



## WEEKLY UPDATE TO THE BOARD OF EDUCATION

November 17, 2022

### A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week marks the third week of our second quarter and the last full week before our fall break. As we reflect on the events of this week and our school year, we continue to be energized by the increasing connectivity between our students, staff, and families we are witnessing during our instructional tours and environmental scans. This energy propels us forward despite the headwinds caused by myriad local, national, and international challenges, including: an ongoing health pandemic which is becoming endemic; persistent and widespread inflation; political partisanship; civic disillusionment; racial injustice; staffing shortages; and supply chain disruptions. Through it all, we are encouraged by our scholars, staff, and families continuing to live out the spirit of our Strategic Framework in their academic, co-curricular, and community endeavors.

As the remnants of the fervor caused by the midterm elections continue to recede, our efforts to address disparities and accelerate the learning of all students continue. In these efforts, we are buttressed by our community's tradition of supporting public education and advocating for human decency. This tradition can be seen in our community conversations which uplift seemingly disparate issues, including: racial equity; social justice; living wages; LGBTQ+ rights; gender parity; disability rights; youth empowerment; youth homelessness; affordable housing; healthcare access; education funding; economic prosperity; and environmental sustainability. As an educational institution, we strive to increase knowledge and awareness of these and other issues through our teaching and ways of working. These issues impact our ability to ensure students, staff, and families are thriving in all our learning spaces; however, they cannot be adequately addressed by our district alone. Hence, we must enhance our levels of understanding, collaboration, and co-creation if we are to successfully ensure all our students graduate ready for college, career, and community as we continue navigating an environment where our state legislature has provided regressive education funding.

This week, we have seen the clear evidence of the approaching winter season. As we embrace spending more time indoors, we also have the opportunity increase connectivity between our scholars, staff, and families, while co-creating collegial environments for learning in our curricular and co-curricular spaces. Thus, we can utilize this season to build bridges, gain understanding, encourage greater participation, and celebrate the successes occurring right around us. So many positive things are happening each day in MMSD - let's inspire each other by sharing them in our circles.

In conclusion, I would like to remind everyone we have more than 650 students who are unhoused. Be thoughtful of our students as you gather with your immediate family. We look forward to sharing more updates on our district's progress with you in the coming weeks. Thank you for your ongoing support and partnership!

Sincerely,

Carlton D. Jenkins, Ph.D.  
Superintendent  
Madison Metropolitan School District

## BOARD OF EDUCATION QUESTIONS

- **Proposed Earned Honors Implementation Plan**  
Please see the attached document for the proposed plan for Earned Honors implementation.

## A QUESTION TO PONDER

- **Do we really have a right to read?**  
Please find the following presentation for review as we engage in this discussion:
- [The Right to Read](#)
  - [The Great Reading Rethink](#)
  - [Teach Us All- Video](#)

## OTHER INFORMATION

- **Weekly Metrics and Ops Recordings and Agendas:**  
11.15.2022 Bi-Weekly Metrics Meeting this week—[Agenda](#) & [Recording](#)
- **Human Resource Update**  
Please see the attached Human Resources update dated November 17, 2022, for a snapshot of all the work that is being done for this week as well as movement on a number of programs and processes.
- **Construction Update**  
Attached you can find construction updates for East High School. You can expect regular communications here about our progress with the referendum construction projects.
- **Social Justice Project-Based Learning Institute**  
Please see the attached document for an update on the Social Justice Project-Based learning Institute.
- **Middle School Bi-Literacy Request for Proposal Update**  
MS Request for Proposals (RFP) process continues to progress forward. Updates include:
- The Evaluation Committee, charged with evaluating all proposals and materials against the rubric section *Ability to Meet Service and Support Requirements*, concluded their work on Nov. 7.
  - The 13 member Selection Committee roster has been finalized and will begin meeting in late November. The Selection Committee is charged to make recommendations to the Superintendent that are informed by data from the Evaluation Committee. Membership showcases 8 middle schools, includes Central Office, and has 5 bilingual speakers. Roles represented on the Committee include 6 classroom teachers, 1 special education teacher, 2

coaches/interventionist, 1 ESL teacher, 1 middle school principal, and 2 middle school associate superintendents.

- Community/family, staff, and student feedback on vendor materials will be gathered in multiple ways in November. In-person review sessions will be held at one middle school within each feeder pattern: Sherman (East), Sennett (La Follette), Cherokee (West), and Jefferson (Memorial)
  - Brief literacy survey will be sent to all middle school families and staff
  - Drop-in material review sessions for all middle school staff at four middle schools
    - Nov. 14-21 (Monday-Friday from 7:00am-3:30pm): Sherman Middle School
    - Nov. 14-21 (Monday-Friday from 7:00am-3:30pm): Sennett Middle School
    - Nov. 14-21 (Monday-Friday from 8:30am-5:00pm): Cherokee Heights Middle School
    - Nov. 14-21 (Monday-Friday from 8:30am-5:00pm): Jefferson Middle School
  - Community/family material review sessions
    - Nov. 17 (3:15pm-7:15pm): Sherman Middle School (in the Forum)
    - Nov. 17 (4:30pm-8:00pm): Jefferson Middle School (in the LMC)
    - Nov. 18 (9:00am-3:00pm): Sennett Middle School
    - Nov. 18 (9:00am-3:00pm): Cherokee Heights Middle School (in the hallway)
  - Student review of materials via grade level focus groups at four schools:
    - Nov 16 - Cherokee Heights Middle School
    - Nov 17 - Jefferson Middle School
    - Nov 21 - Sherman Middle School
    - Nov 22 - Sennett Middle School
- Towards securing additional vendor proposals and materials for evaluation, a request for proposals (RFP) for [Spanish-English Instructional Resources for the teaching of Middle School Bilingual](#) was posted on Nov. 7. This second RFP will close on Nov. 18th. The expected timeline to evaluate proposals/materials as part of this RFP is Nov. - Dec. 2022.

## ➤ **Wellness Policy Guidance**

Please see the attached updated Wellness Policy Guidance document to reflect the revised policy.

## ➤ **Weekly News Report**

Please see the attached Weekly MMSD News Report from November 11, 2022.

## ➤ **Great Things Happening Around MMSD**

- MMSD student makes his mark on [Madison East](#).
- Eighth graders at Whitehorse Middle School honor civil rights icon with Ruby Bridges Walk to School Day ([Madison 365](#)).
- The [Multicultural Youth Summit](#), part of the WI Leadership Summit, was created and planned by MMSD scholars.

- La Follette students learned about the [articulated skilled trades](#) at the Apprenticeship Career Fair.
- Midvale Elementary celebrates [Native American Heritage Month](#).
- Team building takes root in Madison School Forest ([WI State Journal](#)).
- Dr. Jenkins attended [Nehemiah's 30th Anniversary Celebration](#) on Friday, Nov. 11.
- Congratulations to Jessie Smith from Wright Middle School on being named a Golden Apple award recipient from [Tri 4 Schools](#) of South Central Wisconsin.
- Students receive take-home book packs to build [early literacy skills](#).
- Check out Episode [1 and 2](#) of the new 'Lead to Liberate' podcast.
- Students from [Toki and Wright Middle School](#) enjoyed some friendly competition in a volleyball game.
- Dr. Anu Ebbe, Wisconsin's [secondary principal of the year](#), was officially recognized during the awards ceremony in Washington D.C.
- Kennedy Elementary students celebrated [achieving a school-wide goal](#) with bingo and bubblegum.
- Madison West's Ellen Osthelder turns bronze prediction into reality at Division 1 state swim meet ([WI State Journal](#)).

