

# Marathon

# Venture Academy

An Expeditionary Learning School



## Student-Family Handbook

## 2023-2024

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Dear Learners and Families,

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

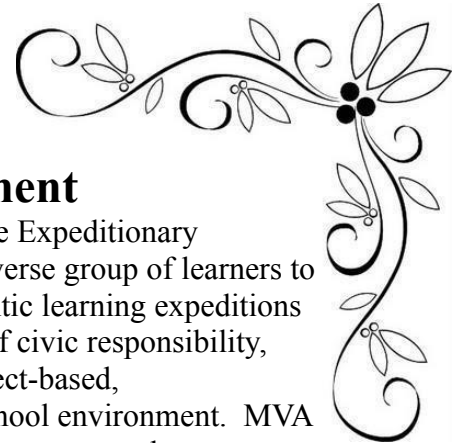
Here at Marathon we have the unique opportunity to offer our students an education through the EL (Expeditionary Learned) Education Model. EL Education provides students with opportunities to prepare projects, collaborate as teams, learn beyond the classroom walls, and much more. We are proud of the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

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

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

Best,

Max Wienke  
MAES & MVA Principal  
[mwienke@marathon.k12.wi.us](mailto:mwienke@marathon.k12.wi.us)  
715-443-2538 Ext. 1102



## **MVA 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.

## **MVA 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.

## **Non-Discrimination Statement**

No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person’s color, sex, race, religion, national origin,

ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.”

**Wisconsin Statute 118.13**

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## **About Marathon Venture Academy**

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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 appeared the root cause of many of the discipline issues in our school may have been 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 to 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 Minocqua before they began a training regimen designed to create changes in how we teach. We implemented many of the Expeditionary Learning elements in our teaching and like 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 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 required has given an evident improvement 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.

MVA has also become an EL school that has obtained credentialed status. This means that MVA is recognized as a school that demonstrates high levels of implementation and achievement. EL Education defines achievement as mastery in three areas, all of which are powerfully associated

with success in college and career: mastery of knowledge and skills, character, and high-quality student work.

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## School Staff

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**Altmann, Emily** – School Counselor ([ealtmann@marathon.k12.wi.us](mailto:ealtmann@marathon.k12.wi.us))

**Altmann, Gwen** – Library Media Specialist ([galtmann@marathon.k12.wi.us](mailto:galtmann@marathon.k12.wi.us))

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

**Baldeshwiler, Chuck** – Business and Technology ([cbaldeshwiler@marathon.k12.wi.us](mailto:cbaldeshwiler@marathon.k12.wi.us))

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

**Beranek, Lara** – School Nurse ([lberanek@marathon.k12.wi.us](mailto:lberanek@marathon.k12.wi.us))

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

**Bonilla, Nathalie** – School Counselor ([nbonilla@marathon.k12.wi.us](mailto:nbonilla@marathon.k12.wi.us))

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

**Borchardt, Jayci**- Physical Education & Health ([jborchard@marathon.k12.wi.us](mailto:jborchard@marathon.k12.wi.us))

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

**Dinjer, Jordan** – Music Teacher ([jdinjer@marathon.k12.wi.us](mailto:jdinjer@marathon.k12.wi.us))

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

**Ellenbecker, Connor** – Agriscience Teacher ([cellenbecker@marathon.k12.wi.us](mailto:cellenbecker@marathon.k12.wi.us))

Connor is a 2017 graduate of the University of Wisconsin- Stevens Point, where he earned a BS degree in Natural Science - Secondary Education with a minor in Biology. He recently earned his Masters of Education in Educational Leadership. In his free time, he enjoys time with his wife and three children as well as officiating varsity basketball.

**Falkowski, Beth** – Food Service ([efalkowski@marathon.k12.wi.us](mailto:efalkowski@marathon.k12.wi.us))

Beth's duties include preparing and serving breakfast and lunch to the students at MAES/MVA. Beth has 27 years in the food service industry. Beth enjoys watching her 2 children, Nicholas and Abby play sports. They also enjoy camping, going to garage sales, and cheering on the Packers and Brewers.

