

MADISON MIDDLE SCHOOL

STUDENT & PARENT HANDBOOK

2026-2027

EVERY BULLDOG CONNECTED

THE MADISON COMPASS

Every Bulldog Connected

Our work is guided by connection in everything we do—so every student is known, belongs, and has the opportunity to **learn, lead, and succeed**.



3429 45th Ave. SW, Seattle, WA 98116
Main Office: 206-252-9200 | Attendance: 206-252-9204
madisonms.attendance@seattleschools.org

Welcome to Madison

A Message from the Principal

Dear Bulldog Students and Families,

Welcome to Madison Middle School! Whether this is your first year at Madison or you are returning for another year, we are excited to have you as part of the Bulldog Fam.

Middle school is an important time in a young person's life. Students are discovering who they are, developing greater independence, finding new interests, building friendships, taking academic risks, and beginning to imagine who they want to become.

Our responsibility at Madison is to create a school where every student has the opportunity and support to do those things successfully. At the center of our work is a simple commitment: Every Bulldog Connected.

We believe students thrive when they are connected - to caring adults, to their peers, to meaningful learning, and to the larger life of their school. Whether that connection happens in a classroom, on an athletic team, in band or orchestra, through a club, during a Bulldog Bash, with a counselor, or simply through an adult who knows a student's name and story, connection matters.

Connection is the intervention before the intervention.

This handbook is intended to help students and families understand what you can expect from Madison and what we ask of every member of our community in return. When challenges arise, our goal is to work together, ask questions, listen, problem solve, and determine what our students need to move forward successfully.

We want our Bulldogs to learn that mistakes are opportunities for growth, asking for help is a strength, taking responsibility matters, and being part of a community means taking care of ourselves, one another, and the place we share.

Most importantly, we want every student who walks through our doors to know: You belong here.

We look forward to an incredible 2026-2027 school year and to continuing this journey together.

Dr. E. Scott Pierce
Principal
Madison Middle School

Table of Contents

1	Welcome to the Bulldog Fam
2	The Madison Compass
3	Who's Here to Help?
4	The Madison School Day
5	Attendance: Every Day Matters
6	Learning at Madison
7	MTSS: How We Support Bulldogs
8	Being a Bulldog: We BARK!
9	Behavior, Accountability & Restorative Practices
10	Student Safety, HIB & Resolving Conflict
11	Technology, Personal Devices & Digital Citizenship
12	Find Your Place at Madison
13	Family Partnership & Communication
14	Health, Wellness & Student Support
15	School Safety & Emergency Preparedness
16	Everyday Life at Madison
17	Student & Family Rights
18	Who Do I Contact? Bulldog Quick Guide
19	The Bulldog Commitment

1. Welcome to the Bulldog Fam

Madison Middle School serves students in grades 6-8 in the West Seattle community as part of Seattle Public Schools.

School Information

3429 45th Ave. SW, Seattle, WA 98116

Main Office: 206-252-9200 | Attendance: 206-252-9204 | Fax: 206-252-9201

Attendance Email: madisonms.attendance@seattleschools.org

Website: madisonms.seattleschools.org

School Hours

Monday, Tuesday, Thursday & Friday: 8:55 a.m.-3:45 p.m.

Wednesday: 8:55 a.m.-2:30 p.m.

Bulldog Family Quick Start

- School starts: 8:55 a.m. | Doors open: 8:35 a.m.
- Absent? Contact Attendance: 206-252-9204 | madisonms.attendance@seattleschools.org
- Grades? Check The Source. Assignments and class lessons? Check Schoology.
- Everyday question? Start with your Bulldog's Advisory teacher. Class question? Start with the teacher.
- Social-emotional concern? Contact your Bulldog's counselor. Safety concern? Tell any trusted adult immediately.
- Picking up early? An authorized adult must sign the student out at the Attendance Window.
- Phones and personal devices? Off. Put away. Inaccessible.
- Food? Commons only. Clear water may go to class. No gum.
- Not sure where to start? Main Office: 206-252-9200.

Find your thing. Find your people. Help someone else find theirs.

Every Bulldog Connected.

2. The Madison Compass

The Madison Compass guides how we learn, lead, support students, and build community. Our promise is Every Bulldog Connected: known, belonging, learning, leading, and succeeding.

THE MADISON COMPASS

Every Bulldog Connected

Our work is guided by connection in everything we do—so every student is known, belongs, and has the opportunity to **learn, lead, and succeed**.



Connected to Learning

We deliver rigorous, engaging, and inclusive learning experiences that challenge every student to grow academically and think critically. This includes academic excellence, our instructional vision, MTSS, highly capable services, literacy across content areas, and academic discourse.

Connected to Opportunity

We open doors to discover passions, build strengths, and create many pathways for every student to explore and grow through arts, athletics, activities and clubs, leadership, service learning, enrichment, and exploration.

Connected to People

We build strong relationships and a culture of respect so every student feels seen, heard, and supported through trusted adults, family partnerships, PTSA, restorative practices, student voice, and belonging and inclusion.

