

SCHOOL BOARD MEETING

JULY 13, 2023

REPORT OF UPDATES/REVISIONS MADE TO THE
RIVER VALLEY EARLY LEARNING CENTER/RIVER VALLEY ELEMENTARY PARENT HANDBOOK
FOR THE 2023-2024 SCHOOL YEAR.

UPDATES:

- District calendar updated
- Known staff updates
- Food Service pricing updated
- Policy & Procedures updated where needed

ADDITIONS:

- Added reference/hyperlink of newly implemented 2023-24 Bus Handbook to existing Bus Behavior section. (see below)
- Added section of RVSD's Policy #751.3 Rule 1 to the existing Bus behavior section. (see HIGHLIGHTED below)

BUS BEHAVIOR

- *The River Valley School District Board of Education's primary concern in transporting its students is the safety of the children. Misconduct will not be tolerated. Misconduct reports will be completed by the bus driver, and copies will be sent to the building principal and shared with the parent. Misconduct may result in suspension of bus riding privileges, depending upon the seriousness of the misbehavior. Continued misconduct may result in permanent removal from the bus. See complete bus policy included in this document and online at:*

<https://www.rvschools.org/district/policyseries700.cfm> View Bus Handbook at: <https://www.rvschools.org/district/busservices.cfm>

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Per RVSD Policy #751.3 Rule 1 - Bus Rules and Regulations Discipline Procedures

2. The following actions will follow the issuance of a misconduct report:

a. FIRST LEVEL - The bus company will inform the parent or guardian and school official responsible for handling the situation.

b. SECOND LEVEL - The Building Administrator or designee will inform the parent or guardian of the offense, and the student will be denied transportation for a maximum of up to five (5) days.

c. THIRD LEVEL - The Building Administrator or designee will inform the parent or guardian of the offense, and the student will be denied transportation for a maximum of up to five (5) days. Parent and student will be required to meet with the Building Administrator to be informed of possible Board action on future misconduct reports.

d. FOURTH LEVEL - The Building Administrator will inform the parent or guardian of the offense and recommend to the District Administrator that the offense be referred to the School Board for a hearing, as provided in the School Board policies for expulsion from the bus for the remainder of the year. The student will be denied transportation for a maximum of 10 or 15 days (depending on whether special ed is involved) while the expulsion hearing is pending.

REVISED VERBIAGE

REPORT CARD PURPOSE STATEMENT

The purpose of our Standards Based Report Card is to provide families with written communication about the learning progress of their individual students.

Original

We expect the student progress report to be:

- Clearly understood by teachers, students, and families.
- A reflection of the adopted state standards in ELA and Mathematics
- An accurate, concise, and consistent communication of student performance and growth over time, based upon grade-specific standards.

Replaced with:

We expect the student progress report to be:

- Clearly understood by teachers, students, and families
- A reflection of the adopted state standards in ELA and Mathematics
- An accurate, concise, and consistent communication of student performance and growth over time, based upon grade-specific standards
- The basis for ongoing conversation between schools and families in supporting each student for success

Original

~~LEARNING HABITS AND ACHIEVEMENT~~

~~Learning habits play an integral role in a student's success. Separating academic achievements from learning habits provides parents with a clearer picture of their child's academic performance.~~

Replaced with:

SUCCESS SKILLS AND ACHIEVEMENT

Success skills play an integral role in a student's success. Separating academic achievement from success skills provides parents with a clearer picture of their child's academic performance and success skills.

Original

~~UNDERSTANDING THE MARKING SCALE~~

~~Three levels of progress are noted using a numeric marking system (numbers 1-3). On the marking scale, the numbers themselves are not the focus. Rather, the descriptor that coincides with each number is most important. The descriptors indicate the levels of the individual's skills and acquisition, as well as the confidence/independence with which the student performs the standard.~~

~~3—Meets Grade Level Standards—Goal~~

- ~~Consistently demonstrates solid understanding of end-of-grade-level concepts and skills.~~
- ~~Applies knowledge and skills that lead to meeting end-of-grade-level expectations.~~
- ~~Requires minimal support to complete grade-level work.~~

~~2—Developing Grade Level Standards~~

- ~~Developing steadily to be on target for end-of-grade-level concepts and skills.~~
- ~~Performance is characterized by the ability to apply skills with increasing success.~~
- ~~Requires regular support to complete work.~~

~~1—Does Not Meet Grade Level Standards at This Time~~

- ~~Area of concern; student has minimal understanding.~~
- ~~Needs extra time and support.~~
- ~~Student's progress is below grade level.~~

Replaced with:

UNDERSTANDING THE MARKING SCALE

To be fair and accurate in reporting both a student's achievement progress and learning habits, teachers use the marking scale defined below to report individual progress with the Content Standards.

Four levels of progress are noted using a numeric marking system (numbers 1-3, letter E). On the marking scale, the numbers themselves are not the focus. Rather, the descriptor that coincides with each number is most important. The descriptors indicate the student's level of skills in comparison to the end of year grade level standards.

E - Exceeds Grade Level Standards

· Works consistently and independently on advanced grade level standards.

3 - Meets Grade Level Standards - Target

· Consistently demonstrates solid understanding of end-of-grade level concepts and skills.
· Applies knowledge and skills that lead to meeting end-of-grade level expectations.
· Requires minimal support to complete grade level work.

2 - Developing Grade Level Standards

· Developing steadily to be on target for end-of-grade level concepts and skills.
· Performance is characterized by the ability to apply skills with increasing success.
· Requires regular support to complete work.

1 - Does Not Meet Grade Level Standards at This Time

· Area of concern, student has minimal understanding.
· Needs extra time and support.
· Student's progress is below grade level.

Original:

UNDERSTANDING THE LEARNER HABITS

~~*Self Directed Learner - Follows basic oral directions - Initiates contact for extra help when needed - Stays focused and on task - Works well independently - Works without disturbing others - Uses organizational skills*~~

~~*Quality Producer - Works neatly and carefully - Completes and turns in assignments on time*~~

~~*Community Contributor - Shows respect for peers, adults and property - Works well in groups - Follows classroom expectations*~~

~~*Complex Thinker - Solves own problems - Follows multiple step directions - Doesn't give up when trying new things*~~

~~*Effective Communicator - Shares ideas - Listens attentively - Uses appropriate volume - Takes turn*~~

Replaced with:

UNDERSTANDING THE SUCCESS SKILLS

- I work independently and manage time effectively.
- I work neatly and carefully.
- I take responsibility for my choices and actions.
- I actively listen and participate in my learning.
- I show respect for my peers, adults, and property.
- I follow school routines and expectations.
- I keep myself and things organized.
- I don't give up when trying new things and I ask for help when needed.