**Fieri, Tera** – Instructional Coach ([tfieri@marathon.k12.wi.us](mailto:tfieri@marathon.k12.wi.us))

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

**Heise, Christine** – Custodian ([cheise@marathon.k12.wi.us](mailto:cheise@marathon.k12.wi.us))

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

**Kroepelin, Kathy** – Interventionist ([kkroepelin@marathon.k12.wi.us](mailto:kkroepelin@marathon.k12.wi.us))

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

**Lang, Gina** – Special Education Assistant ([glang@marathon.k12.wi.us](mailto:glang@marathon.k12.wi.us))

**Love, Lynelle** – Dean of Students/District Assessment Coordinator ([llove@marathon.k12.wi.us](mailto:llove@marathon.k12.wi.us))  
Lynelle has a BS degree in Elementary Education with a minor in Coaching from Maranatha University. Lynelle has taught first grade in Fort Atkinson, WI. and Title I Reading and Math and RTI coordinator in Loyal, WI before coming to Marathon. When arriving in Marathon, Lynelle took a long term first grade position before taking her current position. Lynelle also coaches volleyball at the high school. In her free time, she enjoys spending time with her family at home and traveling, is actively involved with her church family and loves sports.

**Luebbe, April** – Food Service ([aluebbe@marathon.k12.wi.us](mailto:aluebbe@marathon.k12.wi.us))

**Miller, Stephanie** – Special Education Program Support Teacher ([smiller@marathon.k12.wi.us](mailto:smiller@marathon.k12.wi.us))  
Stephanie graduated from UW-LaCrosse in 2004 with an undergraduate degree in therapeutic recreation. She earned her Master's degree in Special Education from St. Mary's University in Minnesota and her Director of Special Education and Pupil Services license from UW-Eau Claire. Stephanie Prior to joining the Marathon School District, she taught 12 years of special education at Monroe Middle School in Monroe, WI. Stephanie enjoys spending her free time with her children and family, reading, pursuing fitness goals, traveling and enjoying the outdoors.

**Mohr, Lena** – Special Education Teacher ([lmohr@marathon.k12.wi.us](mailto:lmohr@marathon.k12.wi.us))

**Mroczenski, Joel** – Physical Education ([jomroczenski@marathon.k12.wi.us](mailto:jomroczenski@marathon.k12.wi.us))  
Joel is from Athens, Wisconsin and graduated from UW-La Crosse with an Exercise and Sports Science degree in 2015. He student-taught in Marathon during the spring of 2019 while completing his Physical Education coursework through UW-Stevens Point, and was glad to have the opportunity to stay in the district! He also manages the district Wellness Center, and coordinates the district's strength and conditioning. His wife, Kimberly, is a teacher in Athens, and they have two young children, Jason and Leah. When not coaching or teaching in the weight room he enjoys spending time with his family, camping, and bass fishing from his kayak.

**Paetzel, Justin** – Technology Education/Engineering Teacher ([jpaetzel@marathon.k12.wi.us](mailto:jpaetzel@marathon.k12.wi.us))  
Justin is the Technology Education teacher for both middle and high school students. He is very excited to share with his students the passion and respect that he has for Tech Ed. He has been lucky enough to have the opportunities to do so in Hudson and Menomonie High School. He is originally from the Twin Cities area where he lived all of his life until he moved to Menomonie, WI to attend the University of Wisconsin Stout. While he was there, he obtained a BS degree in Education and graduated in December of 2016. He also met his wonderful wife, Monica, there as well. Some of the things that he enjoys doing with his wife are hiking, fishing, and arguing about what to watch on Netflix.

**Patten, Jill** – Math/Writing Teacher ([jpatten@marathon.k12.wi.us](mailto:jpatten@marathon.k12.wi.us))

Jill has a BS degree in Elementary Education (1-8) with a minor in Mathematics and a Masters degree from UW-River Falls. Jill started her career teaching second grade in Cornell, WI for



three years. She then moved to Edgar with her husband, where Jill taught for ten years: first grade for eight years and third grade for two years. Jill and her family moved to the Marathon School District about five years ago and are proud to be Red Raiders. Outside of teaching, Jill enjoys spending time with her family and friends. She likes hiking, canoeing, biking, walking, snow shoeing, and reading.