Connected to Community

We collaborate with families and community partners to create a welcoming, safe, and inclusive environment where every Bulldog belongs through school pride, facilities and environment, communication, community partnerships, culture, and traditions.

ONE BULLDOG. ONE COMMUNITY. ONE FUTURE. - STRONGER TOGETHER.

3. Who's Here to Help?

Middle school students should never feel that they have to figure everything out on their own. Start with the person closest to the concern; if you contact the wrong person, we will help connect you with the right one.

Leadership & Student Support

Role	Contact
Principal	Dr. E. Scott Pierce
Assistant Principal	Nooria Miskell
Assistant Principal	Dr. Elizabeth Allen
House Administrator	Gordy Jacks
6th Grade Counselor	Rebecca Creagh - 206-252-9121
7th Grade Counselor	Sue Quigley - 206-252-9132
8th Grade / Head Counselor	Ilana Malone - 206-252-9214
School Nurse	Mindy Elbaum
Section 504 Coordinator	Dr. E. Scott Pierce
Special Education	Christopher Barrett & Betsy Behman-Powell
Multilingual Learners	Veronica Romero
Athletics Coordinator	Valerie McDonald

Start Closest to the Concern

Everyday school questions, organization, routines, planning, or figuring out where to go for help - Advisory Teacher

- Classroom/academic concern - Teacher
- Academic progress, peer relationships, social-emotional concerns, or general student support - Counselor
- Behavior, safety, or significant student concern - House Administrator or Assistant Principal
- Not sure where to start - Main Office: 206-252-9200

4. The Madison School Day

Monday, Tuesday, Thursday & Friday

Wednesday - Early Release

Period	Time
Period 1	8:55-9:40
Period 2	9:45-10:30
Period 4	10:35-11:20
Period 3 / Lunch	11:25-12:50 (30-minute lunch)
Period 5	12:55-1:40
Period 6	1:45-2:30

5. Attendance: Every Day Matters

Showing up matters. Students who attend consistently are better able to build relationships, participate in learning, establish routines, and remain connected to their school community. At Madison, attendance is both an academic priority and a connection priority.

Reporting an Absence

Families should report absences directly to the Madison Attendance Office and provide the student name, date(s) of absence, and reason. Families may report by email, phone, or TalkingPoints. Please communicate with the Attendance Office rather than relying on a message sent only to a classroom teacher. Attendance Office: 206-252-9204 | madisonms.attendance@seattleschools.org.

Planned Extended Absences

For planned absences of 3 or more consecutive school days (for example, family travel or an athletic trip), families should complete Madison's pink Extended Absence Planning Form before the student leaves. The form helps notify the school and teachers, identify missed learning, and create a plan for returning and catching up. Completing the form does not automatically make an absence excused; absence classification follows current SPS attendance rules.

For current district attendance definitions and timelines, see SPS Superintendent Procedure 3121SP.

Excused Absences

Under SPS Procedure 3121SP, excused absences include qualifying physical or mental health symptoms, illness, health conditions or appointments; family emergencies; religious or cultural purposes; court or judicial proceedings; certain post-secondary, technical-school, apprenticeship, scholarship, search-and-rescue, district/school-approved, transportation, weather, and principal-approved learning/community activities. Planned absences require advance notice and principal/designee approval under district procedure.

Unexcused Absences

Any absence that does not meet SPS criteria for an excused absence is unexcused. Reporting an absence does not automatically make it excused; the reason must meet district criteria.

Arriving Late

Students arriving late should check in through the Attendance Office. Attendance is tracked by period at the middle school level. Tardies may be excused or unexcused under district definitions.

Madison Attendance Support Process

3 Absences - Family Notification

Madison will send a notification letter informing the family of the attendance concern and creating an early opportunity to identify barriers.

6 Absences - Family/Admin Team Meeting

Madison will send an additional notification and schedule a meeting to review the attendance pattern, identify barriers, discuss supports, determine interventions/resources, establish goals, and monitor progress.

10 Absences - Additional Family/Admin Team Meeting

The team will review the effectiveness of previous interventions and determine what additional interventions, supports, resources, monitoring, or district assistance may be needed.

Madison's 3/6/10 process is a school-based support process and does not replace state or district requirements for unexcused absences and truancy.

Tardies

- 3rd tardy - Lunch Time Reflection (LTR)

- 4th tardy - Additional LTR
- 5th tardy - Additional LTR
- 6th tardy - Family/Admin Team meeting to review the pattern, barriers, interventions, supports, and/or discipline

The numbers tell us when it is time to act. Our goal: Get the Bulldog reconnected.

6. Learning at Madison

Learning is the reason we are here. At Madison, students should have opportunities to think, question, discuss, create, collaborate, problem solve, read, write, and make meaning.

Students Can Expect Us To

- Create welcoming and inclusive classrooms.
- Build relationships.
- Communicate clear learning goals.
- Provide meaningful and appropriately challenging learning.
- Create opportunities for student voice and academic discourse.
- Provide feedback and monitor progress.
- Intervene when students struggle.
- Communicate significant concerns and recognize growth.

