

**AGREEMENT TO CONDUCT ENGINEERING EDUCATION RESEARCH AS PART OF THE
"AWAKEN" PROJECT 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") wishes to partner 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 teaching practices, counseling practices, and academic outcomes in high schools to better understand the role of classroom experiences in the preparation for students' future studies and careers in engineering (hereinafter, "Engineering Education Research"); and

WHEREAS, the WCER has proposed an "Agreement for Releasing Data and Conducting Research for AWAKEN Project in Madison Metropolitan School District" (hereinafter "WCER AWAKEN Project Agreement") for purposes of conducting the Engineering Education Research; and

WHEREAS the scope of the proposed Engineering Education Research as defined in the WCER AWAKEN Project Agreement calls for MMSD to share with WCER various data and information collected and/or maintained by the MMSD (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 by, for example, excluding student name, student address, and student telephone number from the shared data set; 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 purpose of conducting the agreed-upon Engineering Education Research on behalf of the MMSD, the MMSD has deemed WCER and the individuals 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 "Engineering 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 Engineering Education Research:

1. In the event of a conflict between this Agreement and the WCER AWAKEN Project Agreement, which is attached hereto as Appendix A, the terms and conditions of this Agreement shall control.
2. The MMSD Data remains at all times the property of MMSD, and no license or other rights to the MMSD Data is implied by the sharing of the data for the limited purpose of conducting the agreed-upon research.
3. MMSD's obligations under this Agreement and under the WCER AWAKEN Project Agreement consist of a commitment to provide in-kind services, and no monetary transfer of MMSD funds to WCER is contemplated by the parties.
4. In conducting the Engineering Education Research, and in addition to the obligations defined in this Agreement, WCER shall implement the "Plan for preventing others from viewing and using the data" that is defined in Section 11 and its Sub-Sections of the WCER AWAKEN Project Agreement.
5. WCER's receipt, storage, handling, analysis and reporting of the MMSD Data and other components of the Engineering Education Research shall be conducted in a manner that does not permit the personal identification of any MMSD employee, students, or parents of students by individuals other than (1) MMSD employees/officials who have a legitimate educational interest in the information; and (2) individuals who are authorized representatives of WCER who are participating in the research process and who have a need for access to the data in order to complete the agreed-upon analysis and study of the data.
6. WCER's receipt, storage, handling, analysis and reporting of the MMSD Data and other records received from the MMSD shall, at all times, protect and maintain the confidentiality of records to the extent required by state or federal laws or regulations or by MMSD School Board policies (copies of said Board policies are attached hereto and incorporated by reference herein).
7. Any and all records within or derived from the MMSD Data shall, at the option of the MMSD, either (1) be returned to MMSD; or (2) destroyed when no longer needed for the purposes for which the study was conducted and when no longer required to be maintained as a public record pursuant to Wisconsin law.
8. WCER shall never re-disclose to any third-party individual, organization or entity any individually-identifiable records from the MMSD Data that are protected from disclosure under FERPA and/or Wisconsin Statute § 118.125.
9. Except as otherwise expressly authorized in writing by the MMSD and except as authorized by the final sentence of this Paragraph, WCER shall not (1) publish or re-disclose to any third-party individual, organization or entity any record(s) from within, or derived from, the MMSD Data (including the release of research papers or findings); or (2) re-use or re-purpose the MMSD Data for any further research, study or other purpose that is not for and directly on behalf of the MMSD. This provision replaces and supersedes any language to the contrary in the WCER AWAKEN Project Agreement, including but not limited to, the last sentence of Section 10 of the WCER AWAKEN Project Agreement. As to any results or conclusions of the research that is authorized by the MMSD pursuant to this Agreement, and provided that said results or conclusions contain no individually-identifiable records protected from disclosure under FERPA

and/or Wisconsin Statute § 118.125, there shall be no restrictions on WCER's ownership rights in such results and findings, including but not limited to the right of WCER to use or incorporate such results or findings into further studies/research, papers, or other works. 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. MMSD reserves the right, at its sole discretion, to limit or eliminate the extent to which the Engineering Education Research involves the collection, within the MMSD, of data through surveys, in-school observations, or any other means. For example, MMSD may limit the time and place of surveys or observations, limit the content of surveys, require individualized consent for surveys or observations, and/or decide that a particular data-collection method/instrument proposed by WCER will not be used at all.
11. The MMSD and WCER agree that the data populations, timelines (i.e., years) and types of data identified in Section 2, Section 3 and Section 4 of the WCER AWAKEN Project Agreement represent an initial catalogue of MMSD data that may be used as part of the Engineering Education 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 Engineering Education Research, and MMSD does not warrant or represent that all data populations, timelines (i.e., years) and types of data identified in Section 2, Section 3 and Section 4 of the WCER AWAKEN Project Agreement (1) exist, or (2) will be released to WCER as part of the Engineering Education Research.
12. WCER agrees to cooperate in producing any records relating to the agreed-upon Engineering Education Research which may be subject to a request for access and/or subject to disclosure under the Wisconsin Public Records Law.
13. Both parties agree to participate in this Engineering Education Research partnership in good faith and with the intent of reaching findings that will help to improve instruction in engineering education. However, either party reserves the right to withdraw from this Agreement and/or the WCER AWAKEN 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:



