

Marshall School

Student & Family Handbook & Policy Library

2025–2026 Academic Year

Address: 1215 Rice Lake Road, Duluth, MN 55811

Phone: 218-727-7266 | **Fax:** 218-727-1569

Website: www.marshallschool.org

Quick access:

- Parent Portal: [Veracross](#) for Parents (including reporting absences)
- Student Portal: [Veracross](#) for Students
- Learning Platform: [Schoology](#)
- [Daily Schedule](#)
- [Year-At-A-Glance Calendar](#)

Quick Contacts:

- Main Office Contact: 218-727-7266
- Business Office businessoffice@marshallschool.org
- Health Center healthcenter@marshallschool.org
- Admissions admissions@marshallschool.org
- Technology technologydepartment@marshallschool.org
- Athletics athletics@marshallschool.org

Related Handbooks, Manuals and Policies:

- Athletic Handbook
- [Family Manual for Nature -Based Education at the Forest School](#)
- [Technology Handbook](#)
- [Child Protection Policy](#)
- [Course Book for 2025-26](#)

The policies and regulations described in this handbook will apply to this academic year, and will govern the administration of attendance, academics, athletics and discipline.

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Marshall School, like many educational institutions, is a living, changing thing that may not reasonably be expected to remain static. The statements of Marshall policies in this publication do not necessarily become a term of a contract between the school and the student. The school reserves the right to modify its policies and requirements at any time. This handbook is intended only as a general reference, and not as a full statement of school procedures and policies. This handbook is not intended to be a legal contract, but a general statement of policies, to be applied by the Marshall in its sole discretion. Final interpretation of these policies lies with the Head of School.

About Marshall School

History

Marshall School was founded in 1904 by the Catholic Diocese of Duluth as Duluth Cathedral. Between 1904 and 1971, the School was dedicated to academic achievement, character development, community service and Judeo-Christian values. The School moved to its present campus in 1963 and became an independent, all-faith school in 1971 under the governance of a lay Board of Trustees. The “Cathedral” name was retained for fifteen years during which time students of all faiths were enrolled. In 1987, the School’s name was changed to The Marshall School to highlight its independent status and to honor the Albert Morley Marshall family, whose vision and resources over three generations enhanced the quality of education and of life in Duluth. The purchase of the Marshall campus in December of 1995 fulfilled a 1971 vision that ensured the future of an independent college-preparatory school in Duluth.

Mission Statement

Inspiring lifelong learners to embrace challenge and create positive change.

Marshall Values

Strong Academic Habits

Marshall is dedicated to teaching academic habits which will sustain lifelong learning in students. Learning how to learn – whether it be taking notes, studying, or writing – prepares students for success in college and in life. Our teachers nurture confident and critical thinkers who have mastered academic skills and competencies across a variety of disciplines.

Respect

Marshall offers a safe and inclusive school community where individuals are expected to respect themselves, each other, and their environment. Through personal relationships with diverse groups and individuals, students learn to understand themselves and others and work effectively as part of a team.

Compassion

Marshall believes that the development of compassion – and the desire to make a positive difference in the lives of others – is essential to being a productive member of a community. Through the study of multiple viewpoints and the act of service, students develop empathy for those around them.

Integrity

Marshall encourages all members of its community to hold themselves to the highest code of conduct. Led by a commitment to the common good, we strive to do what is right – even when nobody is looking.

Self-Discipline

Hard work and self-discipline are essential components for success. Marshall challenges students to develop a strong work ethic and the internal motivation to persevere through times of challenge.

Intellectual Curiosity

Marshall encourages students' natural inquisitiveness and wonder about the world. Asking questions and taking risks is as important as searching for the right answer. With the desire and courage to move confidently into the future, students can adapt to an ever-changing future in pursuit of their dreams.

Statement of Community

The Marshall School community shares responsibility for the safety, inclusion, and well-being of all members. We nurture and protect an environment that is accepting and empowering of individual voices, life experiences, and perspectives. We commit to learning and growing through our daily actions and interactions. We seek always to value, respect, and uplift those around us.

Portrait of a Hilltopper

These outcomes form the foundational expectations that Marshall expects for all students. They are intended to be appropriately embedded in the teaching and learning experiences at all levels.

Marshall graduates will be ...

Effective Communicators

- Students develop effective writing strategies, focused speaking techniques and active listening through curricular and extracurricular activities.
- Multiple opportunities to interact with people representing ideologies other than their own make graduates open to and appreciative of other points of view.
- The comprehensive program of academic and social opportunities at Marshall places a strong emphasis on developing strong interpersonal skills.
- Experience with and instruction in a variety of technologies make students proficient in communicating via current and emerging technologies.

Critical Thinkers and Problem Solvers

- Students recognize and adapt to different thinking styles.
- Students learn to systematically analyze problems.
- Students are able to present ideas clearly and concisely.
- Students transform personal creativity into practical solutions.

Engaged and Ethical Citizens

- International classmates, opportunities for study abroad, a curriculum which emphasizes global awareness all make graduates uniquely equipped to live in and understand today's world.
- The Marshall community has well-articulated expectations regarding personal integrity and self-discipline.
- Students understand their responsibilities as caretakers on individual, community, and global levels.
- Personal and global events are noted and discussed - in good *and* bad times- instilling in students an understanding of the situations of others.
- Opportunities to take initiative and expectations to meet obligations help students internalize a sense of personal responsibility.

Curious and Creative

- Students are encouraged through a philosophy of participation. They learn to set goals as a team and to maximize the special skills of each team member.
- Students are free to develop their own personal interests within a community which places value on self-expression and participation. Students are encouraged to step outside their personal comfort zones - to try a new class, club, or activity.
- Students and their families promote a culture and appreciation of study and learning. The Marshall School community - families and students - strongly support and promote it.

Balanced and Resilient

- One-to-one and small-group encounters within the community offer students a variety of opportunities to practice and establish self-advocacy skills.
- Through a comprehensive program offering significant investigation, support, and opportunity, students enjoy a well-balanced experience at Marshall.
- Marshall students develop sound judgment skills by making choices, experimenting with new ideas or activities, discussing complex life topics, and experiencing success and failure – always within a safe and caring environment.
- Students are intentionally offered opportunities to learn about different religions and to reflect on their own beliefs.

Enrollment Contracts Tuition Payments, and Timelines

Enrollment Contracts

Enrollment contracts for Marshall School are offered each year for students who are in good academic, behavioral, and financial standing. Parents/guardians of students not meeting obligations in any one of these areas may have their enrollment reviewed, suspended, or stopped. The decision to issue and/or renew an enrollment contract is within the sole discretion of the School.

Accreditation & Governance

Accreditation and Memberships

Marshall is accredited by the Independent Schools Association of the Central States (ISACS). Marshall also holds memberships in the National Association of Independent Schools (NAIS), Minnesota Association of Independent Schools (MAIS), and Global Online Academy (GOA).

Governance

Strategic planning, major policy decisions, financial oversight and facilities management of the school are entrusted to the Marshall Board of Trustees. Board members include community leaders, parents/guardians, alumni, and friends of the School.

Communication & Community Norms

Effective Communication Guidelines

Communication among students, parents/guardians, teachers or advisors, and administrators is an essential ingredient in any healthy school community. While this handbook is intended as a general guide for a variety of routine school procedures and issues, it is by no means exhaustive. For that reason, and because schools and relationships are characterized by the complexities of human nature, development, and individuality, person-to-person communication is emphasized in all the work done at school.

When a question or concern arises, the School strongly encourages that the parties directly involved begin a conversation. Generally, it is helpful to begin with information gathering and sharing. Subsequent conversations can be used to generate solutions to problems or conflicts.

We offer the following suggestions for communicating openly and effectively:

- Initially, students and parents/guardians should address classroom or academic concerns to teachers. Similarly, we expect that teachers will engage students and parents/guardians in conversations about questions or concerns.
- Subsequently, students and parents/guardians may choose to bring questions or concerns to the attention of their division head. The administrator will address questions and concerns in order to clarify policy or facilitate more communication and solutions to problems.
- In some situations, further communication involving the Head of School will be appropriate in order to clarify policy or create a resolution to a difficult situation.

An open spirit of communication can create solutions for almost any scenario.

Parent/Guardian Responsibility

Marshall aims to keep parents/guardians informed about various aspects of school life. To meet this goal, weekly emails are sent, and parents/guardians are encouraged to keep updated with relevant information and events posted to the school calendar on the Veracross Parent Portal.

It is important that the School has current mailing and email addresses and phone numbers in order to maintain communication. Families requiring correspondence to parents/guardians at different addresses should notify the Main Office. Marshall School believes that positive parental involvement is essential to the fulfillment of the School's mission. However, while the School acknowledges parental responsibility and involvement, Marshall School reserves the right to deny student admission or discontinue enrollment in the event that a parent/guardian/family member exhibits behavior that is not supportive of the School's mission including discourteous, disruptive, hostile or divisive behaviors. The decision of Marshall School in these regards shall be final.

Directory

All offices can be reached through by calling 218-727-7266.

Contact information for all faculty and staff can be found in the [Marshall Directory](#).

Head of School

Anthony Pisapia
Angie Ahlgren

Head of School
Executive Assistant to the Head of School

Main Office

Karen Snyder
Megan Perry-Spears
Matt Whittaker
Julie LaFond

Associate Head of School/Head of Middle School
Head of Upper School
Head of Forest School
Registrar/Student Services Coordinator

Admissions

Kenzie Kelly

Director of Enrollment

College Counseling

Katie Voller-Berdan
Darcy McAuliffe

Director of College Counseling
College Counseling Coordinator

School Counselors

Afton Gamst
Mark Rowekamp

Upper School Counselor
K-12 Counselor

Athletics

Kristy McGiffert
TBD

Athletic and Activities Director
Athletics and Activities Assistant

Residential Life

Bettina Keppers

Director of Residential Life & Social Justice

Technology/Library

Tony Lockhart
Ben Gagne
Amanda Houle

Assistant Head for Special Projects and Director of Technology
Technology Specialist
Associate Director of Technology and Librarian

Advancement

TBD
Jess Chenevert
Kim Kosmatka

Director of Advancement
Special Events & Alumni Manager
Social Media & Visual Content Specialist

Business Office

Marge Pierce
Dasia Kuehl
Holly Mattinen

Interim Director of Finance and Operations
Accountant
Payroll/Human Resources

Health Center

Paige Dougherty

School Nurse

Food Services

Adam Wooster

Food Service Manager

Facilities & Operations

Doug Wolff

Facilities Manager

Directory Information

The primary purpose of directory information is to allow Marshall School to include this type of information in certain school publications. Examples of school publications are a playbill showing the student's role in a drama production, honor roll, or other recognition lists, graduation programs, and athletics rosters. Directory information could also be disclosed to outside organizations without a parent/guardian's prior written consent, such as to companies that publish the school yearbook and produce school photographs.

If you do not wish Marshall School to disclose directory information from your child's education records without your prior written consent, please notify the Head of School in writing by September 30 of the current school year.

Student Directory

The Marshall School Veracross directory includes the telephone numbers, and parent/guardian email addresses for most students and is available for all Marshall families. It is the responsibility of the parent/guardian for updating their directory profile in Veracross.

Marshall School has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Height of a member of any athletic team(s)
- School email address
- Photograph
- Degrees, honors, and awards received
- Dates of attendance
- Grade level
- Age
- Most recent education agency or institution attended

Daily Life at School

School, Afterschool, Office, & Building Hours

Main Office Hours: 7:00 a.m. – 4:00 p.m.

Summer/Break Main Office Hours: 8:30 a.m. – 3:30 p.m.

Forest School Day: 8:00 a.m. – 2:50 p.m.

Middle School Day: 8:15 a.m. – 3:00 p.m.

Upper School Day: 8:30 a.m. – 3:00 p.m.

After School Program: 2:45 p.m. – 5:00 p.m.

M			2025-2026 Daily Schedule		
FOREST SCHOOL		MIDDLE SCHOOL		UPPER SCHOOL	
M-F		M-F		A Day	B Day
7:45-8:00 Arrival		7:00-8:15 Drop Off 7:00-8:15 Library Open 7:30 Academic Wings Open		7:00-8:30 Drop Off 7:00-8:30 Library Open 7:30 Academic Wings Open	
8:00-8:30 Crew, Snack, Read Aloud		8:15-8:25 Advisory		US Students Arrive by 8:25	
8:30-9:10 Specials 1		8:30-9:10 Period 1		8:30-9:50 Class 1A	8:30-9:50 Class 1B
9:15-9:55 Specials 2		9:15-9:55 Period 2			
10:00-11:00 Math Block		10:00-10:40 Period 3		10:05-11:25 Class 2A	10:05-11:25 Class 2B
11:00-11:30 Lunch		10:45-11:25 Period 4			
11:30-12:45 Literacy Block		11:25-12:15 Lunch		11:30-12:20 Class 3	
12:45-1:00 Crew Transition		12:15-12:55 Period 5		12:20-1:05 Lunch	
1:00-2:30 Play Block		1:00-1:40 Period 6		1:05-2:25 Class 4A	1:05-2:25 Class 4B
		1:45-2:25 Period 7			
2:30-2:50 Crew Wrap-Up		2:30-3:00 Advisory/DEAR/Tutorial/ Community Meeting		2:30-3:00 Advisory/Tutorial/Assembly	

*This Forest School schedule is

Arrival & Dismissal

For school safety and security, all entrances are secured after 8:15 a.m. and students and visitors must be buzzed in by Main Office staff. Student visitors are not allowed during the school day unless they are participating in the enrollment process.

Forest School drop off is between 7:45 a.m. to 8:00 a.m. Students may not be dropped off before 7:45 a.m. The Forest School day ends at 2:45 p.m.