**Rhein, Janel** – Health Aide ([jrhein@marathon.k12.wi.us](mailto:jrhein@marathon.k12.wi.us))

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

**Salyers, Montana** – Special Education Assistant ([msalyers@marathon.k12.wi.us](mailto:msalyers@marathon.k12.wi.us))

**Seal, Hero** – English-Language Arts ([hseal@marathon.k12.wi.us](mailto:hseal@marathon.k12.wi.us))

Hero graduated from Boise State University in Idaho in 2021 with a BA in English Education. She moved to Wisconsin in the summer of 2021 to be closer to family and explore a new state. Outside of the classroom, you can find Hero horseback riding, hiking, biking, or doing just about anything outdoors with her husband, John, and her two corgis, Paya and Rhoam.

**Schilling, Erin** – Math ([eschilling@marathon.k12.wi.us](mailto:eschilling@marathon.k12.wi.us))

Erin graduated from University of Wisconsin - Madison in 2011 with a BS in Human Development and Family Studies. She earned her Master's degree in Teaching and Learning from Concordia University Wisconsin. When not in the classroom, you can find Erin spending time with her husband, Tyler, and two children, Carson and Blaire. As a family, they enjoy spending time outside whenever possible doing many different activities, but especially spending time up north at their cabin.

**Schneider, Jeff** – Social Studies ([jschneider@marathon.k12.wi.us](mailto: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 has 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. They enjoy boating, skiing, and family vacations together.

**Seubert, Jody** – School Secretary ([jseubert@marathon.k12.wi.us](mailto:jseubert@marathon.k12.wi.us))

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

**Sternberg, Sara** – Instrumental Music Teacher ([ssternberg@marathon.k12.wi.us](mailto: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. She previously taught at Newman Catholic Schools in Wausau, WI and St. Mary's School in Marathon. Mrs. Sternberg instructs students at both MVA and MHS and directs concert, marching, and pep band as well as several other small ensembles. Outside of music, Sara enjoys spending time with her family, equestrian sports, running and numerous crafts.

**Stoehr, Mary** – MAES/MVA Library Aide ([mstoehr@marathon.k12.wi.us](mailto:mstoehr@marathon.k12.wi.us))

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

**Thompson, Dessa** – Art ([dthompson@marathon.k12.wi.us](mailto:dthompson@marathon.k12.wi.us))

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

**Wienke, Max**- Principal ([mwienke@marathon.k12.wi.us](mailto:mwienke@marathon.k12.wi.us))

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

**Whalen, Ryan**- Physical Education & Health ([rwhalen@marathon.k12.wi.us](mailto:rwhalen@marathon.k12.wi.us))

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

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# MVA School Governance

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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:

**President-** Billie Robbins

**Vice President-** Tracy Freund

**Secretary-** Ashley Deaver

**Treasurer-** Jen Podjaski

**Member at Large-** Lance Millier

**Member at Large-** Evie Jansen

**Member at Large-** Eric Greening

**Teacher Representative-** Erin Schilling

**Principal-** Max Wienke

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# What is Expeditionary Learning?

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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 as it 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 EL EDUCATION**

The ten Design Principles best describe the core values of the EL 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.

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# MVA vs. Traditional Schools

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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.

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# We Collaborate as Crews... not Passengers

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In Expeditionary Learning Schools such as Marathon Venture Academy, each student develops a unique relationship with one teacher. This relationship ensures 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 in-stead 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 relationships 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 which indicate and express academic growth.
- Students prepare for student-led conferences (SLCs.)
- Students present their academic e-portfolios at the conclusion of their 8<sup>th</sup> 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.

## **HABITS OF CHARACTER**

At MVA, teachers provide instruction and activities in six areas of character development:

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

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# **Academic Intensives**

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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

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# Citizen Scholar

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MVA students strive to achieve Citizen Scholar acknowledgement each trimester by making personal improvements related to our Habits of Character: compassion, integrity, initiative, collaboration, craftsmanship, and perseverance.

To be recognized on the Citizen Scholar Roll, students must meet the following criteria:

1. Earn scores of P or E on 80% of all academic standards reported out on the Trimester Report Card
2. Earn scores of P or E on their final product for Complexity, Craftsmanship, and Authenticity
3. Present their SLC during the fall and winter trimesters with a P or E in all categories.
4. Have no majors and 2 or less minors.
5. Have no scores of I or N on 80% of their Academic (Effective Learner) Check-Ins.
6. Meet the reading requirements for the trimester.

## Citizen Scholar Honors at 8th Grade Graduation

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

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# Student Discipline

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MVA will stand firm on its prospect of having students demonstrate proper classroom conduct. Our expectations 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 harass 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 the MVA Behavior Matrix and Restorative Practices to develop positive behaviors. CREW time will be dedicated to helping students reflect upon their behaviors and academic progress.