## OUR UPCOMING BOARD CALENDAR

- Mon., Nov. 21, 6 p.m. Regular Board of Education Meeting  
In person and virtual—Open to the public
- Tues., Nov. 29, 5 p.m. Special Meeting in Closed Session  
In person for Board Members
- Wed., Nov. 30, 6 p.m. Student Senate  
In Person
- Mon., Dec. 5, 5 p.m. Instruction Work Group  
Virtual and in person for Board Members Only
- Thurs., Dec. 8, 5:15 p.m. Safety and Student Wellness Ad Hoc  
Virtual
- Week of December 12 Board Briefings  
Virtual
- Mon., Dec 12, 8:15 a.m. Board Officers  
Virtual
- Wed., Dec. 14, 5:30 p.m. City Education Committee  
Virtual
- Wed., Dec. 14, 6 p.m. Student Senate  
In Person

- Thurs., Dec. 15, 5:15 p.m. Safety and Student Wellness Ad Hoc  
Virtual
- Mon., Dec. 19, 6 p.m. Regular Board of Education Meeting  
In person and virtual—Open to the public

## ITEMS ATTACHED FOR INFORMATION

1. Proposed Earned Honors Implementation Plan
2. Human Resources Update—November 17, 2022
3. Construction Update—East High School
4. Social Justice Project-Based Learning Institute Update
5. Wellness Policy Guidance
6. Weekly News Report—November 11, 2022

## MMSD Universal Earned Honors Implementation Proposal

Fall 2022

Universal Earned Honors supports the commitments made by teachers, principals, and Central Office staff to accelerate learning for all students as we work towards becoming an anti-racist institution by **dismantling a tiered system of courses that lead to variation in students' access to levels of rigor of learning and inconsistency in students' preparation for success in advanced coursework**. MMSD began this work in 2016-2017 working with a group of 9th grade core teachers, department chairs, and principals to design our Earned Honors Framework. The implementation of Earned Honors began in Fall 2017 with 9th grade courses at each school and has expanded to 10th grade courses and teams in years since. The following proposal outlines steps needed to build on the current implementation to provide **access to rigorous and challenging learning for all high school students** through the implementation of earned honors along with the timeline for actions needed to support the work. The proposal has been collaboratively developed through an Earned Honors Leadership Team that represents high school staff from schools across the district.

### ***Earned Honors is an Equity Strategy that:***

- Ensures all students have access to rigorous mixed ability classroom environments.
- Ensures all students have the opportunity to earn honors credit and lead to equitable enrollment and success in future advanced coursework.
- Increases the number of students historically excluded, including students with an IEP, earning honors credit.
- Improves postsecondary readiness for all students, particularly students of color, students with disabilities, and English learners.

***Theory of Change:*** If we **increase access to rigorous standards-aligned instruction for all students** while building agency in all students, then we will increase the number of **students succeeding in advanced coursework**, which will lead to more students, specifically our students of color, **graduating college, career, and community ready**.

**Recommendation 1: Implement Earned Honors in all 9th and 10th grade courses in English, Math, Science, and Social Studies in 2023-2024.**

**Current Earned Honors Implementation: 9th Grade Courses**

Course	East High School	LaFollette High School	Memorial High School	West High School
Algebra 1	X	Not Started	X	X
English 1	X	X	X	X
US History	X	Partial (Pathways only)	X	X
Biology / IntScience	X	Partial (Pathways only)	X	X

**Current Earned Honors Implementation: 10th Grade Courses**

Course	East High School	LaFollette High School	Memorial High School	West High School
Geometry	Not Started	Not Started	X	X
Algebra 2	Not Started	Not Started	Not Started	X
English 2	X	X	Partial (Pathways only)	X
World History	X	Partial (Pathways only)	Partial (Pathways only)	X
Chemistry	X	X	Partial (Pathways only)	X

**Rationale:** Currently, Earned Honors has been implemented in multiple schools for every 9th and 10th grade course. In some schools, the full course team is collaborating to plan and implement Earned Honors, while in other schools the implementation is only available in some course sections. Scaling the implementation to include full course teams across all schools increases the opportunity for greater collaboration for teachers within and across schools. District professional learning can further support the implementation when full course teams are working together to align rigorous learning and assessments.

**Implications for Leadership:** As we scale the implementation of Earned Honors to include all 9th and 10th grade course teams, we need to revisit the work that has already been done to ensure that new teachers develop background for what has already been done and have opportunities to have ownership of the work moving forward. To address this, we will plan time for district level collaboration for course teams starting in Spring 2023. Plans for this time are being co-designed with input from the district Earned Honors Leadership Team.

**Recommendation 2: Establish timeline for Universal Earned Honors beginning with 9th grade followed by 10th grade level courses.**

2023-2024	2024-2025
Universal Earned Honors in all 9th grade courses across content areas: <ul style="list-style-type: none"><li>● Algebra</li><li>● English 1</li><li>● US History</li><li>● Biology / Integrated Science</li></ul>	Universal Earned Honors in all 10th grade courses across content areas <ul style="list-style-type: none"><li>● Geometry &amp; Algebra 2</li><li>● English 2</li><li>● World History</li><li>● Chemistry</li></ul>

**Rationale:** All 9th grade teams will work together with a common approach through universal earned honors, ensuring that:

- Collaboration across teams can focus on improving student engagement and support for rigorous standards aligned learning across classrooms.
- Consistent communication for students and families across 9th grade courses.
- Students grow with the continued implementation.
- Opportunity for cross-content collaboration in grade level success teams
- Experience of 9th grade course teams can support work for 10th grade teams.

**Implementation Step for Recommendation 2: Review core curriculum and course sequences to ensure alignment of 9th and 10th grade courses to ensure a clear progression of learning that supports students in preparing for advanced coursework to align with the theory of change for Earned honors.**

**Rationale:** School leaders and teachers have identified a need to review course offerings to ensure alignment of the implementation of Earned Honors with our advanced course options. Currently, the advanced courses offered for students vary by school. As we continue the implementation of Earned Honors, district course teams will work collaboratively to align curriculum in 9th and 10th grade courses with advanced course options in their content area to ensure students are prepared for advanced course options. This work supports our Theory of Change for the implementation of Earned Honors and our commitment to accelerate learning for all students.

**Implications for Leadership:** This work has begun with an audit of current advanced placement (AP) and dual transcribed credit courses by school to identify gaps and needs. The next steps are working with leadership teams by content area to identify the courses in the learning progression for students. By June 2023, we will have created a plan for each content area for advanced courses that will be offered across schools and a timeline for the implementation. For next year, we are expanding courses in math and social studies with the addition of three courses: AP African American Studies, AP Precalculus, and Math Reasoning for Dual Credit.



**Recommendation 3: Provide professional learning for staff that is differentiated for staff needs with a variety of opportunities for learning, including learning from MMSD staff that have been implementing Earned Honors with success.**

**Professional Learning Overview**

Audience	Timeline	Focus
EH Leadership Team + Team Facilitators for 9th grade courses	Spring/Summer 2023	Building capacity for instructional leadership in areas of <ul style="list-style-type: none"> <li>● Culturally Responsive Teaching,</li> <li>● Standards Aligned Instruction and Assessment, and</li> <li>● Differentiation</li> </ul>
All Course Teams implementing EH	Welcome Back 2023	<ul style="list-style-type: none"> <li>● Regrounding in the WHY of EH and criteria for implementation</li> <li>● Team time for collaborative planning and alignment of practices</li> <li>● Ongoing collaboration time throughout 2022-2023 for continued alignment and adjustment</li> </ul>
All HS Instructional Staff	SY2023-2024 (District PD Days)	<ul style="list-style-type: none"> <li>● Standards Based Instruction and Assessment</li> <li>● Instructional Strategies that scaffold rigorous learning for all students, including continuation of AVID literacy strategies</li> </ul>
Select HS Instructional Staff  *School leaders select PL sessions/modules to fit needs of teacher teams (can be school wide or by team level)	Summer 2023 SY 2023-2024 and beyond	Content-specific PD sessions/modules: <ul style="list-style-type: none"> <li>● Differentiated PD for deeper learning of content standards and instructional planning (needs based)</li> <li>● Standard aligned assessment practices with rubrics</li> <li>● Designing performances assessments</li> </ul>

\*PD consultant(s) will be identified for staff professional learning through RFQ process in Spring 2023; the district Earned Honors Leadership Collaborative Work Group will review proposals and provide recommendation on final plan

**Recommendation 5: Establish an Earned Honors Leadership Structure to support and monitor the implementation.**

**Earned Honors Leadership Team:** This group of staff from across high schools that works together to support continued implementation of earned honors in 9th and 10th grade core courses across all schools. This team meets monthly with the Secondary Teaching and Learning team to analyze our current implementation data, identify professional development and resources needed to support implementation

of earned honors in alignment with our district equity vision, and plan for communication with students, staff, and families for removing stand alone honors courses.

**Earned Honors Collaborative Work Group:** This group will include school staff (including teachers, support staff, and principals), along with students, for the purpose of developing communication resources, advising on the ongoing PD plan, and providing feedback to course teams on rubric and performance assessment design. This group will begin in December 2022 and continue through the school year.

