

2023-2024

OLGA BRENER INTERMEDIATE SCHOOL

PARENT-STUDENT HANDBOOK

Olga Brener Intermediate School
Matt Peterson, Principal
1300 S. Union Street
Shawano, WI 54166

Telephone (715) 524-2131
Fax (715) 524-9899

Olga Brener Mission Statement

Olga Brener Intermediate School, in cooperation with its families and community, will prepare students academically and socially to their fullest potential; therefore, becoming life-long learners and responsible citizens.

Olga Brener Vision
Believe Achieve Succeed

TABLE OF CONTENTS

Olga Brener Intermediate School 1
1300 S. Union Street 1
Telephone (715) 524-2131 1
Office Staff 3
TEACHING STAFF 3
Welcome to Olga Brener Intermediate School 4
Supportive Service 5
Policy of Student Attendance 5
Bus Regulations 9
SHAWANO SCHOOL DISTRICT 10
Policy 411.1 10
Non-Discrimination Policy 11
Discrimination Complaint Procedures 11
Asbestos 12
Textbook Regulations 12
Vandalism & Property Damage 13
Fire, Security & Tornado Drills 13
Staying in at Recess & Noon 14
Medications 14
Media Center 14
Lost & Found 15
Dress & Gym Clothing 15
Discipline 15
Electronic Devices 32
Bicycles 32
Student Insurance 32

Technology....32
Arrivals/Departures....35
Safe Keeping of Valuable Articles....36
Closed Campus....36
Parent/Teacher Conferences....36
Gifts....36
Report Cards....36
School Meal Program....36
Website....37
Chaperone Expectations....37
Bullying....38
School Safety....41
Disaster....41

Office Staff

Matt Peterson, Principal	ext. 4102
Meghan Krueger, Administrative Assistant	ext. 8401
Sara Hodkiewicz, Administrative Assistant	ext. 8402
Attendance Hotline	ext. 8402
School Nurse, Jessica Wiesman	ext. 8108

School Hours: 8:20 a.m. – 3:20 p.m. **Grades:** 3 - 5

TEACHING STAFF

Name	Grade	Room #	Voice Mail Ext.
Judy Bauer	grade 3	152	4152
Megan Riley	grade 3	149	4149
Stacey Popp	grade 3	141	4141
Mellissa Reed	grade 3	154	4154
Reyna Stone	grade 3	139	4139
Heather Tetzlaff	grade 3	147	4147
Sara Duggan	grade 4	207	4207
Cierra Pleshek	grade 4	219	4219
Jennifer Konkel	grade 4	218	4218
Kayla Wagester	grade 4	213	4213
Courtney Carlson	grade 4	212	4212
Keegan Destree	grade 4	220	4220

Allison Braun	grade 5	236	4236
Andrew Walsh	grade 5	226	4226
Tyler Buerman	grade 5	240	4240
Jennifer Sperberg	grade 5	227	4227
Emily Hendricks	grade 5	234	4234
Rob Wolff	Phy. Ed.	GYM	8424
Adam Strobel	Phy. Ed.	GYM	4133
James Arneson	Art	222	4222
Lynn Johnson	Music	224	4224
Rachel Theis	Sp Education	125	4125
Brittany Knueppel	Sp Education	126	4126
	Sp Education	127	4127
Surina Westphal	ZONE	158	4158
Joanne Edwards	Instructional Coach	148	4148
Elizabeth Schultz	Instructional Coach	232	4232
Aggie Engel	ELL	223	8343
Rhonda Uelmen	School Counselor	204	4204
Danielle Zurakowski	School Social Worker	205	4205
Kristine Mehlberg	Psychologist	130	8323
Rachel Ritchie	Occupational Therapist	123	4123
Dan Mead	Interventionist	121	4121
Curt Preston	Interventionist	145	4145
Amber Onesti	Media Center	200	4200

Welcome to Olga Brener Intermediate School

We welcome you to Olga Brener Intermediate School. We want you to feel welcome to visit anytime, it is our aim to eliminate any barriers or hesitancy the public may have about visiting your schools. Please report to the main office to sign in and obtain a visitor's pass before going to your child's classroom. Before leaving, all visitors must return to the office and sign out. Breakfast and noon lunches are available at adult prices; please feel free to eat with us. Remember to please stop in the office and let us know you are visiting.

This handbook is intended to be a reference manual that helps you become more familiar with how things are done at Olga Brener School. You will find handbook information, expectations, procedures, policies and rules that should help make attending Olga Brener School an excellent educational experience.

In addition to the information in this handbook, the Board of Education of the Shawano School District has developed district policies for the efficient operation of the district. Copies of the Board of Education policies can be found on the District Web Site. In addition to the schools, a copy of the Shawano School District Policy Book is in the Shawano City-County Library.

Agendas & Wednesday folders

Olga Brener students and staff utilize daily agendas as well as Wednesday take home folders. Student agendas are to be filled out each day by the students and taken home. We ask that parents sign the agendas nightly and help their child remember to return them to school on a daily basis. The Brener PTO purchased

these agendas as a means of increased communication between the home and school. Brener School staff will also utilize Wednesday take home folders. These folders will hold lunch acct. information, handouts, communication notices and student work. Students should return folders each Thursday.

Supportive Service

Olga Brener operates within the inclusive education model regarding students with disabilities. This means that all students with a disability are included with their peers, with support for both the student and the teacher from the educational specialist whenever possible. The classroom teacher is responsible for all students in their classroom, regular education students as well as those with disabilities.

The primary emphasis of the educational specialist will be in reading, language, and math, but they will be available for consultation in all other curricular areas. The specialist will help teachers understand the specific needs of individuals, different learning styles, and modifications in curricular materials in order to provide successful experiences for the students. As always, our primary focus needs to be a successful learning experience for the students.

Within Brener School, we also have the building-based Student Services Team which meets to discuss students with needs and plan appropriate programs to meet the needs of those students. Teachers will be requested to supply information regarding progress on a regular basis. If you wish to refer a student to the Consultation Team, see the school administrator, school counselor, school social worker, or school psychologist for the necessary procedure forms. Please contact your school counselor if you believe your child may need alternative education options.

Students in the Shawano School District have opportunities during the school year to become involved in individual and/or group counseling. The school Student Services personnel include the school counselor, school social worker, school nurse, or school psychologist. The individual and group sessions may focus on but are not limited to: academic progress, personal growth, behavioral concerns, and/or developmental issues. Such meetings with the student(s) may be a one-time session or multiple sessions, depending on the particular need/issue. Students who meet with Student Service personnel could miss class time. Students may refer themselves or be referred by school staff or parents. Student Services personnel are not mandated to seek parent permission to see the student. For counseling groups, a parental notification will be sent to you. If you do not wish your child to meet with Student Services personnel, please notify your student's building principal at the beginning of each school year.

Policy of Student Attendance

It is the policy of the Board of Education to encourage and require regular and punctual attendance of all pupils in the schools of the Shawano School District during full period and hours in which the school is in session.

The superintendent of schools has authorized each principal to act as the truant officer for all pupils under that principal's jurisdiction. In the discharge of this responsibility, the principal shall keep adequate and permanent records on the attendance of each child registered in school, shall make periodic checks of the attendance register to determine if there is excessive absenteeism by any student under that principal's supervision, shall maintain a continuous program of encouraging and requiring pupils to be in regular and punctual attendance as well as, to personally or through some person whom the principal has delegated, rule

on each case of absenteeism which occurs. Olga Brener School Day starts promptly at 8:20 a.m. and concludes at 3:20 p.m. We strongly suggest that students remain for the entire school day.

All absences must be called in to the school prior to 9:00 a.m. If not, your student will be considered unexcused until contact is made with the parent/guardian. Once an absence is ruled unexcused it can only be overruled with a doctor's excuse. Please call the school and leave a message by pressing # when prompted.

CLASSIFICATION AND DISPOSITION OF PUPIL ABSENCES SHALL BE AS FOLLOWS:

1. EXCUSED ABSENCES:
   DEFINITION: the school, not the parents, determines excused absences from school. The following reasons are classified as excused absences.

   a. Personal illness
   b. Impassable road or inclement weather
   c. Accidents or illness in your family for which you are required at home.
   d. Funerals or marriage in the immediate family, or a close family relationship.
   e. Other absences for which arrangements are made in advance with the principal. Pre-arranged absences will require a student passport, which can be picked up in the office. This should be completed and returned at least three days prior to the absence.
      The following reasons will be classified as excused:
      1. Observance of religious holidays or activities within reasonable limit.

      2. Family being "out of town" and unable to make arrangements for the proper care of children at home.

      3. Educational travel as determined by the principal, to allow the opportunity for a student to travel or camp in the company of a parent or legal guardian. The parent or legal guardian must make a written request at the proper office of the school the child is attending. The student should have a good record of attendance, good conduct and scholastic accomplishment.

      4. Other times, where in the judgment of the principal, it is within the best interest of the student to be absent from school, the following reasons may apply-
         a. Legal obligations.
         b. Healthcare: medical, dental, optical or other specified health care.
         c. Absences for other reasons will be judged on the merits of each individual case.
         d. In cases of excessive illness or doctor appointments, the school may request a doctor's slip.

DISPOSITION: Students away from school for any excused absence will be expected to make up a reasonable amount of the work missed, and no other penalty shall be assessed against the pupil. It is the expectation that make-up work will be completed within one week of returning to school unless other agreements are reached with the classroom teacher.

Students who have their absence excused by the principal or person designated by the principal will be permitted to take any examinations missed during their absence. The principal will establish a procedure that will ensure the student a fair and unbiased opportunity to take any examination missed within one week of returning to school.

2. UNEXCUSED ABSENCES

DEFINITION: Absence from school for reasons other than those listed under excused absences above.

DISPOSITION: The principal or person designated by the principal will deal directly with the student absent for reasons classified as unexcused and will use judgment and discretion in dealing with each individual case. The principal may use any or all of the following methods in dealing with pupils or parents who have unexcused absence:

a. Conference and counseling with students.
b. Make up for lost time.
c. Make up of lost work with or without credit being extended for the work.
d. Required parent conference.
e. Suspension from school not to exceed three days.
f. Referral to the legal authorities or to a court of law.
g. Recommendation to the Board of Education for expulsion from school.

3. TRUANCY

Shawano County has enacted an ordinance prohibiting a child from being a habitual truant. The Shawano School District will make every effort to work with students and parents in promoting student attendance in school. However, habitual truants will be referred to the courts.

PROCEDURES

1. After (2) two unexcused absences a warning letter will be sent to the parent/guardian of the student. This is only a warning and should alert parent/guardian of attendance concerns. The student will not be considered truant at this time. A meeting with the guidance counselor will also take place at this step.
2. When a student has (5) five unexcused absences, the student will be considered truant from school. A letter will be sent to the parent/guardian indicating truancy and requesting a conference with the principal or designee. A copy of this letter may also be sent to Social Services and the school liaison officer. This letter will serve as a final warning prior to intervention from social services and law enforcement.
3. When the student reaches their tenth (10) unexcused absences, a letter and a phone call will be made to social services indicating that the student is truant. Social Services will then determine what actions their Department will take and when that action will take place for the truant student's parent/guardian. This letter will come from their office at this time.
4. If the student receives another unexcused absence, Social Services will receive a phone call and will determine the appropriate sanctions for the parent of truant students.