We Expect Students To

- Show up.
- Be ready.
- Engage.
- Think.
- Try.
- Complete the work.
- Ask for help.
- Accept feedback.
- Respect learning.
- Own it.

Instructional Time

During instructional time, students are expected to be engaged in the learning activity established by the teacher. Activities unrelated to instruction that distract the student or others from learning should be saved for an appropriate non-instructional time. This is part of being prepared to learn.

Grades, Late Work, Retakes & Revisions

Grades should communicate what a student knows, understands, and is able to do. Madison follows current Seattle Public Schools grading requirements and school-based policies.

SPS grading guidance for grades 6-12 includes three equity-focused practices: communication with students and families when a student is at risk of failing; opportunities for retakes and assignment revisions to the extent possible; and a minimum assignment/assessment grade of 50%, including for missed work. A 50% floor does not mean a student demonstrated 50% mastery; it prevents a single missing or very low score from having a mathematically disproportionate effect on the overall grade.

Assignments have due dates, and meeting deadlines is an important middle-school skill. SPS Policy 2422 requires schools to communicate a school-based homework policy that includes how late work is graded. Madison teachers will communicate course-specific deadlines, late-work procedures, and revision/retake expectations in their course information or syllabus, within Madison and SPS requirements.

When appropriate to the learning task, students may demonstrate improved understanding through a retake, revision, correction, or another opportunity established by the teacher. Teachers may require reasonable preparation first, such as completing missing practice, reviewing feedback, making corrections, or participating in additional learning.

The goal is not simply “Can I get more points?” The better question is: “Can I show that I understand this now?”

Current district references: [SPS Policy 2422 - Homework](#) | [SPS Policy 3125 - Attendance, Participation and Grades](#)

Academic Honesty

Academic honesty means taking responsibility for your own learning. The purpose of an assignment, project, quiz, test, or performance task is not simply to produce a finished product; it is to demonstrate what you know, what you understand, and what you can do.

Academic Honesty Is

- Living with integrity by taking responsibility for your own learning and not cheating.
- Doing your own work because you understand the value of your education.
- Giving credit to sources when directly quoting or paraphrasing their work or ideas.
- Learning from work created by others, such as mentor texts, and applying what you learned to your own original work.
- Asking your teacher for permission before using generative AI on an assignment or project.
- Understanding when collaboration is permitted and when work must be completed independently.
- Accepting help while recognizing that performance tasks must still show what you can do.
- Using teacher-provided study materials, studying appropriately with classmates, and asking teachers for help.

Academic Dishonesty Is

- Turning in work created by another person or by an AI tool and representing it as your own.
- Using direct quotations without quotation marks or failing to give appropriate credit to a source.
- Paraphrasing another person’s research or ideas without attribution; changing a few words is not enough.
- Copying work from the internet and submitting it under your own name.
- Using generative AI to complete assigned work without direct teacher permission.
- Failing to acknowledge or cite AI use when authorized and required.
- Turning in the same or substantially similar work as another student when independent work is expected.
- Submitting sentences, paragraphs, or other work written by a friend, family member, tutor, or another person as your own.
- Sharing answers, looking at another student’s answers, sharing assessment questions in advance, or using resources not permitted during an assessment.

When Academic Dishonesty Occurs

1st offense in a particular class: Student is given an opportunity to resubmit the assignment following the building policy on retake grading; completes a written or oral reflection and conferences with the teacher; teacher contacts parent/guardian; teacher notifies the student’s other teachers.

Any future act of academic dishonesty: Student is given an opportunity to resubmit the assignment following the building policy on retake grading and is referred to administration to assign consequences for academic dishonesty.

Artificial Intelligence Use at Madison

AI use is permitted only when explicitly authorized by the teacher for that assignment or purpose. Students must follow teacher guidelines, use AI only to the extent permitted, appropriately acknowledge or cite AI use when required, check accuracy and appropriateness, and ensure the final work reflects their own thinking and learning. Without direct teacher permission, students may not use generative AI to complete assigned work.

Human inquiry -> AI assistance -> Human reflection. AI should support thinking - not replace it.

Missing Work

Repeated missing work is data. We work to understand whether the barrier is content, organization, attendance, executive functioning, overwhelm, or something else - while maintaining the expectation that students complete their learning.

When Learning Becomes Difficult

- What is working well?
- What isn't working or has become a challenge?
- What do we need to work on?
- What do you need from us to support that work?

7. MTSS: How We Support Bulldogs

MTSS stands for Multi-Tiered System of Supports. It is not a program students are placed into; it is how Madison organizes support across academics, behavior, social-emotional wellness, and attendance/executive functioning.

Tier 1 - What Every Bulldog Receives

High-quality instruction, relationships, routines, expectations, inclusive environments, student voice, social-emotional learning, monitoring, counseling access, and opportunities in activities, arts, and athletics. Connection is part of Tier 1.