### Action Plan for Implementation

Timeline	Action Step
November 2022	Updates to course catalog and course selection cards confirmed for 9th and 10th grade courses offering earned honors
December 2022	Earned Honors Collaborative Work Group creates communication resources for students and families
January 2023	Information shared with families during high school presentations for 8th grade families
January 2023	RFQ from consultant(s) to support PD plan for staff
February/March 2023	Earned Honors Collaborative Work Group finalizes PD plan
April 2023	PD plan communicated to school staff
April/May 2023	Earned Honors Collaborative Work Group finalizes metrics for monitoring implementation of universal earned honors for 2023-2024
June 2023	District course teams complete collaborative work needed for curriculum development and planning assessments for implementation of Earned Honors
June-August 2023	Professional learning for Earned Honors Leadership Team and Team Facilitators for 9th grade courses
August 2023	Professional learning for all high school staff, scheduled during Welcome Back
SY 2023-2024	<p>Ongoing professional learning and support for implementation of Earned Honors</p> <hr/> <p>Earned Honors Leadership team meets to monitor implementation and adjust plans as needed</p>

**Resources: Research and Information from Wisconsin Districts**

- [Bridges of Opportunity list of research resources](#) from the RAND Corporation
- [Research reference list](#) from Midwest Regional Educational Laboratory (REL)
- [Honors/Advanced level courses from Wisconsin districts](#)

## Madison Metropolitan School District Human Resources Update November 17, 2022

This report is a snapshot of all the work that is being done for this week as well as focusing on process improvements within HR.

As HR continues to process hiring recommendations and extend offers, we are continuously collecting data to look at district hiring trends for the current school year.

**Current Hiring Updates:** The following information is related to a variety of questions that HR has received related to staffing. This report is a snapshot of all the work that is being done for this week.

The charts show the hiring trends that have occurred during the 2022-2023 hiring season. **The numbers are still fluid as we continue to hire.** These statistics are as of November 17, 2022:

Units (As of 11-17-2022)	Filled	Vacancies	Posted (As of 4-2022)	Percentage
<b>Teacher</b>	670	98	768	87%
<b>EA</b>	188	62	250	75%
<b>Custodian</b>	59	22	81	73%
<b>Food Service</b>	26	29	55	47%
<b>SEE</b>	26	7	33	79%
<b>TOTAL</b>	<b>969</b>	<b>218</b>	<b>1187</b>	

Teacher Vacancies Breakdown - 98	
Teacher Levels	# of Position
4K-K	1
Grades 1-5	10
Cross Categorical	14
Career & Tech Education (CTE)	0
LMTS	2
Bilingual (BRT, DLI, ESL, BRS. ELL)	17
Fine Arts (Music, Art, Band, etc)	6
Grades 6-8	10
HS - Core Content	10
Physical Education	4
Student & Staff Support	19
World Language	5
<b>TOTAL - 11-17-2022</b>	<b>98</b>



# Future Ready Construction Update

PROVIDED BY FINDORFF

Madison Metropolitan School District 11.18.2022



## This week's update: East High School

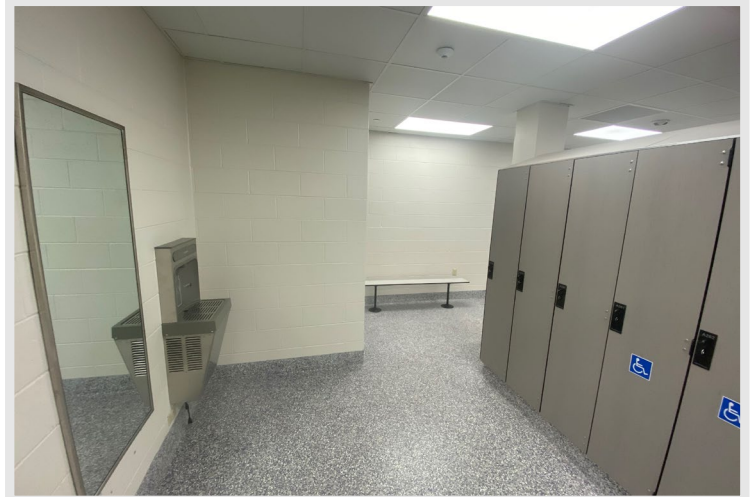
We are committed to keeping you informed as we complete construction for the MMSD 2020 facilities referendum.

### Finishing touches on the fall phase of construction

Crews at East High School are working around the clock as the fall phase of construction is wrapping up. In the lower-level south renovation, the flooring is complete, and the lockers, bathroom accessories, carpet, and the remaining finishing touches are being installed. The first coat of paint is being applied in the multipurpose room addition. Also, the new elevator on the lower level will be completed in early December.

### Updates on current and upcoming work

- Installing drywall and wrapping up mechanical, electrical, plumbing, and fire protection (MEPF) work in the world language and computer classrooms on the first floor
- Completing the precast flooring on the cafeteria addition and constructing the concrete masonry unit (CMU) walls on the second level
- Wrapping up the first phase of work for the lower-level locker room renovations and the multipurpose addition
- Shifting to the winter phases of construction, which will focus on the second part of the lower-level locker room renovations and the next phase of science classroom renovations on the third floor



*The finishing touches, including lockers, bathroom accessories, and carpet, are being installed in the first phase of the lower-level locker room renovations*



*Students at East High School participated in a "Careers in Construction" panel on November 15<sup>th</sup>, where construction industry professionals presented on careers in various areas of construction management*

## DID YOU KNOW?

Findorff and its key partners are hosting "Careers in Construction" panels at the high schools that are part of the 2020 Facilities Referendum construction projects. At East High School, students participated in the first two panels on November 15<sup>th</sup> and November 16<sup>th</sup>, which focused on construction management, architecture, and engineering. The upcoming career panel at East on November 22<sup>nd</sup> will focus on the construction trades.

For additional information or questions,  
scan the QR CODE to be directed to the MMSD construction page.



**Findorff**  
BUILDING & BEYOND



# Future Ready Construction Update

PROVIDED BY FINDORFF

//////////////////////////////////// Madison Metropolitan School District ////////////////////////////////////// PAGE 2



*On the multipurpose addition, the enclosure is nearly complete as crews finish installing the metal panels for the final layer of the exterior façade*



*Crews are nearly complete with the installation of the new elevator in the multipurpose addition and lower-level locker room areas*



*The construction team uses cranes at East High School to safely hoist equipment and materials on-site for the renovation work*



*The CMU walls are being constructed on the second level of the cafeteria addition*

For additional information or questions,  
scan the QR CODE to be directed to the MMSD construction page.



**Findorff**  
BUILDING & BEYOND

**TO:** Members of the Board of Education  
Carlton D. Jenkins, Ph.D., Superintendent

**FROM:** Jorge Covarrubias - Sr. Executive Director of Professional Leadership

**DATE:** November 16, 2022

**SUBJECT:** Social Justice Project-Based Learning Institute Update

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## Social Justice Project-Based Learning Institute

The Social Justice Project-Based Learning Institute began during the 2021-22 school year with a specific purpose of providing MMSD staff with social justice leadership development in preparation for leadership roles as a talent management strategy. Our first cohort consisted of 25 participants and ended with 24 participants completing the institute. Additionally, three participants moved into the principalship and one moved into curriculum and instruction as a teacher leader in math.

Our second cohort started on October 25th consisting of 25 participants with various backgrounds from all levels. The table below outlines the breakdown of participants by level. Moreover, as we enter the second cohort of the Social Justice Project-Based Learning Institute, we have updated the scope of the class to include in person dates with a particular focus on our anchor text *“Anti-Racist Educational Leadership and Policy: Addressing Racism in Public Education”* by Sarah Diem and Anjalé D. Welton.

We are very excited about what the second cohort will yield specific to furthering our purpose of developing and promoting leaders within MMSD.

