

Marathon Venture Academy

An Expeditionary Learning School



Student-Family Handbook 2025-2026

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Dear Learners and Families,

Welcome to the 2025-2026 school year! My name is Max Wienke and I am excited for the start of another year as the principal at MAES and MVA. Our school staff has been working hard to prepare 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,

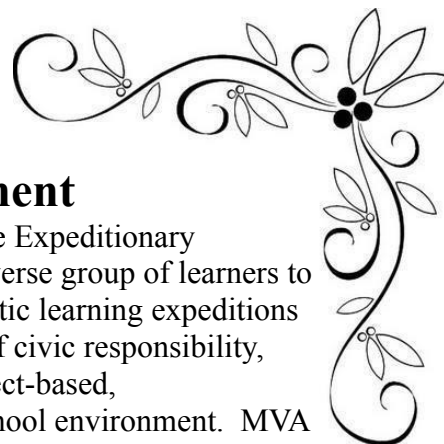
Max Wienke

MAES & MVA Principal

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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

About Marathon Venture Academy

The idea of creating a charter school began in the winter of 2004 when a group of mothers attended a Parent Advisory Council meeting here at MAES to raise questions relative to the handling of discipline by teachers in the middle school. Questions regarding instructional practices and meaningful homework also surfaced from this conversation. In the moments following this meeting, it 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.

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 School Staff

Support Staff

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

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

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

Jessica is originally from Batavia, IL where she grew up and graduated high school. She received a BFA from The University of Illinois in Chicago in 2008. Jessica and her husband, Kyle have one son, Connor. They moved to Marathon in 2020. She has been with MAES/MVA since 2022. Jessica enjoys baking bread as often as humanly consumable.

Stai, Beth – Food Service (estai@marathon.k12.wi.us)

Beth's duties include preparing and serving breakfast and lunch to the students at MAES/MVA. Beth has 35 years of experience in the food service industry. Beth enjoys watching her 2 children, Nicholas and Abby run track and cross country. They also enjoy camping, going to garage sales, and cheering on the Packers and Brewers and watching NASCAR.

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

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

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

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

Matthiae, Sue – Custodian (smatthiae@marathon.k12.wi.us)

Sue grew up in Marathon and graduated from Marathon High School. She lives on a farm west of Marathon with her husband, Mike. Her employment with the School District began as a colorguard coach and part-time teacher aide sub, and later she worked part time in the kitchen at the high school. Sue now works full time cleaning at MAES/MVA. In her spare time she enjoys playing her flute, crafts, reading, and spending time with her 4 children and 8 grandchildren.

Myers, April - Special Education Assistant (amyers@marathon.k12.wi.us)

I grew up in Athens, WI. I obtained my Associates Degree in Visual Communications. One unique fact about me, I have college credits from UW-Stout, Grace College & Seminary, Indiana University-South Bend, UW-LaCrosse and Brown College. I still don't know what I want to be when I grow up. I have two children, Maddie and Grady. Being their mom is the best. I had the privilege of being a stay at home mom with them for 9 years until I started subbing in the Marathon School District in 2023. I took a full-time special education assistant position starting January 2024. I love being a sports mom and cheering on the teams my kids play on and their teammates. GO WI ICE & RED RAIDERS!

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

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

I am originally from LaSalle, IL. My husband, Rich, and I moved to the Lake Winnebago area in 1999 and to Marathon in 2009. We have 4 children: Kyle, Hunter, Aspyn, Cody and our 2 dogs Diesel and Denali. 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!

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

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

Kohel, Patty: - Library

Patty earned her Associate's Degree in Marketing from NTC, but her real talent lies in multitasking — a skill she perfected while raising five amazing kids with her husband, Ben. Before joining the MAES team, Patty brought her energy to the Edgar School District, working in the library and as a teacher's aide (where she probably read *a few hundred* stories and tied *a thousand* shoelaces). Now, she brings that same dedication and heart to her role at MAES. When she's not at school, Patty enjoys life in Edgar with her family, and traveling. Fun fact, her family has visited over 30+ National Parks, some multiple times! There's always an adventure and never a dull moment in the Kohel home— and always a full house!