## MVA Behavior Matrix

	<b>Expected Behavior</b> -Acting in a cooperative manner respectful of school and classroom expectations -Responding appropriately when addressed	<b>Warning/Reteach</b> -Teacher managed. -Reteaching of expectations. -Documentation in eduClimber as an occurrence at teacher's discretion. If documented, notify MVA staff.	<b>Minor</b> -Reteaching of expectations. -Parent communication. -Documented in eduClimber as minor. Notify MVA staff. -Referred to the restorative process and Dean. -Dean determines consequences.	<b>Major</b> -Notify Dean as soon as possible. -Teacher documents in eduClimber as a major. Notify MVA staff. -Dean managed. -Dean contacts parents. -Dean determines consequences.
<b>Inappropriate Language</b>	Language that is socially appropriate and respectful	Offensive remarks or gestures in a casual manner; inappropriate sexual connotations; putdowns to a particular subgroup	Repeated pattern of any inappropriate language	Swearing or inappropriate language used to harass, intimidate, show defiance, create an unsafe climate
<b>Fighting/Physical Aggression</b>	Respect for others' personal space; Walking away from and reporting possible conflicts	Rough play, unintentional contact	Pre-fight aggressive posturing, wrestling, bumping into others, intentional contact	Hitting or kicking; encouraging another to fight; retaliating
<b>Defiance/Disrespect/Noncompliance</b>	Acting in a cooperative manner respectful of school and classroom expectations; Responding appropriately when addressed	Passive refusal to participate; extremely slow in response to request; testing the limit	Ignoring reasonable request to stop low-level disruption; overt refusal to participate or follow expectations	Repeated refusal, ignoring reasonable request that leads to escalation and/or to an unsafe situation
<b>Disruption</b>	Cooperative behaviors; Turn taking; Contributing appropriately to class discussions/activities	Noise making; outside-talk; attention -getting behaviors (silly answers, class clowning, etc.); bugging others	Repeated pattern of any disruptive behaviors	Behavior that stops learning in class; defiant repetition of behavior following correction
<b>Harassment/Teasing/ Taunting</b>	Language that honors and validates others and their values and beliefs	Annoying on purpose; altering names	Put-downs; threatening and/or disrespectful body language/posturing; targeted insults	Threat/extortion; racist/ socioeconomic status/sexual/religious/ disability/ ethnicity/ sexual orientation/ cultural remarks; continued pattern of Minor offenses; continued proximity after separation; cyber-bullying/intimidation

<b>Property Damage</b>	Respect personal property and school property; Use equipment in appropriate manner; Return items to appropriate places	Not returning items to appropriate places	Thoughtlessly or "accidentally" damaging property	Theft, purposefully damaging or defacing property
<b>Lying/Cheating / Theft</b>	Produce authentic work; Be honest in words and actions	Borrowing without asking	Taking another's property (minor value), refusing to return a borrowed item, substituting someone else's work for your own	Taking another's property (significant sentimental or monetary value); not telling the truth when it involves someone's personal safety or property damage
<b>Possession of a controlled/illegal item</b>	Show an informed point of view in regards to drugs and alcohol	Inappropriate drug/ alcohol references or clothing	Repeated inappropriate drug/alcohol references, talking about use, clothing or obvious look-alike weapons	Under the influence, possession, distribution, paraphernalia of drugs or possession, actual or look-alike gun, knife, or other weapons
<b>Cell phones/ Technology</b>	Turned off & put away during the school day; Requesting permission to use during school day (including on busses during the day)	Phone on (but not out) and Phone is making noise in classroom or locker	Phone out, phone used without permission during school day	Repeated minor violations; phone used to post inappropriate content to social media during school day
<b>Habits of Work</b>	Complete work on time; Ask questions prior to the assignment deadline.	Work is incomplete, asks questions at or after the due date.	Repeated incomplete work in the same class (at the 3rd assignment). At Crew check-in, incomplete assignments in multiple classes.	Continued incomplete work, or not making progress; Crew Leader contacts parents and refers student for Homework Club.

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# Homework, Projects, Final Products

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Marathon Venture Academy 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 students 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:**

- 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.
- Students will complete the homework at home, during recess, 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.
- If a student is struggling, the teacher will refer the student to a Restorative Justice Action.

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# Grading, Assessment, & Reporting

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## 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 assessments, 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 1-2 weeks after the due date depending on the size of the assignment.

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 I indicate that a student has a missing or incomplete assignment.

## GRADING PERIODS

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

**Trimester 1:** September 1st – December 1st

**Trimester 2:** December 4th – February 29th

**Trimester 3:** March 1st – May 31st

## GRADING SCALE

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

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## Student Requirements

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MVA middle school students will be challenged to increase their reading skills during each 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. A reading challenge will hold each trimester as 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 (READING REQUIREMENTS)

Every MVA student will be required to read a minimum of **three** books per trimester. Upon completion of a book, students will fill out the Reading Form for Mrs. Altmann. Students who meet all of the reading requirements will participate in the Survivor reward at the end of each trimester. Students who do not meet the reading requirements will remain in the classroom for independent reading time.

## TRACKING ACADEMIC GROWTH

MVA students will be taught how to record and graph academic progress on assessments including FAST Reading and FAST Math. Students will be responsible for reporting progress to parents and teachers during “Student-Led Conferences” 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 future classrooms/teachers 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 a student's 8<sup>th</sup> grade year, each is *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.

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# Student Support Services

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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 interconnected 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"

**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 SELECT 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.

**Homework Club:** MVA teachers will be available Monday, Tuesday, and Thursday for help with homework after school until 3:30 pm.

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

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## Academic Eligibility

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Each student participating in co-curricular activities will be expected to maintain academic eligibility. Students are ineligible for co-curricular activities if they have **any I's reported on their Mid-Trimester or Trimester Report Card in ANY classes**, or if they have **N's reported on their Mid-Trimester or Trimester Report Card in 2 or more classes**.

At trimester end, students not meeting eligibility will have a one week suspension from any competition. If there is not a competition scheduled during the week of ineligibility, the suspension applies to the first contest following suspension. Grades will be reviewed after one week and must all be passing in order to regain eligibility. Students not passing after the grade review will serve an additional week of suspension and start the process over. Students will still be expected to participate in practices and attend games unless after school time is needed for homework help.

At mid-trimester progress report time, students who do not meet requirements will remain eligible to participate in contests and practices if they attend Homework Club.

### **Exit From Ineligibility:**

End of Trimester: Complete at end of first week of competition

Mid-Trimester: To exit from ineligibility at mid-trimester, students must obtain signatures from each of their teachers confirming they no longer have I's or N's in any class and submit to the office.

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# Rules and Procedures- A to Z

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## ***INTRODUCTION***

The information contained in this handbook has been carefully crafted so that it will be of value in helping you understand the expectations of our school to help ensure the success for you and your peers. The ultimate purpose of education is to help each student become an effective citizen. 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.

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

## ***ADDRESSING STAFF***

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

## ***ARRIVAL AT SCHOOL/BREAKFAST***

All students will report to MHS daily unless otherwise directed by staff. Students should arrive at school between 7:35 and 7:45 am. Students eating breakfast will be served in the cafeteria. Once in the building, students should report directly to their classroom.

## ***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 will be expected to utilize their academic planner in order to document homework assignments and due dates with the intention of developing strong organizational skills.

## ***ASSIGNMENTS FOR ABSENT STUDENTS***

Excused absences- Students must complete the course work missed during the absence.

Unexcused absences- Students shall be expected to submit a written statement signed by their parent/guardian explaining the reasons for the absence. The principal shall then determine whether credit for the make-up work will be granted. Students with an unexcused absence may be permitted to make up an examination missed during an absence. Teachers may provide students with an alternative examination.

School related absences- Students are entitled to make up any work and examinations missed. Teachers may provide students with alternative assignments and exams.

Students will be given two days for every day missed in order to complete missed assignments and exams.

Board Policy 5200

## ***ATTENDANCE***

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

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

It is necessary that a student be in attendance throughout the school day in order to benefit fully from the educational program. However, from time-to-time compelling circumstances require that a student be late to school or dismissed before the end of the school day. The school must be notified in advance of such absences by written (including e-mail) or personal (phone or face-to-face) request of the student's parent, who shall state the reason for the tardiness or early dismissal. Justifiable reasons shall be determined by the principal.

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

Board Policy 5200

## ***BACKPACKS***

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

## ***BULLYING/HARASSMENT***

MVA is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. MVA also encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This includes physical, verbal, and psychological abuse. MVA will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business, or where there is otherwise a connection to the school such that the conduct at issue affects or is intended to affect the student's educational environment.

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

Some examples of Bullying are:

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

Cyberbullying can be particularly devastating because:

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

Cyberbullying includes, but is not limited to the following:

1. posting slurs or rumors or other disparaging remarks about a student on a website or on weblog
2. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive-up the victim's cell phone bill
3. using a camera phone to take and send embarrassing photographs of students
4. posting misleading or fake photographs of students on websites
5. hacking into or otherwise gaining access to another's electronic accounts (e-mails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.

Board Policy 5517.01

***BUS PASSES***

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

***BUS REGULATIONS***

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

***CAMERAS***

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

Board Policy 7440.01

***CAPS, HATS, OR OTHER HEAD APPAREL***

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

***CHROMEBOOKS***

MVA students will be assigned a Chromebook throughout the year. Students are required to have a Chromebook sleeve in order to check out a Chromebook. Responsibility for the care of these devices will be outlined in the Marathon Chromebook Guide found on the “Family” page of the district website.

***CO-CURRICULAR OFFERINGS***

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

<b>Activity</b>	<b>Grade level/Gender</b>
<b>Football</b>	7 <sup>th</sup> -8 <sup>th</sup> Boys/Girls
<b>Cross Country</b>	6 <sup>th</sup> -8 <sup>th</sup> Boys/Girls
<b>Volleyball</b>	6 <sup>th</sup> -8 <sup>th</sup> Girls
<b>Basketball</b>	6 <sup>th</sup> -8 <sup>th</sup> Boys/Girls
<b>Wrestling</b>	6 <sup>th</sup> -8 <sup>th</sup> Boys/Girls
<b>Track</b>	6 <sup>th</sup> -8 <sup>th</sup> Boys/Girls
<b>Forensics</b>	6 <sup>th</sup> -8 <sup>th</sup> Boys/Girls

***DANGEROUS WEAPONS***

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

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

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

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

Board Policy 5772

***DETENTIONS***

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

***DRUG FREE SCHOOLS AND COMMUNITIES ACT - STUDENT POLICY***

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

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

Board Policy 5530

***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. At the time of online registration, parents and guardians will complete a one time form granting permission for all local fieldwork. All overnight trips and day trips outside of the Marathon community require specific permission slips to be completed as needed.

### ***FIRE AND TORNADO DRILLS***

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

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

### ***FOOD SERVICE ACCOUNT***

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

### ***GUM AND SODA***

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

### ***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 after three weeks.

### ***LOCKED DOOR POLICY***

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



### ***LOCKERS***

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

Board Policy 5771

### ***LOST AND FOUND***

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

### ***MEDICATION***

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

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

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

Board Policy 5330

### ***MONEY***

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

### ***PERSONAL COMMUNICATION DEVICES (PCDS)***

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

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

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

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

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

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

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

Board Policy 5136

### ***PERSONAL SEARCHES***

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

Board Policy 5771

### ***PETS/ANIMALS IN SCHOOL BUILDING***

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

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

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

### ***PLAY AREAS***

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***

Students will have recess outdoors in all seasons unless the weather is deemed unsafe or unsuitable due to temperature, windchill, precipitation, or another factor. Unsafe temperature that will result in recess being held inside is any temperature measurement that is less than 0 degrees fahrenheit, whether it be actual temperature, ‘feels like’, or windchill. For consistency, the principal or their designee will use ‘The Weather Channel’ to determine the temperature either on the internet or the app. Students will dress appropriately for the weather to participate in recess. The guidelines for recess attire are as follows:

60+: Shorts and short sleeves permitted

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

0-49: Pants and jacket are required.

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

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

### ***SCHOOL CLOSINGS (unexpected situations)***

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

Please develop a plan of action with your children for those days when school is dismissed early due to bad weather or other unexpected situations.

### ***SCHOOL HEALTH SERVICES***

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

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

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

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

### ***SCHOOL HOURS***

Students -- 7:45 a.m. - 3:00 p.m.