Level	# of Participants
Elementary	5
Middle	11
High	3
Central Office	6

### 2022-23 Scope

10/25/22	11/15/22	12/14/23	1/17/23	2/21/23* In Person	3/21/23	4/18/23	5/16/23* In Person
1. Introductions of Group and welcome from Dr. Jenkins	1. Finish introductions 2. The Art of the Long View presentation	1. Ch. 1&2 Discussion 2. Introduction and overview of the Group Project	1. Ch. 3&4 Discussion 2. Small group work-time	1. Ch. 5&6 Discussion 2. Small group work-time	1. Ch. 7&8 Discussion and implications for your work	1. Leading with Humanity and Humility	1. Final Presentations and Celebration
Presenters	Presenters	Presenters	Presenters	Presenters	Presenters	Presenters	Presenters
Dr. Jenkins Dr. Mcgregory Dr. Hicks	Dr. Jenkins Dr. Mcgregory Dr. Hicks	Dr. Jenkins Dr. Mcgregory Dr. Hicks	Dr. Jenkins Dr. Mcgregory Dr. Hicks	Dr. Jenkins Dr. Mcgregory Dr. Hicks	Dr. Jenkins Dr. Mcgregory Dr. Hicks	Dr. Jenkins Dr. Mcgregory Dr. Hicks	Dr. Jenkins Dr. Mcgregory Dr. Hicks

Chapters above refer to the anchor text: "Anti-Racist Educational Leadership and Policy: Addressing Racism in Public Education" by Sarah Diem and Anjalé D. Welton



**MMSD Board Policy 4610**  
**Local School Wellness Policy & Procedures**  
[Policy 4610 - Wellness](#) (English) | [Policy 4610 - Wellness](#) (Spanish)  
[Wellness Website](#) - click on Wellness tab

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**I. Preamble/Purpose**

It is the vision of the Board of Education that all students and staff are and feel healthy, safe, supported, engaged, and challenged. The Board recognizes that physical, social-emotional, and mental health are linked to academic achievements and college, career, and community readiness. Students learn better in healthy schools with healthy staff. We believe that it is our responsibility to create healthy and just school environments where students, staff, and families thrive.

As a system committed to anti-racism and equity, we seek to disrupt health inequities and eliminate disparities so that our entire learning community achieves optimal health and well-being. This Wellness Policy outlines the District's unified and collaborative approach to ensuring that the district and schools promote health and well-being for all students and staff throughout the school day. Efforts to support the Whole Child are guided by the Whole School, Whole Child, Whole Community model (WSCC), which aims to align school improvement endeavors to ensure the optimal health and academic success of all students. This policy applies to all students, staff, and schools/buildings in the district. Specific measurable goals and outcomes are identified within each section.

**II. District Wellness Advisory Council**

- A. The Superintendent's designee and the Wellness Coordinator will convene an active, ongoing District Wellness Advisory Council (DWAC) that meets regularly to participate in the development, implementation, review, and update of the Wellness Policy.
- B. Intentional efforts will be made to ensure the DWAC represents the diversity of the school community with the participation of stakeholders including but not limited to students, families, staff, representatives of the school food authority, teachers of physical education, school health professionals, school board members, school administrators, health care medical advisors, mental health professionals, and the general public.

**Procedures**

- The District Wellness Advisory Council (DWAC) will meet two to four times per year. All meeting agendas will be publicly posted.
- DWAC Membership will include district staff from the following departments:
  - Building Services & Operations
  - Curriculum & Instruction
  - Communications
  - Engagement: Diversity, Equity & Inclusion
  - Food and Nutrition
  - Human Resources
  - Madison School & Community Recreation
  - Professional Learning & Leadership Development
  - Research & Innovation
  - Office of Associate Superintendents
  - Office of School Safety
  - Student and Staff Support

**III. Implementation, Monitoring, and Accountability**

- A. **Implementation:** The Superintendent (and/or designee) is responsible for ensuring that the Wellness Policy is implemented throughout the district's schools. Principals and building-level

administration will ensure compliance at their site. Principals and building-level administration will designate a staff member on the school/site-based leadership team that will serve as the school's point person connecting the school/site to district-level wellness communications and programming and serve as an advocate to promote school wellness for students and staff within school-level decision-making processes. At the district level, departments will work collaboratively to support schools with the implementation of the policy as well as the development, review, and updates to the policy.

### Procedures

- School principals and building leaders are responsible for ensuring their school complies with the Wellness Policy. Principals are encouraged to plan for strengthening the implementation of the Wellness Policy in their schools by making connections to goals and strategies outlined in the School Improvement Plan. Schools can use the Culture & Climate and the Family Engagement categories of the SIP to connect with Wellness goals for the school.
- Each school and District building will designate a staff member on the School-Based Leadership Team (SBLT) that will serve as Wellness Liaison that serves to advocate and promote school wellness for students and staff within school-level decision-making processes. The Wellness Liaison will work in collaboration with school leaders to promote, encourage, and set and monitor goals of the Wellness Policy implementation at their school with connections to the School Improvement Plan.
- The Wellness Coordinator will annually reach out to principals to ensure the Wellness Liaison point of contact is up-to-date
- The Wellness Champion will be in regular communication with the Wellness Coordinator and share resources, information, and professional learning opportunities with their school-based leadership team, staff, families, and students.
- The following district departments are responsible for supporting the implementation and monitoring of specific components of the policy:
  - Building Services & Operations
  - Curriculum & Instruction
  - Communications
  - Engagement: Diversity, Equity & Inclusion
  - Food and Nutrition
  - Human Resources
  - Madison School & Community Recreation
  - Professional Learning & Leadership Development
  - Research & Innovation
  - Office of Associate Superintendents
  - Office of School Safety
  - Student and Staff Support
- The MMSD WSCC Leads Team will meet quarterly and will consist of representation from the departments listed above. The Wellness Coordinator will facilitate the meetings.
- A Wellness Policy Implementation Team will meet at least monthly to support the development of the resources and communications to schools and families. The Wellness Coordinator will facilitate the meetings. The meetings will be publicly posted
- The Wellness Coordinator will coordinate an annual Wellness Policy Implementation Plan outlining key goals, action items, metrics to measure success, professional learning opportunities, etc.

**B. Assessment of Progress & Accountability:** Every three years, the District will take part in and report the results of its triennial assessment, which includes tools to assess the quality of the Wellness Policy language in alignment with the USDA Final Rule, school/district compliance, and progress made in attaining the goals of the Wellness Policy.

### Procedures

- Each school/site administrator in the district will take part in the annual MMSD Healthy Schools Progress Tool to assess school/site-specific Wellness Policy compliance, identify implementation areas of strength and areas for growth, and make connections to district resources and supports.
- The Wellness Coordinator and the Director of Food and Nutrition are responsible for the Triennial Assessment every three years which includes the WellSAT 3.0, WellSAT- I, and local implementation data from the MMSD Healthy Schools. Research & Innovations will assist in the process of data collection, analysis, and publication.

- C. **Documentation:** The District will retain records to document the presence of and compliance with the Wellness Policy, including by not limited to:
  - a. Current and previous Board-approved Wellness Policy
  - b. Documentation demonstrating the Wellness Policy has been available to the public
  - c. Most recent district and school-level assessment of the implementation
  - d. Documentation of efforts to review and update the Wellness Policy
- D. **Policy Updates:** The Wellness Policy will be reviewed and revised at least every three years in accordance with the requirements of [Board Policy 1301](#). Edits will be based on the results of the triennial assessment, district priorities, stakeholder input, school and community needs, emerging scientific information, and/or new federal or state regulations.
- E. **Notification to the Public:** In accordance with Board of Education notice requirements, the District will create accessible communication and actively inform families, staff, and community members each year of basic information about the Wellness Policy including but not limited to:
  - a. Policy content and any updates
  - b. District and school-level implementation progress
  - c. Names and contact information of the district and school leaders coordinating the DWAC
  - d. Information on DWAC involvement and the Wellness Policy revision process

**Procedures**

- Communications will assist the Wellness Coordinator in the process of updating and maintaining the School Wellness website to ensure that all required materials are available and accessible to the public.
- The District will ensure that all communications are ADA-compliant and culturally and linguistically appropriate to the community and will use communication methods that are appropriate to ensure that all people have access to the information.
- The District will use multiple methods to distribute this information to the community, such as but not limited to email, district and school websites, and newsletters.

**IV. Nutrition Environment & Services**

- A. **School Meals:** All schools within the District shall participate in [USDA](#) child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). Families will be provided information annually about eligibility for free/reduced meal prices. The District will ensure that a child's eligibility status is not disclosed at any point in the process of providing free or reduced-price meals, including notification of the availability of free or reduced-price benefits, certification and notification of eligibility, provision of meals in the cafeteria, and the point of service. Students with unpaid balances will be given regular reimbursable meals and not stigmatized.

**Procedures**

- The Food and Nutrition Director ensures compliance with nutrition policies within Food & Nutrition Services while reporting as necessary to the Superintendent or their designee. The Food and

Nutrition Director will review the nutrition guidelines of the Wellness Policy to ensure compliance with Federal and state guidelines and any changes will be implemented effective immediately.

