



Student-Family Handbook



Marathon Area Elementary School
Grades PreK-5

2023-2024

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Dear Learners and Families,

Welcome to the 2023-2024 school year! My name is Max Wienke and I am excited to be joining the School District of Marathon this year as the principal at MAES and MVA. I have been very lucky to meet and work with many of our amazing team members over the summer as we prepare the building for another great year. We are all very excited to welcome learners back to school, and we hope that you are equally excited to join us!

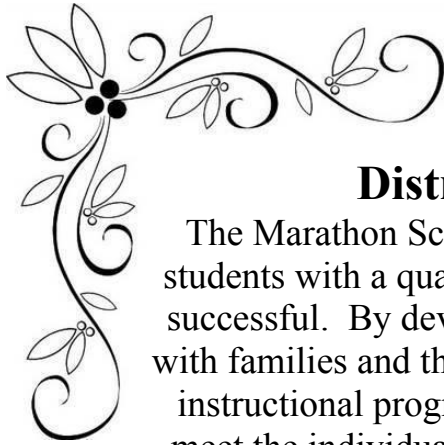
Here at Marathon we have the unique opportunity to offer our students an education through the EL (Expeditionary Learned) Education Model. EL Education provides students with opportunities to prepare projects, collaborate as teams, learn beyond the classroom walls, and much more. We are proud of the special learning environment we are able to offer our students, but it takes cooperation and understanding from everyone on a child's team to make this experience fulfilling. As such, please take time to read this student and family handbook and discuss it together. It includes a wealth of information to help everyone have a successful year, including staff introductions, basic expectations, rules and policies, academic guidelines, and more.

Above all, this handbook is intended to be a tool that an entire team can use to help each learner do their best. For a child to do their best, that team must include active and passionate participation from home, school, and the student. We work together. Again, I ask that you please review this handbook together, and stay active in your learners' educational experience all year.

Here at MAES and MVA we are looking forward to working with you and your learner for another great year! I look forward to meeting many new faces this year as I join the Marathon team, and I hope that you will reach out with any you need, or just to see what we are up to!

Best,

Max Wienke
MAES & MVA Principal
mwienke@marathon.k12.wi.us
715-443-2538 Ext. 1102



District Mission Statement

The Marathon School District is committed to providing all students with a quality education and the skills they need to be successful. By developing an exceptional staff and partnering with families and the community, we will continuously improve instructional programs and provide learning experiences that meet the individual needs of students in a safe and supportive environment.

District Vision Statement

The Marathon School District will continue to create an exceptional educational system that is recognized for the academic excellence and character of its students, the caliber of its staff, and the quality and diversity of its programs.

Non-Discrimination Statement

Wisconsin Statute 118.13

“No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person’s color, sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.”

SCHOOL PERSONNEL

Support Staff

Balz, Amanda – English Learner Assistant (abalz@marathon.k12.wi.us)

Beranek, Lara – School Nurse (lberanek@marathon.k12.wi.us)

Lara has lived in Marathon since 2000, and was an at-home mom until 2010. Although she held a bachelor's degree in Soil Science with an emphasis in Waste Management, she was inspired by her youngest child's health journey to return to college in 2010 to earn a nursing degree. She graduated with her BSN from UW-Eau Claire in 2013. She has worked in neurology, trauma, home care, and home hospice before finding her passion in school nursing in 2016.

Cirese, Angela – Teaching Assistant (acirese@marathon.k12.wi.us)

Dunn, Jessica – Special Education Assistant (jdunn@marathon.k12.wi.us)

Jessica is originally from Batavia, IL where she grew up and graduated high school. She received a BFA from The University of Illinois in Chicago in 2008. She and her husband, Kyle have one son, Connor. They moved to Marathon in 2020. She enjoys baking and spending time with her family and dog, Buster.

Dvorak, Erin – Teaching Assistant (edvorak@marathon.k12.wi.us)

Falkowski, Beth – Food Service (efalkowski@marathon.k12.wi.us)

Beth's duties include preparing and serving breakfast and lunch to the students at MAES/MVA. Beth has 30 years of experience in the food service industry. Beth enjoys watching her 2 children, Nicholas and Abby run track and cross country. They also enjoy camping, going to garage sales, and cheering on the Packers and Brewers and watching NASCAR.

Haehlke, Carrie – Teaching Assistant (cahaehlke@marathon.k12.wi.us)

Carrie is a former graduate of Marathon High School. She graduated in 1997 and then pursued her Associates Degree from NTC in Educational Interpreting (sign language). She worked for the Wausau School District as an Interpreter from 2000-2007 and then did in-home daycare. She enjoys all sports, camping and being outdoors. Carrie is married to her husband, Evan and together they have 3 children.

Heise, Christine – Custodian (cheise@marathon.k12.wi.us)

Christine grew up in Marathon where she graduated from St. Mary's and Marathon High School. She attended Rasmussen College and received an Associate's Degree in Applied Science of Multimedia Technology. Her degree helped her obtain a position at Maple Ridge Farms as a Graphic Designer for seven years. She also filled in as a custodian at Marathon Elementary School at night. In her spare time, Christine enjoys hunting, fishing, camping, crafts, and 4H with her husband and five children.

Lang, Gina - MVA Special Education Paraprofessional
(Glang@marathon.k12.wi.us)

Luebbe, April – Food Service (aluebbe@marathon.k12.wi.us)

Matthie, Sue – Custodian (smatthie@marathon.k12.wi.us)

Sue grew up in Marathon and graduated from Marathon High School. She lives on a farm west of Marathon with her husband. Her employment with the School District began as a colorguard coach and part-time teacher aide sub, and later she worked part time in the kitchen at the high school. Sue now works full time cleaning at MAES/MVA. In her spare time she enjoys working with the colorguard, crafts, reading, and spending time with her 4 children and 7 (no. 8 on the way!) grandchildren.

Ohde, Kerri – Special Education Secretary & Teaching Assistant (keohde@marathon.k12.wi.us)

Rhein, Janel – Health Aide (jrhein@marathon.k12.wi.us)

I am originally from LaSalle, IL. My husband, Rich, and I moved to the Lake Winnebago area in 1999 and to Marathon in 2009. We have 4 children: Kyle, Hunter, Aspyn, Cody and our dog Diesel. I was fortunate enough to be a stay at home mom for 18yrs. I started at MAES in 2017 as a substitute for the support staff. I love spending time with family and being outdoors...hiking, fishing, hunting, four-wheeling and snowmobiling!

Salyers, Montana – Special Education Assistant (msalyers@marathon.k12.wi.us)

Savage, Lindsay – Special Education Assistant (lsavage@marathon.k12.wi.us)

Seubert, Jody – Secretary (jseubert@marathon.k12.wi.us)

Jody received her Associates Degree in Accounting from NTC. After working behind a desk and in a cubicle for a number of years, she decided to make a career change and was a Teaching Assistant here at MAES for 14 years. In 2017 she decided to go back behind a desk and is currently the MAES/MVA Secretary. Jody attended elementary school in Marathon and graduated from Marathon High School. Jody and her husband Kelly live in Marathon and have one son, Bryce and a daughter-in-law, Rhiana.

Stencil, Leah – Teaching Assistant (lstencil@marathon.k12.wi.us)

I graduated from Athens High School and then attended Northcentral Technical College to receive my Associates Degree in Early Childhood Education. Received my Bachelors in Early Childhood Education with a minor in Early Childhood Special Education at UW-Stevens Point. When not working with teachers and students in the classroom or leading After Care at school, I enjoy spending time with my family and friends, playing volleyball, playing with my 2 dogs and spending time outside!

Stoehr, Mary – MAES Library Assistant (mstoehr@marathon.k12.wi.us)

Mary has a Bachelor's Degree from UW-Stevens Point in business administration. She pursued a career in commercial insurance underwriting before taking time off to raise her two children, Ryan and Erica, who are both Marathon graduates. She has been a library assistant at MAES since 2007 and enjoys the opportunity to work with all students and staff. In her free time, she enjoys spending time up north at their cottage, pontooning, taking long walks, and reading.

Instructional Staff

Altmann, Gwen – Library Media Specialist (galtmann@marathon.k12.wi.us)

Gwen earned a BA degree from UW-Stevens Point and an LMS degree from UW-Whitewater. Before coming to Marathon, she worked in the Auburndale School District where her children were students. She is responsible for managing the library resources at both Marathon High School and MAES working hard to meet the resource needs of staff and students. Her time is divided between the two buildings. In addition to managing district resources, she teaches weekly 4K-5th grade lessons in library technology skills that integrate with classroom curriculum, and leads a MVA CREW. In her personal life, she wears many hats including wife, mom to five children, Grandma, foster mom for 6 years, and an organic beef/poultry farmer, and in those precious few spare minutes she loves to read.