These procedures may change at the discretion of the building principal or designee.

4. TARDINESS

SCHOOL WILL BEGIN AT 8:20 a.m.

One of the habits we need to strive to develop in our children is to be on time. To be at school on time is as important as being on time in the world of work. Students are to be in their seats and ready to work when the bell sounds. Tardiness is very disruptive to the school program; to the child's classroom, teacher, and the child's own academic progress. When a student is tardy and no notice of reason is presented to the office, the school will contact parents at home or in their workplace to identify the cause.

PROCEDURES

1. When a student receives five (5) tardies in one semester a letter will be sent to the parent/guardian of the student. The student will also meet with the school counselor to determine reasons for tardiness. The purpose is to remind parents of the importance of being at school on time every day.
2. If a student receives ten (10) tardies in the same semester a letter will be sent out to the parent requesting a conference with the building principal or designee. Also included in this conference will be the building administrator. To determine what the school can do to help get the students to school on time daily.
3. Any student who receives more than ten (10) tardies in the same semester will receive a home visit from one or more of the following people: the school nurse, building principal, school counselor, school social worker, or home school coordinator.

5. EXCESSIVE EXCUSED ABSENCES

It is vitally important for the student's success to be at school every day. All students will become ill from time to time and miss school. It is important that we work together to keep this number as low as it possibly can for the success of the student at school.

Definition: Excessive excused absence will include all excused absences in a school year. When a student has (10) ten or more of these absences in a school year they will be considered excessive. This number may change based on each individual circumstance.

PROCEDURE

1. When a student has been absent from school for five (7) days in a school year a letter will be sent to the parent/guardian warning of excessive absences. A copy will be sent to the school nurse and guidance counselor. The student will be asked to meet with the school counselor at this step.
2. If a student is absent from school for ten (10) days in the school year a letter will be sent to the parent/guardian requesting a conference with the school counselor or school nurse.
3. If a student has more than (10) ten absences in the school year the parent/guardian will receive a home visit from one or more of the following people. The school nurse, home school coordinator, school counselor or school principal.

6. OPEN ENROLLMENT STUDENTS WITH TRUANCY ISSUES

Students who attend the Shawano School District through the Open Enrollment process must adhere to the district's truancy policy. Students with excessive tardies or absences may have their open enrollment rights suspended. This would result in them returning to their home district.

These procedures may change at the discretion of the building principal or designee. At any time during the process the school may request a doctor's note from the student.

Private Music & Dancing Lessons

Pupils enrolled in Shawano schools will not be excused from school for private music lessons, either vocal or instrumental, or for private dancing lessons. This shall be interpreted to mean that pupils will not be dismissed regularly "a few minutes early" in the afternoon or be allowed to come "a few minutes late" so as to enable the child to participate in private lessons.

Bus Regulations

The Shawano School District contracts bus service through Kobussen Bus Company. Questions related to bussing can be directed to their office at 715-201-3001. The school bus driver is recognized as a member of the school staff having the same jurisdiction over the children while in route to school as an instructor in a classroom. Thereafter, the driver shall maintain order among the children at all times when they are being transported to and from school. Bus riders shall conduct themselves on the school bus as they would in a classroom except that reasonable visiting and conversation are permissible. Continued disorderly conduct or refusal to submit to the authority of the driver shall be sufficient reason for refusing transportation service to any pupil.

When it becomes necessary to refuse pupil transportation due to misconduct, the school administrator shall make the decision and shall notify the parents of such refusal with a full explanation for this action. Riding the school bus is a privilege. Improper conduct on the bus will result in that privilege being denied.

PREVIOUS TO LOADING (AT HOME OR AT SCHOOL)

1. Arrive at the bus stop before the bus.
2. Stay off the roads at all times while waiting for the bus. Riders conduct themselves in a safe manner while waiting.
3. Wait until the bus comes to a complete stop before attempting to enter.
3. Be careful in approaching bus stops.
4. Riders are not to move toward a bus at school loading zones until it has come to a complete stop.

WHILE ON THE BUS

1. Riders will have a seat assigned to them and will then stay in that seat unless given permission to move by the driver. The rider assigned to a seat will be responsible for damage done to it.
2. Riders must not extend their hands, arms, heads, or bodies through the windows. All riders shall remain seated while the bus is in motion.
3. Riders will be permitted to converse in normal tone, but loud, profane or obscene language is prohibited. Unnecessary conversation with the driver will not be allowed.
4. Windows will not be opened or closed without the driver's permission.
5. Riders must cooperate in keeping the bus clean.
6. Riders must be courteous to the driver, fellow riders and passers-by.
7. Riders are not permitted to leave their seats while the bus is in motion.
8. The aisles of the buses must be kept clear of all articles.
9. Horseplay is not permitted around or on the school bus.
10. Riders are to remain absolutely quiet when approaching a railroad crossing stop, or other danger areas.
11. In case of a road emergency, riders are to remain in the bus and follow the driver's instructions.

AFTER LEAVING THE BUS

1. Riders who cross the highway to reach their destination shall cross in front of the stopped bus after the driver has verified that the warning lamps are operating and has told them it is safe to cross. Riders are to cross not less than 10 feet in front of the bus.
2. Be alert to danger signals from the driver.
3. Help look after the safety and comfort of smaller children.

BUS DISCIPLINE

The following progressive discipline plan will be followed if a student receives a bus infraction. **Please see the flow chart on page 26**.

SHAWANO SCHOOL DISTRICT
Policy 411.1
Student Harassment

The Shawano School District seeks to provide a learning environment free of any form of harassment or intimidation towards and between students. Therefore, the District will not tolerate harassment in any form and will take all necessary and appropriate action to eliminate it, up to and including discipline of the offenders.

Harassment or intimidation can arise from a broad range of physical or verbal behavior which can include, but not be limited to, the following: physical or mental abuse, racial insults, ethnic slurs, religious slurs, unwelcome sexual advances and touching, sexual comments or jokes, sexually explicit derogatory statements, or discriminating remarks which are offensive or objectionable to the recipient or which cause the recipient discomfort, humiliation or which interferes with the recipient's academic performance.

It is the responsibility of administrators, staff members and all students to ensure that these prohibited activities do not occur.

Any student who believes that he/she has been the subject of prohibited harassment shall report the matter in accordance with established procedures. If the alleged harasser is the person designated to receive complaints, the student shall report the matter to the next higher authority listed in the procedures or to another staff member who shall report the matter accordingly. There shall be no retaliation against students who file reports under this policy. All reports shall be investigated in a timely manner.

LEGAL REF.: Section 118.13 Wisconsin Statutes P19, Wisconsin Administrative Code
Title VI of the Civil Rights Act of 1964
Title IX of the Education Amendments of 1972
Section 504 of the Rehabilitation Act of 1973
Americans with Disabilities Act of 1990
CROSS REF.: Policy 411, Equal Educational Opportunities
Procedure 411, Student Discrimination Complaint Procedures
Exhibit 411, Discrimination Complaint Form
Policy 724, Anti-Violence
APPROVED: May 19, 1997
REVISED: January 7, 2002
(SEE APPENDIX A FOR FORM, pg. 23)

Non-Discrimination Policy

NON-DISCRIMINATORY STATEMENT
In compliance with federal and state law and Department of Public Instruction Rule PI 9, the policy of the Shawano School District shall read as follows:
It is the policy of the Shawano School District that no person may be denied admission to any public school in this district, or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational or other program or activity because of the person's sex, race, color, national origin, religion, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap as required by Ch. 118.13, Wisconsin State Statutes.
All administrative procedures regarding employment, pupil services admissions, discipline, instruction, counseling, transportation, testing, facilities, athletics and other extra-curricular activities shall be free of any discrimination as previously mentioned in this section.
The Shawano School District does not discriminate in the acceptance of, or the awarding of gifts, bequeaths and scholarships.
In the Shawano Hot Lunch Program, all children are treated the same regardless of ability to pay. In the operation of the programs, no child will be discriminated against based on the above criteria.
Every effort will be made to ensure that all curriculum and instructional materials are nondiscriminatory.
The District has an established procedure to resolve all complaints alleging any discrimination prohibited by law. Upon receiving a written complaint, the District Administrator shall immediately undertake an investigation of the suspected infraction. For information regarding the complaint procedures contact any building principal or Superintendent's office.

Discrimination Complaint Procedures

Any complaint regarding the interpretation or application of the district's student nondiscrimination policy shall be procession accordance with the following grievance procedures:

1. Any student, parent, resident, non-resident, or employee of the district complaining of discrimination on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability in school programs or activities shall report the complaint in writing to the district administrator.
2. The district administrator, upon receiving such written complaint shall immediately undertake an investigation of the suspected infraction. The building principal, or other appropriate persons, will gather the facts comprising the alleged discrimination. Within 15 days after receiving the complaint, the district administrator shall decide the merits of the case, determine the action to be taken, if any, and report in writing the findings and the resolution of the case to the grievance.
3. If the grievant is dissatisfied with the decision of the district administrator, he/she may appeal the decision in writing to the board. The board shall hear the appeal at its next regular meeting, or a special meeting may be called for the purpose of hearing the appeal. The board shall make its decision in writing within 15 days of the hearing. Copies of the written decision shall be mailed or delivered to the grievant and the district administrator.
4. If the grievant is dissatisfied with the board's decision, he/she may within 30 days appeal the decision in writing to the State Superintendent of Public Instruction.
5. Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a child with exceptional educational needs shall be

processed in accordance with established appeal procedures outlined in the district's special education handbook.

6. The Board of the Shawano School District does not discriminate on the basis of sex in its education program or activity and is requited by Title IX and it's implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment.

Copies of these complaint procedures shall be included in staff and student handbooks.

LEGAL REF: Section 118.13 Wisconsin Statutes
PI9, Wisconsin Administrative Code
Title VI of the Civil Rights Act of 1964
Title IX of the Education Amendments of 1972
Section 504 of the Rehabilitation Act of 1973

CROSS REF: Equal Educational Opportunities
Special Education handbooks

Directory Information

The Shawano School District designates the following personally identifiable information contained in a student's education record as "directory information" and may disclose that information without prior written consent.

1. The student's name
2. The student's address
3. The student's telephone listing
4. The student's date and place of birth
5. The student's participation in officially recognized activities and sports
6. The student's date of attendance
7. The student's photograph
8. The student's degrees and awards
9. The name of the school most recently previously attended by the student

Individuals objecting to a release of this information are directed to District Policy 10.11 available in all school district libraries and offices.

Asbestos

The Olga Brener Intermediate School, to the best of our knowledge, does not contain any asbestos-containing material.

Textbook Regulations

The district furnishes textbooks and workbooks. They are to be kept clean and handled carefully. Parents are responsible for the cost of library books and textbooks lost or damaged beyond ordinary repair.