Tier 2 - When a Bulldog Needs Something More

Targeted intervention based on an identified need, such as targeted academic support, adult check-ins, attendance goals, executive-functioning support, behavior goals, counseling groups, increased family communication, or a targeted intervention plan.

Tier 3 - When More Intensive Support Is Needed

More individualized and intensive intervention, monitoring, and support. Moving to a higher level of support is not punishment; it means what we are doing is not working well enough yet and we need to try something more.

NOTICE -> UNDERSTAND -> PLAN -> SUPPORT -> MONITOR -> ADJUST

Families are part of the team. We do not lower expectations; we increase support. High expectations. High support. Every Bulldog Connected.

8. Being a Bulldog: We BARK!

B - Be Prepared to Learn

Show up, arrive on time, bring what you need, participate, use class time well, respond to feedback, and ask for help.

A - Always Be Safe

Keep hands, feet, and objects to yourself; respect boundaries; follow safety directions; resolve conflict without violence; and seek adult help when something is unsafe.

R - Respect Self, Others, and Madison

Treat people with dignity, respect differences, care for our school, protect learning, take responsibility, and repair harm.

K - Kindness Is Key

Include others, encourage rather than tear down, show empathy, help, welcome new Bulldogs, and think about how your actions affect other people.

Am I prepared to learn? Is it safe? Is it respectful? Is it kind?

Fidgets: Tool or Toy?

Quiet fidgets may be used when they help a student regulate attention without distracting from learning. An appropriate fidget is quiet, stays in the student's personal space, does not draw attention, and has no liquid, gel, slime, or fluid components. If an item becomes distracting, is shared, thrown, displayed, or used for entertainment, a teacher may ask the student to put it away.

If it helps you focus, it's a tool. If it becomes the focus, it's a toy.

9. Behavior, Accountability & Restorative Practices

Middle school students make mistakes. At Madison, behavior is approached through both accountability and support. When we miss the BARK, we identify which expectation was missed and what needs to happen next.

Reflection Questions

- What happened?
- Who or what was affected?
- What could I have done differently?
- What do I need to do to make things right?
- What will I do differently next time?

Lunch Time Reflection

LTR provides both accountability and an opportunity for reflection. It should help a student answer not only "What is my consequence?" but also "What can I learn from this?"

Restorative Practices

Restorative practices may include reflection, restorative conversations, facilitated student conversations, mediation when appropriate, agreements, repairing or replacing property, rebuilding trust, and reconnecting. Consequences and restoration can coexist.

When Behavior Becomes a Pattern

We use the MTSS cycle and the four questions to determine what additional supports, goals, monitoring, skill-building, family partnership, counseling, or discipline may be needed.

Serious Behavior

Immediate administrative intervention may be required for fighting or aggression, weapons or dangerous objects, threats, drugs/alcohol/vaping, harassment/intimidation/bullying, discriminatory or hateful conduct, sexual harassment or inappropriate sexual behavior, vandalism, theft, leaving campus, serious/repeated disruption, or other conduct defined by SPS. Responses follow applicable district requirements.

Reconnection

Our work is not finished when a consequence has been assigned. Eventually, the student comes back. We help the student return to learning, relationships, and community. A mistake does not remove a student from the Bulldog Fam.

10. Student Safety, Harassment, Intimidation & Bullying (HIB)

Every Bulldog has the right to physical and emotional safety. Conflict can occur between students with relatively equal power and is not automatically bullying, but it should not be ignored when students need help.

When Conflict Becomes More Serious

- Repeated targeting or intimidation
- Threats or physical aggression
- Harassment or discriminatory behavior/language
- Sexual harassment

- Cyberbullying
- Extortion or coercion
- Stalking or unwanted contact
- Fear for personal safety
- Other SPS policy violations

If in doubt: Tell an adult. Let us help figure it out.

HIB

Madison follows Seattle Public Schools procedures for harassment, intimidation, and bullying. Students and families do not need to decide whether conduct formally qualifies as HIB before reporting it. Bring us the concern. We will do the investigating.

See Something, Say Something

Students may report a concern to any trusted adult - including a teacher, Advisory teacher, counselor, House Administrator, Assistant Principal, or Principal - or use the physical “See Something, Say Something” reporting box located outside the Counseling Office. Students do not need to investigate or decide whether a concern formally meets the definition of HIB before reporting it. Bring us the concern. We will do the investigating.

See Something. Say Something.

Reporting a planned fight, threatening message, unsafe object, concerning social-media post, or concern about another student’s wellbeing is taking care of your community.

Restorative Conversations & Mediation

When safe and appropriate, students may participate in facilitated conversations or mediation. These approaches are not appropriate in every situation; safety comes first.

Safety & Support Plans

Madison may use safety plans, No Negative Contact Agreements, trusted adults, safe spaces, increased monitoring, schedule/transition supports, arrival/dismissal/lunch supports, and other individualized interventions. Resolving an incident is not always the same as resolving the problem; we continue to monitor and adjust.