- Food and Nutrition Services along with school administrators will promote participation in child nutrition programs among all students and families to ensure that families know which programs are available in their district and have access to those programs.
  - The District will also participate in programs including but not limited to, the Child and Adult Care Food Program (CACFP), The Community Eligibility Provision Program (CEP), Free and Reduced Program, Summer Food Service Program (SFSP), Farm-to-School, Fresh Fruit and Vegetable Program (FFVP) Second Chance Breakfast, Breakfast in the Classroom (BIC), and Grab & Go.
- Families should be informed annually of the free or reduced-price meal program through the online enrollment system. The application will be made available online. Families will use School Cafe to fill out and check the status of their applications. Each school year, a new application needs to be filled out. Only one application per family is necessary. Schools will provide the forms and help families with the application if needed.
- It is prohibited for students with unpaid balances to be shamed in any way, including by announcing their names, using hand stamps to identify them, making them use a different serving line, or sending home clearly marked notices that they have an unpaid balance.
- Schools must serve students a reimbursable meal, regardless of whether the student has money to pay or owes money.
- Schools will not throw away a student's meal because the student has an unpaid balance.
- Schools will reach out to the family of a child with an unpaid balance to assess whether the child is eligible for free or reduced-price meals.

- B. **Nutrition Standards & Menus:** All schools within the District are committed to offering school meals that are accessible to all students and meet or exceed current nutrition requirements established by local, state, and Federal statutes, and regulations ([USDA Nutrition Standards](#)). Menus will be created/reviewed by a Registered Dietitian and will be made available on district and/or individual school websites and other electronic means. When possible, school meals will include fresh, locally-grown foods in school meals from farms engaged in sustainable practices and these foods will be promoted in the cafeteria. In practicing good food procurement methods, the District will support a regional food system that is ecologically sound, economically viable, and socially responsible to influence the creation and availability of a local, equitable, and sustainable good food purchasing system.
- C. **Food & Nutrition Staff Training:** All school nutrition program directors, managers, and staff will meet or exceed hiring expectations and annual continuing education/training requirements of the [USDA Professional Standards for Child Nutrition Professionals](#).

### Procedures

- School meals will meet the [USDA Nutrition Standards](#) and will include:
  - fruits and vegetables, including a variety of fruits and vegetables that meet the required vegetable subgroups (dark green, red, and orange, dry beans and peas, and legumes)
  - grains (whole grain-rich)
  - meats and meat alternates
  - fat-free and low-fat milk
- Menus, including nutrient content and ingredients, will be available using the District School Cafe App and also posted on the district and/or individual school websites.
- The District is committed to creating menu options that meet the needs of our school community, which includes offering vegetarian, vegan, and meatless alternatives as well as a variety of fruits and vegetables.
- The District continues to provide samplings and student meal surveys to ensure the inclusivity of student preferences.

- The District is committed to serving foods that are healthy, visually appealing, nutrient-dense, and to the extent possible locally and sustainably grown, and implementing various Farm-to-School strategies.
- The District is committed to reducing the sugar content in all school meals. By the 2022-2023 school year, all items on the menu shall contain less than the American Academy of Pediatrics recommended daily sugar intake, currently 25 grams of sugar, with a target of fewer than 20 grams as a weekly average for the breakfast entrée. Fruit juice served at breakfast will be limited to two times per week at elementary schools and three times per week at secondary schools.
- The Food and Nutrition department will keep a record of required nutrition staff training and will assist with DPI and USDA audits.

D. **Meal Seat Time:** The District will provide students adequate time to eat with at least 10 minutes of seated time for breakfast and 20 minutes of seated time for lunch.

**Procedures**

- Daily schedules must be built to ensure that students have the required amount of minutes for seated breakfast and lunch times. Ensure transition time and time waiting in line do not cut into the minutes of seat time to eat.
- Efforts will be made to ensure that schedules allow for students to be served lunch at a reasonable and appropriate time of day.
- Meals in the classroom should be consumed at tables/desks.

E. **Special Dietary Needs & Allergies:** The District will accommodate special dietary needs and food allergies as required by federal regulations. Students regardless of dietary restrictions will be provided a healthy meal based on the USDA Food and Nutrition Guidelines.

**Procedures**

- Food and Nutrition Services will not include peanuts or nut products in any meals including breakfast, lunch, snack, or supper/dinner. MMSD buildings are not considered to be nut-free facilities.
- Food and Nutrition Services will work with Health Services to accommodate students with food allergies, upon receiving the Medical Statement for Special Dietary Needs paperwork. The form must be documented with special food need requests and signed by a medical physician. Food and Nutrition Services will provide specialized diets within five business days to students.
- Health Services will work with students with food allergies and their families to ensure the safest and most inclusive environment for the students.

F. **Drinking-Water Access:** All students and staff will have access to free, safe, unflavored drinking water during mealtimes where school meals are served, and also throughout the school day and during the extended school day through water fountains, water bottle filling stations where available, and other access points in school buildings. All students and staff can bring and carry approved water bottles filled with only water in school buildings, classroom spaces, and across the school campus during the school day. All newly constructed schools and schools undergoing major renovations will have touchless water bottle filling stations installed in accordance with the following guidelines: a minimum of one water bottle filling station per 200 occupants, a minimum of one water bottle filling station on each floor and wing of a school building, and a minimum of one water bottle filling station in or near the gymnasium, outdoor recreation spaces, and other high traffic areas.

**Procedures**

- Schools will communicate with families and students to encourage water use at schools at least twice per year

- Schools are encouraged to work with staff to create systems that meet your school's needs around water access
- Schools will work with community partners to secure water bottles for students in schools across the district where needed. Encourage staff to ask their principal or secretary about accessing funds through the Madison Public School Foundation, Teacher Support Network.

**G. Standards for Foods and Beverages Sold Outside School Meals:** All foods and beverages sold outside of the school meal programs, during the school day, will meet or exceed Federal regulations for school meal nutrition standards and the [USDA Smart Snacks in School](#) nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold during the school day, which may include but are not limited to à la carte, vending machines, school stores, and snack or food carts.

**Procedures**

- Food and beverages sold in vending machines and school stores in high schools shall only be accessible to students before and after the school day and during the times that Food Services is not serving breakfast or lunch to students to encourage students to purchase balanced meals rather than snacks.
- MMSD Vending contracts shall be bid per MMSD purchasing guidelines. Contract specifications shall require Smart Snacks compliance.

**H. Standards for Foods Offered/Provided: Snacks, Celebrations, and Rewards:** All food and beverages served and offered to students on the school campus during the school day, outside of the school meal programs, will meet or exceed the [USDA Smart Snacks in School](#) nutrition standards. Such events include school-wide or large group celebrations, parties, and whole-classroom snack offerings. All food and beverages served or offered to students enrolled in Madison School & Community Recreation (MSCR) After Childcare and Enrichment programs will meet or exceed the [USDA Smart Snacks in School](#) nutrition standards. Foods and beverages will not be used as a reward for learning or behavior, used in classroom projects as manipulative (small candies for counting), or in activities that involve students handling and possibly eating the food item. Schools are encouraged to use physical activity as a reward.

**Procedures**

- Communicate with families and staff on a yearly basis about what a Smart Snack is and what this means for birthdays, celebrations, snacks for the whole class, etc.
- Promote non-food items and also ways to use physical activity opportunities as rewards.
- Any food prepared for or distributed to students and staff during the school day or for school-sponsored events shall follow the MMSD Guidelines for Safe Food Handling, Parties, and Celebrations at School.
- The District and schools will provide families, students, and school & MSCR staff with the following resources annually:
  - Smart Snacks One-Pager
  - Healthy party ideas, including non-food celebration ideas
  - Healthy and non-food rewards

**I. Fundraising:** To the extent possible, fundraisers involving food and beverages taking place on the school campus during the school day, will meet or exceed the [USDA Smart Snacks in School](#) nutrition standards. Schools are encouraged to participate in fundraising activities that promote healthy eating and physical activity.

## Procedures

- If a school store, bake sale, or another fundraiser is occurring during the school day where students would be consuming the items during the school day, groups should select items that meet the [USDA Smart Snacks in School](#). Non-food items are also encouraged to be sold, instead of food.
- Schools will make available to staff, families, and all school and out-of-school staff a list of healthy fundraising ideas annually.

J. **Nutrition Education:** To the extent possible, students will receive nutrition education as a part of the sequential, comprehensive, standards-based 4K-12 Health Education curriculum. The District will teach, model, encourage and support healthy eating among students through skills-based and participatory instruction. Nutrition education should include enjoyable, developmentally appropriate, culturally relevant activities, including but not limited to cooking demonstrations, taste tests, farm visits, and school gardens that link back to the school food environment. Where possible, nutrition education should also be integrated into other subject areas such as math, science, physical education, etc.