Vandalism & Property Damage

Our school buildings and equipment cost the taxpayers to construct, purchase and maintain. Students who destroy or vandalize school property will be required to pay for losses or damages. If students willfully destroy school property, suspension may be necessary. If students should happen to damage something by accident, they should report it to a teacher or the school office immediately. **Please refer to the flow chart on page 24.**

Fire, Security & Tornado Drills

Fire, security and tornado drills are held at regular intervals throughout the school year.

1. The teacher will, at the beginning of the school year, discuss with the class the procedure in case of a tornado warning, security alert or school fire.
2. **WALK.** No talking. Move quickly and quietly to the designated area.

Procedure for Reaching a Decision Concerning School Operations on Bad Weather Days

1. A call is received at 4:30 a.m. from the Sheriff's office with information on impending bad weather and road conditions. This information is gathered from the three county officers on patrol throughout the night, and from the County Highway Dept.
2. Calls are made to three school district residents, at the following outlying areas for their reports on weather conditions.
a. Southwest corner of district
b. West edge of district
c. Northwest corner of district
3. The Superintendent is called by 6:00 a.m., and based on the information gathered, one of the following decisions are made:
a. Open school on time
b. Delay start of buses and school
c. Close school
d. When the temperature at WTCH radio station is below minus 20 degrees, buses will leave one hour late
e. When the temperature is below minus 30 degrees, school will be closed.
4. In extremely inclement weather, listen to radio station WTCH (960 AM) or WIXX (101.1) for school delay closing news. WLUK Fox-11 television station will announce the decision of school operations between 6:15 a.m. and 8:00 a.m.

When school is dismissed early because of bad weather, the announcement will indicate that school will dismiss one hour early, two hours early, or whatever the situation may be. For your convenience, here are the regular times that the various schools dismiss:

Hillcrest Primary/Leads Charter School	3:15 p.m.
Olga Brener Intermediate School	3:20 p.m.
Shawano Comm. Middle & High School	3:30 p.m.

To determine when your child will leave, subtract the early dismissal from the regular time. Please do not call WTCH regarding school closing. Frequent announcements will be made, so there should be no need to call the station. Olga Brener will utilize the school messenger paging system to notify staff and families of weather-related closings or updates.

Staying in at Recess & Noon

Children are expected to go outside for noon and recess each day when weather permits. However, many children just don't want to go out and will think of excuses to stay in. Generally, if children are well enough to be in school, they should be well enough to go outside for short periods of time. Teachers may work with students who need special help during part of the noon hour. Children are not required to go outside when it is zero degrees or below, or according to the Weather Channel website the feel-like temperature is zero. We also make an attempt to have them stay in or come in when it is visibly raining outside. If there is a special reason for your child to remain inside on a particular day, please send a note to his/her teacher.

Medications

Our policy for taking medication at school is as follows:

1. All medications must be brought to the office in the ***original*** bottle.
2. There is a form in the office, which must be filled out and signed by a **parent/guardian and physician** for **prescribed** medications. These forms can be sent along to an appointment for the physician to sign immediately. We can fax it to the physician for signature if necessary (or if out-of-town physician) once the parent/guardian has filled out the form and signed it. We will however need to be provided with the fax number.
3. There is a separate form in the office for **over-the-counter** medications. This form requires a **parent/guardian signature only.**
4. There is also a form in the office for students who need to use an **inhaler**. This form requires a **parent/guardian signature and physician signature.** If necessary, the students are now allowed to carry the inhaler on them or we will store it in the office if they prefer. Students using an inhaler will meet with the school nurse so she can ensure the student is clear on proper usage of the inhaler.
5. At **no time** is a student allowed to carry any medication on them.

The office staff uses discretion to provide the student with as much privacy as possible.

Media Center

The Media Center is computerized, and books will be checked out by computer. Students in all grades come to the Media Center once a week to check out books.

Primary grade students check out books for a one-week period and intermediate grade students check out books for a two-week period. There will be a charge for any lost book not returned. No checks please!

The Media Center offers a variety of services, which include audiovisual instruction, and literature appreciation.

Our goal is to create an atmosphere of enjoyable reading and learning for all students.

Lost & Found

Please **mark your child's clothing with your child's name or initials** so lost articles can be returned. The "lost & found" contains many valuable articles of clothing, which cannot be returned to the owner. Please check this area regularly because we will be packing it up each month and sending it to a place in need of these articles if they are unclaimed.

Dress & Gym Clothing

Gym shoes should be available to be used for Physical Education classes. We expect that tennis shoes have non-marking soles as they leave black marks on the school floors.

Our school district does not have a specific dress policy; however, we still encourage children to dress neatly and avoid wearing clothing that can be a safety hazard. Clothing advertising alcoholic beverages, or drugs or those with obscene or questionable printing on them will not be permitted.

No short shorts, spaghetti strap tops, belly shirts, WWF (wrestling) shirts or baggy pants allowed in school. For a child's safety, pants may not drag on the floor. Students will be given one warning and then a behavior form will be sent home. The use of headphones, earphones, or earbuds are not worn or used before, at recess, or after school. Unless the staff or give permission asks the student to use them during times.

Discipline

The Hawk Way Discipline Plan

The Shawano School District believes that the rights of individual students be protected, and each student shall be expected to respect the person and rights of all other students, teachers and other school personnel. All employees are held responsible for the behavior of the students while legally under the supervision of the school.

The Board of Education expects employees of the district to be concerned with student behavior, and whenever unacceptable behavior occurs, take action, which is most appropriate. The administration and staff of the Shawano School District will use **restorative practices** when working with the students on behavior concerns. The District further believes, the student should understand that discipline requires that the child develop a sense of responsibility to society and/or those harmed by his/her actions. The District believes that all students and staff should have expectations and live up to those expectations. As a result, the Shawano School District will need the support of parents/guardians in helping the school district, the schools, and their child with a plan for discipline.

Whenever a behavior requires parent notification, parents will be contacted through phone and/or email. We ask that you visit with your child, assisting them in understanding the procedures, the correcting action and any consequences. Minor infractions will be handled progressively within the classroom setting. When the student reaches a point that warrants another level of discipline because of repetition, the student may be removed from the classroom or sent to the office. We will, as always, communicate to parents and

guardians our concerns and actions when necessary. Any student receiving a suspension from school will require parent contact and will not be allowed to participate in any scheduled after school events on the suspension date(s).

District Discipline Philosophy

Through our individual actions we affect one another and the quality of our learning community. Providing a safe, respectful and responsible environment ensures students' equal access to the curriculum and enables them to achieve to their fullest potential. We believe that behavior is a skill resulting from training and practice in choosing behavior appropriate for a specific situation. The act of choosing implies that the best discipline is self-discipline.

Through the Hawk Way, students experience support based on their behavioral responsiveness to intervention. All students receive support through a three-tiered prevention model.

School-wide Prevention Practices- (**Tier I**)

Reaffirming relationships through developing social and emotional skills

- ➔ Identify common values and guidelines.
- ➔ Promote and strengthen a sense of belonging and ownership.
- ➔ Develop social-emotional understanding and skills; build healthy relationships.

Managing Targeted Difficulties- (**Tier II**)

Repairing relationships

- ➔ Prevent harm.
- ➔ Resolve differences with restorative intention.
- ➔ Build social-emotional capacity.

Intense Interventions- (**Tier III**)

Rebuilding relationships

- ➔ Focus on accountability.
- ➔ Organize resources to address behavioral and academic concerns.
- ➔ 1:1 support and successful reintegration for youth in crisis.

Consequences for infractions will be decided on an individual case basis and dictated by circumstance. As the student ages, the expectations will raise and the discipline more severe. Each building will have a guide to follow but will only use it as a guide. Disciplinary consequences are private to the school and family. This confidential information will not be shared with others.

Shawano School District 4K-Grade 5 Elementary
Tiered Behavior & Intervention Plan 2023/2024

4K-5 Philosophy

At our schools the staff is dedicated to utilizing the best teaching practices and trauma informed care to address students' academic and emotional needs. This is what we refer to as:
The Hawk Way!

Children at our schools are 4-11 years of age. Students must first be taught our expectations for appropriate school behavior and interactions. If a child makes a mistake, our staff follows the framework of "Positive Behavior Interventions and Supports" (PBIS) to ensure a positive and effective school community in which all children are able to succeed and grow.

THE HAWK WAY
Learning, Living, Leading the Hawk Way

Be Respectful

Take pride in your work. Share your positive energy. Be a great listener.

Be Responsible

Show integrity. Model good behavior. Be open to critical conversations. Be an inspiration.

Be Safe

Take care of yourself and others. Be reflective. Foster positive relationships.

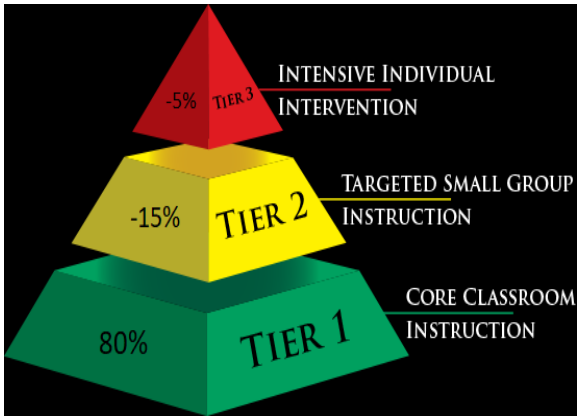
Our schools encourage students and staff to have a growth mindset. A growth mindset tells us that if we try hard, stretch our abilities, learn from mistakes, and persevere then our brains will make connections and grow. If you are not able to do it **YET**, then keep trying!

Student Expectations

4K-Grade 5 students at the schools are expected to be familiar with all behavioral expectations, both school-wide and in their respective classrooms. These expectations are taught at the beginning of the year and retaught for the entire student body several times a year. Targeted reteaching also takes place when certain groups or individual students struggle with the Hawk Way. Students must take responsibility for their own learning and their behavioral choices. Students must comply with all school staff member requests and make behavioral choices that contribute to their safety and the safety of others. They are expected to abide by these guidelines in all that they do on the school campus in order to create a peaceful and productive learning environment.

Parent Collaboration & Support Expectations

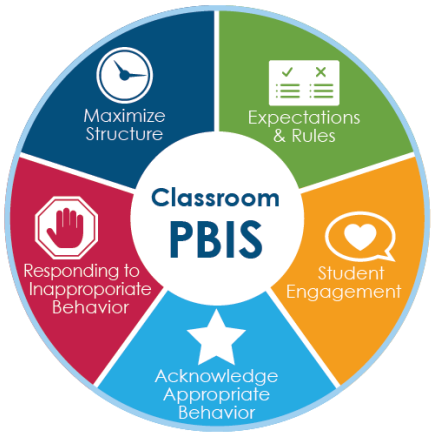
The key to successful parent-teacher collaboration is to become a *team*. This is the most powerful tool in ensuring that a child is successful both at school and in life. In order to have a successful partnership, each party must value what the other brings to the table. When parents and teachers work together, we can create an environment where all students can be respectful, responsible, and safe. Parents at the 4K-5 Schools must be familiar with the school's expectations for student behavior and related consequences. Parents are responsible for updating all contact information in the student database called Skyward. Parents need to ensure that their children arrive at school each morning in a timely fashion, ready to learn. The school expects parents' support in reinforcing behavioral expectations, in communicating regularly with their children's teachers, and in receiving and reading all school related information that is sent home. When consequences for inappropriate student behavior must be implemented at school, parents should follow up at home to be sure the behavior does not recur.