11. Technology, Personal Devices & Digital Citizenship

Away for the Day

As students leave the Commons or Library in the morning and head upstairs or downstairs to learning spaces, personal devices must be off, put away, and inaccessible. They remain put away through classes, passing periods, lunch, and other school activities until dismissal.

This includes cell phones, smartwatches, earbuds/headphones, personal tablets or gaming devices, smart/AI-enabled glasses (including Meta glasses), and other personal electronic or communication devices. Smartwatches must be removed from the wrist and stored away. Smart/AI-enabled glasses must be removed and stored away. Earbuds/headphones must be stored unless a staff member authorizes instructional use or an approved accommodation applies.

Wearing a device is not the same as putting it away. Off. Put away. Inaccessible.

Away for the Day applies to cell phones, smartwatches, earbuds, headphones, personal tablets, gaming devices, and other personal electronic or communication devices. Once the school day begins, personal devices are off, stored away, and inaccessible throughout class, passing periods, lunch, bathrooms/locker rooms, assemblies, the library, and other school spaces.

Protect learning. Protect relationships. Reduce distractions.

Progressive Response

- 1st offense - LTR
- 2nd offense - LTR + confiscation; device is turned into the Main Office and may be picked up by the student after school
- 3rd offense - LTR + confiscation; parent/guardian pickup + family/Admin Team meeting to determine next interventions and/or discipline
- Continued violations - individualized interventions and/or additional discipline as appropriate

Family Communication During the Day

Families who need to contact a student during the school day should use the Main Office. Students who need to contact family should seek staff/Main Office support.

District-Issued Devices

Students are expected to care for SPS-issued devices, keep them charged, use only their own account, protect passwords, follow teacher directions, use approved tools for learning, report damage/loss, and return devices as required.

Digital Citizenship

BARK applies online. Students should protect privacy, communicate respectfully, avoid threats/harassment/impersonation, and remember that digital actions can be permanent.

Photos & Recording

Students should not photograph, video, or audio-record others without appropriate permission. Never record or encourage a fight or use recordings to humiliate, harass, spread rumors, or disrupt school. Don't record it. Get an adult.

AI

AI use is governed by Madison's Academic Honesty Policy in Section 6. Students may use generative AI for schoolwork only when a teacher explicitly authorizes it and must follow teacher directions regarding use, independence, and attribution.

12. Find Your Place at Madison

School is more than the classes you take. We want every Bulldog to find a place where they can say: These are my people. This is something I care about. I belong here.

Athletics

Fall: Girls Soccer; Co-ed Ultimate Frisbee. Winter: Boys Basketball; Girls Basketball. Spring: Boys Soccer; Girls Volleyball; Co-ed Track.

All meets and games are held on Saturdays. Practices are held twice per week after school from 3:45-5:00 p.m. Students register through FinalForms. SPS athletes must have a current sports physical, valid for 24 consecutive months/two years, completed by a healthcare provider and uploaded through FinalForms. Student-athletes are expected to meet attendance, academic, BARK, sportsmanship, and team expectations.

Arts, Music, Clubs & Activities

Students have opportunities in band, orchestra, choir, visual arts, clubs, Bulldog Bashes, leadership, performances, service, athletics, and other activities. Club offerings may change based on student interest and staff sponsorship.

Find your thing. Find your people. Help someone else find theirs.

13. Family Partnership & Communication

Families are not simply people we contact when something goes wrong. You are part of the Bulldog Fam. Families know their student in ways the school cannot, and partnership makes our support stronger.

Families Can Expect Madison To

- Communicate important information.
- Listen to concerns.
- Share relevant progress information.
- Respond professionally and protect confidentiality.
- Include families in intervention and problem-solving processes.
- Celebrate student success and growth.

We Ask Families To

- Keep contact and emergency information current.
- Read school communications.
- Monitor attendance and academic progress.
- Share information that may affect a student's school experience.
- Ask questions and collaborate.
- Allow staff the opportunity to investigate concerns.
- Reinforce BARK expectations.

Growing Independence

Middle school family involvement gradually shifts from manager toward coach. Questions such as "Show me what you're working on," "What's going well and what's challenging?" and "Who could you talk to at school?" help students build reflection and self-advocacy.

PTSA

Madison's PTSA is an important partner in building community and supporting students, staff, programs, and activities. There is no single right way to be an involved Madison family; connection matters more than how many events you attend.

Need Help During the School Day?

Start with the adult you are with. If additional support is needed, students may connect with their Advisory teacher, counselor, House Administrator, Assistant Principal, nurse, or another trusted Madison adult. You do not have to figure it out alone. Ask for help.

Our Family Partnership

Families can expect Madison to communicate, listen, respond to concerns, maintain high expectations, provide support, protect student dignity, and work in partnership.

We ask families to keep contact information current, communicate attendance, monitor The Source and Schoology, talk with their Bulldog about school and learning, reach out when concerns emerge, and partner with us in problem-solving.

Staying Connected to Your Bulldog's Learning

Check The Source for grades. Check Schoology for class lessons and assignments.

