



2024 - 2025 STUDENT & FAMILY HANDBOOK INTERMEDIATE

NATURE HILL INTERMEDIATE
SILVER LAKE INTERMEDIATE



SILVER LAKE INTERMEDIATE SCHOOL

Silver Lake Intermediate School Student and Family Handbook

If a student or parent/guardian would prefer to have this information translated into Spanish, please contact us at (262)-560-2176.

Si un estudiante, padre ó guardian prefiere tener esta información traducida en Español, por favor contactenos en el (262)-560-2176.

MISSION, VISION, AND CORE VALUES

Mission

Empowering a community of learners and leaders.

Vision

To be an unrivaled learning community, seeking wisdom, honoring the past,
and shaping the future.

Non-Negotiable Core Values

- All learners will be held to high expectations.
- All learners will succeed.
- All teachers will collaborate to strengthen each other's effectiveness.
- All teachers teach all learners.
- All individual learners' needs will be met in the general education environments through flexible learning experiences.
- All learners will engage in relevant curriculum that is diverse.
- All teachers will design instruction by knowing each individual.

ACKNOWLEDGEMENT AGREEMENT

This handbook is given to every student to ensure that rules, policies, procedures, and expectations for behavior have been made available. Parents/Guardians are asked to review this handbook with their student(s). Please call the school if you have questions or concerns regarding the content.

I understand I am responsible for knowing and abiding by the contents of the Student and Family Handbook and I understand that School Board policies are available at the School, District Office, and on the District's website www.oasd.org

An electronic signature indicates acceptance

NON-DISCRIMINATION

The Board of Education of the Oconomowoc Area School District is committed to a policy of nondiscrimination in employment and in implementation of instructional programs.

Under s. 118.13, except as provided in s. 120.13 (37m), no pupil may be excluded from a public school, or from any school activities or programs, or be denied any benefits or treated in a different manner because of the person's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

On behalf of the entire Silver Lake staff, I would like to welcome you to our handbook! Silver Lake opened in the fall of 2008 and currently serves nearly 600 students in grades 5-8. Together, with more than 90 staff members, we are committed to ensuring that each student receives a challenging yet relevant academic experience, learns to grow and adapt socially, and feels as though they're supported emotionally.

As principal, I am thankful for the dedicated staff, persistent students and supportive families that help make our school so successful. Below are a few of the reasons why Silver Lake is a great place to work and learn!

Whether they are a teacher, support staff member, custodian, administrative assistant or administrator, EVERYONE at Silver Lake has an invested interest in supporting the needs of each child. Our fifth and sixth grade teachers carefully nurture each student in order to build the foundation that is needed to assist our seventh and eighth grade teachers in their responsibility to transition our students to Oconomowoc High School. Throughout the building, you will see our teachers embrace innovative instructional strategies that work to support the needs of all of our students.

SLI has an unrivaled arts program. Our concerts and plays are a culmination of many hours of hard work and practice by our students and teachers. Between orchestra, band, jazz band and choir, our students have the opportunity to use the arts as a means of self-discovery and expression. This year, I would encourage you to take the time to attend one of our many concerts and performances.

Oftentimes the busiest part of the day at Silver Lake is *after* the dismissal bell rings at 2:55. Silver Lake offers several sports and clubs throughout the year for students to participate in. We are proud to say that last year we calculated that approximately 72% of our students participated in at least one club or after-school activity. We noticed that students who participate in a club perform better on our assessment measures, so please encourage your child to join an after- school activity that interests them.

At Silver Lake we have a very supportive Parent Teacher Organization (PTO). The PTO is responsible for raising funds that support the academic, social and emotional needs of our students and teachers. Meetings occur at SLI on the second Monday of each month, beginning at 6:30 p.m. Please visit the PTO website found on our school webpage for more information on how to get involved. We hope to see you at the next meeting!

Thank you for taking the time to learn more about our school. Please feel free to contact me if you would like to tour our beautiful school or if you have any questions about our community!

Go Cyclones!

Jill Marr
Principal

J.C. Bruns
Assistant Principal

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**2024-2025
BOARD OF EDUCATION**

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Email: BaumannJ@oasd.org

Term Expires: April 2026

Mr. Matt Carrico - Clerk

E-mail: CarricoM@oasd.org

Term Expires: April 2024

Mr. Neal Ninmann

E-Mail: NinmannN@oasd.org

Term Expires: April 2025

Mrs. Jessica Karnowski

Vice President

E-mail: karnowsj@oasd.org

Term Expires: April 2024

Mr. Bill Thiel

Email: ThielW@oasd.org

Term Expires: April 2025

Mr. John Barnes, Treasurer

E-Mail: BarnesJ@oasd.org

Term Expires: April 2026

Mr. James Wood - President

E-Mail: woodj@oasd.org

Term Expires: April 2024

Mrs. Meghan Goldner, Board Deputy Clerk

Email: GoldnerM@oasd.org

2024-2025 FAMILY CALENDAR



JULY 2024				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

JUL. 4-5 No Summer School
July 4th Holiday

JUL. 8 Returning Student
Online Registration Starts

JUL. 26 Last Day Summer School

AUGUST 2024				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

AUG. 7 Returning Student
Online Registration Closes
Registration help at OHS & OHS Picture Day

AUG. 27 Open House
*OHS: 2-6 p.m.
Intermediate: 3-5 p.m.
Elementary: 4-6 p.m.*

SEPTEMBER 2024				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

SEPT. 3 First Day of School
For grades 5K-9

SEPT. 4 First Day of School
For grades 4K & 10-12

OCTOBER 2024				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

OCT. 14 No School (Staff Day)

OCT. 24 Family Conferences
For grades 4K-8

Early Release for Grades K-12
Release schedule below

OCT. 25 No School

NOVEMBER 2024				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

NOV. 8 No School (Staff Day)

NOV. 27-29 Thanksgiving Break

DECEMBER 2024				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

DEC. 23 – JAN. 1 Winter Break

JANUARY 2025				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

DEC. 23 – JAN. 1 Winter Break

JAN. 20 No School (Staff Day)

FEBRUARY 2025				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

FEB. 17 No School (Staff Day)

MARCH 2025				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

MAR. 21 Early Release
for Grades K-12
Release schedule below

MAR. 22 – 30 Spring Break

APRIL 2025				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

APR. 18 No School

APR. 21 No School 4K Only
Regular school day for 5K-12th

MAY 2025				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY 23-26 Memorial Day Break

JUNE 2025				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

JUNE 5 Last Day For 4K Only

JUNE 6 Last Day + Early Release
Release schedule below

Please check your individual school calendar for additional events and schedule changes that apply to your school.

REGULAR SCHOOL HOURS

OHS: 7:20 a.m. – 2:40 p.m. | Intermediate Schools: 7:30 a.m. – 2:55 p.m. | Elementary Schools: 8:40 a.m. – 3:40 p.m.

EARLY RELEASE SCHEDULE (October 24, March 21 & June 6)

OHS @ 11:40 a.m. | Intermediate Schools @ 11:55 a.m. | Elementary Schools @ 12:40 p.m. | No school for 4K on early release days

■ No School ■ Early Release ■ Important Date

PEOPLE WHO CAN HELP - TELEPHONE NUMBERS

Main Office...	262-560-4300
	262-560-4309
Attendance	262-560-4302
Health Room	262-560-4303
School Counselor	262-560-4300
Food Service	262-560-2146
Work Permits	262-560-4308
Riteway Bus Services, LLC	920-355-4040

Follow us on:

[Silver Lake](#)

[Intermediate website](#) [District website](#)

Twitter:

<https://twitter.com/SLI2U>

<https://twitter.com/oconschools>

Facebook:

<https://www.facebook.com/AllThingsSLIatSilverLakeIntermediateSchool>

<https://www.facebook.com/oconomowocschools>

Instagram:

<https://www.instagram.com/oconomooeschools/>

<https://www.instagram.com/sli2u/>

2024-25

7-8th Grade Daily Class Schedule Monday- Friday

CC/ CS	Block A 8 th Grade Explore		Block B 7 th Grade Explore		7 th S O A R	Lunch/Rece ss	8 th S O A R	Block C		Block D	
	0	1	2	3				4	5	6	7
7:30	7:58	8:43	9:56-	10:41		8 th grade 10:55-11:25		12:00	12:45	1:33	2:17
-	-	-	10:3	-		7 th grade 11:25-11:55		-	-	-	-
7:55	8:40	9:25	7	11:22				12:45	1:30	2:17	2:55

2024-25

5-6th Grade Daily Class Schedule Monday- Friday

5 th Grade	Core Classes	Lunch/Recess 10:25-10:55	SOA R	Explore Class 1	Explore Class 2	Core Classes
6 th Grade	Core Classes	Core Classes	Lunch/Recess 11:55-12:30	SOAR	Explore Class 1	Explore Class 2

Oconomowoc Intermediate Schools (OIS)

Expectations of Excellence

The mission of Oconomowoc Area School District is to “empower a community of learners and leaders.” The goal is to create responsible students that are respectful of others and their surroundings, who make safe choices in all aspects of their life. This goal can only be reached when our students, parents, teachers, and community work together with a unified set of behavioral expectations and are focused on the common purpose of creating highly engaged students. These expectations will help the school meet its vision of becoming an “unrivaled learning community, seeking wisdom, honoring the past, and shaping the future.”