RTI (Response to Intervention) allows us to monitor everyone's skills in reading, writing, math, and behavior. We can provide targeted teaching—called interventions—to help struggling students catch up. A big part of the PBIS/RTI process involves closely documenting student progress. This provides information that identifies which students need more academic or behavioral support.
Students build on and continue to receive layered tier interventions.

Positive Behavior Interventions & Supports

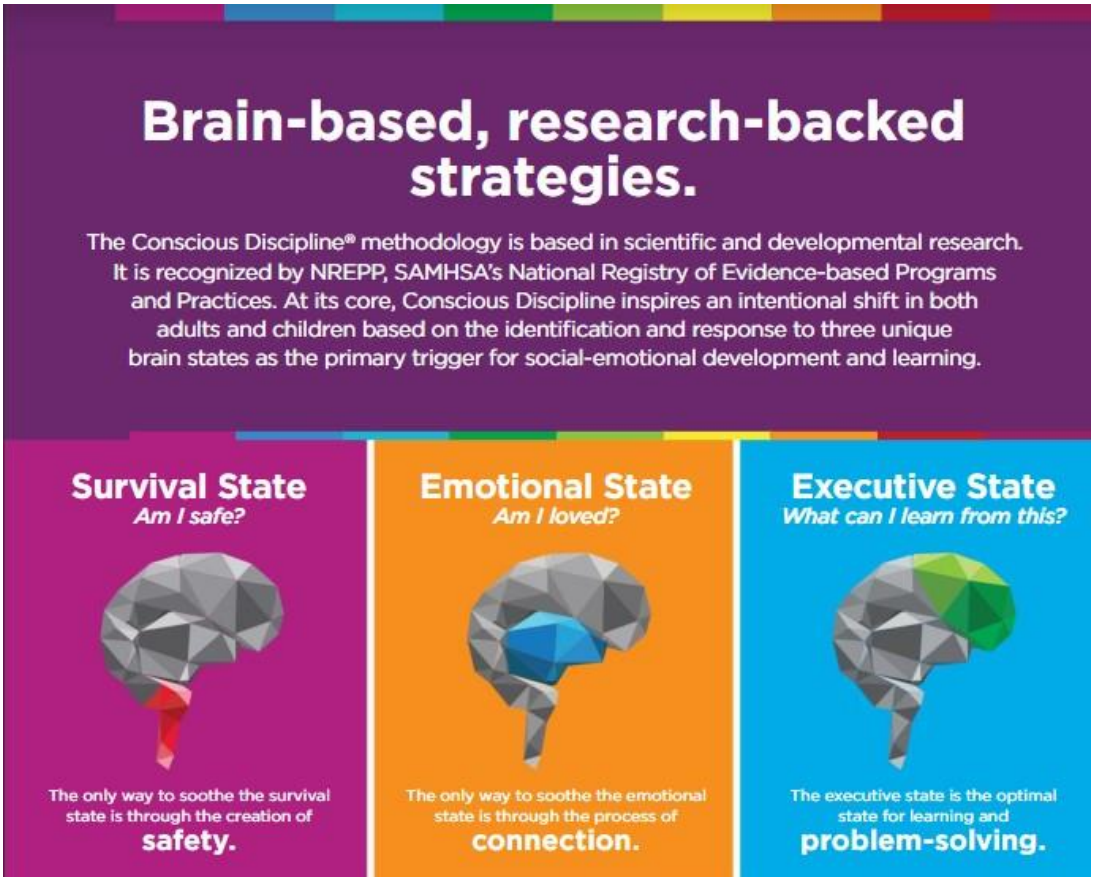
With PBIS, we can monitor student behaviors and use the data to make improvements to our school wide discipline plan or an individual intervention plan.



Behavior Interventions Flow Chart

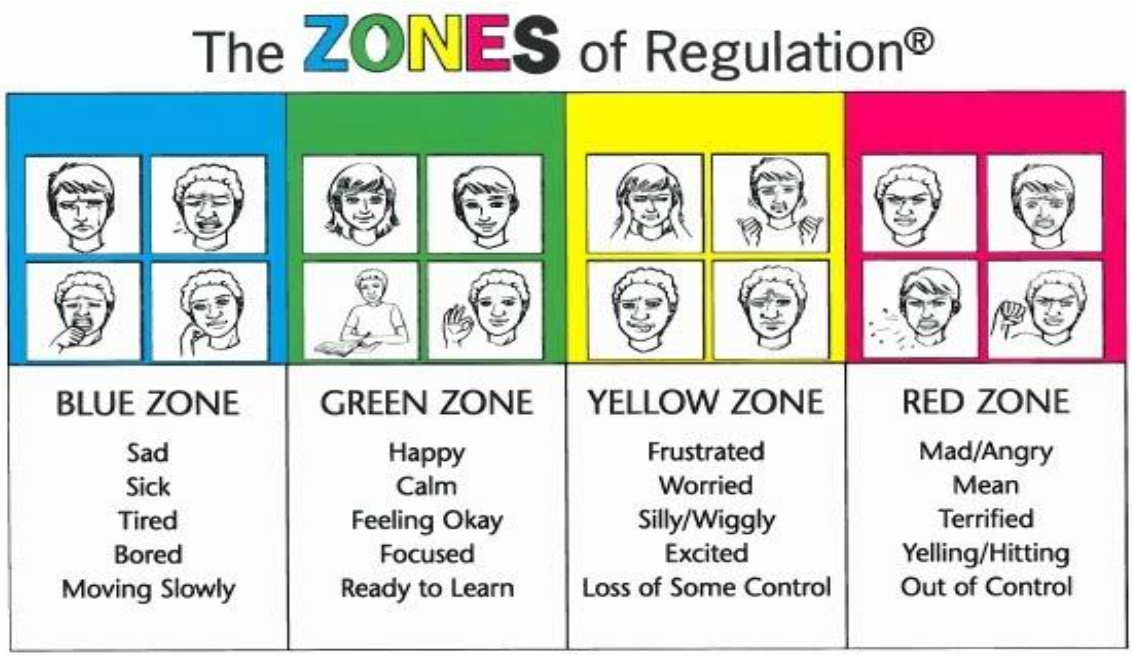
3 Tier Behavior Process		
Tier 1	**Tier 2**	**Tier 3**
● PBIS ● Conscious Discipline ● Life Skills ● Zones of Regulations ● Collaboration Form with Parent ● Therapy Dog Visits ● Social Emotional Learning Curriculum (Second Step) ● Safe Zones ● Behavior Kid Talks	● Check-In-Check-out (CICO) ○ Student needs to meet building thresholds (considers environment & behavior types) ○ School Counselors will re-evaluate on a regular basis ● SAIG groups (6-8 weeks) ● Brief FBA and BIP ○ Student needs to meet major behavior thresholds ○ Meeting between Parents and Dean of Students/School Social Worker ● Scheduled Sensory Breaks ● Therapy Dog Visits ● Behavior Kid Talks	● Complex FBA and BIP ● 1:1 Counseling ● Wrap Around Behavior Meetings ● Self-Regulation Station ○ 6-week process with re-evaluation at end of 6 weeks ● Scheduled Sensory Breaks ● Therapy Dog Visits ● Behavior Kid Talks
***Tier 1 interventions are to be ran in a 4-6 week (minimum) process, **3 interventions - 2 with fidelity.**	*Tier 2 interventions are to be ran at a 4-6 week (minimum) process, re-evaluating at the end. **3 interventions - 2 with fidelity.**	*Tier 3 interventions are to be ran at a 6 week (minimum) process, re-evaluating at the end.
Data collection of each Tier will be taken with the appropriate Data Collection Form. These can include, but are not limited to: BIFs, CICO form, Student Referral Form, Collaboration Form with Parent, Progress Monitoring with Behavioral Kid Talk		

Conscious Discipline
A student's ability to be taught is affected by their state of mind. Teachers must also recognize their own state of mind when teaching children.



Zones of Regulation

Through Zones of Regulations lessons, students increase their vocabulary of emotional terms, boost skills in reading other people's facial expressions, and gain perspective about how others see and react to their behavior. This tool teaches students to recognize what zone their body is in and identify personal triggers. Zones also teach strategies for calming oneself and problem solving methods to deal with problems students face.



Therapy Dogs in School

Shawano School District currently keeps therapy dogs in both elementary schools.

Our students benefit in a variety of ways from interacting with our therapy dogs. Students are often more willing to share concerns when the comfort of a dog is present. Dogs have also been documented as an effective tool in improving reading fluency, as children will often curl up with a dog and read willingly.

Research also indicates that the presence of a calm and well-trained dog offers the general school population a unique form of social support, a calming distraction, and invites peer interaction.

Social Emotional Learning through School Counseling Services



School counselors teach these skills to all classes each month. Select skills may also be taught in small groups as needed.

Building Friendships

Being Kind

Taking Turns

Sharing

Seven Mindsets SEL Tier 1 Curriculum

This course builds on Course One of the 3rd - 5th grade curriculum. The course is primarily instructor-led and incorporates student participation. Additionally, some student-led components are included. Students will explore the 28 learning objectives in greater depth with a focus on age-appropriate application of the Mindsets at school and home. Included in this course is a classroom integration document for each Mindset with suggested books and resources that may be utilized throughout each unit. Consider adding these resources to classroom and/or school libraries.

Recognition -rewarding the positive

In our 4K-5 schools, students are regularly recognized for modeling the exemplary behavior of being **Safe**, being **Respectful,** and being **Responsible**.
The schools utilize Character Traits of the Month, Classroom Hawk Way Cards, and the Traveling Trophy Classroom Challenges. These programs recognize following the Hawk Way expectations on an individual and classroom group basis. Whole school celebrations occur several times during the school year. The purpose of school-wide celebrations is to establish a climate in which appropriate behavior is the norm.

Response to Behavior

Reteach expected behavior

- Teach the student to identify alternative behaviors and strategies to use
- Provide opportunities to observe alternative behaviors focusing on healthy friendships
- Provide opportunities to practice alternative behaviors in a non-threatening situation
- Teach restorative practices to mend friendship
- Positively reinforce the student for appropriate behavior
- Teach the student how to self-monitor, self-evaluate, and self-reinforce the use of positive behaviors and strategies

Restorative Practices in 4K-5th Grade

Restorative Practice is not merely a discipline approach. Although it is helpful as a means of managing classrooms, when students are actively engaged and allowed to take greater responsibility, teaching and learning are also enhanced.
Being restorative is about building relationships and connections with students which will positively impact academic performance. The purpose is to "mend" relationships by repairing harm and restoring more secure relationships between the people who have had conflicts.
When wrong is done, we work with those involved to help them take responsibility for their behavior by understanding how their actions affected others, learn from the incident and to take what action is required to repair the harm.