Middle and Upper School students may arrive at school beginning at 7:00 a.m. and enter at the Main Entrance. Students should report to the library from 7:00 - 7:30 a.m. The academic wings will open at 7:30 a.m. Students arriving after the start of school should sign in at the Main Office. The school day ends at 3:00 p.m.

All students in grades K-6 remaining on campus after 2:45 p.m. for Forest School students and after 3:15 p.m. for Middle School students must be supervised within the After School Program.

Students in grades 7-12 who will remain at school after 3:15 p.m. but who will not participate in athletics or other adult-supervised after school activities will be required to be in the front portion of the building.

Absence & Tardiness

Marshall seeks a partnership with students and their families to ensure attendance at school for a full day every day. Attendance at school is essential for generating the greatest learning possible for all students and correlates directly with academic progress and achievement. The small size and multidimensional nature of Marshall classes means that every student's contributions are important for the entire class.

Absence Notification

Parents/guardians should notify the school by 9:00 a.m. about all student lateness, absences, and early departures by submitting a student absence report on the [Veracross Parent Portal](#). If no reason for the absence is given, the absence is considered unexcused.

Late Arrival and Tardiness

In the Forest School, a student is considered tardy when they arrive at school after 8:00 a.m.

In the Middle School, students who are less than 15 minutes late to class or other school activity will be considered tardy. Signing in 15 or more minutes late will be considered an absence. Excessive tardies (excused or unexcused) (6+) may result in loss of privileges, detention, or community service.

In the Upper School, students signing in less than 20 minutes late to class or other school activity will be considered tardy. Arriving 20 or more minutes late will be considered an absence. A student who accumulates more than 5 tardies in a semester will meet with the Head of Upper School to determine consequences and a path forward.

Procedure for Arriving Late and Leaving Early

If a student arrives late or needs to leave school during the day, the School requires prior notification through the [Veracross Parent Portal](#) from a parent or legal guardian. All students must sign in/out in the Main Office. Only the permission of a parent/guardian or administrator will be considered acceptable.

Athletics and Co-curricular Participation attendance exceptions:

Students who arrive back at school after 11:00 pm from a competition the night before may arrive late, but must be at school by 9:00 am in order to participate in that day's athletics or co-curricular activities. This lateness must be reported by the parent/guardian through the Veracross system.

The Division Head may make exceptions to allow for participation in certain school-related functions that present extenuating circumstances. This will be communicated via email.

Absences: Excused, Unexcused, Planned

Forest School records absences as either a half-day or full-day.

Middle and Upper School

Middle and Upper School Students are expected to attend all scheduled classes and events during the school day, unless there is a documented medical appointment, family emergency, or school sanctioned activity.

Upon return from an absence, middle and upper school students have two days (48 hours) to make up work for each class missed. Students should refer to Schoology for information about what was missed in class and communicate directly with their teachers.

In the Middle and Upper School, seven (7) absences from any one class during a semester may result in a student being subject to pass/fail grading or lose credit for the class. Students who lose credit for a class will be withdrawn, and the student will receive either a WP (withdrawn passing) or WF (withdrawn failing) depending on their academic standing at the time of the withdrawal. School-sanctioned absences do not count toward this total.

Illness Policy

In order to respect all members of our community and the health and safety of all, students who are ill must stay home. Students with a fever, diarrhea or vomiting must stay home until they are symptom free for at least 24 hours **without** medication. Families should contact their family's health care provider for evaluation and guidance.

Unexcused Absences

In the Middle and Upper Schools, unexcused absences will result in loss of privileges, detention, and/or other consequences for each class missed. Students in the upper school may lose academic credit in the class(es) missed.

Planned Absences

The school schedules homework-free breaks throughout the school year. Scheduling family vacations or trips when school is in session is strongly discouraged. Such absences may have a negative impact on learning and academic progress, and teachers cannot be expected to provide extra instruction for topics covered during the absence. Students are expected to keep up with assigned work and submit it upon return. The two-day make-up rule does not apply to planned absences for middle and upper school students, and *work must be submitted the day the student returns to school*. Students need to be prepared to take any tests or quizzes missed on the day they return.

College Visit Absences

A maximum of two (2) days per school year may be considered school-sanctioned for college visits for upper school students who are in 11th or 12th grade.

Excused Late Arrival

Students who arrive back at school after 11:00 pm from a competition the night before must arrive at school by 9:00 am in order to participate in that day's athletics or co-curricular activities.

The Division Head may make exceptions for certain school-related functions that present extenuating circumstances.

Medical Leave Policy

A student's mental or physical health may require an extended absence from school. Given the unique nature of prolonged absences, the school will coordinate plans with families individually. At the same time, the minimum guidelines will apply:

- The family will provide the school with recommended academic and attendance accommodations from the treating physician.
- During a leave of less than three weeks, a student is encouraged to complete as much work as possible during the leave. The school may determine accommodations in consultation with the physician's recommendations.
- During a leave of three weeks or more, the school will determine academic modifications, including pass/fail grading and schedule changes. An extended absence may affect progression to the following year's course.
- In all cases, the school reserves the right to determine the ability to support a student returning from medical leave.

Administrative Leave

When a student's well-being, safety or the community's safety is in question, Marshall School reserves the right to require a student to take a short leave from school and may require a psychological or other evaluation for a student's return to the School.

Special Enrollment Policy

Special Enrollment Policy may be granted for students who have extenuating circumstances requiring leave from school. Conditions of the special enrollment, the terms of re-entry and progress towards anticipated graduation will be approved by and discussed with the division head.

Tests

Students who have three or more tests scheduled in one day may bring this matter to the attention of the teacher and/or division head. The matter will be resolved by the teachers who may postpone the test for the individual student or for the entire class. Tests are defined as covering cumulative material of two or more weeks.

Semester Exams

In the Upper School, students will take a timed, cumulative semester exam or complete a semester project that will count for 15% of the semester grade for freshmen and sophomores and 20% of the semester grade for juniors and seniors. *Attendance at final exam periods is required. Students must take exams as scheduled.*

Weather Closures

School Closings Due to Inclement Weather

If school has been canceled or the start time delayed due to bad weather, it will be shared with families via text, posted on the School website and Schoology, and announced on local media. When bad weather requires closing of the school prior to the end of the school day, the safety of students will be the highest priority in arranging transportation home. Families are asked to use their best judgment during bad weather conditions. If road conditions at the student's home prevent safe travel to school, families should keep their student home regardless of school being open for classes. Parents/guardians are expected to report student absences under these circumstances.

In the Upper School classes will resume according to the next scheduled A or B day. The last day of the marking period would be the exception.

Athletic practices, games, rehearsals, plays, and co-curricular activities will be canceled when school has been closed due to inclement weather.

Open Campus Policy (Upper School)

Open campus privileges are available to juniors and seniors for lunch, study halls, and free periods for students who have parent/guardian permission to leave campus. All students are expected to be on campus and in attendance during times when school-wide activities are scheduled, including Advisory, assemblies, convocations, etc.

Campus will remain closed to all ninth and tenth graders throughout the school day. Juniors who do not leave campus during their study hall are required to attend their assigned study hall.

Through the first full three weeks of school, in order to support the development of strong academic habits and the value of self-discipline, juniors and seniors will need to remain on campus during study halls and free periods (except lunch).

Open campus is a privilege, not a right. When a student signs out at the Main Office, they are expected to leave campus and are no longer under the supervision of the school. Students are expected to drive safely, abide by local laws, be good representatives of Marshall School in the community, and return to school on time. Students failing to do so may have this privilege revoked at any time.

Juniors and seniors who have a D or F at the start of the week will need to remain on campus for the entire week to focus on classes. Juniors and seniors who have a piece of academic work missing over 5 days past due will also need to remain on campus for the week.

Dress Code

The intention of the Marshall dress code is to maintain a safe and respectful learning environment and supports our community values.

1. Clothing needs to be appropriate for **active, engaged learning**. Clothing choices that allow for a wide range of movement without a lot of readjustment is important.

2. Clothing should not create a hostile or fearful environment for others. All our words and actions (including our clothing choices) must be free from hostility and intimidation. We are a community and our values of respect, integrity and compassion are central to decisions about clothing that communicates a message to another group.
 - a. Clothing that promotes illegal behavior is not allowed.
3. Our dress code is an opportunity for students to learn about how a change in context can change what is appropriate clothing choices.
 - a. Clothing during the school day should be clothing appropriate for a school context. Self-discipline is one of the values we are practicing when choosing appropriate clothing for school learning time.
 - i. Generally speaking, appropriate clothes for a school day for all genders are opaque, cover undergarments, torso, buttocks, and chest.
 - b. Students must wear appropriate physical education clothes and shoes to PE classes. Hard-soled shoes worn outside are not allowed on the gym floor.
4. In order to ensure clear eye contact, hats and other head coverings, including hoods, may not be worn in the building during the school day. Head coverings dictated by religious observance may be worn.

Marshall School Policy on Political Clothing and Symbols During an Election

The purpose of this policy is to maintain a neutral and respectful educational environment that is conducive to learning and free from political tensions. This policy outlines the guidelines for students, faculty, and staff regarding the display of political clothing and symbols during an election period.

Please see the [full policy here](#).

Lockers

Every student is given a secure place where they can store their personal belongings. All Upper and Middle School lockers have built in locks. We ask students to keep their lockers closed and locked at all times when they are not actively using them. Students can only use their assigned locker. If a change is needed or wanted in the locker location, the student will need to work with their Division Head and the staff in the Main Office to have a new locker assigned.

While it is the “student’s” locker, it is to be used with the understanding that the locker is still the property of Marshall School and is under the control of the school. While it is very rare, if there is a compelling need, school authorities may perform general inspections of lockers at any time without notice and without student consent. Because we expect students to keep their locker locked at all times, the school does not assume responsibility for lost or stolen articles.

Decorating lockers can be a lot of fun and a nice way to build community and connection. When lockers are decorated, please only use easily removable tape that leaves no marks, like masking tape, writing on lockers is unacceptable, as it creates lasting damage. Students are responsible for the locker they are assigned and may be fined at year-end for damage that is determined to be beyond normal wear and tear.

Cell Phones and Personal Electronic Devices

Promoting an atmosphere of community and respect is important in our school. Electronic devices and cell phones can interrupt and/or take away from the instructional environment in the classroom. Students who bring their personal electronic devices to school do so at their own risk. The school takes no responsibility for these items.

Use of technology devices, including laptops, tablets and earbuds/earphones during class may be used only with the expressed permission of the instructor. In the Middle School, students should not be wearing earbuds/headphones from 8:00-3:00pm during school, unless they are using them for class.

In the Forest School, students should keep their electronic devices at home. Students who wear smartwatches to school will be required to turn them in during their morning meeting time with their crew teacher. Devices will be kept in a secure location within the classroom until the end of the day. Personal devices found in student possessions will be held by Forest School staff until the end of the day. Repeated occurrences will require parent/guardian pick up of the device at the end of the day.

In the Middle School, the disruption and distraction of cell phones and personal electronic devices is unacceptable during the school day. Cell phones and personal electronic devices also bring into question academic honesty during tests and quizzes. Therefore, students must check in cellphones and other personal electronic devices, including smart watches, in their advisory leader's classroom where it will remain until the end of the school day. Cell phones and personal electronic devices found in a student's possession will be confiscated and parents/guardians notified. Repeated occurrences will require that a parent/guardians pick up a child's cell phone or personal electronic device.

The School recognizes the need for parents/guardians to contact their children during after school hours. Because of this, we allow students to have their cell phones during after school hours.

Middle school students may have electronic readers at approved times during the school day.

In the Upper School, at the start of the school day by 8:30, Upper School students' cell phones must be turned off or put on silent and stored in the student's locker or backpack for the entire school day, including lunch. Students may check their phones only at their lockers between classes during the school day. Phones may not be used in common areas, in passing areas or in classrooms. If it is kept in a backpack, it must not be seen, heard or used.

A student who has their phone outside of the area of their locker will have the phone collected by school staff to be picked up from the main office at the end of the school day. Consistent or repetitive issues with cell phones or other personal electronic devices may result in the student's parent/guardian needing to pick up the device from the main office, and the student may be required to check their phone in the main office for future days or leave it at home.

If a student refuses to turn over their phone to a teacher or staff member, it will be handled as a code of conduct issue.

Health & Wellness

Health Services

The Health Center is staffed by the school nurse from 7:45 a.m. through 3:15 p.m. while school is in session. The Health Center staff maintains the personal health information of students. Health information is shared on a “need-to-know” basis among the faculty and staff of the school and with medical service providers in an emergency. The Health Center staff makes every reasonable effort to maintain the privacy of the personal health information of its students.

The Health Center staff will evaluate the student’s symptoms to determine if they can return to class or will need to go home. Families will be notified to pick up their child.

Medication

For the health and wellness of all students, the school nurse must be advised of all prescription drugs to be consumed during the school day. If a student needs to take medication during the school day, the guidelines below must be followed:

- The medication must be in the properly labeled pharmacy container.
- A written note from the parent/guardian giving school personnel authority to administer the medication in school must accompany the medication.
- If the medication is to be given for more than two weeks, a statement from the prescribing physician is required. The physician's statement shall include the name of the medication, dose and time to be given at school, the reason the medication is prescribed, and any side effects to be aware of.
- Over-the-counter medication must be presented in the original labeled container as purchased from the pharmacy. Written permission and directions from the parent/guardian and physician are required.
- Students in grades 9-12 may self-administer Acetaminophen (Tylenol) or Ibuprofen (Advil) with parent/guardian permission.

Questions about the above guidelines should be directed to the school nurse. Any distribution of medication to other students will be handled as drug abuse. Where drug and alcohol dependence is suspected, a professional evaluation is required.

Counseling Services

The School follows the rules governing school counselors in Minnesota public schools which allow counselors to meet with students without receiving prior parental consent. Should the counselor deem it necessary, parents/guardians will be alerted to any serious problem requiring referral for further assessment and/or treatment.

Medical Leave

See the [Medical Leave Policy](#) in the Absence section.

Concussion Policy

The purpose of the Concussion Policy is to ensure students who are suffering from a concussion receive the accommodations they need to be successful in the classroom during the healing process.

Procedures for students with diagnosed concussions:

- A student's physician, the school's athletic trainer or school nurse will provide recommended academic and attendance accommodations that will be shared with teachers by either the division head or school nurse.
- The School will consider academic modifications such as pass/fail grading or a change to the student's schedule if the student requires academic accommodations for longer than three weeks.
- A student may not participate in physical education classes, athletic practices or contests, or co-curricular activities until the student can attend classes and complete all academic work without accommodations, even if the treating physician lifts physical restrictions.
- The School recommends that the student's participation in physical activities outside of Marshall School be limited.
- The School requires a physician's or athletic trainer's clearance for reintegration into physical education classes, athletic practices and contests, and co-curricular activities.

ACADEMIC LIFE

Academic Philosophy

It is the goal of Marshall School that graduates will be effective communicators, critical thinkers, problem solvers, engaged and ethical citizens, curious, creative, balanced, and resilient. These qualities form the foundational expectations that Marshall expects from all students. They are intended to be appropriately embedded in the teaching and learning experiences at all levels.

Students are provided many opportunities for support during their time at Marshall School. This support is in place for the social, emotional, and academic well-being of students. Support is provided by numerous people in the Marshall community, including teachers, support staff, counselors, and/or administrators.

Parents/guardians or students looking for support may contact any trusted adult in the Marshall community.

Conferences

Opportunities for conferences are scheduled 2-3 times per year, depending on the division. Conferences are designed to strengthen the home-school partnership in supporting student's growth and development. For concerns that require in-depth discussion, parents/guardians are encouraged to contact the student's advisor, a school counselor or the Division Head to schedule a student team meeting with their child's teachers.

Academic Support

Marshall School strives to provide students with a challenging academic environment as well as academic support. Students are expected to take their academic progress seriously and put an appropriate amount of effort into their coursework.

Schoology is available 24/7 for student and parent/guardian access in order to provide continual communication about student grades. Progress reports are available at the mid-semester, and report cards are available through the parent and student portals at the end of each semester.

Marshall Academic Commons (the MAC)

Marshall students are bright, inquisitive, and motivated, and Marshall School believes that providing resources for students to reach their greatest potential is its primary call to action. The Marshall Academic Commons is a resource for middle and upper school students that houses dedicated and trained learning specialists to help all students make progress on their individual learning journey. Whether a student finds a math problem challenging and wants further explanation, or desires to go beyond the ordinary classroom lesson to learn a new concept, the MAC provides students a place to grow as learners.

Accommodations for Students

Marshall School follows the suggested guidelines outlined in the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. The guidelines are provided to ensure that each student requesting accommodations is treated consistently and fairly.

- A qualified professional must perform a complete psycho-educational evaluation. The name, title, and evaluator's credentials should be included in the documentation.
- A complete psycho-educational evaluation includes a battery of assessments that help to determine the individual's intellectual ability, achievement levels in reading, mathematics, oral and written language, and informational processing skills. The purpose of the evaluation is to ascertain a student's learning style, strengths, weaknesses and needs.
- The report should include a summary of the student's diagnostic interview and specific recommendations.
- A release must be signed authorizing the evaluator to communicate with school personnel on behalf of the student's educational needs.
- Marshall School offers a standard set of accommodations for students with diagnosed learning differences. In conjunction with a completed psycho-educational evaluation, a MAC learning specialist will consult with the appropriate Division Head, counselor, and teachers to identify alternative interventions or accommodations, as supported by test scores, recommendations for accommodations, and the diagnosis.
- For a social emotional diagnosis, such as Generalized Anxiety, a therapist may be asked to provide a written statement on a biennial basis that updates the student's diagnosis and confirms or modified previously recommended accommodations.
- The report needs to be current with updates every three years.
- The student's parents/guardians may be involved in the medical provider's evaluation process.

Official college examination entrance testing accommodations for students with school accommodations must be arranged with the Director of College Counseling by the month of May prior to the beginning of junior year.

- Psychoeducational testing should be completed by a licensed medical professional in the summer prior to 9th grade or up to 11th grade fall enrollment.
- Documentation must be updated three years prior to taking any of the aforementioned exams.
- Any type of accommodation given by Marshall School for school accommodation plans cannot be granted for the PSAT, SAT, Advanced Placement, and/or ACT unless formally approved by the testing agencies.
- The application process requires submitting an application for accommodations, copies of medical professional's diagnosis, copies of psycho-educational testing results, and a copy of Marshall's accommodation plan for the student.
- Once the application is submitted, the process takes testing agencies an average of six weeks for review and decision.

Academic progress/concerns/remediation

In the Upper School, a student who does not earn passing credit in a course may be required to retake the same class during the next school year or through other educational agencies with prior approval from the Head of Upper School and the department. If a student fails a class and is required or elects to repeat a class, the original grade will remain on their transcript as an accurate historical record.

Progress to Next Course

Credit is awarded by the semester and when a student earns a semester grade of D- or above. In sequential courses such as math or world language, students may be recommended to repeat a course based on readiness for the next curriculum.

Academic Probation

A student is placed on Academic Probation when they are not making satisfactory progress in their academic studies.

In the Middle School, a student is placed on Academic Probation if the student earns one or any of the following combinations of grades at the mid-semester grading period or at the end of the grading term:

2 grades of F

3 grades of D+ or below

In the Upper School, a student is placed on Academic Probation if they earn a term GPA lower than 2.0 or are failing any class at the mid-semester grading period or end of the grading term.

Students are removed from Academic Probation when final semester grades are satisfactory and above the Academic Probation level.

A student on Academic Probation may be required to access the following academic support:

- Required help from classroom teachers;
- Supervised study hall(s);
- Tutoring;
- Meeting with learning specialists in the MAC;
- Meet with the school counselor.

The following may apply to a *middle school student* on Academic Probation as determined by the Head of Middle School:

- Participation in co-curricular activities will be determined by the Activities Director and the Head of Middle School according to athletic participation policies;
- Assignment to a study room.
- Required meetings with the learning specialist.

The following may apply to an *upper school student* on Academic Probation:

- Loss of privileges such as co-curricular participation, leadership positions, or open campus privileges;
- A senior may be added to a required study hall.
- Participation in athletics will be determined by the Activities Director and the Head of Upper School, according to athletic participation policies.
- Required meetings with the learning specialist.

The Division Head will determine the appropriate response and support measures for a student on academic probation.

A student placed on Academic Probation may be asked to meet with their respective division head, their parents/guardians, advisor, counselor, and/or classroom teachers to discuss academic support.

Co-curricular Participation

In the Upper School, students must be passing all classes and maintain the equivalent of a 2.0 GPA in order to remain eligible for athletic and co-curricular competition. Students who are not passing courses may not be eligible to practice and/or compete until the grades improve, as determined by the Head of Upper School in consultation with the Director of Activities and the student's advisor.

In the Middle School, if a student is failing a class at any given time in a marking period, they may not be eligible for practice and/or competition until they bring their grade(s) up to a passing mark. The Activities Director will consult with the Head of Middle School on matters of middle school student participation.

Academic Dismissal

If a student on Academic Probation fails to bring their grades to satisfactory levels and is not making satisfactory progress, the student may be subject to non-renewal of contract for enrollment and/or dismissal. The division head, in consultation with the student's teachers, will make a recommendation to the Head of School. Re-enrollment contracts for students on Academic Probation may be held pending a year-end academic evaluation.

Schedule Changes

The school reserves the right to change student academic schedules when section enrollment or staffing needs warrants such.

Students are recommended for courses by their current teacher(s) in each department. A course recommendation is given based on grades, maturity, work ethic, and other traits determined by the department.

Middle School student schedule changes may occur at any time with the approval of the Head of Middle School.

Upper School student schedules changes may be honored for academic reasons including course placement, recommendation (honors vs. college prep), and satisfaction of graduation requirements. Students may request schedule changes with no penalty within the first week of the semester. Dropped courses will not be recorded on grade reports or transcripts during this period.

Courses dropped at other times require parent/guardian permission and will be recorded on the student's transcript with a 'W' and grade at time of withdrawal. Dropped courses will not be calculated into cumulative GPA, and no credit will be awarded. Permanent transcripts will be adjusted to reflect changes in credit. Seniors must report schedule changes to colleges to which they have applied and are advised that changes in their academic plans will be communicated to colleges and universities, and could affect admissions decisions. Students will earn grades for added courses based on the class work completed beginning on the course

enrollment date. Additional make up work may be required for a student to become on track with the rest of the class. In general, courses may not be added after the 3rd week of the semester.

Withdrawal

Students who withdraw from Marshall School before the end of the semester will have a W with no grades and no credit earned placed on their transcript for the semester from which they withdraw.

Diploma Qualifications

Graduation Requirements

All students must successfully complete 6 credits yearly starting in 2025-26. Graduation requires a total of 24 credits in grades 9-12 in order to graduate, starting in 2029. (Class of 2026 needs 22.5 credits, Class of 2027 needs 23 credits, class of 2028 needs 23.5 credits.)

Classes that are not scheduled as part of a regular class period may not be counted as part of the 6 credits, unless approved by the Director of College Counseling and/or Head of Upper School for courses taken through PSEO or GOA. All courses required for graduation must be taken at Marshall School unless there are unavoidable reasons to do otherwise. These situations require prior approval.

English	4
Social Studies	4 ½
World Language	2 (same language in Upper School)
Mathematics	3
Science	3
PE/Health	1
Fine Arts	1
*Electives	3 1/2
Community Service	10 hours per year

The World Language requirement is not required for non-native English speakers. As such, two additional credits of electives are required, for a total of five electives.

Students who do not fulfill their graduation requirements will not receive a Marshall diploma. Upon successful completion of the course or courses in question offered by a recognized agency for course make-up, a Marshall diploma will be awarded.

Because of Marshall School's partnership with Global Online Academy (GOA), students enrolling in a summer course through GOA will have their course and grade added to their Marshall School transcript and will receive credit for the course. Grades will be calculated into the student's GPA.

Incomplete Work

Incomplete grades are given only to students who have been prevented by a doctor-documented injury or illness from completing all work in a particular course or on the recommendation of the instructor. Other students anticipating a need for receiving an incomplete must request special consideration at least one week before the end of the term. Incompletes will only be given approval by the division head. Incomplete work must be made up within one week after the end of a marking period. After this time, all incomplete work is changed to a final letter grade. Incomplete work after this time will be recorded as a zero.

Grading and Course Levels

Letter grades A – F are used for most middle and upper school courses and are assigned according to the proficiency grade scale as listed in the chart below. The Upper School consists of two types of courses: College Preparatory Courses and Honors/Advanced Placement Courses. Grade point average (GPA) is computed for upper school students based on a 4.000 weighted and unweighted scale for all courses using the following chart:

Letter Grade	College Prep GPA Points	Honors/AP GPA Points
A	4.000	5.000
A-	3.670	4.670
B+	3.330	4.330
B	3.000	4.000
B-	2.670	3.670
C+	2.330	3.330
C	2.000	3.000
C-	1.670	2.670
D+	1.330	2.330
D	1.000	2.000
D-	0.670	1.670
F	0.000	0.000

Grade Point Average Standards

- GOA courses are included in GPA calculations.
- Courses that are graded on a pass/fail basis are not included in GPA calculations.
- Only core classes (English, Math, Social Studies, Science, and World Language) are eligible for weighted grades.

Upper School Honor Roll/Merit Roll

Honor Roll and Merit Roll is a way to commend students who have accomplished distinguished work in their courses. Courses that do not count for GPA calculations will not be used in honor/merit roll calculations.

- Honor Roll: 3.670 – 4.000 GPA and no grade below a B-.
- Merit Roll: 3.000 – 3.669 GPA and no grade below a C.
- Academic Letter: Students who maintain a 3.670 GPA each semester over three consecutive semesters with no grade below a B- in each of those semesters.

National Honor Society

Students who have earned a cumulative 3.50 GPA or higher by the end of first semester of 10th grade will be invited to apply for membership in the Marshall Chapter of the National Honor Society. Eligible sophomores and juniors are notified after first semester grades are reviewed. The application process is announced in the spring before induction. Community service is required, as is participation in the NHS induction ceremony. Renewal of NHS membership is based on maintaining a cumulative GPA of 3.50 or higher and continued participation in NHS activities.

National Art Honor Society

Students in grades 10-12 who have earned a cumulative 3.000 GPA and a 3.500 Art GPA become eligible to apply for the National Art Honor Society (NAHS) during their sophomore year or after successfully passing one Marshall art course. NAHS is a program that inspires and recognizes students who have demonstrated outstanding art ability. According to the NAHS mission, the program “strives to aid members in working toward the attainment of the highest standards in art areas, and to bring art education to the attention of the school and community.”

High School Standing and Graduation

In addition to graduation credit requirements, students must complete four years of high school in grades 9-12 in order to earn a Marshall School diploma. Credits completed prior to the start of grade 9 do not count toward fulfilling high school credit or graduation requirements.