What does it look like?

It is a systematic approach in teaching behavioral expectations throughout the intermediate school. It is based on Positive Behavioral Interventions and Supports (PBIS), a proactive approach to behavior management which teaches appropriate behaviors, reinforces and recognizes students who are able to model these behaviors, and has systems in place to support students who have a difficult time or may present more challenging behaviors.

In order for students to be successful, it is imperative that we use a team based approach which includes families, staff, and students.

The Approach

The purpose is to develop an inclusive learning community that includes ALL families, staff, and students to create a consistent atmosphere in our school. With this purpose in mind, we have moved to a school-wide expectations system that addresses the entire school, which includes the classroom, and areas outside the classroom (such as hallways, restrooms, cafeteria, school grounds, etc.). Every person who works in the school is aware of the behavioral expectations and works to ensure students are consistently getting the same message, regardless of the setting they are in or the adult they come in contact with.

The Implementation Plan

In order for it to be successful, we will be working with our students and staff on the following activities.

- **Communicate Behavioral Expectations:** A number of clearly defined behavioral expectations are simply stated in positive terms. These are expectations for every student and staff member throughout our school. For example: Be Responsible, Be Respectful, Be Safe.
- **Teaching Behavioral Expectations:** Behavioral expectations are identified and defined for different settings within the intermediate school. Appropriate behaviors within each of these settings are explicitly taught to the students.
- **Acknowledge Appropriate Behaviors:** Once appropriate behaviors have been defined and taught, they are acknowledged and rewarded in various ways on a regular basis.
- **Data Collection:** Data regarding disciplinary referrals is collected and analyzed by the leadership team to determine when and where the problems are occurring. This team then brainstorm proactive ways to address the problems and to re-teach and reinforce positive behaviors.
- **Active Support by All Stakeholders:** This defines what it means to be a member of the Oconomowoc Area School District! Active involvement and participation is needed from the entire school community for this system to be successful. PBIS will be used as a method for strengthening the positive culture within our building.
- **Benefits (PBIS research-based):** Increases attendance, student and teacher reports of a more positive and calm environment, and reductions in number of behavioral disruptions.

School-Wide Behavior Matrix

The students and staff at SLI, commit to work together to provide a positive, respectful, responsible and safe school environment that encourages everyone to Connect, Explore and Soar

Expectations	In the area of Technology/Chromebook	Hallway/Pod/Passing Time	Recess	Lunch	Restroom	School Events (Including attendance at sports, clubs, dances etc.)
Connect- I connect respectfully and responsibly in my SLI community.	<p>I know this device is on loan to me</p> <p>I respect the Chromebook and take care of it to avoid damage</p> <p>I arrive at school with my Chromebook fully charged</p>	<p>I arrive on time</p> <p>I maintain my locker and keep it closed and locked</p> <p>I pick up any trash, items etc in the hallway</p> <p>I use appropriate volume and language</p>	<p>I use appropriate language</p> <p>I listen to directions</p> <p>I include others</p> <p>I pick up and throw away trash</p>	<p>I maintain 6 people to each lunch table</p> <p>I stay seated at my lunch table</p> <p>I keep the lunchroom clean by throwing away my trash and cleaning up any spills etc.</p> <p>I use appropriate volume and language</p>	<p>I use the restroom as intended</p> <p>I wash my hands and dispose of paper towels appropriately</p> <p>I use appropriate volume and language</p>	<p>I respect the event and its participants</p> <p>I follow directions</p> <p>I stay in the designated environment for the event</p>
Explore- I explore opportunities to grow and learn safely in my SLI community	<p>I use devices as intended following directions when and what it is used for</p> <p>I use devices for school appropriate content</p> <p>I keep foods and liquids away from devices</p>	<p>I use appropriate volume and language</p> <p>I walk</p> <p>I keep my hands, feet, etc to myself</p>	<p>I use all equipment as intended</p> <p>I stay in designated spaces</p>	<p>I keep my hands, feet, etc. to myself</p> <p>I am appropriate with all food and trash</p> <p>I follow directions</p> <p>I walk</p>	<p>I respect all property</p> <p>I keep my hands, feet, etc. to myself</p>	<p>I maintain appropriate volume and language</p> <p>I keep my hands, feet, etc. to myself</p> <p>I participate appropriately</p>
Soar- I soar when I am extending myself and I persevere through challenges to meet and exceed expectations	<p>I help others</p> <p>I inform adults of any problems or misuse</p>	<p>I help others</p> <p>I am kind and respectful to everyone</p> <p>I respond to others, greet, smile etc.</p>	<p>I invite/include others</p> <p>I am fair and honest</p> <p>I help someone who is hurt</p> <p>I inform adults of any issues</p>	<p>I help clean up/pick up</p> <p>I inform adults of any problems</p>	<p>I inform an adult of any issues in the restroom</p>	<p>I appropriately celebrate the success of others</p> <p>I encourage and model positive behavior</p> <p>I inform adults of any issues</p>



What it Looks
Like to
Connect
Explore and
Soar

WHAT IT LOOKS LIKE TO CONNECT, EXPLORE, AND SOAR

ACADEMIC RESOURCES

Library Media Center

The purpose of the library is to provide resources for student assignments and recreational reading. The library provides a comprehensive collection of resource materials to support the curriculum and encourage cultural enrichment. Students and staff are encouraged to use the library for both academic and personal use. Asking the library staff for help using the library is encouraged. The library staff is available to assist students and teachers in utilizing both print and electronic resources. They will assist students in locating appropriate materials and guiding students and teachers through the process of analyzing the wide variety of information sources available and choosing the source that best meets their information need. Additionally, library staff works with students troubleshooting Chromebook hardware and software issues and other technology devices. The Library Media Specialist is responsible for the selection of all library materials making sure they meet the school community's curricular and recreational needs. The Library Media Specialist also collaborates with teachers to deliver instruction and support in research, uses of technology tools, book selection, digital citizenship, digital literacy, and the enjoyment of reading.

The library is open to students and faculty from 7:15 a.m. to 3:00 p.m. Monday thru Friday.

Multi-Levels of Systems and Supports (MLSS)

MLSS is grounded in the belief that ALL students can learn and achieve high standards when provided with effective teaching, research-based instruction, and access to a standards-based curriculum. Using a comprehensive tiered intervention system (gifted to interventions), Oconomowoc Intermediate School staff will collaborate to provide students with academic or behavioral interventions, as needed. In efforts to provide a systematic approach to serving students, the major components of MLSS include core programming, collaborative practices, a balanced assessment system, culturally responsive practices, leadership and support, and family involvement.

Programs & Services for English Language Learners

Oconomowoc Area School recognizes that there are students in the district who speak a language other than English, or have consistently been exposed to a language other than English. Accordingly, the district provides services and support for students who are in the process of becoming proficient in the English language. The purpose of these services is to help students acquire English language skills that will enable them to be successful in the classroom and meet established academic standards.

[Link to Services/Programs for English Language Learners Policy 2260.02](#)

ADVANCED COURSES AND PROGRAMMING

Gifted & Talented

The philosophy of the Oconomowoc Area School District is to provide a challenging and rigorous experience for our gifted and talented students through differentiation of the curriculum within the regular education classroom.

What is differentiated instruction?

In differentiated classrooms, teachers provide different avenues to acquire content, to process or make sense of ideas, and to develop products. Teachers select appropriate teaching methods to match an individual child's learning strategies within a group situation. Differentiated instruction is beneficial for all students.

Existing curriculum, whenever possible, should meet the ongoing academic, intellectual, artistic, creative and social needs of all students. At Oconomowoc Intermediate Schools we understand that beyond the standard classroom, children need and deserve access to educational opportunities that enhance their achievement. With help from the Gifted and Talented Resource Coordinator, classroom teachers at Oconomowoc Intermediate

Schools provide curricular options outlined in their course syllabi. These options provide avenues for appropriate programming services that meet the extended needs of individual students. Options such as acceleration, independent learning, higher-level questioning on assessments, and out-of-classroom enrichment are examples of some of the methods made available through our teachers. Students looking to extend their learning are encouraged to take advantage of these opportunities.

The intermediate schools have a Gifted and Talented facilitator who works with students to develop programming plans based on the unique needs of each student. Parents and students can expect programming updates related to the child's area(s) of identified giftedness. Enrichment opportunities including job shadowing, access to specific workshops /seminars and coursework outside of the high school are made available through the Gifted and Talented Facilitator .

ANNOUNCEMENTS

Students should listen to announcements during class or check the school website for the daily announcements.

ATTENDANCE

Attendance Philosophy:

The Oconomowoc Area School District encourages a strong partnership between home, school, and community. School attendance is a shared responsibility between students, parents and the school. It is an important factor in the individual student's character development, success in his or her classes, and future success in postsecondary educational and career opportunities.