Examples of these practices can be but are not limited to:

Restorative conferences: Are formal responses to wrongdoing where all those involved and affected by an incident come together with a trained adult to explore what happened, who was affected and what needs to be done to make things right.
(Example questioning: What happened? What has been harmed? How? What needs to happen to repair the harm? How are you going to "fix" this?)

Circle process- A circle is a versatile restorative practice that can be used proactively to develop relationships and build community, Circles provide people an opportunity to speak and listen to one another in a safe atmosphere and allow educators and students to be heard and offer their own perspectives. (Example circle: Students come together with teacher leadership to discuss issues affecting the school community, classrooms and themselves)

School service- A community service which allows individuals to restore a harm they may have committed to the school community by providing a meaningful service that contributes to their individual improvement. (Example-if a student made a purposeful mess when eating in the lunchroom, they might assist the custodian in cleaning the mess)

Behavior Documentation

When a student behaves in an inappropriate manner, teachers will re-teach the expected behavior and document the incident. This document is titled: Behavior Incident Form (BIF). The BIF is a tool that serves as a record and provides data regarding school wide behavior trends. This behavior data is then analyzed by our Hawk Way team to identify common trends and areas that need improvement. Behavior data is also used to track individual support needs and/or progress toward behavioral success.

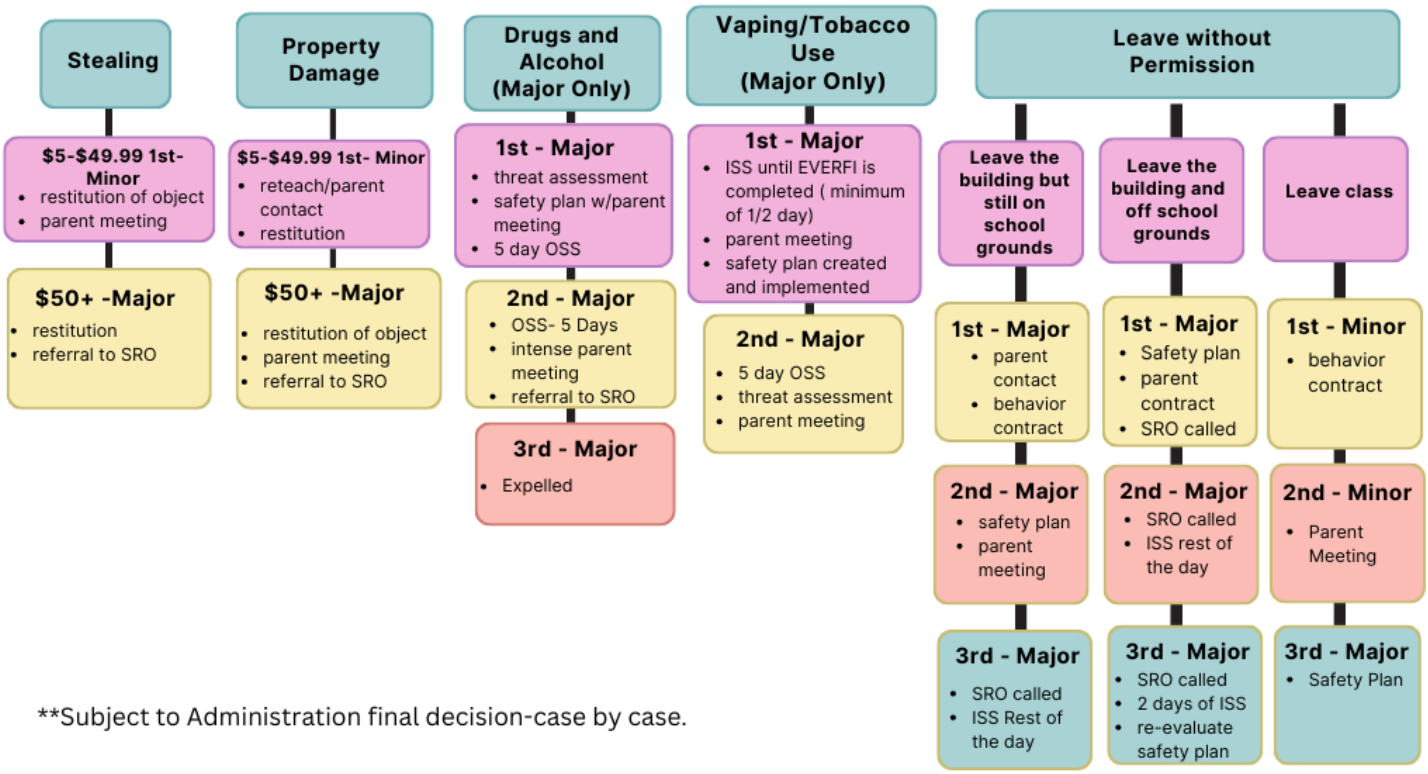
A BIF is **not intended** to be used as a consequence or threat for wrong behavior.

*Any behavior that is deemed a credible safety threat to the school body or staff will result in immediate action by the administrator and may include suspension and/or expulsion.

Some students are not there "yet". This applies to behavior as well as academic skills. When students are not behaving appropriately staff will first reteach the expected behavior and document this on a BIF.

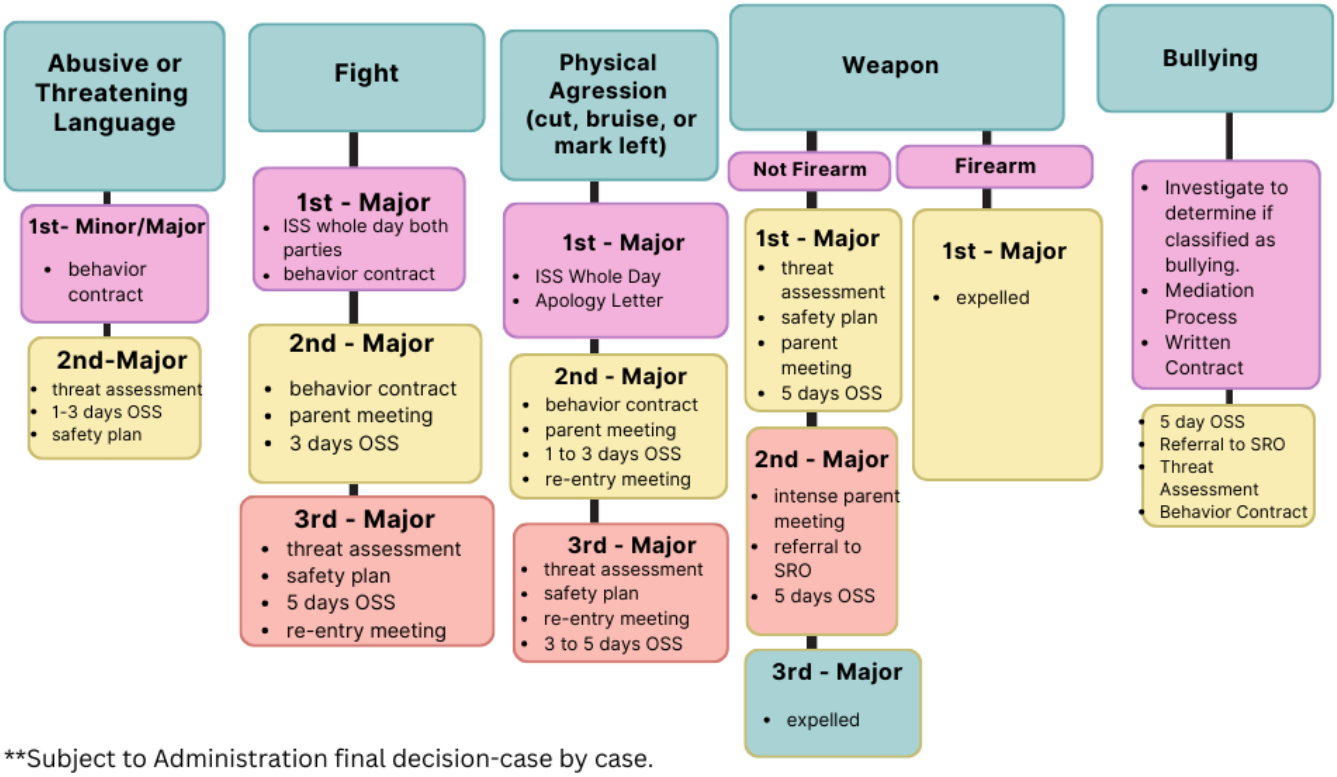
Following the Behavior Interventions Flowchart, a number of possible scenarios may result depending on the student, the behavior, and whether or not the tiered interventions are successful.

Olga Brener
Behavior Flow Chart
Page 1



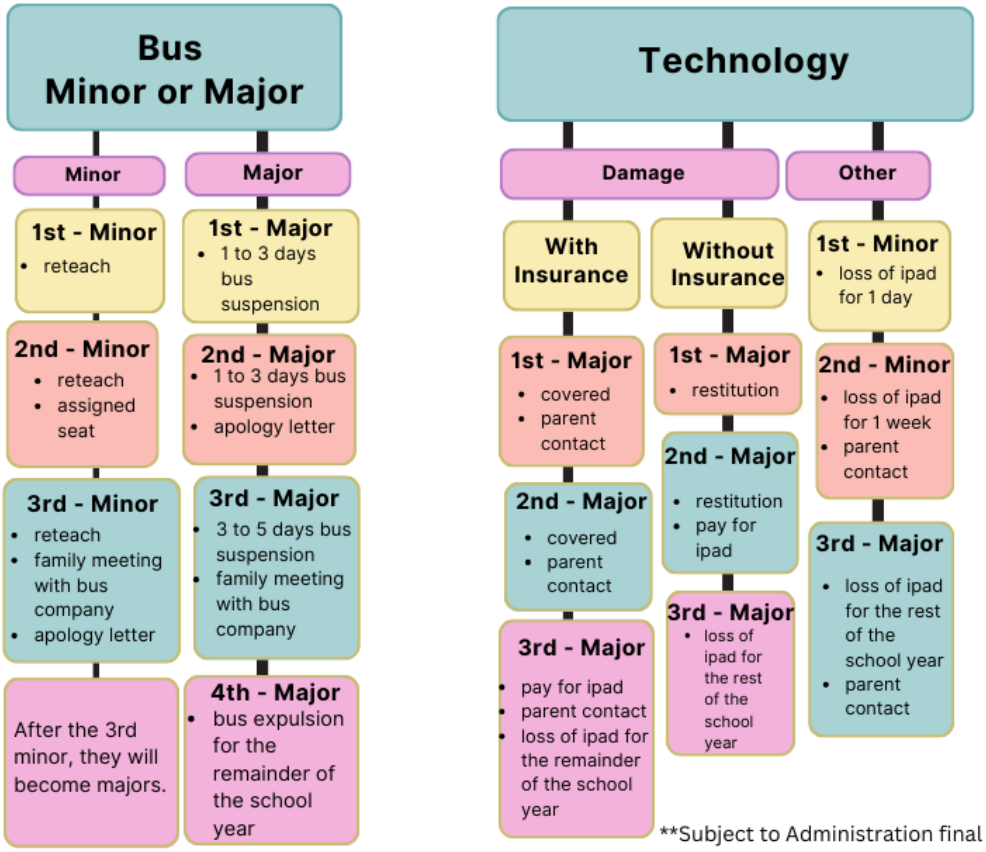
**Subject to Administration final decision-case by case.