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

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

### ***SKATEBOARDS***

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

### ***SNOWBALL THROWING***

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

### ***STUDENT APPEARANCE***

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

- During the school day, coats/jackets, hats, caps, bandanas, head coverings, and sunglasses shall be taken off and placed in the student's locker/cubby immediately after the student enters the building.
- Clothing should always completely cover the torso (i.e., no bare backs, midriffs, or off the shoulders). All tops must provide full coverage and be high enough in front to eliminate chest cleavage. Tops with straps are recommended that straps be 1 inch thick minimum. When standing up, the shirt must touch the top of pants or skirt.
- No blankets/pajamas unless part of a defined dress up day or classroom activity.

- No costumes unless part of a defined dress up day or classroom activity.
- Students are not permitted to drape flags over or around themselves.
- Students choosing to wear tops with hoods are not permitted to use the hood to cover their heads.
- Excessively short skirts or shorts are not allowed. Short shorts/skirts need to totally cover the bottom. A recommended length would be mid-thigh.
- Undergarments must be worn and shall not be visible.
- Students choosing to wear low-rise pants need to make sure their undergarments are not exposed. Pants need to be secured around the waist/hip area. Boxer shorts and/or briefs should not be visible. Shirts considered undergarments may not be worn.
- Shoes must be worn at all times.
- Any fashion (dress, accessory, or hairstyle) that is distracting from the learning process or presents a safety risk; displays suggestive, offensive, obscene, sexually degrading, or racially motivated graphics or statements; or pertains to drugs, alcohol or tobacco products is not permitted.
- Wallet chains are not permitted.
- Clothing rules apply at school sponsored events.
- Gang colors, symbols or identification may not be worn (i.e., bandanas, jackets, caps, etc... and this includes tattoos that are visible)
- The school reserves the right to require students to change or cover clothing deemed out of code.

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

### ***STUDENT PICK UP***

Student pick up at the end of the school day will occur in the south lot starting at 3:00 pm. Parents or guardians will enter the lot from Spring Valley Drive by way of Spring Valley Court. Please remain in the outer lane to prevent students running between cars. Students will enter and exit vehicles in the designated zones only. Parents must not use Spring Valley Court to drop off or pick up students, this will be reserved for buses. Safety is our highest priority.

### ***STUDENT HEALTH CARE RECORDS***

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

1. The employee or agent has responsibility for the preparation or storage of patient health care records.

2. 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

### ***STUDENT DIRECTORY RECORDS***

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

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

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

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

Board Policy 8330

### ***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***

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

### ***TEXTBOOKS***

Students will be provided a series of math workbooks to be used 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.

### ***VANDALISM AND PROPERTY DAMAGE***

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

### ***VISITORS FROM OTHER SCHOOLS***

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

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# School Clubs

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## **Forensics**

Students in the club participate in various public speaking activities in local competitions.  
ADVISOR- E. Schilling, H. Seal, L. Mohr

## **Student Council**

This group will represent the entire MVA student population and its interests in planning school activities such as dances, service projects, and community meetings. Students who wish to join must complete a nomination form that will be reviewed by the advisor.  
ADVISOR- J. Patten

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# Board Notices & Policies

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

## **5517 - STUDENT ANTI-HARASSMENT**

### **Prohibited Harassment**

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

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

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



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

### **Other Violations of the Anti-Harassment Policy**

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

- A. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation;
- B. Filing a malicious or knowingly false report or complaint of harassment;
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's duties

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

### **Notice**

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

### **Definitions**

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

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

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

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

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

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

## **Bullying**

Bullying is prohibited by Board Policy 5517.01 – Bullying. It is defined as deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student’s educational, physical, or emotional well-being. Bullying need not be based on any Protected Class. Bullying behavior rises to the level of harassment when the prohibited conduct is based upon the student’s sex (including gender status, change of sex, or gender identity), race color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights. Complaints brought under this policy that are more appropriately handled under the Bullying policy shall be referred for investigation consistent with the procedures in that policy.

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

## **Harassment**

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

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

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

Examples are:

- A. making statements that promote violence toward a racial or ethnic group;

- B. drawing, displaying, or posting images or symbols of prejudice (e.g., swastikas).

