 15, 22, 29** Middle & High School Early Release
6. **19** 3rd Friday Official Membership Count Day

### October

6. **6, 13, 20, 27** Middle & High School Early Release
7. **9** Parent/Teacher Evening Conferences – *La Follette High School only*
8. **14** A Principal Experience (formerly Principal for a Day)

### November

3. Middle & High School Early Release
4. **End of 1st Quarter (45 days)**
5. **Beginning of 2nd Quarter**
6. **11** Parent/Teacher Evening Conferences – High Schools *(Except La Follette)*
7. **13** Parent/Teacher Evening Conferences – Middle Schools
8. **14** No School – Professional Development Day
9. **17** Early release – *La Follette only*
10. **18** Parent/Teacher Conferences – Middle School Early Release
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>19</td>
<td>Parent/Teacher Conferences – Elementary Schools Early Release @ 10:50 or 11:35 a.m.</td>
</tr>
<tr>
<td></td>
<td><strong>Early Childhood and 4K – No p.m. classes</strong></td>
</tr>
<tr>
<td>20</td>
<td>Parent/Teacher Conferences – High School Early Release (except La Follette)</td>
</tr>
<tr>
<td>26</td>
<td>No School - Teacher Comp Day</td>
</tr>
<tr>
<td>27, 28</td>
<td><strong>Schools closed for Thanksgiving Holiday</strong></td>
</tr>
</tbody>
</table>

**December**

1, 8, 15 | Middle & High School Early Release |
22 - Jan 2 | No School – Winter Break |

**January**

5 | School Resumes |
9 | 2nd Friday Official Membership Count |
12 | Middle & High School Early Release |
19 | No School – Martin Luther King Jr. Day |
23 | End of 2nd Quarter and 1st Semester (89 days) – Grade Reporting |
      | **Early Childhood and 4K – No p.m. classes** |
      | **All Schools – Early Release** – Elementary @ 10:50 or 11:35 a.m.; All Middle Schools (except Wright) @ 11:40 a.m.; Wright @ 11:30 a.m.; High Schools – release time TBD |
26 | Beginning of 3rd Quarter & 2nd Semester |
30 | Parent/Teacher Conferences – **Middle Schools Only – No School** |

**February**

2 | **Districtwide 4K and 5K Registration for 2015-2016 School Year, 2:00–6:00 p.m.** |
6 | No School – Professional Development Day |
9, 16, 23 | Middle & High School Early Release |
26 | Parent/Teacher Evening Conferences - **La Follette High School Only** |

**March**

2, 16, 23 | Middle & High School Early Release |
13 | No School – Professional Development Day |
19 | Parent/Teacher Conferences - Elementary Schools Early Release @ 10:50 or 11:35 a.m. |
Early Childhood and 4K – No p.m. classes

27  End of 3rd Quarter (43 days)

30 – Apr 6  No School – Spring Break

April

7  School Resumes
   Beginning of 4th Quarter

13, 20, 27  Middle & High School Early Release

17  K-5 Staff Development -- Early Release --Elementary @ 10:50 or 11:35 am
   Early Childhood and 4K - No p.m. classes

May

4, 11, 18  Middle & High School Early Release

25  No School - Memorial Day

June

10  Early Childhood and 4K – Last day of school

11  LAST DAY OF SCHOOL – Morning Early Release – Elem.  9:20 or 10:05 a.m.
   (All Middle Schools except Wright dismiss @ 9:05; Wright dismissal @ 9:45 a.m.; High
   school dismissal times vary - check individual school calendars)
   End of 4th Quarter & 2nd Semester (90 days)

12  Graduation: East High School and La Follette High School

13  Graduation: Memorial High School and West High School

22  First day of Summer School (Tentative)
Early Dismissal Schedule:

The following schools start at 7:45 a.m. and dismiss students at 2:37 p.m. Tuesday - Friday. Every Monday these schools start at 7:45 a.m. and dismiss students at 1:05 p.m.

- Emerson
- Falk
- Franklin
- Glendale
- Hawthorne
- Lapham
- Leopold
- Lawell
- Marquette
- Mendota
- Randall
- Stephens

The following schools start at 8:30 a.m. and dismiss students at 3:22 p.m. Tuesday - Friday. Every Monday these schools start at 8:30 a.m. and dismiss students at 1:50 p.m.