A useful family routine is: 1) Check The Source for grades and attendance; 2) Check Schoology for lessons, assignments, due dates, and class materials; 3) Talk with your Bulldog about what they understand and what they need; 4) Connect with the teacher when questions remain.

Setting Up The Source

Make sure the parent/guardian email address on file with Madison is current. Go to The Source, choose Sign Up, enter the email address on file with the school, then follow the SPS email instructions to create a password and activate the account. If your Bulldog does not appear, contact Madison to verify your email and guardian information.

[Set Up or Access The Source](#)

Setting Up Schoology

Set up The Source first. Log in to The Source, select Schoology Access Codes, copy your Bulldog's access code, and follow the Schoology family sign-up link. Families with more than one SPS student can add additional children using each student's access code.

[Schoology Setup & Support for Families](#)

FAMILY QUICK TIP

Check The Source for grades.

Check Schoology for class lessons and assignments.

CHECK → TALK → CONNECT: Review the information, talk with your Bulldog, then connect with the teacher when questions remain.

14. Health, Wellness & Student Support

Physical health, emotional wellbeing, relationships, sleep, nutrition, stress, family circumstances, and belonging all affect learning. We support the whole Bulldog.

School Nurse - Mindy Elbaum

Mindy is the primary contact regarding student medical concerns, medications at school, medication authorization, individual health plans, emergency medications, medical accommodations, and other health needs affecting school. Students who become ill or injured should notify staff and use the Health Room/Main Office rather than using a personal device to independently arrange to leave school.

Social-Emotional Wellness

Students may seek help from counselors and other trusted adults for friendships, peer conflict, stress, school anxiety, academic pressure, organization, family changes, grief, emotional regulation, belonging, mood/behavior concerns, or other challenges. Students do not have to wait until something becomes a crisis.

When We Notice a Change

Changes in attendance, grades, missing work, friendships, behavior, energy, worry, anger, or engagement are information. Get curious before we get conclusions. We notice, understand, and build the team around the Bulldog.

15. School Safety & Emergency Preparedness

Safety is the foundation for learning and belonging. Students are expected to take drills seriously, stop and listen, follow adult directions, remain with their group, move calmly, keep devices away unless directed otherwise, and wait for instructions.

Visitors & Building Security

Visitors should use the designated entrance, report to the Main Office, provide identification when requested, state the purpose of the visit, and remain in approved areas. Students should never open secured exterior doors for another person - even someone they recognize. Let the Main Office handle it.

Exterior Doors

- Do not prop open secured exterior doors.

- Do not allow unauthorized individuals into the building.
- Do not help another student leave or re-enter campus through a secured door.
- Report unsecured/damaged doors or unknown individuals to an adult.

Leaving Campus

Madison is a closed campus. Students may not leave during the school day without authorization and the required sign-out process.

Progressive Response to Safety Expectation Violations

- 1st offense - LTR
- 2nd offense - LTR + family/Admin Team meeting to determine appropriate intervention and/or discipline
- Continued violations - individualized intervention and/or discipline consistent with SPS requirements

This progression applies to safety-drill protocols, exterior doors/building security, and leaving campus. Serious safety conduct may require immediate additional administrative or disciplinary action under SPS policy rather than the normal progression.

See Something. Say Something. Let Adults Handle It.

16. Everyday Life at Madison

Arrival & Dismissal

Doors open at 8:35 a.m. Students arriving between 8:35 and 8:45 a.m. may gather in the Commons or Library. At 8:45 a.m., doors to learning spaces open. The school day begins at 8:55 a.m.

Breakfast is served from 8:35-8:55 a.m. Students eating breakfast should arrive with enough time to eat and be ready for class by 8:55 a.m.

Student Drop-Off

Families dropping students off before school should use the south parking lot in front of the gym. The front/east side of Madison is a bus drop-off zone from 8:35-9:00 a.m. and should not be used for family drop-off during that time.

Afternoon Dismissal & Pick-Up

Families should use the south parking lot in front of the gym, the same location used for morning drop-off. The front/east side of Madison is a bus zone beginning 20 minutes before dismissal through 20 minutes after dismissal. Regular dismissal is 3:45 p.m. Monday, Tuesday, Thursday, and Friday and 2:30 p.m. Wednesday.

Students should leave campus promptly at dismissal unless participating in a supervised school activity, athletic practice, club, academic support, or another approved program.

Picking Up a Student During School Hours

A parent/guardian or authorized parent/guardian designee must sign the student out at the Attendance Window in the main hall. Students are NOT permitted to sign themselves out or leave campus without a parent/guardian or authorized designee. Please allow time for the Attendance Office to locate your student. Do not ask a student to leave class or meet you outside without completing the sign-out process.

Lunch

Madison has three lunches. 1st Lunch is 6th Grade only. 2nd and 3rd Lunch are combined 7th/8th Grade lunches; 7th and 8th grade assignments are based on the student's 3rd-period teacher. Students report to their assigned lunch, follow adult directions, clean up, respect belongings and shared spaces, and help create a welcoming environment.

Kindness Is Key. Who you invite to sit with you matters.