Baldeshwiler, Chuck – Business and Technology (cbaldeshwiler@marathon.k12.wi.us)

Chuck has a BS from the University of Wisconsin-Oshkosh. Mr. Baldeshwiler's previous experience includes 13 years teaching 4-8th graders at Alexander Middle School in Nekoosa, WI. Chuck enjoys watching, playing, and coaching most sports. His family includes his wife, Jennifer, and daughter, Hannah. He enjoys spending time with his family and traveling.

Bonilla, Nathalie – School Counselor (nbonilla@marathon.k12.wi.us)

Nathalie Bonilla is originally from Illinois but graduated high school in Abbotsford, WI. Nathalie has a Bachelor's degree in Psychology and a Master's in School Counseling from the University of Wisconsin Stout. She enjoys spending time with her family, friends, and her two cats: Peachy and Kiwi.

Borchardt, Jayci - Physical Education & Health (jborchard@marathon.k12.wi.us)

Jayci earned a K-12 physical education degree from the University of Wisconsin Stevens Point in 2021. She taught 6-12 physical education and health education for the past two years in the Owen-Withee School District. In Jayci's free time, she enjoys spending time with her family, baking, and being outdoors. She is very excited to be back in her hometown working within the school district and cannot wait to meet all of the students at MVA and MAES throughout this school year.

Brandenburg, Meghan – Grade 4 Teacher (mbrandenburg@marathon.k12.wi.us)

Meghan is an Idaho native and completed her bachelors in elementary education from Boise State University. She followed that up with a M.S. in School Counseling and has transitioned

back into the classroom. When she is not enjoying her time with your kids, she gets to spend it with her 4 children and her husband, Brent.

Chrouser, Maureen – 4K Teacher (mchrouser@marathon.k12.wi.us)

Mrs. Chrouser has a Bachelor's degree from UW Stout in Early Childhood Education. Prior to teaching 4K in Marathon, Maureen taught Kindergarten in Menasha and in a Montessori school in Wausau. In her free time she loves spending time with her husband and boys playing baseball, fishing, and adventuring.

Dinjer, Jordan – Music Teacher (jdinjer@marathon.k12.wi.us)

Jordan was born and raised in Waterford, WI. She attended college at Western Illinois University where she played Division I soccer and graduated with a degree in Music Education. Jordan and her husband moved to Kronenwetter in 2014 and she taught K-5 Music and coached high school soccer for 4 years in the Wausau School District. She teaches 4k-5th general music as well as MVA general music. In her spare time, she enjoys water skiing, curling, hiking, and hanging out with her husband and two children Ryan and Morgan.

Faber, Mari – Kindergarten Teacher (mfaber@marathon.k12.wi.us)

Mari graduated from UW-Eau Claire in 2012, majoring in Elementary Education and minoring in Learning Disabilities. In 2019, she went back to school to obtain additional licensure in Early Childhood Special Education. Before becoming a Red Raider, Mari worked in the Edgar School District for 9 years. In her free time, she enjoys spending time at her cabin in Tomahawk, going for walks, and adventuring with her husband and two children.

Fieri, Tera – Instructional Coach (tfieri@marathon.k12.wi.us)

Tera graduated from Northland College with a Bachelor's Degree in Elementary and Middle Level Education with a minor in Mathematics. Additionally, she received her graduate certification in Teacher Leadership and Instructional Coaching through Viterbo University. Tera has over 15 years of classroom teaching experience at a variety of levels and subject areas. In her free time, Tera and her family enjoy anything outdoors; camping, hiking, mountain biking, kayaking, gardening, and traveling.

Free, Joy – Early Childhood Special Education Teacher (jfree@marathon.k12.wi.us)

Joy has an Animal Science degree from UW River Falls and then pursued a Special Education degree from UW Eau Claire. She and her husband own and operate a wholesale greenhouse and have one dog. Ms. Free enjoys reading, cooking, gardening and many outdoor activities.

Furger, Tara – Elementary Special Education Teacher (tfurger@marathon.k12.wi.us)

Tara graduated from UW-Stevens Point with a dual degree in Elementary Education and Special Education. She began teaching Elementary Special Education at MAES in 2018. Tara lives in Marathon with her husband, Zack and her 2 kids. In her free time, she enjoys spending time with her family and friends, being outdoors, and playing sports.

Haehlke, Carolyn M – Grade 5 Teacher (chaehlke@marathon.k12.wi.us)

Carolyn was born and raised in Marathon and resides here with her husband Rod and their three children. She has a BS degree from Mt. Senario College in Elementary Education with a minor

in Early Childhood Education. Prior to teaching at MAES, she taught Special Education at Edgar Elementary School. When she isn't teaching, Carolyn enjoys spending time with family and friends, watching sports, spending time outdoors, cooking, and cheering for the Milwaukee Bucks, Green Bay Packers, and Milwaukee Brewers.

Hilmershausen, Kate – Grade 5 Teacher (khilmershausen@marathon.k12.wi.us)

Kate has a BS degree from the University of Texas at San Antonio in Elementary Education. Kate started her career in primary education, teaching in both kindergarten and first grade for ten years before moving up to 5th grade. In her free time she is a mom to her daughter, Merly, and enjoys reading, exercising, playing golf, discovering new recipes and spending time with family and friends.

Hyzy, Sarah – Grade 3 Teacher (shyzy@marathon.k12.wi.us)

Sarah graduated from Carthage College with a Bachelor's Degree in Elementary Education and a minor in STEM. She grew up in the suburbs of Chicago and began her career as a founding teacher at an EL Education network school. Sarah will be starting her fifth year teaching 3rd grade this fall. In her free time, Sarah enjoys baking, reading, dancing, working out, hiking, and being with her family.

Jacobson, Danielle – Grade 4 Teacher (djacobson@marathon.k12.wi.us)

Danielle has a BS degree from the University of Wisconsin Eau Claire in Elementary Education with a minor in Mathematics teaching. Prior to teaching in the Marathon School District, she taught for three years in the Abbotsford School District. She lives in Marathon with her husband Adam and three children Azalea, Beckett, and Barrett. In her free time she enjoys spending time with her family, reading, watching sports, and being outdoors.

Krautkramer, Barb – Grade 3 Teacher (bkrautkramer@marathon.k12.wi.us)

Barb has a BS degree in Elementary Education from UW-Eau Claire and a Masters in Education from Viterbo University. She has taught several grade levels in the Marathon School District. Nine of those years were in Title 1 Reading. Besides teaching and spending time with her family, Barb has several hobbies which include traveling, hiking, biking, kayaking, reading, golfing, cross-country skiing, and snowshoeing.

Krautkramer, Monica – Grade 1 Teacher (mkrautkramer@marathon.k12.wi.us)

My husband Brent and I were born and raised in the Marathon area. We love to be a part of such a tight-knit community. 2023-2024 school year will be my seventh year teaching first grade. I graduated from UW-Stevens Point in 2016 where I double majored in Early Childhood and Elementary Education with a minor in English as a Second Language. I then graduated in 2020 with my master's in Literacy and Language from UW-Oshkosh. Besides teaching, I enjoy watching my children Lincoln and Marynn grow, spending time with immediate family, friends, along with taking time to enjoy my hobbies which include traveling, gardening, crafting, and baking.

Kroepflin, Kathy – Interventionist (kkroepflin@marathon.k12.wi.us)

Kathy received her BS degree from UW-LaCrosse and MS degree from Concordia University. Prior to teaching at MAES/MVA, Kathy taught Title 1 in the Menomonie School District, Reading Recovery, Kindergarten, and Title 1 Reading/Math in the D.C. Everest School District. She has taught first grade and Title 1 in the Marathon School District. In her free time, Kathy enjoys spending time with her family, canoeing and kayaking, traveling, fishing, and reading.

Laher, Kayla – Grade 4 Teacher (klaher@marathon.k12.wi.us)

Kayla has a BS degree from the University of Wisconsin Stevens Point in Elementary Education with a minor in Mathematics teaching. Prior to teaching in the Marathon School District, she taught for three years in the Abbotsford School District. Kayla lives in Marathon with her husband, Jeff and their two children, Knox and Jozlyn. In her free time, she enjoys spending time with family and friends, camping, snowmobiling, snowshoeing, being outdoors, and sports.

Leiby, Cassie – Grade 1 Teacher (cleiby@marathon.k12.wi.us)

Cassie has a BS degree in Elementary - Middle Education (Grades 1-8), with a minor in Social Studies from UW-Eau Claire. Cassie has worked at MAES for 8 years and is beyond thrilled to continue working with such an amazing district. Cassie loves being able to work with young children and watch them grow through hands-on learning. Cassie is also a Community Coach for Open Up Resources, a non-profit company specializing in Marathon's ELA curriculum, and supporting other educators nationwide. Cassie lives in Colby, WI, with her husband Nathan, and their two children, Evelyn and Lachlan. In her free time, she enjoys spending time with her family outside, reading, exploring local parks with her kids, gardening, birdwatching, cooking, hanging out with her dog and chickens, and spending time up north on the lake.

