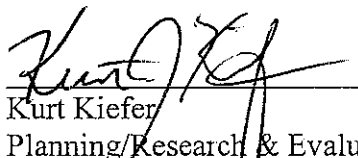


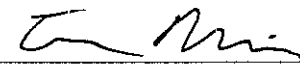
## Agreement for Releasing Data and Conducting Research for SCALE Project in Madison Metropolitan School District

The System-Wide Change for All Learners and Educators (SCALE) Project involves the partnership of four school districts (Madison, Los Angeles, Denver, and Providence) and two universities (University of Wisconsin-Madison and University of Pittsburgh) in the implementation of a systemic science, technology, engineering, and mathematics (STEM) education program. The project addresses all levels, from K-12 through higher education, promoting permanent structural and cultural changes in each institution through teaching to state standards, creating and adopting powerful new curricula and educating thousands of teachers to use them effectively, and regularly assessing the success of these activities.

In collaboration with the Madison Metropolitan School District (MMSD), SCALE researchers from the Wisconsin Center for Educational Research (WCER) will study and report on science and mathematics reform efforts in the district.

It has been acknowledged by Kurt Kiefer (please print) of MMSD that the district agrees\* to this research and has received the *Application for Releasing Data and Conducting Research for SCALE Project in Madison Metropolitan School District*, which includes a description of intended SCALE studies in the district for 2008.

  
Kurt Kiefer  
Date 9-2-08  
Planning/Research & Evaluation  
Madison Metropolitan School District  
545 West Dayton Street  
Madison WI 53703-1995

  
Dr. Terrence Millar  
Date 8/13/08  
SCALE Director  
WCER  
UW-Madison  
1025 W. Johnson Street  
564 Educational Sciences Bldg.  
Madison, WI 53706

\* The Madison Metropolitan School District ("District") agrees to this research with WCER subject to the condition that the District and WCER mutually execute the separate "Agreement to Conduct Education Research as Part of the 'System-Wide Change for all Learners and Educators' (SCALE) Partnership and to Set Forth Conditions on the Sharing Of Data Between the MMSD and The Wisconsin Center for Education Research," to which this document is appended. In the event that the District and WCER fail to execute said separate Agreement, the District's agreement to release records/data is null and void

1025 West Johnson Street, Madison WI 53706  
(608) 263-4243 - fax (608) 265-0538

**AGREEMENT TO CONDUCT EDUCATION RESEARCH AS PART OF THE "SYSTEM-WIDE CHANGE FOR ALL LEARNERS AND EDUCATORS" ("SCALE") PARTNERSHIP AND TO SET FORTH CONDITIONS ON THE SHARING OF DATA BETWEEN THE MMSD AND THE WISCONSIN CENTER FOR EDUCATION RESEARCH**

WHEREAS the Madison Metropolitan School District (hereinafter, "MMSD") has previously partnered with the Board of Regents of the University of Wisconsin System on behalf of the Wisconsin Center for Education Research at the University of Wisconsin-Madison (hereinafter, "WCER"), 1025 W. Johnson St., Room 796, Madison, WI, to research and study the implementation of a systemic science, technology, engineering and mathematics ("STEM") education program; and

WHEREAS, the WCER has requested an update, to include 2007-2008 data, to the data set that has previously been shared for the SCALE research pursuant to an "Agreement for Releasing Data and Conducting Research for SCALE Project in Madison Metropolitan School District" (hereinafter "WCER SCALE Project Agreement"); and

WHEREAS the scope of the SCALE Research as defined in the WCER SCALE Project Agreement calls for MMSD to share with WCER various data and information collected and/or maintained by the MMSD over a period of years (hereinafter, "MMSD Data"); and

WHEREAS the MMSD and WCER intend to complete all analysis and study of the MMSD Data in compliance with state and federal laws governing the privacy and disclosure of education records and pupil records (including, but not limited to, FERPA and Wisconsin Statute § 118.125); and

WHEREAS the MMSD and WCER agree to attempt to minimize the extent to which the MMSD Data will include any records that are individually-identifiable student or pupil records within the meaning of FERPA and/or Wisconsin Statute § 118.125; and

WHEREAS the MMSD and WCER recognize that it is possible that certain records within the MMSD Data, alone or in combination, may be construed as individually-identifiable student records or as records that are otherwise protected from disclosure under state and/or federal law; and

WHEREAS, for the limited and exclusive purpose of conducting the agreed-upon SCALE Research on behalf of the MMSD, the MMSD has deemed WCER and the individuals (see Section 12 of WCER SCALE Project Agreement) the who are authorized representatives of WCER participating in the research process to be school officials having a legitimate educational interest (to wit, conducting MMSD-requested research for the purpose of improving instruction) in the records contained in the MMSD Data;

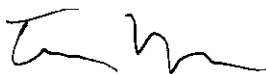
NOW, THEREFORE, by affixing the signature of an authorized Agent of each of the parties to this Agreement, WCER and MMSD hereby agree to conduct the "SCALE Education Research," and the parties further agree to the following (1) terms and conditions regarding WCER's receipt, storage, handling, study and reporting of the MMSD Data; and (2) other terms and conditions that shall be applicable to the SCALE Research:

disclosure under FERPA and/or Wisconsin Statute § 118.125, there shall be no restrictions on WCER's ownership or use of such results/findings. The Board of Regents of the University of Wisconsin System and WCER hereby expressly grant MMSD a permanent license in and permanent permission to use, copy and/or disseminate such results/findings for any educational purpose, including but not limited to the right to incorporate such results/findings into educational/staff development materials, further research, papers, or other works.

10. The MMSD and WCER agree that the data populations and types of data identified in Section 2 and Section 4 of the WCER SCALE Project Agreement represent a tentative catalogue of MMSD data that may be used as part of the SCALE Research. However, MMSD reserves the right to define and potentially limit the specific data that may be released to WCER for purposes of conducting the SCALE Research, and MMSD does not warrant or represent that all data populations and types of data identified in Section 2 and Section 4 of the WCER SCALE Project Agreement will be released to WCER as part of the SCALE Research. **For example, MMSD does not intend to release student or employee social security numbers to WCER as part of the 2007-2008 MMSD Data set.**
11. WCER agrees to cooperate in producing any records relating to the agreed-upon SCALE Research which may be subject to a request for access and/or subject to disclosure under the Wisconsin Public Records Law.
12. Both parties agree to participate in this SCALE Research partnership in good faith and with the intent of reaching findings that will help to improve instruction in STEM education. However, either party reserves the right to withdraw from this Agreement and/or the WCER SCALE Project Agreement at any time without any penalty whatsoever.


**For the University of Wisconsin / Wisconsin Center for Education Research:**

By signing below, the person hereby represents that he/she has the authority to sign this Agreement and to bind the University of Wisconsin and the WCER to its terms:

	<u>SCALE PT</u>	<u>12/4/08</u>
Name	Title	Date

**For the MMSD:**

By signing below, the person hereby represents that he/she has the authority to sign this Agreement and to bind the Madison Metropolitan School District to its terms:

	<u>CFO</u>	<u>9-2-08</u>
Name	Title	Date

Madison Metropolitan School District Application and Agreement to Release  
Confidential Student and Teacher Data to Wisconsin Center for Education Research for  
SCALE Study  
August 12, 2008

*This application and agreement are a continuation of the MMSD- SCALE application approved in 2004. The original application has been modified to more precisely specify the types of data which are being requested, including but not limited to student test data, course enrollment and outcome data, teacher certification and course assignment data. Types of data are presented on pages three and four of this document. Courtesy copies of subsequent analyses and reporting will be provided to the district. This application and agreement are to cover the period from January 1, 2008 through December 31, 2008. The application and agreement will be renewed annually until the completion of the project, December 31, 2008.<sup>1</sup>*

1. *Purpose for data analysis and reporting.*

System-Wide Change for All Learners and Educators (SCALE) is a joint project, funded by the National Science Foundation, of the University of Wisconsin-Madison, University of Pittsburgh and four school districts—Los Angeles Unified School District (CA), Denver Public Schools (CO), Madison Metropolitan School District (WI), and the Providence Public Schools (RI). Over the six-year period, 2003–2008, SCALE’s overall goal is to develop, implement, and assess the efficacy of educational processes that enhance science, technology, engineering, and mathematics (STEM) education preK–12 and that result in markedly improved student achievement, especially for students from minority and low-income families, including those who are not native English speakers.