## Procedures

- Elementary students will receive Nutrition Education lessons as part of the K-5 Health Education curriculum. Each grade level will receive 4-5 lessons per year.
- Middle school students will receive Nutrition Education lessons as part of the 6-8 Health Education curriculum. Each grade level will receive 4-5 lessons per year.
- High school students will receive Nutrition Education as part of the required 10th-grade Health Education course.
- Food and Nutrition will work with Curriculum & Instruction and community partners to improve the nutrition education lesson plans to ensure they are in alignment with the newly released DPI WI Nutrition Education Standards.

K. **Food and Beverage Marketing & Promotion in Schools:** All foods and beverages marketed or promoted to students on the school campus during the school day must meet or exceed the [USDA Smart Snacks in School](#) nutrition standards. This includes the marketing of products on items including but not limited to the exterior of vending machines, message boards, educational materials, flyers, posters, athletic equipment and scoreboards, websites, through the school's public announcement systems or digital media on televisions or marquees, etc. The District will help to promote healthy food and beverage choices and participation in school meal programs by using marketing and merchandising [Smarter Lunchroom Techniques](#). Adults are encouraged to model healthy behaviors, especially on school property during the school day, and extended school day at school-sponsored meetings and events.

## Procedures

- Any marketing, logos, or advertisements on the school campus during the school day must meet the Smart Snacks in Schools nutrition standards. For example, on a soda machine, the logo on the outside of the machine can be Water such as Aquafina and not Coca-Cola.
  - Advertising and sponsorship in co-curricular venues will not be in conflict with the mission of the District or the District's curriculum and/or instructional program. The sponsorship is consistent and compatible with District and Board priorities and educational objectives.
- Food and Nutrition Services will help to promote healthy food and beverage choices available in schools using the following marketing and merchandising [Smarter Lunchroom Techniques](#):
  - Posters/murals promoting and advertising more healthier meals
  - Food presentation options of food and vegetables within the serving line area (at least two types of fruits merchandised and presented available daily)

- Menu identifiers in the serving area
- Salad bars (upon Public Health approval for open food area)
- Milk placement
- Exemplary customer service to our students by Food and Nutrition staff
- Building leadership will encourage staff to model healthy behaviors during the school day when with students; including healthy eating and beverages and being physically active.

## V. Health Education

- A. All students in grades K-12 will receive regular comprehensive health education instruction in frequencies that meet or exceed the requirements set by the [Wisconsin Department of Public Instruction](#) (DPI). Health education will be taught by qualified and trained professionals in alignment with DPI licensure requirements. A professional staff member will be designated as the coordinator for health education, who will regularly evaluate and revise health education curriculum materials.
- B. Schools will utilize a written, sequential, comprehensive health education curriculum that aligns with national and state standards and the [CDC's Health Education Curriculum Assessment Tool](#) (HECAT). Health education instruction will be skills-based, culturally and developmentally appropriate, medically accurate, non-stigmatizing, inclusive for all students, and will incorporate the CDC's characteristics of an effective health education curriculum.

## Procedures

- Instruction/Schedule Requirements**
  - Elementary: K-5 schedules will include 30 minutes of health education instruction per week for the duration of the school year, delivered by the classroom teachers using curriculum resources developed by the Health Education Coordinator.
  - Middle: 6-8 schedules will include health education classes taught either by a certified health education teacher and/or a non-certified health education teacher using curriculum resources developed by the Health Education Coordinator. Schools may use one of three formats:
    - One-quarter course meeting daily for 45 minutes
    - One-semester course meeting every other day for 45 minutes
    - One day per week all school year long for 45 minutes
  - High: ½ credit of health education (one-semester course) for graduation
- Curriculum:** As universal support for all students, skills-based health education addresses a clear set of behavioral outcomes that provides opportunities for students to practice the following skills: analyzing influences, accessing information, interpersonal communications, decision making, goal setting, self-management, and advocacy in connection with functional health knowledge that is relevant to the needs of the students, school, and community. Functional health information will be determined based on data from the school and district community and may include topics such as healthy eating, physical activity, disease prevention, substance use prevention, mental health, stress management, suicide awareness, human growth and development, relationships, personal safety, and other topics required by DPI. The curriculum shall provide for the diversified needs of students (social, economic, cultural, and emotional) as well as the varied needs of the community. Families will have access to learning outcomes and health resources annually.
  - Cross-department team to look at overlaps of SEL/Health/ACP/CCCR to ensure students have access to a curriculum across these areas that complement each other and build upon skills and knowledge.
- C&I Collaboration with Students and Staff Support:** With support from the Health Education Coordinator, Health Education teacher teams will continue to strengthen collaboration between Health Education teachers and Student Services Staff, such as school nurses, school counselors, school psychologists, and school social workers, to connect students with other supports available within the school to support their health and wellbeing. The goal is that health education will be part of a coordinated school health system that links district, school, and community programs and



services to promote the health and well-being of students.

- Professional Learning:** Health education teaching staff will have access to regular, high-quality professional learning and teacher collaboration opportunities.

## VI. Physical Education & Physical Activity

- A. All students will have equitable access to a range of physical activity opportunities throughout the school day, including students with disabilities and students with special health care needs. Physical activity during the school day will not be withheld as punishment for any reason. Physical activity may include but is not limited to recess, classroom physical activity breaks, outdoor education, or physical education classes. Students will not be required to engage in physical activity as a behavioral consequence.

### Procedures

- The District will use a Comprehensive School Physical Activity Program (CSPAP) approach to ensure that all students engage in opportunities to be physically active each day and develop the knowledge, skills, and confidence to be physically active for a lifetime. The CSPAP approach includes a combination of physical activity opportunities including
  - Physical education
  - Active classrooms
  - Daily recess
  - Before- and after-school activities
  - Active transportation
- Alternative physical activities will be offered if safety during any type of physical activity is a concern.

- B. **Physical Education:** All students K-12 will take part in sequential physical education instruction taught by a licensed/certified teacher who is endorsed to teach physical education in frequencies that meet or exceed the requirements set by the [Wisconsin Department of Public Instruction](#) (DPI) unless otherwise allowable per state law or Board policy. The physical written education curriculum, aligned to national and state standards, will provide students with learning opportunities to acquire the knowledge and skills needed to promote lifelong, physically active lifestyles. Instruction will be developmentally appropriate, culturally responsive, and inclusive for all students. Physical education teachers will receive annual professional learning opportunities specific to physical education/physical activity content. Students should not be pulled from physical education to receive instruction in other content areas or to provide students with interventions. Physical education teachers will provide appropriate accommodations to ensure that all students, including students with disabilities, are provided with an equal opportunity to participate in alignment with the requirements of the [Wisconsin Department of Public Instruction](#) (DPI), and as required by the IDEA, which may include the provision of Specially Designed Physical Education (SDPE).

### Procedures

- Elementary PE will meet 3x per week for 30 minutes
- Middle School PE will meet every other day for the school year
- HS graduation requirements for PE are 1.5 credits earned through an in-person course, online course, PERC, and independent study options.
- To maximize student learning and safety during physical education instruction, the schools will work to establish class sizes consistent with that of other core subject areas.

- C. **Recess:** All students will receive daily recess or space in their schedules for self-selected opportunities to engage in physical activity and/or take a break from academic work during the

school day. All elementary schools will offer at least 30 minutes of recess on all regularly scheduled school days. Middle schools will work to improve scheduling to ensure students have access to 20-30 minutes of recess per day. For high schools, although the term recess might not be used, students will have access to time during their lunch block to engage in self-selected opportunities.

### Procedures

- Recess should occur outside except when outdoor temperature is below -10 degrees Fahrenheit, inclusive of wind chill factors, during storms with lightning or thunder, or at the discretion of the building administrator based on their best judgment of safety conditions. If weather conditions do not allow for outdoor recess, recess will take place inside.
- Minutes for recess can be divided up into more than one recess if needed/desired. Minutes may be altered on school days with shortened schedules such as early dismissal and late arrival.
- When possible, schools should create schedules to have recess occur before lunchtime to support learning and healthy eating practices.
- The practice of withholding recess from students for disciplinary reasons or academic performance is prohibited.
- Although these physical activity periods may not always be called recess in high schools, they serve the same purpose - to provide student-selected opportunities to engage in physical activity and take a break from academic work during the school day, such within the lunch/flex block time.

**D. Active Classrooms:** Students will be offered regular opportunities for physical activity breaks and brain breaks during academic instruction throughout the school day.

