

Marathon Venture Academy

An Expeditionary Learning School



Student-Family Handbook

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Letter from the Principal

August 2017

Dear Marathon Community,

I am looking forward to working with each and every one of you as we create an exceptional learning environment for your children. As we begin this new school year, one of my goals is to learn more about the Marathon community and help you learn more about me as well. Whether you are new to MAES or MVA (like me) or a veteran Raider, I welcome you to a great year of learning together. It's a new beginning, a fresh start, and a chance to enjoy the challenges of learning and growing together!

In this document you will find information regarding school expectations, procedures, and behavioral expectations. At MAES and MVA, we value and maintain high academic and behavioral expectations for our students. Our vision: ***“To empower our students to thrive as citizens, entrepreneurs, leaders, collaborators, and innovators, working to appreciate and become stewards for the natural world and better the cultural environment while utilizing innovative technology”*** is one that is not taken lightly. We take the responsibility of carrying this vision very seriously and want you to know that we are committed to the success of every child. Understand that educating your child/children is a team effort; we believe your participation is essential in order for each child to reach his/her fullest potential.

In order to do this, we ask that you carefully read the handbook and clearly communicate these expectations with your child; for the success of all students, it is important that your child clearly understands expectations and potential consequences. It is also important that you check our district's website, along with any other methods of communication your child's teacher may use to help ensure we are working successfully as a team.

Our mission and vision communicates to each family and to our community that we will provide a quality and joyful education for all of our students. I also believe it means that we are making decisions that are in the best interest of our students and their families. We are here to serve you and the children, who are the heart and soul of the Marathon community.

Have a wonderful 2017/2018 school year,

Sarah Budny
MAES/MVA Principal
sbudny@marathon.k12.wi.us
715-443-2538 ext. 1102

About Marathon Venture Academy

The idea of creating a charter school began in the winter of 2004 when a group of mothers attended a Parent Advisory Council meeting here at MAES to raise questions relative to the handling of discipline by teachers in the middle school. Questions regarding instructional practices and meaningful homework also surfaced from this conversation. In the moments following this meeting, it struck me that perhaps the root cause of many of the discipline issues in our school were linked to our inability to engage all students in their learning. Since that meeting, our middle school staff has been on a mission to reform our professional practice to include content that is engaging for students, homework that is meaningful instead of busy work, and projects and products that allow students take ownership of their learning.

We have adopted the Expeditionary Learning model for several reasons. First and foremost, we believe students in the middle years learn best by connecting curriculum around a central theme. Secondly, the strong character development and community service elements that are interwoven in the Expeditionary Learning model were areas of weakness in our past practice. Lastly, we believe that the production of meaningful and authentic products which connect learning to real-life situations, as well as demonstrate learning, were critical elements in creating buy-in with our students.

Over the course of studying Expeditionary Learning, our staff visited an EL school in the Minocqua before they began a training regiment designed to create changes in how we teach. We implemented many of the Expeditionary Learning elements in our teaching over the past few years and liked how students responded to changes in instructional practices.

Several years ago, our staff wrote and submitted a charter school grant application to the State of Wisconsin in order to fund teacher training and provide us with funding to enhance our technology capability. In the summer of 2010, the charter school planning grant was accepted by the State of Wisconsin Department of Public Instruction and work toward establishing a new school model in Marathon followed.

The charter school affiliation simply means that we are guaranteeing a higher degree of student achievement in exchange for exemptions from many of the State mandates which typically govern public schools. The intensive staff training progression over the last two years has given an evident facelift to our teacher's classroom approach. The addition of Chromebooks to our school provides students with many resources to help remediate and/or enrich their learning. Currently, MVA is one of a handful of schools in the nation to have all students using Chromebooks in the classroom.

This sums up the story of how MVA evolved, but hopefully is only part of the story of many positive outcomes in student academic performance and character development yet to be realized.

Mission Statement

Marathon Venture Academy (MVA) is an innovative Expeditionary Learning school whose mission is to challenge a diverse group of learners to communicate, investigate, and collaborate in authentic learning expeditions that promote personal “best” work, understanding of civic responsibility, and life-long learning. MVA offers a relevant, project-based, community oriented education in a small, public school environment. MVA students are held to the highest expectations of achievement and accountability.

Vision Statement

Marathon Venture Academy (MVA) will prepare our diverse student citizens to meet the global challenges of the 21st century, helping them thrive as socially responsible, justice-oriented problem solvers. MVA’s interdisciplinary academic program thrives on authentic, community, project based learning at its core, with Expeditionary Learning as our comprehensive framework. Marathon Venture Academy will set the standard for culturally relevant teaching, stewardship, and civic engagement, integrating best practices in a model 21st Century school.

MVA’s vision is to empower its students to thrive as citizens, entrepreneurs, leaders, collaborators and innovators, working to appreciate and become stewards for the natural world and better the cultural environment while utilizing innovative technology. Community partnership, learning and citizenship are crucial elements of the school’s overall vision to increase student engagement and strengthen relationships and learning outcomes. With passion, a healthy, informed optimism, and a well-stocked tool kit, students from MVA will become our future leaders, reshaping our communities in socially, ecologically, economically and technologically sound ways.

What is Expeditionary Learning?

Expeditionary Learning is a data-driven, research based design for comprehensive school improvement in place in over 160 schools across the United States. Curriculum, instruction, assessment, school culture, and school structures are modified to produce more engaging learning experiences and higher quality student work. Expeditionary Learning schools “break the mold” in three fundamental ways:

1. High expectations for student academic achievement, rooted in and tied to standards, are evident in rigorous demonstrations of student work to audiences that go beyond the classroom and beyond the school. There is a culture of revision in which many drafts are the norm and nothing less than best work is expected. Students keep portfolios of their work showing not only final products but also the stages along the way. Portfolios are a major assessment strategy.

2. Teaching and learning are much more active and adventurous; school is more exciting and more demanding. Schools are safer physically and emotionally. Students and faculty are organized into small crews or advisories. There are well-observed protocols for fieldwork and classroom safety.

3. Expeditionary Learning is based on the idea that we learn best when we are actively involved and have hands-on experiences that help us create our understanding of various academic subjects. Therefore, the courses at our school are designed as real-world “learning expeditions” that give students opportunities to explore a single topic or issue in great depth. Each learning expedition lasts about 12 weeks and may involve several different subject areas (language arts, mathematics, science, social studies, technology, etc). In every learning expedition students do projects that let them apply, refine, and demonstrate what they know and are able to do. In addition to more typical tests and quizzes, students are formally assessed using traditional methods as well as through projects and presentations of their work to parents and community members.

LEARNING EXPEDITIONS

At Marathon Venture Academy classes and instruction are focused around learning expeditions, which are “journeys of learning” where students spend a trimester studying a topic in depth. Learning 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.

Most of the work is project-based: 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 what they are learning relates to the real-world and are the main way students learn the content and skills they need.

All learning expeditions require students to do extensive reading, writing and thinking about important topics and issues. The purpose of this focus on authentic literacy is to help students develop the essential skills of critical reading and effective communication.

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 Marathon Venture Academy is 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. Because we value fieldwork so highly, we typically schedule 2-3 days each month for this type of study. All fieldwork is graded and counts toward a student’s grade in every subject.

TEN DESIGN PRINCIPLES OF EXPEDITIONARY LEARNING

The ten Design Principles best describe the core values of the Expeditionary Learning philosophy. Refer to <http://www.elschools.org/> for more detailed information.

- **The Primacy of Self Discovery** - People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected.
- **The Having of Wonderful Ideas** - Learning situations provide something important to think about, time to experiment, and time to make sense of what is observed.
- **The Responsibility for Learning** - Students become increasingly responsible for directing their own personal and collective learning.
- **Empathy and Caring** - Ideas are respected and mutual trust is fostered in small learning groups. Students feel physically and emotionally safe.
- **Success and Failure** - All students need to experience success to build confidence, but it is also important for students to learn from their failures and to persevere when things are difficult.
- **Collaboration and Competition** - Students work together to achieve more than they could alone. They are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.
- **Diversity and Inclusion** - Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others.
- **The Natural World** - A direct and respectful relationship with the natural world refreshes the human spirit and teaches students to become stewards of the earth.
- **Solitude and Reflection** - Students and teachers need time alone to explore their own thoughts and create their own ideas.
- **Service and Compassion** - Students and teachers are strengthened by acts of consequential service to others.

MVA's "learning by doing" education programs emphasize applied learning in math, science, language arts, history, economics, and ecology. Key objectives of all MVA programs are career development, community service, elevating self-esteem, and fostering multicultural exchange.

MVA vs. Traditional Schools

Gone are the ringing bells, rows of desks, and fill-in-the-blank worksheets. For most of the day, students and teachers are engaged in challenging learning expeditions that explore a topic or theme in depth. Their studies call for intellectual inquiry, physical exploration, and community service. On a given day, their explorations may take them outside the school building to do environmental research, conduct interviews in local businesses, or carry out other fieldwork assignments. Each day provides opportunities for quiet reflection -- time for students to write in their journals, gather their thoughts, and reflect on what they have learned. Students work individually, in small groups, and as a member of their "crew" or class. Together they learn to draw on the strengths of a whole class. As an EL school, adventure is a required part of our curriculum.

Why Marathon Venture Academy May Look Different

A great deal of thought, research, and practice has gone into designing our school's structure. We haven't always made the same decisions that were made by the schools in our childhoods. Some of what you see at MVA may look unfamiliar. You may be surprised that certain school pieces are missing. You may notice some unexpected new things. This section should explain some of these surprises.

Our Classroom Space Is Used Flexibly

In an MVA classroom work areas are arranged to help students collaborate in small groups. This requires group tables as opposed to rows of individual desks. Each classroom also has a large space set aside for whole group meetings, which are essential to building a supportive community of learners.

Our Classrooms Have Ongoing Conversations and Are Full of Movement

Student conversation is the center of much of the learning at MVA. We believe that deep learning takes place when children challenge one another, ask questions, share ideas, and build on one another's knowledge verbally. At certain times during the day, children will be getting out of their seats to gather materials, consult with one another, and look at information on the walls. In these situations, the child who is sitting still and not making a peep may be the one off task and not the other way around.

We Use Primary Sources As Much As Possible

We believe children can learn authentically by using authentic resources. Although they have access to some textbooks, students more often gather information from non-fiction and fiction trade books, publications, and the Internet. By reading literature and exploring primary sources, children gain information-gathering skills that they use to problem-solve and conduct research in the real world. Conducting interviews and having conversations with experts is a frequent practice at MVA.

Revising Work Is a Habit Here

Students at MVA normally aren't finished with a piece of work until they do multiple drafts. This expectation reaches across grades and content areas. Improving on work again and again is common practice here – just like in the real world. Teachers guide students from draft to draft. Students collaborate to assess the work of their peers. Rubrics, which help students evaluate their work, set high standards for finished pieces and guide students as they strive to get their work to meet these high standards.

We Are a Teacher/Student/Parent Team

We invite and strongly encourage parents and students to be active crew members with us, rather than passengers. We want to hear parents' perceptions about their children and their experiences. We expect parents to check in with teachers and to be interested in their children's learning. We

want parent feedback about our expeditions and our culture. We expect our students to be responsible for their own learning. Our teachers do not pour knowledge into passive students. They interact, question, prompt, and set up physical and intellectual environments for students. Within this context, we expect students to explore, wonder, hypothesize, create, and discuss their ideas about the world. This is hard work. We expect every member of the team to actively participate in the learning experience.

We Encourage Internal Rather Than External Rewards

We do not reward our students with prizes when they succeed. We offer specific praise, encouragement, and a culture that fosters and celebrates student achievement. We believe that if children only experience tangible rewards, they learn to work only for those rewards, and do not connect their learning to the outside world. We strive to help children make those connections, believing that the purpose of learning is to interact thoughtfully and powerfully in the world. There are many incentives later defined in this handbook.

Learning Is Public and Collaborative

Our students' work is often assessed by their peers. Students read their writing out aloud, solicit comments, and present project drafts for formal peer evaluation. We do public work just like in the real world. Having an authentic audience keeps us on our toes, supporting quality work with high standards.

Citizen Scholarship is a Part of Our Curriculum

We focus on citizenship, character and service as well as academics. Quality academic work is mirrored by the quality of the ways in which we treat one another, our community, and our environment. Students are encouraged to be honest, respectful, determined, creative, and responsible.

We Need Parents to Support Their Children with Their Homework

We expect parents to be aware and supportive of their child's efforts with homework. We expect parents to let teachers know if their child is struggling with homework. We expect all students complete and turn in homework on time.

School Staff

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

I earned a BA degree from UW-Stevens Point and a LMS degree from UW-Whitewater. Before coming to Marathon, I worked in the Auburndale School District where my children were students. I am responsible for managing the library resources at both Marathon High School and MAES working hard to meet the resource needs of staff and students. My time is divided between the two buildings allowing me to teach weekly 4K-5th grade lessons in library and technology skills that integrate with classroom curriculum. In my personal life, I have wear many hats including wife, mom to five children, foster mom for 6 years, and an organic beef/poultry farmer, and in those precious few spare minutes I love to read.

Meghan Brandenburg, Guidance Counselor -- (mbrandenburg@marathon.k12.wi.us)

Marathon families! As the 4K-8 school counselor, I have the opportunity to work with all your children & grandchildren in some capacity. It might be through classroom guidance, individual or group times, or on one of the many teams of students I coordinate (such as student council or peer mentoring). I am an Idaho native and completed my bachelors in elementary education from Boise State University. I followed that up with a M.S. in School Counseling and will be going into my 4th year at Marathon. When I'm not enjoying my time with your kids, I get to spend it with my 4 children and my husband, Brent.

Lindsay Brillion, Business and Information Technology- (lbrillion@marathon.k12.wi.us)

Lindsay graduated from University of Wisconsin-Whitewater in December 2012 with a BSE in Business Education. She teaches not only 6th-8th grade Business and Information Technology class at MVA but also 3rd-5th grade keyboarding. In her spare time Lindsay enjoys teaching dance, reading and spending time with her husband and her two dogs, Wrigley and Payton. Lindsay is grateful to be a part of the Marathon family.

Sarah Budny, Principal -- (sbudny@marathon.k12.wi.us)

Sarah was born and raised in central Wisconsin and has over ten years of teaching experience. During that time, she has earned two master's degrees: one in Educational Administration and the other in Curriculum, Instruction, and Assessment. She also carries a National Board Certification in Early Adolescent Science and mentors others through that process. The 2016/2017 will be Sarah's first year as a principal at MVA. In her free time, she enjoys spending time with her husband and two girls.

Connor Ellenbecker, -- Agriscience Teacher (cellenbecker@marathon.k12.wi.us)

Connor is a recent graduate of the University of Wisconsin- Stevens Point, where he earned a BS degree in Natural Science - Secondary Education with minor in Biology. On top of preparing for his first year of teaching, Connor has also been preparing for his wedding coming up in August. He is a native to Athens, but they would like to find a place to live in the Marathon Area after the wedding. They enjoy watching movies, playing with their dog named Moose, watching his brothers compete in athletics, and spending time with family.

Dennis Elliott, Custodian -- (delliott@marathon.k12.wi.us)

Before starting here at MAES in December 2010, Dennis was a Water Treatment Installer and service manager in Wausau. Interests are hunting, bowling and making firewood. He has four children and six grandchildren. Dennis likes to be around people and help whenever he can with whatever needs doing.

Beth Falkowski, Food Service- (bfalkowski@marathon.k12.wi.us)

Beth's duties include preparing and serving lunch to the students at MAES. Ms. Falkowski has 20 years experience in food service, 15 of those years were as General Manager at Culvers. Beth has 2 children, Nicholas and Abby who both attend MAES. She enjoys watching her children play sports, and going to garage sales. Beth also enjoys watching Wisconsin sports teams, the Packers, Brewers, and the Badgers.

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

Tera has a BS degree in elementary and middle school education with an emphasis in mathematics from Northland College. Shortly after college, Tera and her husband lived in New Hampshire for two years where she taught sixth and seventh grade math. They then moved to Park Falls, WI, where she taught part-time until she started a full-time position in Phillips teaching sixth grade. Tera is native to Tomahawk, but now resides with her husband and two kids in the Marathon community. They enjoy traveling, camping, kayaking, hiking, and spending time with friends and family.

Kathy Grell, Speech Therapy -- (kgrell@marathon.k12.wi.us)

Kathy earned a M.S. degree in Communicative Disorders from UWSP. She graduated from Marathon High school and eventually returned here to teach. In her spare time, Mrs. Grell likes to read mysteries and enjoys spending time with family and friends.

Kristin Ikert, 4K-8th grade Physical Education- - (kikert@marathon.k12.wi.us)

Kristin graduated from UW La Crosse with a BS in Physical Education and Health Education. She later obtained her Adapted Physical Education certification from UW Stevens Point. Kristin is passionate about getting students active, giving them the opportunity to learn new things, and have fun! In her spare time she loves camping, fishing, hunting, golfing, playing tennis, gardening, cooking and enjoying the outdoors. She loves spending time with her husband, step son, daughter, and their dog.

Amber McDougal, School Psychologist -- (amcdougal@marathon.k12.wi.us)

Amber graduated with her BS degree in Psychology from the University of Wisconsin-Stevens Point. She then attended graduate school at the University of Wisconsin-Eau Claire where she earned her Ed.S. degree. Before coming to Marathon, Amber worked as a School Psychologist in Roseburg, Oregon for three years. In her free time, Amber enjoys spending time with family and close friends, traveling, playing with her dog, gardening, reading, music, and camping.

Stephanie Miller- Special Education 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. Prior to joining the Marathon School District she taught 12 years of special education at Monroe Middle School in Monroe, WI. Stephanie will be living in Marathon with her husband Curt and two young boys. She enjoys spending her free time with her children and family, reading, pursuing fitness goals, traveling and enjoying the outdoors.

Justin Paetzel, Technology Education/Engineering Teacher-- (jpaetzel@marathon.k12.wi.us)

I am the new Technology Education teacher for both middle and high school students! I am very excited to share with my students the passion and respect that I have for Tech Ed. I have been lucky enough to have the opportunities to do so in Hudson and Menomonie high school. I am originally from the Twin Cities area where I lived all of my life until I moved to Menomonie, WI to attend the University of Wisconsin Stout. While I was there I obtained my BS degree in Education and graduated in December of 2016. I also met my wonderful fiancé Monica and we are getting married in September. Some of the things that we enjoy doing together are hiking, fishing, and arguing about what to watch on Netflix.

Erin Schilling, Math - (ebornbach@marathon.k12.wi.us) (Formerly Ms. Bornbach)

Erin graduated from University of Wisconsin - Madison in 2011 with a BS in Human Development and Family Studies. She then earned her Master's degree in Teaching and Learning from Concordia University Wisconsin. Erin was born and raised in Stratford, but loves making Marathon her new home. She keeps busy head coaching the girl's track team. She enjoys most all outdoor activities and spending time with her husband, family and friends.

Jeff Schneider, Social Studies – (jschneider@marathon.k12.wi.us)

Jeff earned B.S. degrees in Broadfield Social Science & Physical Education from UW-SP. In addition to social studies, he also taught in the physical education department here at Marathon. Mr. Schneider stays busy with coaching football, girls' basketball, and track at Marathon High School. He and his wife Nicole reside in Marathon with their daughter Mayven, and son Brayson.

Jody Seubert, School 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. Jody works part of her day in the school office and the other part in either classrooms helping children or on the playground supervising the kids. Jody attended elementary school in Marathon and graduated from Marathon High School. She lives in Marathon with her husband, Kelly and their son Bryce.

Gina Smith- ELA-Writing- (gsmith@marathon.k12.wi.us)

Gina Smith is from Beaver Dam, Wisconsin. She graduated from the University of Minnesota Duluth with degrees in Life, Earth & Middle School Science. She has since earned licensure in

additional middle school content areas including Language Arts. She taught science in Minnesota for 7 years before taking a leave of absence to stay home with her children. She returned to teaching in 2010. She loves working with the youth in Marathon, especially at the middle school level. Gina enjoys running and outdoor activities with her husband and two children.

Sara Sternberg, Instrumental Music Teacher -- (ssternberg@marathon.k12.wi.us)

Sara has a Bachelor of Music-Instrumental Music Education degree and a Bachelor of Music-Applied Flute Performance degree, both from UW- Stevens Point. Prior to teaching at Marathon Public Schools, she taught at the Newman Catholic Schools in Wausau, WI and St. Mary's School in Marathon. Mrs. Sternberg instructs students at both MAES and MHS and directs concert, marching, jazz and pep band as well as several other small ensembles. Outside of music, Sara enjoys spending time with her family, equestrian sports and numerous crafts.

Mary Stoehr, MAES Library Aide -- (mstoehr@marathon.k12.wi.us)

Mary has a BS degree from UW-Stevens Point in business administration. Mary pursued a career in commercial insurance underwriting before taking time off to raise her two children, Ryan and Erica. In her free time, she enjoys watching her children participate in sports, reading, taking long walks, and working in her flower gardens.

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

Dessa has a Bachelor of Science in Education with an Emphasis in Art from UW-Whitewater. She then did post graduate classes in Florence, Italy where she traveled and studied the Art Europe. She started her teaching career at Athens School district before coming to Marathon Public Schools. Dessa's specialties in Art are figure drawing and ceramics.

John Vanderwyst, Technology Education/ Engineering- (jvanderwyst@marathon.k12.wi.us)
Engineering /Tech Education- John has a BS degree in Technology Education with an emphasis in Architecture and Construction from UW-Stout and a MS degree in Professional Development from UW-River Falls. Since 2007, he has gained experience in 6-12 grade Engineering, Mechanical/Architectural Drafting, Construction, and Woodworking courses. John is excited to teach Project-Lead-The-Way courses here and continue his partnership with NTC and area business/industry leaders to ensure students are prepared for work or continuing education after high school. Mr. V. holds himself and his students to a high academic and moral standard. On the flipside, he enjoys friendly banter with his friends and family over board/card games, racquetball, fantasy football, and ping-pong to name a few. You might also catch him taking on home improvement projects with his wife, Amy, or out for a joy ride on his motorcycle.

Mandy Wright, ELA-Reading -- (mwright@marathon.k12.wi.us)

As a central Wisconsin native and life-long reader, I am thrilled to work with your students as the MVA reading instructor. I'm coming to Marathon with more than ten years of experience teaching English from sixth grade through college. I have degrees in English and Norwegian from St. Olaf College, a teaching certification from Concordia University and my Master's from

Viterbo. In my free time, I usually join my three daughters and husband Josh in outdoor activities like camping and cross-country skiing. Otherwise, I read a book!

Katie Yadro, Music Teacher – (kyadro@marathon.k12.wi.us)

Katie Yadro is originally from Florence, Wisconsin. She attended Northern Michigan University in Marquette, Michigan and graduated with a Bachelor of Music Education in December 2012. In August 2013, Katie moved to Craig, Alaska where she was the K-12 Music Director for two years and taught K-4 General Music, 5-12 Instrumental Music, and 9-12 Vocal Music. In 2015, Katie was accepted into a Master's program at Morehead State University in Morehead, Kentucky where she recently completed her Master of Music in Flute Performance. Katie, her husband, and new baby are very excited to be back in Wisconsin. She looks forward to teaching vocal music and being able to be outdoors in the state of Wisconsin once again!

School Governance

The School Governing Body

The Marathon Venture Academy Governance Board is the main decision-making body for Marathon Venture Academy and is responsible for...

- supporting the school's mission.
- monitoring academic and financial performance.
- ensuring that the school has adequate resources.
- overseeing the organizational structure and external programs.
- cultivating relationships with the community at large.

This nine-person team meets monthly and is responsible for creating and overseeing the implementation of the school's charter agreement and school improvement plans. This team also makes certain decisions regarding curriculum, professional development, and staffing. This team is led by the Principal and includes:

As of 2016/2017:

President- Pam Warren-(multiple roles)

Vice President- Scott Schutte-(multiple roles)

Secretary- Jen Kunkel (Parent)

Treasurer- TBD

Member at Large- Paul Verstegen (Community Business Leader)

Member at Large- Billie Robbins (multiple roles)

Member at Large- Kirt Robbins (multiple roles)

Member at Large- Lindsay Brillion (Teacher rep)

We Collaborate as Crews... not Passengers

In Expeditionary Learning Schools such as Marathon Venture Academy, each student develops a unique relationship with one teacher. This relationship insures all students have a go-to adult who advises students in academic, career, and personal affairs. Students in MVA are assigned to a Crew based on grade level and meet for approximately 30 minutes each day with their Crew and advisor.

Each advisor is expected to take a sincere interest in each of their Crew members. During this portion of the day, faculty members are asked to think as advocates, mentors and counselors instead of thinking like teachers. 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 the two most important aspects of our Crew Leader’s roles.

Our primary structure for developing positive relationship is Crew. At MVA, Crew teachers provide instruction and activities in five areas of development including...

Relationships-

- Crew provides each student a one-to-one relationship with an adult advisor
- Crew provides an ongoing, small peer community.
- Crew advisors serve as the student’s advocate in difficult academic and social situations.
- Crew advisors monitor and support student progress, including the traits of the Citizen Scholar.
- Crew advisors act as the primary contact point between parents and the school.
- Crew meetings are frequently used for team-building exercises.

Service-

- Crews identify needs in the school and in the community, and propose and develop projects to address those needs.

Portfolios-

- Students work at building academic e-portfolios (*explained in “Student Requirements” section, page 25*) which indicate and express academic growth.
- Students prepare for student-led conferences.
- Students present their academic e-portfolios at the conclusion of their 8th grade year to a selected committee.

Adventure and Fitness-

- Crew offers opportunities for adventure, fitness and wellness, guided first by the crew leader and then gradually led by students.

Career/Education Investigation-

- Crew advisors assist in the exploration of both career and post-secondary options and ensure students have an understanding of the importance of developing educational skills that will advance the learner.

Literacy

- Crew has a strong academic focus on the goal of developing life-long readers.
- Structured discussions held in crew are based on short text or high interest books.
- Independent reading may also be monitored in crew, often through book chats that also enhance the relationship between crew leader and individual students. The crew portfolio outlines the minimum independent reading requirements for each term of the school year. Crew leaders confer with students as they read, encourage exploration of new genres, and monitor student progress in meeting the independent reading requirement.

Numeracy

- Using Crew time to engage in problem-solving, including participation in logic and math challenges.

Academic Check-in

- Using data to monitor student progress
- Learning about school-wide portfolio requirements for Passages and SLCs.
- Preparing for Student Led Conferences

COMMUNITY MEETINGS

One of the core community-building structures at Marathon Venture Academy that is an extension of CREW is the community meeting. Community meetings are the only time that all students and faculty members are together and it is an important opportunity for communication and celebration.

Citizen Scholar Honor Roll

CREW means collaboration through:

I am RESPONSIBLE for:	Looks like	Sounds like
C ompassion Caring & Kindness	<ul style="list-style-type: none">● Helping others● Putting others first● Including others● Talking nicely	<ul style="list-style-type: none">● Considering the feelings of others when we choose our words● Positive words of praise● An apology when

		<p>needed</p> <ul style="list-style-type: none"> ● I understand... ● "I am responsible for my work and actions."
<p>Respect Showing consideration, regard, & honor</p>	<ul style="list-style-type: none"> ● Walking quietly in line with our hands to ourselves and looking straight ahead ● Looking at someone and paying attention to him/her when they are speaking to us ● Taking care of classroom and school property ● Following directions 	<ul style="list-style-type: none"> ● Using appropriate voice levels throughout the building to not disrupt the learning of others ● Using words like "Please," "Thank You," "Excuse me" ● Constructive feedback ● Greeting guests in the building with, "Welcome," etc. ● "I am responsible for my work and actions."
<p>Effort Determination</p>	<ul style="list-style-type: none"> ● Doing quality work at all times ● Not rushing ● Staying focused to complete task ● Proofreading all work ● I set goals that I am determined to reach 	<ul style="list-style-type: none"> ● Explaining and adding specific details added to a writing, drawing or project ● Asking questions. ● Participating in classroom discussions. ● "I am responsible for my work and actions."
<p>With Quality Excellence</p> <p style="text-align: center;">&</p>	<ul style="list-style-type: none"> ● Making good choices even when nobody's watching ● Getting on task and staying on task with a positive attitude. ● Work that exceeds your own expectations ● Being thorough with work. ● Revise work 	<ul style="list-style-type: none"> ● "I am proud of (how I acted, what I produced, what I wrote, etc.) because I know I did the best job I can do." ● "I am responsible for my work and actions."
<p>Safety Making all feel <u>comfortable</u> in our community</p>	<p>Will be completed September 2017</p>	<p>Will be completed September 2017</p>

Citizen Scholar Honor Roll

Students meeting the following criteria are eligible for the Citizen Scholar Honor Roll.

- Students must have a cumulative GPA of 3.0 or higher.
- Students must have a cumulative DOJO score of 80% or higher
- Students must have completed all requirements of the STAR Reading Program.

Citizen Scholar Honors at 8th Grade Graduation

- Students who have been recognized as Citizen Scholars throughout all three trimesters of 8th grade will be honored as **Gold Citizen Scholars**.
- Students who have been recognized as Citizen Scholars for two of their three trimesters of 8th grade will be honored as **Silver Citizen Scholars**.
- Students who have been recognized as Citizen Scholars for one of their three trimesters of 8th grade will be honored as **Bronze Citizen Scholars**.

Academic Intensives

Intensives are sometimes offered at the end of expeditions/trimesters. Intensives are short, intense opportunities for students to immerse themselves in a variety of learning experiences.

Intensive may include:

- Differentiated Final Product Work
- Math or Science Investigations
- Current or Local Events/Issues
- Adventure/Fitness Experience
- Swimming
- Fine Arts Immersion

Student Discipline

STUDENT CONDUCT PLAN FOR MIDDLE SCHOOL STUDENTS

MVA will stand firm on its prospect of having students demonstrate proper classroom conduct. Our traits of the Citizen Scholar and Conduct Plan are designed to ensure that...

- 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 harassed others.

- Students will discuss discipline issues with teachers either before/after school, or during a noon recess.

At MVA, our Conduct Plan involves the use of Classroom Dojo to assist students as they learn to take responsibility for their behavior and their learning. The following Classroom Dojo procedures will be followed related to student discipline and academic performance.

DOJO & STUDENT BEHAVIOR

Teachers will utilize Dojo to reinforce positive behavior.

Teachers will utilize Dojo to promote changes in negative attitudes and/or behaviors.

1. Teacher will refer to the class norms.
 - There will be no mark in Dojo at this time
2. Teacher will reteach norms.
 - Student/s receive a needs work mark in Dojo corresponding to a CREWS trait.
3. Teacher will change an aspect of the learning environment within the classroom while maintaining high expectations for the student.
 - Student/s receive a needs work mark in Dojo corresponding to a CREWS trait.
4. Referral to Restorative Justice Circle
 - Teacher notifies Restorative Justice Circle that a circle is needed.
 - Students/s receives needs work marks for Restorative Justice Referral.
 - A consequence for a minor/major takes place at this time.
5. Parent Meeting and/or Referral to Principal
 - If after meeting with the Restorative Justice Circle the undesired behavior continues, a parent meeting will be scheduled and/or the student may be referred to the Principal.
 - A consequence for a minor/major takes place at this time.

DOJO & ACADEMICS/BAND LESSONS

Teachers will use Dojo to reinforce on-time completion of work.

1. Students receive a positive mark in Dojo.

Teachers will use Dojo to promote changes in students who have late or missing work.

1. Student receives a needs work mark in Dojo for missing work. Assignment name is noted.
2. Student receives a positive mark in Dojo when he/she completes & submits his/her late work.
3. If student does not complete work by the next class period, student is referred to participate in a CREW circle.
4. If a student misses 3 assignments/band lessons in a 2-3 week period, his/her parent will be called by student's Crew or Classroom teacher.

5. If a student continues to have missing assignments, he/she will be referred to before/after school tutoring.

Major/Minor Matrix

This matrix will be finalizing the beginning of the school year. Look to receive this when complete.

Homework, Projects, Final Products

Marathon Venture Academy, through the use of the block schedule, expects that the majority of student work is completed during the independent practice portion of the class period. Classwork that is unfinished becomes homework. Students will typically have math skills and independent reading as homework. Marathon Venture Academy employs a standard set of homework guidelines

- *Daily classwork may become homework* if unfinished during class. Students should maximize their use of work time during class.
- *Classwork that becomes homework should not account for more than 15-30 minutes for each content area if students are using class time efficiently.*
- Although some assignments are due the following class, many are due several days to weeks down the road.
- *Products and projects*, which are an integral part of demonstrating knowledge gained and mastery of learning targets in an expedition, is separate homework and is given so student can make application to the content material. These assignments have work timelines set and are announced several days-weeks in advance of the due date.

Teachers will have discretion when assigning homework to determine the amount given based on the circumstances of the class and the material being covered. Generally the time guideline will be targeted to the “average” student for that class. Some students may complete their assignments more quickly and some more slowly than other students. Our teachers regularly communicate with one another to avoid giving lengthy overnight assignments in multiple content areas. Parents should maintain communication with teachers in the event that their child is consistently spending a significant amount of time on homework.

When Homework is NOT Completed on Time:

In the event that a student does not complete a homework assignment on the due date, *the teacher will record the late assignment in Classroom Dojo.*

- Crew teacher will review Class Dojo periodically to determine trends for each student. If a student is struggling, the teacher will refer the student to a Restorative Justice Action.
- Students will complete the homework at home or in the “after-school” tutoring session if not completed at school. Teachers are available Monday, Tuesday, and Thursday until 3:30 pm or by appointment.

- Students will do an academic check-in during CREW every two weeks. In that time, it is the students' responsibility to communicate their missing work or work to be revised to their parents. This supports one of EL's design principles, "The Responsibility of Learning." We want to create opportunities for students to direct their own personal and collective learning.

Grading, Assessment, & Reporting

ACADEMIC GRADES

Academic grades are assessed in the same fashion throughout MVA. First, teachers identify the long-term Learning Targets they want students to achieve, which are determined through Common Core, Next Generation Science Standards, and Wisconsin State Standards. Next, the teachers identify short-term Supporting Targets that will help the students achieve the long-term targets. Finally, student assessments are created so teachers may gauge how a student is progressing towards the learning targets. Some assessments may cover more than one learning target at a time. The grading of assessments is also consistent throughout the MVA staff.

It is important to remember that grades at MVA are NOT an average of a student's body of work on assessments, rather, it's **the highest level of proficiency reliably demonstrated** that determines a student's grade. This includes classwork, projects, tests, quizzes, and written work.

ACADEMIC ACCOUNTABILITY

The MVA staff is committed to providing students accurate timely feedback regarding their academic performance on tests, projects, written work, and/or homework. Teachers should have work graded and posted results on the Skyward Grading/Reporting program, found on the district website, in approximately 1 week after the due date.

Most MVA staff members utilize a standards-based 4-3-2-1 grading scale. In this grading system, the 4-3-2-1 values mean the following:

- 4: Student is exceeding grade level expectations/standards
- 3: Student is meeting grade level expectations/standards
- 2: Student has not met the grade level standard but is making progress
- 1: Student has had made minimal/no progress towards meeting the grade level standard.

In a standards based grading system Student scores reflect their present level of mastery of an academic standard, therefore they do not lose points if work is late, nor are they able to complete extra credit work to improve their grade.

Please note, when a teacher inputs an assignment into skyward, all students receive an * for that assignment until the teacher inputs scores. An * will show up on Skywards “Missing Assignments” list, however, seldom means the assignment is missing. Usually an * in Skyward means that the assignment has not been graded. In general, parents should not be concerned when they see a * in Skyward. Scores of 0 indicate that a student has a missing or incomplete assignment.