[Link to Attendance Board Policy 5200](#)

It is the legal responsibility of the parent(s), guardian(s) or legal custodian(s) to require the child to attend school regularly during the full period and hours that school is in session. It is important to establish a pattern of regular school attendance early in a child's life. School and community resources are available to give support to parents as needed to ensure regular school attendance.

Excusing Absences
Parent(s)/guardian(s) are to call the school within 48 hours following the absence to explain the reason for their child's absence.
Contact the Silver Lake Attendance Office at
(262) 560-4302
This number is available 24 hours a day; please be sure to leave your child's first and last name, as well as the reason for the absence.

OIS Attendance Procedures:

1) Doctor, Dentist and other appointments:

Notification: Parent(s)/guardian(s) are to call or write to the school prior to an absence to explain the reason for their child’s absence. Contact the Silver Lake Attendance Office at (262) 560-4302. This number is available 24 hours a day; please be sure to leave your child’s first and last name, as well as the reason for the absence.
See medical verification.

Reporting an Illness:

Give and spell STUDENTS’ LAST NAME. Give your full name, date, contact number, and reason for the absence. Parent(s)/guardian(s) are to call the school within 48 hours of the absence to explain the reason for their child’s absence. Contact the Silver Lake Attendance Office at (262) 560-4302. This number is available 24 hours a day; please be sure to leave your child’s first and last name, as well as the reason for the absence. Students who become ill while in school, are expected to report to the health room to obtain parental permission to leave school.

2) Arriving ON TIME:

Students should make every effort to attend classes on time. If they arrive late, they must sign in at the Front Desk in the main office when coming late to school. If students arrive 15 or more minutes late for class, this will be considered an absence (U-AB). If less than 15 minutes, then it is a tardy (T-T).

3) Medical Verification:

Students can have an absence medically excused and verified when they go to the doctor and supply a doctor’s excuse. This could be for a doctor appointment, dental visits, orthodontist therapist, hospital, etc. A verified medical absence code would be entered for any of the dates listed on the medical excuse. A medical excuse may be needed if absences exceed part or all of any 10 days in a school year.

All children are required to participate in the physical education program unless a written excuse from a physician is submitted.

Types of Absences:

The school shall determine daily which students are absent and whether that absence is excused.

Excused Absence: The parent or guardian has requested that the student be excused because of

- (1) a personal illness (verification may be required)
- (2) severe illness or a death in the family
- (3) religious observance
- (4) required court appearance
- (5) health appointments (verification may be required)
- (6) disciplinary suspension from school
- (7) special cases of an emergency nature at the discretion of the

principal Parents cannot excuse any absences inside the building during the school day.

In accord with Wisconsin Statutes, Section 118.15, a student may be excused for no more than 10 absences per school year. Excessive absences can lead to decreased achievement and can have long term negative effects on graduation rates.

OASD Absence Response Progression:

- 10+ student absences: Development of Attendance Improvement Plan with student and family.
- 12+ student absences: Additional absences would require medical reason /medical excuse from a medical provider.
- 15+ absences: Referral to law enforcement for Truancy citation and/or formal Truancy petition with county.

SCHOOL ATTENDANCE AND EXTRACURRICULAR PARTICIPATION

The privilege of extracurricular participation is first dependent upon meeting the requirements and expectations of academic performance and attendance. A student is expected to be in attendance for each class period, including study halls, in order to participate in after-school extracurricular rehearsals, practices, contests or performances. The following guidelines will be used to determine a student's eligibility to participate in after-school activities on any given day. A student may have no unexcused absences. An unexcused absence in any class period, including study halls, will make the student ineligible to participate in any after-school rehearsal, practice, contest or performance that day.

1) A student who is excused by a parent or guardian as ill, will be ineligible to participate in any after-school practices, rehearsals, contests or performances that day unless the student is either

(a) in attendance from the beginning of Block B (9:30 am) through the end of the day even if any of those periods are study halls, or (b) provides a physician's excuse for missing school.

2) A student who has a pre-planned, excused absence may participate in after-school extracurricular activities that day. The absence must meet state and district guidelines for excused absences including appropriately checking out through the Attendance Office/Health room/Athletic Director's Office.

3) Participation in extracurricular activities should not prohibit a student from making a commitment to attend all of their classes, including the day following a late contest or performance. If participation in the activity interferes with the student's ability to attend classes, the student should reconsider their participation in that activity. Excessive absences, excused and unexcused, will be monitored and discussed with the student, parent, advisor, coach, athletic director, and activities director.

4) In cases where interscholastic athletic competition is involved, participation by an ineligible student may result in forfeiting a contest. Therefore, the administration or coach may decide to withhold a student from a contest in cases where an absence cannot be clearly determined as excused or unexcused. Students can avoid this conflict by attending all classes.

DRESS GUIDELINES

All students need to pay attention to personal cleanliness, health, neatness, safety and suitability of clothing and appearance for school activities. In every case the dress and grooming of the students shall be clean and shall be safe, classroom and learning ready.

- Clothing, jewelry, pocket chains, or footwear (including slippers) that might damage or mark school property or could cause injury may not be worn.
- Coats and outerwear should be placed in the hall locker during school hours.
- Backpacks or handbags are not allowed in classrooms nor can be carried throughout the building during instructional hours. They are to be placed in the hall locker during school hours.
- Clothing which calls inappropriate attention to the wearer may not be worn. Examples include, but are not limited to:
 - Tops that have no shoulder straps or straps that are less than 2 inches wide; shirts that reveal cleavage, the midriff or the back; garments (pants and shorts) that are worn far below the waist line; see through leggings, extremely short and/or tight shorts or skorts (so short that either buttocks show or shorts are covered by the length of a long shirt).
 - Hoods, hats, sunglasses, etc. in learning spaces unless permission is specified. This includes classrooms, assemblies, guest speakers, field trips, or other ceremonies.
 - Clothing that displays obscenity or sexual innuendo, or advertises or promotes the use of alcohol, tobacco products or controlled substances.
 - Clothing or jewelry that depicts or reflects gang affiliation.

7th and 8th grade students may choose to change for physical education class. If the student chooses to change clothing, the clothing must meet the following expectations. For bottoms: students may wear shorts with the

length of 5 inches or longer (no spandex shorts), sweatpants or leggings. For tops: students may wear t-shirts with short or long sleeves (no tanks) or a sweatshirt. Athletic shoes are necessary for all activities.

EQUAL EDUCATION OPPORTUNITIES

The Oconomowoc Area School District is committed and dedicated to the task of providing the best education possible for every student in the District.

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including gender status, change of sex or gender identity), or physical, mental, emotional, or learning disability (Protected Classes) in any of its student program and activities. This policy is intended to support and promote nondiscriminatory practices in all District and school activities, particularly in the following areas:

- A. use of objective bases for admission to any school, class, program, or activity;
- B. prohibition of harassment towards students and procedures for the investigation of claims (see Policy 5517);
- C. use of disciplinary authority, including suspension and expulsion authority;
- D. administration of gifts, bequests, scholarships and other aids, benefits, or services to students from private agencies, organizations, or persons;
- E. selection of instructional and library media materials in a nondiscriminatory manner and that reflect the cultural diversity and pluralistic nature of American society;
- F. design and implementation of student evaluation practices, materials, and tools, but not at the exclusion of implementing techniques to meet students' individual needs;
- G. design and configuration of facilities;
- H. opportunity for participation in extra-curricular and co-curricular activities provided that separate programs for male and female students may be available provided comparable activities are made available to all in terms of type, scope, and District support; and
- I. the school lunch program and other school-sponsored food service programs.

The District will identify, evaluate, and provide a free appropriate public education to students with disabilities who are determined eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504). The District's educational programs include the academic and nonacademic setting. Each qualified student with a disability shall be educated with students without disabilities to the maximum extent appropriate. In the non-academic setting, a student with a disability shall participate with students without disabilities to the maximum extent appropriate.

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

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

This policy does not prohibit the District from placing a student in a school, class, program or activity based on objective standards of individual performance or need. In addition, this policy does not prohibit the use of special testing or counseling materials or techniques to meet the individual needs of students. Furthermore, this policy does not prohibit separate locker rooms, showers and toilets for males and females, although the District will maintain comparable separate facilities. Finally, this policy does not prohibit separate programs in interscholastic athletics for males and females while comparable programs will be available in type, scope and District support.

Complaints regarding the interpretation or application of this policy shall be referred to the Director of Student Services and processed in accordance with established procedures.

Notice of this policy and its accompanying complaint procedures shall be published at the beginning of each school year in the District's official newspaper and posted in each school building in the District. In addition, a student nondiscrimination statement shall be included in student and staff handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities.

If any person believes that the Oconomowoc Area School District has inadequately applied the principles and/or regulations of Title VI, Title IX, Section 504 or the Americans with Disabilities Act or in some way discriminates on the basis of sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability/handicap, they may bring forward a complaint to the Director of Student Services at 262-560-2156 as the responsible District Administrator for Title VI, Title IX, Section 504 or ADA.

INFORMAL PROCEDURE

The person who believes s/he has a valid basis for complaint shall discuss the concern with the building principal, who shall in turn investigate the complaint and reply to the complainant in writing within 5 school/business days. If this reply is not acceptable to the complainant, he/she may initiate formal procedures according to the following steps. If more time is needed for investigation or review, the number of days may be extended, with mutual agreement of the complainant and principal.

FORMAL COMPLAINT PROCEDURES

Step 1: A written statement of the complaint shall be prepared by the complainant, signed and presented to the Director of Student Services. All investigations shall be commenced as soon as practicable upon receipt of a complaint and concluded as expeditiously as feasible, in consideration of the circumstances, while taking measures to complete a thorough investigation. The complaining party shall be notified in writing of receipt of the complaint within forty-five (45) days of the complaint and shall reach a determination concerning the complaint within ninety (90) days of receipt unless additional time is agreed to by the complaining party.

The investigation will include:

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

At the conclusion of the investigation, the CO or designee shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definitions in this Policy, as well as in State and Federal law as to whether the Complainant has been denied access to educational opportunities on the basis of one of the protected classifications, based on a preponderance of evidence standard. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

Step 2: If the complainant wishes to appeal this decision of the Director, s/he may submit a signed statement of appeal to the Superintendent. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complaint within 5 school/business days. The decision of the District Administrator will be reviewed by the Board upon request.

Step 3: If the Complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction by submitting a written request to the Wisconsin Department of Public Instruction, Pupil Nondiscrimination Program, or by contacting the DPI Pupil Nondiscrimination Program at (608) 267-9157. A complaint or appeal may also be made on some of the above bases (Title IX, Title VI, Section 504, Americans with Disabilities Act) to the U.S. Office for Civil Rights – Region V in Chicago.

[Link to Nondiscrimination and Access to Equal Educational Opportunity Policy 2260](#)

[Link to Student Anti-Harassment Policy 5517](#)

[Bullying/Harassment Complaint Form Policy 5517.01](#)

FAMILY ACCESS

Family Access (FA) is a web-based application that allows parents/guardians and students to view attendance, class schedule, and for 7th and 8th grades: missing homework, grades, and more. Students and parents/guardians should check Family Access frequently. If you are a parent or legal guardian of a current Oconomowoc student, you can sign up for FA by completing and signing the [FA registration form found on our website](#).

To view grades you will need Family Access.

FEES

To view current student fees and information regarding fees you find that on our website (www.oasd.org) under Families/Resources/Information for Parents, click on the right side of this page Student Fees FAQ for Parents document.

Fees subject to change based on School Board final approval of budget for 2024-2025 school year.

*** The athletic and club fees are the same, regardless of whether the student is in one, two, or three sports and or clubs.**

Fees are refundable under certain circumstances.

FIELD TRIPS

A field trip is an extension of the school day. All OIS behavior guidelines and expectations are in effect during field trips. Administration has the right to deny field trips for any student who is not in good discipline or academic standing. Students not attending field trips may be assigned an alternative assignment.

Students are expected to return their field trip form granting permission and signed by a parent or guardian one week prior to the field trip to give ample time to organize the medical and health needs of our students. No verbal or phone permission will be granted.

At registration, families will have completed an in district field trip permission form. This will grant permission for students to attend field trips at our area schools. Our All School Musical viewing at the OAC would be an example of this.

Field trips, extracurricular trips, co-curricular trips, extended trips and other travel are considered logical extensions of the educational experiences provided for students. The following conditions are set forth to promote this belief:

[Link to Board Policy for Guidelines for Field Trips, Extracurricular Trips, Co-Curricular Trips, Contests and Extended Trips 352-R\(1\)](#)

GRADES

The Oconomowoc Area School District grading practices are guided by four key principles:

- Student “grades” reflect the student’s knowledge and/or skill in relation to a content standard or key learning objective
- Grades are reported to students in a timely manner as to provide necessary feedback to students and families
- Achievement grades and success skill grades should be separated, accurately student knowledge, skills, and/or dispositions.
- The teacher is ultimately responsible for determining a student’s grade. The site administrator’s responsibility is to ensure the teacher followed the necessary guidelines when assigning grades

Structures for Grading

All OASD teachers are required to utilize content standards when establishing key learning objectives that drive teaching and learning in classrooms.

Grades 7th and 8th Grading

Beginning in 2024-2025, the 7th and 8th grade students will adopt the OHS grading scale so all secondary-level students (7-12) are evaluated using the same system. 7th and 8th grade teachers often use rubrics to evaluate performance. Those rubrics typically follow a 4 point grading scale, then are converted to percentages for letter grades. The follow table reflects what teachers often use to guide rubric grading:

4: Mastery (A)	3: Proficient (B)	2: Developing ©	1: Minimal (D)
Student demonstrates mastery of assessed standards of learning objectives with no major errors or omissions.	Student demonstrates partial mastery of assessed standards or learning objectives with minor errors or omissions	Student demonstrates partial understanding of assessed standards or learning objectives but requires support or scaffolds to meet expectations of the standard or learning objective	Student demonstrates little to no understanding of assessed standards or learning objectives but requires support or scaffolds to meet expectations of the standard or learning objective

Secondary Grading Scale (7-12)		4 Point Rubric Conversion
A+	98-100	3.5-4.0
A	93.0-97.99	
A-	90.0-92.99	
B+	87-89.99	2.5-3.49
B	83-86.99	
B-	80-82.99	
C+	77-79.99	1.5-2.49
C	73-76.99	
C-	70-72.99	
D+	67.0-69.99	0.5-1.49

D	63.0-66.99	
D-	60.0-62.99	
F	59.99 and below	0-0.49

Grades 5th and 6th Grades

Our 5th and 6th grade teachers use standards-based grading practices. Students are scored in relation to core academic standards using the following rubric scale and general descriptors

4: Advanced	3: Proficient	2: Developing	1: Minimal
Student consistently demonstrates work products, knowledge, and/or skills that exceed grade-level standards.	Student consistently demonstrates work products, knowledge, and/or skills that meet grade-level standards.	Student inconsistently demonstrates work products, knowledge, and/or skills that meet grade-level standards	Student demonstrates minimal work products, knowledge, and/or skills that meet grade-level standards

HEALTH SERVICES

If a student becomes ill or injured during the school day, he/she will report to the health room. Parents, guardians or their designees will be contacted if a student is too ill to remain at school. Please see the health services [website](#) for our school illness guidelines. Health rooms are staffed with health assistants that are trained by the Director of Nursing Services.

Health Care Plans

If your child has a health condition such as asthma, severe allergies, diabetes, seizures, migraines, or any other health concern, please obtain a health care plan from the health room or [online](#). You may also contact the District Nurse to discuss your child's health needs. We would appreciate having a health plan on file prior to August 10th each school year to ensure safety and promote a healthy learning environment.

*All medication must be supplied by the parent/guardian. School medication policy is directed in accordance with the State of Wisconsin Senate Bill 414.

Prescription Medications

School officials will only dispense prescribed medication if the prescription drug is supplied by the parent/guardian in the original pharmacy-labeled package/bottle. The packaging must specify the student's name, the prescriber's name, name of the medication, dose, the effective date, and the directions for use. A [parent/physician medication form](#) is filled out for any medication not included on a current health care plan or any medication changes made by physician throughout the school year. Parent and physician signatures must be obtained prior to school officials administering any prescription medications to students.

Emergency medications, such as Epi-pens or inhalers may be carried by a student only if both the parent and physician consent forms are completed and the physician deems it safe for the student to self-administer. Certain medications, such as controlled substances, will not be eligible for self-administration.

*Note: if your child's signed health care plan lists all medications to be taken at school, you do NOT need to provide an additional medication consent form.

Over the Counter Medications

A parent consent form is necessary for school officials to administer any over the counter medication to a pupil. Examples of such medications are Tylenol, ibuprofen, Benadryl and cough drops. For the safety of all students, medication should be brought to and stored in the health room for proper dispensing. All over the counter medications must be supplied by the student's parent or guardian in the original manufacturer's package. The package must list the ingredients and recommended therapeutic dose. Any request for administration of medication outside the recommended therapeutic dose can only be honored with the written permission of the student's health care provider.

All medication consent forms can be obtained on the health services [website](#) under forms, or in the office/health room.

ALLERGIES

Oconomowoc Area School District is committed to providing a safe and healthy learning environment for students with severe or life-threatening allergies.

The District shall:

1. Maintain knowledge of and follow any applicable state or federal laws.
2. Provide staff training to ensure a rapid and effective response in the case of severe or life-threatening allergic reaction.
3. Partner with parents, guardians and physicians to develop prevention and emergency plans.
4. Reduce risk of exposure to allergens.
5. Share information with parent/guardian as necessary. Precautions and posting may be required in schools or classrooms based on student health needs.
6. Avoid latex products where possible. Mylar balloons may be substituted as a safe alternative.
7. Ask that students must, for health and safety reasons, comply with posted signs regarding allergens. Failure to obey these expectations will result in consequences being issued.

Additional Student Allergy Management Guidelines can be found on the health services [website](#).

BIRTHDAY TREATS

Due to the growing number of allergies and health concerns for our students, we are asking families to not send in food items to celebrate a student's birthday. We take the safety of our students seriously, and we appreciate your cooperation and understanding.

SNACKS & CLASSROOM TREATS

We recognize that many students need a nutritional snack during the day in order to optimize their learning capabilities. A brief time (approximately 10 minutes) may be allotted in each classroom during which the students can eat a snack if they choose to do so. The students will continue to be involved in class activities or individual work as they are eating their snacks.

Research has shown that a child's diet has a strong impact on their behavior as well as their capacity to learn. The Oconomowoc Area School District, as part of their student wellness policy, has developed some guidelines to help choose healthy snacks that will provide energy, nutrition and sustenance while limiting unnecessary sugar and fat. We ask that parents send a nutritious snack that can be eaten as finger food without being too messy. No gum is allowed at school.

For the safety and participation of all students, all classroom and learning spaces are PEANUT AND NUT FREE.

Additional information on PEANUT AND NUT-FREE snacks can be found on the health services [website](#).

COMMUNICABLE DISEASES

The Board of Education for the Oconomowoc Area School District is committed to programs that will reduce, wherever possible, the exposure of staff and students to communicable diseases. To that end, the Board directs the Superintendent of Schools to develop and implement procedures and programs for the control of communicable diseases in the schools which conform to the guidelines provided by the Center for Disease Control, Department of Health and Social Services, the Department of Public Instruction, and local health officials.

IMMUNIZATIONS

State law requires all public and private school students to present written evidence of immunization against certain communicable diseases within 30 school days of admission. These requirements can be waived only if a properly signed health, religious, or personal conviction waiver is filed with the school. Students not in compliance by the 30th day of school may be excluded until compliance is achieved.

Forms are available on the health services [website](#) and in the health room.

STUDENT IMMUNIZATION LAW AGE/GRADE REQUIREMENTS

The following are the minimum required immunizations for each age and grade level according to the Wisconsin Student Immunization Law. These requirements can be waived for health, religious, or personal conviction reasons. Additional immunizations may be recommended for your child depending on his or her age. Please contact your doctor or local health department to determine if your child needs additional immunizations.

Table 144.03-A
Required Immunizations for the 2023-2024 School Year

Age/Grade	Required Immunizations (Number of Doses)							
5 months through 15 months	2 DTP/DTaP/DT		2 Polio			2 Hep B	2 Hib	2 PCV
16 months through 23 months	3 DTP/DTaP/DT		2 Polio	1 MMR		2 Hep B	3 Hib	3 PCV
2 years through 4 years	4 DTP/DTaP/DT		3 Polio	1 MMR	1 Var	3 Hep B	3 Hib	3 PCV
Kindergarten through grade 6	4 DTP/DTaP/DT		4 Polio	2 MMR	2 Var	3 Hep B		
Grade 7 through grade 12	4 DTP/DTaP/DT	1 Tdap	4 Polio	2 MMR	2 Var	3 Hep B		

- Children 5 years of age or older who are enrolled in a Pre-K class should be assessed using the immunization requirements for Kindergarten through Grade 6, which would normally correspond to the individual's age.
- D = diphtheria, T = tetanus, P = pertussis vaccine. DTaP/DTP/DT/Td vaccine for all students Pre-K through 12; Four doses are required. However, if a student received the 3rd dose after the 4th birthday, further doses are not required. **Note:** A dose four days or less before the 4th birthday is also acceptable.
- DTaP/DTP/DT vaccine for children entering Kindergarten: Each student must have received one dose after the 4th birthday (either the 3rd, 4th, or 5th dose) to be compliant. **Note:** a dose four days or less before the 4th birthday is also acceptable.
- Tdap is an adolescent tetanus, diphtheria, and acellular pertussis combination vaccine. If a student received a dose of a tetanus-containing vaccine, such as Td, within five years before entering the grade in which Tdap is required, the student is compliant and a dose of Tdap vaccine is not required.
- Polio vaccine for students entering grades Kindergarten through 12; Four doses are required. However, if a student received the 3rd dose after the 4th birthday, further doses are not required. **Note:** a dose four days or less before the 4th birthday is also acceptable.
- Laboratory evidence of immunity to hepatitis B is also acceptable.
- MMR is measles, mumps, and rubella vaccine. The first dose of MMR vaccine must have been received on or after the 1st birthday. Laboratory evidence of immunity to all three diseases (measles and mumps and rubella) is also acceptable. **Note:** A dose four days or less before the 1st birthday is also acceptable.
- Varicella vaccine is chickenpox vaccine. Students with a reliable history of varicella disease are not required to receive the Varicella vaccine. A parent or guardian may indicate that their student has had chickenpox on the Student Immunization Record form (F-04020L).



HOMEWORK

The Oconomowoc Area School District's Board of Education, in partnership with District administrators, principals and teachers, has established a policy which recognizes the importance of homework as essential to the learning process. [Link to Homework Policy 2330](#)

Homework is defined as assigned tasks by the teacher to be completed by students outside the school day or independently while in attendance at school. The District has established the following standards for the assignment of homework:

- Homework should be a properly planned as part of the curriculum to extend and/or reinforce the learning experience occurring in the classroom
- Homework should help students learn by providing practice in the mastery of skills, experience in data gathering, integration of knowledge, and/or an opportunity to remediate learning key course standards or skills
- The schools should recognize the role of parents by suggesting ways in which parents can assist the teacher in helping their child carry out the assigned tasks
- Homework should always serve a valid learning purpose and never used as a punitive measure

Intermediate Principals will communicate and monitor the following guidelines in order to meet the District homework standards:

Homework Guidelines for Intermediate Teachers:

- Share specific classroom expectations for homework with both students and parents early in September
- Establish consistent expectations and practices across the grade level (within each building) to ensure that all students have similar expectations regardless of teacher placement in that grade level
- Design homework assignments that directly relate to classroom instruction and consists of clear, purposeful activities that support content area standards or skills
- Provide appropriate and timely feedback relative to the assignment
- Encourage a partnership with parents through consistent communication practices that supports families in the homework process for their student

Suggested Practices for Parents to Support Student Success:

- Check assignment notebooks or school/home communication tool to encourage completion of homework or assigned reading. As students progress through intermediate school, they are encouraged to master their own tools for recording assignments and completion dates.
- Parents should not be completing homework for students, rather encouraging independence and productive struggle
- The parent should directly contact the teacher (email or phone) if issues arise over homework (ie. difficulty of tasks or inability to complete tasks with minimal guidance from parent)

Administrator Responsibilities:

- Explain and clarify the Board of Education Homework Policy to all teachers
- Encourage effective communication across each grade level and/or content area to ensure continuity relative to homework expectations across the building and school district
- Assist parents and teachers when issues involving homework arise, drawing on suggested practices (Elementary Handbook language) and board policy

Work Completion After Due Date

The OASD values students' mastery of grade-level standards or learning objectives. In order to achieve this outcome, students will have the opportunity to complete work after due dates. The following procedures or guidelines must be followed when working with students to complete work after due dates:

Late or Missing Work Commitment (Late work is defined as formative or summative tasks that a student has not completed by the assigned due date)

Students will have the opportunity to turn in formative or summative assessments no later than one week following the assigned due date. Teachers will define the late or missing work procedure in their classroom through their beginning of year communication, then students are responsible for arranging time to complete late work by the target date. Teachers will not be responsible for reminding students of late work.

Specific departments may change the time frame (one week after an instructional unit) for late work to be completed, but those changes must be communicated to students and families prior to the beginning of the course or instructional unit impacted and must be consistent across the entire team within the same building or those teaching the same content)

Students with missing work due to an extended absence or extenuating circumstance must work with the teacher to determine an appropriate date for those tasks to be completed. The teacher, student, and family should arrange a suitable time period for work to be completed based on the time away from school.

Redo Commitment (Redo is a second attempt on a summative task)

Students will be provided the opportunity to redo, or retry summative work for a percentage of full credit. Students must approach the teacher no later than one week after the summative assessment to arrange time for the redo. The teacher will have the discretion to deny a redo attempt if the student has multiple late work assignments from the instructional unit. Redos will not be available for formative assessments, as they are meant to gauge where student learning is at the present time. Specific departments may allow for formative redos, but those changes must be communicated to students and families prior to the beginning of the course or instructional unit and must be consistent across the department or those teaching the same content.

Redo percentages will be for partial credit to begin to gradually prepare students for the high school redo procedures:

7th grade students can redo a summative for up to 100 percent of the total point value (A) if all homework or assigned tasks are completed within that unit. The teacher has the discretion to deny redo opportunities if a student has not demonstrated effort to meet formative expectations throughout the unit.

8th grade students can redo a summative for up to 90 percent of the total point value (A-) if all homework or assigned tasks are completed within that unit. The teacher has the discretion to deny redo opportunities if a student has not demonstrated effort to meet formative expectations throughout the unit.

INCOMPLETE GRADES

Students who have outstanding Incompletes in a grading period must attempt to complete the outstanding work within 15 school days after the report card has been issued. If students do not complete the work within this period of time the Incompletes will result in the student receiving a lowered grade.

HONESTY AND INTEGRITY

Academic Honesty

The Administration and Staff of Silver Lake Intermediate School believe that a student's commitment to his/her own learning is an asset and an integral step toward a good education. **It is expected that a student's own integrity and learning requires that they do their class work independently.** A variety of methods and assistance are available to support a student in his/her learning. Such nurturing facilitates one's own individual performance; it does not replace individual initiative and task completion.

- Only use sources specifically allowed for school assignment, quiz, test, or examination.
- Give credit for the source.
- Submit only your own work and ideas.

Academic Dishonesty

Possible Consequences include but are not limited to:

- Administrative referral to office
- Redo or complete new assignment/assessment
- Failure of assignment/assessment
- Club and Athletic Code Applies
- Final grade may or may not be affected as determined by teaching staff or administration

TECHNOLOGY USE

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. The Board is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of District operations. Students' use of District technology resources (see definition in Bylaw 0100) is a privilege not a right. Students and their parents must submit a signed Student Technology Acceptable Use and Safety form annually ([See also, Policy 7540.03](#)) and agree to the Student Responsible Use Expectations outlined in the handbook.

Acceptable Use of Technology and Personal Devices

Schools within the district allow the use of technology resources and personal communication devices (PCDs) for educational purposes only. These include, but are not limited to: online apps, email, cameras, printers, gaming devices, computer network, internet, computers/laptops, tablets, cell phones, and smart watches, and other personal electronics. Students are responsible for good behavior when using District technology resources - i.e., behavior comparable to that expected of students when they are in classrooms, school hallways, and other school premises and school-sponsored events. To create a focused learning environment that minimizes distractions and promotes active participation, each school may establish specific rules regarding the use of electronic devices.

OASD Student Technology Program

The District provides students in grades 4K-3 with devices to use in the classroom. Students in grades 4-12 are provided with a Chromebook for educational use at school and home. All students will be issued accounts for online resources to be used for the duration of their time as an OASD student and will access educational websites and apps based on grade level/course needs.

Guidelines for use of student devices:

- Students should use for school purposes and under the direction of their teacher(s)
- Devices kept at school should be stored properly, as directed by staff
- Devices should be stored/transported safely, charged nightly and ready to be used at school
- Families are strongly encouraged to enroll in the district Chromebook insurance program (grades 4-12) annually to cover any accidental damages. Intentional damages will be the financial responsibility of the families and may result in restricted Chromebook access.
- More information can be found online: [Chromebook and Digital Resource Information](#)

Guidelines for use of personal communication devices (PCDs)

- Students may use PCDs before and after school hours.
- During school hours, PCDs should be turned off and stored in bags, lockers, or designated areas unless a teacher specifically approves their use for a class activity.
- Family communication during the school day should be done through the school office.
- All PCD use on school grounds must comply with the district's Acceptable Use Policy (7540.03).
- Devices with cameras or recording functions are strictly prohibited in bathrooms and locker rooms.
- The District is not liable for the loss, damage, or misuse of any personal technology devices while on District property or while attending school sponsored activities. The District also reserves the right to examine any device at any time to ensure policy compliance.

Cell Phone/Wireless hearing devices:

Students are to keep their personal devices such as phones in their locker from 7:30-2:55pm. If out and in use, a staff member will remind students to put their device in their locker. Cell phone/wireless hearing devices (ie air pods) use consequences may include:

- One warning from any staff member
- Confiscation until end of class period
- Confiscation and student pick up at the end of the day in the office
- Parent pick up the phone at admin discretion
- Repeat offenders may be required to have phone check in required in the office daily at admin discretion

Earbuds/headphones/smartwatches:

- Corded headphones are required for certain standardized tests
- Smartwatches will be required to be in lockers during standardized testing or at teacher discretion
- Ear buds may be used with chromebooks at teacher discretion or with admin approval.
- Refer to Cell phone consequence options when misuse occurs

Responsible Use and Safety

The district utilizes a multi-layered approach to student online safety, including:

- Internet Filtering: Chromebook filtering restricts access to inappropriate content at school and home (to the extent possible with district tools). We acknowledge there may be instances where filtering fails. Parents and students are encouraged to report any concerns about inappropriate content access.

- Staff Monitoring: Staff monitor student online activity. This may include observing online behavior in class or using monitoring tools to check browser history and logs. There is no expectation of privacy when using district technology resources.
- Instruction: Students participate in lessons on responsible online behavior and digital citizenship.
- In addition, student responsible use expectations are outlined below. Improper use may result in loss of network privileges, device confiscation, disciplinary action and/or criminal charges, depending on the severity of the infractions. Students are expected to use technology responsibly.

[The District Student Technology Acceptable Use and Safety Policy \(7540.03\)](#) sets forth guidelines for safe and acceptable use of technology.

STUDENT TECHNOLOGY RESPONSIBLE USE EXPECTATIONS

Using technology at school is a privilege, and any privilege comes with responsibility. There are expectations for anytime you are using school-provided devices or digital resources, or when using your personal devices at school.

Digital Citizenship

- I will treat everyone with dignity and kindness when using technology and online.
- I will be honest and ethical in all digital communications.
- I will be kind and will not make threats, insult, gossip, or tease others online.
- I understand that anything I post online can be seen by a wide audience.
- I will not share personal information about myself or others online, including addresses, phone numbers, or details about family and friends.
- I will consider how my words might be interpreted by others online.
- I will use respectful and appropriate language online.
- I will fact-check information before sharing it digitally.
- I will not impersonate others online.

Personal Responsibility and Safety

- I will use school computers and internet tools properly and responsibly.
- I will use technology to verify information and give credit to the creators of information or ideas that are not my own (including the use of Artificial Intelligence tools).
- If I find inappropriate content online, I will notify a teacher or trusted adult.
- I will take care of all school technology equipment and will not intentionally damage anything.
- I will only download approved apps or content.
- I will only use my school email for school purposes.
- I will only log in with my own username and password and will only share my password with trusted adults (parents and school staff) when necessary.
- I understand that responsible use is required to maintain technology privileges. When I make a mistake, I will notify a trusted adult and ask for help making things right. Consistent violations may result in the loss of privileges and further consequences.

JOBS/WORK PERMITS

Parents of students 16 and younger seeking a work permit, will now log on to the Department of Workforce Developments page and use their permit application tool. Here is the link: [Work Permit](#).

This new system will allow you to apply for a permit 24 hours a day, 7 days a week from any computer, tablet or smartphone. You will make your payment through the system as well. The department will mail a paper copy of the permit directly to your child's employer.

LOCKERS

1. Lockers will accommodate coats, backpacks, books, etc. it is the expectation that students will use them to store and lock all personal items including, but not limited to coats, backpacks, bags, purses, electronic devices such as phones, etc.
2. School and gym lockers are the property of the Oconomowoc Area School District, at no time does the Oconomowoc School District relinquish its exclusive control of lockers and/or storage areas provided for the convenience of students. **This statement is “prior Notice” of locker and personal searches on school property. Any unauthorized items found may be confiscated and disciplinary action taken.**
3. A student assumes all responsibility for the contents of his/her locker. Never leave a locker unlocked, reveal the combination, or share the locker with another student. Students must use the locker assigned to them and the lock purchased at registration. Unauthorized locks **will be removed. No locks will be permitted on unassigned or unused lockers.**
4. Students may decorate the inside of their locker using magnets only. No tape may be used on the outside or inside of a locker. Any further locker decoration needs administration approval.

LOST AND FOUND

The lost and found is located in the cafeteria. Students should not bring valuables or excessive amounts of money to school at any time. Lost and found items will be subject to donation or discarding a few times each school year. Notice will be given prior to items being donated or discarded. OIS is not responsible for returning any lost items to students or finding the owner of the lost items.

LUNCH PROGRAM

The basic lunch menu and food court menu are posted in the cafeteria and listed on the school website prior to the week it will be served. There are a variety of alternatives offered in the cafeteria each day that may be purchased as a complete meal or as an á la carte choice. Examples of á la carte choices include sandwiches, salads, granola bars, cookies, crackers, fruit cups, yogurt, chips, ice cream, juices, sports drinks, bottled water, milk and other beverages. The students may also bring his/her own bag lunch.

Students are encouraged to keep food and beverages in the cafeteria. Any food or drink taken outside of this area needs to be consumed with adult supervision and cannot be consumed in the hallways. Students are expected to properly dispose of litter. For safety reasons, students must comply with posted allergen restrictions throughout the school. An allergy free table is located in the cafeteria.

NATIONAL JUNIOR HONOR SOCIETY (7th and 8th grade Students)

The National Junior Honor Society (NJHS) is a service learning club at SLI. Students are eligible for NJHS if they have earned a cumulative grade point average of 3.75 (out of 4.0) throughout the course of 7th grade. If students meet the grade point average requirement, they are then eligible to apply to join the club. The application process includes several steps that students are responsible to complete. Candidates are considered based on their service, leadership, citizenship and character. If all steps are completed, students will be inducted into NJHS at the start of 8th grade. Students who accept the invitation to join NJHS are agreeing to complete a minimum of 20 hours of community service during the school year. Students are responsible for finding opportunities in the community and documenting their completed hours.

SAFETY AND EMERGENCIES

Building Security and Entrances

All exterior doors will be locked during school hours.. Visitors must enter through the controlled exterior main entrance to the vestibule and then through the controlled interior main office door for entry. We maintain visitor logs, require visitors to display a badge or identification card, and require all visitors, including parents, substitutes, and staff from other schools to wear a badge.

Emergencies

1. Injuries - All injuries, even of a minor nature, will be reported to the health room by the injured person(s) or an adult supervisor as soon as possible, but not later than the end of the next regular school day.
2. Student Insurance Coverage - The District does not provide student insurance coverage for accidents or injuries that occur during the school day or during athletics. No claim will be paid by the School District.
3. Fire Drill - When the fire alarm sounds, all students should wait for instructions from their teacher as to which way to leave the building. Follow directions posted near the exit of the classroom. All windows and doors should be closed before leaving. If a fire drill occurs while students are passing between classes or while they are at lunch or involved in any activity other than normal classroom activities, they should immediately go to the nearest exit and remain outside in an approved area until the "all clear" announcement is made. The procedure is as follows:
 - a. Upon hearing the fire alarm, all students will leave the classroom and proceed to the area designated by the teacher. The teacher should be the last person to leave the room, but stay with his/her group of students. Students must stay with the group.
 - b. The first persons leaving the building should go as far into the safe areas as possible to eliminate any congestion in the outer areas of the exits. All students should be at least fifty feet away from the building and should not stand in the road.
 - c. The all-clear signal will be given. Immediately return to the room which you left and resume your schedule of classes.
4. Severe Weather - When danger of severe weather is present, a verbal warning over the PA will be given. You are to follow the teacher's directions and posted severe weather routes for taking cover.

In the case of an emergency situation at the intermediate school, parents will be alerted with an e-mail and information on the website by clicking on the emergency button.

Severe Weather Information

In the event of severe weather, emails and phone recordings will be sent via Alert Now Messaging System. Please also listen to the following radio stations for information about school closings:

	AM	FM
WTMJ (Major Station)	620	
WTKM	1550	105.0
WTTN	1580	
WMLW		94.1
WKTJ		94.5

WEATHER GUIDELINES FOR RECESS

In 5th and 6th grades, outdoor recess is scheduled twice a day. In 7th and 8th grades, outdoor recess is scheduled once a day. During inclement weather of wind chill of 0 degrees or below, students will have indoor recess.

Students are responsible to dress for the weather with coats, hats and gloves to keep themselves warm when it is cold outside. When there is snow on the ground, students are encouraged to wear boots in the snow. It is essential that snow and ice remain on the ground, and that students stay off the snow mounds for the safety of all.

Students are responsible for any equipment they own/bring from their home. School will provide recess equipment. Students are responsible for the care and returning of equipment for continued use.

SCHOOL HOURS

The school day begins at 7:30 a.m. and ends at 2:55 p.m. For safety and security reasons, students are expected to be out of the building by 3:10 p.m. unless they are involved in an active sport, extracurricular activity, serving a detention (they should be in designated area), or they have special permission from staff to be in the building. If students need to wait for a ride, they should do so in the main entrance area only.

STUDENT RECORDS

The OASD must collect, retain, and use information about individual students. Simultaneously, the OASD recognizes the need to safeguard students' privacy and restrict access to students' personally identifiable information. Student records shall be available for inspection or release only with proper prior approval of the parent/guardian, except in situations where legal requirements specify release of records without such prior approval. For more information about Student Records, please see policy 8330.

- [Link to Student Records Policy 8330](#)

The Student Services department includes Social Workers, School Psychologists, and School Counselors. They support students in the areas of academic, social and emotional development. Student Services staff use a data driven model to make decisions around individual student academic progress and unique learning needs. Student Services run a variety of support groups based on the needs of our students.

The Oconomowoc Area School District is required to locate, identify, and evaluate all children with disabilities, including children with disabilities attending private schools in the school district, and homeless children. The process of locating, identifying, and evaluating children with disabilities is known as child find. This agency conducts the following child find activities each year: The school district has a special education screening program to locate and screen all children with suspected disabilities who are residents of the District and who have not graduated from high school. Upon request, the school district will evaluate any resident child who has not graduated high school to determine whether a special education referral is appropriate. A request may be made by contacting the Director of Student Services, Oconomowoc Area School District, at (262) 560-2156, or by written request at 915 E. Summit Ave., Oconomowoc, WI 53066.

Annually the District conducts developmental screening of preschool children. Each child's motor, communication, and social skills are evaluated through family questionnaires. If additional information is needed based on the responses on the questionnaire, the child will be invited into the school for follow-up screening developmental screening activities. The information is used to provide the parent with a profile of their child's current development and to provide suggestions for follow-up activities. Parents learn about community services available to them. If school staff reasonably believe a child is a child with a disability, they refer the child for evaluation by a school district team. Please check the District website for dates or contact the Early Childhood Team at (262) 560-3157.

VISITORS

The Board welcomes and encourages visits to school by parents, other adult residents of the community and interested educators. But in order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons into the schools, it is necessary to establish visitor guidelines (Board Policy 9150).

[Link to School Visitors Board Policy 9150](#)

[Link to Facility Security & Public Access to School Facilities Board Policy 7440](#)

Check-in Process (During School Hours)

- 1) First time access requires ID to register.
- 2) Approval will generate school identification badge.
- 3) Visitor signs in on computer.

Check-out Process (During School Hours)

- 1) Visitor signs out on computer.



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ANTI-BULLYING/HAZING and HARASSMENT

The Oconomowoc Area School District is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. We encourage positive interpersonal relations between members of the school community. Bullying/hazing and/or harassment toward a student, whether by other students or staff is strictly prohibited and will not be tolerated. This applies to all activities in the OASD, including activities on school property or while traveling to or from school or to and from school-sponsored functions or events. This also applies during activities that occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities. Bullying/hazing and/or harassment has a harmful social, physical, psychological, and academic impact on bullies, victims, and bystanders. The school district consistently and vigorously addresses bullying/hazing and/or harassment so that there is no disruption to the learning environment and learning process.

Definition

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

Includes but is not limited to deliberate or persistent behavior, using words or actions, that is intended to cause fear, physical harm or psychological distress on another student and has the effect of doing any of the following:

- A. substantially interfering with a student's education or school performance;
- B. creating an intimidating or fearful environment in a school setting for a student or group of students; or
- C. substantially disrupting the orderly operation of the school.

Cyber-bullying in the learning environment is prohibited and treated the same as all other types of bullying. Cyber-bullying is defined as bullying that involves the use of digital technologies, including but not limited to email, cell phones, text messages and social media. This does not include

Harassment includes, but is not limited to, any act that subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written, or physical nature on the basis of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation, physical, mental, emotional, or learning disability, or any other characteristic protected by Federal or State civil rights laws. Harassment is prohibited by Policy 5517 – Student Anti-Harassment.

Procedure for investigating reports of bullying/hazing

Any student who believes they have been or are the victim of bullying should report the situation to the building principal, assistant principal, or counselor. Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student.

All school staff members and school officials who observe or become aware of acts of bullying shall intervene promptly and firmly against it, and shall report the bullying to those identified above.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

All complaints about behavior that may violate the bullying or harassment policy shall be investigated promptly by the Principal/designee. For specific policy language and procedures, please see the following policies.

- [**Student Hazing Policy 5516**](#)
- [**Student Anti-Harassment Policy 5517**](#)
- [**Student Complaints Policy 5710**](#)
- [**Bullying Policy 5517.01**](#)
- [**Student Harassment Complaint Form Policy AG 5517.01**](#)

CARE OF THE BUILDING

Respect for property marks an individual as intelligent, responsible, and deserving of similar consideration. A student's behavior in public places reflects their training and attitudes. OIS staff believes that every student, as well as every faculty member, will do his/her utmost to promote excellent care for our building, its equipment, furnishings, and campus. This includes being responsible for keeping our campus free from litter and graffiti.

Any defacing of school property or actions taken that interfere with the normal operation of school will not be tolerated. Disciplinary action and restitution will occur. Vandalism and theft may be reported to the Oconomowoc Police Department at administration's discretion.

CODE OF CLASSROOM CONDUCT

The District is committed to maintaining a favorable academic atmosphere. Teachers are expected to create a positive learning climate for students in their classrooms and to maintain proper order. Students are expected to behave in the classroom in such a manner that allows teachers to effectively carry out their lesson plans and allows students to participate in classroom learning activities. Students are also expected to abide by all rules of behavior established by the Board, administration, and their classroom teachers.

Student behavior that is dangerous, disruptive, or unruly, or that interferes with the teacher's ability to teach effectively will not be tolerated. Any student who engages in such behavior may be subject to long-term or permanent removal from class and placement as outlined in administrative regulations. In addition, the student may be subject to disciplinary action in accordance with established Board policies and school rules.