Wirkus, Brenda: Teaching Assistant (bwirkus@marathon.k12.wi.us)

I was born and raised in Marathon and graduated from both Marathon Elementary School and Marathon High School. After graduation, I married my husband, Larry, and we had 4 children, Paige, Brianna, Morgan, and Preston, who all graduated from St. Mary's School and Marathon High School. I was lucky enough to be a stay-at-home mom for 10 years and during that time I graduated from Northcentral Technical College with certificates in both Medical Terminology and Medical Coding. When Preston started Early Childhood, I started working for Aspirus Hospital as a medical transcriptionist. After 20 years of working days, nights, weekends, and holidays, I was ready for a change and decided to become a teaching assistant. In my spare time,

I love to spend time with our kids, ref and coach volleyball (for both St. Mary's and for MVP Club, which is a volleyball club I started in 2007), help at various Marathon athletic events, and read. I am the secretary of the Marathon Athletic Club and I am a member of both Marathon Lions Club and the American Legion Auxiliary.

Teaching Staff

Baldeshwiler, Chuck – MVA Math (cbaldeshwiler@marathon.k12.wi.us)

Chuck has a BS from the University of Wisconsin-Oshkosh. 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.

Borchardt, Jayci - K-8 Physical Education Teacher (jborchardt@marathon.k12.wi.us)

Jayci graduated from UW-Stevens Point in 2021 where she majored in Physical Education with a minor in Health Education. In 2023, she graduated with her master's in Special Education from UW-Superior. After graduating from Stevens Point, she began her teaching career in Owen-Withee. After working in Owen-Withee for two years, she began teaching in Marathon in 2023. Besides teaching, she enjoys spending time with family and being outside.

Braunel, Craig – Technology & Business Teacher, Crew Leader(cbraunel@marathon.k12.wi.us)

Craig earned his BS degree from UW-Eau Claire and MS degree from Concordia University. He started his career in Marathon, then after spending 13 years at D.C. Everest, returned in 2023. Outside of school Craig enjoys spending time outdoors with his wife Tiffany and two daughters.

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

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

Graveen, Cassandra - Multilingual Teacher (cgraveen@marathon.k12.wi.us)

Cassie grew up in the Wausau area and moved away after high school to live in other areas of Wisconsin. She has a Bachelor's degree from the UW-Oshkosh in elementary education with a minor in sociology and English as a second language. She also earned her Master's degree from UW-Oshkosh in Curriculum and Instruction and has added her Principal License. Before teaching in Marathon she spent her previous 16 year career teaching in the Menasha and Little Chute school districts. She works with students in grades K-12 assisting them with their learning of English. When she is not at school, you can find her working on her home or yard, spending time with family and friends, in the water somewhere nearby, reading, baking, hiking, traveling or driving to the Fox Valley area to see her two adult boys who live in that area.

Imhoff, Heidi - Math Teacher (himhoff@marathon.k12.wi.us)

Heidi has BS & MS degrees from the University of Wisconsin Stevens Point in Elementary/Middle Education with a minor in Mathematics Education.

Prior to teaching in the Marathon School District, she taught third grade, K-5 math and reading interventions, and 8th grade math in the Wausau School District. She lives in Edgar with her husband, Ken, and has four children, Bryce, Bailey, Brooke, and Brendan. In her free time she enjoys spending time with her family, taking road trips, and spending time outdoors.

Kroeplin, Kathy – Interventionist (kkroeplin@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.

Love, Lynelle – Director of Student Services (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. She has been serving in this role along with District Assessment Coordinator for 8 years. Lynelle also coaches volleyball at the high school. In her free time, she enjoys spending time with her husband and five children at home or traveling and is actively involved with her church.