Love, Lynelle – Dean of Students/District Assessment Coordinator (llove@marathon.k12.wi.us)

Lynelle has a BS degree in Elementary Education with a minor in Coaching from Maranatha University. Lynelle has taught first grade in Fort Atkinson, WI. and Title I Reading and Math and RTI coordinator in Loyal, WI before coming to Marathon. When arriving in Marathon, Lynelle took a long term first grade position before taking her current position. Lynelle also coaches volleyball at the high school. In her free time, she enjoys spending time with her family at home and traveling, is actively involved with her church family and loves sports.

Miller, Mary – Grade 2 Teacher (mmiller@marathon.k12.wi.us)

Mary earned an elementary education degree from UW Stevens Point way back in 2000, and a graduate certificate in Reading from Viterbo University. She taught at the elementary and middle school level for eighteen years, and worked as an academic interventionist for four years. She has two wonderful daughters who are all grown up, and a husband who she spends most of her time with. They can be found most days somewhere on Rib Mountain running or hiking. They also love fishing, paddle boarding, tennis, gardening, crossfit and reading good books. She is happy to be part of the Marathon team, and to share her love of learning and adventure with her second-graders!

Miller, Stephanie – Special Education Program Support Teacher (smiller@marathon.k12.wi.us)

Stephanie graduated from UW-LaCrosse in 2004 with an undergraduate degree in therapeutic recreation. She earned her Master's degree in Special Education from St. Mary's University in

Minnesota and her Director of Special Education and Pupil Services license from UW-Eau Claire. Stephanie Prior to joining the Marathon School District, she taught 12 years of special education at Monroe Middle School in Monroe, WI. Stephanie enjoys spending her free time with her children and family, reading, pursuing fitness goals, traveling and enjoying the outdoors.

Mroczenski, Rachel – Grade 3 Teacher (rmroczenski@marathon.k12.wi.us)

Rachel graduated from UW Stevens Point with a dual degree in Elementary and Exceptional Education in 2011. Before coming to Marathon, she taught 1st grade in Greenwood, WI. Rachel lives in Edgar with her husband, Mike and their 3 daughters. She enjoys spending time with her family and loves the outdoors. Baking, gardening, traveling, and scrapbooking are activities she enjoys in her free time.

Patten, Jill – Kindergarten (jpatten@marathon.k12.wi.us)

Jill has a BS degree in Elementary Education (1-8) with a minor in Mathematics and a Masters degree from UW-River Falls. Jill started her career teaching second grade in Cornell, WI for three years. She then moved to Edgar with her husband, where Jill taught for ten years: first grade for eight years and third grade for two years. Jill and her family moved to the Marathon School District about five years ago and are proud to be Red Raiders. Outside of teaching, Jill enjoys spending time with her family and friends. She likes hiking, canoeing, biking, walking, snow shoeing, and reading.

Riesgraf, Sarah – Grade 5 Teacher (sriesgraf@marathon.k12.wi.us)

Sarah holds a Bachelor of Science degree in Elementary Education and a specialized endorsement in Reading from Iowa State University in Ames, Iowa. Mrs. Riesgraf was born and raised in Minnesota. She has taught in Florida and Iowa, at both the Kindergarten and 5th grade levels. Mrs. Riesgraf moved to Wisconsin with her husband, Brad and their 3 children and joined the Marathon team in 2014. In her free time she enjoys traveling with her family, camping, fishing, hunting, reading, kayaking, hiking and playing tennis.

Scanlon, Taylor – Kindergarten (tscanlon@marathon.k12.wi.us)

Taylor has a BS in Early Childhood Education with a Middle Childhood Education certificate from the University of Wisconsin-Stout. Before coming to Marathon, she taught Kindergarten in Phillips, WI and 3rd Grade in Rosholt WI. Taylor enjoys spending time with her friends and family, reading and going out for ice cream!

Schiller, Emily – MVA School Counselor (eschiller@marathon.k12.wi.us)

Emily received her Bachelor's Degree from UW-Oshkosh in social work and her Masters from Lakeland University in Community Mental Health and School Counseling. She has almost 10 years of experience working with at-risk youth in residential care settings. Emily has trained our school's therapy dog, Eva, and brings her to school with her a few days a week. Emily enjoys reading, camping, and volleyball over the summer months.

Schneider, Nicole – Grade 1 Teacher (nschneider@marathon.k12.wi.us)

Nicole received her Bachelor's Degree from UW-Stevens Point and her Masters from Marian University. She has experience in teaching Special Education, 4-year old Kindergarten, Title I reading, and Kindergarten. Nicole loves working with young children and instilling a positive attitude about school and learning in students. Hands-on learning and engaging students in their own learning is one of her strengths along with students having fun! In my free time, I enjoy reading, kayaking, spending time with family, and sports.

Seubert, Rhiana – Grade 2 Teacher (rsweno@marathon.k12.wi.us)

Rhiana graduated from the University of Wisconsin- Stevens Point with a Bachelor's Degree in Elementary and Middle Level Education with a minor in Mathematics. She is just starting out her teaching career and is happy to be back in her hometown. Rhiana enjoyed getting involved with sports that she played by coaching during her first year of teaching. In Rhiana's free time, she enjoys spending time with family and friends. She loves being outdoors, staying active with sports, and playing cards.

Sorge, Christine – Title 1 Reading Teacher (csorge@marathon.k12.wi.us)

Christine has a Bachelor's degree from Minnesota State University Moorhead and Master's degree from Viterbo University. Mrs. Sorge has been teaching in Marathon since 2007. Prior to teaching in Marathon, she taught 2nd grade in Medford and 1st & 2nd grade in Ashwaubenon.

Mrs. Sorge 's hobbies include spending time with her two children, Morgan and Derek and husband, Marc, reading, gardening, fishing, traveling, and spending time outside.

Thompson, Dessa – Art Teacher (dthompson@marathon.k12.wi.us)

Dessa has a Bachelor of Science in Education with an emphasis in Art from UW-Whitewater. She completed post graduate classes in Florence, Italy where she traveled and studied European art. Dessa's specialties in Art are figure drawing and ceramics.

Trawicki, Amy – Grade 2 Teacher (atrawicki@marathon.k12.wi.us)

Amy has a BA degree from UW-La Crosse and a MS degree from UW-Stevens Point. Mrs. Trawicki graduated from Marathon High School in 1987 and returned to Marathon after college graduation to teach here. She married Jim Trawicki from Edgar in 1993 and had one son, Nathan. Nathan graduated from Marathon High School in 2021. They raise ginseng and help on a nearby beef farm. She also works at Marathon City Sports Center. When she is not at school or working, she enjoys reading, being on the family farm, going on walks, spending time in her flower gardens and spending time with family and friends.

Wienke, Max- Principal (mwienke@marathon.k12.wi.us)

Max is excited to be joining the Marathon team as the elementary and middle school principal this school year! He is a Central Wisconsin native, born and raised in Spencer, and is returning to the area after nearly 15 years away. Max served in the U.S. Coast Guard, and taught both 3rd and 4th grade in the Winneconne Community School District before coming to Marathon. Along with his wife Sydney, and daughter Madelynne, he is honored to be part of the Marathon community.

Wirkus, Andrea – Elementary Special Education Teacher (awirkus@marathon.k12.wi.us)
Andrea graduated from UW-LaCrosse in 2018 with an undergraduate degree in Therapeutic Recreation. She received her teaching license during the 21-22 school year. She began teaching Elementary Special Education at MAES in 2021. Andrea lives in Marathon with her husband Mark and 3 children, soon to be 4. Andrea enjoys spending time with her family and friends and being outdoors in her free time.

Whalen, Ryan- Physical Education, Adapted P.E., Health (rwhalen@marathon.k12.wi.us)
I'm Ryan Whalen and I am very excited to join the Marathon School District! I'm originally from Eau Claire, WI. I have previously instructed Physical Education, Adapted Physical Education and Health in Edgerton, WI and most recently Wausau School District. Throughout those years I've also earned masters degrees in educational administration and educational technology. I also have coached a variety of sports during that time. Having the opportunity to develop relationships with students and work with them through their journey not only in physical education, but in life, is something I cherish. My classes focus on the standards of physical education as well as the equally important development of character, leadership and empathy. My classes are packed with action, learning, and fun! I cannot wait to get started! See you in the fall!

EL Education Network

Marathon Area Elementary School is proud to be a partner with EL Education as a Network School. EL Education is partnered with 152 schools across 35 states. Students in EL Network Schools outperform their peers on state tests in both reading and math by receiving the following benefits:

- Shared vision, beliefs about student potential, and strategy for success
- Research-informed instructional materials, including K-8 Language Arts curriculum and Core Practices
- Highly-rated professional development and coaching for teachers and leaders
- Curated resources, including celebrated education books and videos

EL Education Vision and Mission

When students and teachers are engaged in work that is challenging, adventurous and meaningful, learning and achievement flourish. Our mission is to create classrooms where teachers can fulfill their highest aspirations, and students achieve more than they think possible, becoming active contributors to building a better world.