Name

Contracts Coordinator

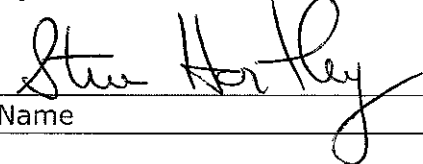
Title

5/20/08

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:



Name

Board Secretary

Title

5/16/08

Date

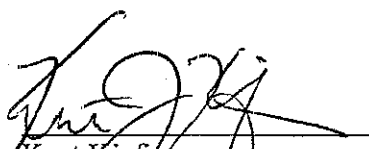
Appendix A

**Agreement for Releasing Data and Conducting Research for
AWAKEN Project in Madison Metropolitan School District**


The Aligning Educational Experiences with Ways of Knowing Engineering (AWAKEN) Project (NSF grant #EEC-0648267) aims to contribute to the long-term goal of fostering a larger, more diverse and more able pool of engineers in the United States. We propose to do so by looking at engineering education as a system or continuous developmental experience from secondary education through professional practice.

In collaboration with the Madison Metropolitan School District (MMSD), AWAKEN researchers from the Wisconsin Center for Educational Research (WCER) will study and report on science, mathematics, and Career and Technical Education (specifically *Project Lead The Way*) curricula 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 and Agreement to Release Data to Wisconsin Center for Education Research for AWAKEN Study*, which includes a description of intended AWAKEN studies in the district for 2007-2010.


Kurt Kiefer
MMSD Chief Information Officer
Madison Metropolitan School District
545 West Dayton Street
Madison WI 53703-1995

3-13-08
Date


Dr. Mitchell Nathan
AWAKEN Director
WCER
UW-Madison
1025 W. Johnson Street
Educational Sciences Bldg.
Madison, WI 53706

12/20/07
~~12/24/08~~
Date

- * 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 Engineering 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 this research is null and void.

1025 West Johnson Street, Madison WI 53706
(608) 262-0831 - fax (608) 262-0843
Madison Metropolitan School District

Application and Agreement to Release
Data to Wisconsin Center for Education Research for AWAKEN Study

December 18, 2007

This application and agreement are for the MMSD-AWAKEN application in 2007. 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 December 18, 2007 through December 17, 2008. The application and agreement will be renewed annually until the completion of the project, June 30, 2010.

1 Purpose for data analysis and reporting

AWAKEN is a collaboration between faculty of the College of Engineering (CoE) and the School of Education (SoE) at the University of Wisconsin-Madison, which contribute to the dynamic and multidisciplinary perspectives on the questions of interest. Team members are from the departments of Engineering Professional Development (EPD), Educational Leadership and Policy Analysis (ELPA), Educational Psychology, Curriculum & Instruction, and the Technical Communication Program (TC). These two groups meet together at least monthly to discuss research designs and findings.

The Aligning Educational Experiences with Ways of Knowing Engineering (AWAKEN) Project (NSF grant #EEC-0648267) aims to contribute to the long-term goal of fostering a larger, more diverse and more able pool of engineers in the United States. We propose to do so by looking at engineering education as a system or continuous developmental experience from secondary education through professional practice.

The overarching hypothesis for this project is that for many students and teachers the current educational system is poorly aligned with engineering practice. That is, experiences in high school and college give students, teachers and guidance counselors an inaccurate and incomplete picture of what it means to be an engineer, and of the skills and knowledge students need to develop to become one. For example, the mathematics and science courses in high school and college that are prerequisites for an engineering major are often disconnected from the issues and concerns that matter to practicing engineers, such as design, implementation, testing, and re-design. Many inventive and innovative students with engineering skills and interests who do not exhibit high levels of academic performance in these gateway classes, may be discouraged or prevented from entering the field of engineering as a result.

Potential engineering talent is lost at all stages as students move from high school to college and into professional practice. We hypothesize that aligning the engineering education pathways with the skills, knowledge, values, and ways of thinking of practicing engineers will lead to a broader and more diverse engineering workforce. The project as a whole proposes to study (1) the **engineering practice** to identify the skills, knowledge, values, and ways of thinking of effective engineers; and (2) **teaching and counseling practices in high schools** to better understand the role of mathematics, science, and Career and Technical Education; (CTE) classroom experiences in the preparation for futures studies and careers engineering.

To pursue these aims, we will empirically investigate several inter-related areas:

- Comparative analyses of the structure and content of academic (traditional math and science) and pre-engineering curricula at the high school level.
- The beliefs and expectations about engineering preparation held by high school teachers of the academic math and science classes and those views held by high school teachers in the pre-engineering programs in Madison area institutions.
- Classroom observations of learning and instruction in high school math and science classes and in pre-engineering (*Project Lead the Way*) classes in Madison.
- Surveys and interviews to investigate the beliefs and expectations about engineering preparation held by high school guidance counselors and teachers in Wisconsin who have and have not attended *Project Lead the Way* trainings.

We also intend to explore a number of questions regarding high school students' demographic information, course-enrollment patterns, achievement, engagement, school climate and behavioral data, college placement scores (e.g., ACT, SAT), post-secondary outcome data; and data on teachers' demographic, climate, and professional preparation, professional development, and appointments. In addition, data on course taking will allow us to examine whether students of historically under-represented populations in engineering and other technical fields have equal access to the high-level courses, and whether four-year graduation targets limit involvement with technical education programs like *PLTW* of college-bound students.

Expected Outcomes

Curricula. In academic math and science curricula we expect to see activities focused on the formal laws prior to their application. In *PLTW* curricula, we expect to see a focus on engineering skills and mastery of technical/procedural tools that contribute to and make (advance) science. Explicit integration of the skills, ethics, and practical knowledge of CTE and the formal laws of Academic science, is expected to be rare in both *PLTW* and academic curricula, and done primarily for motivation rather than conceptual development when it does appear.

Teacher Beliefs and Expectations. Consistent with the *Expert Blind Spot Hypothesis*, we predict *academic* instructors will position engineering as out of reach to students who have not first shown a high degree of performance with the formal laws and

representations used in mathematics and science. Academic teachers will tend to view course performance in mathematics and science in higher regard, and as a gateway to accessing engineering (which is seen as an area of applied science). In contrast, we expect instructors of the *PLTW* courses will be less inclined toward this view, with a vision of engineering as a set of team-based design–test–build practices, where an understanding of science and mathematical abstractions can emerge from these practices. We also expect to see little evidence of explicit integration of formal knowledge and foundational laws that commonly organize the academic courses, with the design and practical knowledge commonly used to structure pre-engineering education, although this is arguably the ideal preparation for future studies and careers in engineering.

Classroom Observations. We expect *PLTW* students will learn much of their math and science through application and design. We also predict that so-called *signature pedagogies* of pre-engineering will include the “Design studio” approach and project-based facilitation (moving among groups). In contrast, *signature pedagogies* of math and science courses will include proof, demonstrations, and review of homework exercises. Teachers will see the *signature pedagogies* as bound to the content (or discipline), and will rarely publicly reflect on uses or transitions of *signature pedagogies* to the students. Student affinity toward/away from a discipline may be tied more strongly to the *signature pedagogies* than to the differences in content, and this could serve as the topic of a future set of studies that addresses students’ beliefs and expectations.

Guidance Counselor Beliefs and Expectations. From our surveys, we expect to find that the *Expert Blind Spot* view normally found among content experts (scientists and mathematicians) to “spill over” to the non-expert guidance counselors. This will result in counselors advising students with high math and science grades toward engineering, despite actual engineering-specific preparation. In contrast, students in pre-engineering courses may not be encouraged to pursue engineering programs at college if they are perceived as “academically” unprepared because of their grades in math and sciences courses or the specific math and science curriculum tracks they follow.

2 *Population for which the data are requested*

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

- Students in grades 9–12
- LEP (Limited English Proficient) Students (grades 9–12)
- Special Education Students (grades 9–12)
- Students enrolled in *Project Lead The Way* courses
- Teachers in grades 9–12

3 *Years for which the data are requested*

We are requesting data for the 2005-2006, 2006-2007, and, in subsequent years, 2007-2008, 2008-2009, and 2009-2010 school years.

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, science and *Project Lead The Way* courses.
- d **Student Post-Graduation Outcomes Data:** Data about student 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.
- i **Climate Survey Data:** Data about student, teacher, and parent survey.
- j. **Student Engagement Data:** Data about student engagement.

k. **Student Career Interest Data:** Data about student career interests collected in middle school.

A detailed representation of the requested data follows

5 *Reasons for requesting the specific data items.*

The specific data items listed above are instrumental to analyzing the relationship between student course selection achievement, engagement, and post-secondary outcomes that will inform our investigation of how students are prepared for, and how they see themselves as prepared for future studies and careers in engineering

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 classroom-level indicators of types of courses are to determine whether courses affect student achievement. Our goal is also to monitor the change in these categories over the duration of *Project Lead The Way* course. In order to establish a baseline, we would like to have available data in these six categories for up to two previous school years—2006-2007, 2005-2006. For subsequent analyses, we would like to request data for the following school years—2007-2008, 2008-2009, and 2009-2010.

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 *Project Lead The Way* years to determine whether *Project Lead The Way* is associated with change in status and change in slope. These analyses will report data for the district over time for mathematics, 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 2007. 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 AWAKEN is directed toward classroom change, being able to track students by teacher will give us the best opportunity to report data sensitive to *Project Lead The Way* activities. One analysis we would like to perform is on student ACT scores of teachers who have implemented SCALE *Project Lead The Way* in contrast with a comparable set of students and their teachers who have had no *Project Lead The Way*

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 *Project Lead The Way* courses. Data sets will be redacted of identifying information prior to analyses

Counselor Practices. An important principle of *AWAKEN* is to examine counselors' practices. Thus, we are interested in being able to report data by counselors in relationship to the degree to which counselor practices are aligned with the principles and goals of *AWAKEN*. We will need to have some information on school practices and on how teachers and counselors interact around student learning. To characterize schools in this way will must 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. We are interested in obtaining information on what mathematics, science, and *Project Lead The Way* courses have been taken and whether the course-taking and completion patterns change over time. Other variables would be related to students' disposition to pursue mathematics, science, and careers in technical fields, including enrollment in advanced placement courses, participation in and scores on college entrance examinations, and enrollment in mathematics courses in post-secondary education. *AWAKEN*'s purpose is for students to gain deeper knowledge of engineering. As a consequence of this deepened understanding, students should be interested in pursuing additional mathematics, science, and pre-engineering 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 *AWAKEN*. We are very interested in working collaboratively with districts to produce useful, and helpful, analyses both to the districts and to *AWAKEN*. 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 AWAKEN is to contribute to the long-term goal of fostering a larger, more diverse and more able pool of engineers in the United States. Our primary objective for data analysis is to establish the degree to which *Project Lead The Way* curriculum and teacher and counselor practices enhance student interest in engineering

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

We will need to retain the data for the duration of AWAKEN through 2010. 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 AWAKEN 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. Thus, we anticipate doing follow-ups in order to document changes in school curricula and professional development programs, or that address findings that may signal areas of improvement for pre-engineering preparation as revealed by the data. 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.

Mitchell J. Nathan—Professor, lead researcher on the AWAKEN Project.
Wisconsin Center for Education Research (WCER), University of Wisconsin—
Madison.

L. Allen Phelps—Professor, lead researcher on the AWAKEN Project. Wisconsin
Center for Education Research (WCER), University of Wisconsin—Madison

Natalie Tran—Graduate Student, project assistant on the AWAKEN Project.
Wisconsin Center for Education Research (WCER), University of Wisconsin—
Madison.

Amy Prevost—Graduate Student, project assistant on the AWAKEN Project.
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

Natalie Tran, 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

Mitchell J. Nathan, Ph.D., Professor-Co-Principal Investigator
L. Allen Phelps, Ph.D., Professor-Co-Principal Investigator
Sandra Courter, Ph.D., Professor, Principal Investigator
David Kaplan, Ph.D., Professor in the School of Education at UW-Madison
Christopher A. Thorn, Ph.D., Director of Technical Services, Data Coordinator
Natalie Tran, M.Ed., Project Assistant
Amy Prevost, MS, Project Assistant

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

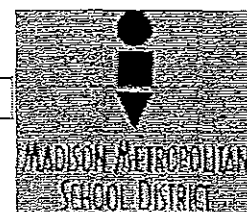
13. Signature, title and address, and telephone number of the individual submitting the application

A handwritten signature in black ink, appearing to read 'M. J. Nathan', with a large, stylized flourish at the end.

Mitchell J. Nathan, BSEE, PhD
Chair, Learning Sciences
Departments of Educational Psychology,
Curriculum & Instruction, and Psychology
Center for Education and Work

University of Wisconsin-Madison
1025 West Johnson Street
Madison, WI 53706-1796
Office: (608) 263-0563
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Email: mnathan@wisc.edu

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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

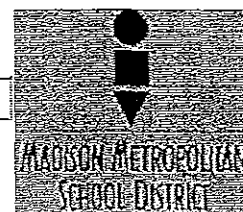
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POLICY

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.

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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

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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

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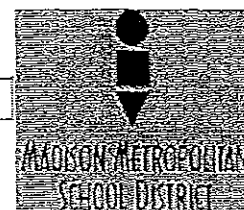
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POLICY

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

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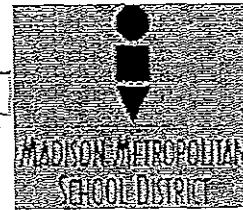
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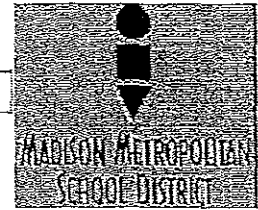
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POLICY

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

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