McCarthy, Jessica - ELA Teacher (jmccarthy@marathon.k12.wi.us)

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

Stephanie graduated from UW-LaCrosse in 2004 with an undergraduate degree in therapeutic recreation. She earned her Master's degree in Special Education from St. Mary's University in Minnesota and her Director of Special Education and Pupil Services license from UW-Eau Claire. 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)

Noland, Lizzie – MVA Science Teacher (lnoland@marathon.k12.wi.us)

Lizzie is originally from Medford, WI and has a passion for connecting with others. She attended the University of Wisconsin - La Crosse and earned a Bachelor of Science degree in Biology, with minors in Neuroscience and Psychology. She then went through an alternative licensure program through CESA 9 and is licensed to teach science grades 4-12. Playing card games and being outdoors with friends, family, and pets is how she spends her free time.

Riesgraf, Sarah – Library Media Specialist (sriesgraf@marathon.k12.wi.us)

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

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

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

Seal, Hero – English-Language Arts (hseal@marathon.k12.wi.us)

Hero graduated from Boise State University in Idaho in 2021 with a BA in English Education and completed her Reading 316 in May 2024, licensing her as a Reading Interventionist. She moved to Wisconsin from Idaho 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 and golden retriever, Sonia.

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

Jeff earned B.S. degrees in Broadfield Social Science & Physical Education from UW-SP. In addition to social studies, he 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.

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

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

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

Strassburger, Taneal – Speech Language Pathologist (tstrassburger@marathon.k12.wi.us)

Taneal earned a Bachelor of Science degree in Communicative Disorders and a Masters of Science degree in Speech Language Pathology from UW-Stevens Point. She started her first year as an SLP at the Marathon School District in 2023. Helping students to communicate is a lifelong reward that drives her passion to work in the school setting. During her free time, Taneal enjoys spending time with her husband and 3 daughters traveling, jogging, gardening, reading, and drinking coffee.

Thompson, Dessa – Art (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.

Whalen, Ryan–Physical Education MAES/MVA (rwhalen@marathon.k12.wi.us)

Ryan is originally from Eau Claire, WI graduating from Eau Claire North. After attending and playing baseball for the University of Minnesota-Duluth, he earned his BS in Health and Human Performance. Ryan accepted his first physical education position in Edgerton, WI. After 3 great years there, he moved back north to the Wausau School District where he taught physical education, adapted physical education and was the coordinator of elementary physical education. During his time in the Wausau School District, he attained his Masters of Educational Leadership and Director of Instruction as well as his Masters of Educational Technology. Ryan also has coached many different school sports, including high school basketball, softball, football, and Wausau West Varsity Baseball, before resigning to coach and be there for his son, Preston, in all his activities.

Wirkus, Andrea – Middle School/Elementary Special Education Teacher

(awirkus@marathon.k12.wi.us)

Andrea graduated from UW-LaCrosse in 2018 with an undergraduate degree in Therapeutic Recreation. She received her teaching license during the 21-22 school year through CESA 9. She began teaching Elementary Special Education at MAES in 2021. Andrea lives in Marathon with her husband Mark and 4 children. Andrea enjoys spending time with her family and friends and being outdoors in her free time.

Administration

Ellenbecker, Connor – Associate Principal (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 four children as well as officiating varsity basketball.

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

Max is a husband to Sydney, a father to Madelynn and Wyatt, dog dad to Winnie, and the principal of MAES and MVA. He is originally a Central Wisconsin native, but spent nearly 15 years away living in Michigan and Oshkosh, WI, before his family moved to Marathon.

Woyak, Angela- District Administrator (awoyak@marathon.k12.i.us)

MVA School Governance

The Marathon Venture Academy Governance Board is the main decision-making body for Marathon Venture Academy's charter operations 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- Evie Jansen

Treasurer- Jen Podjaski

Member at Large- Lance Millier

Member at Large- Eric Greening

Principal- Max Wienke

What is Expeditionary Learning?

Expeditionary Learning is a data-driven, research-based design for comprehensive school improvement in place in over 250 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 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.
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.. 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. 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.

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.

MVA vs. Other Middle Schools

Gone are the 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.

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 implements flexible seating options 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. 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 by using authentic resources. Although they have access to some textbooks, students more often gather information from non-fiction and fiction 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.

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.

Crew

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 and meet for approximately 45 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 and mentors as well as 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.

Presentations of Learning-

- 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 8th grade year to a selected committee.

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.
- Students in MVA are required to complete STAR reading reports to make Citizen Scholar. This includes reading several books each trimester and offering written reflections. Crew offers opportunities for students to work on STAR reading reports at appropriate times.

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 requirements and preparing 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.

Academic Intensives

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

Intensive may include:

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

Citizen Scholar

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 for all 9 trimesters of their middle school career will be honored as **Platinum Citizen Scholars**
- Students who have been recognized as Citizen Scholars throughout all three trimesters of 8th grade will be honored as **Gold Citizen Scholars**.
- Students who have been recognized as Citizen Scholars for two of their three trimesters of 8th grade will be honored as **Silver Citizen Scholars**.
- Students who have been recognized as Citizen Scholars for one of their three trimesters of 8th grade will be honored as **Bronze Citizen Scholars**.

Student Discipline

MVA will stand firm on its prospect of having students demonstrate proper classroom conduct. Our expectations of MVA students 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 behavior 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

	Expected Behavior -Acting in a cooperative manner respectful of school and classroom expectations -Responding appropriately when addressed	Warning/Reteach -Teacher managed. -Reteaching of expectations. -Documentation in eduClimber as an occurrence at teacher's discretion. If documented, notify MVA staff.	Minor -Reteaching of expectations. -Parent communication. -Documented in eduClimber as minor. Notify MVA staff. -Teacher managed, possible referral to administration. -Referred to the restorative process.	Major -Notify Dean as soon as possible. -Teacher documents in eduClimber as a major. Notify MVA staff. -Dean managed. -Dean contacts parents. -Dean determines consequences.
Inappropriate Language	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
Fighting/Physical Aggression	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
Defiance/Disrespect/Noncompliance	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
Disruption	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
Harassment/Teasing/ Taunting	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

Property Damage	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
Lying/Cheating / Theft	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
Possession of a controlled/illegal item	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
Cell phones/ Technology	Turned off & put away during the school day; Requesting permission to use during school day (including on busses during the day)	Phone is making noise in locker	Phone out or used without permission during school day	Repeated minor violations; phone used to post inappropriate content to social media during school day
Habits of Work	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.

Homework, Projects & Final Products

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.
- 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 week. 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 may need complete the homework at home, during recess, in Crew, or in Homework Club

Grading, Assessment & Reporting

ACADEMIC GRADES

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

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

ACADEMIC ACCOUNTABILITY

The MVA staff is committed to providing students accurate timely feedback regarding their academic performance on 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. MVA views late or incomplete work as a behavior concern more than an academic concern.

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 2025-2026 school year are:

Trimester 1: September 2nd – November 25th

Trimester 2: November 26th – February 26th

Trimester 3: February 27th – June 4th

GRADING SCALE

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

Student Requirements

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 be held 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 STAR Reading Form. 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. 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 8th 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.

Student Support Services

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

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..

After School Support: Teachers are available for support sessions after school 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 are given the opportunity to email grades to parents each week on Monday during CREW.

Restorative Process: Students will be required to participate in restorative conversations when deemed necessary due to their behavior.

Academic And Behavior Eligibility

The MVA believes there is a difference in mindset between support and punishment. To be eligible to participate in extracurricular activities at MVA, students must demonstrate that they do not need extended support to improve their academic or behavioral conduct. If a student is not meeting the following eligibility expectations, they will be offered support to improve instead of spending time on extracurricular activities.

If at any time during the school year a student has an I (incomplete or missing assignment) in any class, or a total of 2 N's in any combined classes, they will not be permitted to participate in extracurricular activities until those concerns are resolved. We encourage students to use that time to focus on their academics and consider attending Homework Club in lieu of their extra curricular. If a student has a final grade of an I or 2 N's on their trimester or mid trimester report card, they must attend Homework Club to make a plan for success before continuing extra curricular activities. This plan for success will be acknowledged by parents.

Students who participate in extracurricular activities are expected to be role models of the MVA. There may be times when a student needs to step away from extracurricular activities to focus on their personal conduct. The principal or associate principal will address a student's eligibility to participate in extracurricular activities based on their behavior on a case by case basis.

According to the MVA Athletic Code (Board Policy 2341.5), continued participation in middle school athletics is at the discretion of the school administrator.

Rules and Procedures- A to Z

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

ADDRESSING STAFF

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

ARRIVAL AT SCHOOL/BREAKFAST

All students will report to MAES/MVA daily unless otherwise directed by staff or schedule. Students should arrive at school between 7:20 and 7:40 am. Students eating breakfast will be served in the cafeteria. At the 7:40 bell, students should report to their Crew classroom. Students arriving after 7:40 may be considered tardy.

ASSEMBLIES (Community Crew)

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

If your child is absent from school, make up work will be completed within the guidelines of Board Policy 5200. Upon the day a child returns to school from an absence, they will have 2 days for each day absent to complete the missed work. In conjunction with parent support, teachers may send home school work for students while they are absent to support continued learning, however, a student will still be provided the extended time to complete missed work.

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 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.

Activity	Grade level/Gender
Football	7 th -8 th Boys/Girls
Cross Country	6 th -8 th Boys/Girls
Volleyball	6 th -8 th Girls
Basketball	6 th -8 th Boys/Girls
Wrestling	6 th -8 th Boys/Girls
Track	6 th -8 th Boys/Girls
Forensics	6 th -8 th Boys/Girls
Student Council	6-8th 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 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, or other caffeinated drinks, 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)

MVA's policy on PCD's (most commonly cell phones) is consistent with board policy 5136. In keeping with this policy, the following is rules are in effect:

Students may not use PCD's during instructional hours for any reason, unless pre approved by a staff member for legitimate school purposes. Unauthorized use of a cell phone during school hours may result in confiscation and/or discipline. The principal may confiscate a student's cell phone for any violation of policy, and return it at an appropriate time.

MVA recognizes that there is an occasional need for students and parents to contact each other during the school day. Students are to use the student phone in the office, and parents are to call the office to connect with their child. Using a cell phone to communicate with parents during a school day is not an exception to the PCD policy.

The possession of PCDs at school by students is a privilege that may be revoked at any time for policy violations. Students are solely responsible for a PCD they bring to school. The school is not responsible for theft or loss.

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 -- 7:40 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.

School Clubs

Forensics

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

ADVISOR- H. Seal

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- L. Noland; N. Bonilla

Board Notices & Policies

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

5517 - STUDENT ANTI-HARASSMENT

Prohibited Harassment

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

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

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

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 prompt 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 complaints 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 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) 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) unless expressly stated otherwise herein.

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 individuals, students, administrators, teachers, and 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, 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 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 their person or damage to their 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" directed against a student—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.

Sexual Harassment

For purposes of this policy only and not sexual harassment under Title IX, addressed in Policy 2266- Nondiscrimination on the Basis of Sex in Education Programs or Activities, '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. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history;
- L. verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, or 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.

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.

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 on the School District's website and/or in the parent and staff handbooks.

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 they have 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 employees who have the knowledge or received notice that a student has or may have been the victim of harassment prohibited under this policy shall report the alleged harassment to one (1) of the Compliance Officer(s) within two (2) days.
- 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, the Board has designated 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 and 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 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. In the case of a complaint against the District Administrator or a Board member, the CO will prepare recommendations for the Board Attorney who has been designated to serve as the decision-maker for such complaints. 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.

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.

Filing a Complaint and Initial Processing of a Complaint

Except for Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities, any student, or the student's parent/guardian, who believes that the student has 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.

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 other applicable government agency. The Chicago Office of the OCR can be reached at John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor Chicago, IL 60604; Telephone: 312-730-1560; FAX: 312-730-1576; TDD: 800-877-8339; Email: OCR.Chicago@ed.gov; Web: <http://www.ed.gov/ocr>.

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

If during an investigation of alleged bullying, aggressive behavior, and/or harassment, in accordance with Policy 5517.01 - Bullying, the Principal believes that the reported misconduct may have created a hostile educational environment and may have constituted discriminatory harassment based on a Protected Class, the Principal shall report the act of bullying, aggressive behavior, and/or harassment to one (1) of the Compliance Officer(s) who shall investigate the allegation in accordance with this policy. If the alleged harassment involves Sexual Harassment as defined by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities, the matter will be investigated in accordance with the grievance process and procedures outlined in Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities. While the Compliance Officer investigates the allegation, or the matter is being addressed pursuant to Policy 2266, the Principal shall suspend the Policy 5517.01- Bullying investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266 -Nondiscrimination on the Basis of Sex in Education Program or Activities. The Compliance Officer shall keep the Principal informed of the status of the investigation under this policy and provide the Principal with a copy of the resulting report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities grievance process.

Complaint and Investigation 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, except for complaints against the District Administrator, in which case the Board President should be consulted. 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.

All investigations shall be commenced as soon as practicable upon receipt of a complaint and concluded as expeditiously as feasible, in consideration of the circumstances, while taking measures to complete a thorough investigation. The Complainant shall be notified in writing of receipt of the complaint within forty-five (45) days of the complaint and shall reach a determination concerning the complaint within ninety (90) days of receipt unless additional time is agreed to by the Complainant.

Generally, 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.

The investigation generally 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 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.

Generally, within five (5) days of receiving the report of the CO or designee, the District Administrator, or in the case of a complaint against the District Administrator or a Board member, the person designated to serve as the decision-maker for the complaint either must issue a written decision regarding whether the complaint has been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the Complainant and the Respondent. The District Administrator may redact information from the decision consistent with applicable law. The Board authorizes the District Administrator to consult with legal counsel to determine the extent to which information in an investigation report must be provided to either the Complainant or 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 five (5) 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 they 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.

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.

To the extent required by law or permitted by the District, 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 employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the District's legal obligations to investigation, take appropriate action, and comply with any discovery or disclosure obligations. Confidentiality cannot be guaranteed, however. Respondents must be provided an opportunity to meaningfully respond to allegations.

All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Additionally, the Respondent must be provided with the Complainant's identity.

During the course of an investigation, the CO will instruct each person who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to Third Parties any information that is learned or provided during the course of the investigation.

Directives During Investigation

The CO may recommend to the District Administrator placing any employee involved in an investigation under this Policy on administrative leave pending resolution of the matter. If the District Administrator is the Respondent, the CO shall make such recommendation to the Board. For example, administrative leave may be appropriate in situations in which protecting the safety of any individual or the integrity of the investigation necessitates such action.

The CO shall determine whether any witnesses in the course of an investigation may be required to answer questions that could also involve criminal investigations or sanctions, including the existence of a co-occurring law enforcement investigation are still required to answer questions concerning the District's investigation, but are entitled to do so without waiving their Constitutional right against self-incrimination that applies during a criminal investigation. Employees should be advised of this right, through what is often referred to as a "Garrity Warning". The Garrity Warning informs the employee that the employee is required to respond to questions posed during the investigation and that answers to questions relating to the employee's conduct may be used by the District for determining appropriate discipline, but will not be provided to law enforcement officials in the course of their independent criminal investigation, unless otherwise required by law. (see Form 5517 F3 - "Garrity" Warning)

Every employee interviewed in the course of an investigation is required to provide truthful responses to all questions. Failure to do so may result in disciplinary action.

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.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of discriminatory practices. The District Administrator shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information, provided regarding the Board's policy and discrimination in general, will be age and content appropriate.

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 which may include but are 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;
- 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;

5611 - DUE PROCESS RIGHTS

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

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

A. **Students subject to suspension:**

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

B. **Students subject to expulsion:**

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

The District Administrator shall establish procedures to ensure that all members of the staff use the above guidelines when dealing with students. In addition, this statement of due process rights should be placed in all student handbooks in a manner that will facilitate understanding by students and their parents.