### **Sexual Harassment**

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

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

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

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

- A. unwelcome verbal harassment or abuse;
- B. unwelcome pressure for sexual activity;
- C. threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances;
- D. unwelcome verbal expressions, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls and obscene gestures;
- E. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals;
- F. unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of students by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- G. unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- H. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status;

- I. unwelcome behavior or words directed at an individual because of gender;  
Examples are:
1. repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
  2. rating a person's sexuality or attractiveness;
  3. staring or leering at various parts of another person's body;
  4. spreading rumors about a person's sexuality;
  5. letters, notes, telephone calls, or materials of a sexual nature;
  6. displaying pictures, calendars, cartoons, or other materials with sexual content.
- J. inappropriate boundary invasions by a District employee or other adult member of the District community into a student's personal space and personal life;  
Boundary invasions may be appropriate or inappropriate. Appropriate boundary invasions make medical or educational sense. For example, a teacher or aide assisting a kindergartner after a toileting accident or a coach touching a student during wrestling or football can be appropriate. However other behaviors might be going too far, are inappropriate and may be signs of sexual grooming.  
Inappropriate boundary invasions may include, but are not limited to the following:
1. hugging, kissing, or other physical contacts with a student;
  2. telling sexual jokes to students;
  3. engaging in talk containing sexual innuendo or banter with students;
  4. talking about sexual topics that are not related to the curriculum;
  5. showing pornography to a student;
  6. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship");
  7. initiating or extending contact with students beyond the school day for personal purposes;
  8. using e-mail, text messaging or websites to discuss personal topics or interests with students;
  9. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
  10. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences);
  11. going to a student's home for non-educational purposes;
  12. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of a student);
  13. giving gifts or money to a student for no legitimate educational purpose;
  14. accepting gifts or money from a student for no legitimate educational purpose;
  15. being overly "touchy" with students;

16. favoring certain students by inviting them to come to the classroom at non-class times;
17. getting a student out of class to visit with the staff member;
18. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;
19. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
20. being alone with a student behind closed doors without a legitimate educational purpose;
21. telling a student "secrets" and having "secrets" with a student;
22. other similar activities or behavior.

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

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

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

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

### **Race/Color Harassment**

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

### **Religious (Creed) Harassment**

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

### **National Origin/Ancestry Harassment**

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

### **Disability Harassment**

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

### **Anti-Harassment Compliance Officers**

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

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

Maxwell Wienke  
Elementary/Middle School Principal

100 Spring Valley Drive  
Marathon, WI 54448  
715-443-2538 Ext. 1102

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

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

### **Reports and Complaints of Harassing Conduct**

Reporting procedures are as follows:

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

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

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

The COs are assigned to accept complaints of harassment directly from any member of the School District community or a Third Party, or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint, either directly or through a school building administrator, a CO will contact the Complainant and begin either an informal or formal process (depending on the request of the Complainant or the nature of the alleged harassment), or the District Administrator will designate a specific individual to conduct the process necessary for an informal or formal investigation. The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. The CO will prepare recommendations for the District Administrator or will oversee the preparation of such recommendations by a designee. All Board employees must report incidents of harassment that are reported to them to the Compliance Officer as soon as possible, but always within no more than two (2) days of learning of the incident.

### **Investigation and Complaint Procedure**

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

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

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

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

### **Complaint Procedure**



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

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

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

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

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

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

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

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

The investigation will include:

- A. interview(s) with the Complainant;
- B. interview(s) with the Respondent;

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

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

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

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

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

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

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

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

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

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

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

### **Additional School District Action**

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

Any reports made to the local child protection service or to local law enforcement shall not terminate the CO's obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the District Administrator.

### **Privacy/Confidentiality**

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

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

### **Remedial Action and Monitoring**

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

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

### **Sanctions and Disciplinary Action**

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

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

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

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

### **Retaliation**

Retaliation against a person who makes a report or files a complaint alleging harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

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

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

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

### **Reprisal**

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

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

## **Education and Training**

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

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

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

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

## **Retention of Investigatory Records and Materials**

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

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. e-mails, texts, or social media posts pertaining to the investigation;
- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- J. dated written determinations to the parties;
- K. dated written descriptions of verbal notifications to the parties;
- L. written documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and

- M. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.
- N. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
- O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy; [REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of this policy. It is best practice to maintain a log of all staff members who participate in a training, along with the date, time and location of the training, and a copy of the materials reviewed and/or presented during the training.

#### 5611 - DUE PROCESS RIGHTS

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

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

**A. Students subject to suspension:**

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

**B. Students subject to expulsion:**

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