



# **PARKVIEW ELEMENTARY SCHOOL HANDBOOK 2026-2027**

for  
**PARENTS/GUARDIANS  
STUDENTS  
& TEACHERS**

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*The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance.*

*In case of conflict between board policy (including the Student Code of Conduct) and any provisions of Student Handbooks, the provisions of board policy and the Student Code of Conduct are to be followed.*

*Also, please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications.*

*The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.*

*Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district. If you or your child has questions about any of the material in this handbook, please contact a teacher or the principal.*

# PARKVIEW SCHOOL DISTRICT

## Our Mission

Inspire. Elevate. Innovate.

## Our Vision

Cultivating successful and versatile community members.

## Our Commitments

- **Relationships** - We engage in positive collaborative partnerships among students, staff, families, and communities.
- **Responsibility** - We take ownership for holding both ourselves and our students accountable to be respectful, hardworking, reliable, and dedicated.
- **Communication** - We engage in consistent, transparent, and accessible communication to make informed decisions.
- **Innovation** - We build a culture that empowers everyone to go beyond the status quo.
- **Continuous Improvement** - We encourage professional growth to make data-informed decisions that drive learning.
- **Safety** - We foster a physically, emotionally, and intellectually safe environment for all.

*Designed for versatility, rooted in community.*

## **PUBLIC NOTIFICATION OF STUDENT NONDISCRIMINATION POLICY**

It is the policy of the District that no person be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, co-curricular, student services, recreational or other program or activity because of a student's sex (including transgender status, change of sex, or gender identity), race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, citizenship status, political affiliation, genetic information or physical, mental, emotional or learning disability/handicap, as required by section 118.13 of the WI statutes. This policy also prohibits student discrimination under Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicap) and the Americans with Disabilities Act of 1990 (disability).

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 provide appropriate educational services and/or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability.

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.

The District encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available, however, to address allegations of violations of the District's equal educational opportunity policy. A grievance process is also available to address formal complaints of sexual harassment under Title IX.

Any questions concerning this policy should be directed to:

District Harassment Officer/Title IX Coordinator/Director of Pupil Services  
Parkview School District  
106 W. Church Street  
Orfordville, WI 53576  
608-879-2717

## **GENERAL INFORMATION**

### **ATTENDANCE**

In accordance with state law, all children who enrolled in the District who are between six (6) and eighteen (18) years of age must attend school regularly until the end of the term, quarter, or semester in accordance with state law in which they become 18 years of age unless:

1. Are excused temporarily from school attendance for personal illness or other reason defined in state law and/or the District's administrative procedures implementing this policy;
2. have been authorized to attend an alternative educational program leading to high school graduation or a high school equivalency diploma;
3. are participating in Board approved program or curriculum modification; or
4. have graduated from high school.

Children enrolled in a 5-year old kindergarten program shall be expected to attend school regularly during the full period and hours that kindergarten is in session during the school year.

Parents/guardians, or students who are adults or emancipated minors, have primary responsibility under state law for student attendance at school. Enforcement of student attendance policies, procedures and laws shall be a shared responsibility among schools, parents/guardians, students, service agencies, law enforcement and the community at large.

The principal has the authority in accordance with state law to determine if a student's absence is excused or unexcused. Students shall be permitted to make up class work and examinations missed as a result of absences from school under the conditions outlined in district procedures. The district shall not deny student credit in a course or subject solely because of a student's unexcused absences.

Procedures shall be established by the administration to enhance the full attendance requirement and to determine appropriate action to serve as a deterrent to truancy. These procedures shall be in accordance with municipal ordinances and state law. The District shall establish regulations pertaining to attendance, absence, tardiness, and the basis for excused absences.

*Failure to cause a child to attend school regularly can result in fines up to \$500, imprisonment of not more than 30 days, or both. The penalties for the child can include: loss of their driver's license, loss of their work permit, community service, foreclosure from attendance at any extracurricular activities, and a curfew.*

*School Attendance Enforcement: Wisconsin State Statute 118.16: "Truancy" means any absence of part or all of one or more days from school during which the school attendance officer, principal, or teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent pupil, and also means intermittent attendance carried on for the purpose of defeating the intent of s. 118.15.*

Wisconsin State Statute 118.16 allows parents to excuse their child from school five (5) days per semester or ten (10) days per school year. Any absences after the parent's allocation will need a doctor's note or be excused in accordance with one of the excused absence reasons listed below. If a doctor's note is not received or the absence does not meet the criteria below the absence will be recorded as unexcused.

**Excused absences that count toward the parents five (5) days/semester or ten (10) days/year:**

1. Personal illness – without a doctor’s note
2. Doctor/Dentist appointments – without a doctor’s note
3. Vacations – prearranged with the school’s principal or designee

**Excused absences that do not count toward the parents five (5) days/semester or ten (10) days/year:**

1. Personal illness – doctor’s note is received when child returns to school
2. Court appearances – with written documentation received when child returns to school
3. Religious holidays
4. Death/Funeral of family member

**All students will be given two (2) days, upon their return to school, to make up work missed during their excused absence.**

Parkview Elementary School will inform families of their child’s attendance via notification through Skyward letter if there is concern regarding attendance. The first letter will notify the parent/guardian after five (5) parent-excused absences. A second notification will be sent at ten (10) parent-excused absences to schedule a meeting with the attendance team. The purpose of this meeting is to discuss reasons why the child has been absent and/or tardy and work with the family to improve the situation. It is expected that communication in regards to these letters and your child’s attendance is respectful and seeks to inform and problem-solve. If a child continues to be absent, after ten (10) parent-excused absences, without an excused reason from the list above, the absence will be marked unexcused and referred to law enforcement to issue a truancy ticket.

**LATE ARRIVAL/ EARLY SIGN OUT**

Students will not be allowed to leave school grounds during the school day for any reason without permission from a parent/guardian and the knowledge of school personnel. In the event that a child is arriving late to school or leaving early, we request that a parent/guardian stop in the office to “sign” the child in/out. Parents/Guardians must notify the school in writing or by telephone whenever someone other than the custodial parent/legal guardian will be picking up a student.

**DISTRIBUTION OF FLYERS/MATERIALS**

All non-profit organizations or individuals wishing to distribute flyers and/or other material need approval from the district administrator or their designee prior to distribution.

**EMERGENCY CLOSING/DELAYS**

Emergency school closing and delays will be announced through Class Dojo. . **The district will also use the various district messaging systems to notify of any closing or cancelations.** If weather becomes a concern during the day, an early release will be announced through Class Dojo and through the messaging system.

## **FOOD SERVICE PROGRAM**

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.fns.usda.gov/cr/discrimination-complaint-form> from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or

2. fax: (833) 256-1665 or (202) 690-7442; or

3. email:

Program.Intake@usda.gov

This institution is an equal opportunity provider.

Parkview School District offers a breakfast and lunch program. **Food service meals should be purchased at least in weekly increments at a cost that will be set by the district.** Included in this price is a ½ pint of milk. Federally subsidized free and reduced price lunches and breakfasts are available to those who qualify. Information and applications may be obtained in the school office.

When a family account reaches a low balance the parent(s) will be notified. Money deposited into accounts can be made by personal check (payable to Parkview School District) or by cash. Accounts will be balanced and updated by 10:00 a.m. each day. Monies deposited after 10:00 a.m. may not get credited to the child's account until the next business day.

You may check your family's account online using Family Access and your family's PIN number. If you do not have internet access, please contact a building secretary or the food service department at Parkview High School.

Students are responsible for their own lunch code and must reserve a hot lunch prior to 9 a.m. This also includes free and reduced priced lunches. **Students are not to give another student the use of their lunch code.**

The school will not be responsible for the heating of lunches that are brought from home.

Snack milk for the morning or afternoon break may be purchased from the office for those students in grades 4K through 5 who wish to have it. Snack milk is provided for those students that qualify for free or reduced meals through the 5<sup>th</sup> grade.

### **(FORMAL) COMPLAINT PROCEDURES - OUTLINED BY BOARD POLICY # 870**

A parent or citizen is encouraged to first discuss their concern with the District employee(s) most directly associated with the concern.

If the parent or citizen is not comfortable discussing the matter with the District employee(s) most directly associated with the concern, they may discuss the matter with the immediate supervisor. If the complaint involves the district administrator, the parent or citizen may bring the complaint to the board president, who shall consult with legal counsel for the Board for advice on the appropriate procedure to process the complaint.

If the complaint is not resolved by discussing the matter with the District employee(s) most directly associated with the concern, the parent or citizen may discuss the matter with the immediate supervisor of the District employee(s) most directly associated with the concern. The immediate supervisor may either arrange a conference between the parties involved, meet separately with the parties to understand the concerns and resolve the complaint, or refer the complaint to another official of the district as appropriate.