- Allis
- Chavez
- Crestwood
- Elvehjem
- Gompers
- Huegel
- Kennedy
- Lake View
- Lincoln
- Lindbergh
- Midvale
- Muir
- Nuestro Mundo
- Olson
- Orchard Ridge
- Sandburg
- Schenk
- Shorewood
- Thoreau
- Van Hise*

*MONDAYS ONLY classes at Van Hise will begin at 8:35 a.m. and end at 1:50 p.m.
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 complete the “Request to Withhold Directory Information” form for each child. Permissions may be granted or withheld during the enrollment process or by completing a form in the school offices.

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, 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. Adult 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, this includes 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)

Internal Transfers

An internal transfer can be requested by parents to allow their student(s) to attend a MMSD school while not living in that school’s attendance area. If granted the student may continue to attend the school to which the transfer was granted and other MMSD schools in the normal progression without filing another Internal Transfer Application Form. Completed transfer form should be turned into a school or enrollment office. The transfer form can be filled out online at mmsd.org/enroll. Appeals of the decision of the must be filed with the Assistant Superintendent in writing within ten days of the denial. The assistant superintendent shall make final determination of an appeal within ten days of the receipt of the appeal. For all students attending school on an internal transfer, the parents are responsible for transportation of the student.

By change of residence:

a. Upon a change of residence from one attendance area to another attendance area within the MMSD, including homeless families who establish a permanent residence during the school year, a pupil may enroll in his/her new school of residence immediately, or

b. The parent may complete an Application For Student Internal Transfer Form requesting that the pupil remain at the school in which the pupil has been enrolled. Such requests shall automatically be granted.

Internal transfer request by parents for the current school year:

a. Parents requesting a transfer to have their student attend a school outside of their current MMSD attendance area. Each request will be considered on an individual basis.

b. In judging an internal transfer request, the enrollment office will use the following major criteria:
   1. Whether granting the internal transfer will exceed the pupil-teacher ratio and/or school/program capacity as defined and approved by the Board of Education for external transfers by using actual enrollment numbers and actual staffing positions.
   2. Options for special education students.

For criteria used for requesting a transfer on a priority basis, or criteria used for an Assistant Superintendent to grant a transfer based on specific circumstances, refer to instructions for completing the Internal Transfer Form or refer to board policy 4023.

Internal transfer request of parents for the next school year:

a. Parents requesting a transfer to have their student attend a school outside of their current MMSD attendance area. Each request will be considered on an individual basis.

b. Annual application for an Internal Transfer will be accepted for the next year beginning on the 1st Monday in February. Internal applications that are filed on or after the 1st Monday in February and before 4:00 p.m. on the 3rd Friday in March shall be given preference over applications filed under the Open Enrollment Policy.

c. In judging an internal transfer request, the Enrollment office will use the following major criteria:
   1. Whether granting the internal transfer will exceed the pupil-teacher ratio and/or school/program capacity as defined and approved by the Board of Education for external transfers by using projected enrollment numbers and projected staffing positions.
   2. Options for special education students.
For criteria used for requesting a transfer on a priority basis see the instructions for completing the Internal Transfer Form or refer to board policy 4023. If after giving priority as set forth, there are more internal transfer requests than the receiving school has space available, then a lottery will be held to determine who gets selected. If a student is not selected, the parent will be given the option to notify the Enrollment office to have their child added to the waiting list. Parents will be notified before the start of the school year if space becomes available.

**REVOCATION OF AN INTERNAL TRANSFER**

A principal may revoke an internal transfer for reasons related to discipline, absenteeism, tardiness, and/or academic performance of the student. If a transfer is revoked, the elementary student shall immediately be enrolled in his/her school of residence. For middle and high school students, the revocation becomes effective at the end of the term. If the transfer was granted under specific criteria by an Assistant Superintendent then that Assistant Superintendent has the discretion to revoke the transfer.

**Parents’ Rights to Receive Teacher Information**

The federal No Child Left Behind Act of 2001 (NCLB) 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; and
- 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, No Child Left Behind Act of 2001; 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, No Child Left Behind Act of 2001; 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.

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

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include 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 parents; 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 obtained from students for marketing or to sell or otherwise distribute the information to others.

• Inspect, upon request and before administration or use –
  1. Protected information surveys of students;
  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 to from the parents to a student who is 18 years old or an emancipated minor under State law.

The Madison Metropolitan School District will notify parents at least annually at the start of each school year, and after any substantive changes, of the policies related to arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Madison Metropolitan School District will also directly notify parents of students who are scheduled to participate in the specific activities or surveys subject to PPRA and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey.

Parents or students 18 years of age or older who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520
Family Engagement Standards

The MMSD Family and Community Engagement Department maintains set of standards providing guidance on how schools can effectively partner with families and communities for student success. When families are involved in their children’s learning, both at home and at school, children do better in school. The standards describe six topics that form a foundation for healthy school/home partnerships.

Standard 1 Welcoming All Families into the School Community
Families feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class. Families are active participants in the life of the school.

Standard 2 Communicating Effectively
Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3 Supporting Student Success
Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4 Speaking up for Every Child
Families are empowered to be advocates for all children’s access to thriving schools that prepare every student for college, career and community.

Standard 5 Sharing Power
Families and community members participate in decision making around policies, practices, and programs.

Standard 6 Collaborating with Community
MMSD staff partner with community members and groups to connect students, families, and staff with expanded learning opportunities, community services, and civic participation.

Parent/Legal Guardian Involvement (Board Policy 4500)
All elementary schools have committees and PTO/PTA groups that provide opportunities for parents/legal guardians to participate actively in their children’s school. Through these activities parents/legal guardians can become better informed about, and can influence and gather community support for local school programs and policies.

Parent participation in the School Improvement Plan (SIP) process is encouraged. Through their involvement in SIP, parents contribute to the identification of school goals and the action plans for implementation.

www.mmsd.org/face

www.mmsd.org/boepolicy4500
Many parents/legal guardians share their talents and interests by assisting teachers with classroom projects and activities. Other parents/legal guardians provide leadership for enrichment programs to enhance the school’s curriculum.

The Board of Education also forms occasional task forces and/or committees to advise the district on specific issues. In recent years these groups have examined such school-related issues as racial integration, family change and space utilization. Citizens, parents/legal guardians and non-parents alike have shown their support by becoming involved in the schools as part of these advisory groups. Please contact 663-1659 for further information.

Research has shown that children whose parents/legal guardians are involved with the school are more likely to achieve and to feel good about their school experiences. MMSD elementary schools encourage parents/legal guardians to become involved in their children’s educational programs in whatever way is most comfortable and interesting for them.

**Parent Groups:**

The MMSD has a proud history of providing a wide variety of quality activities for students and families. Because many of our activities would not be possible without the involvement of parent volunteers, we encourage parents and guardians to learn about the many opportunities to get involved in their schools.

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### Students

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

Regarding Madison Metropolitan School District’s Responsibilities Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA)

Section 504 of the Rehabilitation Act of 1973 and the ADA are Federal legislation and regulations which prohibit discrimination against persons with a disability in any MMSD program.

A person with a disability is someone who:

1. 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

2. has a record of such an impairment; or

3. is regarded as having such an impairment.

In order to fulfill its obligations under these laws, the Madison Metropolitan School District Board of Education and the Madison Metropolitan School District recognize a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the Madison Metropolitan School District.

If the parent or legal guardian disagrees with the determination made by the professional staff of the Madison Metropolitan School District, she/he has the right to file a complaint with the State of Wisconsin Department of Workforce
If there are any questions, please contact an MMSD ADA Administrator:
Noelle Sapiro – East attendance area schools
Ted Szalkowski – La Follette attendance area schools
Joanne Grassman – Memorial attendance area schools
Jim Haessly – West attendance area schools
John Harper – Executive Director, Department of Student Services

MMSD
545 West Dayton Street
Madison, WI 53703-1995
608/663-8442

To file a complaint, contact:
Affirmative Action Officer
Title IX/Affirmative Action Coordinator
MMSD
545 West Dayton Street
Madison, WI 53703-1995
608/663-1530
Fax: 608/204-0343 TTY: 608/204-0344

Academic Accommodations for Religious Beliefs (BOE Policy 4039)

1. The district shall provide for the reasonable accommodation of a pupil’s sincerely held religious beliefs with regard to all examinations and other academic requirements. Upon determining that there is a need for an accommodation under this Policy, the pupil’s school will provide a reasonable means by which a pupil 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 merely because a student has requested and received an accommodation pursuant to this policy.

2. 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 pupil records.

3. A pupil or parent or guardian of a minor pupil with a need for an accommodation under this Policy shall be permitted to seek such an accommodation by directly contacting either the relevant classroom teacher(s), the building Principal, an Assistant Principal, or a Principal-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. If, for any reason, a resolution offered by a classroom teacher is considered unsatisfactory, the pupil or parent or guardian of a minor pupil may involve the Principal, Assistant Principal or Principal-designee at any time. Any Principal, Assistant Principal or designee receiving such a request shall work with necessary staff to determine and implement an appropriate resolution. In any case where a request is first submitted verbally, the school may
require the parent/guardian (or adult pupil) to place the request in writing to create appropriate documentation. Any written request for an accommodation shall be treated as a confidential pupil record.

4. If the pupil or parent/guardian is not satisfied with the resolution proposed by the pupil’s school, or otherwise has an unresolved concern arising under this Policy, the pupil or parent/guardian may file a formal complaint with the district. This Policy incorporates the complaint procedure identified in Board Policy/Procedure 8012. Any complaint of a pupil or parent or guardian of a minor pupil arising under this Policy may be filed and appealed as provided in Board Policy/Procedure 8012 with respect to student discrimination complaints arising under ch. PI 9 and Wisconsin Statute § 118.31.

5. Annual written notification of this Policy and the related Complaint procedure shall be provided to all pupils, the parent or guardian of minor pupils, and instructors.

6/08/2009

Student Computer & Internet Use: Policy, Procedures & Rules

It is the policy of the Board to mandate and expect that students will use the Internet in a responsible manner. Accordingly, the Board has established a policy and procedures for the use of the Internet along with rules governing the behavior of students who access the Internet. Students who do not comply with the standards of behavior outlined in the student conduct and discipline plan or with the Internet rules below may lose their privilege to use the Internet and/or be subject to other disciplinary action.

PROCEDURES:

1. The district will allow every student access to the Internet provided parents or legal guardians of students do not object in writing to a student’s having such access. If a parent/guardian objects, s/he shall fill out the objection form, sign it and have it placed on file at the school the student attends.

2. 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 and other direct forms of electronic communication 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 full name, address, phone number, credit card number, and Social Security number

   B. Responsible use of the Internet, 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

RULES:

1. Students shall:
• adhere to same standard of conduct expected and required in a classroom
• follow school rules for applying for password and e-mail accounts
• follow school 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 any logins or 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
• send a 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

(See Board Policy 3721)
Electronic Devices  (Board Policy 4403)

Pupils 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 pupils 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.

1. Any pupil 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 pupil or to a parent/guardian at an appropriate time.

2. Pupils 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 pupil in an emergency situation, the school will not discipline the pupil for such possession/use.

4. Pupils 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 pupil’s ability to use a Device in a manner that functions as assistive technology necessary for a pupil’s education and that is required under an Individualized Education Plan or a Section 504 agreement.

7/14/14

Lockers (Board Policy 4132)

Searches

Locker Inspections

1. The assignment of lockers to pupils is a responsibility of the PRINCIPAL or her/his designee.

a. The PRINCIPAL and/or his/her designee retains the right to inspect any locker or lockers as may be necessary or appropriate. This right shall be exercised if and when, in the judgment of the PRINCIPAL, there may be reasonable suspicion to believe that a locker may be used to conceal anything illegal or 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 being inspected.

c. A pupil shall be required to 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 pupils in the Madison Metropolitan School District.

BOE Policy 4132
8/26/02

**Privacy in Locker Rooms, Restrooms and other Designated Changing Areas**

Locker rooms are provided for the use of physical education students, athletes, and other groups or individuals who are authorized to be present in school facilities pursuant to district policy. Students, school employees, and other persons present on school property are expected to comply with rules and procedures developed by the district and to, at all times, respect and protect the privacy interests of individuals who are using a locker room. No student should be present in a locker room unless he/she is using facility for an authorized purpose.

The School Board has adopted rules and procedures intended to protect the privacy interests of persons using locker rooms (and similar areas) when they are present in and using the facilities for an authorized purpose (e.g., as a changing area, shower facility and/or restroom facility). The complete Board Policy, designated as Policy 6710, can be found on the district’s web site.

The following excerpt of the complete rules and procedures found in Board Policy 6710 addresses rules and procedures particularly applicable to students who may be using or who may be present in/near locker facilities and similar areas:

1. Use of recording devices prohibited.
   a. No person may use any device with the capability to capture, record, transmit or transfer video, photos, or other images or representations of persons while in a district locker room, restroom or other designated changing area, without the prior written permission of the school's Principal, a designated facilities supervisor, or the Superintendent. No such permission shall be granted or exercised in circumstances when persons present in the locker room may be actively using the locker room as a changing area, shower facility and/or restroom facility. Any person granted such permission shall use the approved device openly without any attempt to conceal his/her use of the device.
   b. No person may ever use a camera, video recorder, cell phone or any other recording device at any time to capture, record, transmit or transfer an image or representation of a nude or partially nude person who is in any locker room, restroom or other designated changing area.

2. No person shall view or attempt to view from any concealed location, or in an otherwise secret or hidden manner, a nude or partially nude person who is using a locker room, restroom or other changing area.
3. All items and objects placed or stored in a MMSD locker room by a person using the locker room facility remain subject to the district policies concerning lockers and locker searches.

4. Students or staff members violating the Board Policy and rules established relating to locker room privacy (and for other similar areas of a school) shall be subject to school disciplinary action and possible legal referral, if applicable.

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.

Tutor and Mentor Programs

The Madison school district partners 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.
Supporting Achievement

ESL/Bilingual Education

English as a Second Language (ESL)/Bilingual Education/Dual-Language Immersion

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 most MMSD schools and in some alternative programs to assist our students from over 65 different linguistic backgrounds.

Bilingual Education

The goals of bilingual education programs are for students to acquire academic skills and content knowledge at grade-level in the student’s primary language while developing English language skills. The MMSD has implemented a variety of programs models to serve the needs of English language learners. In Transitional Bilingual Programs, Spanish-speaking bilingual learners receive instruction in both Spanish and English. Students' language skills and cultures are utilized to enhance learning and promote academic achievement in all content areas. Primary language support in Spanish is also offered through the services of Bilingual Resource Teachers (BRT) and Bilingual Resource Specialists (BRS). Staff work collaboratively with general education teachers to meet bilingual learners’ needs. Support services from Bilingual Resource Specialists are also available in Chinese, Hmong, Khmer, Korean, Lao, Tibetan, French, and Arabic.

Dual-Language Immersion

Dual-Language Immersion programs serve both native English speakers and English language 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, a MMSD charter school.

Human Growth and Development

The Madison Metropolitan School District (MMSD) has been committed to Human Growth and Development (HG&D) instruction for several decades. The district’s Human Growth and Development Advisory Committee, composed of parents/legal guardians, teachers, school administrators, pupils, health care professionals, members of the clergy and other residents of the district, reviews the district’s HG&D program. The HG&D curriculum is based on relevant portions of the Wisconsin Model Academic Standards for health education and provides current and accurate HG&D information to
meet the present needs of students. A special note is made of the emphasis placed on the role of parents and family in establishing individual and family values and their impact on decision making.

During this school year your daughter/son will be receiving instruction in Human Growth and Development (Human Sexuality) which is developmentally appropriate for each grade level. The objectives of the instruction by grade levels are:

**Grades K-1**

The student will:

- accept that all living things reproduce
- describe family similarities and differences and how family structures change
- recognize that there are physical sex similarities and differences between boys and girls
- recognize that physical sex similarities need not dictate role expectations
- use correct vocabulary for body parts and functions

**Grades 2-3**

The student will:

- recognize that everyone needs to have a sense of belonging
- recognize the role of family in having and nurturing children accept that friendships can grow, change and end
- identify ways in which people grow physically, emotionally and mentally
- recognize that each person is unique and deserves respect
- recognize the nature of reproduction in plants, animals and humans

**Grades 4-5**

The student will:

- cite how sex role behavior is influenced by social and cultural values
- identify and accept the physical, emotional and social changes which occur as puberty is reached
- identify the basic physiology and function of male and female reproductive systems
- recognize the importance of personal and family values to decision making

Parents/legal guardians who desire additional information on the HG&D program and would like to view the curriculum and other instructional materials prior to instruction may do so by contacting the building principal. Parents/legal guardians 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. Appropriate alternative learning experiences will be provided.
Promotion from 4th Grade (BOE Policy 3537)

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 any of the core content areas, 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.

3. If a student meets neither the report card grade nor the State-mandated assessment criteria, the student may be promoted if the student’s academic performance is such that he/she passes a District-approved District 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, the State-mandated assessment or the summer school program, the student may, with District approval, (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 supports 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.

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.

Special Education

The MMSD Student Services Department works with elementary 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.

www.mmsd.org/specialed

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 extend appropriate. Services are delivered as outlined in the student’s Individual Education Plans (IEP).