Three Dimensions of Student Achievement

When students enter adult life, they will be celebrated not for their performance on basic skills tests, but rather for the quality of their work and their character. That's why EL Education builds students' capacity for three dimensions of high achievement:

- **Mastery of Knowledge and Skills**
- **Character**
- **High-Quality Student Work**

Ten Founding Principles for EL Education

In 1991, EL Education was born from a partnership between Harvard Graduate School of Education and Outward Bound, USA. We joined the character-infused philosophy of Outward Bound founder Kurt Hahn, which focuses on teamwork, courage, and compassion with an active approach to learning crafted by leading Harvard scholars and created 10 founding principles for the EL Education model:

1. The Primacy of Self-Discovery
2. The Having of Wonderful Ideas
3. The Responsibility for Learning
4. Empathy and Caring
5. Success and Failure
6. Collaboration and Competition
7. Diversity and Inclusion
8. The Natural World
9. Solitude and Reflection
10. Service and Compassion

Source: EL Education. (2021). <https://eleducation.org/>

Our Learning Model

Learning Expeditions

MAES staff continues to develop and improve curriculum and instruction that is built around specific topics, called learning expeditions or “modules.” Utilization of this design method, engages students through science, math, reading, writing, and social studies focused on a singular topic. Expeditions are modeled on the work that professionals do in their adult jobs and get students involved in real-world projects, fieldwork, and service learning.

At the completion of each expedition students will have crafted a high-quality final product that has gone through multiple drafts and revisions. Students might conduct research, develop three-dimensional models, create a web page about their discoveries, or present an interactive demonstration before an audience. These expeditions and projects give students a sense of how what they are learning relates to the real-world and are the main way students learn the content and skills they need.

Field Work

We cannot learn everything we need to know by staying within the school’s walls. An important part of any academic study takes learners out into the world, and we are committed to taking advantage of the community’s rich learning resources. Therefore, it is not uncommon to find classes of students working at sites away from the school. Fieldwork is a requirement for all students, but if students misbehave or fail to exhibit safe behavior, fieldwork may be temporarily suspended until improvement is shown. Field work is an important part of the learning process and provides students an opportunity to demonstrate their learning; as such field work is often graded and recorded.

Crew

At MAES students are provided the opportunity to develop a unique relationship with one another and their teacher through a classroom “crew.” Time is set aside each day for “crew” with the intent of developing close bonds with students’ peers and their teacher. During this portion of the day, faculty members are asked to think as advocates, mentors and counselors. Conversely, we want students to think as members of a “crew,” where each member has a responsibility to the team, not merely being along for the ride as a passenger would be. Providing support and building relationships are two very important aspects of our school.

Habits of Character

At MAES, students are expected to demonstrate excellence in their character. As such teachers provide instruction and recognition in the following six areas:

- **Perseverance:** We strive to meet our goals.
- **Collaboration:** We work with others to enhance learning.
- **Initiative:** We are leaders of our own learning.
- **Craftsmanship:** We produce high quality work.
- **Compassion:** We are kind and considerate.
- **Integrity:** We do what is right even when it is difficult.

Rules and Procedures: A to Z

INTRODUCTION

This handbook has been written to help you, your family and your peers have a successful learning experience at MAES. The ultimate purpose of education is to help each student become an effective citizen. Developing and accepting the responsibilities and obligations of good citizenship will help us to participate successfully in the world of tomorrow. We hope that you will participate in our varied activities. Remember that your success in this school will be directly proportional to your efforts.

Board policies can be found at the district website (<https://www.marathon.k12.wi.us/>)

ADDRESSING STAFF

Students are to call staff Mr., Mrs., or Ms. Students are not to address staff by their first names.

ARRIVAL/BREAKFAST

Students should arrive at school between 7:20 and 7:45 am. Students eating breakfast will report to the multipurpose room, where breakfast will be served until 7:40 am. Any other students arriving between 7:20 and 7:40 will remain outside for recess. At 7:40 am all students will be dismissed to their classrooms. In the event of inclement weather students will report to the gym and sit in their assigned sections until they are dismissed to class. Doors will remain shut and locked until 7:20 am.

ASSEMBLIES

At all times student behavior should be refined and courteous. A great indicator of school culture is the conduct of its student body at an assembly. Whether guests are present or not, each student is personally responsible for the impression made by the school as a whole. Unacceptable conduct would include whistling, uncalled-for-clapping, boisterousness, and talking during a program.

ASSIGNMENTS FOR ABSENT STUDENTS

If your child is absent, homework will be prepared for your student and sent home when your child returns.

ATTENDANCE

All students shall attend school regularly during the full period and hours, religious holidays excepted, that the school in which the child is enrolled is in session. Parents must provide either a written or oral notification stating the reason for an absence and the time period covered by the absence for a student who has been absent for any reason.

Students may be *excused* from school for the following reasons: physical or mental condition, obtaining religious instruction, permission of a parent or guardian (not to exceed 10 days per school year), religious holiday, suspension, expulsion, or quarantine by a public health officer.

It is necessary that a student be in attendance throughout the school day in order to benefit fully from the educational program. However, from time-to-time compelling circumstances require that a student be late to school or dismissed before the end of the school day. The school must be *notified in advance* of such absences by written (including e-mail) or personal (phone or

face-to-face) request of the student's parent, who shall state the reason for the tardiness or early dismissal. Justifiable reasons shall be determined by the principal.

A student will be considered *truant* if s/he is absent part or all of one (1) or more days from school during which the school has not been notified of the cause of such absence by a parent or guardian. A student will be considered a *habitual truant* if s/he is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester.

Board Policy 5200

PRE-PLANNED ABSENCES

All requests for pre-planned extended absences must be made in writing by the parents to the principal at least one week prior to the expected absence. The principal will act upon all requests received. Students are responsible for communicating with teachers in order to understand homework/content material that will be covered in their absence.

Families are encouraged to take their vacations at those times school is not in session. Always inform the school principal, school secretary, and teacher(s) in advance of any family vacation requiring a child to miss school. We realize the importance of spending quality family time together.

Please attempt to make any medical/dental appointments for students after school hours or on non-school days to assist in keeping interruptions to your child's education to a minimum.

BACKPACKS

Backpacks are to be placed in the lockers or assigned area. They are not to be taken to the classrooms or worn in the hallways between classes.

BEHAVIOR

Students are expected to exhibit the "Habits of Character" at all times and will be held responsible for their actions.

- Students will behave in a way that does not disrupt the learning process for other students or the instruction of teachers.
- Students will interact with others in a way that does not physically nor emotionally hurt or harass others.

All behavior will be recorded in EduClimber and assessed in order to ensure our students have a safe learning environment in which to learn.

The most important lessons that can be taught to a child are regarding their character. While it does not appear as a subject, it underlies our educational structure. It is the key to good conduct and proper consideration for other people.

BULLYING/HARASSMENT

MAES is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. MAES also encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This includes physical, verbal, and psychological abuse. MAES will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal

degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business, or where there is otherwise a connection to the school such that the conduct at issue affects or is intended to affect the student's educational environment.

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status; however this type of prohibited bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Some examples of Bullying are:

1. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
2. Verbal – taunting, malicious teasing, insulting, name-calling, making threats.
3. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
4. "Cyberbullying" – the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."

Cyberbullying can be particularly devastating because:

1. cyberbullies more easily hide behind the anonymity that the Internet provides
2. cyberbullies spread their hurtful messages to a very wide audience with remarkable speed
3. cyberbullies do not have to own their own actions, as it is usually very difficult to identify cyberbullies because of screen names, so they do not fear being punished for their actions
4. the reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased when it comes to cyberbullying activity

Cyberbullying includes, but is not limited to the following:

1. posting slurs or rumors or other disparaging remarks about a student on a website or on weblog
2. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive-up the victim's cell phone bill

3. using a camera phone to take and send embarrassing photographs of students
4. posting misleading or fake photographs of students on websites
5. hacking into or otherwise gaining access to another's electronic accounts (e-mails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.

Board Policy 5517.01

BUS PASSES

Requests for students to ride a non-assigned bus for events such as birthday parties, play-dates, etc. must be submitted to the principal at least one day prior to the event. A bus pass will permit a student to ride a non-assigned bus, and will be dependent upon space availability and student bus behavior. A maximum of two students will be permitted per request. A copy of the approved request will be provided to the bus driver.

BUS REGULATIONS

Riding the school bus is a privilege. Improper conduct on the bus may result in that privilege being denied. Students need to be aware of consequences for misbehavior as outlined in the bus transportation policy (provided by Fischer Transportation). Only regularly scheduled students are to ride the school buses.

CAFETERIA RULES

1. Wait your turn in line.
2. Soft talking.
3. No throwing of anything
4. Keep the tabletop and floor clean.
5. Eat only your food. Do not take or ask for food from others.
6. Put all garbage into containers provided.
8. Use good manners.
9. All food must be eaten in the cafeteria.