Olga Brener
Behavior Flow Chart
Page 2



**Subject to Administration final decision-case by case.

Olga Brener
Behavior Flow Chart
Page 3



**Subject to Administration final decision-case by case.

The following are examples of behaviors that, unless persistent and dangerous, will be **addressed in the classroom by the teacher, and if necessary, the parent**

Staff Managed (Minor)	**Consequences (Minor)**
● Cell Phone Violation ● Defiance/Disrespect ○ Not Following Expectations ○ Wandering ○ Work Refusal ○ Oppositional remarks ● Disruption ○ Interrupting: Blurting out ○ Trying to get someone else in trouble ○ Results in loss of class-time (1-3 minutes) ● Inappropriate Language ○ Swearing ○ Name-Calling ● Cheating/Lying ● Leave Without Permission ○ Leaves assigned area w/o permission ○ Stays in the building ● Physical Contact/Aggression ○ Inappropriate physical contact ■ Pushing ■ Shoving ■ Hitting ○ Does not result in serious injury (No bruises, cuts, redness, marks) ● Property Misuse ○ Being unsafe with materials ○ Does not result in permanent damage or require repair ○ Includes technology use ● Stealing ○ Pencils/erasers ○ 1-2 offenses ● Other School Violations ○ Staff discretion	● Reward Alternate Behavior ● Assign Buddy or Partner ● Problem Solving Sheet ● Restitution/Restorative practice ● Positive use Use of classroom “Safe Zone” ● Positive use School-wide “The zone” ● Student Practices ● Apology/Apology Letter ● Loss of Privilege ● Student Write Note Home ● Contract with Student (follows Hawk Way Expectations)

The following are examples of behaviors that will be **addressed by the teacher, parent and administrator:**

Staff Managed (Major)	**Consequences (Major)**
● Chronic Defiance/Disrespect ● Chronic Disruptions ○ Repeated and severely disrupts the teacher's ability to teach and/or students ability to learn ○ Results in significant loss of class-time (3+ mins) ● Fighting ○ Equal Balance of Power ○ 2+ individuals participating ● Harassment/Bullying ○ Stalking, Sexual or Physical ○ Repeated, Power Imbalance, Intentional ● Abusive/Threatening Language ○ Threats to injure self or others ○ Harassing comments ● Chronic Cheating/Lying ● Leaving without permission ○ Chronic ○ Leaving Building ● Physical Aggression ○ Intent to harm/serious injury ○ E.g. Punching, Biting, Hair Pulling ● Property Damage/Vandalism ○ Irreparable damage ○ Damage requiring repair ● Electronic Violation ○ Inappropriate web searches ○ Content not appropriate for school ● Chronic Stealing ○ Theft of high value item	● Loss of Privilege ● Contact/Check-in Plan ● Individualized Instruction ○ Problem Solving Sheet ○ Restitution-restorative practice ○ Teach Replacement Behavior ○ Re-Teach/Practice ○ Recess Practice ● School Community Service-restorative practice ● Conference with Student ● Parent Contact - Verbal ● Parent Contact - Written ● Time in Office ● In-School Suspension ● Out of School Suspension ● Alternative Placement ● Expulsion

*Chronic behavior is defined as 3 (4th would be a major) or more minor instances of a single behavior in a 30-day rolling period where teacher has used at least 3 different methods to correct the behavior.

Playground Expectations

During recess and noon hour the playground will be supervised. Weather permitting, all students will dress and go outside for some fresh air and exercise. This time will be limited on extremely cold days. Students will alert the Playground Supervisors if they need entry to the building for emergency, first-aid, restrooms and trips to the office. Playground expectations are taught to all students and retaught as needed.

PLAYGROUND RULES	***CONSEQUENCES FOR RULE BREAKING RULES***
NO FOOD ALLOWED ON PLAYGROUND. NO CANDY, GUM, SUCKERS, SNACKS, DRINKS, ETC	No food allowed on playground. Ask the student(s) put food away or give to staff to hold on to.
ONLY APPROVED SPORTS EQUIPMENT. YES - playground balls, footballs, basketballs, softballs, super balls, jump ropes, soccer balls, small sand toys. NO – wood/metal bats, Frisbees, school supplies, or expensive electronic toys, cell phones, remote controlled vehicles, etc.	Only approved sports equipment Item/equipment taken to office for parent to pick-up
TALK AND ACT RESPECTFULLY.	Talk and act respectfully - Warning 1 - Ask students to fix the behavior. **Explain the expectation to the student(s). Then have the student(s) repeat the expectations.** Warning 2 - Re-explained the above expectations.
NO PLAYING OR TALKING IN A ROUGH WAY. YES – flag football (ALL football activities/games students must wear belt with two flags) NO – “king of the hill”, tackle football, “play” wrestling, pushing, shoving, kicking, name-calling, swearing, threatening, bullying, throwing wood chips, sticks, sand, etc.	No playing or talking in a rough way
NO THROWING OR KICKING BALLS AGAINST THE BUILDING	No throwing or kicking balls against the building 1st offense - warning by supervisor, reteach expectation 2nd offense - reteach expectation, problem solve with supervisor other choices for behavior, time-out or redirection to another area of the playground

Brener-Blacktop Activities/Games: Basketball, Four Square, Skully, Checkers, Target Toss, Hula Hoop, Jump Rope	Warning 1 - Ask students to fix the behavior. **Explain the expectation to the student(s). Then have the student(s) repeat the expectations.** Warning 2 - Re-explained the above expectations.
Brener-Field Activities/Games: Flag Football, Soccer, Kickball, Gaga Ball, Wiffle Ball, Tag type games.	Warning 1 - Ask students to fix the behavior. **Explain the expectation to the student(s). Then have the student(s) repeat the expectations.** Warning 2 - Re-explained the above expectations.
Brener-During winter with snow on the ground. Students MUST wear winter boots on playground fields. Snow Pants are optional. Students without winter boots must stay on the blacktop of the playground.	Warning 1 - Ask students to fix the behavior. **Explain the expectation to the student(s). Then have the student(s) repeat the expectations.** Warning 2 - Re-explained the above expectations.
Throwing snow or ice at other or objects is not permitted on the playground during recess.	Warning 1 - Ask students to fix the behavior. **Explain the expectation to the student(s). Then have the student(s) repeat the expectations.** Warning 2 - Re-explained the above expectations.

The following Recess Re-teaching Plan includes restorative practices when the action affects others or property in a harmful way.

Recess Re-teaching Plan	
<u>Behaviors that follow the Consequence Plan</u>: 1st offense - warning, 2nd offense of same behavior issue a return to recess ticket for next day	**Minor / Major (BIF) and/or return to recess ticket for next day (safety concern)**
Throwing snow or ice that does NOT hit another student	Physical Contact (pushing, shoving, grabbing, tackling)
Lying	Fighting
Not Following Directions	Property Damage / Vandalism

Being on Snow with boots	Being off school grounds
Being in Water	Throwing snowballs or ice hitting another student
Being on Equipment that is off limits	Not returning into the building at the right time
Kicking / Throwing ball against the building	Inappropriate Language / Profanity directed towards student or adult
Playing or Throwing Football on blacktop	Bullying
Kicking Football or ball on blacktop	Tackle Football
Inappropriate Language / Profanity	Being on Ice

Education Glossary

BIF	Behavior Incident Form
BIP	Behavior Intervention Plan
Bullying	Aggressive/hostile behavior that is intentional, repeated over time, and involves an imbalance of power between the bully and the bullied.
CICO	Check In - Check Out
Conflict	Disagreement or argument that usually has a solution
Conscious Discipline	Teacher Mindset when working with students
FBA	Functional Behavior Assessment
Kid Talk	Team of Specialists to support classroom teachers
PBIS	Positive Behavior interventions & Supports: federal law
Restorative Practices	Practices that aim to improve and repair relationships between people
RTI	Response to Intervention: multi-tier approach to education
SAIG	Social Academic Instructional Group
SEL	Social & Emotional Learning
Tier 1	Every student receives instruction and support
Tier 2	<15% of students receive additional support
Tier 3	<5% of students receive additional support
Trauma Sensitive	Ensuring students feel safe, welcomed, and emotionally supported
Zones of Regulation	Curriculum for self-regulation and emotional control

Use of Telephone

Students may use a telephone **ONLY** in case of urgent business. Calls for permission to visit a friend's home, for example, are not permitted. Calls after school to tell parents to come and pick them up are not necessarily emergencies. Parents should be aware of what time school is let out and make arrangements to be at school at the proper time.

Electronic Devices

All electronic devices are prohibited at school unless prior permission from the classroom teacher or principal is given. Electronic devices are to include game systems, cell phones, music devices, but not limited to these items. Anything that needs to be plugged in or uses batteries will be included in this list. Students who bring these items to school and are using them without prior will have them confiscated and they will be kept in the office for the day for the first offense. If a second offense occurs, they will be returned to a parent/guardian only.

Bicycles

All bicycles must be placed in the racks or area provided. They are not to be parked against the building or in the open. No one is to ride a bike on the school grounds at recess or any time during the school day. No one is to borrow or tamper with another pupil's bike. For your protection, be sure your bike is locked.

Student Insurance

The school does not provide students insurance coverage.

Technology

Access to the Shawano School District network is a privilege, not a right. Any use of the wireless network entails personal responsibility and compliance with all school rules. The use of the Shawano School District's network also allows IT staff to conduct investigations regarding inappropriate Internet use at any time, by administrator request. Use of the SSD network is limited to ways which enhance the learning environment.

Technology and Data

Technology and related resources are an integral part of today's learning environments. Each and every student is being issued an iPad with a case to support learning needs. The Shawano School District selects online and electronic resources that support the approved curriculum; these resources are to be thought of as our textbooks, consumables, and materials that support student achievement. They are selected

through a curricular resource review. If the iPad does not meet the student's learning needs for a variety of reasons, the student may be given paper/print learning materials that meet the curricular standards of coursework. (Board Policy 7540.03 "Student Education Technology Responsible Use and Safety" and all other board policies apply to use of iPads and other electronic equipment in the school district.)

Student Directory Information

The Shawano School District designates the following personally identifiable information contained in a student's education record as 'directory information' and may disclose that information without prior written consent. Parents/guardians may indicate their preference in the online registration process. See the building office for specifics.