Academic Excellence Recognition at Graduation

At commencement, special recognition will be awarded to graduating seniors in the form of cords, with GPAs calculated at the end of the first semester of senior year based only on full semester Marshall completed courses:

- Gold Cord: Highest Honors with 3.670 – 4.000 GPA
- White Cord: Honors with 3.330 to 3.669 GPA
- Legacy Cord: Continuous Marshall enrollment since the first possible year of attendance. (Grade 4 for Class of 2030/2031, Grade 3 for Class of 2032, Grade 2 for Class of 2033, Grade 1 for Class of 2034, and Kindergarten for Class of 2035 and beyond.)
- Students who complete a Scholar Program will receive a cord corresponding to their program.

Academic Distinction

Marshall does not rank students based on GPA or any other academic scale. Academic distinction will be calculated using unweighted GPAs using the formulas below. The Class of 2026 is the last class for which a valedictorian will be named.

Valedictorian (not calculated for the Class of 2027 and beyond):

$$\frac{1}{2} \left[\frac{\text{MarshallGPA}}{4.0} + \frac{\text{HonorsTakenatMarshall}}{\text{HonorsAvailatMarshall}} \right] * 100 = \text{Percentile}$$

Local Scholarship Eligibility:

$$\frac{1}{3} \left[\frac{\text{HonorsTakenatMarshall}}{\text{HonorsAvailatMarshall}} + \frac{\text{ACT/SAT}}{36/2400} + \frac{\text{MarshallGPA}}{4.0} \right] * 100 = \text{Percentile}$$

Courses taken at other schools will not be used in grade or academic distinction computation. Only core courses are included in the honors courses portion of the valedictorian calculation; Fine arts courses are not included in the honors portion of the valedictorian calculation.

Some scholarship committees have specific criteria used to identify scholarship awardees. These criteria may be used when determining qualified students.

Service Expectation and Requirements (Upper School)

All Marshall Upper School Students are required to complete 10 hours of community service each year. For students who are here for 9th through 12th grade, they will need to complete 40 hours of community service in order to receive a Marshall diploma.

All service hours that count toward the Marshall graduation requirement must be completed at a pre approved location. Organizations that do not appear on the [Community Service Approved Location List](#) must be pre-approved by your Class Dean. Service must be done for an organization with nonprofit status that matches the mission and values of Marshall School.

Service hours must be turned in by the last day of school each year.

- a. [Service hours form](#)
- b. [Pre-approved list](#)

Transcripts

The official Marshall transcript contains semester grades and records credits earned for courses taken at Marshall School (including GOA courses). Students may request an unofficial or official transcript from the Registrar or the College Counseling Office. Transcripts for courses such as PSEO must be requested from the credit granting institution such as University of Minnesota or Lake Superior College.

Marshall transcripts may be held for families whose financial obligations to the school are not in good standing.

Fred and Mary Lewis Library

Mission

To ensure that all students and faculty at Marshall become effective, self-reliant, life-long users of information, ideas and technology within an environment where diversity, responsibility and teamwork are valued.

Hours of Operation

The Library will be staffed from 7:00 a.m. – 4:30 p.m. on days when school is in session.

Student Conduct

Students are expected to conduct themselves appropriately at all times while in the Library. Food and drink should be enjoyed prior to entering the Library. Marshall School's Responsible Use Policy for technology use will be enforced at all times. Any disciplinary problems will be dealt with according to the disciplinary guidelines.

Lending Policy

Books (fiction or nonfiction) may be checked out by students for 3 weeks and may be renewed once. Special arrangements may be made individually with the Librarian for an extended check out period. Magazines are for use in the Library; special arrangements can be made for class projects.

Overdue Items

Overdue notices will be emailed to students every Monday. Students with overdue items will not be allowed to check out additional materials. Parents/guardians will be notified if a student has overdue books at the end of each semester. Students are not charged fines for late items. Books are considered lost if they are not returned

by the last day of school.

Lost or Damaged Books

If a book is returned with significant damage or is considered lost, the book must be paid for before the student may check out other items. Parents/guardians will be notified if a book is considered damaged or lost.

Technology Policy

Internet Access

Electronic information research skills are now fundamental to the education of our students and their college preparation. Access to the Internet enables students to explore thousands of resources while exchanging meaningful messages with people around the world. However, making network access available carries with it the potential that some network users will encounter sources that may be controversial or inappropriate. Because information on networks is transitory and so diverse, Marshall School cannot completely predict or control what users may or may not locate. Students should immediately report any inappropriate content to their teacher. Therefore, Marshall School expects that faculty will blend thoughtful use of the Internet throughout the curriculum and will provide guidance and instruction to students in its use. As much as possible, access to online resources should either be structured in ways that point students to resources that have been evaluated prior to use or be prefaced with guidelines and frameworks for student evaluation of resources.

Academic Enrichment

Please see our current [Course Book](#) for the full array of academic offerings at Marshall School.

Advanced Placement (AP) Courses

Marshall offers a wide variety of AP/honors classes. Due to the extensive workload required in each AP course, students are encouraged to take no more than 2-3 AP courses.

Taking the AP exam in May is a requirement for AP courses. Only students enrolled in Marshall AP courses can take the respective AP exams. Prior to final enrollment in an AP course, students must pay an exam fee, around \$60, per AP course. Reduced fees are available for students with financial need.

College in the Schools (CITS)

Marshall School partners with the University of Minnesota Duluth to offer College in the Schools (CITS), a concurrent enrollment program in which students take college-level courses taught by qualified Marshall School teachers at Marshall. With a passing grade at the end of the school year, students earn University of Minnesota college credit. Families are required to pay a course fee of about \$90 per CITS course. Reduced fees are available for students with financial need.

iTerm

iTerm offers a flexible environment focused on innovative development of the skills, knowledge, and habits that encourage lifelong learning. Students best acquire these through deep engagement, supported risk-taking, and student-driven inquiry. Offering courses grounded in teachers' passions increases the potential spark of curiosity and fosters student-teacher relationship building. iTerm takes place upon students return from the winter holiday break. It is required for all students, graded on a pass/fail basis, and is included on the Marshall transcript. Students who do not meet the attendance requirements for iTerm will have NC (no credit) noted on their Marshall transcript.

Global Online Academy

GOA offers students the chance to learn in a highly collaborative, global learning community, building the skills they'll need for college, career, and life. The collaboration between Marshall and GOA allows students to take online classes to augment their learning and follow subject-specific learning interests.

GOA's Student Program brings together students and teachers from around the world to learn together in high-quality, relationships-based online classes. They have a diverse set of offerings, including semester and year long courses, an online capstone project and conference, mini courses, and a summer program. In all cases, GOA learning experiences are led by expert teachers who are committed to knowing students, to connecting them to relevant academic content, and to engaging them in rigorous work that deepens understanding and builds skills that matter in school and in life.

For more information about options and registration guidelines, see the current year's [Course Book](#).

Policy for Summer and Advancing Coursework

Marshall School supports students who would like to advance their study of coursework throughout the summer months and at other times of the year. Students may do so informally through academic camps, college and university programs, etc., or formally by enrolling in academic programs through course enrollment. In all cases, the cost of these programs is the responsibility of the student and their family.

This coursework is considered for enrichment purposes only and may not be used in place of Marshall's graduation requirements or required courses. Course work for core classes not taken at Marshall (or GOA) is not included on the Marshall transcript and does not count for Marshall credit but may be used to advance a student's course placement in a higher level class at Marshall with prior approval from the school. Courses taken at Global Online Academy (GOA) are included on the Marshall transcript, even if it is taken in the summer. Summer courses, regardless of where they are taken, are the financial responsibility of the family.

Students wishing to take course work over the summer months that would impact their course placement for the next school year must receive prior approval from the school. In order to demonstrate successful completion of a course to advance course placement, the student will need to provide a transcript from an approved program or institution showing a final grade equivalent to at least a B- or 80% to demonstrate proficiency in the associated coursework. Marshall will not award course credit nor place the course title or grade on the student's Marshall School transcript, but will include the course work in supplemental materials sent with college applications. Enrollment in the next level course is not guaranteed and is subject to seat availability.

CODE OF CONDUCT

This Code of Conduct is applicable starting with the first school sanctioned activity after first enrollment and will continue until graduation, completion of school related activities such as post-season athletics, or official withdrawal from the school regardless of physical location.

The welfare of the School community as well as the School's ability to grow and be effective in its programs is directly related to each student's willingness to suspend a portion of their individuality. Students attending Marshall School are expected to conduct themselves with honor, responsibility, and respect and to have the integrity and self-discipline needed to accept the rules, policies, and expectations of the School. It is a privilege, not a right, to be a member of the Marshall community. As such, everyone is expected to behave in a manner consistent with Marshall's standards of conduct, both on and off campus, at all times during enrollment.

Jurisdiction

The Marshall jurisdiction and discipline may cover conduct and behavior of students that occurs on or off school grounds, online, between Marshall students, or at a School sponsored event that adversely affects the Marshall community and/or the pursuit of its objectives. Students are responsible for the standards of behavior of these policies beginning with their first participation in a school sanctioned or associated event, activity, or class after first registration of courses.

Out-of-School and Off-Campus Behavior: Students should be aware that certain activities outside of school hours or off-school property may result in loss of school privileges and other disciplinary action up to and including suspension or expulsion. Students may be subject to discipline for misconduct which is, or may be, disruptive of the educational process, interferes with the work of the school, is contrary to the mission of the school, impinges on the rights of other students, employees or members of the school community, or has a direct or immediate effect on the discipline or general welfare of the school, even if such conduct takes place off campus, during non-school hours, or on breaks from school. Such conduct will be evaluated at the sole discretion of the school, and the school reserves the right to deviate from the regular disciplinary process as may be deemed necessary under the circumstances. Some examples of such outside conduct which may have disciplinary ramifications at school include any violation of law; underage purchase, use or possession of alcohol or a controlled substance; use or misuse of cell phones, computers, or computer websites (personal, at home, or at school), which do, or could impact the welfare of any member of the school community or the reputation or functioning of the school.

Community & Culture

Creating a feeling of emotional and physical safety and maintaining a positive environment for learning is a commitment we share as members of our school community. Students who substantively and seriously threaten the emotional and/or physical safety of other members of the Marshall community are not welcome in our school community. This includes a pattern of disrespectful, bullying, and harassing behavior. The school creates policies and procedures to help all members of the community meet these expectations.

Students are expected to make good decisions about their behavior. The best environment for learning is one where students fulfill the moral character component of our school's mission, which sets the expectations for students to be respectful, compassionate, self-disciplined, and to demonstrate integrity. Students are expected to cooperate with investigations of policy and rule violations by being honest. If it is discovered that a student

has lied during the course of a disciplinary action, it will be considered an additional violation and subject to additional disciplinary action. The school reserves the right to take disciplinary action on policy infractions that occur off campus.

In the Forest School, staff approach behavioral issues in a caring, firm, positive, and supportive manner to encourage learning and growth. Forest School faculty work with their crew to instill specific protocols for restoration and healing when conflicts arise. Staff members intervene to restore situations where physical and/or emotional safety are threatened. Forest School faculty contact parents/guardians when concerning behavior arises. [Refer to the Forest School Family Manual to understand more about discipline in the Forest School.](#)

In the Middle School, we believe students learn best when they have a vested interest in what they are learning. We also place a high value on the academic environment necessary for growth and discourse, and we believe that all students have a role in creating and maintaining this academic environment. Our job as faculty is to guide students in understanding the multiple perspectives, choices, and consequences for their decisions and actions. Through teaching students to own responsibility for actions that harm our community and providing consequences with empathy that naturally follow students' actions, we seek to share the thinking and practice necessary for students to develop new habits for success.

In the Upper School, the objective of our policies is to build and sustain a strong community by holding students to high standards of conduct. While the school believes that consequences for misconduct are important, the school believes that the most important part of effective discipline is the growth and learning that can take place, which often involves effective communication about the conduct between faculty, administrators, parents/guardians, and students. Ultimately, the school seeks to ensure that students will consistently contribute to the community in positive and constructive ways and the community maintains a safe and respectful learning environment.

The Marshall Values and Behavior Expectations

Our community expectation is that all students will strive to live our values in every word, thought and deed.

Our values are:

- Respect
- Compassion
- Integrity
- Self-Discipline
- Intellectual Curiosity
- Strong Academic Habits

Our baseline minimum behavioral standards are outlined in the Code of Conduct. Please note that these are the minimum rules of conduct and we expect students' behavior to meet or exceed these standards.

Marshall has found that the activities listed below are disruptive to the community and may violate the rights or property of other members of the community to learn and develop as students and people. Usually when there is a violation of the Code of Conduct, it is a violation of our Marshall values.

When a Code of Conduct violation has occurred, in addition to a review of whether the specific behavior violates this or other school policy, there will be a review of whether there has been a violation of community, respect, compassion, integrity or self-discipline or an impediment to learning for any member of the community.

There has been no attempt to define all variations and interpretations of these standards, or to include every regulation. It is also recognized that within each activity a wide range of severity is possible and any of the available disciplinary sanctions may be appropriate.

Student Rights and Responsibilities

Each member of the Marshall community must be cognizant of the rights of others, and each person has the responsibility to respect those rights. The school functions on the basis of mutual respect and responsibility to protect such rights.

Honor Code and the Value of Integrity

Marshall Honor Code

Marshall School is committed to an environment in which trust, civility, and the pursuit of knowledge can flourish. We believe that dishonesty, theft, and cheating compromise a student's academic achievement and this school community.

Pledge Statement

I vow to uphold and protect the integrity of Marshall School by being a respectful and honest student who refrains from lying, cheating, and stealing, not only academically but in the Marshall School community as a whole.

Disciplinary Procedures

Minor Concerns

We recognize that students are learning and treat minor offenses as opportunities to learn. Minor issues or offenses are often dealt with first by faculty or staff members. Responses to minor offenses may include, but are not limited to:

- Verbal warning(s)
- Parents/guardians notification by email or phone
- Student and faculty phone call home
- Required apology to community members involved
- Loss of privileges and/or free time
- Loss of credit for class assessments
- Temporary or limited suspension or prohibition of co-curricular participation.

Major Concerns and Violations of the Code of Conduct

Behaviors that could cause harm to a student or to other members of the Marshall community are considered major offenses. Students who commit major offenses may face serious disciplinary consequences including suspension and/or dismissal. Parents/guardians will be contacted directly if a student is involved in a serious disciplinary matter. The School reserves the right to involve local law enforcement officials and file charges against students.

Major offenses include, but are not limited to, the following issues. Please be sure to review the full [Code of Conduct](#) below.

- Multiple or repeated behaviors outlined in the "Minor Offenses" section showing a lack of cooperation with the School's program;

- Serious violation of our community's understanding of respect, compassion, integrity. These include things such as;
 - Bullying, intimidation and other power-based violations
 - Sexual harassment, sexual assault
 - Physical assault, use of violence or fighting
 - Threat of harm against any member of the Marshall Community
 - Theft
 - Vandalism, graffiti or other destruction of property
 - Possession, use, solicitation, distribution, exchange, or sale of illegal drugs, drug paraphernalia, alcohol, nicotine, tobacco or tobacco-like substances, and electronic smoking or vaping devices or paraphernalia at any time on campus or at any school activity;
 - Possession of dangerous substances or articles or possession of weapons of any kind, including “look alike” weapons;
 - A violation of the Honor Code;
 - Unsportsmanlike behavior while participating in or as a spectator of an athletic event or other Marshall activity.

Code of Conduct/ Specific Rules and Policies

- A. **Academic Integrity and/or Cheating** includes, but is not limited to, the following:
- a. Homework: Taking, receiving, or giving answers on a homework assignment, no matter the size or scope of the assignment.
 - b. Helping someone understand a concept or receiving help to learn a concept if the teacher has specified that the homework is to be done individually.
 - c. Tests/Quizzes/Exams: including taking, receiving, or giving aid and/or attaining knowledge test content by communicating with someone who has already taken it.
- B. **Plagiarism.** Plagiarism is defined as taking someone’s ideas or words from any source and presenting them as your own. Plagiarism includes taking ideas, phrases, sentences, paragraphs, and entire essays from any source—print or otherwise—and purposefully or accidentally neglecting to properly use quotations marks for word-for-word quotations, neglecting to use in-text citations for both quotations and paraphrases, neglecting to properly paraphrase, and neglecting to include a works cited page/bibliography that corresponds to the in-text citations. It is understood that plagiarism may also refer to using any other form of intellectual property (i.e. original art or music) without giving proper credit to the owner.
- a. The Categories of Plagiarism are as follows. Plagiarism in Category 1 will be addressed in the classroom. The first incident will incur no punitive action. Subsequent incidents may be considered violations of the Honor Code. Plagiarism in Categories 2, 3, or 4 are considered violations of the Honor Code and will be brought to the attention of the appropriate division head.
 - i. **Category 1:** This category includes incorrect in-text citations, missing quotation marks, inadequate paraphrasing, and mistakes in works cited/bibliographic documentation due to carelessness, inexperience, or poor understanding of the rules regarding plagiarism. This category would include an occasional missing in-text citation, missing quotation marks around cited word-for-word quotations, paraphrases that are too close to the original, and minor works cited/bibliography errors.

- ii. **Category 2:** This category includes use of some phrases or sentences without in-text citations, quotation marks, or a corresponding works cited/bibliography entry. Plagiarized passages make up less than 1/5 of the entire project.
- iii. **Category 3:** Quotation marks or in-text citations, improper and/or un-cited paraphrases, and a lack of corresponding works cited/bibliographic entries. The majority of the work is the student's work, but significant sections are plagiarized. Plagiarized passages make up between 1/5 and 1/2 of the entire project. This category also includes fabricating sources.
- iv. **Category 4:** This category includes cases in which most of the project/essay is not the student's work. The student attempted to copy the ideas or words of someone else and pass it off as his or her own work. The student left off quotation marks, in-text citations, and the proper works cited/bibliographic information. This category also includes fabricating sources. Repeat offenses will be treated with increasing severity.

C. **Disruption of the learning environment** for students or faculty, including disruptive behavior or inappropriate language.

D. Attendance and Lateness

- a. Significant number of missed classes
- b. Leaving campus without permission;
- c. Repeated tardiness;

E. **Theft and/or Stealing** includes, but is not limited to, taking someone else's property without their permission or taking and using without giving credit to someone else's thoughts or ideas (See plagiarism).

F. **Lying** includes, but is not limited to fabrication (making up) or falsification (falsely changing) of information, forgery of a signature on school documents and/or misrepresentation of the truth.

G. Disrespectful, improper, or irresponsible use of technology:

- a. The School respects the importance of social media sites to students who use them as a means of communicating with friends. Nonetheless, students must understand the public nature of these sites, and the responsibility and accountability that they, as site managers, must assume. Students must understand that their names and sites are linked with Marshall School, and as a result, the school may monitor the content of these sites because of the impact this can have on school accountability, public image, and student safety
- b. When using technology outside of school in ways that may impact the school community, students are expected to demonstrate the same courtesy and respect towards members of the community that they are expected to show at school. The School reserves the right to take disciplinary action in cases where out-of-school technology use has an impact on the school community or learning environment.
- c. Should the school become aware that a student has inappropriate material on their social media site, the school may contact the parents/guardians and ask for their help in removal of the inappropriate material from the site. It is also possible that the school may respond internally to

the online material by limiting student access, or by pursuing disciplinary action. The School also reserves the right to include local law enforcement.

Please review the [Responsible Use of Technology Policy](#).

- H. **Unethical Use of Artificial Intelligence** Marshall is committed to fostering a culture of academic integrity, ethical conduct, and responsible digital citizenship among its students. By adhering to the guidelines outlined in this policy, students can harness the potential of AI technologies ethically and contribute positively to the academic community. See the full [Ethical Use of Artificial Intelligence Policy](#).
- I. **Disrespectful or unlawful use of Audio and Video Recording Devices:** Students may not photograph, videotape, digitally record or by any other means use a device to secretly view or record another student, teacher, or school employee without that person's consent. Additionally, students are prohibited from disclosing, displaying, or distributing a photo or recording made in violation of this policy. Violations of this policy are violations of personal privacy and are subject to school discipline.
- J. **Physical assault or physical violence including fighting:** Fighting is strictly prohibited and is considered a serious offense. Students involved in a fight could face suspension or dismissal. Students may also be expected to attend problem resolution meetings with the school counselor.
- K. **Flagrant disrespect of persons or community including threat or inflicting of harm,** including flagrant disregard for the health and safety of others.
- L. **Unsportsmanlike, disrespectful or disruptive behavior** while participating in or as a spectator of an athletic event or other Marshall activity;
- M. **Weapons and Endangerment:** Possession of dangerous weapons of any kind, including "look alike" weapons are strictly prohibited; The School will always strive to maintain a safe, orderly, and non-threatening environment. Any behavior which endangers the health and safety of others will have serious consequences. Student possession of any object, substance, or implement that poses a threat or risk of physical harm to others will not be tolerated, and will be considered a major offense subject to suspension or expulsion. This policy includes, but is not limited to, guns, knives, incendiaries, pepper spray, or other potentially harmful paraphernalia. Verbal or written expression of intent to use such objects, or similar expression of intent to harm, will be considered as egregious offenses subject to suspension or expulsion. Because safety is a high priority, all threats will be taken seriously and steps will be taken to ensure the safety of all members of our school community.
- N. **Vandalism and Littering** Students who are caught vandalizing the building or damaging property will be required to pay for the damage and will be subject to disciplinary response appropriate to the gravity of the offense. Students caught littering may be required to perform community service after school, before school or on a Saturday.
- O. **Alcohol and other Drugs and Controlled Substances** The possession, use, solicitation, distribution, exchange, or sale of illegal drugs or alcohol at any time on campus or at any school activity elsewhere is strictly forbidden. The possession of drug or alcohol paraphernalia is also strictly forbidden. Students may not promote illegal or illicit behavior at any time. Students should not arrive on campus or at school sponsored activities under the influence of drugs or alcohol. Any student showing evidence of these behaviors while under the authority of the school is subject to school discipline.

Discipline responses to drug or alcohol violations may include suspension or expulsion, depending on the gravity of the infraction, and the corresponding damage to trust and safety crucial to the School's mission. Because Marshall abides by the laws of the United States and the State of Minnesota, school officials reserve the right to involve law enforcement when such involvement is deemed necessary. In the case of students involved in extracurricular activities, the Minnesota State High School League rules will automatically apply.

- a. "Showing evidence of . . ." includes any behavior observed by an adult which is indicative of the use of alcohol or drugs.
- b. "Possession" includes participation in the use of, or being in the presence of the use or storage of alcohol or drugs.
- c. "Promoting" includes any participation in drug or alcohol related activity, as well as suggesting, encouraging, or advertising illicit or illegal behavior.
- d. "Drugs" includes all that is commonly understood in the context of the problem, such as federally controlled substances, narcotics, cocaine, hallucinogens, amphetamines, barbiturates, marijuana, etc.
- e. "While under the authority of the school . . ." refers to any location on school property, any time school is in session, any school event regardless of location, and school transportation. In this context, activities sponsored by other schools are considered to be under the School's jurisdiction as well.

In keeping with the school's educational mission, the School will strive to assist students in their efforts to control alcohol or drug use. In most cases, the School will inform students and parents/guardians about alcohol or drug use concerns and/or allegations. Specific information may be fully investigated according to the terms of this handbook.

Counseling will be used in every appropriate instance, and every effort will be made to support students who are actively pursuing counseling solutions to drug or alcohol use problems. Confidentiality will be an important consideration in these situations.

P. Smoking, Nicotine, Tobacco, and Vaping: In accordance with state law, smoking, vaping, juuling, and the possession, use, solicitation, distribution, exchange, or sale of any nicotine or tobacco products or any electronic smoking or vaping device is prohibited on school grounds or at any school sponsored events. Violations of this policy are considered a major offense and are subject to school discipline.

Q. Bullying, Intimidation, Harassment, Sexual Harassment and other Power-Based Violations: Respect is a vital part of the School's mission statement. It is the School's belief that all students are entitled to work and study in school-related environments that are free from harassment, intimidation, and bullying. In keeping with this belief, harassment and/or bullying in any form will not be tolerated. Harassment is any behavior or pattern of conduct that may reasonably be expected to denigrate, intimidate, or coerce another on the basis of religion, race, gender, gender identity, gender expression, color, national origin, age, disability, or sexual orientation. Bullying is a pattern of aggressive, intentional or deliberately hostile behavior that occurs repeatedly and over time, and where there is a real or perceived imbalance of power. Harassment, intimidation and bullying normally fall into three categories: physical, relational, and verbal. Any verbal, relational, or physical conduct that disparages or shows hostility toward a person because of one of the factors below and has the purposeful effect of creating an intimidating, hostile or offensive learning environment is not acceptable. See the full [Harassment, Intimidation and Bullying Policy](#) below.

- R. **Parking lot safety and/or improper parking lot use:** Driving recklessly or using a vehicle in an unsafe manner that may or may not endanger others is strictly prohibited.
- S. **Significant or repeated dress code violations**
- T. **Unauthorized, repeated, or inappropriate cell phone, computer, or other electronic device use**

Disciplinary Procedures, Conduct Hearing and Process Guidelines

The process below is set up to provide a level of fundamental fairness for all parties involved. Please note that this is the process that will be followed unless the process is explicitly outlined differently in a separate specific policy statement.

Step 1: Reporting of Charges:

Any member of the Marshall Community may report concerns about behavior.

Amnesty Statement: When a violation is reported in good faith, other lesser violations may be waived of consequences. For example, if someone reports a sexual assault and underage drinking was involved, the reporting student probably will not be held accountable in our system. Concerns about health and safety may still be acted upon. We do not want concern about lesser charges to hinder someone's decision to report a violation. MSHSL rules will still apply.

Good Faith Obligation: All reports or complaints of alleged misconduct should be made only in good faith. Reports or complaints that are not made in good faith may be a form of retaliation under this policy and/or may violate other policies. All parties and witnesses have an obligation to be truthful in the process. False accusations can have serious effects. Allegations that are not made in good faith may be grounds for disciplinary action, up to and including expulsion. Discipline, if any, will be determined on a case-by-case basis after a review of relevant information.

Step 2: Review and/or Investigation

Upon receiving the information or concerns, the Division Head (or designee) reviews the incident and may conduct an investigation to determine whether the concerns have merit:

Interim Action: As a general rule, the status of a student shall not be altered until the concerns/allegations brought against the student have been fully investigated. Experience has shown, however, that prompt and decisive action may be required in extreme cases before there is an opportunity to conduct an investigation and conversation. The school has the right to respond reasonably, in light of known circumstances, to ensure the safety and pursuit of learning of all members. Examples of cases that may warrant interim action include those in which a student's continued presence on campus may not be beneficial for the student or may constitute an immediate concern for the community or the orderly functioning of the school. Interim actions may include, but are not limited to, interim suspension, time away, "stay away" or no-contact orders, or a change in schedule. The Division Head has the authority in such cases to take interim action.

Step 3: Investigation and Conduct Conversation

If it is deemed that allegations do have merit for an investigation, the following options exist for investigation and reviewing the information of the case, deciding responsibility, and assigning appropriate sanctions. These

processes are set up to provide a level of fundamental fairness for all parties involved. Decisions will be made based on a preponderance of evidence (whether something is more likely than not to have happened).

Restorative Approach/ Mutual Consent Option

After a meeting with the parties involved, a resolution is determined by mutual consent on a basis acceptable to the Division Head.

Formal Conversation Option

The purpose of the conversation is to determine if a student is more likely than not to be responsible for the actions/behavior in question, and from there determine appropriate sanctions. A formal conversation shall include the opportunity to share one's own perspective and perception of events, and to respond to the concerns raised.

- A. **Conversation with the Division Head:** The division head or designee shall conduct a formal conversation on the concerns/allegations to determine whether as student(s) is more likely than not to be responsible for the actions/behavior in question, and from there determine appropriate sanctions. This formal conversation option may include other staff at the discretion of the Division Head (or designee).
- B. **Meeting with the Honor Council (Upper School):** The Honor Council is activated at the discretion of the Head of Upper School. These are usually called when cheating, academic dishonesty or plagiarism is at issue, but could be called for any violation of the Marshall Code of Conduct.

Conduct Process and Protocol for Code of Conduct Hearings with a Division Head (Upper School)

Marshall conduct processes will determine whether it is likely that a violation of the Code of Conduct has taken place (more likely than not) and determine the sanction(s) in the case of a violation. The hearing conversation will be conducted in a private setting. The format will be conversational.

- Inclusion in the hearing of any person shall be at the discretion of the Division Head
- In a formal conversation involving more than one student, the Division Head in his or her discretion, may permit the conversation concerning each student to be conducted separately.
- The student(s) is/are responsible for communicating their experiences, facts, perspectives, thoughts and reflections of their own case.
- For the Upper School, the student may be given the option to choose a support person who will be present during the conversation. The support person will provide moral support and may be asked to provide further insight into the student's situation. The support person must be a member of the Marshall School community, and may be a teacher, coach, advisor, administrator, or fellow student. The support person is generally not allowed to participate directly in the formal conversation. Approval of the support person is at the sole discretion of the Division Head.
- The determination shall be made on the basis of whether it is more likely than not (preponderance of evidence) that the involved student violated the Code of Conduct.
- If the determination is that a violation has occurred, the Division Head will make the determination of sanctions or consequences. In cases involving the Honor Council (Upper School), the Council may make a recommendation to the Head of the Upper School about sanctions or consequences, but the final decision rests with the Head of the Upper School. Previous violations may be taken into account in determining the sanctions.

Honor Code and Honor Council Hearings

Students are expected to avoid any form of cheating, lying, and/or stealing and encourage fellow students to behave similarly. This will embody honorable traits, such as integrity, honesty, respect and the other core values found in the Marshall School Mission Statement, with the knowledge that their actions directly reflect the Marshall School.

Teachers are expected to stress the importance and meaning of the Honor Code, while enforcing the Honor Code with fairness. Teachers must fully understand the Honor Code and are expected to enforce it in the following ways:

- Teachers actively proctor and remain attentive during tests and quizzes.
- Teachers specify whether an assignment is a group or individual assignment.
- Teachers articulate what materials and resources are acceptable for use on tests, quizzes, and/or assignments.
- Teachers have students acknowledge the Honor Code on work turned in for credit. The teacher may decide the format of the acknowledgement, including but not limited to:
 - A student signs their name on the assignment, signifying that the work is pledged.
 - A student writes the phrase “I vow” or “I pledge” on the assignment.

When an honor violation takes place in a teacher’s class, the teacher must notify an administrator, who will begin an investigation and make a determination of guilt in consultation with the teacher.

Parents/guardians, as an essential part of the Marshall community, are expected to encourage honest academic and social behavior and foster intellectual, lifelong habits.

Consequences

The purpose of the Marshall Honor Code is to protect the integrity of the Marshall School mission. Violations are considered a serious breach of trust among members of the Marshall community. Upper school students who violate the Honor Code are likely to have a hearing with the Honor Council, a group of upper school students who make recommendations for consequences to the Head of Upper School.

Consequences are determined and communicated by the division head. Consequences for Honor Code violations are determined by the seriousness of the violation and include loss of school privileges, failure of assignments and/or marking periods, suspension, and/or dismissal from the school.

Honor Council (Upper School)

Hearing

Parents/guardians

Parents/guardians will be notified of their child’s infraction and pending hearing. They will be updated on the process; however, they will not be present at the hearing (non-negotiable).

Advocate

The student will be given the option to choose an advocate who will be present during the hearing. The advocate will provide moral support as well as further insight into the student’s situation. The advocate must be a member of the Marshall School community, and may be a teacher, coach, advisor, administrator, or student.

Student

The student may choose whether or not to be present during the hearing; however, absence from the hearing does not give the student anonymity nor relieve them from responsibility for the incident or consequence. The

student will be asked to leave the room while the advocate is speaking and while the council is making a decision.

Administration

The Honor Council advisor will direct the hearing. The administration will be responsible for investigating and determining responsibility. The Head of Upper School is solely responsible for making a final decision regarding the consequence, considering the recommendations of the Honor Council, as well as notifying the student of said consequence.

Honor Council

The Honor Council is responsible for recommending consequences to the Head of Upper School, and is not responsible for determining guilt. When possible, the council will meet within two school days of the determination of a hearing. The council will not hear cases with a possible outcome of expulsion.

Confidentiality

The members of the Honor Council are not permitted to share any information regarding cases or hearings outside of the council. Confidentiality is of the utmost importance.

Step 4: Consequences, Sanctions, and Accountability Measures

At Marshall we are always striving to build and sustain a strong community by holding students to high standards of conduct. While the school believes that sanctions or consequences for misconduct are important, the school believes that the most important part of effective discipline is the growth and learning that can take place.

Sanctions and consequences may include the following:

- Education
- Warning: A notice in writing to the student that the student is violating or has violated institutional regulations. A warning also should be understood to mean that further code of conduct violation (especially one of a similar nature) may result in more serious sanctions.
- Relationship repair process and/or facilitated meetings and conversations to repair harm
- Notification of parents/guardians by email or phone
- Loss of credit for class assessment
- Loss of privilege(s) is often an initial response to many policy infractions. Students will be instructed by a teacher or an administrator as to the exact loss of privileges. A student who fails to behave in an accountable and responsible manner during a period of reduced privilege or probation may face more serious consequences.
- **Apology** is an important part of living in community. Learning how to make a real apology is important as mistakes are part of being human. Here are some of the **Components of a Real Apology** that we use at Marshall when helping to repair harm due to student words or actions.
 1. Demonstrate understanding of the problem and others' feelings
 2. Acknowledge responsibility
 3. Cite your own displeasure with yourself
 4. Make it clear it won't be repeated
 5. Reparations or "Over Correction" (sometimes not needed, based on situation): How can I repair the harm that resulted? What can I do to make it up to the person/people/community harmed?

*The first four are always required. The last may not be required, but helpful in healing and learning. **Following through with changed behavior is the best way to make the firmest apology.***

- **Loss of Privileges or suspension co-curricular participation**” Denial of specified privileges for a designated period of time. This includes use of student technology if it has been used in the violation. This also includes leadership positions in clubs, athletics and other co-curricular activities.
- **External Assessment:** A student may be required to seek an assessment or participate and complete activities on campus or within a community agency, and follow the recommendation of that agency (i.e. complete any recommended course or action or program). The student must allow the agency to notify the Division Head, in writing, of compliance. Any costs associated will be the responsibility of the student.
- **Probation:** A written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the high probability of more severe disciplinary sanctions if the student is found to be violating any institutional regulations during the probationary period.
- **Community service, reparations and possible financial restitution:** Compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.
- **Suspension** is the most serious disciplinary consequence short of dismissal from the school. A suspension is an actual separation from school life for a period of time determined by school officials. A suspension is intended to create time for reflection on membership in the school community, with due consideration to the mission of the school and the student’s role in upholding that mission. A suspension may be served in-school with restricted participation in school life, or out-of-school, without any contact with school life. Students may not participate in extracurricular activities or trips during a suspension. Note: During a suspension, students are expected to complete and turn in all work including homework, projects, and tests. Teachers are not expected to give any additional aid with make-up tasks, beyond providing basic information about assignments.
- **Dismissal** from the school is the most severe of disciplinary consequences. Dismissed students lose the privilege of attending Marshall School as a member of the student body. A dismissal may result when a student threatens the safety of any member of the Marshall community, violates school policy on multiple occasions, or when student behavior is counter to the school’s stated mission, and the integrity of that mission is threatened. A student who has been dismissed from school may not return to campus until their class has graduated or with prior written permission from the Head of School (or designee). A dismissal will be noted on a student’s permanent transcript. Final grades that were in progress at the time of the dismissal will be reported on the transcript as NC (no credit awarded).

Full Harassment, Intimidation, and Bullying Policy:

Respect is a vital part of the School’s mission statement. It is the School’s belief that all students are entitled to work and study in school-related environments that are free from harassment, intimidation, and bullying. In keeping with this belief, harassment and/or bullying in any form will not be tolerated. Harassment is any behavior or pattern of conduct that may reasonably be expected to denigrate, intimidate, or coerce another on the basis of religion, race, gender, gender identity, gender expression, color, national origin, age, disability, or sexual orientation. Bullying is a pattern of aggressive, intentional or deliberately hostile behavior that occurs repeatedly and over time, and where there is a real or perceived imbalance of power. Harassment, intimidation

and bullying normally fall into three categories: physical, relational, and verbal. Any verbal, relational, or physical conduct that disparages or shows hostility toward a person because of one of the factors below and has the purposeful effect of creating an intimidating, hostile or offensive learning environment is not acceptable.

Student Behavioral Expectations

Students are expected to treat others with kindness and respect and avoid all instances of harassment, intimidation, and bullying. It is expected that students conduct themselves in keeping with the School's core values of respect, compassion, integrity, and self-discipline. Students are expected to:

- Value student differences and treat others with respect.
- Not become involved in incidents of harassment, intimidation, and/or bullying.
- Be aware of the School's policies and support system.
- Report honestly and immediately all incidents of harassment, intimidation, and/or bullying to a faculty member.
- Support students who have been or are subjected to harassment, intimidation, and/or bullying.
- Work with other students and faculty to help the school deal with harassment, intimidation, and/or bullying.

Be a good role model for younger students and support them if harassment, intimidation, and/or bullying occurs.

Harassment and/or bullying may include, but is not limited to, the following types of activities:

- Name calling
- Offensive joking
- Hazing
- Threats or intimidation of any kind, written, electronic or oral
- Threatening looks, gestures or actions
- Physical assault
- Extortion
- Teasing
- Putdowns
- Rumors
- False accusations
- Social isolation
- Cyber-bullying
- Wearing offensive, hostile, or intimidating clothing
- Retaliation towards the person making a complaint about harassment
- Uninvited pressure to participate in illicit activities, such the use of alcohol, drugs, nicotine or tobacco products, display of offensive or demeaning materials.

Sexual harassment refers to behavior of a sexual nature that is offensive. It may include:

- Undesired physical contact
- Coerced sexual relations
- Physical assault, including rape
- Inappropriate personal comments or questions about clothing, physical appearance, and sexual activity or orientation
- Repeated requests for social engagements or subtle pressure for sexual activity
- Suggestive remarks

- Verbal abuse
- Leering, ogling of a person's body in any form
- Unnecessary touching such as pinching, fondling, etc.

What To Do About Harassment and Bullying

If a student believes he or she has witnessed or has been subjected to harassment prohibited by this policy, the student should report the problem to a trusted faculty member, counselor or administrator. Administrators include: Anthony Pisapia, Karen Snyder, Kristy McGiffert, Bettina Keppers, Megan Perry-Spears, Tony Lockhart, Matt Whittaker, Katie Voller-Berdan, and Marge Pierce.

Any reported incident of harassment and/or bullying will be investigated promptly. The confidentiality of everyone involved will be respected, to the extent consistent with identifying and resolving the problem. There will be no retaliation against a student for reporting what he or she, in good faith, believes is harassment.

The above policies are not intended to interfere with normal, mutually welcomed social interactions inside and outside of school. It is an attempt to ensure that all people are treated with respect in the school, and not forced to tolerate conduct that is disrespectful and offensive to them.

Violations Involving Harassment

Students found to have committed instances of harassment, however mild or serious, will be subject to formal consequences. These may include counseling, notification of parents/guardians, suspension, an MSHSL citation, and in the most severe cases, expulsion

Responsible Use Of Technology Policy

Marshall School expects that all students will behave with the same respect, compassion, integrity, and self-discipline in face-to-face as well as online and electronic environments. Marshall further expects all students to remember that:

- words are important, powerful, and persistent, whether in person or online;
- lying, cheating, and stealing are wrong, no matter how they are done;
- students share in the responsibility for keeping Marshall's technology resources functioning properly by reporting issues or concerns immediately, following all guidelines and instructions for technology use, and using all school technology resources in a manner consistent with Marshall School's Mission Statement.

Students are personally responsible for their use of the computer network and for all materials they place on the network or access from the network.

The School reserves the right to access and monitor all messages and files on the network at any time.

Students have the responsibility to

- Use the network for educationally appropriate activities that are consistent with the philosophy of the school.
- Use technology devices, including laptops, tablets and earbuds/earphones during class only with the expressed permission of the instructor. In the Middle School, students should not be wearing earbuds/headphones from 8:15-3:00pm during school, unless they are using them for class.
- Use only school purchased or distributed software on the network.

- Keep all educationally inappropriate materials or files harmful to the integrity of the network from entering the school.
- Report all issues or violations.
- Use personal in accordance with Marshall's Responsible Use Policy. Students may be asked to register their personal device with the technology department at any time. Additionally, students may need to be provided with login credentials and/or show that their device has appropriate anti-virus software in place.
- Limit printing to materials that are directly related to class assignments and projects.
- Not share private or confidential information.
- Use appropriate language. Don't be profane, rude, vulgar, threatening, or disrespectful.
- Remember that email is not guaranteed to be private. Don't write anything you would feel uncomfortable sharing in front of the entire school.

Prohibited Activities

- You may not attempt to gain unauthorized access to the Marshall computer network or any other computer system through the Marshall network or go beyond your authorized access. This includes attempting to log on through another person's account or access another person's files or using any username/password that is not specifically assigned to you.
- Do not use technology devices in class unless you have permission from the instructor to do so. This includes laptops, tablets, smart watches, earbuds/earphones etc.
- Do not change the internal settings (wallpaper, screensaver, etc.) of a school owned machine.
- You may not use the network to disrupt or destroy the property of anyone, including Marshall School, by spreading computer viruses or by any other means.
- You may not download programs or print information without the permission of your supervising teacher.
- The use of any type of 'Proxy software' or 'Proxy website' to circumvent the Marshall web-blocks will not be tolerated. The web-blocks are used to protect the safety of yourself and others.
- Do not share passwords, and do not use another person's account. If you need to have your passwords reset for any reason, please speak to a technology team member in the Library.
- Report security problems to a teacher.
- Harassment in any form will not be tolerated. No messages with derogatory or inflammatory remarks about an individual or groups' race, color, creed, gender, religion, national origin, marital status, physical attributes, sexual orientation, age, or disability will be tolerated.
- You must not plagiarize works you find on the Internet. Copying someone else's work and calling it your own is dishonest.
- You may not violate copyright laws, such as by copying software without the owner's permission or otherwise using an author's work without consent or proper citation.
- Transmitting or receiving any material in violation of the law is prohibited.
- You may not transmit or receive material that is threatening, obscene, abusive, sexually oriented, or racially offensive.

If you mistakenly access inappropriate material, you should immediately tell your teacher or another Marshall employee.

Parent/Guardian Accounts

As the parent or guardian of a Marshall student, you may be assigned accounts by the school in order to facilitate your student's education. You will have the opportunity to utilize your Veracross account to check your

student's semester grades and to register your student for athletics, and your Schoology account to check your student's current grades and progress in classes.

- Parents/guardians will review the Marshall Responsible Use Policy and guidelines for use with their child.
- Parents/guardians acknowledge that they are aware that along with excellent resources, questionable material exists on the Internet, and it is the responsibility of students to avoid inappropriate materials.

Ethical Use of Artificial Intelligence/ AI Policy

Marshall is committed to fostering a culture of academic integrity, ethical conduct, and responsible digital citizenship among its students. By adhering to the guidelines outlined in this policy, students can harness the potential of AI technologies ethically and contribute positively to the academic community.

Artificial Intelligence (AI) is a powerful tool and can be used effectively to support learning. It can also be used as a way to deceive and/or avoid doing one's own work. At Marshall, students may use AI according to school policies and only when authorized by the instructor. Unauthorized use of AI tools is a violation of school policy, which may result in disciplinary action. The use of AI to produce original work that is represented as one's own without proper citation is a violation of Marshall School's Honor Code and will result in disciplinary action. If you are unsure if it is permissible to use AI tools, you should always ask your teacher.

- **Educational Use of AI:**
 - Authorized Use Only:
 - Students may only use AI tools and technologies for academic purposes when explicitly authorized by the instructor.
 - Unauthorized use of AI tools, including but not limited to text generators, language models, and content creation software, is strictly prohibited.
 - Supervised Use:
 - The use of AI tools must be conducted under the direct supervision of the instructor or with prior approval from the instructor.
 - Students are prohibited from accessing or utilizing AI tools during examinations, quizzes, or any form of assessment without explicit permission.
- **Academic Honesty and Plagiarism:**
 - Academic honesty is paramount in all assignments, projects, and assessments. Plagiarism, whether intentional or unintentional, is a violation of academic integrity.
 - If AI sources are allowed by the classroom teacher, students must properly cite and attribute any sources, including AI-generated content, used in their academic work.
 - The use of AI to produce original work that is represented as one's own, without proper attribution, is considered a violation of the Marshall School Honor Code and will be subject to disciplinary action.
- **Data Privacy and Security:**
 - Students are prohibited from sharing personal data or information.
 - It is essential to use reputable AI platforms that prioritize data protection and adhere to privacy regulations.

- Students must respect the confidentiality of any data shared or generated by AI systems and use it only for academic purposes.
- **Transparency and Accountability:**
 - Students are required to be transparent about the use of AI tools in their academic work, including acknowledging any assistance received from AI systems.
 - It is the responsibility of students to ensure that any use of AI complies with the school and teacher’s academic integrity policies and guidelines.
 - Any ethical concerns or uncertainties regarding the use of AI should be discussed with teachers or academic advisors for guidance and clarification.
 - As with any good research, information provided by AI should be verified for accuracy by additional sources and checked for bias.
- **Prohibition of Deepfakes:**
 - Deepfake technology, which creates manipulated audio, video, or images that appear authentic, is strictly prohibited.
 - Students are prohibited from using deepfake technology to falsify academic content, manipulate evidence, or deceive others in academic contexts.
 - Any instances of deepfake usage or attempts to deceive will result in disciplinary action in accordance with Marshall's policies on academic integrity and misconduct

SAFETY, TRANSPORTATION, & PRIVACY

Safety and security are the shared responsibility of everyone on the Marshall School campus. Staff and students alike are expected to report any situation which interferes with the safety of any member of the Marshall community.

Child Safety and Protection

Marshall School has a zero-tolerance policy for incidents of child abuse and neglect in all its forms. Protecting children is our most important responsibility. **In every case, the report of molestation and abuse, or suspected molestation or abuse, will be treated as an absolute priority and in accordance with state reporting laws.**

This [Marshall School Child Protection Policy](#) provides guidelines and establishes procedures for employees, board members, volunteers, consultants, or anyone conducting or involved (defined as “Individuals”) in youth programming on behalf of Marshall School. Note that such “Individuals” includes outside vendors, contractors, and/or service providers, even if they are not directly involved with Marshall School youth programming but are providing services while youth are present.

CrisisGo Procedures

Marshall School uses CrisisGo for emergency communication. Parents will receive SMS text messages when an emergency arises on campus. The CrisisGo emergency communication system is tested with parents multiple times during the school year to ensure that the School has the correct cellphone number and that parents are receiving emergency messages.

Marshall School uses the [Standard Response Protocol](#) developed by the iloveyouguys Foundation. The Standard Response Protocol is reviewed with students multiple times during the school year.

Safety Drills

Drills will be held periodically through the year to ensure that all students and staff have a working understanding of emergency protocols. These will always be announced to students and faculty/staff ahead of time.

Search and Seizure

To protect the safety and welfare of students and school personnel, the School has the right to perform unannounced searches and to seize contraband. School staff may search a student's cell phone, pockets, purse, backpack, gym bag or other personal property; student lockers, school computers, computer files, networks, and drives or other school property; and/or student automobiles parked on school property. The searches may be performed at any time without notice, without student or parental consent, and without a search warrant.

The possession of contraband, including but not limited to weapons, controlled substances, drugs, alcohol, and cigarettes, is prohibited on school property and at school-sponsored activities. All items deemed to be illegal, illicit, disruptive, or a general nuisance to the educational process may be seized by school staff. Storage, return, or destruction of such items shall be at the discretion of the Middle School or the Head of Upper School or Head of School.

Upper School Community Events

School sponsored activities give students a safe place to enjoy time with friends and to enhance the high school experience. Activities are for all upper school students, while Morp and Prom are only for students in grades 10 through 12. Marshall students may invite one guest who is in grades 10-12 and is in good standing at their high school to Morp or Prom. Proof of age will be required for guests. Guests invited to Morp and Prom must complete, with the appropriate signatures, a Prom/Morp Guest Form, which can be picked up from the Main Office.

Students are generally expected to:

- Follow the rules set forth in this handbook
- Check purses, coats, and backpacks at the coat check area upon entering.
- All beverage containers brought to the dance will be discarded upon the student entering.
- Enter the event during the announced check-in time. Other arrangements due to conflicts may be made prior to the end of the school day before the event with the head.
- Be respectful of teachers and other chaperones and other students.
- Not re-enter the event upon leaving. Students are expected to leave campus immediately after they leave the event.

Transportation

Transportation

Under the Minnesota Fair Bus Act, transportation is provided at no cost to all Marshall students residing within the Duluth school district boundaries and outside of a two-mile limit. The Duluth school district governs the service. Students are reminded that having the opportunity to ride a school bus is a privilege that must be respected. Proper behavior while riding on a school bus is imperative for the ultimate safety of everyone. Bus safety instruction is provided annually for students in grades K-6 and distributed to students in grades 7-10. The school will forward a copy of misconduct reports received from the bus company to parents/guardians.

Traffic Drop-Off and Pick-Up

The following procedures should be followed for safely coordinating student drop-off and pick-up.

- Parents/guardians are encouraged to avoid the upper ramp and use the lower parking area for dropping off and picking up students.
- All traffic must stop for students in the crosswalks and at all posted stop signs. Students should only cross the roadway in the crosswalk area.
- The speed limit on the ramp and in the parking area is 5 mph. Drivers should use caution and be aware of pedestrian traffic. Cars may not park on any portion of the upper ramp. Cars should stop only long enough to allow passengers to load or unload and only at curbside. Students should exit the vehicle on the curb-side of the ramp.
- All buses will pick-up and drop-off students on the upper ramp. Buses at all times have the right of way. Cars will not be allowed to move ahead of a bus while unloading.
- Short-term parking is available for visitors and student pick up in the lower lot on the side of the main entrance.
- Traffic flow is one way only on the ramp.
- No cell phone use is permitted while on the ramp.

On Campus Parking

Students and parents/guardians will use the main parking lot. Students should not park in the parent/visitor section of the parking lot. Individuals who park in violation of parking regulations will typically receive a warning for a first offense and towing (at the owner's expense) for a second offense. Cars parked in violation of fire lanes will be subject to immediate towing (no warning). Students may lose driving and parking privileges as a consequence for inappropriate driving or parking lot behavior.

Students are permitted to park on Marshall School's property as a matter of privilege, not a right. Any vehicle parked on school grounds may be searched without notice, without student or parental consent, and without a search warrant. School authorities may perform periodic patrols of the parking lots and conduct exterior inspections of student cars on school property. Interior searches of student cars can occur to determine if contraband or illegal materials are contained inside. Refusal to allow access to a car at the time of the search will be cause for terminating the privilege of parking on school property.

Privacy

Photo and Social Media Policy

Marshall School likes to celebrate the achievements of our students and the activities that occur at school. As a result, images of your student may appear on our website, social media, or in school publications. The School policy is that Forest School students are never identified by name, middle school students may only be identified by their first name, and upper school students may be identified by first and last name when appropriate, such as when they win an award or are named in the media. The photo permission form is included in your enrollment contact.

Video Surveillance

The function of surveillance cameras is to assist in protecting the safety and property of the school community. The primary use of surveillance cameras will be to record images for future identification of individuals in the event of legal, criminal, or policy violations. There will be no audio associated with any camera. No video surveillance is allowed in locker rooms or bathrooms.

STUDENT LIFE & ENVIRONMENT:

Attendance and Co-Curricular Participation

Students who miss any part of the school day (class or Advisory) may not practice or participate in competitions or performances unless they have a documented medical appointment or family emergency. Students arriving at school late or leaving for a medical appointment should bring documentation to the main office in order to participate in that day's athletics or co-curricular activities.

Students who arrive back at school after 11:00 pm from a competition the night before must arrive at school by 9:00 am in order to participate in that day's athletics or co-curricular activities.

The Division Head may make exceptions for certain school-related functions that present extenuating circumstances.

Athletics Mission, Philosophy and Goals

Mission

As an important part of the Marshall educational experience, the athletic program supports the mission by providing a meaningful athletic experience for students, faculty, staff, parents/guardians, fans and the greater Marshall community.

Philosophy

We believe all students deserve equal athletic opportunities.

- We encourage students to participate in athletics, and we highly recommend they participate in multiple sports.
- As a member of the Minnesota State High School League, we support the MSHSL philosophy of providing educational-based opportunities for students.
- While competing and winning are essential to the success of the athletic program, doing well in school and being a good role model ultimately defines who we are as Hilltoppers.
- We believe athletic competition contributes to a sense of community when shared with students, faculty, staff, parents/guardians, alumni, and the greater Marshall community.
- We strive to maintain a safe athletic environment for participants and spectators.
- We place students at a skill level where they have the best opportunity to learn and achieve success.
- We schedule a level of competition appropriate for each team.
- We employ coaches who show dignity and respect for the game, and are committed to making a positive difference in students' lives.

Goals

- Create and maintain a safe athletic environment.
- Hire coaches who are knowledgeable, enthusiastic, and serve as positive role models. They are committed to the Marshall Mission Statement, including a commitment toward respect for the game and those play it; show compassion toward the opponents; demonstrate personal integrity; and are committed to student-athletes' academic achievements.
- Provide healthy opportunities for personal growth and expression. Winning with class and losing with dignity are all part of the learning process.
- Ensure that good sportsmanship is the ultimate goal of each student, coach and spectator.

- Schedule competition appropriate for each team.
- Place students at a skill level where they have the best opportunity to achieve success.
- Continually evaluate the athletic program to ensure we support the overall mission of the school.

Marshall-Sponsored Sports

Sport	Levels	Gender	Conference	Class	season	Co-op with
Cross Country	VAR/JV/MS	Boys/Girls	Lake Superior	7A	Fall	
Football	VAR/JV	Boys	Lake Superior	7AAA	Fall	Two Harbors, Lakeview Christian Academy
Soccer	VAR/JV	Boys/Girls	Lake Superior	7A	Fall	Lakeview Christian Academy
Volleyball	VAR/JV/C	Girls	Lake Superior	7AA	Fall	Lakeview Christian Academy
Tennis	VAR/JV	Boys/Girls	Lake Superior	7A	Spring/Fall	Lakeview Christian Academy
Swimming	VAR/JV	Girls	Lake Superior	7A	Fall	Two Harbors, Silver Bay, Cook County
Basketball	VAR/JV/C/MS	Boys/Girls	Lake Superior	7AA	Winter	Lakeview Christian Academy
Dance	TBD	Boys/Girls	Lake Superior	Unclaimed	Winter	Lakeview Christian Academy
Hockey (Boys)	VAR/JV	Boys	Lake Superior	7AA	Winter	Lakeview Christian Academy
Hockey (Girls)	VAR/JV	Girls	Lake Superior	7A	Winter	North Shore: Two Harbors/Silver Bay
Nordic Skiing	VAR/JV/MS	Boys/Girls	Lake Superior	7A	Winter	Lakeview Christian Academy
Alpine Skiing	VAR/JV	Boys/Girls	Lake Superior	7A	Winter	Lakeview Christian Academy

Baseball	VAR/JV	Boys	Lake Superior	7AA	Spring	Lakeview Christian Academy
Softball	VAR/JV	Girls	Lake Superior	7A	Spring	Lakeview Christian Academy
Track & Field	VAR/JV/MS	Boys/Girls	Lake Superior	7A	Spring	
Golf	VAR/JV	Boys/Girls	Lake Superior	7AA	Spring	Lakeview Christian Academy
Lacrosse	VAR/JV	Boys/Girls	Lake Superior	7A	Spring	Lakeview Christian Academy
Clay Target			Lake Superior	1A	Spring	
Co-Curricular						
Visual Art				7A	Spring	
Speech				7A	Spring	
Music				7A	Spring	
Robotics				1A	Spring	
One Act Play				7A	Winter	

Player and Spectator Code of Conduct/Sportsmanship

Proper conduct and good sportsmanship are two of the highest values emphasized throughout the athletic program. They define the spirit of the Marshall athletic program.

Player Guidelines

Keep high school sports in perspective. Whether you compete and win or compete and lose, that outcome is simply a measure of your athletic skills on that particular day, in that single contest, against that one opponent. It is not a measure of your self worth. Don't get caught up in thinking you're all that when you win, and don't let anyone convince you that you are a failure when you lose. You define yourself by the effort you put forth, not by the sum of your wins and losses, and not by the words and actions of others.

Spectator Guidelines

- Respect the American flag and the National Anthem.
- Fans who use vulgar language, make obscene gestures or in some other way act inappropriately, as determined by Marshall School personnel, will be removed from the contest site if they do not cooperate with this behavior expectation. Examples include, but are not limited to, profanity, negative chants, booing, trash talk, name-calling, personal attacks or other acts of disrespect.

- Respect the game. Under no circumstances shall anyone other than the members of the team enter the playing surface while the contest is being played.

If a student is ejected from a contest or if a coach removes a student from a contest because of poor sportsmanship, the student will miss the next contest. If the student is ejected or removed a second time because of poor sportsmanship, they will be dropped from the team.

Any spectators displaying poor sportsmanship will first receive a warning. Any other sportsmanship problems during the contest will result in removal of the spectator from the contest. A second removal from a contest means the spectator will no longer be welcome at another Marshall home contest during that season.

Eligibility

Only students who have current Marshall School enrollment contracts are eligible to participate on a Marshall athletic team. Some students who are enrolled in other schools may participate if Marshall has a cooperative or continuation agreement with their enrolled school.

Marshall follows the eligibility guidelines of the MSHSL and reserves the right to have stricter academic and sportsmanship expectations and behavior sanctions in keeping with the school's mission.

When applying the MSHSL penalty, Marshall School athletics participants who are sanctioned for chemical eligibility violations will also be ineligible for participation in all team activities including, but not limited to, interscholastic contests, practices, jamborees, inter-school scrimmages, and previews during the penalty period.

In the Upper School, students must be passing all classes and maintain the equivalent of a 2.0 GPA in order to remain eligible for athletic and co-curricular competition. Students who are not passing courses may not be eligible to practice and/or compete until the grades improve, as determined by the Head of Upper School in consultation with the Director of Activities and the student's advisor.

In the Middle School, if a student is failing a class at any given time in a marking period, they may not be eligible for practice and/or competition until they bring their grade(s) up to a passing mark. The Activities Director will consult with the Head of Middle School on matters of middle school student participation.

The academic mission of the school needs to be respected at all times. Therefore, students are expected to attend their regularly scheduled classes in order to be able to practice or play on any given day. The Athletic Director may make exceptions in extenuating circumstances. (See [Attendance](#))

A student who is absent from any Advisory or class period during the school day will not practice or play on that day. Only in the case of a documented medical appointment and/or family emergency will the student be able to practice or play that day. If an administrator feels a student's dismissal from class or school warrants missing a practice or game, the student will not practice or play.

Participation Policies

Try Outs/Practice

Students must attend the opening days of practice because this is when tryouts occur at the junior varsity and varsity levels. Any exception needs prior approval by the head coach.

Winter and spring teams often practice and compete during vacation periods. Coaches inform students and parents/guardians about the expectations and training required to make the team at the junior varsity and varsity levels. Playing time and varsity letters can be affected when students miss practice and competitions during the season (first day of practice through the last day of competition).

Squad Selection

Playing for the Marshall Hilltoppers is a privilege. No student, regardless of grade level, is guaranteed a position – each student earns their place on a team. Squad selection is based on competitive, physical and emotional factors of each student. Sometimes the head coach and Athletic Director will advise parents/guardians and school staff of a student's place on a team.

Playing Time

Playing time is determined by the coaching staff. If your child has questions about their playing time, they are encouraged to use the following process:

- Step 1 - Parents/guardians should encourage their children to discuss the issue with their coach and allow them to work through the issue.
- Step 2 – If the child is not satisfied with their place on the team after speaking with the coach, parents/guardians may ask for a meeting with the coach. Parents/guardians are encouraged to have their child present at the meeting.
- Step 3 – If, after steps 1 and 2, questions still remain, the Athletic Director can be brought into the discussion.
- If parents/guardians have questions they should make an appointment to discuss them with coaches.

General Athletic Policies and Procedures

Marshall Coaches

Great care is taken when selecting a Marshall coach. Ethical behavior, dignity, and respect for their sport and the students they coach are non-negotiable. We take a student-centered approach to coaching, striving to be positive role models looking to make a difference in students' lives

Schedules and Postponements

The Athletic Director and head coach schedule contests, practices and scrimmages. Family time, schoolwork and religious holidays are serious considerations when each schedule is prepared.

The home team, with the mutual consent of the visiting team, postpones all contests. Usually these postponements are not considered until noon on the day of the event. Check the website for information about postponements.

If school is cancelled, generally there are no practices or regular season contests on that day. Parents/guardians are not to schedule practices, captains' practices, or other team functions when school is cancelled due to inclement weather. If the school has determined it is not safe to travel to and from school, parents/guardians are strongly advised to abide by this decision. If a team is involved in playoff competition, this policy may be waived, but only at the direction of the Athletic Director.

Captains' practices may occur before the official start date of the regular season. These practices are acceptable as long as they are advertised broadly and open to every student interested in participating in the sport. From June 1 – July 31 (except the week of the 4th of July), coaches with an MSHSL waiver may attend

these practices. At other times of the school year, coaches are not allowed to attend practice or coach their team in any way. Please be aware that all school rules and athletic rules apply at these captains' practices.

Players are expected to attend every regularly scheduled practice and game. Sometimes there are exceptions to this rule. The Athletic Director and head coach will decide if an absence is excused.

School Attendance Policy

Students are expected to attend a full day of school (all classes and Advisory) on the day following a co-curricular competition. If a student is marked absent from any class on the day following a competition, the student will not be allowed to practice or compete that day. Students arriving back to school after 11:00 p.m. following a competition must be in school by 9:10 a.m. the next day in order to practice or play that day.

Exams and Athletic Contests

Because of the importance of semester and final exams, the athletic director and head coaches do everything possible to keep those days free for studying. Every effort is made to avoid athletic contests on those days, and practices are kept to a minimum.

Away Game Information

The safety of our students is our first responsibility. The school provides transportation to away games; however, there are times when families are asked to provide their own transportation to an away contest, e.g., a weekend soccer match at Duluth Denfeld, or following a baseball game at Wade Stadium. In those cases, families who have completed the online Transportation Waiver form are permitted to transport their child and other students who also have completed the Waiver form to and from away contests. The form may also permit older students who have a current driver's license to drive to and from "local" contests.

Families wishing to take their children home following a game must notify the coaching staff directly and in person prior to taking their child. Students will not be released to other family members without prior written notice from their parents/guardians.

Student/Parents/Guardians Concerns

We ask parents to follow this set of [guidelines for behavior and engagement](#) with Marshall athletics. Please use the following process when addressing any student or parent concerns regarding the Marshall athletic program. This process provides students with significant opportunities for growth as they learn to work their way through problems they may have.

- Students are encouraged to meet directly with their coach when problems arise. Parents/guardians should encourage their children to address problems on their own.
- Students may ask for help from the athletic director when preparing to meet with their coach.
- In general, parents/guardians are welcome to contact the athletic director to discuss concerns related to the athletic program. Because issues with students and their place on an athletic team can be complicated and sometimes confusing to those not directly familiar with the circumstances, parents/guardians are asked to follow the steps outlined above.

Emotions between parents/guardians and coaches can run high following contests. In those circumstances, parents/guardians and coaches are required to follow the 24-hour cooling off rule before scheduling a meeting.

Coaches/Parents/Guardians Season Meeting

At the beginning of each season, the athletic director will call an all parents/guardians meeting to discuss issues regarding the broader athletic community. Following the all parents/guardians meeting, breakout meetings by team are held to discuss issues directly related to their program.

Medical Team

Marshall School is fortunate to have a highly skilled medical staff supporting its athletic program. Essentia Health Sports Medicine provides a certified athletic trainer at most home athletic contests, and a team doctor is available for home varsity hockey games. There are times when more than one home contest is going on at the same time. In those cases, the athletic trainer will be on site at the contest where s/he may be most needed and will be available by cell phone if needed at another site. The athletic trainer also has office hours on most days during after school hours to care for injured athletes.

Before students can return to play, they must follow the policies in place between Essentia Health and Marshall School. Please contact the Athletic Director or Athletic Trainer with questions.

Uniform and Equipment Purchases

All uniforms and equipment are owned by Marshall School and issued to an athlete for their use during the season only. The care of uniforms and equipment is the responsibility of each athlete. A cleaned uniform should be returned to the head coach no later than two weeks after the season ends. No student will be allowed to participate in another sport until all uniforms and equipment are turned in.

Students/parents/guardians may be charged for uniforms and equipment not returned, or in some cases, transcripts will be withheld. At the end of each season, all athletic lockers must be emptied and cleaned.

Spirit Gear

Teams may wish to purchase a personal item, i.e., shirts, sweatshirts and jackets. This purchase must have the prior approval of the Athletic Director and the knowledge and understanding of the athletes and their parents/guardians.

Wherever applicable, players purchase partial or complete practice uniforms at cost from the athletic department. At the advanced playing levels, these are used for practices and scrimmages. At the beginning levels, they are used for practices and games.

Absolutely no fundraising or team purchasing may be done without prior approval from the Athletic Director and Director of Advancement.

Students Pursuing Athletics in College

Marshall makes every effort to identify and help students who wish to pursue a college athletic career. However, the athletic department is not responsible for getting athletic scholarships or for showcasing one student over another.

Here are some suggestions for students who wish to increase their chances of competing in college athletics.

- The student, not a parent/guardian, should initiate contact with the school and the head coach. This shows maturity and interest on the part of the student.
- Get NCAA Eligibility forms from the [NCAA eligibility center website](#) if you want to participate in a NCAA Division I or II institution. Ask the college counseling office to send official transcripts to NCAA. Send your ACT or SAT score to NCAA from the testing agency. Keep your college counselor informed.

- NCAA only counts semester credits. Students must pass each semester of an NCAA required course. A student must repeat any semester course that is failed, even if the year-long grade is passing. Early in the summer, call colleges and get an application, a catalog, financial aid information and the name of the head coach.
- Prepare the athletic information. This should include:
 - An athletic resume—a sample is in the Athletic Office,
 - A Marshall School profile, and
 - A letter of recommendation from your head coach.
- Mail the athletic information packet to the college head coach.
- Attend summer camps, especially ones at the colleges you're interested in attending.
- By late summer write a follow up letter to the coach. Include a copy of your team's schedule.
- Send a highlight video. Call the college coach and ask if they prefer an individual video or a composite.

Security & Safety

The Athletic Director or designee is responsible for the security of the school and athletic complex during home contests.

The coaching staff is responsible for the security of their areas during practice. A coach needs to remain with the players until all students exit the locker rooms and leave for home after all practices and games.

Varsity Letters

The Athletic Office presents a varsity letter “**M**” to athletes who meet their team's minimum requirements. Head coaches determine the criteria for earning a varsity letter.

Marshall School Song

Cheer, cheer, we'll raise up the cry.
 Stand up for Marshall
 Show off our pride.
 Send a rousing cheer on high
 Shake down the thunder from the sky.
 What though the odds be great or small
 The Marshall School will win over all
 While her loyal fans are shouting,
 Shouting for victory.
 (repeat)
 T-O-P-P-E-R-S
 FIGHT TEAM FIGHT
 ALL RIGHT!!