CAMERAS

Cameras are installed in various places outside and around the building and will be monitored in each school hallway throughout the school year.

Board Policy 7440.01

CAPS, HATS, OR OTHER HEAD APPAREL

Caps, hats, or other head apparel are not to be worn anywhere in the school building at any time.

COMMUNITY CREW

One of the core community-building structures is an extension of Crew is the Community Crew. Community Crew is a time that all students and faculty members are together and it is an important opportunity for communication and celebration.

DANGEROUS WEAPONS

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to guns of any type whatsoever, including air and gas-powered guns (whether loaded or unloaded), knives, razors with unguarded blades, clubs, electric weapons, metallic knuckles, martial arts weapons, chemical agents, ammunition, and explosives.

The school will refer any student who violates this policy to the student's parents and may also make a referral to law enforcement. The student may also be subject to disciplinary action, up to and including expulsion.

Any student who has reason to believe that a person has or will violate this policy shall report to the principal or the supervisor of the activity immediately. The report should include as much detail as possible concerning the person(s) involved, the weapon, the location of the person(s), and how this information was obtained.

No student is to confront the person possessing the weapon, but a staff member has the option of confronting the person if the staff member believes the risk of injury to self or others is minimal or if immediate action is necessary to prevent injury to any person.

Board Policy 5772

DETENTIONS

Students may be assigned detentions for inappropriate conduct. Detentions can be served during lunch, after school, or on Saturday morning, as deemed appropriate by the Dean of Students or principal.

DRUG FREE SCHOOLS AND COMMUNITIES ACT - STUDENT POLICY

The Marathon School District prohibits the use, possession, concealment, or distribution of any drug and any drug-paraphernalia at any time on District property or at any District-related event.

All students enrolled in the Marathon City School District are required to abide by the terms of this policy. Any violation of this policy shall result in disciplinary action including, but not limited to, expulsion and referral for prosecution. Appropriate action shall be taken in accordance with district disciplinary policies and practices and/or state or federal law.

Board Policy 5530

FIRE AND TORNADO DRILLS

Fire and tornado drills are held at irregular intervals throughout the school year. Remember these basic rules:

1. Check the instructions in each classroom indicating how to leave the building.
2. Walk. No talking. Move quickly and quietly to the designated area.

FIELD TRIP PERMISSION FORMS

Due to the frequency of students exploring and working in the community on various projects, it is not feasible to send a permission slip home every time a student is off-campus. At the time of online registration, parents and guardians will complete a one time form granting permission for all local trips. All overnight trips and day trips outside of the Marathon community will require specific permission slips to be completed as needed.

FOOD SERVICE ACCOUNT

Money can be deposited into your family account by using the online Skyward system or bringing a check to the MAES/MVA office. ***Remember that the amount you deposit into the account does NOT have to equal any certain amount of tickets. Deposit any amount you want and replenish when low.*** Please keep this money on a separate check from other school fees. If your account runs out of money, your child will only be allowed one charge. After that only a peanut butter/jelly sandwich will be given until you add more money to your account. ***Please check your account regularly online from home to keep your account balance from running low.*** If you are not sure how to check your account from home, please call 715-443-2538, ext. 1101 for assistance.

GRADING/REPORT CARDS

MAES utilizes a standards-based grading system. The format of the report card helps you better understand your child's achievement of essential skills based on the Wisconsin Department of Public Instruction State Standards. These standards specify what students are expected to learn and be able to do at each grade level. Student grades will now reflect how well students are achieving these skills.

Standards-based report cards provide parents and students with easy-to-understand reports of a student's academic progress and is one part of a standards-based classroom. Standards-based classrooms allow teachers to plan instruction including interventions and acceleration, based on specific data gathered around learning goals and targets from the Common Core State Standards.

GRADING SCALE

Grade	Brief Description	Detailed Description
E	Exemplary "I can explain and apply this in a variety of ways."	The student fluently exceeds the end of the year grade level standard, is self-motivated, and independently grasps, applies, and extends key concepts and skills.
P	Proficient "I can do this by myself."	The student met the expectations for the grade level standard consistently and independently.
D	Developing "I can do this with help."	The student is progressing, with teacher support, but is inconsistent in independently meeting the grade level standard expectation at this time.
N	Not Yet "I can't do it yet."	The student does not yet demonstrate an understanding of the grade level standard at this time even with support.
I	Incomplete "I have not completed it yet."	The student has not completed the assignment needed to demonstrate their level of understanding.

GRADING PERIODS

The school year will be split into 3 grading periods, titled trimesters. The dates each trimester will run for the 2023-2024 school year are:

Trimester 1: September 1st – December 1st

Trimester 2: December 4th – February 29th

Trimester 3: March 1st – May 31st

GUM AND SODA

Gum and soda are not allowed in school except in special cases at the teacher or principal's discretion.

HALLS

Students should be in the halls only at the beginning and close of school and while moving from one class to another, unless they have special permission or special duties that require them to be there. Students in the halls during class time must have a pass. Students are asked to be courteous at all times and to keep to the right when moving in the halls. Running or shouting in the halls is never permitted.

HUMAN GROWTH AND DEVELOPMENT

Each year, school health officials work with our 3rd-5th grade students to provide them information related to the HGD. Typically, the school nurse and guidance department meet with these students at various grade levels.

JEWELRY

Jewelry such as watches, rings, earrings, necklaces, bracelets, etc. must not be worn in physical education classes or athletic practices or competition.

LEAVING SCHOOL DURING THE DAY

Students must always check out through the office if they leave before school is dismissed. Parents are to come to the office, sign the student out, and wait in the office area if they need to pick a child up early. The secretary will contact the child to come to the office.

LOCKED DOOR POLICY

All doors will be locked during school hours. They will be locked at 7:45 am and will reopen at 3:00 pm. In order to enter the building, you will need to be buzzed in from the office staff. Parents and other visitors are to sign in at the office upon arrival during the school day.

LOCKERS

Lockers are owned by MVA and may be searched at random by school personnel at any time. A showing of reasonable cause or suspicion is not a necessary precondition to a search. Students shall not have an expectation of privacy in lockers, desks, or other school property as to prevent examination by a school official. Lockers are to be organized and kept clean at all times.

Board Policy 5771

LOST AND FOUND

Any items found in and around the school should be put on the lost and found shelves in the hallway near the office. Please turn any jewelry, electronics, eyeglasses or other valuables into the office for safe-keeping until claimed.

MEDICATION

The administration of medication to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication were not administered during school hours, or the child is disabled and requires medication to benefit from his/her educational program. Before any prescribed medication may be administered to any student during school hours, written instructions are required from the child's practitioner accompanied by the written authorization of the parent. Nonprescription drug products may be administered to any student during school hours only with the prior written consent of the parent.

Students are prohibited from possessing, using, carrying, or distributing in school or on school grounds drugs or other products which, even though not defined as a drug, are used or marketed for use for medicinal purposes, such as to relieve pain or to relieve the symptoms of an underlying medical condition (including aspirin, ibuprofen, dietary supplements, CBD oil products, etc.). No CBD products will be permitted for use at school.

Only medication in its original container; labeled with the date, if a prescription; the student's name; and the exact dosage will be administered. Parents, or students authorized in writing by their practitioner and parents, may administer medication.

Board Policy 5330

MONEY

Students should not bring more than a few dollars of spending money with them at any time. The school will not be responsible for lost or missing money.

PERSONAL BELONGINGS

Gaming devices and similar items are not to be brought to school. All baseball gloves and other sports equipment brought to school must be clearly labeled with the owner's name. No toys, sports cards or Pokémon cards are to be brought to school.

PERSONAL COMMUNICATION DEVICES (PCDS)

Students are prohibited from using PCDs, (e.g., cellular phone, iPod touch, personal computer, or other mobile devices) during the school day without permission from the supervising staff member. Students must keep devices in their lockers or backpacks if brought to school. Each offense will result in the confiscation of the device and will be turned into the office to be picked up by the student at the end of the day. At the third offense additional consequences may be issued and parents will be required to pick up the device. Under certain circumstances, a student may keep his/her device with them and "On" with *prior* approval from the building principal.

Except when authorized by a staff member, students are prohibited from using a device during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words, audio, pictures, or video of any student, staff member or other person.

PCDs with any recording capabilities, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students are personally and solely responsible for the care and security of their PCDs. The Marathon School District assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property.

Students may use PCDs while riding to and from school or during school-sponsored activities on a school bus, at the discretion of the classroom teacher, or sponsor/advisor/coach.

Parents are advised that the best way to get in touch with their child during the school day is by calling the school office.

Board Policy 5136

PERSONAL SEARCHES

If there is reasonable suspicion that a search will turn up evidence that a student has violated or is violating either a particular law or a particular rule of the school, a search may be conducted of a student's person or possessions. The extent of the search will be governed by the seriousness of the suspected infraction, the student's age and gender, the student's disciplinary history, and any other relevant circumstances or information. If it is believed that a student is in possession of dangerous materials, school officials shall contact law enforcement and request their assistance.

Board Policy 5771

PETS/ANIMALS IN SCHOOL BUILDING

Pets/animals may be allowed in the building to support curriculum-related projects and activities with the principal's approval.

PICTURE USE AT SCHOOL/WEBSITE/AREA NEWSPAPERS/TV, ETC.

At various times throughout the school year, our students are photographed and/or video-taped both in classroom settings and during special activities. These pictures may be put into the school newspaper and/or District Newsletter, the Record-Review/Wausau Daily Herald, Marathon School Website, etc... Occasionally, local television stations may come to school with their cameras to feature students and/or their projects/activities on-air during their news program. Parents or guardians wishing to exclude their children must contact the school office.

PLAY AREAS

Grades K-2 students must play within the fenced area.

Grades 3-5 students must play on the field or the south lot at all times.

*MAES students are assigned one Gaga pit for use during recess time.

PLAYGROUND RULES

1. Sit on swings.
2. Come down slide feet first and on seat.
3. One student at a time on any slide.
4. No throwing of bark, grass, rocks, snowballs, or similar type objects.
5. No climbing the fence.
6. No gymnastics on handrails on wood pods.
7. Follow all school rules.
8. No kicking balls toward school in the fenced playground.
9. Tackling, wrestling, pushing, and/or other roughness in games is prohibited.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance is to be recited daily in all classrooms.

RECESS

Students will have recess outdoors in all seasons unless the weather is deemed unsafe or unsuitable due to temperature, windchill, precipitation, or another factor.

Unsafe temperature that will result in recess being held inside is any temperature measurement that is less than 0 degrees fahrenheit, whether it be actual temperature, ‘feels like’, or windchill. For consistency, the principal or their designee will use ‘The Weather Channel’ to determine the temperature either on the internet or the app.

Students will dress appropriately for the weather to participate in recess. The guidelines for recess attire are as follows:

60+: Shorts and short sleeves permitted

50-59: Pants and long sleeves required (i.e., long sleeve shirt or sweatshirt)

0-49: Pants and jacket are required.

These standards will apply based on the temperature at the time of recess, regardless of what the forecast is for the day.

Additionally, students will wear hats, gloves and boots whenever appropriate, and the principal or their designee may send a student inside to retrieve these items, or wait in the office, if needed.

SCHOOL CLOSINGS (unexpected situations)

On occasion school may let out early due to the weather or other unexpected situations that may arise. Announcements will be made over local television stations, district social media accounts, and the district app.

The School Closings (unexpected situations) form found should be completed at the beginning of each school year with a plan for what will happen if school must close early unexpectedly. Please review this form with your child(ren).

SCHOOL HEALTH SERVICES

MAES has the services of a health aide every day. The health aide gives medications to students who need them during the school day, assesses students who are ill, and provides first aid to students who are injured at school. The health aide is the contact person for any questions you may have regarding immunizations, health plans, and field trips. The health aide may be reached at (715) 443-2538, ext. 148.

Marathon Public Schools also have the services of a school nurse two days per week. The school nurse is responsible for supervising the health aide, medical contact with family physicians, developing health plans for specific health issues students may have, and in-servicing staff on specific health issues that students have, i.e., diabetes, seizures, food allergies, and insect allergies.

Guidelines on when students should be excluded from school are as follows:

- acute illness -- fever > 100°F, vomiting and/or diarrhea
- flu or respiratory symptoms -- chills, severe headache, difficulty breathing
- strep throat -- stay home until on antibiotics for at least 24 hours
- pink eye -- inflammation of eye, swelling, redness, draining
- rashes -- open sores that are uncovered, undiagnosed, untreated (need physician direction on return to school and treatment)
- nuisance diseases -- live lice found on student's head (return after treatment - cover of treatment box must be returned to school)
- chicken pox -- can return when physician okays or when sores are scabbed over and not draining

SCHOOL HOURS

Students in all grade levels -- 7:45 a.m. - 3:00 p.m.

The Office is open from 7:15 a.m. until 3:30 p.m. daily.

The Office telephone number is (715) 443-2538, ext. 1101.

SKATEBOARDS

Students are not allowed to use skateboards on school property. If students bring skateboards to school, they must be kept in the student's locker.

SNOWBALL THROWING

Due to the inherent danger of injuring another student or a staff member, snowball throwing or kicking snow is strictly prohibited on school grounds. Consequences of throwing and kicking snow will be discussed over the announcements during the winter season.

STUDENT APPEARANCE

The Marathon School District believes in the importance of proper decorum and personal appearance in order to facilitate the learning process. Students are expected to follow these dress code requirements to ensure a safe and meaningful educational environment. To maintain health or safety of students and not disrupt the learning process, MAES has established the following rules:

- During the school day, coats/jackets, hats, caps, bandanas, head coverings, and sunglasses shall be taken off and placed in the student's locker/cubby immediately after the student enters the building.
- Clothing should always completely cover the torso (i.e., no bare backs, midriffs, or off the shoulders). All tops must provide full coverage and be high enough in front to eliminate chest cleavage. Tops with straps are recommended that straps be 1 inch thick minimum. When standing up, the shirt must touch the top of pants or skirt.
- No blankets/pajamas unless part of a defined dress up day or classroom activity.
- No costumes unless part of a defined dress up day or classroom activity.
- Students are not permitted to drape flags over or around themselves.
- Students choosing to wear tops with hoods are not permitted to use the hood to cover their heads.
- Excessively short skirts or shorts are not allowed. Short shorts/skirts need to totally cover the bottom. A recommended length would be mid-thigh.
- Undergarments must be worn and shall not be visible.
- Students choosing to wear low-rise pants need to make sure their undergarments are not exposed. Pants need to be secured around the waist/hip area. Boxer shorts and/or briefs should not be visible. Shirts considered undergarments may not be worn.
- Shoes must be worn at all times.
- Any fashion (dress, accessory, or hairstyle) that is distracting from the learning process or presents a safety risk; displays suggestive, offensive, obscene, sexually degrading, or racially motivated graphics or statements; or pertains to drugs, alcohol or tobacco products is not permitted.
- Wallet chains are not permitted.
- Clothing rules apply at school sponsored events.
- Gang colors, symbols or identification may not be worn (i.e., bandanas, jackets, caps, etc... and this includes tattoos that are visible)
- The school reserves the right to require students to change or cover clothing deemed out of code.

School personnel along with Administration will use discretion to make decisions regarding the appropriateness of each student's dress and possible consequences for violation of this policy. Students with dress related violations that need immediate attention will be asked to change, be sent home, or have a parent called to bring clothing to the school. In other cases, the parent and student will be sent an email detailing the dress code violations and what to do to resolve the issue in the future. Repeated violations of dress code can result in further disciplinary consequences being taken. With student and parent support and the use of common sense in terms of the attire's appropriateness for school, issues can be easily resolved.

STUDENT DIRECTORY RECORDS

The following has been designated as student "directory information": a student's name, photograph, participation in officially recognized activities and sports, height and/or weight, if a member of an athletic team, dates of attendance, date of graduation, and degrees and awards received. "Directory information" may be released to any person or party, other than the student or his/her parent, without the written consent of the parent.

Parents and eligible students may refuse to allow the school to disclose any or all "directory information" upon written notification to the Board within fourteen (14) days after receipt of notice or enrollment of the student if such enrollment occurs after the notice.

The Marathon School District may disclose "directory information," on former students without student or parental consent unless the parent or eligible student previously submitted a request that such information not be disclosed without their prior written consent.

The Marathon School District shall not collect or use personal information obtained from students or their parents for the purpose of marketing or for selling that information.

Board Policy 8330

STUDENT DROP OFF AND PICK UP

Student drop off and pick up will occur in the south lot. Parents will enter this parking lot from Spring Valley Drive by way of Spring Valley Court. We ask that as you are dropping students off or picking them up, that you remain in the outer lane. We do not want students running between cars in the parking lot. Students will enter and exit vehicles in the designated zones only. Parents must not use Spring Valley Court to drop off or pick up students, this will be reserved for buses. Safety is our highest priority.

STUDENT HEALTH CARE RECORDS

All student patient health care records shall remain confidential. They may be released only to persons specifically designated in state law or to other persons with the informed consent of the patient or a person authorized by the patient. Student patient health care records maintained by the district may be released without informed consent to a district employee or agent if any of the following apply:

- a. The employee or agent has responsibility for the preparation or storage of patient health care records.
- b. Access to patient health care records is necessary to comply with a requirement in federal or state law.

Any part of a student patient health care record that concerns the results of a test for the presence of HIV or antibody to HIV (the virus which causes acquired immunodeficiency syndrome – AIDS) shall be confidential and may be disclosed only with the informed written consent of the test subject.

SWIMMING LESSONS

Students will have assigned swimming lessons at the Marathon Swim Center during the school year. A schedule will be determined by the swim center and P.E. dept.

TELEPHONE CALLS

If parents need to get a message to their children, please call the office before 2:30 p.m.

TEXTBOOK

All basic textbooks are loaned to students for their use during the school year. Textbooks are to be kept clean and handled carefully. Please be sure your name, grade and school are written on the book label in case the book is misplaced. Students are required to cover all books with a **paper book cover**. Students may use the elastic book covers over the paper covers, if desired. You will be required to pay for lost or damaged books. The school will not release report cards or progress reports until lost, damaged, or vandalized textbooks are paid for.

VANDALISM AND PROPERTY DAMAGE

Our school buildings and equipment cost the taxpayers to construct, purchase, and maintain. Students who destroy or vandalize school property will be required to pay for losses or damages. If students willfully destroy school property, suspension and subsequent expulsion may be necessary. If you happen to damage something by accident, you should report it to a teacher or the office immediately.

VISITORS FROM OTHER SCHOOLS

Students who wish to have someone visit school must obtain permission from the principal prior to the visitation day. All visitors must report to the main office upon arrival at school. Permission to be a school visitor will be at the principal's discretion.

Board Notices & Policies

The policies below serve as notices of those required by the Board. A complete copy of Board policies can be found on the Marathon School District Website (www.marathon.k12.wi.us).

5517 - STUDENT ANTI-HARASSMENT

Prohibited Harassment

It is the policy of the Board to maintain an educational environment that is free from all forms of harassment. This commitment applies to all District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of harassment. This policy applies to conduct occurring in any manner or setting over which the Board can exercise control, including on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will not tolerate any form of harassment and will take all necessary and appropriate actions to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

The Board will vigorously enforce its prohibition against harassment based on the traits of sex (including gender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws (hereinafter referred to as "Protected Classes"), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. Additionally, the Board prohibits harassing behavior directed at students for any reason, even if not based on one of the Protected Classes, through its policies on bullying (See Policy 5517.01 – Bullying).

Harassment may occur student-to-student, student-to-staff, staff-to-student, male-to-female, female-to-male, male-to-male, or female-to-female. The Board will investigate all allegations of harassment and in those cases where harassment is substantiated, the Board will take immediate steps designed to end the harassment, prevent its reoccurrence, and remedy its effects. Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation;
- B. Filing a malicious or knowingly false report or complaint of harassment;

- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's duties

Sexual Harassment covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, i.e., sexual harassment prohibited by Title IX, is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities.

Notice

Notice of the Board's policy on anti-harassment in the educational environment and the identity of the District's Compliance Officers will be posted throughout the District and published in any District statement regarding the availability of employment, staff handbooks, and general information publications of the District as required by Federal and State law and this policy.

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant is the individual who alleges, or is alleged, to have been subjected to harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

Day(s): Unless expressly stated otherwise, the term “day” or “days” as used in this policy means business day(s) (i.e., a day(s) that the District office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Respondent is the individual who has been alleged to have engaged in harassment, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

School District community means students and Board employees (i.e., administrators, and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Bullying

Bullying is prohibited by Board Policy 5517.01 – Bullying. It is defined as deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student’s educational, physical, or emotional well-being. Bullying need not be based on any Protected Class. Bullying behavior rises to the

level of harassment when the prohibited conduct is based upon the student's sex (including gender status, change of sex, or gender identity), race color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights. Complaints brought under this policy that are more appropriately handled under the Bullying policy shall be referred for investigation consistent with the procedures in that policy.

Bullying that rises to the level of Sexual Harassment is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, i.e., sexual harassment prohibited by Title IX, and is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities.

Harassment

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student based on one or more of the student's Protected Class that:

- A. places a student in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
- C. has the effect of substantially disrupting the orderly operation of a school.

“Harassment” also includes “hate speech”—the use of language, behavior, or images/symbols that express prejudice against a particular group or groups on the basis of any protected characteristic(s).

Examples are:

- A. making statements that promote violence toward a racial or ethnic group;
- B. drawing, displaying, or posting images or symbols of prejudice (e.g., swastikas).

Sexual Harassment

For purposes of this policy and consistent with Title VII of the Civil Rights Act of 1964, "Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- A. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of access to educational opportunities or program;
- B. submission or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education;
- C. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile, or offensive educational environment.

Sexual harassment may involve the behavior of a person of any gender against a person of the same or another gender.

Prohibited acts that constitute sexual harassment under this policy may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. unwelcome verbal harassment or abuse;
- B. unwelcome pressure for sexual activity;
- C. threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances;
- D. unwelcome verbal expressions, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls and obscene gestures;
- E. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals;
- F. unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of students by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- G. unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- H. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status;
- I. unwelcome behavior or words directed at an individual because of gender;
Examples are:
 - 1. repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
 - 2. rating a person's sexuality or attractiveness;
 - 3. staring or leering at various parts of another person's body;
 - 4. spreading rumors about a person's sexuality;
 - 5. letters, notes, telephone calls, or materials of a sexual nature;
 - 6. displaying pictures, calendars, cartoons, or other materials with sexual content.
- J. inappropriate boundary invasions by a District employee or other adult member of the District community into a student's personal space and personal life;
Boundary invasions may be appropriate or inappropriate. Appropriate boundary invasions make medical or educational sense. For example, a teacher or aide assisting a kindergartner after a toileting accident or a coach touching a student during wrestling or

football can be appropriate. However other behaviors might be going too far, are inappropriate and may be signs of sexual grooming.

Inappropriate boundary invasions may include, but are not limited to the following:

1. hugging, kissing, or other physical contacts with a student;
2. telling sexual jokes to students;
3. engaging in talk containing sexual innuendo or banter with students;
4. talking about sexual topics that are not related to the curriculum;
5. showing pornography to a student;
6. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship");
7. initiating or extending contact with students beyond the school day for personal purposes;
8. using e-mail, text messaging or websites to discuss personal topics or interests with students;
9. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
10. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences);
11. going to a student's home for non-educational purposes;
12. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of a student);
13. giving gifts or money to a student for no legitimate educational purpose;
14. accepting gifts or money from a student for no legitimate educational purpose;
15. being overly "touchy" with students;
16. favoring certain students by inviting them to come to the classroom at non-class times;
17. getting a student out of class to visit with the staff member;
18. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;
19. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
20. being alone with a student behind closed doors without a legitimate educational purpose;
21. telling a student "secrets" and having "secrets" with a student;
22. other similar activities or behavior.

Inappropriate boundary invasions are prohibited and must be reported promptly to one of the District Compliance Officers, as designated in this policy, the Building Principal or the District Administrator.

- K. a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
- L. verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

It is further the policy of the Board that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the workplace, in that it interferes with the educational process and may involve elements of coercion by reason of the relative status of a staff member to a student.

Not all behavior with sexual connotations constitutes sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's education, or such that it creates a hostile or abusive educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of: interfering with the individual's educational performance; creating an intimidating, hostile, or offensive learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references regarding racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of: interfering with the individual's work or educational performance; creating an intimidating, hostile, or offensive learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of: interfering with the individual's educational performance; creating an intimidating, hostile, or offensive working and/or learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national

origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's physical, mental, emotional or learning disability and when the conduct has the purpose or effect of: interfering with the individual's educational performance; creating an intimidating, hostile, or offensive learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's **disability**, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

Anti-Harassment Compliance Officers

The Board designates the following individuals to serve as the District's Compliance Officers (also known as "Anti-Harassment Compliance Officers"; hereinafter referred to as the "COs").

David Beranek
High School Principal
204 East Street
Marathon, WI 54448
715-443-2226 Ext. 4106

Ryan McCain
Elementary/Middle School Principal
100 Spring Valley Drive
Marathon, WI 54448
715-443-2538 Ext. 1102

The names, titles, and contact information of these individuals will be published annually in the staff handbook(s) and on the School District's website.

The Compliance Officer(s) are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding harassment.

Reports and Complaints of Harassing Conduct

Reporting procedures are as follows:

- A. Any student who believes s/he has been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to any District employee, such as a teacher, administrator or other employees.
- B. Any parent of a student who believes the student has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the student's teacher, building administrator or District Administrator.
- C. Teachers, administrators, and other school officials who have the knowledge or received notice that a student has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to the Compliance Officer () and the building principal or District Administrator.
- D. Any other person with knowledge or belief that a student has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to any District employee, such as a teacher, administrator or other employees.
- E. The reporting party or Complainant shall be encouraged to use a report form available from the principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing.
- F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, each school's building principal shall be advised to designate both a male and a female Compliance Officer for receiving reports of harassment prohibited by this policy. At least one (1) Compliance Officer or other individuals shall be available outside regular school hours to address complaints of harassment that may require immediate attention.

A CO will be available during regular school/work hours to discuss concerns related to harassment, to assist students, other members of the School District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the student.

Any Board employee who directly observes harassment of a student is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) days. Thereafter, the COs must contact the Complainant, if over age eighteen (18) or the Complainant's parents/guardians if under the age eighteen (18), within two (2) days to advise of the Board's intent to investigate the alleged misconduct, including the obligation of the compliance officer to conduct an investigation following all the procedures outlined in the complaint procedures.

The COs are assigned to accept complaints of harassment directly from any member of the School District community or a Third Party, or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint, either directly or through a school building administrator, a CO will contact the Complainant and begin either an informal or formal process (depending on the request of the Complainant or the nature of the alleged harassment), or the District Administrator will designate a specific individual to conduct the process necessary for an informal or formal investigation. The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. The CO will prepare recommendations for the District Administrator or will oversee the preparation of such recommendations by a designee.

All Board employees must report incidents of harassment that are reported to them to the Compliance Officer as soon as possible, but always within no more than two (2) days of learning of the incident.

Investigation and Complaint Procedure

Except for Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities, any student who believes that they have been subjected to harassment may seek resolution of the complaint through the procedures described below. The formal complaint process involves an investigation of the Complainant's claims of harassment or retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) calendar days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of a student to pursue a complaint of harassment or retaliation with the United States Department of Education Office for Civil Rights ("OCR") and/or the Wisconsin Equal Rights Division. The Chicago Office of the OCR can be reached at John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor Chicago, IL 60604; Telephone: 312-730-1560; FAX: 312-730-1576; TDD: 800-877-8339; Email: OCR.Chicago@ed.gov; Web: <http://www.ed.gov/ocr>.

If at any time during the investigation process the investigator determines that the complaint is properly defined as Bullying, under Policy 5517.01 - Bullying and not Harassment under this Policy, because the conduct at issue is not based on a student's Protected Characteristics, the investigator shall transfer the investigation to the appropriate building principal.

Complaint Procedure

A Complainant may file a complaint, either orally or in writing with a teacher, principal, or other District employee at the student's school, the CO, District Administrator, or other District official who works at another school or at the District level. Due to the sensitivity surrounding complaints of harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, principal, or other District official at the student's school, the CO, District Administrator, or other District employee, either orally or in writing, about any complaint of harassment, that employee must report such information to the CO within two (2) days.

Throughout the course of the process, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); and a list of potential witnesses.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation including but not limited to a change of class schedule for the Complainant or the Respondent, or possibly a change of school for either or both of the parties. In making such a determination, the Compliance Officer should consult the District Administrator prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform the Respondent that a complaint has been received. The Respondent will be informed about the nature of the allegations and a copy of any relevant policies and/or administrative procedures and the Board's anti-harassment policy shall be provided to the Respondent at that time. The Respondent must also be provided an opportunity to respond to the complaint.

Within two (2) days of receiving the complaint, the CO will initiate an investigation by at a minimum confirming receipt of the complaint with the complainant and informing the complainant of the investigation process.

Investigations shall be completed promptly. What constitutes promptness will depend on the complexity of the issues, the number of incidents or factual elements, the number of witnesses and documents to be consulted, and the availability of witnesses and other evidence. The CO shall keep the complainant reasonably informed of the investigation's progress.

The investigation will include:

- A. interview(s) with the Complainant;
- B. interview(s) with the Respondent;
- C. interviews with any other witnesses who reasonably may be expected to have any information relevant to the allegations, as determined by the CO;
- D. consideration of any documentation or other evidence presented by the Complainant, Respondent, or any other witness which is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in Board policy and State and Federal law as to whether the Respondent engaged in harassment/retaliation of the Complainant. In determining if harassment occurred, a preponderance of evidence standard will be used. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

The CO may consult with the Board's attorney during the course of the investigatory process and/or before finalizing the report to the District Administrator.

In cases where no District CO is able to investigate a complaint due to concerns regarding conflicts, bias or partiality, or for other reasons that impair the CO's ability to conduct an investigation the CO may in consultation with the District Administrator or Board President, if the matter involves the District Administrator, engage outside legal counsel to conduct the investigation consistent with this policy.

Absent extenuating circumstances, within ten (10) days of receiving the report of the CO, the District Administrator either must issue a final decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the District Administrator's written decision will be delivered to both the Complainant and the Respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

The decision of the District Administrator shall be final. If the Complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction by submitting a written request to the Wisconsin Department of Public Instruction ("DPI"), Pupil Nondiscrimination Program, or by contacting the DPI Pupil Nondiscrimination Program at (608) 267-9157.

If the decision of the District Administrator is that there is no finding of harassment pursuant to this policy, the student/parent will be informed of the provisions of Policy 5517.01 - Bullying.

The Board reserves the right to investigate and resolve a complaint or report of harassment regardless of whether the member of the School District community or Third Party alleging the harassment pursues the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

Additional School District Action

If the evidence suggests that the harassment at issue is a crime or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or District Administrator shall report the harassment to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations and crimes.

Any reports made to the local child protection service or to local law enforcement shall not terminate the CO's obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to conduct concurrent

investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the District Administrator.

Privacy/Confidentiality

The District will make all reasonable efforts to protect the rights of the Complainant and the Respondent. The District will respect the privacy of the Complainant, the Respondent, and all witnesses in a manner consistent with the District's legal obligations under State and Federal law. Confidentiality cannot be guaranteed, however. Additionally, the Respondent must be provided the Complainant's identity.

During the course of an investigation, the CO will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided during the course of the investigation.

Remedial Action and Monitoring

If warranted, appropriate remedial action shall be determined and implemented on behalf of the Complainant, including but not limited to counseling services, reinstatement of leave taken because of the discrimination, or other appropriate action.

The Board may appoint an individual, who may be a District employee, to follow up with the Complainant to ensure no further discrimination or retaliation has occurred and to take action to address any reported occurrences promptly.

Sanctions and Disciplinary Action

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further misconduct.

While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable law.

When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter, including the age and maturity level of any student involved. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior disciplinary action has been taken against the Respondent, all subsequent sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the

Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Reprisal

Submission of a good faith complaint or report of harassment will not affect the Complainant's status or educational environment. However, the Board also recognizes that false or fraudulent claims of harassment or false or fraudulent information about such claims may be filed. The Board reserves the right to discipline any person filing a false or fraudulent claim of harassment or false or fraudulent information about such a claim.

The District will discipline or take appropriate action against any member of the School District community who retaliates against any person who reports an incident of harassment prohibited by this policy or participates in a proceeding, investigation, or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of discriminatory practices. The District Administrator will develop a method of discussing this policy with the School District community. Training on the requirements of non-discrimination and the appropriate responses to issues of harassment will be provided to the School District community at such times as the Board in consultation with the District Administrator determines is necessary or appropriate.

This policy shall be reviewed at least annually for compliance with local, State, and Federal law.

The District shall conspicuously post a notice including this policy against harassment in each school in a place accessible to the School District community and members of the public. This notice shall also include the name, mailing address and telephone number of the Compliance Officers, the name, mailing address and telephone number of the State agency responsible for investigating allegations of discrimination in educational opportunities, and the mailing address and telephone number of the United States Department of Education, Office for Civil Rights.

A summary of this policy shall appear in the student handbook and shall be made available upon request of parents, students, and other interested parties.

Retention of Investigatory Records and Materials

The CO is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information (“ESI”), and electronic media (as defined in Policy 8315) created and received as part of an investigation including but not limited to:

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. e-mails, texts, or social media posts pertaining to the investigation;
- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- J. dated written determinations to the parties;
- K. dated written descriptions of verbal notifications to the parties;
- L. written documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
- M. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.
- N. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board’s expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
- O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in

enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy; [REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of this policy. It is best practice to maintain a log of all staff members who participate in a training, along with the date, time and location of the training, and a copy of the materials reviewed and/or presented during the training.

5611 - DUE PROCESS RIGHTS

The Board recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures.

To better ensure appropriate due-process is provided a student, the Board establishes the following guidelines:

A. Students subject to suspension:

The suspended student, and if a minor, the parent of the suspended minor student shall be given prompt notice of the suspension and the reason for the suspension. The student or the student's parents may within five (5) school days following the beginning of the suspension, have a conference with the District Administrator. This conference will serve as the opportunity for the student to respond to the charges against him/her. If the District Administrator finds that the student was suspended unfairly or unjustly or that the student suffered undue consequences as the result of suspension, the student's record shall be expunged.

B. Students subject to expulsion:

Prior to expelling a student, the Board must hold a hearing. A student and his/her parent must be given written notice of the intention to expel and the reasons therefor, at least five (5) days prior to the date of the hearing. The hearing is the opportunity for the student and his/her parent to appear with a representative or legal counsel before the Board to answer the charges. The Board will keep written minutes of the hearing. The hearing will be closed. The student and/or his/her parent may appeal the expulsion consistent with Chapter 120.13, Wis. Stats.