· Name
· Address
· Telephone number
· Major field of study
· Participation in officially recognized activities and sports
· Weight and height if a member of an athletic team
· Dates of attendance
· Photograph
· Degrees and awards
· Name of most recently attended school

Student Network Accounts and Access

Students are given a network username and password. This is used for email/communications, access to the Apple and Microsoft365 ecosystems, and access to a variety of online systems. Each student is also provided an ID# that is used for lunch accounting, library materials access, and future systems access. All these accounts are private account and should not be shared with any other student at any time. With appropriate reasons, principals or district leadership may gain access to the student's account. All other staff must have principal or district leadership permission to gain access to a student's account. If students are seeking help from a staff member, the staff member should ask the student to interact with the iPad.
Use of the district's network and online resources/tools is a privilege and not a right. All district and school rules apply to the use of these resources. Any attempt to bypass the district's filters or setup up proxies or other activities to bypass security shall result in the student's network access to be limited or removed.

iPad Self-Insurance

Students have access to damage and loss insurance for their iPad. It is recommended that parents/guardians select insurance for their iPads. Students/parents/guardians should speak to a building principal or designee if assistance is needed to secure the insurance. Starting with the 2021 school year, the self-insurance fee is $25 per student. Families with more than 4 children will pay a maximum of $100 for the year for all their children's devices. Payment can be made during yearly online registration or at the school office. Students will receive a self-insurance form when they receive their iPad allowing parents/guardians another opportunity to make this payment.
Self-insurance payments will be accepted only until October 2 unless the student is a new enrollee of the district. New students have one month after the time of their enrollment to pay the fee for coverage no matter when they enroll. No refunds are given for self-insurance payments. After that date, the student/parent/guardian is responsible for any repair cost or replacement cost of the iPad. For example – a cracked screen is $249.00 and a replacement iPad is $329. Parents/guardians will receive a notice of fees through our Skyward Fee Management system. All fees carry forward year to year and must be paid before a student is able to participate in the high school graduation ceremony.

Insurance Coverage for 2023-24:

- 2 damage incidents are covered during the year the self-insurance is paid.
  For example – a cracked screen as the first incident and a headphone jack broken in the iPad as the second incident.
- **Loss of iPad, cable, case, or accessory is not a covered incident.**
- Cases are not included in the self-insurance. The cost of each shall be assessed to the student if damaged or lost. Non-keyboard case is $69; Keyboard case $139.
- Cables - No non-Apple cables or power supplies are allowed. All students are provided with an Apple charging cord and brick when given their iPad. You may purchase replacement cords and bricks from the office for $19 a piece. Payment Due Date: October 2nd. *

Fee payment can be made through Family Access online payment system or check/cash to the building office. Parents/guardians will receive notice of fees through the Skyward Fee Management system. All non-waived and unpaid repair fees carry forward year to year and must be paid by the end of each school year.

**If a student enrolls After October 2: Self-insurance form due date is one month from enrollment date.*

iPad Usage

All iPads are the property of the Shawano School District; the district does not guarantee the security of student information/data. Students should not expect that anything stored on the iPad or online services accessed with the iPad is confidential or private.

Students will bring their iPad to school every day or leave it at school when teacher's request. If the iPad is taken home, the iPad should be fully charged when the student brings it to school. If the student forgets their iPad at home, students are encouraged to contact their parent/guardian to bring their iPad to school. No iPads will be loaned to students when they forget their iPad at home. The student will record the necessary information to complete assignments and activities.

If an iPad is out for repair, the student will be given a replacement if the device is out for more than 2 days from the time of giving the iPad to the library staff. The student will be returned their initial device unless a replacement is deemed the solution to the repair.

Misuse of an iPad or any district device/equipment may result in the device/equipment being confiscated and not returned until an appropriate time (end of day or longer).

iPad Safety

The case provided gives some protection to the iPad; but not absolute protection.

Students will ensure that the iPad is carried in a protective way. When the iPad is in a backpack or carrying bag, the student will take care not to throw the bag or sit on it while riding a bus or in a car.

While at home, the student will use the iPad for school related functions. Parents/Guardians can, of course, set usage expectations and guidelines for use at home.

Students should bring a damaged iPad to the school library and tell the library staff what happened and how the device was damaged. The principal, along with the technology department staff, will make a final determination if the damage was intentional or accidental. All decisions are final. Self-insurance will repair damage twice in one year.

Each iPad has location services turned on allowing the district to locate and deactivate an iPad in the case of loss. If this occurs while a student has the iPad, the student should take the iPad to the library for clarification and reinstatement, if appropriate.

Student shall ensure that their iPad is not left in unsupervised areas. If a student finds an iPad that was left accidentally, the student should turn it in to the school office.

Digital Citizenship

While online, students will use the iPad for school functions. If used for personal purposes, students will refrain from accessing inappropriate online resources, attempt to bypass the district's content filtering, abide by district rules and regulations and local, state, and federal laws regarding access to information, communication, harassment, and bullying policies and practices. Principals or district leadership may secure assistance of school resource officers for investigations of any conduct that breaks district policy.
Students are encouraged to fully participate in any digital citizenship instruction ensuring understanding of appropriate use and how to use iPads and online resources for positive purposes. If a student accesses inappropriate content (purposefully or unintentionally) the student shall inform a staff member. In addition, student shall report any suspicious online communications to district staff (teachers and others) helping to ward off any breach of data to unwanted person(s) or services.
Students who repeatedly decide to not follow school rules with the iPad are subject to disciplinary action and loss of the iPad. If that occurs, teachers will provide alternative assignments and activities in paper format.

Student Use of Phones and Personal Devices

Classrooms are equipped with telephones. Students shall receive permission to use any district telephone. Reasons to ask permission include forgotten lunch money, bring lunch, illnesses or accidents, rides home or other reasons cleared by the classroom teacher or office staff. Before/after school plans should be made prior to arrival at school. Hillcrest Primary, Olga Brener Intermediate, and Middle School students are only allowed to use the telephone supplied in the school office. Students having cell phones may use them before/after school but while not in class. The district is not responsible for lost, damaged, or stolen cell phones or any personal device.
Students who bring personal devices to school will only connect to the guest wireless network and must abide by the statement of acceptance of use. Personal device use is at the discretion of the school staff – they may require personal devices to be put away and not used during the day. If a student does not abide by staff request regarding time of usage, the personal device can be confiscated by the teacher and given to the office for pickup after school by the student or parent/guardian. Failure to relinquish the device shall result in disciplinary action.

iPad Help

Students can seek help from any staff member or students regarding how to use the functions of the iPad. If the iPad is not working correctly, the student will do the following:
· Take the iPad to the school library
· Visit with the staff member on duty and explain the problem
· Staff member may need to keep the iPad while a determination is made on how to correct the problem
· If the iPad is kept in the library, a determination will be made whether a check-out iPad is available. This is an option only for situations of longer than 2 days to correct the problem.

Arrivals/Departures

Breakfast is served from 7:45 a.m. until 8:10 a.m. *****Parents and students are asked not to enter the halls until the 8:10 bell rings. Staff members are busy preparing for the day as well as attending meetings

prior to the first bell. Caregivers dropping off students in the morning should watch for signs indicating drop off areas.

School is dismissed at 3:20. Parents and siblings are asked to wait in the foyer until the 3:20 bell rings.

Safe Keeping of Valuable Articles

Our school has all the materials and equipment which are ordinarily necessary for the school's academic program. Children should not bring toys, games or electronic devices. Olga Brener School will not be responsible for any articles of value which are brought to school by pupils.

On rare occasions when a pupil inadvertently, or because of some unusual circumstance, has in his possession an article of value, he/she may use the school offices as a depository for the temporary safekeeping of such articles.

Closed Campus

Students are not permitted to leave the school grounds at lunchtime unless she/he has presented the office a request slip signed by a parent and approved by the principal.

Students need to sign out in the office if leaving before 3:20 p.m.

Parent/Teacher Conferences

PURPOSE: The goal of Olga Brener Intermediate School is to have 100% participation in Parent-Teacher conferences. We feel communication between home and school is essential. This bond further strengthens your child's attitudes toward school, learning and the completion of tasks. Parent/Teacher conferences will be held in November. Spring conferences will be held at the discretion of the teacher.
2023-2024 Conference dates: TBD

Gifts

In fairness to all children, we discourage students from presenting teachers with gifts, whether individually or as a group project.

Report Cards

Olga Brener Intermediate School utilizes Standards Based Report Cards. This type of report card lists the skills the children are expected to learn. Report cards will be sent out two times per year, mid-year and at the end of the year.

School Meal Program

Brener School serves breakfast and lunch to students. Breakfast runs from 7:45 a.m. – 8:10 a.m. for all students. Students are not allowed to bring soda to drink during school breakfast and lunch.

Parents of students in grades PK-5 will have the option to participate in the Wisconsin Morning Milk Program (WMP for short). Students who qualify for free/reduced lunch can have milk at no cost; those students who pay full price for lunch will be charged 30 cents per carton.

Account balances are checked the last day of the school week to ensure that there are enough funds for the following week.

Tobacco/Nicotine Products

Tobacco/Nicotine Products: Possession or use of any product containing nicotine is not allowed at any time in school buildings, on school grounds, at school functions off school property, or in any vehicle used for school purposes. This includes but is not limited to cigarettes, cigars, chewing tobacco, snuff, e-cigarettes and hookah pens (all types, including related products not containing nicotine), and all "look-alike" products.

Water Bottles

Each student is allowed to bring one water bottle to school. Said water bottle shall contain ONLY water when being used in the classroom. Drinks such as Gatorade, other sports drinks, energy drinks and the flavored powder packets are not allowed in the classroom.

Website

The Olga Brener website is available through the district's homepage at www.shawanoschools.com to locate the school page click on 'our schools', then 'Olga Brener Intermediate'. Here you will find our staff, important dates, events, and other resources.

Chaperone Expectations

Prior to the trip, we will talk with the students to make them aware of our behavior expectations for the class. Basically, we expect that students will:

1. Act like ladies and gentlemen and be on their best behavior. They are representing not only themselves, but also Olga Brener School and the community of Shawano.

2. Enjoy themselves as well as learn and follow the directions of the chaperones.

3. Eat no candy, food or drinks on the bus. This has too great a potential for a mess, which could ruin the trip for everyone.

Since you will be a role model for our students while you are chaperoning, we ask that you:

1. Refrain from smoking and the use of alcohol while on the trip.
2. Refrain from spending money on the students.
3. Remain with the group for the entire field trip.
4. Encourage the students to use quiet voices on the bus so the driver is not disturbed.
5. All students must be treated equally while chaperoning. Please don't make exceptions for your child.
6. Due to space restrictions and out of courtesy to others, only chaperones may accompany the class. Other family members are not allowed.

In volunteering to chaperone, you may be asked by the Shawano School District to allow us to conduct a background search. If you have issues in your past that will be divulged in a background check, you may want to reconsider chaperoning.

SHAWANO SCHOOL DISTRICT

443.10

Bullying

The Shawano School District believes that a safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence and other similar disruptive behavior.

Bullying includes aggressive or hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied. It is typically repeated over time. Bullying is a form of victimization and is not necessarily a result of or part of an ongoing conflict.

Bullying can include, but is not limited to these actions:

- Intimidation and/or harassment such as teasing, put-downs, cruel rumors, false accusations, hazing, name-calling or making threats.
- Social alienation, exclusion and isolation such as shunning or spreading rumors.
- Extortion
- Written notes, phone calls or electronic messages that are offensive, hurtful, slanderous, threatening, intimidating, insulting or degrading.
- Verbal aggression or verbal assaults which are offensive, hurtful, slanderous, threatening, intimidating, insulting or degrading.
- Any act, attempted act or threat of physical aggression such as assaults on a student or attacks on a student property.
- Cyber-bullying through the misuse of technology
    - Cyber bullying includes but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, website postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else.
    - In situations in which cyber bullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operations of A school In addition, such conduct must be in violation of publicized school policy. Such conduct includes but is not limited to, harassment, or making a threat off school grounds that is intended to endanger the health, safety or property of others at school, a district employee or school board member.