Lunchroom Expectations: We BARK

B - Be Prepared to Learn

Sit at a table and stay seated while eating or socializing. Keep food, drinks, and belongings organized near you. Eat first so you have time to finish. Clean up your area before lunchtime ends. Keep backpacks stored appropriately under your table or in your locker.

A - Always Be Safe

Walk - no running or horseplay. Keep hands, feet, and objects to yourself. Balls and outdoor equipment stay put while indoors. Use designated entrances and exits. Remain seated until staff dismiss your table; after dismissal, transition to the designated outdoor area as directed.

R - Respect Self, Others, and Madison

Use an appropriate voice level and respectful language. Clean your eating area before dismissal. Follow adult directions. Food and drinks stay in the lunchroom. Take care of tables, seating, and shared spaces.

K - Kindness Is Key

Use kind language and good manners. Make room for other Bulldogs and invite others to sit with you. Help keep the lunchroom clean and welcoming for the students who come after you. Give kind reminders and lend a hand when needed.

Eat → Clean → Wait to be dismissed → Head outside when directed.

School Meals & Food Deliveries

SPS provides breakfast and lunch services. Students with food allergies or health-related dietary needs should contact Nurse Mindy Elbaum. Students may not arrange restaurant or third-party food deliveries during the school day.

Food, Drinks & Gum

Food and beverages are permitted in the Commons only unless part of a staff-authorized school activity or an approved accommodation. Food and beverages are not allowed in hallways. In classrooms, students may have clear water only in a bottle with a secure lid. Soda, sparkling water, energy drinks, juice, open cups, cans, and other beverages should remain out of classrooms. Gum is not allowed at Madison.

Simple rule: Food stays in the Commons. Clear water in a secured bottle may go to class. No gum.

Transportation & ORCA

Families should consult current SPS transportation information regarding eligibility, routes, ORCA cards, and transportation services. BARK applies on the way to and from school.

Bikes & Scooters

Bikes, scooters, skateboards, and similar personal transportation may be used to travel safely and lawfully to and from school. Once on campus, students should walk bikes and scooters and carry skateboards. They may not be ridden inside the building or used during the school day. Students should secure or store them in designated locations. Madison is not responsible for lost, stolen, or damaged personal transportation equipment.

Personal Property & Lost and Found

Bring only items needed for school, label belongings, avoid unnecessary valuables/cash, and respect others' property. Check Lost & Found promptly for missing items.

Lockers / School-Issued Materials

Lockers are available to Madison students by request. Students who would like a locker should contact the Main Office. Students assigned a locker are responsible for keeping it organized, protecting the combination, using it appropriately, and reporting damage or problems.

Selling, Trading & Fundraising

Students may not sell or trade personal items, food, candy, beverages, merchandise, or other products at school during the school day. Students participating in an approved fundraiser should not solicit teachers or staff during instructional or work time; they may approach staff before or after school when it does not create a disruption. School-sponsored fundraising follows Madison and SPS procedures.

Deliveries, Gifts & Celebrations

To protect learning and minimize disruption, Madison does not allow flowers, balloons, gifts, or other nonessential deliveries for students during the school day. Classroom celebrations, food, or special events must be coordinated with the appropriate teacher or staff member in advance.

Dress

Student dress should support safe participation and learning and follow SPS expectations. Concerns will be addressed privately and respectfully, with attention to safety, dignity, and minimizing disruption.

Assemblies, Field Trips & School Events

BARK applies at assemblies, athletic contests, performances, Bulldog Bashes, field trips, dances/socials, family events, and other Madison-sponsored activities. When we are out in the community, we are still Bulldogs.

Keep Student Information Current

Families should keep phone numbers, email addresses, emergency contacts, home address, health information, and authorized pickup information current throughout the school year. Accurate information helps us keep students safe and reach families quickly when needed.

17. Student & Family Rights

Every Bulldog has rights. Seattle Public Schools maintains policies and procedures designed to ensure students have access to a safe, welcoming, inclusive, and equitable education. This handbook provides a family-friendly overview and does not replace official SPS policies, procedures, or legal notices.

Student Rights & Responsibilities

Students have the right to an educational environment that is safe, inclusive, and welcoming, and responsibilities to attend, prepare for learning, respect the rights and property of others, contribute to safety, follow reasonable staff directions, and follow school/district expectations.

Fair & Appropriate Discipline

Students have rights when disciplinary decisions are made, including dignity, an opportunity to share their perspective, family involvement in significant responses, notice of decisions, language access, applicable appeal information, and educational services when required. Madison's approach pairs accountability with support and reconnection.

Freedom From Discrimination / Title IX

SPS prohibits unlawful discrimination and sexual harassment. Students should report concerns to a trusted adult or administrator; families may also use district complaint procedures.

Section 504

Section 504 protects eligible students with disabilities from discrimination and supports equal access to education. Families with questions should contact Madison's 504 Coordinator. A formal medical diagnosis is not necessarily required simply to request consideration for a 504 evaluation.

Special Education & IEPs

Students who qualify for special education are entitled to services and supports identified in their IEP. Families are important members of the IEP team. Questions generally begin with the student’s case manager, with support from Special Education staff and administration as needed.

Multilingual Learners & Language Access

Speaking more than one language is an asset. Eligible students receive multilingual learner supports, and families have the right to meaningful access to important school information through interpretation/translation when needed.

Student Records & Privacy

SPS protects the confidentiality of student educational records consistent with applicable law. Parents/guardians and eligible students have rights regarding access to records and may ask questions about accuracy, maintenance, or disclosure.

Religious Beliefs & Practices

Students have rights related to religious belief, expression, and freedom from religious discrimination. Families needing an accommodation related to religious observance or practice should communicate with Madison.

Harassment, Intimidation & Bullying (HIB) and Complaints

Students have the right to attend school without harassment, intimidation, or bullying. Families may use applicable SPS reporting, complaint, grievance, or appeal processes for concerns involving discrimination, Title IX, disability discrimination, HIB, discipline, Special Education, Section 504, student records, or other protected rights.

Current SPS Resources

- [SPS Basic Rules, Rights & Responsibilities](#)
- [SPS Attendance Procedure 3121SP](#)
- [SPS Student 504 Services](#)
- [SPS Ethical AI in Education](#)
- [Madison Athletics / FinalForms Information](#)
- [Madison Resources](#)

SPS Highly Capable Services-[Highly Capable information](#)

When Madison procedures and Seattle Public Schools requirements address the same issue, applicable district, state, and federal requirements govern.

18. Who Do I Contact? Bulldog Quick Guide

I Need Help With...	Start Here
Assignment, classroom, or grade	Classroom Teacher
Overall academic progress	Teacher / Grade-Level Counselor
Missing work	Classroom Teacher
Organization / executive functioning	Grade-Level Counselor
Peer conflict / social-emotional support	Grade-Level Counselor
Behavior / discipline	House Administrator / Assistant Principal
Attendance	Attendance Office
Ongoing attendance / tardiness	Counselor / Admin Team
HIB / safety concern	House Administrator / Administrator
Immediate safety	Main Office / Administrator
IEP / Special Education	Case Manager; Christopher Barrett / Betsy Behman-Powell

Section 504

Multilingual Learner services

Health / medical / medication

Athletics

General question / not sure

Dr. E. Scott Pierce

Veronica Romero

Mindy Elbaum - School Nurse

Valerie McDonald

Main Office - 206-252-9200

FAMILY QUICK TIP - WHERE DO I START?

Everyday school question → Advisory Teacher

Assignment/course question → Check Schoology & The Source → Student talks with Teacher

Academic progress across classes → Advisory Teacher / Counselor

Attendance → Attendance Office

Safety concern → Tell any trusted Madison adult immediately

Not sure? → Main Office: 206-252-9200

Key Contacts

Main Office: 206-252-9200

Attendance: 206-252-9204 | madisonms.attendance@seattleschools.org

6th Grade Counselor Rebecca Creagh: 206-252-9121

7th Grade Counselor Sue Quigley: 206-252-9132

8th Grade / Head Counselor Ilana Malone: 206-252-9214

19. The Bulldog Commitment

A handbook can tell you when school starts. It can explain attendance. It can tell you where your cellphone belongs, what happens when you are tardy, and whom to contact when you need help. Those things matter. But they are not what makes a school a community. People do.

Our Compass

EVERY BULLDOG CONNECTED

Connected to learning. Connected to opportunity. Connected to people. Connected to community. Known. Belonging. Learning. Leading. Succeeding.

We BARK

- B - Be Prepared to Learn
- A - Always Be Safe
- R - Respect Self, Others, and Madison
- K - Kindness Is Key

When Something Isn't Working

NOTICE -> UNDERSTAND -> PLAN -> SUPPORT -> MONITOR -> ADJUST

- What is working well?
- What isn't working or has become a challenge?
- What do we need to work on?
- What do you need from us to support that work?

When We Make Mistakes

Being a Bulldog does not mean getting everything right. It means learning what to do after we get something wrong. Own it. Listen. Learn. Repair what you can. Make a better choice next time. Reconnect. A mistake does not remove you from the Bulldog Fam.

Find Your Place

Try something. Join something. Create something. Play something. Perform something. Lead something. Help with something. Find your thing. Find your people. Help someone else find theirs.

Our Commitment to Every Bulldog

- We will challenge you.
- We will support you.
- We will listen to you.
- We will hold you accountable.
- We will celebrate your growth.
- We will notice when you are struggling.
- We will help you find your way when you get off track.
- We will give you opportunities to begin again.
- We will work to create a school where you are known, valued, challenged, supported, and connected.

Connection is the intervention before the intervention.

Take care of yourself. Take care of one another. Take care of Madison. Protect learning. Ask for help. Offer help. Own your mistakes. Repair harm. Keep growing.

EVERY BULLDOG CONNECTED. EVERY BULLDOG BARKS. ONE BULLDOG. ONE COMMUNITY. ONE FUTURE.