[**Link to Code of Classroom Conduct Board Policy 5500**](#)

EXPULSIONS

Reasons for an immediate expulsion recommendation include:

- a) Weapons in student's possession, schoolbag, car, or locker
- b) Death threats to a student or staff member
- c) Attempt or alleged attempt being made to destroy school property by means of explosives

Reasons for a possible expulsion recommendation include but are not limited to:

- a) Physical or verbal threats, i.e. student claiming that he or she will harm student or staff member (This is an example, but is not limited to this)
- b) Aggressive behavior, i.e. pushing, shoving, intimidating, or fighting
- c) Students using, preparing, distributing, possessing or soliciting drugs, intoxicants, drug related paraphernalia, drug look a likes, or be in possession of prescription drugs without a prescription
- d) Repeated disciplinary referrals, refusal, or repeated neglect to obey the rules of the school or district
- e) Endangering the property, health, or safety of any employee or School Board member of the school district in which the student is enrolled, regardless of whether the student's conduct takes place at school, or under the supervision of a school authority
- f) Sexual or lewd acts during school hours, on school property, or school sponsored event

Consequences for Non-Compliance (Insubordination) with School Expectations

Students are expected to follow school rules. Failure to do so will result in necessary action to hold students accountable for their behavior. Parents may be notified and may be requested to participate in conferences. Students have the right to a full and impartial review of disciplinary action taken against them for code violations. The first step is between the student and the teacher and/or Associate Principal. The next steps may proceed through the Principal, Superintendent or designee, and Board of Education. The appeal must be initiated within five days of the occurrence. Students are expected to comply with staff requests.

RESTORATIVE PRACTICES

Restorative practices promote inclusiveness, relationship-building and problem-solving, through such **restorative** methods as circles for **teaching** and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing.

The aim of **restorative practices** is to develop community and to manage conflict and tensions by repairing harm and building relationships. This statement identifies both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches.

When appropriate and reasonable, a student will be given the opportunity to choose whether to serve a consequence and/or to design and carry out a plan to repair the harm that has been done.

All policies and procedures not specifically covered in the Intermediate Handbook will be dealt with at the discretion of the Intermediate Administration.

Possible consequences/interventions could include but are not limited to:

Behavior	Definition	Possible Actions
Bullying	Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be repeated behavior and involves an imbalance of power.	Admin intervention Restorative learning/conference mediated by admin or student services Lunch/after school detention In school suspension Out of school suspension No contact directive Police referral
Bus Behavior	Out of seat, loud noises, having food or beverage, inappropriate language, physical aggression, property damage etc, while on the bus	Admin intervention Restorative learning/conference mediated by admin or student services Assigned bus seat Removal from bus for a period of time
Cigarette/Vape possession or under influence of	Possession or use of tobacco or E-cigarette products	Admin intervention Mandatory counseling In school suspension Out of school suspension Police referral
Drugs/Alcohol possession or under the influence of	Possession or use of drug or alcohol products	Admin intervention Mandatory counseling In school suspension Out of school suspension Police referral
Fighting	Physical contact, such as hitting, done toward another person(s)	Admin intervention Lunch/after school detention Restorative learning/conference mediated by admin or student services In school suspension Out of school suspension No contact directive Police referral

<p>Harassment (Racial/Sexual/Gender/etc).</p>	<p>Any behavior towards students based, in whole or in part, sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability/handicap that interferes with a student's school performance or creates an intimidating, hostile or offensive school environment.</p> <p>Harassment covers a wide range of behavior that is threatening, annoying and upsets a student. It is commonly understood as behavior that demeans, humiliates or embarrasses a person. When these behaviors become repetitive, and involve an imbalance of power they are defined as bullying.</p>	<p>Admin intervention Restorative learning/conference mediated by admin or student services In school suspension Out of school suspension No contact directive Police referral</p>
<p>Retaliation</p>	<p>Retaliation against reporting individuals, including the use of the word "snitch" or something similar towards a student who reported a student concern or behavior</p>	<p>Admin intervention Restorative learning/conference mediated by admin or student services Lunch/after school detention In school suspension Out of school suspension No contact directive Police referral/citation</p>

PARENT RIGHTS AND DISTRICT PROGRAMS/ACTIVITIES

Parents may request a change in or exemption to their child's participation in certain District educational programs or activities in accordance with state and federal laws. The laws also grant parents and guardians the right to inspect certain materials that are part of the District's curriculum and other activities.

[Link to Parent Rights and District Programs/Activities \(Student Privacy\) Board Policy 2416](#)



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ATHLETIC & CO-CURRICULAR CODE

The Oconomowoc Area School District is pleased to have you participate in its co-curricular program. As an integral part of the total school effort and experience, the program is designed to help our students become successful individuals and better citizens. The intent of this code is to provide the student-athlete and parents with a reference to the responsibilities and expectations for participation in all of our educational based programs.

Co-curricular activities are a privilege not a right. This Code of Conduct is in effect 12 months a year.

[Link to OASD Parent/Athlete Athletic & Co-Curricular Code of Conduct](#)

BUSES FOR SCHOOL SPONSORED ACTIVITIES

Students who take a bus to a school-sponsored activity/event must return on the school bus; the only exception is if the student and parent have completed and turned in to the main office a Transportation Form prior to the activity/event or if the activity/event is held at Silver Lake Intermediate School or Oconomowoc High School. Family pick up after an activity/event at Silver Lake Intermediate School or Oconomowoc High School activities/events is required.

The Transportation Form can be obtained online or in the school office prior to the event.

CLUBS AND ACTIVITIES

Silver Lake offers a variety of clubs and activities and encourages students to become involved in as much as they can. Our Clubs and Activities enhance our student experience, help students build lasting relationships, and connect us with the community. Our clubs exist to meet the diverse interests our students bring with them to school. Club offerings may vary from year to year based on student interest and advisor expertise. If you don't see a club to match your interest, bring it to the attention of the Associate Principal, and we will strive to create it. We encourage you to get involved in your school and your community!

DANCES

OIS encourages students to get involved in positive activities such as dances. It is a privilege for students to attend dances. Only Silver Lake students, grades 5-8, are eligible to attend dances. Behavior at school may affect eligibility to attend school dances. Any violation of school rules at the school dance may lead to student removal.

FAMILY INVOLVEMENT

Oconomowoc Intermediate Schools are committed to involving key stakeholders in our decision-making processes. If you are interested in becoming involved, call 262-560-4309 for information.

SLI PTO

The purpose of the SLI PTO is to promote and encourage a strong school spirit and connection between the students, their parents/guardians, and the community.

DAILY SNACKS AND BIRTHDAY TREATS

Silver Lake is committed to providing safe learning spaces. All of our learning spaces are peanut and tree nut free. Student snacks must be peanut and tree nut free. Additionally, due to the growing number of allergies and health concerns for our students, we are asking Silver Lake families **not to send in food items** to celebrate a child's birthday. Staff members are encouraged to help your child celebrate in alternative ways. We take the safety of our students seriously, and we appreciate your cooperation and understanding.

TRANSLATION OR INTERPRETER SERVICES

If families have a need for school information to be translated to another language or if any family member needs a sign language interpreter to attend a school meeting or event, please contact your child's school office regarding your needs.

If you require a sign language interpreter for a school meeting or event please contact Student Services at 262- 560-2155.

VOLUNTEERS

OIS uses Volunteer Spot to recruit parent volunteers for classroom activities. Any individual who volunteers to work in the schools or on any school-sponsored activity shall submit to a criminal history records check, prior to being allowed to participate in any activity or program.

RANDOM DRUG TESTS

The Oconomowoc Area School District has a strong and long-standing commitment to discouraging and preventing the use of illegal drugs and alcohol among its student population. The District recognizes that the problem of illegal drug and alcohol use presents a continuing challenge in its schools and a clear danger to the student population. The District also recognizes that this is a community responsibility and wants to be a leader in supporting positive choices for students as part of that community.

Students, by virtue of their voluntary decision to pursue co/extracurricular opportunities, and because of their position as leaders and role models in the school community, have a heightened responsibility to be drug and alcohol free. Consistent with these principles and in accordance with the policy of the Board to help prevent students involved in co-curricular activities from using drugs, to protect their health and safety, and to provide drug users with assistance programs, the Superintendent shall implement and conduct a program of random drug testing of student participants meaning those involved in athletics, co/extracurricular activities and parking privileges at the high school level and intermediate school level in grades 7 and 8.

Procedures for random drug testing of student participants are set forth in administrative rule. This policy and procedures shall be overseen and implemented by the Superintendent or designee.

[Link to Random Drug Test Board Policy 5530](#)

[Link to Random Drug Test Administrative Rules 5530](#)

APPENDIX

ALL MATERIAL IN THIS HANDBOOK IS SUBJECT TO CHANGE BASED ON CHANGES IN SCHOOL BOARD POLICY, STATE AND LOCAL LAWS, AND INDIVIDUAL CIRCUMSTANCES. THE MATERIAL INCLUDED IN THIS HANDBOOK IS NOT ALL-INCLUSIVE AND CAN BE EXPANDED.

[2024-2025 Annual Notice](#)