GRADING WINDOWS

Trimester	Trimester Span	Progress Report Window	Grading Window	Block 8 Students announced	Block 8 Begins..
Trimester 1	September 5- December 1	October 13 - October 19	November 27 - December 3	October 20	October 23
Trimester 2	December 4- March 2	January 5 - January 11	February 26 - March 4	January 12	January 15
Trimester 3	March 5 – June 6	April 12 - April 18	May 25 - June 7 <i>(8th grade due Sunday, June 4)</i>	April 19	April 23

Student Requirements

MVA middle school students will be challenged to increase their reading skills during the 2017-2018 school year! "Practice makes perfect," is an old English proverb that is not only true, but also based on common sense. An athlete practices to get better, a musician practices to get better. This holds true for reading skills as well. The more students read, the better readers they will become. The S.T.A.R. (Student Accelerated Reading) challenge will be an incentive driven program that promotes reading outside the class curriculum reading requirements. All students will be reading more, so all students will see their reading skills improve!

TRACKING ADDITIONAL READING (STAR READING)

Every MVA student will be required to read a minimum of **three** books per trimester and complete a book review or AR test for each of the books. Students will select their first book in their reading level. Upon completion of their first book, students will fill out a book report and turn it into Ms. Wright. For their second and third books, students must choose a book in their reading level that has an AR test. Upon completion of the second and third books, students must take an AR test and score at least 80%. Students who do not score 80% will be required to retake the AR test up to two more times for their book until they reach this minimum score, or fill out a book report. When a student completes all three STAR books, their name will be posted on the STAR board. Students will have until Wednesday of the twelfth week of the trimester to complete the STAR READING requirements; this averages out to about one book every four weeks. Students who meet all of the STAR READING requirements will participate in a reward party during the week following the STAR READING due date for the trimester. Students who do not meet the STAR READING requirements will remain in the classroom for independent reading time. MVA staff will be included in this challenge to read! Students who go above and beyond the three book requirement will earn a bonus ticket for each additional book read.

TRACKING ACADEMIC GROWTH

MVA students will be taught how to record and graph academic progress on assessments including STAR Reading and STAR Math. Students will be responsible for reporting out progress to parents and teachers during “Student-Led Conferences” help on two occasions throughout the year.

DEVELOPING e-PORTFOLIOS

Each student at Marathon Venture Academy is required to create an e-portfolio that displays work completed during the year and highlights accomplishments in a variety of areas. These e-portfolios serve a number of important purposes for students, families and the school. These primary purposes are:

To build in students:

- A commitment to meeting grade-level learning targets.
- A commitment to high-quality work for an outside audience.
- A sense of personal pride in work and achievement.
- An understanding of strengths, challenges, goals, learning styles and personal growth.
- An exploration of potential future careers

To provide families with:

- A full picture of their child’s abilities and growth.
- An understanding of the school’s practices and philosophy.
- A sense of pride in their child’s accomplishments.

To provide the school with:

- A measure of whether students have met grade-level learning targets
- A general assessment of student skill levels, quality of work and growth.
- An assessment of the success of the school’s curriculum and instruction.
- An opportunity for receiving classrooms to preview students.
- An opportunity to build community understanding and support

E-Portfolios are not merely scrapbooks of student work that document the range of topics

that a student has studied and explored. Rather, they are purposeful, organized and focused artifacts that are built around the act of reflection. Therefore, students carefully select work samples that meet specific criteria. The work must be substantive and significant. It must be work that makes the process of learning evident, it should also be work that reveals mastery of important skills and content. Finally, it should be work that points to personal growth and character development as well as academic proficiency.

At the conclusion of student's 8th grade year, each are *required* to present their e-portfolio in a 15 minute presentation setting to a small committee representing teachers, fellow students, parents, board members, and community members.

PRESENTING AT STUDENT-LED CONFERENCES

At the end of first and second trimester, student-led conferences provide an opportunity for students to discuss their academic progress during the trimester by sharing important work with their parent/guardian and advisor. Each student prepares a 10 minute presentation that includes an introduction, a summary of a successful learning target in reading and math and an explanation of a strong piece of written work. Students are also asked to share a project from social studies and science along with an explanation of the investigation/expedition that led to the project.

MAINTAINING ACADEMIC INTEGRITY

Cheating- Cheating includes copying another's assignment or allowing someone else to copy your assignment. If a student is caught cheating, he or she will not receive credit for the assignment, as well as consequences determined by the teacher and principal. Additional consequences for cheating may include suspension.

Plagiarism- Plagiarism is to use and pass off the ideas or writing of another as one's own. It is a form of stealing. When a teacher determines that a student has plagiarized, she/he will first determine if the student's actions were knowing or ignorant; did the plagiarism occur before or after a related research skill has been taught? In cases where the plagiarism is deemed inadvertent (e.g.: improperly cited sources), the student will be educated. In cases where the plagiarism is deemed flagrant (e.g.: an essay copied from the Internet or a repeated offense), there will be appropriate academic behavioral consequences.

Student Support Services

At MVA we believe that all students can reach high academic, behavioral and community expectations when provided with the necessary support. Therefore the school has designed a

series of inter-connected supports, some of which are provided to all students, while others are provided only to students who show specific needs.

SUPPORT PROVIDED TO ALL STUDENTS

Crews: See “We Collaborate as Crews Not Passengers” section of Family Handbook

Frequent Parent Communication: Our goal is to stay in regular contact with the parents of ALL of our students. Administrators, teachers and others are expected to contact parents for both positive reasons as well as concerns. Teachers and administrators document all conversations with parents for future reference.

After School Support-

Teachers are available for support sessions Monday, Tuesday, and Thursday from 3:00-3:30 p.m. or by appointment. These support sessions may be used to work on specific learning targets or assignments, re-take an assessment, or make up missed work. Students should always communicate with the teacher beforehand to confirm availability.

SUPPORTS PROVIDED TO SELECTED STUDENTS

Individual/Small Group Counseling: Students who are experiencing academic or social difficulty may be referred to either individual or small group counseling. These sessions allow the school counselor to assist the student with creating a plan to address whatever challenges he/she may be facing in or out of school.

Block 8: Immediately after trimester progress reports are released, around week 6 of each trimester, students having grades consisting of D’s or F’s are placed on “academic probation” and are encouraged to attend this after-school homework session *until grades change to at least a “C” level*. During this 60 minute session, students will be working to complete late and makeup work, as well as working with teachers on mastering learning targets and skill acquisition. The sessions will take place in the MVA classrooms. Parents should make every attempt to arrange for their children to take advantage of this opportunity for academic intervention. Starting dates for BLOCK 8, as well as teacher supervision are outlined below.

Trimester I	October 23 rd
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Trimester II	January 15 th
Trimester III	April 23 rd

BLOCK 8 –Schedule

Teacher	Block 8 coverage
Fieri-Science	Monday
Smith-Writing	Monday
Wright-Reading	Tuesday
Miller-Special Educ.	Tuesday
Bornbach-Math	Thursday
Schneider-Social Studies	Friday

Weekly Academic Progress Reports: Students given the opportunity to email grades to parents each week on Monday during CREW.

Rules and Procedures- A to Z

INTRODUCTION

The policies and procedures contained in this handbook have been carefully prepared and presented so that this handbook will be of value in helping you to adjust to our school, and to become an integral part of it. The ultimate purpose of education is to help each student become an effective citizen in a democracy. To develop and accept 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.

ADDRESSING STAFF

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

ARRIVAL AT SCHOOL

Students who walk, bike, or are driven to school are to arrive at school between 7:15 and 7:45 in the morning. MVA band students are to report to the band room. MVA choir students will begin their day at the high school and will report to the choir room and teacher, Mrs. Yadro.

ASSEMBLIES

At all times, student behavior should be refined and courteous. An indication of the cultural level of the school 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.

ASSIGNMENT BOOK / STUDENT PLANNER

Students in MVA will utilize either a paper copy of an academic planner or their Chromebooks in order to document homework assignments and due dates.

ASSIGNMENTS FOR ABSENT STUDENTS

MVA students who are absent will have an assignment sheet sent home with a sibling or are available for pickup in the office at 3:05 p.m.

ATTENDANCE

Students are expected to have excellent attendance. When a student is absent, the parent must call the school by 8:15 a.m. If parents fail to report an absence, the student's absence will be considered unexcused. When 5 or more unexcused absences accumulate per semester or a student has 10 or more excused absences per semester without a doctor's excuse, truancy is filed by the District with the Marathon County Courthouse.

ABSENCES

All requests for deer hunting absences must be made in writing by the parents to the principal at least one week prior to the opening of deer season. 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 make the dental appointments for the students on after school hours or vacation days. We want to keep interruptions to a minimum during the school day.

BACK PACKS

Back packs are to be placed in the lockers. They are not to be taken to the classrooms or worn in the hallways between classes.

BAND, AND CHORUS CLASSES FOR MIDDLE SCHOOL

Band and chorus are year long classes for middle school students. 6th, 7th, and 8th graders will either choose to take band or choir.

BREAKFAST

Breakfast will be served in the cafeteria starting at 7:20 a.m. Students eating breakfast at MAES should do so at 7:20 or shortly thereafter. Breakfast will no longer be served after 7:40 a.m.

BULLYING/HARASSMENT

Students must refrain from displaying bullying and harassing behaviors at all times. Bullying and harassment can include pushing, shoving, hitting, spitting, as well as name calling, picking on, making fun of, laughing at and excluding someone. Bullying and harassing behaviors cause pain and stress to victims and is never justified or excusable as ‘kids being kids’, ‘just teasing’, or any other rationalization. It is the responsibility of fellow students at MAES to report bullying incidences that they are aware of. Students who feel they have been victimized by bullies should immediately report incidences to teachers, the guidance counselor, and/or building principal. Bullying and harassment incidences carry strong consequences, as student(s) involved may be suspended from school for involvement in any such behavior. The anti-bullying pledge can be found in the “Student-Parent-School Agreements” section of this handbook. At the beginning of each school year, students will bring home a Student-Parent-School Agreements packet which will contain this form.

(See Board Policy in “Policy” section of this handbook)

BUS CAMERA

(See Board Policy in “Policy” section of this handbook)

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 building 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

Students who come to school on the bus should return home on the bus unless they have a bus pass signed by the principal. Riding the school bus is a privilege. Improper conduct on the buses will result in that privilege being denied. Students need to be aware of consequences for misbehavior as outlined in the bus transportation policy. Only regularly scheduled bus students are to ride the school buses. Bus students are to go immediately to the buses as soon as they are dismissed from school in the afternoon.

CAMERAS

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

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.

CHROMEBOOKS

MVA students will be assigned a Chromebooks throughout the year. Students are required to have a Chromebook sleeve in order to check on out. Responsibility for the care of these devices will be outlined in the Chromebook Policy Handbook provided to each family at MVA Orientation Night in August. A copy of the Chromebook Policy Handbook can be found on the district website next to the student handbook section.

CITIZEN SCHOLARS

**See Citizen Scholar section*

CO-CURRICULAR OFFERINGS

Marathon Venture Academy students are able to choose to participate in the following co-curricular activities.

Activity	Grade level/Gender	Approximate Starting Date	Approximate Ending Date
Football	7 th -8 th Boys	Friday, Aug 18th	Tuesday, Oct 3rd
Cross Country	6 th -8 th Boys/Girls	Monday, Aug 14th	Tuesday, Oct 3rd
Volleyball	6 th -8 th Girls	Monday, Aug 21st	Thursday, Oct 5th
Basketball	7 th -8 th Boys	Monday, Oct 16th	Monday, Dec 19th
Basketball	5 th -6 th Boys	Monday, Nov 27	Saturday, Jan. 27
Wrestling	6 th - 8 th Boys	Monday, Nov 13th	Tuesday, Jan 30th
Basketball	7 th -8 th Girls	Tuesday, Jan 2nd	Thursday, March 1st
Basketball	5 th -6 th Girls	Monday, Nov 27	Saturday, Jan. 27
Track	6 th -8 th Boys/Girls	Monday, March 19th	Thursday, May 17th
Forensics	6 th -8 th Boys/Girls	TBD	TBD

DANGEROUS WEAPONS

No one shall possess a dangerous weapon in school buildings, on school grounds, in school owned, leased, or rented vehicles, or at school sponsored activities, except otherwise specifically provided.

According to state law, any person who knowingly possesses or goes armed with a dangerous weapon on school premises is guilty of a misdemeanor or a felony, depending upon the seriousness of the offense. A child who violates this law is subject to provisions outlined in Chapter 48 of the state statutes, unless jurisdiction is waived. The Board defines dangerous weapon as a gun, knife, razor, karate stick, metal knuckle, or any other object which, by the manner in which it is used or intended to be used, or by its appearance as a dangerous weapon, is capable of inflicting bodily harm and/or of being used to threaten, frighten, or intimidate. Law enforcement officers should be contacted as soon as possible if there is time in a given weapons situation and if there is not an immediate threat to safety. If there is not time or the situation warrants immediate action, school staff should attempt to confiscate the weapon. A dangerous weapon(s) taken from a student will be reported to the student's parents/guardians. Disciplinary measures taken will be the responsibility of the building principal. The building principal may also report confiscation of weapons to the police. Any student violating this policy will be subject to disciplinary action including possible suspension and/or recommendation for expulsion. The following are three exceptions to this policy: 1. Weapons under the control of law enforcement personnel are permitted. 2. Weapons that are registered and handled in a legal manner for the purpose of education may be authorized by the principal. 3. Weapons properly registered and handled during the community use of school facilities may be permitted.

DETENTIONS

Students in MVA may be assigned detentions for inappropriate conduct as described in the Student Conduct Plan. The "student jury" and principal determine assignment of consequences for breach of the conduct plan. Detentions can be served during lunch, after school, or on Saturday morning, as deemed appropriate according to the offense.

DIRECTORY INFORMATION

The following data has been designated as directory information:

Student's name; present address; telephone listing; date and place of birth; current grade; Parent's name; dates and places of attendance; participation in officially recognized activities and sports; weights and heights of members of athletic teams; student's photograph; the most recent previous education agency or institution attended by the student; degrees and awards received. Except as otherwise provided by law, directory data may be disclosed to any person if the school has notified the parent, legal guardian or guardian ad litem of the categories of information which it has designated as directory data with respect to each student and has allowed 14 days for the parent, guardian or guardian ad litem of that student to inform the school that all or any part of the directory data may not be released without the prior consent of the parent, legal guardian or guardian ad litem. If a school has notified the parent, legal guardian or guardian ad litem of the information that has been designated as directory data with respect to any student, the school has allowed 14 days for the parent, legal guardian or guardian ad litem of the student to inform the school that such information may not be released without the prior consent of the parent, legal guardian or guardian ad litem and the parent, legal guardian or guardian ad litem has not so informed the school, the school district clerk, upon request, shall provide any representative of a law enforcement agency, district attorney or corporation counsel, county department under section 46.215, 46.22, or 46.23 or a court of record or municipal court with such information relating to any such student enrolled in the school district for

the purpose of enforcing that student's school attendance or to respond to a health or safety emergency.

DRUG FREE SCHOOLS AND COMMUNITIES ACT - STUDENT POLICY

It is the policy of Marathon School District that students have the right to attend school in an environment that is free from non-medical use of tobacco products, alcohol, drugs, and mood altering substances. These substances are harmful and interfere with the learning environment and performance of students. Marathon School District prohibits the unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and alcohol and tobacco products in any school building or on school premises; any school-owned vehicle or other vehicle used to transport students to and from school or school activities; or off school property during any school sponsored or approved activity, event, or function where students are under the jurisdiction of the school district. Marathon School District is committed to a program to prevent the abuse of alcohol and the illegal use of controlled substances and/or alcohol by students. All students enrolled in Marathon School District are required to abide by the terms of this policy. Any violation of this policy will result in disciplinary action including, but not limited to, expulsion and referral for prosecution. Appropriate action will be taken in accordance with district disciplinary policies and practices for students. Additional disciplinary action may be warranted as required by federal and state statutes.

Only MVA issued and/or approved electronic devices are permissible in school. Parents will be required to pick up any confiscated electronic items from the school office. Students are allowed to have cell phones in school but CANNOT have them turned on, nor use them during the school day. Cell phones must remain in student lockers or back packs during the school day. If cell phones are turned on and/or used on school grounds without permission, they will be confiscated. Parents are required to pick up confiscated cell phones from the office after the second offense.

EXPLORATORY CLASSES

Students will have to opportunity to explore Technology Education, AgriScience, Business, and Spanish in addition to their core classes, art, choir/band, and physical education.

FIELDWORK PERMISSION

Due to the frequency of students working in the community on various projects, it is not feasible to send a permission slip home every time a student is off-campus. One of our Student-Parent-School signature forms is a standing permission slip for fieldwork. This form gives permission for students to participate in fieldwork sites that are within walking distance.

All overnight trips and day trips outside of the Marathon community require specific permission slips to be completed.

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 designated area.

FOOD SERVICE ACCOUNT

Money can be deposited into your family account by bringing a check to the MAES 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. 101 for assistance,

GUM AND SODA POP ARE NOT PERMITTED AT MAES/MVA

Soda and gum deposits tend to attract dirt frequently causing bacteria to thrive in a setting where student health is of utmost importance.

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.

LIBRARY USAGE BY MIDDLE SCHOOL STUDENTS

Student use of the library is a privilege and is at the discretion of the library supervisor. Each student group will be scheduled for a book check-out time. Additionally, as long as they are respectful to the classes and other patrons using the library, students may come individually throughout the day. During these visits, students are expected to be independent library users taking advantage of the Destiny online catalog and our self-checkout system. MVA students have a 5 book checkout limit, and all books are expected to be returned or renewed at three weeks. This is a student responsibility. If there is an issue, a conversation with Mrs. Altmann showing concern and effort will generally resolve any problems.

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. During events in the Gym, both Main West and Main South entrances will be unlocked. Parents and other visitors are to sign in at the office upon arrival during the school day.

LOCKERS

School lockers are the property of the Marathon City School District. At no time does the Marathon City School District relinquish its exclusive control of these lockers. These lockers are assigned to individual students as a convenient receptacle for storage of clothing, books, and other articles necessary for the student's use during the school day and shall not be used for any other purpose. Money or other valuables are NEVER to be kept in a student locker. Lockers are to be organized and kept clean at all times. Periodic general inspection of lockers may be conducted by school authorities for any reason, and at any time, without notice, without student consent, and without a search warrant. No padlocks other than those issued by the school may be used on school lockers. The

school authorities will maintain a pass key for these padlocks. All school lockers and the contents within may be searched by school authorities for weapons, drugs, other contraband or any item that may place any student, employee, or anyone else on the school premises in danger. School authorities may seize any or all items which are dangerous and/or illegal and any other item not authorized to be in the locker. Students and parents and/or guardians shall be made aware of this policy annually.

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, eye glasses or other valuables in to the office for safe-keeping until claimed.

MEDICATION

If it becomes necessary for a student to take any form of medication at school, School Board policy and procedures must be followed. Medication forms are to be signed by parent and physician. Parents are responsible to bring medications to school in correctly labeled containers with current prescriptions. Parents are responsible for letting the school know of any changes in medications: dosages, frequency, and discontinuing the medication. Medications will be given by designated personnel in the school. Students are responsible to go to the appropriate place to receive their medication.

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 SEARCHES

A student's personal effects (i.e. purse, book bag, locker, etc.) may be searched, with an adult witness present when feasible, whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

PETS/ANIMALS IN SCHOOL BUILDING

Pets/animals may be allowed in the building, but only with the principal's approval.

PHYSICAL EDUCATION UNIFORMS ARE REQUIRED FOR ALL MVA STUDENTS

The uniform is red shorts and a gray shirt. The uniform is to be purchased at school.

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, the local television stations may come to school with their cameras to feature students and/or their projects/activities on-air during their news program. The Picture Use signature form can be found in the "Student-Parent School Agreements" section of this handbook. At the beginning of each school year, students will bring home a Student-Parent School Agreements packet which will contain this form.

PLAY AREAS

MVA students will use the blacktop and south field during recess time. School pond and boardwalk areas are off limits during recess time.

PLAYGROUND RULES.

Students must refrain from rough play including tackling, wrestling, pushing, in all games and activities during the recess period. Students are expected to line up in an orderly fashion upon re-entering the building.

PLEDGE OF ALLEGIANCE

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

RECESS CLOTHING

Students are requested to dress warmly during the cold months. Jackets, gloves or mittens, and caps will be the rule. Once we have a snow cover, all students will be expected to wear some type of winter boots that can be put on when they go outside and taken off in the building.

RECESSES -- GOING OUT-OF-DOORS IN COLD WEATHER

Usually if the temperature is 1 degree or higher recesses are held out-of-doors. However, if the wind chill is in the danger category, the students stay in the building regardless of the outside air temperature. The building principal or his designee makes the decision as to whether the children will be indoors or outdoors at any particular recess.

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 the local television and radio stations. If you cannot get one station, please try another. It is not always possible for school officials to get thru to all stations right away.

Please develop with your children a plan of action for those days when school dismisses early due to bad weather, etc.. This is important as oftentimes there is no one home and the children, especially the younger ones, are very concerned about what they should do.

The School Closings (unexpected situations) where do your children go signature form can be found in the "Student-Parent School Agreements" section of this handbook. At the beginning of each school year, students will bring home a Student-Parent School Agreements packet which will contain this form.

SCHOOL HEALTH SERVICES

Marathon Area Elementary School 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 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. Students who require medications during the school day must provide the school with the appropriate medication forms, available in the school office. If a student receives a prescription medication, a signature from physician and parent along with medication dosage and directions in giving the medication is required. If a student receives a nonprescription medication at school, parent signature and direction is needed on the school form. When medications are given at school, the meds are to be brought in the original container which is labeled with the name of drug, dosage, when to give, physician name, and name & number of pharmacy. The label needs to be current. Each medication must be in a separate container which is correctly labeled. Please instruct your child on the safety of carrying medications to school and the importance of being responsible to take his/her medication at school. Guidelines on when students are excluded from school are as follows:

- acute illness -- fever > 100, vomiting and/or diarrhea
- flu or respiratory symptoms -- chills, severe headache, difficulty breathing
- sore throat, 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 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

Students will be expected to keep themselves well-groomed and neatly dressed at all times. Any form of dress or hair style which is considered contrary to good hygiene or which is distracting or disruptive in appearance and detrimental to the purpose of conduct of the school will not be permitted. ► *Students will be expected to wear clothing that is appropriate for the weather.* ► *Tank tops should have 2- inch wide straps.* ► *The stomach area must be covered completely.* ► *Shorts should not be any shorter than mid-thigh.* ► *Clothing advertising alcoholic beverages, tobacco*

products, or having sexual comments/connotations/gambling/gangs, etc. is not permitted. ►Jackets are not to be worn in the classrooms. ►Caps are not to be worn anywhere in school. ►Boxer shorts should not be showing.

STUDENT DROP OFF AND PICK UP

Please drop your children off and pick them up in the **big south lot** before and after school. Please walk with your child from the school sidewalk to the vehicle and from the vehicle to the sidewalk to ensure their safety. In front of school is for buses only for safety reasons.

STUDENT HEALTH CARE RECORDS

Access to Student Patient 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

All 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 MVA staff.

TELEPHONE CALLS

Please give your children any messages in the morning at home so they know what they are to do and where they are to go after school. If something comes up and you need to get a message to your child during the day, please call the office before 2:30 p.m.

TEXTBOOKS

Students will be loaned a series of textbooks for Math for their use during the school year. These are softcover books that need to be kept in a three ring binder. They need 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. The school will not release report cards or progress reports until lost, damaged, or vandalized textbooks are paid for. Math textbooks are expected to be kept in a binder.

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

should happen to damage something by accident, you should report it to a teacher or the office immediately.

VISITORS FROM OTHER SCHOOLS

Students from other schools and pre-schoolers are not permitted to visit school with friends/relatives from the Marathon Area Elementary School on the last day of school or when other schools are not in session. We have found that such visitations are disruptive to the classroom teachings.

School Clubs

RNN TV 2

RNN TV2 is experiencing some transition issues due to the lack of space in our building and lack of common time to work with students. This year we will attempt to use Trimester 1 as a learning and exploring time. The goal will be to develop a weekly broadcast for Fridays. Participation is usually limited to 7th-8th graders. Roles include news anchors, cameramen/technicians, and program writers.
ADVISOR- Gwen Altmann

Raider Reporter

The Raider Reporter publishes a newsletter once per month. Students work in the school newsroom during free periods to complete the newsletter. Roles include editors, publishers, journalists, photographers.
ADVISOR- S.Budny

Forensics

Students in the club participate in various public speaking activities in local competitions.

Marathon FFA

FFA is a national organization that helps students develop leadership skills while learning about agricultural and environmental careers. Membership is open to all 7th and 8th graders. Some of our local activities include exhibiting at the Wisconsin Valley Fair, running the MVA milk machine, fruit sale, and Wisconsin River Cleanup. We also participate in district, sectional, state and national activities. Membership is \$12 which includes local, state, and national membership dues, a T-shirt, subscription to the FFA Magazine New Horizons, and much more.
ADVISOR- C. Ellenbecker

Student Council

Student Government will consist of two members of each CREW elected by their CREW members. This group will represent the entire MVA student population and its interests in planning school activities such as dances, service projects, and community meetings.
ADVISOR- M. Brandenburg

Board Policies

The School District of Marathon City strives to provide a safe, secure and respectful school environment in school buildings, on school grounds, and school buses and at school-sponsored activities. Conduct, whether intentional or unintentional, that constitutes threats or acts of violence, as defined below, will not be tolerated. For the purposes of this policy, violence is defined as behavior that includes, but is not limited to, physical assault, aggressive behavior toward another, purposeful destruction of school property, intimidation, implied threats which express the intention to hurt, destroy, or punish, and deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Prohibition Students are prohibited from engaging in any of the following actions in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the school district. This includes public transportation regularly used by students to go to and from school.

1. Fighting with other students or district employees; 2. Verbally or physically threatening students or district employees; 3. Physically assaulting students or district employees; 4. Persistently tormenting (bullying, including cyberbullying), or causing undue mental or physical duress to students or district employees; 5. Sexually assaulting other students or district employees; 6. Telephone or communicating a threat to a school facility or property; 7. Extortion of students or district employees. Students violating this policy may be referred for prosecution under applicable laws and subject to school disciplinary action. School disciplinary action may include immediate suspension, and possible recommendation for expulsion from school. Laws for special education students will apply. If expulsion is recommended by the administration, the administration will recommend an expulsion term. Non-students violating this policy may be referred for prosecution under applicable laws. Parents/guardians will be notified in cases where this policy is violated and suspension or expulsion is considered. Law enforcement, criminal justice, and/or other juvenile justice systems officials will also be notified. LEGAL REF.: Sections 120.13(1)(a) Wisconsin State Statutes 121.02(1)(i) Wisconsin State Statutes Approved: August 11, 2010 (1st Reading) September 8, 2010 (2nd Reading)

BUS CAMERA

The School District of Marathon City approves the use of video cameras on school buses for the primary purpose of reducing disciplinary problems and vandalism on the bus, thereby allowing the driver to focus on the driving of the bus and providing safer transportation of students.

Students and parents shall be notified once a year that video cameras are being used on the buses, and a sign shall be placed at the front of each bus indicating that video cameras may be present.

The bus company manager shall determine the rotation of the video camera and will maintain a log with dates, bus numbers and bus drivers. Bus drivers do not need to be informed on which bus the video camera is operating. Individual drivers, administrators and parents/guardian may request that the video camera be on a specific bus on designated dates.

The bus company manager, bus drivers, administrators of the district and school board members and law enforcement officials shall be authorized to view the videotapes for the purpose of documenting a problem and determining which students may be involved. Disciplinary action may be taken with students based on a video documentation. The isolated segment of the videotape that documents the incident may be viewed by the identified student and his/her parents/guardian. The bus company designee or school administrators shall view the videotape with the student and parents/guardian and document the date and names of all individuals viewing the videotape.

The videotape shall not be available for viewing by the public in general, the media or other individuals. The school administration may authorize other individuals such as a guidance counselor, school psychologist or social worker to view segments of a specific videotape if such individuals are working with the student on the videotape because of a behavioral, emotional or learning problem and viewing the videotape is beneficial to their role in assisting the student. A log shall be kept of the date and names of the individuals viewing the videotape. If there are no reported bus problems pertaining to the date a videotape was recorded, the bus company may erase or reuse the videotape after ten school days.

Legal Reference: Wisconsin Statute Section 118.25

Reviewed: January 10, 1996

Adopted: February 14, 1996

Marathon City School District

Marathon, WI 54448-0037

STUDENT CONDUCT

Board Rule 443

Students in the Marathon City School District shall be expected to act in such fashion that their behavior will reflect favorably on the individual student and on the school, show consideration for others and create a harmonious school atmosphere. To accomplish this, each student must recognize individual responsibilities and obligations and discharge them in accordance with school regulations.

Each student shall be given a copy of student rules and regulations. Each student must assume responsibility for becoming familiar with all established standards of behavior and conduct.

All employees shall share responsibility for supervising the behavior of students and for seeing that they meet the student conduct rules and regulations established by the principal and the code of classroom conduct adopted by the Board. Students may be subject to disciplinary action for violations of the code of classroom conduct or other conduct rules and regulations. In addition, failure to abide by the code of

classroom conduct may result in student removal from class by the teacher and placement in an alternative setting by the principal as outlined in the code of classroom conduct.

In enforcing rules for student conduct, staff members shall place particular emphasis upon educating students in the ability to control themselves.

The Marathon City School District shall not discriminate in standards and rules of behavior, including student harassment, on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Wisconsin Statutes Sections 118.13 ,118.164 , 120.13(1)
PI 9.03(1), Wisconsin Administrative Code

CROSS REF.: Board Rule 443, Code of Classroom Conduct
Board Rule 411, Discrimination Complaint Procedures
447, Student Discipline

APPROVED: July 21, 1999

CODE OF CLASSROOM CONDUCT

Board Rule 443

A. Statement of Purpose

The district recognizes and accepts its responsibility to create, foster and maintain an orderly and safe class environment, conducive to teaching and to the learning process. Every member of the school community is expected to cooperate in this central mission. Staff, including administrators and teachers, must use their training, experience and authority to create schools and classes where effective learning is possible. Students are expected to come to school, and to every class, ready and willing to learn. Parents/guardians should be aware of their children’s activities, performance and behavior in school, and are asked to cooperate and consult with the school to prevent or address problems.

The district has a legal duty to make its schools as free as possible of the dangers of violence, weapons, drugs and other behaviors that are harmful to the educational environment. But equally important, the district owes its students, as a group, the opportunity to attend school as free as reasonably possible from unnecessary and unwarranted distraction and disruption, particularly by those relatively few students who, for whatever reason, are unwilling, unready or unable to avail themselves of the opportunity for an education. A student who engages in conduct or behavior as outlined in this code may be removed from class by a teacher, aide, playground supervisor, or other educational professional and placed in an alternative setting in accordance with established procedures. Such removal serves the multiple purposes of eliminating (or minimizing) the disruption, of reinforcing the district’s strong commitment to an appropriate educational environment, and of allowing a “cooling off” period, for disciplinary or other reasons, short of suspension or expulsion.

Removal from class under the code of classroom conduct does not prohibit the district from pursuing or implementing other disciplinary measures, including but not limited to detentions, suspension or expulsion, for the conduct for which the student was removed.

B. Definitions

The following definitions of terms shall apply for purposes of implementing this code:

1. "Student" means any student enrolled in the district.
2. "Class" is any class, meeting or activity that students attend, or in which they participate while in school under the control or direction of the district. This definition of "class" includes, without limitation, regular classes, special classes, resource room sessions, labs, library time, counseling groups, assemblies, study halls, lunch or recess.
3. A "teacher" is any certified instructor, counselor, nurse or administrator in the employ of the district.
4. The "teacher of that class" means the regularly assigned teacher of the class or any teacher assigned to teach, monitor, assist in or oversee the class. This definition includes, without limitation, any assigned substitute teacher, proctor, monitor or group leader. Where there is more than one teacher in a class, any teacher may remove a student from that class, upon informing the other teacher(s) of his/her intent to do so. It is advisable, though not absolutely required, that all teachers of a class agree to the removal of the student.
5. A "building administrator" means a principal of a school, or other individual duly designated by the building administrator or District Administrator.

C. Grounds for Student Removal from Class

Except as otherwise provided in Sections F and G below, a student may be removed from class for any conduct or behavior which:

1. Violates the district's suspension and expulsion policies or other student conduct policies/procedures requiring a student's suspension or expulsion from school. (e.g., weapons on school premises policy, student alcohol, controlled substance and tobacco use policy).
2. Violates the behavioral rules and expectations in the student handbook, resulting in a significant disruption of the educational environment.
3. Is disruptive, dangerous or unruly. For the purposes of this code the following behavior, by way of example and without limitation, may be determined to be disruptive, dangerous or unruly so as to warrant removal from class:
 - Inappropriate physical contact intended or likely to hurt, distract or annoy others, such as hitting, biting, pushing, shoving, poking, pinching or grabbing.
 - Inappropriate verbal conduct intended or likely to upset, distract or annoy others, such as name calling, teasing or baiting.
 - Behavior that may constitute sexual or other harassment.

- Repeated or extreme inappropriate verbal conduct likely to disrupt the educational environment, particularly when others are talking (e.g., lecture by teacher, response by other student, presentation by visitor) or during quiet (study) time.
 - Throwing any object, particularly one likely to cause harm or damage, such as books, pencils, scissors, etc.
 - Inciting other students to act inappropriately or to disobey the teacher or school or class rules, including without limitation, inciting others to walk out.
 - Destroying the property of the school, a staff member or another student.
 - Loud, obnoxious or outrageous behavior.
4. Interferes with the ability of the teacher to teach effectively. Students are required to cooperate with the teacher by listening attentively, obeying all instructions promptly and responding appropriately when called upon. A student's non-compliance may distract others either by setting a bad example or by diverting the class from the lesson to the student's inappropriate behavior. By way of example and without limitation, a student may be removed for behavior that constitutes:
- Open defiance of the teacher, manifested in words, gestures or other overt behavior.
 - Open disrespect of the teacher, manifested in words, gestures or other overt behavior.
 - Other behavior likely or intended to sabotage or undermine the instruction.
5. Is inconsistent with class decorum and the ability of others to learn. There may be removal for behavior that is inconsistent with basic classroom decorum and warrants removal because of its interference with the ability of others to learn effectively. Such behavior may include, without limitation, sleeping in class, blatant inattention or other overt or passive refusal or inability to engage in class activities.

In some cases, a teacher may believe that a student should be removed from the class for the good of the student and in the best interests of the class as a whole. Such reasons may, but need not, be disciplinary in nature, and include, for purposes of illustration and without limitation, irreconcilable personality differences or issues between the student and other students, or in rare circumstances, between the student and the teacher.

Removal from class is a serious matter and should not be taken lightly either by the teacher or student.

D. Procedures for Removing a Student from Class and Parent/Guardian Notification

1. Unless the behavior is extreme, a teacher should generally warn a student that continued misbehavior may lead to removal from class. When the teacher determines that removal is appropriate, the teacher should take one of the following courses of action:

- a. Instruct the student to go to the main office for the period of removal. In such case, the teacher should send a note with the student.
 - b. Obtain coverage for the class and escort the student to the main office. The teacher shall immediately inform the building administrator or designee of the reason for the student's removal from class.
 - c. Seek assistance from the main office or other available staff. When assistance arrives, the teacher or the other adult should accompany the student to the main office. The building administrator or designee shall be informed of the reason for the student's removal
2. When the student arrives at the main office, the building administrator or designee should give the student an opportunity to briefly explain the situation. If the building administrator or designee is not available immediately upon the student's arrival, the student should be taken to the designated short-term removal area, and the administrator or designee should speak to the student as soon as practicable thereafter.
 3. Within 24 hours, the teacher shall submit to the building administrator or designee a short and concise written explanation of the basis for the student's removal from class. Such information may be submitted on a form provided by the building administrator or designee.
 4. As soon as practicable, the building administrator shall inform the student's parent(s)/guardian(s) that the student was removed from class. Such notice may be by telephone. The parent(s)/guardian(s) of the student shall be sent written notice of the removal postmarked within two business days of the removal. Such written notice shall specify the class from which the student was removed, the duration of the removal and the basis for the removal as stated by the teacher. The building administrator or designee shall keep written logs or records regarding unsuccessful attempts to contact the parent(s)/guardian(s) in accordance with this provision.

If the student removed from class is also subject to disciplinary action for the particular classroom conduct (i.e., suspension and/or expulsion), the student's parent(s)/guardian(s) shall also be notified of the disciplinary action in accordance with legal and policy requirements.

E. Placement Procedures

1. Short-Term Placement

- a. Each building administrator shall designate a room or other suitable place where students shall remain during any period of removal from the classroom (the "short-term removal area").
- b. A student who is removed from class by his/her teacher must immediately and directly go or be taken to the main office. For the duration of the removal, the student shall stay in the short-term removal area. In the discretion of the building

administrator or designee, the student may be placed in another appropriate class, program or educational setting, provided the student is supervised in such alternative setting. The building administrator should also take steps to ensure that students are supervised while in the short-term removal area.

- c. In general, students should be required to do work of an academic nature while in the short-term removal area. Such work should ordinarily be related to the work in the class from which the student was removed, or may be related to the student's misconduct (e.g., writing an apology or account of the situation). In no event should students' time in the removal area be recreational or other free time.
- d. In most cases, a student shall remain in the short-term removal area for the duration of the class or activity from which he/she was removed or for at least 45 minutes, whichever is longer. Prior to allowing the student to resume his/her normal schedule, the building administrator or designee shall speak to the student to determine whether the student is, or appears to be, ready and able to return to class without recurrence of the behavior for which the student was removed. In the event it is not deemed appropriate to return the student to regular classes, the building administrator or designee shall either retain the student in the short-term removal area or may consider a different placement option.

2. Long-Term Placement

- a. Long-term placement in an alternative setting is an extremely serious step that should not be undertaken hastily or for less than compelling reasons. Such a step could have profound consequences for the affected student and his/her class, as well as any new class or teacher to which the student may then be assigned. For these reasons, long-term placement should not ordinarily be considered or implemented except after a thorough consultation, including a thorough consideration of alternatives between the teacher(s) and the building administrator or designee. For the same reasons, long-term placement should not ordinarily be considered on the basis of a single incident. The ultimate decision regarding long-term placement of a student in an alternative setting rests with the building administrator.
- b. Where a teacher believes that the best interests of the student and/or the class require the student's long-term placement in an alternative setting, the teacher shall notify the building administrator in writing. Such statement should set forth as clearly and completely as possible: (1) the basis for the placement request; (2) the alternatives, approaches and other steps considered or taken to avoid the need for the student's removal from class; and, (3) the impact, positive and negative, on the rest of the class. Upon receipt of such statement, the building administrator may, at his/her discretion, consult with the teacher and/or other district staff. In most cases, it is appropriate to inform and consult with the parent(s)/guardian(s) of the student, and the student, involved in the request for a long-term placement in an alternative setting.

- c. Following consideration of the teacher's statement and any other information, the building administrator shall, in his/her discretion, take one of the following steps:
 - (1) Place the student in an alternative education program as defined by law;
 - (2) Place the student in another class in the school or in another appropriate place in the school;
 - (3) Place the student in another instructional setting; or
 - (4) Return the student to the class from which he/she was removed if the administrator determines that readmission to the class is the best or only alternative.

- d. Long-term placement in an alternative setting is an administrative decision, not subject to a formal right of appeal. However, the student and/or the student's parent(s)/guardian(s) may meet with the building administrator and/or the teacher(s) who made the request for the student's long-term placement in an alternative setting. Where possible, this meeting shall take place within five business days of the request for a meeting. At the meeting, the building administrator shall inform the parent(s)/guardian(s) and/or student as fully as possible regarding the basis for the student's removal from class, the alternatives considered and the basis for any placement decision. Nothing in this code shall, however, prevent the building administrator from implementing a student's placement in another class or setting prior to any meeting, and notwithstanding the objection of the parent(s)/guardian(s) or student.

F. Application and Interpretation of Code Provisions by Teachers, Administrators and Schools

The provisions included in this code are intended primarily as tools to assist teachers to maintain an appropriate educational environment in their classes. Therefore, different teachers may have somewhat different views and practices regarding removal of students from their classes.

Similarly, there are many clear differences between the needs and practices of schools serving different grade levels. Just as there are different behavioral expectations for elementary and high school students, the standards for removal may well differ from one school, grade or class to the next.

Teachers and administrators of each school are encouraged to discuss their individual views, philosophies and practices regarding removal of students from class.

G. Removal and Placement of Students with Disabilities

Additional rules and considerations apply to students identified as requiring special education services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act. In particular, the educational program and placement for such students is a decision of the student's individualized education program (IEP) team, subject to stringent procedural safeguards, and cannot be made unilaterally by teachers or the administration. In

addition, most students covered by the IDEA should have a behavior plan, which will address: (1) whether and to what extent the student should be expected to conform to the behavioral requirements applicable to non-disabled students; and, (2) alternative consequences or procedures for addressing behavioral issues.

It is highly advisable that all IEP teams address these issues and this code at least annually, setting forth the consensus of the IEP team regarding behavioral expectations and consequences.

However, for the reasons noted above, no change in placement for more than 10 school days may be made for a student with disabilities outside of the IEP process.

APPROVED: July 21, 1999

DRUG FREE SCHOOLS AND COMMUNITIES ACT - STUDENT POLICY

It is the policy of Marathon School District that students have the right to attend school in an environment that is free from non-medical use of tobacco products, alcohol, drugs, and mood altering substances. These substances are harmful and interfere with the learning environment and performance of students.

Marathon School District prohibits the unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and alcohol and tobacco products in any school building or on school premises; any school-owned vehicle or other vehicle used to transport students to and from school or school activities; or off school property during any school sponsored or approved activity, event, or function where students are under the jurisdiction of the school district. Marathon School District is committed to a program to prevent the abuse of alcohol and the illegal use of controlled substances and/or alcohol by students.

All students enrolled in Marathon School District are required to abide by the terms of this policy. Any violation of this policy will result in disciplinary action including, but not limited to, expulsion and referral for prosecution. Appropriate action will be taken in accordance with district disciplinary policies and practices for students. Additional disciplinary action may be warranted as required by federal and state statutes.

EQUAL EDUCATIONAL OPPORTUNITIES

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The Marathon City School District is committed and dedicated to the task of providing the best education possible for every child in the district for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body. The right of the student to be

admitted to school and to participate fully in curricular, extracurricular, student services, recreational or other programs or activities shall not be abridged or impaired because of a student's sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap.

This policy also prohibits discrimination as defined by Title VI of the Civil Rights Act of 1964, (race, national origin, color), Title IX of the Education Amendments of 1972 (sex), Section 504 of the Rehabilitation Act of 1973 (handicap) and the Americans with Disabilities Act of 1990 (disability).

All students, regardless of sex, shall have comparable facilities for locker rooms, showers, toilets and any other educational facility. This includes comparable space, number of lockers, showers and other locker room facilities.

Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the district shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the district. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel

Students who have been identified as having a handicap or disability, under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990, shall be provided with reasonable accommodations in educational services or programs. Students may be considered handicapped or disabled under this policy even if they are not covered under the district's special education policies and procedures.

The district shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, released time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

It shall be the responsibility of the District Administrator to examine existing policies and develop new policies where needed to ensure that the Marathon City School District does not discriminate pursuant to federal and state law. The District Administrator shall ensure that an employee is designated annually to receive complaints filed under federal and state law. That employee shall assure adoption of a complaint procedure to resolve complaints alleging violation of these laws, assure that an evaluation of the district's

compliance with state law is completed as required and that the proper forms are submitted to the Department of Public Instruction (DPI) as required.

The Marathon City School District shall implement specific and continuing steps to notify applicants for admission, students, and parents/guardians of elementary and secondary students and employees that the district does not discriminate on the basis of the factors listed above. Such notification shall contain pertinent information and be made in such a manner as necessary to apprise such persons of the protections against discrimination assured students by federal and state law and that inquiries concerning the application of federal and state law by the district may be referred to the District Administrator or to the Office of Civil Rights, U.S. Department of Education. Such notification shall be made through publication in the Record Review (published in Abbotsford, WI), memorandums to employees and students, letters or bulletins to parents/guardians, notices posted in the school and administrative offices and announcements by school administrators. Notification shall include the name, office address and telephone number of the employee or employees designated as responsible for carrying out provisions of federal and state law. In addition, a student nondiscrimination statement shall be included on student and staff handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities.

The Marathon City School District shall conduct an annual self-evaluation. The self-evaluation shall examine the district's current nondiscrimination policies and practices and efforts concerning the treatment of students. The self-evaluation shall be made by a committee including such personnel as school administrators, school board members, teachers, parents/guardians and students. The information revealed by the self-evaluation shall be used to modify any policies and/or practices which do not meet the requirements and intentions of federal and state laws pertaining to discriminatory issues.

LEGAL REF.: Section 118.13 Wisconsin Statutes
 PI 9, Wisconsin Administrative Code
 PI 41
 Title IX, Education Amendments of 1972
 Title VI, Civil Rights Act of 1964
 Section 504 of the Rehabilitation Act of 1973
 Americans with Disabilities Act of 1990
 Individuals with Disabilities Education Act
 Civil Rights Act of 1991
 McKinney-Vento Homeless Assistance Act

CROSS REF.: Board Rule 411, Discrimination Complaint Procedures
 342.1, Programs for Children with Disabilities

APPROVED: January 10, 1990
REVISED: April 10, 1991, October 13, 1999, June 11, 2003

REVISED: October 13, 1999

INTERNET ACCEPTABLE USE AGREEMENT

Access to Email and the Internet will enable students to explore many libraries, databases, bulletin boards, and exchange messages with Internet users throughout the world. Some

accessible material may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. Benefits of the Internet exceed any disadvantages. Parents and guardians are responsible for their children's adherence to the Internet Acceptable Use Policy.

INTERNET RULES

1. Students are responsible for good behavior on school computer networks. General school rules for behavior apply.
2. The use of the Internet must be consistent with the educational objectives of the Marathon City School District. Accessing or transmitting materials that are obscene or sexually explicit is prohibited. Hate mail, harassment, discriminatory remarks and other antisocial behaviors are prohibited.
3. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to, copyrighted material and threatening or obscene material.
4. Users shall abide by the rules of network etiquette. These include using appropriate language, respecting the privacy of other users, and not disrupting the use of the network by other users.
5. For their own safety, users should not reveal any personal addresses or telephone numbers.
6. All information shall be documented appropriately as with the use of any copyrighted material.
7. Students may not subscribe to "listserves" or "newsgroups" without permission of the system administrator.
8. Attempts to gain unauthorized access to system programs or computer equipment is prohibited.
9. Any malicious attempt to harm, modify, or destroy data or another user is prohibited.

SANCTIONS

1. Faculty Internet supervisors will determine what constitutes inappropriate use of the Internet and their decision is final.
2. Violations may result in a loss of access. Additional disciplinary action may be determined at the building level in line with existing practice regarding student language or behavior.
3. When applicable, law enforcement agencies may be involved.

The Internet Acceptable Use signature form can be found in the "Student-Parent-School-Agreements" section of this handbook. At the beginning of each school year, students will bring home a Student-Parent-School Agreements packet which will contain this form.

PUPIL TRANSPORTATION AGREEMENT

The pupil transportation program of the School District of Marathon is designed in policy and procedures to provide safe, adequate, efficient, and economical service to all eligible students of the District. The School District of Marathon City approves the use of video cameras on school buses for the primary purpose of reducing disciplinary problems and vandalism on the bus,

thereby allowing the driver to focus on the driving of the bus and providing safer transportation of students. With today's growing traffic problems comes the need for defining the specified responsibilities and expectations of those involved with the program, both users and providers. The responsibilities must be assumed by all parties. These guidelines, not to be considered all-inclusive, have been developed for the attention of pupils, parents, teachers, administrator, board members, bus drivers, and the bus contractor.

Student conduct requirements and disciplinary procedures as outlined herein are in effect for all regular daily routes and all extra curricular transportation. Expectations of bus riders are outlined in the following statements.

1. In view of the fact that a bus is an extension of the classroom, the school district requires children shall conduct themselves on the bus in a manner consistent with established standards for classroom behavior.
2. Riders are expected to obey the bus driver promptly. Refusal to obey the driver shall be sufficient cause for disciplinary action.
3. Riders are expected to be on time at the designated bus stop. The bus will come to a full stop, but will not be required to wait for students.
4. Riders shall stay off main roads at all times while waiting for the bus. Riders should conduct themselves in a safe manner while waiting, and should not attempt to board the bus until it has come to a complete stop.
5. Riders shall treat bus equipment with respect. Damage done to seats or other bus equipment will be paid for by the rider or his/her parents.
6. Riders shall remain seated while the bus is in motion.
7. Riders shall not extend their head or limbs out of a window at any time nor shall anything be thrown out of the windows.
8. Riders shall refrain from loud talking and laughing which could distract the drivers attention. Profane or indecent language will not be allowed.
9. Smoking or use of matches, lighters, or any tobacco products on the bus is forbidden.
10. No eating food or drinking beverages on the bus.
11. Riders shall assist in keeping the bus safe and sanitary at all times.
12. Riders shall keep books, packages, musical instruments, and all other personal objects out of the aisles.
13. Riders are expected to be courteous to fellow pupils, the bus driver, and others.
14. Riders should be aware that there must be absolute quiet when approaching a railroad crossing.
15. Riders are required to cross the road after getting off the bus at least 10 feet in front of the bus. Do not cross until the driver signals to do so.
16. Riders should remember that the driver will not discharge students at other places than the regular bus stop unless he/she has written authorization from school authorities. Bus riders are required to stay on their assigned bus until being discharged at the school they attend.

In cases where misconduct of established rules occurs and disciplinary action is warranted, the following disciplinary procedures will be followed.

1. For a minor infraction of the rules, the driver will give a verbal warning to the student(s)

- involved.
2. The principal and the bus contractor will call the student(s) into the office to discuss the misconduct.
 3. For significant infractions of the rules, or for repeated offenses, the following due process will be followed – (proposed, pending Board approval)
 - a. First Written Offense – Communicate with parents in writing with copy of misconduct slip from bus company; possible suspension of riding privileges.
 - b. Second Written Offense – Suspension of riding privileges (1-3 days).
 - c. Third Written Offense – Suspension of riding privileges (3 days).
 - d. Fourth Written Offense – Suspension of riding privileges for seven or more days with Board action. (With severe infractions the District reserves the right to suspend the student on the first offense.)
 4. Bus drivers shall not hand out punishment other than verbal reprimands or the assignment of a seat on the bus.
 5. Bus drivers shall not refuse to transport a student nor may they put a student off the bus during transit except in cases of physical violence which may threaten the welfare of the driver or the passengers. The bus contractor and law enforcement authorities shall be notified.

The Pupil Transportation Policy signature form can be found in the “Student-Parent-School Agreements” section of this handbook. At the beginning of each school year, students will bring home a Student-Parent-School Agreements packet which will contain this form.

SEXUAL HARASSMENT

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It is the policy of the Marathon City School District to maintain a learning and working environment that is free from sexual harassment.

It is a violation of this policy for any student, employee or volunteer of the Marathon City School District to harass a student, employee or volunteer through conduct or communications of a sexual nature. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s academic status, academic progress, employment, employee progress or promotion, benefits, services, honors, programs, activities available at or through the school or academic, student activity or employee privileges.
2. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting such individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual’s academic or work performance or creating an intimidating, hostile or offensive environment.

Examples of conduct which may constitute sexual harassment include, but are not limited to:

1. Leering, staring, flirtations, propositions or unsolicited inappropriate gestures of a sexual nature.
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexual degrading descriptions.

3. Verbal comments about an individual's body or overly personal conversation.
4. Sexual jokes, stories, drawings or pictures.
5. Spreading of sexual rumors.
6. Teasing or sexual remarks about a student, employee, volunteer or visitor.
7. Touching of an individual's body or clothes in a sexual way.*
8. Cornering or blocking of normal movements in a sexual nature.
9. Displaying sexually suggestive objects or materials.
10. Pressure for sexual activity.
11. Unwelcome touching, unsolicited or inappropriate gestures or suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, job, favors or preferential treatment.*

*This may constitute fourth degree sexual assault and appropriate agencies shall be notified immediately.

Students, employees and volunteers are encouraged to file a complaint of conduct prohibited by this policy and to fully advise the Board of any instances of improper conduct or violations of this policy. The initiation of a complaint of sexual harassment will not reflect negatively on the student, employee or volunteer who initiates the complaint nor will it affect the student's, employee's or volunteer's standing, rights or privileges.

Any complaint may be presented in writing or orally to the building principal. If the building principal is the alleged harasser, the complaint shall be presented to and handled by the District Administrator. All complaints shall be kept confidential to the maximum extent possible.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Individuals who retaliate against a student, employee or volunteer who files a complaint or assists in an investigation shall be subject to immediate, appropriate disciplinary action for such conduct. Anyone who engages in sexual harassment in the school setting may be subject to immediate and appropriate disciplinary action. Any employee who permits the sexual harassment of students, other employees or volunteers may be subject to disciplinary action up to and including dismissal. Any employee who receives a complaint of sexual harassment from a student, an employee or a volunteer and who does not act promptly to forward that complaint to the building principal and District Administrator shall be disciplined appropriately.

No student, employee or volunteer shall provide false information to district officials at any time. If a person provides false information to district officials regarding a complaint, proceeding, employment application or other related matter, appropriate disciplinary action may be taken against the individual who provided the false information.

Each building principal has the responsibility of maintaining an educational and/or work environment that is free of sexual harassment. The building principal is responsible for coordinating federal and state regulations concerning sexual harassment in his/her work site. The District Administrator is the designated sexual harassment officer for the district.

Building principals shall take appropriate actions to reinforce the district's sexual harassment policy. These actions shall include:

1. Prompt removal of vulgar or sexual offensive graffiti, pictures, posters and materials.
2. Providing staff inservice.
3. Providing student instruction about sexual harassment.
4. Taking appropriate disciplinary action as needed.
5. Instructing students, employees and volunteers on the procedures for reporting sexual harassment within the educational setting, on an as needed basis.

Each building principal shall be trained to investigate sexual harassment complaints and to perform the duties identified in this policy and the district's complaint procedures.

A condensed version of the Board's sexual harassment policy shall:

1. Be included in the notifications that are sent to parents/guardians, students, employees and volunteers at the beginning of each school year.
2. Be displayed in prominent locations that are readily available.
3. Appear in any district building or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct.

LEGAL REF.: Sections 111.32(13) Wisconsin Statutes
 111.36(1)(b)
 118.13
 120.13(1)
 Title IX, Education Amendments of 1972

CROSS REF.: Administrative Procedures Handbook

APPROVED: December 14, 1994 REVISED: October 13, 1999

STUDENT PROMOTION AND RETENTION **345.4**
Promotion – Grades Kindergarten through Eight

Except as otherwise provided, students shall, in general, be placed at the grade level to which they are best adjusted academically, socially and emotionally. The educational program shall provide for the continuous progress of students from grade to grade, with students spending one year in each grade.

Beginning September 1, 2002, no student may be promoted from the fourth grade to the fifth grade or the eighth grade to the ninth grade unless the student has earned at least eight promotion points. Promotion points shall be awarded as follows:

1. Wisconsin Knowledge and Concepts Examination (WKCE) (Five points maximum)
 - a. Students receive one point for each score at or above the proficient level on the WKCE subtests of reading, language arts, math, social studies and science. (Four points maximum.)
 - b. Students receive one point for a score of 3.0 or higher on the Holistic Writing Scale.

Parents/guardians may opt their child out of the WKCE by submitting a letter requesting such opt out at least 20 school days prior to the date the test is to be given.

2. Academic Performance (Five points maximum)
 - a. Grade Four – Students receive one point for each passing grade in core academic areas (reading, language arts, math, social studies and science) based on the first two grading periods in grade four. A passing grade shall be a C- (1.67) or higher.
 - b. Grade Eight – Students receive one point for each passing grade in core academic areas (reading, language arts, math, social studies and science) based on the average of the final grades in the subject area in grades six and seven and the semester I grade in the subject area in grade eight. A passing grade shall be a C- (1.67) or higher.

If a student does not earn a minimum of eight promotion points, he/she may not be promoted unless he/she receives a grade advancement recommendation from a committee consisting of classroom teachers (one or two teachers for grade four, all core academic teachers for grade eight), the building principal, the guidance counselor and the School Psychologist. For special education students, the criteria for meeting the grade advancement standard shall be based on the student's individualized education program (IEP). For other students to meet the grade advancement standard, the student's promotion must be approved by a majority of the committee on at least four of the following basis (a majority vote is required in each of the four areas):

1. The student's performance on the state-required third grade reading test
2. The student's performance on standardized tests other than the third grade reading test
3. A review of the student's portfolio
4. A performance assessment
5. The student's gifted and talented program participation
6. The student's participation in summer school remedial programs

Beginning September 1, 2002, the building principal shall determine whether or not a fourth or eighth grader has met the Board's criteria for promotion.

Promotion – Grades 9 through 12

In high school, students progress from one grade to the next based on the number of credits they have earned toward graduation. Students must have earned 6 credits to become a sophomore, 11 credits to become a junior and 17 credits to become a senior.

Retention – Grades Kindergarten through Eight

It is the goal of the Marathon City School District to assist students in reaching their maximum educational potential and a variety of intervention strategies shall be employed to help achieve this goal.

Retaining a

student (i.e., preventing him/her from progressing to the next level) is only one of several possible intervention strategies to be used if a student is not performing up to the required standards and should be considered the option of last resort. It must never be used as a punitive measure and is not a substitute for providing ongoing assistance to the student.

Where appropriate, the determination of whether to utilize retention as the best educational alternative shall be made after careful consideration of the student's performance and various at-risk indicators.

When retention is being considered, a Student Assistance Team (SAT) shall be appointed by the building principal. The team shall consist of the student's parent(s)/guardian(s), the building principal, the student's teacher, the guidance counselor, the School Psychologist and other professionals as deemed appropriate by the building principal. Except as otherwise provided, the team has primary responsibility for making a recommendation concerning the retention of students. Beginning September 1, 2002, recommendations to retain students in grades four or eight shall be made by a committee consisting of classroom teachers (one or two teachers for grade four, all core academic teachers for grade eight), the building principal, the guidance counselor and the School Psychologist.

The building principal retains final authority to decide if a student will be retained. The principal's decision may be appealed by the student's parent(s)/guardian(s) to the District Administrator, who will review the team's/committee's recommendation and related documentation and either uphold or overrule the decision.

LEGAL REF.: Section 118.33(6) Wisconsin Statutes

CROSS REF.: Administrative Procedures Handbook

APPROVED: March 8, 2000

REVISED: June 13, 2001

STUDENT USE OF TWO-WAY COMMUNICATION DEVICES

443.4

Students are prohibited from using an electronic paging or two-way communication device (e.g., beeper, cellular phone, iPod touch, personal computer, or other mobile devices) during the instructional hours of the school day, including study halls without the consent of the supervising teacher or representatives in the main office. The building principal is authorized, however, to allow the use of such devices for medical, school, educational, vocational, or other legitimate use and acceptable cell phone use procedures will be defined annually in the student handbook.

Under no circumstances may electronic devices with photographic capabilities, including cell phones, be used in locations where there is an expectation of privacy, such as locker rooms or bathrooms.

Students violating this policy shall be disciplined in accordance with established procedures.

This policy shall be published in student handbooks and distributed annually.

Whenever this policy is revised by the Board, the district administrator shall submit a copy of such policy to the State Superintendent of Public Instruction.

LEGAL REF.: Section 118.258 Wisconsin Statutes

CROSS REF.: 447, Student Discipline

APPROVED: May 9, 1990

REVISED: October 11, 2000