Five action goals guide the efforts of SCALE:

- Goal 1: To implement strategies to transform core STEM teaching system-wide in each of the four partner school districts so that every student experiences deep, conceptually based instruction on core mathematics and science concepts on a continuing basis.
- Goal 2: To develop and implement immersion STEM learning experiences to ensure that every student in our partner districts experiences the process of engagement in an extended (e.g., four-week) scientific investigation at least once a year.
- Goal 3: To design a new environment for and implement new teacher preparation and development programs that give teachers a deeper grasp of STEM content and effective pedagogical strategies for engaging students in learning.
- Goal 4: To increase the participation of minority and female students in high school mathematics and science courses and send more of them to college as students of these fields, thus building a more diverse pool of potential STEM teachers.
- Goal 5: To ensure that a culture of evidence permeates all lines of work in the partnership through a program of research and evaluation.

In order to achieve Goal 5, developing a culture of evidence, a research and evaluation team will apply multiple methodologies to monitor student achievement over the duration of the project, track the implementation of Goal 1 in each of the four districts, and study the evolution of the partnership among school districts and universities. Two types of efforts will be employed to monitor student achievement and to relate teachers’ participation in SCALE activities to student performance. First will be a Quality Indicator System that will be developed primarily to use existing data collected by the districts to analyze change in student achievement and participation over time. The second will be Targeted Evaluations of specific implementation

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<sup>1</sup> SCALE has been awarded a no cost extension that will run through at least Dec 31 2008. Prior agreements reference the original project completion date of Dec 31, 2007

activities undertaken in pursuit of each of SCALE's first four goals. Case studies will be conducted to track the implementation of Goal 1 and ethnographic techniques will be used to study the evolution of the partnership. This agreement pertains to the request for data from districts that will be used for the SCALE Quality Indicator System and Targeted Evaluations.

The purpose of the SCALE Quality Indicator System is to monitor: 1) student achievement, participation, opportunity to learn and disposition to learn; 2) teacher, school, and district capacity; and, 3) project institutionalization and sustainability. To the extent possible, existing data will be used to form these indicators, which will be monitored over time. In several cases, however, additional data collection will be necessary, most likely on a sample basis in each district. In addition to monitoring change in student performance over time with indicators, Targeted Evaluations will be conducted to measure the viability of the SCALE implementation strategies identified to accomplish each of the four SCALE goals. The Targeted Evaluations will seek answers about the attainment of each of the specific goals and monitor the participation of students, teachers, principals, and administrators in the implementation of activities. The SCALE evaluation team will carefully coordinate the Targeted Evaluations with the other SCALE evaluation studies, particularly the Indicator System and the Implementation Case Studies. We will gather data for the case studies through interviews of adults including district staff and teaching staff, reviewing district documents, and reviewing school documents.

The *District Implementation Case Studies* will document the implementation of the SCALE strategy at the district level as it unfolds in sequential steps. One of SCALE's main goals contains a strategy for transforming the infrastructure supporting core STEM teaching system-wide in each of the four partner school districts through sequential development of policy and organization in four areas: accountability, monitoring, instruction, and professional learning. The basic research question is whether the implementation is proceeding as planned and in the manner intended. Because SCALE reaches such a broad swathe of district policy, we will hire and train specialists to study how the design is adapted and institutionalized in each district context. Data for the case studies will focus on planning and implementation by the districts as well as the contributions of IFL and other SCALE staff. Data will be collected through review of district documentation (such as reports, policies, plans, and meeting minutes), and interviews of district staff, teaching staff, and IFL resident fellows working with the district. Thus, the case study team will become thoroughly conversant with the districts and with IFL as an agent of change. The case studies will be issued as annual reports built around the benchmarks and, where appropriate, will refer to the indicators and targeted studies to verify impact on outcomes.

The *Building a Partnership* study will provide a detailed understanding of the partnership as a complex organization that seeks to be an agent of reform for improving K-12 STEM education on a sustained basis. This study will focus on how the partnership's infrastructure and practices evolved and enabled SCALE to catalyze and support change within the partner institutions (the four districts plus the UW-Madison and the University of Pittsburgh), and the collaborating institutions of higher education (the comprehensive universities). Hence, it will describe the organizational structures and processes that characterize the partnership as well as the initiating actions that the partnership takes when interacting with each of the partners and institutional change within the partner universities (UW and Pitt).

These organizational elements will be studied both as objects of research and to provide the partnership with timely formative feedback. The methods used to collect data on these organizational processes and outcomes are qualitative in nature and include regular interviews with members of the partnership, observation of various types of in-person and synchronous and asynchronous electronic interactions and meetings, and collection of electronic and paper documents, including email threads relating to important decisions, minutes of meetings, and so forth. These data will be collected and analyzed over the duration of the SCALE project, with relatively less data collected during the sixth year.

A *Institutions of Higher Education Case Studies* will assess (a) whether positive and sustainable improvements are underway in the ways that STEM and education faculty and Institutions of Higher Education (IHEs) provide, as organizations, high quality professional learning opportunities in math and science to pre- and in-service K-12 teachers, and (b) whether these improvements can be attributed, at least in part, to SCALE efforts. Targeting three institutions based on criteria specified in conjunction with SCALE leaders, methods will include interpretive case study methods with cross-case analysis. Participation of IHEs will be solicited through the dean of the college housing STEM disciplines and the dean of the college of education at these universities. Participation of individual staff and faculty will be voluntary and solicited through organization-wide and individual communication.

2 *Population for which the data are requested.*

We are requesting existing data for the entire student and teacher population of the four partnership school districts, including:

Students in grades K–12  
LEP (Limited English Proficient) Students (grades K–12)  
Special Education Students (grades K–12)  
Teachers in grades K-12

3 *Years for which the data are requested.*

We are requesting data for the 2007-2008 school year

4 *Type of data requested with specific items listed.*

**Except when noted, we request individual-level record data.** The specific items listed below represent the current data types we need in order to accomplish currently planned data analyses. We will request updates of each of these data items, as they become available in the future. The following organizational schema is used here for the purpose of communicating the types of data being requested. *We encourage each district to transmit data using file formats that are convenient and consistent with district information systems and databases. For example, if student demographic data, student enrollment data and teacher appointment data are stored in single data table, then district staff should send a single table rather than three separate tables. SCALE staff will reorganize data tables as needed.*

- a. **Student Demographic Data:** Demographic data including key NCLB demographic variables.
- b. **Student Achievement Data:** Data from state test results (e.g., WKCE, TerraNova), local district assessments (e.g., PMA), and other relevant tests such as PSAT, SAT, ACT scores
- c. **Student Enrollment Data:** Data about student enrollment in math and science courses.
- d. **Student Post-Graduation Outcomes Data:** Data about students enrollment in post-secondary institutions
- e. **Teacher Demographic and Background Data:** Data about teacher training, demographics, certification, and content focus.
- f. **Teacher Appointment Data:** Data about teacher training, demographics, certification, and content focus.

g. **Teacher Professional Development Data:** Data about professional development received by teachers during the current school year.

h. **School Information Data:** Data about schools locations and AYP status

A detailed representation of the requested data follows:

**STUDENT DEMOGRAPHICS TABLE**

**Student ID**  
 Last Name  
 First Name  
 MI  
 DOB  
**School Assignment ID**  
**School Assignment Name**  
 School Entry Date  
 Gender  
 Ethnicity  
 LEP Status  
 FRLP Status  
 Spec Ed Status  
 Prior School 1  
 Prior School 2  
 Home Address  
 X Coordinate  
 Y Coordinate  
 Census Tract  
 Attendance Area Schools

**STUDENT ENROLLMENT TABLE**

**Student ID**  
 Last Name  
 First Name  
 MI  
 DOB  
 Current Grade  
**School Assignment ID**  
**School Assignment Name**  
**Course ID 1...n**  
 Course Title 1...n  
 Course Credits 1...n  
 Course Hours per Week 1...n  
**Course Teacher EMP ID 1...n**  
 Semester Enrolled Course 1...n  
 Course Grade 1...n

**TEACHER APPOINTMENT TABLE**

**Employee ID**  
 Last Name  
 First Name  
 MI  
 DOB  
**SS (or last four SS digits)**  
**Assigned School ID**  
 Assigned School Name  
 School Entry Date  
 School Exit Date  
 Appointment Percentage  
 Teach All Subjects?  
 Assigned Grade Level  
 Assigned Math Courses ID 1...n  
 Assigned Math Course NAME 1...n  
 Assigned Science Courses ID 1...n  
 Assigned Science Courses NAME 1...n  
 Prior School 1  
 Prior School 2  
 Highly Qualified? Y/N  
 Type of Certification  
 Years teaching Math  
 Years teaching Science  
 Total Years Teaching Experience in district  
 Total Years Teaching Experience including other districts

**STUDENT ACHIEVEMENT TABLE**

**Student ID**  
 Last Name  
 First Name  
 MI  
 DOB  
 <test name> Test Date  
 <test name> Test Cut Points  
 <test name> Test Score Range for Proficiency Levels 1...n  
 <test name> Scale Score ELA  
 <test name> Scale Score Math  
 <test name> Scale Score Science  
 <test name> Proficiency Score ELA  
 <test name> Proficiency Score Math  
 <test name> Proficiency Score Science  
 <test name> NCE Score ELA  
 <test name> NCE Score Math  
 <test name> NCE Score Science  
 <test name> NPR ELA  
 <test name> NPR Math  
 <test name> NPR Science  
 <test name> ELA Sub Score 1...n  
 <test name> Math Sub Score 1...n  
 <test name> Science Sub Score 1...n  
 PSAT 1 score  
 PSAT 2 score  
 PSAT date  
 SAT verbal score  
 SAT math score  
 SAT date  
 ACT OVERALL  
 ACT Math  
 ACT Math/Pre-Algebra  
 ACT Math/Intermediate Algebra  
 ACT Math/Plane Geometry  
 ACT Science  
 ACT English  
 ACT English/Usage-Mechanics  
 ACT English/Rhetorical Skills  
 ACT Reading  
 ACT Reading/Social Science-Science Reading Skills  
 ACT Reading/Arts-Literature Reading Skills  
 ACT date  
 AP Test Subject 1...n  
 AP Test Score 1...n  
 Met State College requirements in Mathematics?

**STUDENT POST-GRADUATION TABLE**

**Student ID**  
 Last Name  
 First Name  
 MI  
 DOB  
 Gender  
 Ethnicity  
 Last FRLP Status  
 Last ELL Status  
 Last Spec Ed Status  
 Graduation Date  
 Post-Secondary Institution Name  
 Post-Secondary Institution Type

**TEACHER DEMOGRAPHICS TABLE**

**Employee ID**  
 Last Name  
 First Name  
 MI  
 DOB  
**SS (or last four SS digits)**  
**Assigned School ID**  
 Assigned School Name  
 Gender  
 Ethnicity  
 Type of Certification  
 Content Area of Certification  
 Grade Level of Certification  
 Content Area (general Math Science other)  
 Degree Type 1...n  
 Degree minor 1...n  
 Degree major 1...n  
 Issuing Institution 1...n

**TEACHER PROFESSIONAL DEVELOPMENT TABLE**

**Employee ID**  
 Last Name  
 First Name  
 MI  
 DOB  
**SS (or last four SS digits)**  
**Assigned School ID**  
 Assigned School Name  
 Total # Cont Ed Units received this year  
 Date of PD 1...n  
 Name of PD 1...n  
 Length of PD 1...n

**SCHOOL INFORMATION TABLE**

**School ID**  
 District  
 Sub-District  
 School Name  
 Address  
 City  
 Zip Code  
 Census Tract  
 Phone  
 Fax  
 School Level  
 Range of Grades  
 School Type  
 Title 1 Status  
 NCES Number  
 Principal  
 Current AYP OVERALL  
 Current AYP Reading  
 Current AYP Mathematics  
 Current AYP Test Participation  
 Current AYP Other Academic Indicator  
 Current AYP Status Overall  
 Current AYP Status Test Participation  
 Current AYP Status Other Academic Indicator  
 Current AYP Status Reading  
 Current AYP Status Mathematics  
 AYP Assistance Received  
 AYP Definitions



## 5. *Reasons for requesting the specific data items.*

The specific data items listed above are instrumental to completing the monitoring of student achievement over time and to analyzing the relationship between SCALE implementation activities and student achievement. (See further detail in 5 below).

## 6 *A description of how the data will be used and analyzed*

In the indicator system, the most important categories of indicators are district student achievement, student participation, student opportunity to learn, student disposition to learn, teacher capacity, and school capacity. The school-level indicators of quality are to determine whether quality improves more quickly at schools where SCALE work is first implemented. Our primary goal is to monitor the change in these categories over the duration of the SCALE project, 2003–2008. In order to establish a baseline, we would like to have available data in these six categories for up to four previous school years—2002–2003, 2001–2002, 2000–2001, and 1999–2000.

**Baseline Data.** Multiple years of baseline data are desirable to establish both yearly status on specific indicators and growth or change in the specific indicators over time. We will conduct a time series analysis over the base-line years and an analysis during SCALE years to determine whether SCALE is associated with change in status and change in slope. These analyses will report data for the district over time for mathematics and science (if available). The main purpose for reporting district-level data is to show improved performance over time in mathematics and science. Ideally, we would prefer that the same assessment type be administered from 1999 through 2008. However, this is probably unrealistic. We can do an adequate analysis if two or more forms of assessments have been used over time. We are also interested in analyzing the value added to student performance over time. This analysis requires that we have data on the same students in successive years.

**Student and Teacher Data.** We would like the set of data on student achievement to be provided by individual student identification numbers (IDs), school enrolled in, mathematics and science courses (secondary and middle schools) taken, and mathematics and science teacher. This will give us the opportunity to aggregate the data by school and by teacher. Although SCALE is directed toward district-wide change, SCALE activities will be primarily focused on teachers. Being able to track students by teacher will give us the best opportunity to report data sensitive to SCALE activities. One analysis we would like to perform is on student mathematics scores of teachers who have implemented SCALE immersion units in contrast with a comparable set of students and their teachers who have had no SCALE involvement. For this to have any meaning, we would like to have a student achievement history for these teachers. Be assured that we are not interested in student names or teacher names, this information will be used only to link students and teachers with SCALE activities. Data sets will be redacted of identifying information prior to analyses.

**Learning Communities.** An important principle of SCALE is for teachers and principals to work in learning communities. Thus, we are interested in being able to report data by schools in relationship to the degree to which school practices are aligned with the principles and goals of SCALE. We will need to have some information on school practices and on how teachers and principals interact around student learning. To characterize schools in this way will most likely require collecting data from schools through questionnaires or site visits. To relate school practices to student learning, then, will require our having achievement data disaggregated by school over multiple years.

Another important factor we would like to monitor is whether the achievement gap among White students, African Americans, Hispanics, and other groups is narrowing. We are most interested in tracking this over time at the district level. This will require the analysis of student achievement scores by ethnicity/race. We will in all likelihood analyze these data by considering raw differences in achievement scores and using regression models, including a value-added approach.

**Achievement Gap.** Although improvement in student achievement is the principle target for SCALE, the project may have more evident impact on variables related to students' participation in mathematics and science. We are interested in obtaining information on what mathematics and science courses have been taken and whether the course-taking and completion patterns change over the duration of SCALE. Other variables would be related to students' disposition to pursue mathematics and science, including enrollment in advanced placement courses, participation in and scores on college entrance examinations, and enrollment in mathematics courses in post-secondary education. SCALE's purpose is for students to gain deeper knowledge of mathematics and science. As a consequence of this deepened understanding, students should be interested in pursuing additional mathematics and science courses and at a higher level than would otherwise be the case.

We hope that our analyses of district data will complement the analyses already performed by the districts while simultaneously meeting the reporting requirements of SCALE. We are very interested in working collaboratively with districts to produce useful, and helpful, analyses both to the districts and to SCALE. We are aware that each district has different data and databases. We are required by our procedures to protect the confidentiality and privacy of students and teachers. It is our plan to work with the contact person in each district to ease the transfer of data. If filling our request requires the additional time of personnel, then we are willing to pay for any such costs incurred.

*7. A description of how the data will be presented and reported.*

For the moment, project principals agree that no findings will be released without the consent of the district and that this agreement will remain in effect until it is modified by a subsequent agreement defining mutual rights in greater detail.

The National Science Foundation requires us to submit annual reports on our research. District personnel will be given opportunities to review and comment on all reports using district data before they are published and submitted to the funding agencies.

The primary purpose of SCALE is improved student achievement by enhancing STEM education preK-12. Our primary objective for data analysis is to establish the degree to which STEM education preK-12 has been enhanced and student achievement in mathematics and science improved.

*8. Estimated amount of time the data are needed for analysis.*

We will need to retain the data for the duration of SCALE, through 2008, and for at least the next three years. We will need to keep baseline data and other data released to us this year, as well as all updated data received in the upcoming years in order to conduct longitudinal analysis.

*9. Desired medium of release for the data gathered.*

This technical issue will vary based on the district's technical capacity. In the past, we have used email, ftp, and 9-track tape to exchange data. Locally created CD-ROMs are becoming more common. Chris Thorn, Director of Technical Services at WCER (608-263-2709, cathorn@wisc.edu) will oversee the transfer of data between a district and WCER and is prepared to assist districts with whatever technical process is necessary to transfer data successfully from district to WCER.

*10. Other research activities that may develop following receipt and review of the data.*

Since the project's research and technical assistance are largely a response to district and school needs, the exact nature and extent of follow-up activities and the uses of the data will evolve as the project becomes

better able to meet the needs of the district. We will discuss all subsequent activities and use of data with district personnel.

11. *A plan for preventing others from viewing and using the data that addresses the following issues:*

a. Information Technology Asset Identification

We uniquely identify each piece of equipment with physical asset numbers and maintain a database of its type and model, the user to whom it was allocated, and its operating system. We also update equipment inventories as users log in to track the software installed, whether the unit requires security patches, and who logged on to that unit most recently. This allows us to identify machines at risk for attack based on the presence or absence of security updates.

In addition to computer hardware, we also maintain a database to track all network hardware. This allows us to track down any failed device or compromised system and either repair it or isolate from the rest of the network. Our network topology map displays the departmental network hardware, e.g., hubs, switches, etc., and how the departmental network connects to the UW networking backbone. We monitor this network in real time for outages. Network technicians are notified of outages by pager. We also maintain spares for all key hardware to minimize downtime from equipment failure.

b. IT security policies and procedures

We have an overarching security policy for the UW School of Education that explicitly outlines the rights and responsibilities of users and makes clear the need for increased levels of security for research and administrative data. Users are also required to sign a copy of the university's IT Appropriate Use Policy as part of the procedure to create a network account. As part of our user-level security policy, we require that users create and use complex passwords (at least eight characters, no part of their names, mixed case, and including at least one number or punctuation mark). All passwords must be changed every 120 days and the systems do not allow passwords to be reused.

At the technical level, IT administrators have crafted auditing and access policies for users and devices in different organizational units within the School of Education. These policies are based on best practices for the various operating systems (as identified by a third-party security organization such as SANS or CIAC).

The Wisconsin Center for Education Research places additional restrictions on users in that we require users of our networked systems to employ a secure operating system that requires logon and provides file-level security. We currently support Windows 2000, Windows XP, OS X, and Linux.

c. Computer security.

WCER runs a Windows XP network for file and print access. We implement local security and strong passwords. We also run password-cracking software against our network to identify any poor security practices. All servers are configured on the basis of the U.S. Navy's Secure NT computing environment guidelines. We also follow NCES data security practices and create mapping tables for translating between sensitive identifiers (student or staff IDs, social security numbers, etc.) and internally created identifiers. The sensitive data is kept in encrypted tables and is only accessible to database administrators.

d. Use of Anti-virus and Security Update software

We require that all systems attached to our network use anti-virus software and that they subscribe to appropriate auto-update services for critical security patches (depending on operating system). Scans are done periodically on all operating systems for which anti-virus software exists. We also remotely monitor the status of virus definitions on client machines to make sure that the update function is working.

e. Physical handling and storage of data.

All backups are performed by system operators and are only accessible to data processing personnel in a physically secure environment. All original and backup tapes are kept in a locked, fireproof safe. Only the three operators certified to operate the backup system have access to this safe. Access to files is controlled on a file-by-file basis. No users have edit or delete rights for original data. No non-project personnel are allowed to view confidential data. All name and address data are viewable only by the project data administrator (Chris Thorn). All other analysis is performed with the student ID as the only individual identifier. The administrator will handle any questions of student misidentification.

f. Transportation of data.

We normally only transport data in encrypted Zip archives on either tape or CD-ROM disk. Network file transmission is performed between secure ftp or secure socket link (SSL) http sites.

g. Backups of data

All WCER servers are backed up nightly—both file and database servers. We strongly discourage staff members from storing data on personal desktops or laptops. These systems do not have the same level of physical security or environmental protection that our server room provides. We provide online storage areas that are open to all users, private to particular project members, and private to the individual users. Laptop users who are on extended travel are encouraged to purchase external firewire, or USB disks as an interim backup system until they return and transfer data to networked storage. We also train users to back up local data on writeable CD-ROM disks. (As an aside, we also provide users with a secure method for destroying CDs containing sensitive data.)

We use Tivoli Storage Manager as our enterprise backup system. The default policy keeps the last 10 versions of every file on the system. We also keep any deleted file for 90 days after it was deleted. Our archive policy captures a snapshot of all files and databases on the last day of every month. In order to improve restore times, we cache the last terabyte of backup on disk to speed restores of recently deleted or overwritten files. We keep a copy of all backup tapes in our online tape library to insure that all files will be readily retrievable. The original backup tapes are transferred on a daily basis to a 4-hour fire safe in a different area of the facility. Backups are tested quarterly to ensure the integrity of the data. An additional safeguard is that our central campus IT department uses TSM to do its own backup and to provide fee-for-services backup for other units. We have a cooperative agreement in place to use each other's database servers as a remote recovery site in the event of catastrophic loss.

h. Ensure the physical security of IT resources.

Logon to workstations is limited to named users. Logon to servers is restricted to named operators in the Technical Services unit. We have 45 minutes of battery power for all systems. The server room also has an emergency air conditioning system to ensure that systems do not overheat in the event of a cooling failure. The server room is behind a series of locked doors in an alarmed space. System disposal policies ensure that all data are removed from machines that are redeployed or surplus.

i. Perform periodic vulnerability scanning

WCER IT staff members schedule periodic vulnerability scans of all departmental computers connected to the University campus network. The vulnerability scans include selective probes of communication services, operating systems, and applications to identify system weaknesses that could be exploited by intruders to gain access to the network. Responsibility for taking follow-up action to correct vulnerabilities, e.g., applying security patches to operating systems, is assigned to Computer Services support staff.

j. Firewall Policy

The School of Education has implemented a school-wide hardware firewall. Responsibility for maintaining the firewall, updated firewall policies, and periodic review of firewall logs is shared between the Dean's IT office and the senior administrators of WCER Technical Services. We currently do not require host-based (software) firewalls for remote machines. This policy is scheduled to be reviewed by the School of Education's IT Policy Advisory Committee this winter. The draft recommendations require remotely connected machines to have both virus protection software and to either be behind a physical firewall or to run specific firewall software on the device.

k. Increasing awareness of securing data access and transfer.

Ongoing training of users focuses on developing an awareness of how sensitive information is accessed and transferred. Some lower-sensitivity resources may need to be protected to ensure that they are not used to capture higher-sensitivity information. Precautions for protecting the access and transfer of data include ensuring password controls and using encryption where possible. The Director of Technical Services is also a consultant to the Social Science and Education IRB and assists the board with reviewing the technical aspects of human subjects research.

12. Names and titles of:

a. *The officials with the authority to bind the requesting organization to the agreement.*

Norman L. Webb—Senior Research Scientist, lead researcher on the SCALE Quality Indicator System and Targeted Evaluations, Wisconsin Center for Education Research (WCER), University of Wisconsin—Madison.

William H. Clune—Voss Bascom Professor of Law, lead researcher on the SCALE district case studies, Wisconsin Center for Education Research (WCER), University of Wisconsin—Madison.

Susan Millar—Senior Research Scientist, lead researcher on the SCALE study of Building a Partnership, Wisconsin Center for Education Research (WCER), University of Wisconsin—Madison.

b. *The officials in charge of the day-to-day operations involving the use of the data.*

Christopher A. Thorn—Director of Technical Services, Wisconsin Center for Education Research (WCER), University of Wisconsin—Madison

c. *The professional and support staff who conduct the research and analysis, as well as any others who may have access to the data.*

Andrew Porter, Ph.D., Professor, Vanderbilt University, Principal Investigator

Norman L. Webb, Ph.D., Senior Research Scientist, Lead Researcher  
William H. Clune, Ph.D., Voss Bascom Professor of Law, Lead Researcher  
Susan Millar, Ph.D., Senior Research Scientist, Lead Researcher  
Sarah Mason, M.A., Researcher, SCALE Project Manager  
Christopher A. Thorn, Ph.D., Director of Technical Services, Data Coordinator  
Jeff Watson, Ph.D., Researcher, Data Coordinator  
Matthew Hora, M.A., Researcher, Targeted Evaluations  
Eric Osthoff, Ph.D., Researcher, Case Studies  
Linda Scholl, Ph.D., Researcher, Case Studies  
Kerry Kretchmar, Researcher, Building Partnership  
Brie Chapa, Research Specialist, Data Coordination

All Graduate Research Assistants work under the supervision of the project's directors, principal investigators, and project manager.

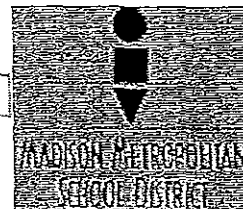
*13. Signature, title and address, and telephone number of the individual submitting the application.*

Norman L. Webb  
Senior Research Scientist  
1025 West Johnson St.  
WCER Rm. 763F  
University of Wisconsin  
Madison, WI 53706

Phone: (608) 263-4287

District Info | Parent Info | Instructional Support |  
Departments & Programs | Home

Search MMSD...



# Madison Metropolitan School District Board of Education Policies and Procedures

Policy Index -- Search Policies...

Policies and Procedures Home Page

- Board of Education (1000 - 1999)
- Administration (2000 - 2999)
- Instruction (3000 - 3999)
- Pupils (4000 - 4999)
- Auxiliary Services (5000 - 5999)
- Operation (6000 - 6999)
- Community Relations (7000 - 7999)
- Personnel (8000 - 8999)
- Ethics (9000 - 9999)
- Charter Schools (10000 - 10999)

## POLICY

STUDENT RECORDS 4150  
Pupils

### Confidentiality

All student records maintained by the Madison Metropolitan School District shall be confidential and are designed to ensure compliance with federal and state legislation. Such student records shall be open for inspection only in accordance with Board Policy.

## PROCEDURE

STUDENT RECORDS 4150  
Pupils

### Confidentiality

1. Except as required by law, an employee of the School District shall not give testimony in any civil proceedings as to any conversation between that employee and a student which relates to the personal affairs of or if disclosed, would tend to damage or incriminate the student or the student's family unless such testimony is provided to ensure the welfare of the student.
2. Employees of the School District shall at all times protect the confidentiality of the student records under their care or control.

8/26/02

District Info | Parent Info | Instructional Support |  
Departments & Programs | Home

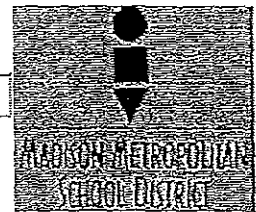
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District Info | Parent Info | Instructional Support |  
Departments & Programs | Home

Search MMSD...



# Madison Metropolitan School District Board of Education Policies and Procedures

Policy Index -- Search Policies...

Policies and Procedures Home Page

- Board of Education (1000 - 1999)
- Administration (2000 - 2999)
- Instruction (3000 - 3999)
- Pupils (4000 - 4999)
- Auxiliary Services (5000 - 5999)
- Operation (6000 - 6999)
- Community Relations (7000 - 7999)
- Personnel (8000 - 8999)
- Ethics (9000 - 9999)
- Charter Schools (10000 - 10999)

**POLICY**

**STUDENT RECORDS** 4151  
Pupils

## Definitions

In order to be consistent with federal and state definitions relating to student records, the Madison Metropolitan School District adopts the following terms for use in Student Record Policies and Procedures.

**PROCEDURE**

**STUDENT RECORDS** 4151  
Pupils

## Definitions

1. Behavioral Records - means those pupil records which include psychological tests, personality evaluations, records of conversations, any written statement relating specifically to an individual pupil's behavior, tests relating specifically to achievement or measurement of ability, the pupil's physical health records other than his or her immunization records, or any lead screening records required under s. 254.162, law enforcement officers' records obtained under s. 48.396(1) or s. 938.396(1) or (1m) and any other pupil records which are not progress records.
2. Custodian of the Records - means the individual responsible for safeguarding, proper maintenance, and insuring legal access to student records.
3. Directory Data/Information - means those student records which include the student's name, present address, telephone listing (unless the number is unlisted), date and place of birth, major field of study (e.g. 3rd grade elementary education at Leopold School), dates of attendance, participation in officially recognized activities and sports, weights and heights of members of athletic teams, student's photograph, the most recent previous educational agency or institution attended by the student, and degrees and awards received.
4. 118.125(1)(b)
5. Education Records - FERPA 99.3 - means any information or data recorded in any medium,



including but not limited to handwriting, print, tapes, computer media film, microfilm, and microfiche which:

- a. Are directly related to the student ;and
- b. Are maintained by the Madison Metropolitan School District, or by a party acting for the District.
- c. Education Records do not include:
  1. Records which are in the sole possession of the maker and are not accessible or revealed to any other individual except a substitute;
  2. An employment record which is used only in relation to a student's employment by the District; (This does not include activities for which a student receives a grade or credit in a course.)
  3. Alumni records which relate to the student after that student withdraws from the Madison Metropolitan School District and the records do not relate to the person as a student.

s. 118.125(1)(a)

6. Eligible Student - means a student who has reached eighteen years of age or is attending an institution of post-secondary education.

FERPA Sec. 99.3

7. Legitimate Educational Interests - are defined as a school official's need to know in order to:
  - a. Perform an administrative or clerical task required in the school employee's position;
  - b. Perform a supervisory or instructional task directly related to the student's education;
  - c. Perform a service or benefit for the student or the student's family, such as health care, counseling, student job placement, transportation, and other support services.

Wis. Stats., s. 118.125(2)(d)

8. Parent - means either natural parent of a student unless his or her rights under the FERPA have been removed by a court order, a guardian, or an individual acting as a parent in the absence of the student's parent or guardian.

FERPA Sec. 99.3

9. Patient Health Care Records & #8212; means all records related to the health of a patient prepared by or under the supervision of a health care provider.
10. Personally Identifiable - means that the data or information includes (a) the name of the student, the student's parent, or other family members, (b) the address of the student or the student's family, (c) a personal identifier, such as the student's social security number or student number, and (d) a list of personal characteristics or other information which would make the student's identity easily traceable.

FERPA Section 99.3

11. Progress Records - means those pupil records which include the pupil's grades, a statement of courses the pupil has taken, the pupil's attendance record, the pupil's immunization records, any lead screening records required under s. 254.162 and records of the pupil's

school extracurricular activities.

s 118.125(1)(c)

- 12. Pupil Physical Health Records - means those pupil records that 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 lead screening records required under s. 254.62, the results of any routine screening test, such as for hearing, vision or scoliosis, and any follow-up to such test, and any other basic health information, as determined by the state superintendent.

s. 118.125(1)cm

- 13. Pupil Records - means all records relating to individual pupils maintained by a school but does not include notes or records maintained for personal use by a teacher or other person who is required by the state superintendent under
- 14. 115.28(7) to hold a certificate, license or permit if such records and notes are not available to others, nor does it include records necessary for, and available only to persons involved in, the psychological treatment of a pupil. Any pupil record that relates to a pupil's physical health and that is not a pupil physical health record shall be treated as a patient health care record.

s. 118.125(1)d  
8/26/02

- 15. School Officials -
  - a. Means employees of the Madison Metropolitan School District who require access to personally identifiable student information and other pupil/educational records for legitimate educational interests; or
  - b. Means persons/entities that (1) are contracted by the District to provide educational services, and (2) require access to personally identifiable student information and other pupil/educational records for legitimate educational interests.
- 16. Student - means any individual who attends or has attended a program of instruction sponsored by the BOARD of the Madison Metropolitan School District.

FERPA Sec. 99.3

- 17. Registrar's Office or Registrar - means the person responsible for all student records and the office in which the records are stored. The REGISTRAR is the District's custodian of the records.

**District Info | Parent Info | Instructional Support |  
Departments & Programs | Home**

Search MMSD...



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District Info | Parent Info | Instructional Support |  
Departments & Programs | Home

Search MMSD...



# Madison Metropolitan School District Board of Education Policies and Procedures

Policy Index -- Search Policies...

Policies and Procedures Home Page

- Board of Education (1000 - 1999)
- Administration (2000 - 2999)
- Instruction (3000 - 3999)
- Pupils (4000 - 4999)
- Auxiliary Services (5000 - 5999)
- Operation (6000 - 6999)
- Community Relations (7000 - 7999)
- Personnel (8000 - 8999)
- Ethics (9000 - 9999)
- Charter Schools (10000 - 10999)

**POLICY**

**STUDENT RECORDS**

**4156**  
Pupils

## Directory Data/Information

In order to assist schools in planning for school activities, the Madison Metropolitan School District has designated certain student information as directory data/information.

**PROCEDURE**

**STUDENT RECORDS**

**4156**  
Pupils

### A. Directory Data/Information

1. The following personally identifiable data/information contained in a student's educational records shall be considered as directory information:
  - a. Student's name;
  - b. Present address;
  - c. Telephone listing (unless the number is unlisted);
  - d. Date and place of birth;
  - e. Major field of study (e.g. 3rd grade elementary education at Leopold School);
  - f. Dates of attendance;
  - g. Participation in officially recognized activities and sports;
  - h. Weights and heights of members of athletic teams;
  - i. Student's photograph;
  - j. The most recent previous educational agency or institution attended by the student;
  - k. Degrees and awards received.
2. Parents and eligible students will be notified annually of the District's Policies and

Procedures relating to directory data/information as outlined in Policy 4152.

3. Parents and eligible students may request that no directory data/information may be released by completing a Student Directory Information Withhold form available in the student's school office.
  - a. This form must be submitted to the student's school office within fourteen (14) days of the annual notification of rights.
  - b. Such directory data/information relating to the student will not be released without prior written consent of the parent or eligible student.
  - c. The authorization to withhold directory data/information will remain in effect until the beginning of the next school year, or until the parent or eligible student completes the Request to Publish Directory Information form and submits it to the student's school office.
  - d. A copy of the Request to Withhold/Publish Directory Information Form will be forwarded to the REGISTRAR'S OFFICE, and if the child is in a Special Education program, a copy will be forwarded to the DIRECTOR OF EDUCATIONAL STUDENT SERVICES. A copy should also be filed in the child's educational record.
4. Directory data/information relating to students no longer in attendance in the District will not be released if a parent of a student or an adult student has indicated that such information shall not be released in the year preceding the year in which the student has left the District.

This provision does not apply to the transfer of students to other schools.

5. Unless an authorization to withhold directory data/information has been signed by the parent or eligible student, directory data/information may be released by the MMSD only when it relates to educational activities, school-related functions or has a legitimate educational purpose.

#### B. Certain Directory Information for Military/Higher Education Representatives

1. If no Military Recruiter/Higher Education Information Withhold Form is filed by the parent or eligible student, the District will disclose to a military recruiter or institution of higher education, upon their request, each secondary school student's name, address and telephone listing.

No Child Left Behind Act of \2001  
8/26/02

**District Info | Parent Info | Instructional Support |  
Departments & Programs | Home**

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District Info | Parent Info | Instructional Support |  
Departments & Programs | Home

Search MMSD...



# Madison Metropolitan School District Board of Education Policies and Procedures

Policy Index -- Search Policies...

[Policies and Procedures Home Page](#)

- [Board of Education](#) (1000 - 1999)
- [Administration](#) (2000 - 2999)
- [Instruction](#) (3000 - 3999)
- [Pupils \(4000 - 4999\)](#)
- [Auxiliary Services](#) (5000 - 5999)
- [Operation](#) (6000 - 6999)
- [Community Relations](#) (7000 - 7999)
- [Personnel](#) (8000 - 8999)
- [Ethics](#) (9000 - 9999)
- [Charter Schools](#) (10000 - 10999)

**POLICY**

**STUDENT RECORDS**     **4157**  
Pupils

## Disclosure

The Madison Metropolitan School District will not disclose student records, including personally identifiable student information from the educational records of the student without the prior written consent of the parent or eligible student, except as otherwise permitted by state and federal legislation.

FERPA 34 CFR 99.30, 99.31, 99.32, 99.33, 99.34, 99.35, 99.36, 99.37, 99.38, 99.39 s. 118.125(2)

**PROCEDURE**

**STUDENT RECORDS**     **4157**  
Pupils

## Disclosure

1. When parental consent is provided, the District will presume that the parent giving consent is authorized to do so, unless the District has been provided evidence that a legally binding instrument, state law, or court order provides to the contrary.

The parental consent must include:

- a. The legal name and birth date of the student;
  - b. A description of the specific type of record(s) to be released;
  - c. The name and address of the person(s) or organization to whom the disclosure is to be made;
  - d. The date of the consent and its expiration criteria;
  - e. the signature of the parent or eligible student.
2. The parent or eligible student may obtain a copy of any records disclosed under this

provision. Such copies are subject to the copy fee under Policy 4154.

3. When the Madison Metropolitan School District releases information other than directory information contained in the student's educational record to any third parties, the following statement shall be included:

**ALL THESE RECORDS ARE CONFIDENTIAL AND MAY NOT BE RELEASED TO ANY OTHER PERSON OR AGENCY WITHOUT THE WRITTEN CONSENT OF THE PARENT OR ELIGIBLE STUDENT.**

4. Student records will be transferred to another school or school district without consent of the parent or eligible student upon receipt of written notification from the other school district that the student has enrolled in that school district. All student records sent to other school districts (with the exception of those records of a student in the high schools) will be processed in the OFFICE OF THE REGISTRAR.
5. The Madison Metropolitan School District's Custodian of the Records may release personally identifiable student record information without the consent of the student's parents or the eligible students in the following cases:

- a. "... To persons employed in the school which the pupil attends who are required by the department under s. 115 28(7) to hold a certificate, license, or permit" and have legitimate educational interests as defined under Policy 4151;

118.125(2)(d)

- b. To certain federal and state officials who need information in order to audit or enforce legal conditions related to federally-supported education programs;

118.125(2)(g)2

- c. To certain public officials seeking information required by state law;

118.125(2)(g)

- d. To organizations conducting studies for the District, provided such studies will not permit the personal identification of students and their parents, and that such personally identifiable information will be destroyed when no longer needed for the study;

34 CFR 99.31(a)(6)(i)

- e. To accrediting organizations to carry out their accrediting functions;

34 CFR 99.31(a)(7)

- f. To parents of eligible dependent students as determined by the Internal Revenue Code of 1954;

1. Parents shall submit a written and signed statement to be filed in the student's record, cosigned by the student, indicating that the student is classified as a dependent student by the Internal Revenue Code of 1954. (The student is claimed as a dependent on income tax returns.)

34 CFR 99.31(a)(8)

g. To comply with a judicial order in the following cases:

- 1. The judge of a court of this state or of the United States shall, upon request, be provided by the School District Clerk with a copy of all progress records of a pupil who is subject of any proceedings in such court.

118.125(2)(c)

- 2. Names of dropouts shall be provided in response to an order.

s. 118.125(2)(c)2

- 3. Education records shall be provided to a court in response to a subpoena by parties to an action for in-camera inspection to be used only for the purposes of impeachment of any witness who has testified in the action.

118.125(2)(f)

- 4. All subpoenas of education records shall be presented to the District's Legal Counsel for review prior to compliance with such order or subpoena.
- 5. The Custodian of the Records shall make a reasonable effort to notify the parents or eligible student prior to compliance with such order or subpoena.

34 CFR 99.31(a)(9)(ii)

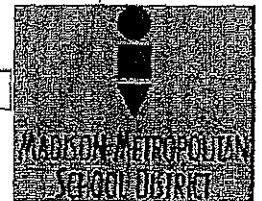
h. Directory information under conditions specified in Policy 4156.

- i. If there is an emergency situation in which knowledge of student record information is necessary to protect the health or safety of a student or other persons.

34 CFR 99.31(a)(10)  
8/26/02

**District Info | Parent Info | Instructional Support |  
Departments & Programs | Home**

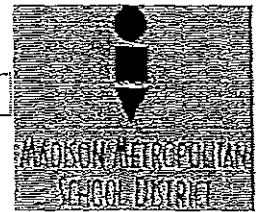
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District Info | Parent Info | Instructional Support |  
Departments & Programs | Home

Search MMSD...



# Madison Metropolitan School District Board of Education Policies and Procedures

Policy Index -- Search Policies...

Policies and Procedures Home Page

- Board of Education (1000 - 1999)
- Administration (2000 - 2999)
- Instruction (3000 - 3999)
- Pupils (4000 - 4999)
- Auxiliary Services (5000 - 5999)
- Operation (6000 - 6999)
- Community Relations (7000 - 7999)
- Personnel (8000 - 8999)
- Ethics (9000 - 9999)
- Charter Schools (10000 - 10999)

**POLICY**

**STUDENT RECORDS**

**4158**  
Pupils

## Records of Disclosures

The Madison Metropolitan School District shall maintain with each student's file a record of all persons or agencies who have requested or obtained access to a student's record, except access granted to parents, eligible students, employees in the school which the pupil attends who are required by the department under s. 115.28(7) to hold a certificate, license or permit, having legitimate educational interests, persons seeking disclosure of information accompanied by the prior written consent of a parent or eligible student, or for disclosures of any directory information designated for that student.

FERPA 99.32(a)(5)

**PROCEDURE**

**STUDENT RECORDS**

**4158**  
Pupils

## Records of Disclosures

1. A record of each access to the student's educational file will contain:
  - a. The name of each person obtaining access and the agency they represent;
  - b. The legitimate interest the person had in obtaining the information;
  - c. The date the person made the request, and the date the person was granted access.
2. The record of access will be maintained as long as the student's educational record is maintained.

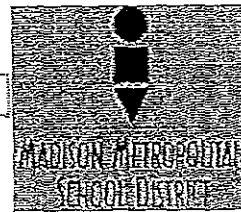
FERPA 99.32  
8/26/02



[District Info](#) | [Parent Info](#) | [Instructional Support](#) |  
[Departments & Programs](#) | [Home](#)

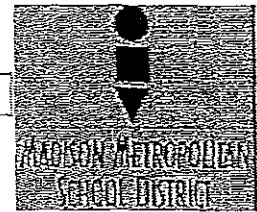
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District Info | Parent Info | Instructional Support |  
Departments & Programs | Home

Search MMSD...



# Madison Metropolitan School District Board of Education Policies and Procedures

Policy Index -- Search Policies...

Policies and Procedures Home Page

- Board of Education (1000 - 1999)
- Administration (2000 - 2999)
- Instruction (3000 - 3999)
- Pupils (4000 - 4999)
- Auxiliary Services (5000 - 5999)
- Operation (6000 - 6999)
- Community Relations (7000 - 7999)
- Personnel (8000 - 8999)
- Ethics (9000 - 9999)
- Charter Schools (10000 - 10999)

## POLICY

## STUDENT RECORDS

**4160**  
Pupils

### Retention

Student records shall be maintained in accordance with the time periods and procedure set forth below.

s. 118.125(3)(4)  
6/2/03

## PROCEDURE

## STUDENT RECORDS

**4160**  
Pupils

### Retention

1. Upon withdrawal of a student from the Madison Metropolitan School District, the retention of the student's educational record will be managed as follows:
  - a. Elementary and Middle Schools:
    1. The student's record (Educational and Behavioral) will be retained at the SCHOOL for ONE CALENDAR YEAR from the student's last date of attendance.
      - a. Upon receipt of written notice from the pupil, if he or she is an adult, or his or her parent or guardian, if the pupil is a minor, that the pupil intends to enroll in another school or school district or written notice from the other school or school district that the pupil has enrolled, the school district shall transfer to the other school or school district all pupil records relating to a specific pupil within five (5) working days. Upon transfer of the pupil records, a note shall be made on the student management system as to which school and the date the records have been sent.
    - b. Unless Educational Records are transferred as set forth above:

- i. The School District will destroy the BEHAVIORAL RECORDS after one (1) year from the pupil's last date of attendance unless the pupil, if he or she is an adult, or his/her parent/guardian, if the pupil is a minor, requests the BEHAVIORAL RECORDS be maintained for a specific period of time. The School District will maintain the BEHAVIORAL RECORDS for at least one (1) year from the pupil's last date of attendance even if the pupil or his/her parent or guardian requests that the BEHAVIORAL RECORDS be maintained for a period of time shorter than one (1) year.
    - ii. The School District will maintain all the Educational Records for seven (7) years from the pupil's last date of attendance unless the pupil, if he or she is an adult, or his/her parent or guardian, if the pupil is a minor, requests that such Records be maintained for a longer period of time.
  - c. After maintaining all educational records at the school for one (1) calendar year from the pupil's last date of attendance, the following records shall be forwarded to the Central Office Department designated to maintain pupil records, hereinafter "Student Records Office."
    - i. Educational Records
    - ii. The BEHAVIORAL RECORDS that have been requested to be maintained for a specified period of time exceeding one (1) year from the pupil's last date of attendance at the school.
  - d. If no request has been made to maintain the Educational Records for more than seven (7) years, the Educational Records shall be maintained in the Student Records Office for the remaining six (6) years unless a WRITTEN NOTICE is received prior to conclusion of the six (6) year period, from the pupil, if he or she is an adult, or his or her parent or guardian, if the pupil is a minor, that the pupil intends to enroll in another school or school district or receives written notice from the other school or school district that the pupil has enrolled. If such a notice is received, the school district shall transfer to the other school or school district all pupil records relating to a specific pupil within five (5) working days. Upon transfer of the pupil records, a note shall be made on the student management system as to which school and date the records have been sent.
  - e. The Educational Records that the pupil or his/her parent or guardian specified be maintained for more than seven (7) years shall be maintained for the time period specified by the pupil, if he or she is an adult, or his or her parent or guardian, if the pupil is a minor. If the school district receives a WRITTEN NOTICE from a pupil, if he or she is an adult, or his parent or guardian if the pupil is a minor, that the pupil intends to enroll in another school or school district or receives written notice from another school or school district that the pupil has enrolled, the school district shall send COPIES of the Educational Records that the pupil, or his/her parent/guardian, specified be maintained for a specific period of time to the other school or school district and keep the original Educational Records for the period requested by the pupil or his/her parent/guardian.
  - f. The BEHAVIORAL RECORDS that the pupil or his/her parent or guardian specified be maintained shall be maintained for the time period specified by the pupil or his/her parent/guardian. If the school district receives a WRITTEN NOTICE from a pupil, if he or she is an adult, or his parent or guardian if the pupil is a minor, that the pupil intends to enroll in another school or school district or receives written notice from another school or

school district that the pupil has enrolled, the school district shall send COPIES of the BEHAVIORAL RECORDS that the pupil, or his/her parent/guardian, specified be maintained for a specific period of time to the other school or school district and keep the original BEHAVIORAL RECORDS for the period requested by the pupil or his/her parent/guardian.

b. High Schools:

1. The student's Record (Educational and Behavioral) will be retained at the high school.

a. Upon receipt of written notice from the pupil, if he or she is an adult, or his or her parent or guardian, if the pupil is a minor, that the pupil intends to enroll in another school or school district or written notice from the other school or school district that the pupil has enrolled, the school district shall transfer to the other school or school district all pupil records relating to a specific pupil within five (5) working days. Upon transfer of the pupil records, a note shall be made on the student management system as to which school and the date the records have been sent.

b. Unless educational records are transferred as set forth above:

i. The School District will destroy the BEHAVIORAL RECORDS after one (1) year from the pupil's last date of attendance unless the pupil, if he or she is an adult, or his/her parent or guardian if the pupil is a minor, requests the BEHAVIORAL RECORDS be maintained for a specific period of time. The School District will maintain the BEHAVIORAL RECORDS for at least one (1) year from the pupil's last date of attendance even if the pupil or his/her parent or guardian requests that the BEHAVIORAL RECORDS be maintained for a period of time shorter than one (1) year.

ii. The School District will maintain the Educational Records for seven (7) years from the pupil's last date of attendance unless the pupil, if he or she is an adult, or his/her parent or guardian if the pupil is a minor, requests the PROGRESS RECORDS be maintained for a longer period of time.

c. If no request has been made to maintain the Educational Records for more than seven (7) years, the Educational Records shall be maintained for seven (7) years unless a WRITTEN NOTICE is received prior to conclusion of the seven (7) year period, from the pupil, if he or she is an adult, or his or her parent or guardian, if the pupil is a minor, that the pupil intends to enroll in another school or school district or receives written notice from the other school or school district that the pupil has enrolled. If such a notice is received, the school district shall transfer to the other school or school district all pupil records relating to a specific pupil within five (5) working days. Upon transfer of the pupil records, a note shall be made on the student management system as to which school and date the records have been sent.

d. The Educational Records that the pupil or his/her parent or guardian specified be maintained for more than seven (7) years shall be maintained for the time period specified by the pupil or his/her parent/guardian. If the school district receives a WRITTEN NOTICE from a pupil, if he or she is an adult, or his parent or guardian if the pupil is a minor, that the pupil intends to enroll in another school or school district or receives written notice from another school or school district that the pupil has enrolled, the school district shall send COPIES of the Educational Records that the pupil or his/her parent/guardian specified be maintained for a specific period of

time to the other school or school district and keep the original Educational Records for the period requested by the pupil or his/her parent/guardian.

- e. The BEHAVIORAL RECORDS that the pupil or his/her parent or guardian specified be maintained for more than one (1) year shall be maintained for the time period specified by the pupil or his/her parent/guardian. If the school district receives a WRITTEN NOTICE from a pupil, if he or she is an adult, or his parent or guardian if the pupil is a minor, that the pupil intends to enroll in another school or school district or receives written notice from another school or school district that the pupil has enrolled, the school district shall send COPIES of the BEHAVIORAL RECORDS that the pupil or his/her parent/guardian specified be maintained for a specific period of time to the other school or school district and keep the original BEHAVIORAL RECORDS for the period requested by the pupil or his/her parent/guardian.
- f. High School transcripts will be maintained indefinitely.
- g. All student records will be destroyed by shredding.

6/2/03

**District Info | Parent Info | Instructional Support |  
Departments & Programs | Home**



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Comments, suggestions or questions: [comments@madison.k12.wi.us](mailto:comments@madison.k12.wi.us)

Web Publisher: Chris Burch, [cburch@madison.k12.wi.us](mailto:cburch@madison.k12.wi.us)

Technical issues: [webmaster@madison.k12.wi.us](mailto:webmaster@madison.k12.wi.us)