If the complaint is not resolved by discussing the matter with the immediate supervisor of the District employee(s) most directly associated with the concern, the parent or citizen may discuss the matter with the district administrator. If the district administrator is unable to resolve the issue to the satisfaction of all parties, the parent or citizen may refer their concern to the full Board. The Board has the authority to refer any complaint to a Board committee, or to another individual, or to hear the complaint directly from the parent or citizen. The Board has the authority to hear, or decline to hear, any complaint directly.

### **HABITUAL TRUANT**

“Habitual Truancy” means that a student has been absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester. Students found to be habitually truant may be issued a municipal citation in accordance with local-municipal ordinances. The principal/attendance office/designee will ensure that District personnel have taken appropriate actions.

### **HOURS**

**Office hours:** 7:30 – 3:30

**School hours**

7:30- Students enter building

Breakfast in classrooms

7:55 - Classes Begin

3:00 - Dismissals Begin

Elementary teachers are available for conferences with parents and/or students on all school days (with the exception of Friday afternoons). **Please call in advance** to set up a mutually agreed upon time to meet with a teacher when the need arises.

## **LINES OF COMMUNICATION**

Follow these steps when seeking to resolve a problem or trying to obtain answers to questions relative to your child's education, or regarding school policies and procedures.

- Step 1            Contact your child's teacher.
- Step 2            Contact the Building Principal.
- Step 3            Contact the Superintendent of Schools.
- Step 4            Contact the School Board President if dissatisfied with efforts at Step #3 and request to be placed on the next Board meeting agenda to discuss your concern with the entire Board of Education.

## **LOST AND FOUND**

Each school year numerous articles of clothing and equipment are left at school. Please label your child's clothing and/or equipment and materials, as this will increase the chances for the lost item(s) to be returned to the owner. Any items that are not claimed by the last day of school will be donated to charity.

## **PHOTOGRAPH/VIDEOTAPE DISCLAIMER**

In the course of a school year, groups of students are occasionally videotaped and/or photographed in classroom situations, during fine arts performances, and on field trips. The resulting photo and/or videotape may be used in a variety of ways: to promote the school district, individual school, or specific programs to the community; to instruct students or staff members; or, to orient new parents, staff and students. The final product could also take a variety of forms: photo displays; slide presentations; newspaper articles; pamphlets; or video programs.

Pursuant to the Family Education Right and Privacy Act and State Statute 118.25 (1)(d), any parent, guardian or eligible student (18 years of age or older) may inform the district of their desire that their child not be photographed or videotaped by completing a PHOTOGRAPH AND/OR VIDEOTAPE DISCLAIMER form, which is located in each school office. ***Parents wishing to photograph or videotape classroom activities should obtain permission from the classroom teacher prior to the taping.***

## **PHYSICAL EDUCATION EXCLUSION**

All students are expected to participate in Physical Education classes unless excused at the discretion of the Phy-Ed instructor or by written excuse issued by a medical doctor or dentist. The doctor or dentist written statement is to include the exact reason for exclusion as well as the length of exclusion. Parental excuses may be accepted for up to one week per semester due to minor injuries at the discretion of the Phy-Ed instructor. Students that are not able to participate physically are expected to complete appropriate alternative assignment(s) given by the Physical Education teacher. Students are required to have tennis shoes for Physical Education class for health and safety reasons.

## **RECESS EXCLUSION**

Students will be required to go outside for recess play, weather permitting, and must dress appropriately for the weather. Students not wearing appropriate clothing may be denied recess play. The only acceptable reasons for staying in at recess or noon will be a teacher or principal's request for make-up work, discipline, or a written medical excuse due to injury or illness. A parent may excuse their child from recess for the **first** day upon returning to school from a recent illness.

Recess is a privilege. Students are not allowed to play games that tackle, push or shove other students and/or games that entail any type of war enactments. Students that endanger the safety of other students will not participate in recess.

### **SENDING BIRTHDAY AND PARTY INVITATIONS TO SCHOOL**

We recognize that birthdays and parties are special events for elementary-aged children. Therefore, we ask that you do **not** send invitations to school with your child unless you are inviting everyone in your child's class to the party. It is very difficult for children to understand why they are being excluded from their classmate's party and even more difficult for children to explain the exclusion. Many of our grade-level groups create and send home directories that parents have agreed to have their home information included in. Please use these to mail invitations to children's homes.

### **SENDING HEALTHY SNACKS TO SCHOOL**

The elementary schools encourage the use of healthy foods for all school functions and activities. Healthy food options are: raw vegetable sticks or slices, fresh fruit and 100% fruit juices, dried fruits, trail mix, party mix, low-fat muffins, granola bars and cookies, angel food and sponge cakes, flavored yogurt, gelatin and low-fat pudding cups. Only individually commercially wrapped treats will be allowed.

### **SENDING MONEY TO SCHOOL**

All money should be sent to school in a sealed envelope that is labeled with:

1. Child's name
2. Teacher's name
3. Amount of money enclosed
4. Intent of money (food service, field trip)

**Please note:** Separate checks are to be made payable for each individual category (i.e. lunch, field trip costs, and yearbook); monies cannot be combined on the same check.

### **WIRELESS COMMUNICATION DEVICES WCD)**

Parkview School District is one-to-one with a district provided wireless device. A personal wireless communication device (PWCD) is not necessary for instruction and presents a distraction to student learning. A "wireless communication device" means a portable wireless device that has the capability to provide voice, messaging, or other data communication between 2 or more parties and includes but is not limited to all of the following:

- a. A cellular telephone
- b. A tablet computer
- c. A laptop computer
- d. A gaming device
- e. A wearable device, ie. Smartglasses. Smartwatch

Personal Wireless Communication Devices are NOT allowed during class time or at assemblies.

This PWCD expectation is meant to balance responsible use of PWCD-during the school day with the need to maintain an engaging, distraction-free learning environment. PWCD shall not

be used in a way that disrupts the learning environment. Students are encouraged to leave their PWCD in their locker during class time. PWCD may not be used in the hallways during class time, in restrooms or locker rooms at any time – Policy #731.1 Locker Room/Restroom Privacy. Failure to follow these guidelines will result in loss of privileges in the building and confiscation of the device. Possession of a PWCD by students is a privilege and not a right. The District is not responsible for the safety or security of PWCD that students choose to bring to school.

Exceptions to the prohibition for all of the following:

- a. In the event of an emergency or a perceived threat.
- b. To manage the pupil's health care.
- c. A use included in a pupil's individualized education program or a plan developed under section 504 of the federal Rehabilitation Act of 1973.
- d. A use authorized by a teacher for educational purposes during instructional time.

More information about Wireless Communication Devices can be found in district policy 443.5

## **USE OF FACILITIES**

The use of the Parkview School District facilities is governed by adopted Parkview Board of Education policies. The Board recognizes that school facilities and equipment belong to the school community. Charges may be assessed for non-school use of facilities and equipment. Requests and applications to use any of the elementary school facilities or equipment must be made by accessing the Facilities Request System on the Parkview District Website (or by going to: <https://fs-parkview.rschoolday.com/authentication/credential/logout>)

## **VISITORS/VOLUNTEERS**

Due to increased safety restrictions visitors will be allowed in the office. All other visits during the school day will need to be prearranged and must enter through the front door in order to process through the Raptor system.

## **ACADEMIC INFORMATION**

### **ASSIGNMENT GUIDELINES**

It is not always possible for students to complete all of their assignments within the school day. Therefore, it may become necessary for them to complete some of their work at home. The **average** amount of time a student should spend on assignments each night should not exceed 30-45 minutes. If any assignment becomes too frustrating for your child due to lack of understanding of what is being asked, please contact your child's teacher and every effort will be made to re-teach the concept.

**Parents, please:**

- \* Check your child's book bag on a daily basis.
- \* Show an interest in your child's work and school day.
- \* Provide an appropriate place in the home, free from distractions, for your child to complete their work.
- \* Help your child prepare for quizzes and tests by reviewing with them.

**PARENT/TEACHER CONFERENCES:**

Trimester One		Trimester Two	
October 28, 2026	4:00 p.m. – 7:00 p.m.	February 17, 2027	4:00 p.m. – 7:00 p.m.
October 29, 2026	2:00 p.m. – 7:00 p.m.	February 18, 2027	2:00 p.m. – 7:00 p.m.

**PROMOTION OF STUDENTS**

Promotion of students from one grade to the next shall be based upon the Parkview School District policy # 345.41.

**REPORT CARDS and GRADING PERIODS**

Report cards are issued at the end of each grading period. These reports are an attempt to keep parents/guardians informed about their child's progress. These are available on Skyward Parent Portal. Paper copies are provided upon request. If at any time you have questions regarding your child's progress, please notify your child's teacher.

Grading Periods For Students			
Grading Period	Duration	Document	Available Online
1 <sup>st</sup> Trimester	September 1, 2026— November 25, 2026	Report Card	December 1, 2026
2 <sup>nd</sup> Trimester	December 1, 2026 – March 5, 2027	Report Card	March 10, 2027
3 <sup>rd</sup> Trimester	March 8, 2027 – June 3, 2027	Report Card	June 4, 2027

**STANDARDIZED ACHIEVEMENT TESTS**

Achievement tests are given each year to students in grades K-5. They are utilized as benchmarks to measure the knowledge and skills of students at each grade level in relation to the district's outcomes.

- All Grades            FastBridge Assessments
- 4K-3                    Aimsweb screening as required by Act 20
- Grades 3, 5            Wisconsin Forward Exam- Reading and Math

**STUDENT INTERNET ACCESS/WEB PAGE POLICIES**

It is the intent of the Parkview School District to make Internet access available to further the learning of students in the District. This resource should be used to enhance the curriculum or assist students in meeting their specific educational research needs.

**STUDENT PLACEMENT**

In an effort to create the greatest educational environment possible, the following considerations are taken into account before determining homerooms: teacher recommendations, special education needs, boy-girl ratio, academic achievement, physical and emotional maturity of the child, past work habits, overall class size, and parent input.

**STUDENT RECORDS**

Student records are maintained in the office of each elementary school and transferred to the appropriate school as the student transitions to the next school year. Parent/Guardians of elementary students may view these records by scheduling an appointment with the building principal.

**STUDENT WITHDRAWAL**

If you are withdrawing your child from the district, please stop by the office to complete the necessary paperwork.

**RESPONSE TO INTERVENTION (RtI) INFORMATION****INTRODUCTION**

The purpose of this document is to provide an overview of Response to Intervention (RtI) practices in the Parkview Elementary School, and to explain the essential components of RtI. This manual is designed to assist staff, the Board, and families in understanding RtI. This handbook expresses the value of this framework to student achievement, and how this multi-tiered approach is implemented for academic and behavior.

**So why implement RtI?** RtI is based on the idea of intervening early to prevent failure to maximize the effectiveness of grade level curriculum and instruction. It is not an initiative or program, but rather a framework for providing high quality curriculum and instruction to all students, and intervention support for a small percentage of students. Parkview Elementary School believes that comprehensive RtI implementation will provide all students with the best opportunities to succeed in school by improving

instructional quality, will allow early identification of learning and behavioral problems, and will assist with the identification of specific learning disabilities and other disabilities.

**ADDITIONAL RESOURCES**

Wisconsin's Framework for Equitable Multi-Level Systems of Supports: <https://dpi.wi.gov/rti>

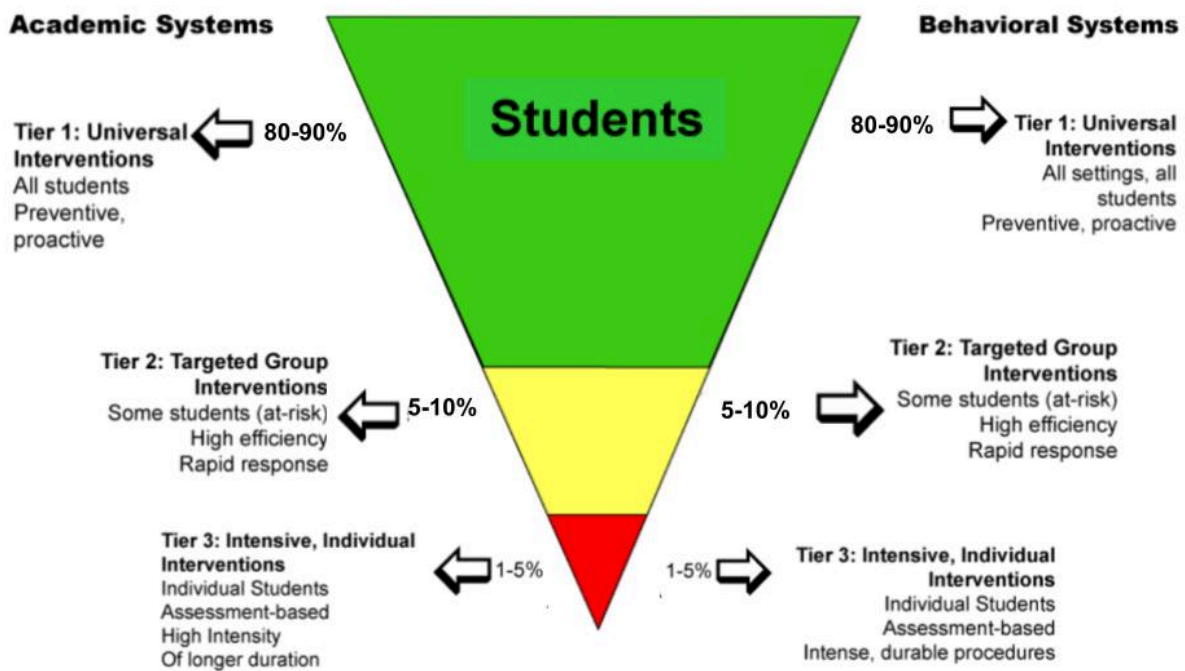
National Center for Response to Intervention: <http://www.rti4success.org>

**ESSENTIAL COMPONENTS OF RtI**

There are four essential components of Parkview Elementary School RtI Process:

1. A culturally responsive, school-wide, multi-level instructional system
2. Universal screening
3. Progress monitoring of all interventions
4. Data-based decision making for instruction & movement within the tiered system.

A rigorous system provides the early identification of learning and behavioral challenges and timely intervention for students who are at risk for learning problems. This system includes three levels of intensity. Parkview School District uses more than one intervention within a given level of instruction.



**Parkview Elementary System**

Source: *Advancing Response to Intervention*. (n.d.). Let's Go Learn.

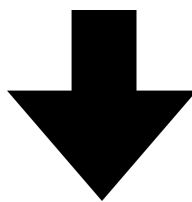
Tier 1: Universal Intervention	
<b>What is it?</b>	<ul style="list-style-type: none"> <li>● For every student in the general education setting</li> </ul>
<b>Where does it occur? When?</b>	<ul style="list-style-type: none"> <li>● General Education Setting</li> <li>● Throughout the course of the entire day</li> </ul>

	<ul style="list-style-type: none"> <li>• Core instructional program provided by the general education teacher in the general education classroom setting</li> <li>• Meets the needs of 80-90% of students. This means that instruction is differentiated including flexible grouping to meet the diverse needs of students in each classroom</li> <li>• Culturally responsive instructional practices</li> </ul>
<b>Who is involved?</b>	<ul style="list-style-type: none"> <li>• Classroom teachers/Co-teachers</li> <li>• All students (whole class)</li> </ul>
<b>Frequency of Progress Monitoring</b>	<ul style="list-style-type: none"> <li>• Universal screening three times/year (Fall, Winter, &amp; Spring)</li> </ul>

### Data Used for Determination of Tier 1 Intervention

<b>Math</b>	FastBridge benchmark testing (identified in the <b>Basic</b> or <b>Proficient</b> category), Bridges assessment data (scoring <b>Basic</b> or <b>Proficient</b> ), teacher data
<b>Reading</b>	AIMSweb, FastBridge benchmark testing (identified in the <b>Basic</b> or <b>Proficient</b> category), Amplify assessment data (scoring <b>Basic</b> or <b>Proficient</b> ), teacher data
<b>Behavior</b>	Class Dojo (see page 22), use of Regulation Station (see page 23) and/or SPA (see page 23), SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) testing, in-class observations, behavior referrals

If adequate progress is not made, students will be identified as Tier 2



### Tier 2: Supplemental Intervention

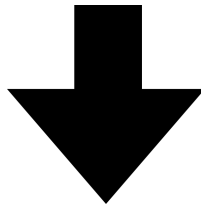
<b>What is it?</b>	<ul style="list-style-type: none"> <li>• Offers support in addition to the core instructional program</li> <li>• Should have no more than 5-10% of students who were not meeting the Tier I benchmark</li> <li>• Requires a <u>minimum</u> of 6 weeks of intervention before reevaluation can occur</li> </ul>
<b>Where does it occur?</b>	<ul style="list-style-type: none"> <li>• General Education Setting (or alternative location)</li> </ul>

	<ul style="list-style-type: none"> <li>In addition to Tier 1 whole group instruction, students receive instructional opportunities and targeted support that extend these efforts</li> </ul>
<b>How is support provided?</b>	<ul style="list-style-type: none"> <li><b>Math/Reading:</b> 15-20 minutes, 2-4 times per week</li> <li><b>Behavior:</b> Brief Functional Behavioral Assessment (FBA), Check-In/Check-Out Sheet, self-monitoring, class pass, ticket intervention system, group counseling, positive peer reporting, school home note, peer tutoring, SAIG groups, counselor referral, referral to outside agencies</li> </ul>
<b>Who is involved?</b>	<ul style="list-style-type: none"> <li>Classroom teachers/co-teachers/consultation of interventionists or specialists</li> <li>Small group instruction (3-5 students within the classroom)</li> </ul>
<b>Frequency of Progress Monitoring</b>	<ul style="list-style-type: none"> <li>Every 2 weeks</li> <li>Anecdotal notes</li> <li>Data/Student progress is reviewed monthly by a team comprised of: Principal, Psychologist, Interventionist(s), and Specialist(s)</li> </ul>

### Data Used for Determination of Tier 2 Intervention

<b>Math</b>	FastBridge benchmark testing (identified in the <b>At Risk</b> category), Bridges assessment data (scoring <b>Minimal</b> or <b>Basic</b> ), teacher data
<b>Reading</b>	Aimsweb, FastBridge benchmark testing (identified in the <b>At Risk</b> category), Amplify assessment data (scoring <b>Minimal</b> or <b>Basic</b> ), teacher data
<b>Behavior</b>	1-2 Office Referrals (Majors), 2-5 Behavior Violations (Minors), 2-5 Academic Assistance, 2-5 SPA visits, consistent Class Dojo redirects

**If adequate progress is not made, students will be identified as Tier 3**



### Tier 3: Intensive Intervention

<b>What is it?</b>	<ul style="list-style-type: none"> <li>Evidence-based intervention(s) of increased intensity for students (1-5%) who show minimal progress to Tier 2 interventions.</li> <li>Provided <i>in addition</i> to the core Tier I and Tier II program</li> </ul>
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	<ul style="list-style-type: none"> <li>• Monthly Behavior Data Team Meeting data analysis may include the following: School Psychologist, Counselor, interventionists, specialists, and Principal</li> <li>• <b>Tier 3 Behavior:</b> Problem Solving Meeting with classroom teacher, Parent/Guardian, School Psychologist, School Counselor, Social Worker, Principal and other supporting teachers</li> <li>• <b>Tier 3 Behavior:</b> Functional Behavioral Assessment (FBA) conducted by School Psychologist, involving professionals in the child's school environment.</li> </ul>
<b>Where does it occur?</b>	<ul style="list-style-type: none"> <li>• Alternative location (Math and Reading)</li> </ul>
<b>How is support provided?</b>	<ul style="list-style-type: none"> <li>• More individualized instruction in a small group setting (2-3 students at a time) for 15-20 minutes 3-5 days per week</li> <li>• <b>Tier 3 Behavior:</b> Small group or individualized sessions (minimum of once per week for at least 20 minutes)</li> </ul>
<b>Who is involved?</b>	<ul style="list-style-type: none"> <li>• Reading or Math Interventionist(s)</li> <li>• <b>Tier 3 Behavior:</b> School Psychologist, Counselor, Social Worker</li> </ul>
<b>Frequency of Progress Monitoring</b>	<ul style="list-style-type: none"> <li>• Once a week (Baseline established using three different probe assessments)</li> </ul>

### Tools Used for Determination of Tier 3 Intervention

<b>Math</b>	FastBridge benchmark testing (identified in the <b>High Risk</b> category), Bridges assessment data (scoring <b>Minimal</b> ), teacher data
<b>Reading</b>	AIMSwebFastBridge benchmark testing (identified in the <b>High Risk</b> category), Amplify assessment data (scoring <b>Minimal</b> ), teacher data
<b>Behavior</b>	3+ Office Referrals (Majors), 6+ Behavior Violations (Minors), 6 + Academic Assistance, 6 + SPA passess, Class Dojo redirects

**Instruction at the Tier III Level.** Instruction at the Tier III level is the most intensive and targets each student's specific area(s) of need. This intervention is provided by a trained interventionist. The length, duration, and location of the interventions are determined by the intervention design. The interventionist also conducts weekly progress monitoring with each student to quantify the effects of the intervention and to depict the student's rate of improvement over time. When the progress monitoring data indicates the student's rate of progress is unlikely to achieve the established learning goal, the teacher and the buildings' problem solving teams engage in the problem-solving process. The teacher then modifies components of the intervention, and continues to use progress monitoring to evaluate which components increase the rate of student learning.

## **STUDENT ASSISTANCE**

### **EMERGENCY CARE INFORMATION FOR Parent/GuardianS/GUARDIANS**

The safety and welfare of your child is of great importance to both you and the school. If your child should become ill or injured while under the school's supervision, the following steps will be taken on behalf of your child:

- A. If your child has a minor accident:
  - (1) First aid will be administered according to school-approved procedures.
  - (2) Your child will be returned to class if he/she is all right.
- B. If your child is unable to go back to class because of illness or minor injury:
  - (1) You will be contacted and once arrangements have been made with you, your child will be allowed to leave the premises.
  - (2) If you are not available, the emergency contact(s) as provided by the parent/guardian will be called.
  - (3) Once contacted, you or the emergency contact will be responsible for providing the necessary transportation for your child to leave the school in a timely manner.
  - (4) If we are unable to reach you or the emergency contact, your child will be kept in school and continued attempts will be made to reach you or the emergency contact.
- C. If your child is in need of immediate medical attention:
  - (1) First aid will be rendered immediately according to school-approved procedures.
  - (2) 911 will be called and transportation to a medical facility will be arranged for your child.
  - (3) You will be called. If you cannot be reached, the emergency contact(s) will be called.

School personnel will not transport ill and injured students in need of emergency medical services.

Parents/Guardians will be responsible for any medical costs incurred for emergency care provided by out of school personnel.

We need your cooperation in putting this plan into effect for each child. Please ensure that the emergency contact information on your child's registration profile is accurate. In addition, please keep the school informed of any changes in information on the profile throughout the school year.

### **EXPOSURE TO BODILY FLUIDS**

Students should not be involved in providing first aid care to another person where blood or other body fluids are present. If blood is noted on a student's clothes, the student will be immediately removed from their current activity to address the bloodstain. If a student is exposed to another person's blood the school principal or designee will notify the student's parent/legal guardian by phone. The principal or designee will not release to the parent/legal guardian the identity of the person involved in the incident.

### **HYGIENE POLICY**

Students are expected to maintain the highest standards of personal hygiene both in class and when participating in school activities. Cleanliness has a profound effect on the prevention of communicable disease.

All students should:

- Have clean hair and clean body without odor or lice
- Brush their teeth regularly and not have bad breath
- Wear clean, modest and appropriate clothing including undergarments
- Wear shoes that are clean, odorless and appropriate for the activity and weather
- Wear appropriate outerwear depending upon the activity, backpacks, purses, and other accessories must be clean and without odor.

The Parkview School District reserves the right to enforce the student hygiene policy, which is based on Child Protective Services guidelines for determining the neglect of a minor child.

Neglect is defined in s 48.981(1) (d), Wisconsin State Statutes as *“failure, refusal or inability on the part of a parent, guardian, legal custodian or other person exercising temporary or permanent control over a child, for reasons other than poverty, to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child.”*

## **MEDICATION**

Medications should be administered to students by their parents/guardians at home whenever possible.

Note the procedure for medication administration:

### **A. Prescription Medications**

A written, signed statement from the parent/guardian/legal custodian and a written, signed instruction from a practitioner must be on file at the school authorizing school personnel to administer any medication. (See Medication Authorization Form) The statement must include:

- Student name, date of birth
- Medication name, dose, route frequency, time/conditions, duration
- Reason for medication
- Name of practitioner
- Parent/guardian/legal custodian signature, practitioner signature, date

Medication Authorization Form is available in each health office and downloadable on the District website.

Requests must be renewed each year or more often if changes in dosage occur. All changes will be noted on the medication administration record, dated and initiated by the designee. Prescription medications must be supplied in a pharmacy-labeled container indicating the correct dosage and administration instructions.

The school nurse shall be informed by school personnel of all students receiving medication and any changes in dosage. The school nurse will review the medication record periodically and use professional judgment in contacting the practitioner, school personnel, or parent/guardian/legal custodian to resolve inconsistencies in administration directions.

## **B. Non-Prescription Medications**

Non-prescription medication (over-the-counter) which is FDA approved can be administered.

- A written, signed statement from the parent/guardian/legal custodian must be on file at school authorizing school personnel to administer (Medication Authorization Form).
- Non-prescription drugs must come to school in the original manufacturer's packaging with ingredients and recommended therapeutic dose.
- Non-prescription medications must be supplied by parent/guardian/legal custodian in the original container with the student's name affixed.
- Any non-prescription medication intended for long-term use on a daily basis must be accompanied by a practitioner's signature.
- All medication must be supplied by the parent/guardian/legal custodian.

## **C. Food Supplements, Natural Products**

For the safety and protection of students, food supplements and natural products will not be given in the school setting unless approved by the FDA or prescribed by a practitioner. The following criteria must be met:

- An original container is provided.
- Use for student is indicated.
- Appropriate dosing for student is clearly stated on the label/packaging insert.
- Possible untoward effects are listed.
- Signed parent/guardian/legal custodian statement.
- Signed practitioner consent if non-FDA approved.
- Parents/guardians/legal custodians may come to school to administer natural products.

## **Self-Administered Medication**

- Students with asthma may possess and self-administer metered dose inhalers or dry powder inhalers for the purpose of preventing or alleviating the onset of asthmatic symptoms. The student must have the written approval of a prescribing practitioner and the written approval of the student's parent/guardian/legal custodian updated annually. (Health Plan or Medication Authorization Form).
- A student with life-threatening allergies may possess and use an EpiPen upon receipt of the Allergy Action Plan or Medication Authorization Form. This form has the written approval of a prescribing practitioner and the parent/guardian/legal custodian updated annually.
- A student with Insulin Dependent Diabetes Mellitus may possess and use insulin upon receipt of the Health Plan or Medication Authorization Form. This form has the written approval of a prescribing practitioner and the parent/guardian/legal custodian updated annually.
- Students are not to share over-the-counter medication and or prescription medication with any other student. Everyone reacts differently to medication and for safety no sharing of medication will be permitted. Students will be subject to disciplinary action if they share medication.
- Responsible high school age students, as determined by the parent/guardian/legal custodian, school nurse, and administrator, may possess and self-administer over the counter medications with written parental permission.

It is recommended that a written statement identifying the medication and granting permission for self-administration be signed by the parent/guardian/legal custodian. This statement should be carried by the student or maintained in the school's medication file.

Factors to be considered will be:

- Type of medication
- Reason for medication
- Age of student
- Responsibility of student

### **Medication Storage**

Medication will be stored in a secure location. Medication which needs to be accessible to the student will be stored in an appropriate location per student need (i.e., emergency medications). Medication will be stored to maintain quality (i.e., refrigeration).

The parent/guardian/legal custodian shall pick up unused portions of medication after the completion of the school year or when medications have been discontinued. After notification at the end of the school year, medications may be destroyed.

### **SCHOOL NURSE**

Emergency nursing services are provided by the Parkview School District. A school nurse oversees the training of staff for provision of first aid and medication administration. Vision and hearing screening are conducted for grades K, 1, and 3. Students may also be referred for vision or hearing screening by parents and school staff.

### **SPECIAL EDUCATION**

It is the responsibility of each school district to provide appropriate educational opportunities for all students. All children who are in need of special education services must be identified by a process, which includes screening, referral and an IEP (Individual Education Plan) meeting. Specific information concerning this program may be obtained by contacting Todd Greco, Director of Pupil Services, at 608-879-2956, Ext. 5114.

### **STUDENT SERVICES PROGRAM**

The elementary school offers additional programs/services for all students. Through classroom activities, small group discussions and individual meetings with students, the student service staff helps students to better understand themselves, to make good judgments, and to solve problems. If you feel your child could benefit from these services, please feel free to contact a Student Service Staff member at your child's school. If you do not wish your child to participate in any of these services a written notification must be on file in the office.

## STUDENT DISCIPLINE & CONDUCT

Parkview School District recognizes the vital relationship between an orderly atmosphere and a positive and successful learning experience. Discipline is a necessary ingredient for success and its foundation originates in the home where parents/guardians help their children develop good habits of behavior as well as a positive attitude toward learning and school. We use Social Emotional Learning (SEL) as a basis for our support system in which we provide instruction and feedback on five essential skills. We seek a cooperative relationship in guiding your student to become a member of society capable of self-discipline and responsible behavior. Please see the code Parkview Elementary has implemented Positive Behavioral Interventions and Supports (PBIS) which is designed to create a more positive environment for students and staff by establishing clear expectations for students and taking active steps in teaching, modeling and reinforcing appropriate behaviors school-wide. PBIS is proactive, preventive, and positive. The intent of the program is to teach appropriate behavior in the school setting, recognize students when behavior expectations are met and to provide interventions when behavior expectations are not met.

**Self Aware-** The ability to accurately recognize your emotions and thoughts and know how they influence behavior. This includes accurately assessing your own strengths and limitations. A person who is self-aware has a well-grounded sense of optimism and confidence.

**Self Manager-** The ability to regulate your emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating yourself, and setting and working toward personal and academic goals.

**Relationship Builders-** These skills enable a person to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes the ability to communicate clearly, listen actively, cooperate, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

**Responsible Decision Makers-** A person who makes responsible decisions has the ability to make constructive and respectful choices about personal behavior and social interactions. This person considers ethical standards, safety concerns, and social norms before making decisions and is able to realistically evaluate consequences of various actions while considering his or her own well-being and the well-being of others.

**Social Awareness-** The ability to adopt the perspective of other people and to empathize with other people from diverse backgrounds and cultures. A person who is socially aware understands social and ethical norms for behavior and recognizes family, school, and community resources and support.



Class Dojo: Parkview Elementary will continue to use the classroom management tool called ClassDojo. ClassDojo is a web based program which allows teachers to track students' behaviors (positive AND negative) easily and efficiently. The program is based on points, and students can be given positive points for things like being on task, being respectful, participating, or working hard. On the other hand, points can be taken away if students are off task, talking out, or unprepared.

Some of the greatest features of ClassDojo are that it allows parents/guardians to see how their own child is doing at school. Other great features of Class Dojo are School Stories, Class stories, and Student Stories. This is an area where class and school news will be shared. Our hope is that this will help you better understand the progress of your student's behavior on a week-to-week basis as well as increasing positive school to home communication and relationships.



Two strategies to assist student to be able to learn include:

### Regulation Station

<p><b>Description of Regulation Station</b></p>	<p><b>What behaviors constitute the use of the Regulation Station?</b></p>
<ul style="list-style-type: none"> <li>• Independent reflection WITHIN the classroom</li> <li>• Time spent in area 2 minutes (timer provided) or until student in control</li> <li>• Student selects strategy from posted 'menu' of options (provided by teacher)</li> <li>• Students implement strategy to assist in self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Minimally disruptive behaviors</li> <li>• Failure to follow directions</li> <li>• Not keeping hands and feet to themselves</li> <li>• Excessive talking</li> <li>• Speaking out of turn</li> </ul>
<p><b>What does the student do in the Regulation Station?</b></p>	<p><b>What actions are taken as a result of the Regulation Station?</b></p>
<ul style="list-style-type: none"> <li>• A student goes to the "Regulation Station" area of the room.</li> <li>• The student will temporarily (using a sand timer) separate themselves from the class.</li> <li>• Student will identify the strategy to use to get back to ready to learn and share that with the teacher.</li> <li>• Teacher should check in with the child after they rejoin the group</li> </ul>	<ul style="list-style-type: none"> <li>• Student gets themselves back to a positive frame of mind using the "Regulation Station" pictures/sheet, and tool box of calming fidgets.</li> <li>• After the student demonstrates they are back on track when they have selected and implemented a strategy to use so they are ready to return to the group.</li> </ul>

### Solving Problems with Assistance (SPA)

<p><b>Description of Problem Solving with Assistance (SPA)</b></p>	<p><b>What behaviors constitute the use of the Problem Solving with Assistance (SPA)?</b></p>
<ul style="list-style-type: none"> <li>• The purpose is to give the student the opportunity to use self-regulating strategies away from the classroom. Adult support is given to assist the student.</li> <li>• Parents/Guardians ARE NOT informed by a teacher when a student uses the SPA since this creates anxiety for the child and does not set the stage for a successful regulation.</li> </ul>	<ul style="list-style-type: none"> <li>• Moderately disruptive behaviors</li> <li>• Repeated failure to follow directions</li> <li>• Failure to self-regulate when given opportunity</li> <li>• Behavior that requires adult support to process</li> </ul>
<p><b>What actions are taken as a result of Problem Solving with Assistance (SPA)?</b></p>	<p><b>What happens at the Problem Solving with Assistance (SPA)?</b></p>
<ul style="list-style-type: none"> <li>• The staff member sending the student the SPA will complete a short explanation of the behavior that occurred.</li> <li>• The student will problem solve with an adult and implement a self-regulating strategy.</li> <li>• The student will return with a post-it with time the student left the SPA.</li> </ul>	<ul style="list-style-type: none"> <li>• The student goes to the LMC.</li> <li>• Students discuss issues with the library staff and an appropriate self-regulation strategy is selected and implemented.</li> <li>• Student returns the slip to the staff member who sent him/her to the SPA and returns to class.</li> </ul>

**Behaviors that require consequences can be classified into to different categories**

**Behavior Violation- Teacher Choice**

<b>Description of Behavior Violation</b>	<b>What behaviors constitute the use of Behavior Violation?</b>	
<ul style="list-style-type: none"> <li>• A Behavior Violation is a behavior exhibited by a student that violates the school rules and will result in a consequence determined by the staff member who is directly interacting with the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Disrespect/defiance towards staff and students</li> <li>• Running/Unsafe travel in building</li> <li>• Physical contact</li> <li>• Name Calling/ Teasing</li> <li>• Dress Code Violation</li> <li>• Electronics</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to follow adult directions</li> <li>• Inappropriate use of property</li> <li>• Repeated Refusal to follow classroom /school rules</li> <li>• Arguing</li> <li>• Lying</li> <li>• Cheating</li> </ul>
<b>What actions are taken as a result of Behavior Violation?</b>	<b>What happens after a Behavior Violation?</b>	
<ul style="list-style-type: none"> <li>• Parent/Guardian Contact- (e.g. Dojo Alert, phone call)</li> <li>• Make it Right - community service</li> <li>• Parent/Guardian Meeting</li> <li>• Conference with student</li> <li>• Loss of privilege</li> <li>• Directed self-regulation activity</li> <li>• Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher notifies Parent/Guardian.</li> <li>• The person that observed the behavior must document the incident by entering it into Skyward within 24 hours. They may also choose to complete the pink "Parkview Behavior Violation Form." The violation may also be entered by MTSS assistant.</li> </ul>	

**Office Referral**

<b>Description of Office Referral</b>	<b>What behaviors constitute the use of Office Referral?</b>	
<ul style="list-style-type: none"> <li>• Students demonstrating significant behaviors will be referred to the office for administrative action. An office referral is used when a student has either exhausted the resources with which staff members can employ or demonstrate such significant behaviors outlined below.</li> </ul>	<ul style="list-style-type: none"> <li>• Profanity/Gestures/ Abusive Language</li> <li>• Disrespect and Insubordination</li> <li>• Harassment/Bullying</li> <li>• Threats</li> <li>• Stealing</li> <li>• Continual Minor Behaviors</li> <li>• Weapons</li> </ul>	<ul style="list-style-type: none"> <li>• Substances/ Paraphernalia</li> <li>• Technology Violation</li> <li>• Other Major/Unsafe Behavior</li> <li>• Fighting/Physical Aggression/ Assault/Disorderly Conduct</li> <li>• Vandalism</li> </ul>

<b>What actions are taken as a result of Office Referral?</b>
<p>The staff member must immediately fill out Office Referral form which accompanies the student to the office. The actions pertaining to the behaviors is an administrative decision, but typically include the following: Contact Parent/Guardians via the phone, Individualized Instruction, Lunch/Recess/Detention, In-school Suspension, Out of School Suspension and/or Follow-up Agreement.</p>

## Code of Conduct

*The behavior and conduct of students attending Parkview School District shall reflect standards of productive citizenship, high morality, self-discipline, responsibility for one's own actions, and respect towards others.*

**I. Purpose of the Code of Conduct:** The primary purpose of the Code of Conduct is to identify for all students, their parents/guardians/legal custodians, and staff members employed by the Parkview School District, the following:

- A. What types of student behavior will constitute the misconduct,
- B. The types of disciplinary consequences that may be imposed for student misconduct,
- C. The number of days that a principal may suspend a student,
- D. Which types of student misconduct may result in a recommendation for expulsion,
- E. Which types of student misconduct must result in a student being recommended for expulsion.

The Code of Conduct applies to all elementary schools and elementary students within the Parkview School District. It must be enforced in a manner that complies with all relevant state and federal laws. Students with disabilities will be disciplined in the same manner as students without disabilities, in compliance with the discipline provisions defined in IDEA 2004.

**II. Jurisdiction for Use of the Code of Conduct:** The administration at Parkview School District has the legal authority to impose disciplinary consequences when a student engages in misconduct of the following nature:

- A. Repeated refusal or neglect to obey school rules;
- B. Knowingly conveying or causing to be conveyed any threat or false information concerning an attempt being made, or to be made to destroy any school property;
- C. Engaging in conduct while at school or while under the supervision of a school authority which endangers the property, health or safety of others;
- D. Engaging in conduct while not at school or while not under the supervision of a school authority which endangers the property, health or safety of others;
- E. Endangering the property, health or safety of any employee of the school district in which the student is enrolled; and
- F. For any other reason provided for by law.

**III. Discipline Related Definitions:** The following definitions apply to the Code of Conduct:

- A. Detention: Requiring a student to remain at school beyond the normal school day, during recess, or during lunch period.
- B. Discipline Consequences: The disciplinary consequences for violating the Code of Conduct can include the following: verbal warning; behavioral reflection time; parent shadowing; detention; written or telephone contact with the student's parent/guardian/legal custodian; an in-person conference between principal and the student's parent/guardian/legal custodian; referral to the appropriate city and/or county agency (e.g. Police Department, Rock County Human Services, Probation); restitution; writing a letter of apology or verbally having to apologize; suspension; receiving a citation for truancy; pre-expulsion agreement; expulsion; or a combination of disciplinary consequences.
- C. Expulsion: The most severe disciplinary consequence that can be imposed for student misconduct is expulsion. The decision whether to expel is made by the Board of Education, and the decision whether to expel or not is made after the occurrence of an Expulsion Hearing. The effect of an expulsion is to deprive the expelled student of the privilege of attending school within the Parkview School District for a specified period of time.
- D. Student Misconduct: Student behavior that violates the rules identified in Article IV, titled "Student Misconduct" in the Code of Conduct.

- E. Suspension: "In-School Suspension" means the temporary removal of a student from his/her regular classroom(s) to another supervised learning area for up to five days. "Out of School Suspension" means the removal of a student from the school building and grounds for up to five days. If a suspended student is recommended for expulsion, the number of days of suspension may be extended, prior to the Expulsion Hearing.
- F. Weapons: A device that is used for, or is readily capable of causing serious bodily harm, or death and includes, but is not limited to, the following: pistols, rifles, shotguns, bow and arrows, BB guns, pellet guns, brass knuckles, lasers; knives or other cutting instruments (e.g. box cutter, carpet cutter, razor blades, etc.) Any object that a student uses to threaten or cause bodily harm will be considered a weapon. These can include baseball bats, pencils or pens, etc.

IV. **Student Misconduct:** There are four categories of discretionary discipline and each violation of the Code of Conduct has been assigned to a category. After determining the facts of each situation, and considering the "discretionary disciplinary criteria", the principal will exercise his/her discretion and determine what he/she believes to be appropriate discipline for the student. ***In those situations where serious bodily injury or property damage has occurred, or the learning environment has been severely disrupted, the principal may elect to impose a disciplinary consequence more severe than that which is identified for the specific Code of Conduct violation(s).***

## Parkview School District Code of Conduct

### *Minor Behavior Violations:*

**Behavior exhibited by a student that violates the school rules and will result in a consequence determined by the staff member who is directly interacting with the student. Consequences for a BVs may include but are not limited to: Parent/Guardian Contact, Community Service, Parent/Guardian Meeting, Conference with student, Loss of privilege, Directed self-regulation activity, Detention.**

- ABS Absences: 5 Absences Letter: a 5-day attendance letter issued to a student who has accumulated five or more absences within a single semester.
- ACV Athletic Code Violation: any violation of the Parkview Jr/Sr High School Activities Code.
- ALT Altercation: minor verbal altercation with another student.
- BUS Bus Log: a behavioral issue on the bus in which the bus driver intervened and provided consequence, resulting in a resolution of the behavior.
- BVA Dress Code Violation: minor dress code violation that required a consequence given by a staff member.
- BVC Cheating: minor or subtle forms of academic dishonesty, such as copying small portions of a classmate's work
- BVD Insubordination: minor instances of defiance or refusal to comply with authority figures or school rules, which may include talking back, disregarding instructions, or engaging in minor disruptive behavior.
- BVE Inappropriate Electronics Use: minor instances of using electronic devices inappropriately during school hours, such as unauthorized texting, playing games, or accessing social media.
- BVF Not Following Directions: minor instances of failing to comply with instructions or directives given by teachers or school staff.
- BVI Inappropriate Property Use: minor instances of misusing or damaging school property, such as writing on desks, defacing textbooks, or mishandling equipment.
- BVL Interfere w/ Educational Process: minor instances of disruptive behavior that hinders the learning process or creates a disturbance in the classroom, such as talking out of turn, making excessive noise, or engaging in distracting activities.
- BVM Inappropriate Language: minor instances of using profanity, derogatory language, or disrespectful speech towards peers, teachers, or staff members.
- BVN Name calling/teasing: refers to minor instances of using derogatory or hurtful language towards peers.
- BVP Endangering Health/Safety: minor instances where students engage in actions or behaviors that pose a risk to their own or others' physical well-being within the school environment, such as horseplay, unsafe use of equipment.
- BVS Tardy: being late for school or class without an acceptable excuse.

### 100—*Serious Violation:*

**For student misconduct assigned to this category, the principal has the discretion to select a disciplinary consequence that ranges from imposing a “non-out of school option” up to suspension of the student out of school for up to two (2) days.**

- 101 Dress Code: refers to instances where students consistently and repeatedly violate the established dress code policy by wearing inappropriate or non-compliant clothing items, such as excessively revealing attire, offensive graphics or slogans, or clothing that disrupts the learning environment or compromises the safety and well-being of students and staff.
- 102 Insubordination: refusing to comply with a directive of any school personnel.
- 103 Disrespect: insulting, name calling, dishonoring, or in any way intentionally or unintentionally, acting in a manner that could be deemed disrespectful to students or staff members.
- 104 Littering: throwing or leaving waste, trash, debris or other litter on school property.
- 105 Trespassing: being present on school premises without permission from school authority, or refusing to comply with the directive of a staff member to leave school premises.
- 106 Skipping: failure to attend all or a portion of class without a valid or reasonable excuse.
- 107 Unexcused Tardiness: repeated and significant instances of arriving late to class or school without a valid excuse, demonstrating a pattern of disregard for punctuality and disrupting the learning environment
- 108 Absenteeism/Truancy: refers to a consistent and significant pattern of unexcused absences from school without a legitimate reason, indicating a disregard for attendance requirements.
- 109 Possession of Electronic Device: instances where students engage in unauthorized and disruptive use of electronic devices, such as smartphones or tablets, during school hours, which may include activities like texting, gaming, or accessing inappropriate content, leading to potential academic distractions and a breach of school policies regarding electronic device usage.
- 110 Endangering Health and Safety: refers to endangering the health and/or safety of any student or staff member on school property: Examples including but not limited to – throwing objects such as snowballs, use of a laser pointer, rocks, rough horse-play, tripping, pushing etc.
- 111 Interfering with the Educational Process: conduct which substantially interferes with the educational process.
- 112 Public Display of Affection: hugging, kissing, intimate body contact.
- 113 Inappropriate Language: obscene, vulgar, profane language (verbally or in writing), obscene gestures or conduct, not directed at anyone on school property.
- 114 Failure to Serve Detention: after two days of opportunity to serve detention, the student did not serve.

- 115 Possession or use of any Tobacco Product: instances where students are found in possession or use of tobacco products or electronic vaping devices, including e-cigarettes or vape pens, on school premises or during school-related activities.
- 116 Theft: act of taking or concealing the property of another person on purpose, without that person's permission. (Less than \$10 in value)
- 117 Failure to Complete ISS: student was removed from ISS for failure to comply with all In School Suspension expectations.
- 118 Reckless Behavior: a student who exhibits behavior that is rough, disorderly and disruptive and not able to correct with discipline or control. May include play hitting, acting out a play fight (one-sided), and/or practical jokes that result in physical harm (minor scrapes, bruises).
- 119 Physical Aggression: physical contact between two students who together exhibit behavior that is rough, disorderly and disruptive and not able to correct with discipline or control. May include play hitting, acting out a play fight (two-sided), initiating or participating in any unacceptable minor physical action, and/or practical jokes that result in physical harm (minor scrapes, bruises).

**200—Very Serious Violation:**

**For student misconduct assigned to this category, the principal has the discretion to select a disciplinary consequence that ranges from imposing an in school or out of school suspension or an expulsion. The principal may also refer the student to appropriate agencies, such as the police or Rock County Human Services.**

- 201 Use of Profanity or Obscene Gestures: using vulgar, profane or obscene language, either verbally or in writing, or making obscene gestures directed toward school staff or other students.
- 202 False Alarms or Reports: providing false information when warning about a possible bomb, fire, or other acts that endangers the health or safety of others, or falsely reporting incidents or making false accusations or giving false information to or about school personnel, this includes any false 911 calls.
- 203 Possession of Fireworks: possession of fireworks or other explosive devices.
- 204 Threatening to Harm to Another Student: the intentional act, either verbally, in writing, or by gesture of threatening to harm the well being, health, or safety of another student.
- 205 Possession of a Look-alike Weapon: possession of a look-alike weapon which could include but are not limited to: handgun, rifle, knives, etc..
- 206 Possession of Objects that may be used as a Weapon: the possession of an object that may be used as a weapon and the threat to use it as a weapon, attempt to use it as a weapon, the intent to use it as a weapon, or the actual use of the object as a weapon.

- 207 Possession of Dangerous Material: possession of ammunition, mace, pepper spray, smoke bombs or other non-educationally related dangerous substances.
- 208 Threatening to Harm Staff or Other Adults: the intentional act, either verbally, in writing, or by gesture of threatening to harm the well being, health, or safety of a staff member or other adult volunteer involved in supervising a school sponsored activity.
- 209 Non-Violent Gang Activity: gang activity that disrupts school, including gang graffiti, antisocial group conduct that involves threats, force or extortion of another student, staff member or visitor. Participation in non-violent gang, cult or other group activity that disrupts school – using gang symbols or writings, wearing gang colors, writing graffiti, flashing gang signs, proclaiming or encouraging gang affiliation, etc.)
- 210 Computer Internet Misconduct: refers to significant instances where students engage in inappropriate or harmful online behavior while using school-provided devices or accessing the internet on school premises. This can include activities such as cyberbullying, accessing or sharing inappropriate content, engaging in online harassment, or participating in cybercrime.
- 211 Disrespect 2: insult, call names, dishonor, or in any manner abuse, verbally or in writing, any staff or student within the district, and or repeated instances of Disrespect 1.
- 212 Forgery, Cheating, Plagiarism: 1) writing the name of another person or altering the name, date, grade, pass or permit of another. 2) attempting to obtain answers or data dishonestly. 3) copying the ideas and writings of another and claim them as your own without mentioning the name of the individual who provided the writing or ideas that you copied.
- 213 Student Harassment: engaging in any type of conduct that could create an intimidating, hostile or offensive school environment.
- 214 Racial Harassment: engaging in any type of racially-oriented conduct that could create an intimidating, hostile or offensive school environment.
- 215 Sexual Harassment: engaging in unwelcome physical contact, request or demands of sexual favors, verbal abuse, or displaying of sexual, graphic or illicit materials that could unreasonably interfere with another's ability to learn or function in the school environment.
- 216 Bullying: anyone intentionally, repeatedly and over a period of time inflicts or threatens to inflict physical or emotional injury or discomfort upon any person's body, feelings or possessions.
- 217 Sexual Assault: the intentional and non-consensual inappropriate touching of another, either directly or through clothing, if done for the purpose of sexually degrading the touched person arousing or satisfying the person doing the touching.
- 218 Participating in Sexual Activity: the consensual act of sexual act - (i.e. petting or fondling either through clothing or direct contact, simulated act of sexual intercourse etc.)
- 219 Possession/or Observing of Pornographic Material: possessing pornographic materials include writings and visual images of a sexual nature that have no bearing upon the learning that occurs as part of the school district curriculum.
- 220 Gambling: playing any game of chance or skill for money or other items of value.

- 221 Disorderly Conduct: engaging in violent, abusive, profane, spitting, boisterous, unreasonably loud otherwise disorderly conduct under circumstances in which the conduct tends to cause or provoke a disturbance (examples such as physical confrontation but no punches thrown – pushing shoving, kicking, grabbing in anger in a violent nature causing a disturbance in public setting).
- 222 Repeated refusal to obey school rules: four or more non-violent violations of the student code within the same school year.
- 223 Theft: act of taking or concealing the property of another person on purpose, without that person's permission (\$10 dollars in value and above)
- 224 Possession of stolen property: possessing or wearing items that belong to another person, organization or school system without the consent of the rightful owner.
- 225 Vandalism: intentional destruction of, or tampering with, property belonging to others.
- 226 Inciting Violence: by words (taunting or baiting) or acts and deeds that give encouragement to others to fight, engage in other forms of violence or otherwise disrupt the school.
- 227 Physical Attack: refers to an attack on a student who does not defend himself/herself physically.
- 228 Fighting: aggressive, hostile, physical bodily contact between two or more students.
- 229 Possession of a controlled substance: possession of a controlled substance (prescribed for the student), or being under the influence of alcohol or marijuana.

### 300—Zero Tolerance Offenses:

**For violations of the Code of Conduct that are classified as Zero Tolerance. Consequences for this level may range from a pre-expulsion agreement to expulsion. The principal may also refer the student to appropriate agencies, such as police or Rock County Human Services.**

- 301 Arson: intentionally setting a fire.
- 302 Use of explosive materials: setting off fireworks or other explosive devices.
- 303 Possession of sharp object: possession of a knife or other cutting instrument of three inches or more in length with a locking blade.
- 304 Bomb related: (1) making a bomb threat, or threatening to set off another form of an explosive device (other than fireworks); (2) possession of a bomb or explosive device (other than fireworks); (3) setting off of a bomb or explosive device (other than fireworks).

- 305 Physical Aggression toward Staff: the intentional act of physically making aggressive contact (e.g., push, shove, punch, kick, bite, slap, or any other form of inappropriate physical aggressive contact) with a school district employee or visitor.
- 306 Repeated Physical Violence: two or more incidents of fighting or other acts of physical violence during the same school year.
- 307 Major Sexual Assault: assault involving non consensual contact or intercourse which may also include the use of a weapon, force, threat, or coercion.
- 308 Sexual Misconduct: participation in sexual intercourse and/or other acts of sexual gratification.
- 309 Violent Gang Activity: engaging in physically violent gang and/or cult or anti-social group behavior, directed against students, staff or others at school, or away from school, but while under the supervision of school authority.
- 310 Gun Possession: possession of any type of Firearm, BB gun, or pellet gun.
- 311 Paraphernalia Possession: possession of drug paraphernalia – any legitimate equipment, product, or material that is modified for making, using or concealing illegal drugs.
- 312 Counterfeit Possession: possession of an imitation controlled substance or illegal drug.
- 313 Possession of a controlled substance: possession of a controlled substance (not prescribed for the possessing student), illegal drug, or being under the influence of the controlled substance (2nd offense alcohol/marijuana).
- 314 Drug Dealing: participating in a transaction involving controlled substances, illegal drugs or alcoholic beverages.
- 315 Drug Distribution: possession of a controlled substance, illegal drug with the intent to deliver to another.
- 316 Trafficking: dispensing, distributing, transferring, manufacturing, selling or possession with intent to sell alcohol, controlled substances, designer drugs or drugs.
- 317 Fake Drug Trafficking: dispensing, distributing, transferring, manufacturing, selling or possession with intent to sell a look alike or counterfeit drugs or prescription drugs
- 318 OTC Drug Trafficking: dispensing, distributing, transferring, manufacturing, selling or possession with intent to sell over the counter drugs.
- 319 Computer Hacking: Unauthorized entry or use of the computer system, including all hardware, software, and any of the system component parts.

#### **V. Disciplinary Options Available:**

1. In school options: The options include: verbal warning, behavioral improvement plan, detention, in school suspension, written or telephone contact with the parent/guardian/legal custodian and student, parent shadowing, referral to appropriate city and/or county agency, restitution, and writing a letter of apology or providing a verbal apology.
2. Out of school options: The options include: suspensions and suspensions with a recommendation for expulsion.
3. Pre-expulsion agreements
4. Expulsion

#### **VI. Discretionary Disciplinary Criteria:**

For those situations involving student misconduct in which there is not a requirement that the student be recommended for expulsion, the principal will exercise his/her discretion in determining what is the appropriate disciplinary consequence for the student's misconduct. The principal will take into account, at a minimum, the following factors when deciding upon what form and amount of discipline is appropriate:

- A. The developmental level and maturity of the student,
- B. The severity of the misconduct involved (was anyone physically injured or emotionally harmed),
- C. Whether the learning environment was disrupted,
- D. Whether property was damaged, destroyed or lost,
- E. Whether safety of students or staff was jeopardized,
- F. Whether the student had previously committed violations of a similar nature (disruption of learning environment, violent aggression against others) of the Code of Conduct,
- G. Whether the student had previously committed the same violation of the Code of Conduct,
- H. What discipline has the principal imposed upon other students for the same violation(s),
- I. In those situations where serious bodily injury or property damage has occurred, or the learning environment has been severely disrupted, the principal may elect to impose a disciplinary consequence more severe than that which is identified for the specific Code of Conduct violation(s).

#### **VII. Voluntary Surrender of Dangerous Items:**

A student who possesses a weapon, knife or other cutting instrument, illegal drugs or controlled substances, or other inappropriate item or material, and voluntarily turns it into a school staff member before threatening to use it, actually using it, or giving it to another student, and before being discovered in possession of it by a staff member, may or may not be subject to discipline for possession of the object.

## **BUS RULES AND EXPECTATIONS**

Riding a Parkview School bus is a privilege. Students that are unable to follow bus rules may lose ridership privileges. **It is essential for the rider to:**

1. Be on time at the designated pick up point and wait before approaching the bus or crossing a highway until the bus driver has signaled the road is safe to cross.
2. Move to their assigned seat without disturbing others and remain seated at all times.
3. Refrain from extending any part of the body, books, or other objects from the bus window or door.
4. Respect the bus, the driver, other riders and their property.
5. Remain quiet at all railroad crossings.
6. Only use the exit door in the case of an emergency.
7. Keep the bus clean and orderly at all times. Consumption of food and/or beverages in the bus without driver's permission is prohibited.
8. Keep the bus aisles clear and unblocked at all times.
9. Refrain from bringing items on the bus that pose a safety threat.

In the event a student needs to be delivered to an alternative address within the school district, a Bus Pass must be filled out by the school office prior to the student being delivered to the alternative site. If a Bus Pass is not filled out, the transportation company will deliver the student to their regular drop-off address.

## **CONSEQUENCES FOR BUS MISBEHAVIOR**

**The privilege of riding the school bus may be withdrawn if a student proves disruptive. The student's parent must then provide transportation for their child. Depending on the severity of the behavior, these steps may not always be followed in order.**

- LEVEL I            Driver concern sheet will be completed and parents will be notified.
- LEVEL II            Bus Referral form will be shared with the principal. The principal will:
1. Conference with the student
  2. Issue a warning
  3. Contact parent/guardian and complete behavioral referral on Skyward.
- LEVEL III            Bus Referral form will be shared with the principal. The principal will:
1. Conference with the student
  2. Assess a three-day suspension from riding the bus
  3. Contact parent/guardian and complete behavioral referral on Skyward.
- LEVEL IV            Bus Referral form will be completed and the student will be sent to the office. The principal will:
1. Conference with the student
  2. Assess a week suspension from the bus
  3. Contact parent/guardian and complete behavioral referral on Skyward.
- LEVEL V            Bus Referral form will be completed and the student will be sent to the office. The principal will:
1. Conference with the student
  2. Assess a two week suspension from riding the bus
  3. Contact parent/guardian and complete behavioral referral on Skyward.
- LEVEL VI            Bus Referral form will be completed and the student will be sent to the office. The principal will:
1. Conference with the student
  2. Assess a removal from the bus for designated period of time
  3. Contact parent/guardian and complete behavioral referral on Skyward.

## **HARASSMENT/BULLYING**

In order to maintain a school environment that encourages optimum human growth and development for its students and employees, it is the policy of the District to maintain and ensure a learning environment free from any form of harassment, bullying or intimidation toward personnel or students.

Harassment/bullying refers to physical, verbal, or psychological acts, which create an intimidating, hostile or offensive atmosphere. Harassment/bullying is prohibited between staff and students as well as between students and students.

Forms for reporting harassment are available in the office. County authorities may be notified, in addition to school disciplinary action being taken, if a formal harassment complaint is filed.

### **Steps followed when an incident has occurred:**

1. The Guidance Counselor will conduct a problem-solving session with the parties involved in an attempt to get them to talk it out.
2. Parents will be notified regarding the inappropriate behavior.
3. If the inappropriate behavior continues, a formal harassment complaint may be filed and the authorities may be notified.

## **STUDENT DRESS GUIDELINES**

The Parkview School District believes that proper grooming and cleanliness add to the well-being and self-respect of students.

### **The following guidelines should be followed:**

1. Halter tops, strapless tops, spaghetti-strap tops, single shoulder tops and revealing necklines are not permitted. All tops need to have at least a 1" strap.
2. Tank tops and sleeveless tops must have standard armholes and must cover the torso with no midriff showing.
3. Clothing must not contain any drug/alcohol/tobacco, sexual, or harassing pictures or slogans.
4. Shorts and skirts/dresses must be of an appropriate length.
5. Clothing which enables undergarments (including boxers) to be seen is not allowed.
6. Headwear is not to be worn in the building. (Exception being "Hat Day" as designated by the Student Council.)
7. Appropriate footwear is expected. "Heelies" are not allowed on school grounds for safety reasons. If a student Wears flip-flops to school, the student will be required to wear gym shoes for gym and recess to ensure safety.
8. Chains such as wallet chains are not permitted.

If the school feels the student is improperly dressed, students will borrow a t-shirt or sweatpants from the school to wear during the school day. If a student continues to dress inappropriately, the parents will receive a call from the school.