### Procedures

- Classroom teachers and staff are recommended to offer regular active classroom breaks such as movement breaks or brain breaks during their daily instruction.
- An example of active classrooms in action might look like the following:
  - Elementary: two planned 10-minute physical activity breaks across the school day's lessons. Could be transitioning from subject to subject. Bring up Go Noodle or another activity on the TV in the classroom and invite students to come to the rug to engage in movement.
  - Secondary: in an average class period, follow the 20-minute rule; every twenty minutes of instruction, provide students a quick break from instruction such as time to talk to friends, get up and walk around, student-led stretch, time to organize, time to check email, etc.

**E. Outdoor Learning:** Schools are encouraged to offer opportunities throughout the school year for all students to engage in experiential, environmental, and nature-based outdoor learning in school gardens, school forests, school natural areas, and other outdoor classrooms.

### Procedures

- District staff and principals will encourage educators to engage in learning outdoors connected to various curricula areas and for environmental education purposes.
- Schools will communicate with staff where available spaces for learning outdoors exist on their school campus and what procedures or expectations staff members must follow to utilize these spaces safely.
- Principals will share the opportunities for learning outdoors and environmental education offered by MSCR with school-based staff.

**F. Before and After-School Activities:** The District will promote opportunities for all students to participate in physical activity before and/or after the school day, including school clubs and

activities, MSCR programming, and intramurals or WIAA interscholastic athletics.

#### Procedures

- Schools should make MSCR program guides available to families.
- High school athletic directors will communicate with middle schools to promote engagement with high school athletics including how to access once at high school.

G. **Access to Facilities:** The District encourages community use of school facilities and school use of community facilities for physical activity and wellness programming following [Board Policy 6491A](#).

#### Procedures

- When families, community organizations, or staff reach out to use facilities for various activities, ensure they have access to the facilities rental procedures below.

H. **Active Transportation:** The District will support and promote walking, bicycling, and other forms of active transportation to and from school. All schools will work cross-departmentally with Transportation to develop and communicate School Traffic Plans to maximize the safety of students walking, biking, riding the bus, and/or carpooling to and from school. The Traffic Safety Committee will engage in collaboration with community-based organizations, including programs such as Safe Routes to Schools, and local governmental entities to maximize support to schools.

#### Procedures

- Schools are required to have School Traffic Plans and communicate those plans with families and students annually.
- The District will have a person dedicated to serving on the Madison Traffic Safety Council to collaborate with community-based organizations and local entities to systemically address traffic areas of concern and problem-solve around these concerns.
- The District will communicate to schools and families resources to support active transport with schools such as Safe Routes to Schools (SRTS) programming and work to create an online resource hub for schools to access those resources as needed.
- Physical Education teachers and classroom teachers will be encouraged to attend MMSD Bikes professional learning to learn how to teach bike safety during the school day or for after-school programming.
- Schools will contact the PE, Health, and Wellness Coordinator if they want to sign up for using the MMSD Bike Fleets.

### VII. Health Services

- A. The District will ensure all students 4K-12 have access to Health Services in the school setting delivered by highly-qualified nurses or Advanced Practice Nurse providers. To the extent possible, all health offices will be covered by either a nurse or nurse assistant during the school day.
- B. The District strives to deliver culturally responsive, and inclusive school-based services which may include:
  - prevention education;
  - health counseling;
  - health screenings (vision, hearing, dental);
  - chronic and acute disease case management (asthma, diabetes, allergies, etc.);
  - first-aid and emergency care;

- coordination of care related to existing and potential health problems; and/or
- providing referrals to students and families for community health services.

### Procedures

- All health offices will be covered by either a nurse or nurse assistant during the school day with the appropriate professional-to-student ratios of at least 1:750.
- Health Services will deliver school-based services including prevention education, screening (vision, hearing, dental), and coordination of care related to existing and potential health problems. This includes providing first aid, emergency care, assessment and planning for the management of acute and chronic conditions (such as asthma and diabetes), and communicable disease mitigation.
- Health Services staff will promote restorative justice practices and equity to reduce health disparities and provide holistic and equitable care to each student.
- Health Services staff will provide case management and care coordination for students and families with medical providers, the school, and resources in the community to address students' specific health needs and establish a medical home for the family. Health Services staff will collaborate and consult with school staff to ensure individualized plans support the health and well-being of the student.
- Health Services will collaborate with school leadership and staff to promote school wellness and support health education to ensure that students and families are provided accurate, up-to-date information on key health topics (such as physical activity, nutrition, human growth and development, substance use and prevention, communicable diseases, and mental wellness).
- Health Services is committed to reducing the unmet health needs of all students and will collaborate with the MMSD Mental Health Team and community partners to expand school-based comprehensive health services.
- School Nurses will be active members and collaborators on the Student Services Teams (SST) and Student Services Intervention Teams (SSIT) in schools.

## VIII. School Culture & Climate

- Schools and departments will utilize a tiered approach when implementing strategies to prioritize the cultivation of just and equitable learning and working environments, where each member of the school community is treated with dignity and respect and experiences a sense of belonging, support, and safety. Schools and departments will take part in annual climate surveys to assess student, staff, and family experiences.
- The District is committed to a strengthened and sustained focus on transformational Social Emotional Learning (SEL) making connections to students' experiences, identities, and the contexts in which they live. All students will have access to SEL learning opportunities (explicit and/or embedded) in academic content areas.
- Schools will create learning environments that welcome and affirm the diverse identities (race, ethnicity, gender, sexual orientation, religion, etc.) of students, staff, and families. The District will continue to support policies and practices focused on non-discrimination and anti-bullying as set forth in board policy.
- The District will continue to support a whole school approach to restorative justice and practices by partnering with schools to build authentic relationships and community, transform conflict and respond to harm, and provide individual support.

### Procedures

- The District will allocate school-based culture and climate staff responsible for leading the implementation of transformative social-emotional learning (SEL) and restorative justice (RJ).
- Schools will identify and monitor their SEL and/or RJ priorities in their School Improvement Plan
- The District will provide schools with the curriculum and/or resources required for explicit and embedded instruction in SEL and to implement RJ.
- Schools will formalize data routines; use data to identify universal implementation priorities and tiered

intervention systems

- Using data to prioritize needs, the District will support schools to implement their culture and climate strategies.

#### **IX. School Counseling, School Psychology, and School Social Work Services**

- A. The District will provide Student Services for the purpose of reducing barriers to learning that impact well-being to help students grow to become college, career, and community ready. Services will be delivered by qualified and trained professionals in alignment with DPI licensure requirements.
- B. The District will continue to grow and sustain the tiered systems of support for social-emotional learning and mental health, in collaboration with community mental health providers.

#### **Procedures**

- Schools should be staffed with School Counselors, School Psychologists, and School Social Workers with a student-to-staff ratio in accordance with each profession's national guidelines. Staff in these roles focus on the key roles and responsibilities outlined in their job descriptions and focus their time and energy on direct support to students and families.
- The School Counselors, School Psychologists, and School Social Workers will collaborate through regular teaming time, (which includes School Nurses and other Student Support Roles), focused on developing proactive school-wide supports and responsive group-level interventions (SST - Student Services Teams) and individual student support planning (SSIT - Student Services Intervention Teams).
- School Counselors, School Psychologists, and School Social Workers will collaborate with school leadership and staff to ensure that ALL students and families are provided accurate, up-to-date information on key topics (such as postsecondary planning, special education, engagement and attendance, and mental wellness).
- School Counselors, School Psychologists, and School Social Workers will engage in required and recommended ongoing professional learning with a focus on their core professional practices, student social-emotional learning and mental health, and racial and social justice. This then supports them in providing leadership in these areas to their building.

#### **X. Physical Environment:**

- A. The District is committed to ensuring that the school environment protects and promotes the health and safety of all students and families, and staff. Schools and departments will take part in annual climate surveys to assess student, staff, and family experiences in regard to school and building safety.
- B. In newly constructed schools and buildings undergoing major renovations, the Wellness Policy and Procedures will provide guidance and be considered in conjunction with the Building Services' plan, centering health and wellbeing in the design of spaces including but not limited to water-filling stations, restrooms, green spaces, eating spaces, etc.
- C. The District will oversee the District Safety Plan and support schools in the development and implementation of individual School Safety Plans, including critical response and crisis management.

#### **Procedures**

- Green & Sustainable Energy:** All operations of district facilities will be governed by the MMSD Energy Management Policy which aims to minimize energy costs and maintain a reliable supply of energy to meet the functional needs of the district. The District is committed to reducing the environmental footprint of all MMSD buildings and grounds. By 2040, the District will operate fully with renewable energy sources.
- School Safety:** The District will ensure specific physical safety measures and security procedures

are shared and practiced in its school buildings to ensure on-campus safety. The district will maintain a crisis preparedness and response plan and assist each school in developing a plan for various scenarios. The District will convene a school safety team to support safety across its school buildings and support the development of school safety teams in individual school buildings. The team will help the district regularly assess and report on the district and building-level implementation of safety and health practices and provide appropriate resources and training for continuous improvement.

- Bathroom Access & Quality:** The District is committed to working with students to gather their input on how to continue to improve the quality of bathrooms to meet the needs of all students, including access to period products. All MMSD schools and buildings will have all-gender restroom(s) accessible to students, families, and staff.
- Water Access & Quality:** Water access points including water bottle filling stations will be cleaned and maintained regularly to ensure adherence to health and safety standards.
- Smoke & Drug-Free Buildings & Grounds:** The District recognizes the use of tobacco products (including electronic cigarettes and vape pens), illegal drugs, alcohol, and the misuse of prescription drugs as a health, safety, and environmental hazard for students, staff, visitors, and school facilities. All district physical environments will be drug and smoke-free zones.
- Safe Transportation:** All schools will establish and communicate school traffic safety plans to promote safety and prevent injury during pick-up, drop-off, and other times during the school day. The District will continue to collaborate with local public works, public safety, and/or the police departments through the Traffic Safety Committee to support school planning.

## **XI. Staff Wellbeing**

- A. The District will promote systems that support a healthy work-life balance and create healthy working conditions. Schools and departments will work to establish and maintain work environments that address the physical and social-emotional health of staff.
- B. Staff Wellbeing programming will be based on the needs of our schools and staff as measured in building staff climate surveys.
- C. The District will engage in ongoing, cross-departmental collaboration to establish systems that promote staff wellbeing by aligning common messaging and integrating supports and resources.
- D. Strategies and programs to support staff wellbeing will include but are not limited to healthcare benefits, employee assistance programs (EAP), and MSCR recreation programming.

## **Procedures**

- The District understands the influence that staff actions have on all student health behaviors and learning. All staff shall promote a school environment supportive of healthy behaviors such as healthy eating and physical activity. Adults are encouraged to model healthy behaviors, especially on school property and at school-sponsored meetings and events.
- Schools and department leaders will work to establish and maintain working environments that support the social-emotional health and wellbeing of staff with a focus on healthy relationships, positive interpersonal communication, respectful collaboration, and support for purpose-driven work.
- The District and schools are committed to actively disrupting systems that are unwell or unjust by listening to and taking action in response to staff experiences, needs, and hopes around creating work environments and systems that promote and support wellbeing through methods that may include climate surveys, focus groups, and empathy interviews.
- The District will have a committee specifically for Staff Wellbeing that will be facilitated collaboratively by the Wellness Coordinator, Student and Staff Supports, and Human Resources. Members will consist of representatives from the various employment categories within the District and include people whose identities have been systematically & historically marginalized. The committee will create accessible and inclusive resources, holistic programming, and professional development that support all staff.

- The District will actively cultivate partnerships that continue to support the *Mindfulness in MMSD Program (MiMMSD)* to support staff stress reduction and mindful awareness as a foundation for healthy relationships and anti-racist practices.
- Staff will be encouraged to participate in the District Wellness Advisory Council (DWAC), where their input will directly impact the development, implementation, and periodic review and update of the Wellness Policy.

**XII. Youth Voice**

- A. The District will continue to expand upon co-created and co-designed structures where youth and their voices are integrated into decision-making processes that impact the well-being and educational experiences of all students.
- B. The District will work with youth on an ongoing basis to collect voice, input, concerns, and ideas on how to collectively problem-solve around student needs creating healthier school environments for all students and staff. The District is committed to engaging with diverse groups of youth with various racial/ethnic backgrounds, socioeconomic statuses, genders, sexual identities, abilities, and academic standing, prioritizing engaging students who have been systemically and historically underrepresented and underserved.
- C. To ensure commitment to ongoing youth voice in connection to the Wellness Policy, the District will actively recruit diverse youth representatives to participate in the District Wellness Advisory Council (DWAC).

**Procedures**

- The District will continue to support the improvement of all students, particularly BIPOC & LGBTQIA+ students, educational experience via the Youth Voice & Vision (YV<sup>2</sup>) framework; which includes creating spaces where youth and adults work in shared partnership to support youth voice, agency, & leadership efforts.
- The District will continue to invest in Youth Voice & Vision Teams at the Middle School level by finding space in the school day for teams to convene to continue to prioritize youth voice and tend to the needs and wellbeing of all students, especially for our BIPOC & LGBTQIA+
- By 2023-2024 School Year, the District will reestablish the leadership of the youth voice workstream & convene a district-wide team of representatives of each school based site to work with the Youth Voice & Vision (YV<sup>2</sup>) framework to promote youth & adult partnership & co-creation at the systems level.

**XIII. Family Engagement**

- A. The District is committed to creating ongoing spaces where families feel welcomed, heard, and empowered to engage in the school community in meaningful ways to regularly promote health and wellbeing.
- B. During school and/or district-based family engagement programs, activities, or events, efforts will be made to promote and foster health and well-being by connecting families with culturally and linguistically responsive health and wellness resources and opportunities such as nutrition education, health education, mental health supports, social-emotional wellbeing, and physical activity.
- C. To ensure commitment to ongoing family engagement in connection to the Wellness Policy, the District will actively recruit diverse family members and/or caregivers representatives to participate in the District Wellness Advisory Council (DWAC).

**Procedures**

- The District will continue to engage and uplift the voices of all families, including the voices of families that have been systematically and historically underrepresented and underserved.

- District and school-based family engagement staff will strengthen and build partnerships that will integrate community-based health and wellness resources and wellness strategies into the school community.
- School-based family engagement staff will engage in professional learning and coaching opportunities provided by district-level family engagement staff that is anchored in the guiding principle that the promotion of well-being and health is foundational to fostering and strengthening relationships.
- Wellness for Scholars and Families will be considered and integrated into school-based opportunities and engagement activities.

#### **XIV. Community Involvement & Partnerships**

- A. The District is committed to working with organizations to support the implementation of the Wellness Policy through service agreements or partnership agreements as directed by the Strategic Partnership department.
- B. To ensure commitment to ongoing community involvement and partnerships in connection to the Wellness Policy, the District will actively recruit diverse community members and/or community organizations to participate in the District Wellness Advisory Council (DWAC).

#### **Procedures**

- Partnerships and programs will be aligned with district priorities and needs. If the partnership is in direct support of student or staff wellness as outlined in the policy, will be identified in the MOA. All partnership programs are initiated by a proposal.
- The District will seek to establish partnerships with diverse communities such as communities of color, LGBTQIA+, and other identities that have been systemically and historically underrepresented and underserved.





[Gov. Evers heads back to school to celebrate winning a second term](#) (News 1)

[Madison high school students hit the polls — as workers](#) (Cap Times)

[Large crowd celebrates Madison's Hmong New Year at Alliant Energy Center](#) (Madison365)

[Boys & Girls Club, MMSD receives \\$100K for college, career prep program](#) (WISC News 3)

[Aldo Leopold Nature Center reaches out with after-school program](#) (WSJ)

[West High students host civics panel with local leaders ahead of midterms](#) (Cap Times)

[Tony Evers spotlights K-12 education following reelection victory](#) (Cap Times)

[In Wisconsin's political climate, teaching civics is more important than ever](#) (Cap Times)

[Former MMSD board president, Gloria Reyes running for Madison mayor](#) (WISC News 3)

[MMSD restraint and seclusion numbers drop in 2021-22](#) (Cap Times)

[Former Sennett principal was fired for comments on accidental voicemail](#) (Cap Times)

[Vander Meulen will seek reelection to Madison School Board](#) (Cap Times)

[Madison Memorial turns to former assistant as new baseball coach](#) (WSJ)

## Feature Stories

[MMSD Holds Multicultural Youth Leadership Summit 2022](#) (MMSD)

[Student makes his mark on East High School with Findorff Construction](#) (MMSD)

[Midvale Elementary School Celebrates Native American Heritage Month](#) (MMSD)

[Students Receive Take-Home Book Packs to Build Early Literacy Skills](#) (MMSD)

[La Follette Seniors Earn College Board's National Hispanic Recognition Award](#) (MMSD)

## Weekly Podcast

[Lead to Liberate: Guest Tara Tindal, Native American Teacher Leader at Madison Metropolitan School District](#)

## Weekly Highlights

[MMSD scholars share why it is important to vote](#)