This policy applies to individuals on school grounds, while traveling to and from school in school provided vehicles, while waiting for the arrival of, or immediately following the departure of any school bus at a designated school bus stop and at school-sponsored activities whether on or off campus.

Any student who believes that he/she has been the subject of bullying or any parent or guardian who believes that their student has been subjected to bullying should report the matter in accordance with established procedures. There shall be no retaliation against students who file reports under this policy. All reports shall be investigated in a timely manner.

Reporting Procedure

A. Any person who believes he or she has been the victim of bullying or any person with Knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to the building employee most closely connected to the student or the incident, this reporting procedure is not intended to prevent any person from reporting bullying directly to the building principal.

B. Any employee that receives a report of, observes, or has Knowledge or belief of conduct that may constitute bullying, is required to report to the building principal/ or designee in a timely manner.

C. The reporting party or complainant shall use the Bullying Incident Report form, which is available in each school building's office. Oral complaints shall be documented with a Bullying Incident Report form. Anonymous complaints will be investigated but the school district's ability to take action on such reports may be limited.

D. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

E. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

F. Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future grades, work assignments, educational or employment environment.

It is the responsibility of administrators, staff members and all students to ensure that these prohibited activities do not occur. The school district will act to investigate all complaints of bullying and will discipline or take appropriate action against any student or employee of the school district who is found to have violated this policy.

School District Action

A. Upon receipt of a complaint or report of bullying, the school district shall undertake or authorize an investigation by school district officials, or a third party designated by the school district.

B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an Investigation of bullying, consistent with applicable law.

C. Upon completion of the investigation, the school district will take appropriate action. Such action may include but is not limited to, warning, suspension, exclusion, pre-expulsion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the state statutes, school district policies, and other regulations.

The district will provide activities to educate students on the harmful effects of bullying behavior, how to intervene or report if students see others bullying, how to get someone who is bullying them to stop, and the consequences for bullying. Some of the leadership to prevent bullying and to educate students about bullying will be planned and provided by student leadership in the district.

The principals will review the anti-bullying policy yearly with both students and staff. Records will be kept of all reports of bullying behavior, what investigation indicated, and what consequences if any were applied.

Biannually, a survey regarding bullying shall be done and the results shall be used to help develop future anti-bullying programming. The progress or lack of it, as demonstrated on the survey and other records, shall be reported to the school board.

See the Shawano School District Bullying Incident Report Form Exhibit 443.10 included in this handbook.

Shawano School District

Engage, Empower, Educate, Every Student, Every Day, The Hawk Way

What is Bullying?

The Shawano School District staff strives to develop a school environment where all members of the school community feel secure and safe. Each member of the school community is responsible to exhibit positive, safe social behaviors as they interact in the school environment. It is essential to understand different types of social interactions, especially those considered negative social behaviors that can lead to others feeling unsafe. The Shawano School District defines social behaviors as follows.

Main types of negative social behaviors and examples:

- **Friendly Teasing:** One student comments to another student that they should turn their jersey inside out because his favorite team lost last night.
- **Hurtful Teasing:** One student comments to another student that they look chubby in the outfit they are wearing
- **Peer Conflicts:** Two students have a disagreement on the playground about which one will be the pitcher in kickball.
- **Bullying:** One student repeatedly threatens another student that if they walk down a specific hallway they will get "beat up". Another example is one student repeatedly calling another student a name regarding their sexual orientation.

Friendly Teasing	Hurtful Teasing	Peer Conflicts	Bullying
Equal power	Unequal Power	Equal power	Imbalance of power
Neutral	Sensitive topic	Occurs occasionally	Occurs repeatedly
Purpose is to be playful	Purpose is to upset	Accidental	Intentional and serious
Joins relationships	Excludes	Negotiations and option	Seeks to gain power
Funny to both parties	Sarcastic	Withdrawing an option	No remorse
		Relationship is valued	No effort to resolve
		Effort to resolve	

Four questions to keep in mind when thinking about a situation or experience:

- Were the behaviors deliberate?
- Were they repeated?
- Did the behaviors inflict harm or suffering?
- Was there an imbalance of real or perceived power?

To proceed with reporting a bullying incident, please contact a trusted adult or visit https://speakup.widoj.gov/

School Safety

Disaster

SDD takes student safety very seriously. We prepare for disasters such as fire and extreme weather by posting emergency information, practicing drills once a month, and coordinating with city and county services.

ALICE

The threat of violence against students is a rising concern in our nation. With that in mind, we train our students and staff to follow the ALICE model when a dangerous event such as a school shooting takes place. ALICE is not designed to be sequential. You have the ability to control your response. You do not have to be a victim.

ALICE is described as follows:

- **A**lert- Be aware of your surroundings. Use plain and specific language. Avoid code words.
- **L**ockdown- Barricade the room. Silence mobile devices. Prepare to evacuate or counter if needed.
- **I**nform Communicate the attacker's whereabouts. Use clear and direct language. Be prepared to stay on the phone if speaking to emergency personnel.
- **C**ounter- Move, make noise. Throw objects to distract the attacker. Use body weight and gravity to gain control. Counter should be an absolute last resort.
- **E**vacuate- Run from danger when safe to do so. Break windows from the top corner. Move to rally point. Keep hands visible and follow law enforcement commands.

BULLYING INCIDENT REPORT

For use when reporting bullying incidents at school! It may be used by school and police officials when investigating this or other related incidents.

Report Made By:_____ Date:_____

Exact location/s of Incident:_____

_____

Date of Incident:_____ Approximate time of Incident: _____

Check those that apply:

___ kicking	___ teasing	___ exclusion from game/activity
___ hitting	___ embarrassment	___ name calling
___ pushing	___ tripping	___ rude gestures
___ spitting	___ hate notes	___ spreading rumors
___ insulting	___ discrimination	___ cyber-bullying
___ hazing	___ put downs	___ intimidation

___ other/s _____

Please describe in detail exactly what occurred, anyone who was involved, possible witnesses. Details are very important.

_____

_____

_____

_____

_____

Continue report on the back!

I certify that all statement made above are true to the best of my knowledge. I understand that if I falsify this document, I can be held subject to consequences at school and by legal authorities (if applicable).

_____ _____

Signature Date Submitted

iPad Self Insurance Selection -- Shawano School District

If your parent/guardian has not completed this form in Skyward, please complete and return this form to your school office. *(Complete 1 form per student)*

See the Building Student Handbook for Specific information on student expectations for Digital Citizenship, Network Accounts and Access, iPad Usage, and Repair Process.

iPad Provided for Learning

The iPad provided to your child is to be used for school purposes. All teachers and staff will use the apps and functions on the iPad for learning and achievement. An iPad case is provided to give some protection to the iPad; but it is not absolute protection. Students should carry the iPad in a protective manner and know where it is always located. While the iPad is at home, parents/guardians can set usage expectations and guidelines for use at home.

iPad Self-Insurance

You are being offered iPad Insurance for iPad damage. It is recommended that parents/guardians select insurance for each iPad. Students/parents/guardians should speak to a building principal or designee if assistance is needed to secure the insurance.

___ Yes, I choose to purchase the insurance. $25 per year; $100 maximum payment if more than 4 children.

___ No, I waive purchase of the insurance and will be responsible for any repairs or loss.

For example – a cracked screen is $249; a replacement iPad is $329; a power cord is $19; a power brick is $19 [Prices may increase].

Insurance Coverage for 2023-24:

- 2 damage incidents during the year the self-insurance is paid.
  For example – a cracked screen as the first incident and a headphone jack broken in the iPad as the second incident.

- **Loss of iPad, cable, case, or accessory is not a covered incident.**
-
- Cases are not included in the self-insurance. The cost of each shall be assessed to the student if damaged or lost. Non-keyboard case is $69; Keyboard case $139.

- Cables - No non-Apple cables or power supplies are allowed. For non-insured iPads, students will purchase cases through the school office if needed. You may also purchase replacement cords and bricks from the office for $19 a piece. Payment Due Date: October 2nd. *

Fee payment can be made through Family Access online payment system or check/cash to the building office. Parents/guardians will receive notice of fees through the Skyward Fee Management system. All non-waived and unpaid repair fees carry forward year to year and must be paid by the end of each school year.

**If a student enrolls After October 2: Self-insurance form due date is one month from enrollment date.*

Date _____

_____	_____	_____
Student Last Name	Student First Name	Student School Building

_____	_____
Parent/Guardian Last Name	Parent/Guardian First Name

_____

Parent/Guardian Signature

Shawano School District
2023-2024 SCHOOL YEAR CALENDAR

- "No School"
- "No School"- Holiday
- In-service/Work Day
- Early Dismissal Day
- Wednesday early release student dismissal 1:45 Teacher PLC/PD

Aug 1-21 Floating Teacher Work Day
Aug 22-24 Teacher In-service
Aug 28-30 Teacher In-service

Sept 4 No School-Holiday
Sept 5 First Day for Students
Sept 13 Early Release
Sept 20 Early Release
Sept 27 Early Release

Oct 4 Early Release
Oct 9 No School/In-service
Oct 18 Early Rlease
Oct 27 No School

Nov 1 Early Release
Nov 3 End of First Quarter
Nov 8 Early Release
Nov 17 11:45 Dismissal (P/T Comp)
Nov 20-22 – No School
Nov 23 No School-Holiday
Nov 24 No School
Nov 29 Early Release

Dec 6 Early Release
Dec 13 Early Release
Dec 22 - 11:45 Dismissal (P/T Comp)
Dec 25-29 No School – Winter Break

Jan. 1 No School – Winter Break
Jan 2 Classes Resume
Jan 10 Early Release
Jan 18 End of Semester
Jan 19 No School – In-service
Jan 22 No School
Jan 31 Early Release

AUGUST '23

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER '23

S	M	T	W	Th	F	S
					1	2
3	(4)	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER '23

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER '23

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	(23)	24	25
26	27	28	29	30		

DECEMBER '23

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

JANUARY '24

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY '24

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

MARCH '24

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	(29)	30

APRIL '24

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY '24

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	(27)	28	29	30	31	

JUNE '24

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

Feb 7 Early Release
Feb 14 Early Release
Feb 23 No School
Feb 26 No School – In-service

March 6 Early Release
March 13 Early Release
March 20 Early Release
March 28 End of Third Quarter
March 29 No School-Holiday

April 1-5 No School
April 10 Early Release
April 17 Early Release
April 24 Early Release

May 1 Early Release
May 8 Early Release
May 15 Early Release
May 22 Early Release
May 27 No School-Holiday

June 5 Early Dismissal – Last Day with Students
June 6 – Snow Make-up Day
June 7 Teacher In-service

- Check with student's school for dates of Parent-Teacher Conferences.

The Board of the Shawano School District does not discriminate on the basis of sex in its education program or activity and is required by Title IX and it implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment.