

PARENT & STUDENT HANDBOOK

2024-2025



RIVER VALLEY EARLY LEARNING CENTER

1370 Cherry Street | Plain WI 53577 | Ph: 608.546.2228

and

RIVER VALLEY EARLY ELEMENTARY

830 West Daley Street | Spring Green WI 53588 | 608.588.2559

WELCOME TO THE RIVER VALLEY EARLY LEARNING CENTER and RIVER VALLEY ELEMENTARY SCHOOLS!

Welcome to the 2024-2025 school year! We look forward to another great year focusing on the total growth of your child. We are committed to educating the whole child while providing a safe and nurturing environment that promotes a passion for learning, respect for self and others, and an appreciation for individual differences.

The purpose of this handbook is to provide basic information about our elementary schools. Please read our handbook carefully and go over the rules and suggestions with your children. It will provide you with a great deal of valuable information and will answer many of your questions. We feel that open and clear communication between school and home is important to the success of our educational program. We look forward to working with you and your child and to a wonderful, productive school year filled with rich academic experiences. We appreciate your cooperation and support, and we welcome your suggestions and ideas for improvement.

Our elementary team looks forward to working with you!

PHILOSOPHY

We at River Valley Elementary and Early Learning Center will generate collaboration and consistency amongst staff, students, parents, and community, while fostering a wealth of support, resources, and positive relationships.

MISSION STATEMENT

At River Valley we believe...

- Students are our number one priority
- Every student has a right to learn
- Instruction is rigorous and relevant
- Assessment is purposeful and drives instruction
- Learning is a collaborative process

NONDISCRIMINATION/EQUAL EDUCATIONAL OPPORTUNITIES

The River Valley School District does not discriminate on the basis of gender, race, color, national origin, ancestry, religion, creed, sex, age, pregnancy, marital or parental status, sexual orientation, or disability in its programs and activities and provides equal access to the Boy Scouts and other designated groups. The following people have been designated to handle inquiries regarding non-discrimination policies and Title IX: Business Manager, 660 W. Daley, Street, Spring Green, WI 53588, 608-588- 2551, Pupil Services Director, 660 Varsity Blvd., Spring Green, WI 53588, 608-588-2554. Board Policy 411 for full disclosure.

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RIVER VALLEY SCHOOL BOARD OF EDUCATION

<https://www.rvschools.org/district/schoolboardrivervalley.cfm>

Kathy Jennings | Area 1 | President | jennings.rvsb@rvschools.org

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Kiley Cates | Area 8 | Representative | catesk.rvsb@rvschools.org

John Bettinger | Area 9 | Vice-President | bettinger.rvsb@rvschools.org

View School Board Information, Notices, Meetings, and Minutes at:

<https://www.rvschools.org/district/schoolboardrivervalley.cfm>

ADMINISTRATIVE CONTACTS

Loren Glassbrenner | District Administrator | lglasbrenner@rvschools.org | 608.588.2551 ext: 8001

Pat Mahoney | Business Manager | pmahoney@rvschools.org | 608.588.2551 ext: 8003

Claire Knoll | Pupil Services Director/School Psychologist | cknoll@rvschools.org | 608.588.2551 ext: 1012

Savannah Jennings | School Psychologist | sjennings@rvschools.org | 608.588.2559 ext:

Jaime Hisel | Food Service Director | jhisel@rvschools.org | 608.588.2551 ext: 8006

Jaime Hegland | Activities Director/ Director of Academic Services | jhegland@rvschools.org | 608.588.2554 ext: 2003

RIVER VALLEY EARLY LEARNING CENTER

1370 CHERRY STREET | PLAIN WI 53577 | phone: 608.546.2228 fax: 608.588.8566

PRINCIPAL

Carla Peterson: cpeterson@rvschools.org

ADMINISTRATIVE BUILDING COORDINATOR

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COUNSELOR

Stacy Hauden: shauden@rvschools.org

ELC NURSING TEAM

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SECRETARY

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4-Year-Old Kindergarten & Early Childhood	Melinda Mohr	mmohr@rvschools.org
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Food Service	Sue Fahrni	sfahrni@rvschools.org
Before & After School Program Director	Jennifer Moore-Kerr (608.459.5880)	jmoorekerr@rvschools.org

RIVER VALLEY ELEMENTARY

830 WEST DALEY STREET | SPRING GREEN WI 53588 | phone: 608.588.2559 fax: 608.588.2550

PRINCIPAL

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RVE ADMINISTRATIVE BUILDING COORDINATOR/ BEHAVIOR INTERVENTIONIST, ELC SPECIAL EDUCATION TEACHER

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COUNSELOR

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RVE NURSING TEAM

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Third Grade	Rhonda Licht	rlicht@rvschools.org
Third Grade	Monica Lovell	mlovell@rvschools.org
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Interventionist	Emily Liegel	eliegel@rvschools.org
Speech	Britt Thatcher	bthatcher@rvschools.org
Before & After School Program Director	Jennifer Moore-Kerr (608.459.5880)	jmoorekerr@rvschools.org
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Assistant	TBD	
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Food Service		
Food Service	Teresa Prochaska	

Serving ALL Elementary

Pupil Services Director / Psychologist	Claire Knoll	cknoll@rvschools.org
Psychologist	Savannah Jennings	sjennings@rvschools.org
Librarian / Technology Education	Misty Fredrick	mfredrick@rvschools.org
Technology	Lori Hoffman	lhoffman@rvschools.org
Art	Megan Quigley	mquigley@rvschools.org
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Physical Education	Nikki Berry (RVE)	nberry@rvschools.org
Physical Education	Mike Mani (ELC & RVE)	mmani@rvschools.org
Occupational Therapist	Niki Bailey	nbailey@rvschools.org
Physical Therapist (Upland Hills Health)	Renee Weber	rweber@rvschools.org

STUDENT ATTENDANCE

If your student is unable to attend school due to illness, medical or personal reasons, please contact your respective school office.

- Early Learning Center: Nadine Westphal at nwestphal@rvschools.org or 608-546-2228. Press one (1) for the Attendance Line, or to leave a voice message. Press zero (0) to speak to the secretary directly.
- RV Elementary: Sarah Schaller at sschaller@rvschools.org or 608-588-2559. Press one (1) for the Attendance Line, or to leave a voice message. Press zero (0) to speak to the secretary directly.

If leaving a message, please provide a detailed reason for absence so we may record appropriately. Late arrivals should also be called/emailed in. If your student has a medical excuse, please bring/email/fax it to the office.

Your child's attendance in school is important. Every day missed has an impact on your child. Any days beyond those listed in the table below are considered unexcused unless a medical or administrative excuse is provided. Any absences that are medically/administratively excused do not count towards allowed days. Absences that exceed the policy guidelines will prompt truancy proceedings. You can view the RVSD Attendance Policy in this handbook and also online at: <https://www.rvschools.org/district/policyseries400.cfm>

Absence Reference

SEMESTER 1	SEMESTER 2
5 ill-related days allowed per semester	5 ill-related days allowed per semester
10 Personal Days allowed over the course of the entire school year.	

*If your child is sent home from school by nursing staff due to illness, the absence is considered medically excused. If you are instructed to keep your child home for a specific amount of time by the nursing staff, that time is also considered medically excused and does not count towards policy stated days.

**You can view your child's attendance in Skyward. Contact the office if you have any questions regarding.

BREAKFAST & LUNCH

Pricing will depend on your status of Full-Price, Reduced-Price, or Free. You are encouraged to complete an application form if you qualify for Reduced or Free based on guidelines. You can complete the Free/Reduced application electronically in your Skyward Family Access account, by picking up a form from any building in the district, or printing off a form from our website: https://www.rvschools.org/district/food_serv.cfm

Menus and Meal Prices can be viewed at: https://www.rvschools.org/district/food_serv.cfm

****If you are joining your child in eating school prepared lunch, you will need to notify your child's office before 8:30am so that you can be included in the lunch count. Charges cannot be added to your family account, so you will need to pay adult price in the office prior to eating. We do not have petty cash on hand to make change, so please be prepared with an exact amount upon arrival. (Free/Reduced status does not extend to adult)**

If your child eats hot lunch, keep these things in mind: (a) check the menu in advance to be sure your child will eat what is being served. (b) talk to your child about not sharing or accepting any food from others. (c) talk to your child about using good table manners and focusing on eating in the time allowed.

If sending a sack lunch with your child, keep these things in mind: (a) be mindful of including healthy foods. (b) try to include packaging your child can open independently (c) double check that all containers are sealed shut to avoid anything leaking (d) microwaves or refrigerators are not available for student use, pack accordingly. (e) kitchen knives should NEVER be sent. Pre-cut any foods if necessary at home before packing (f) talk to your child about not sharing or accepting any food from others (g) talk to your child about using good table manners and focusing on eating in the time allowed.

DAILY SCHEDULES

RIVER VALLEY EARLY LEARNING CENTER	
Arrival Time	Anytime between 7:45 and 8:00
Breakfast Served – 5K	7:45 - 8:05 (5K students eat immediately upon arrival. (offered to any students arriving late)
Breakfast Served – 4K	8:10 - 8:30 (4K students who are eating breakfast at school go to lunchroom after check-in)
Class Start Time	8:05 (arrivals after 8:05 will need to stop in the office before going to class)
4K Lunch	Lunch: 11:15 - 11:45 (rest time afterwards)
5K Lunch	Lunch: 11:30 - 11:50 Recess: 11:50 - 12:20
Dismissal Time (Regular)	2:45: Bussers 3:00: Picker-Uppers
RIVER VALLEY ELEMENTARY	
Arrival Time	Anytime between 7:45 and 8:00
Breakfast Served	7:45 - 8:05 (offered to any students arriving late)
Class Start Time	8:05 (arrivals after 8:05 will need to stop in the office before going to class)
First Grade Lunch + Recess	Lunch: 11:15 - 11:35 Recess: 11:35 - 12:00
Second Grade Lunch + Recess	Lunch: 11:30 - 11:50 Recess: 11:50 - 12:15
Third Grade Lunch + Recess	Lunch: 11:45 - 12:05 Recess: 12:05 - 12:30
Fourth Grade Lunch + Recess	Lunch: 12:00 - 12:22 Recess: 12:25 - 12:45
Dismissal Time (Regular)	3:05 (Picker-Uppers first, followed by bussers, then walkers)

SCHOOL CANCELLATION

School delays/cancellations will be sent via electronic notification to your phone and/or email. If you would like to “opt out” of receiving non-emergency notifications, you may do so by logging into Skyward Family Access, selecting Skylert, and selecting the Edit button to change your notification settings. This information will also be broadcast on all local news and radio stations.

CUBBIES

Students have designated hooks to hang their backpacks and outerwear on. Students are expected to respect others' belongings by not touching or taking what is not theirs.

The River Valley School District will not be responsible for any item of property left in or at a River Valley School building, whether with or without the knowledge of school district employees. The school district does not carry a non-ownership policy on these items. Any loss suffered, directly or indirectly, will be at the owner's risk. Please refrain from sending unnecessary money or valuables with children to school.

APPROPRIATE DRESS

Students regularly participate in activities outside at recess and during physical education. Please be sure your child is dressed appropriately for the weather.

VISITORS

We welcome parents in the school and classrooms. One of the best ways to understand our school is to visit. If you'd like to visit your child's classroom, please contact your child's teacher to make arrangements.

To limit classroom interruptions and assure safety in the building, the office will call your child up if you need to see them or will deliver any items that you are dropping off.

NEWSLETTERS and OTHER INFORMATION

We keep parents informed of activities, events, and other areas of importance by sending the information out in multiple ways: email, Skyward Family Access, Seesaw app, webpage, and sometimes Facebook. Newsletters and Menus are sent monthly, other information is sent as it becomes available or necessary.

PROGRESS STUDY TEAM (PST)

The Progress Study Team is composed of the principal, administrative building coordinator, school counselor, interventionists, and classroom teacher. When there are recurring concerns about a student (academic, social, or emotional) staff will sign up for a PST. The goal is to provide necessary assistance to a child to ensure success in school. Parents have a right to request program or curriculum modifications. The PST team will take these requests into consideration and make modifications as necessary.

CHANGE OF INFORMATION

Any change in residence, phone numbers, or employment during the course of the year should be reported to the office as change occurs.

SCHOOL VOLUNTEERS AND CHAPERONES

In an attempt to ensure the safety of all students and staff members, the River Valley School District requires any adult wishing to volunteer time in our schools or chaperone a field trip to complete a background check. This process does require adults to provide personal information. Information must be provided in full on the Confidentiality Agreement/Disclosure Statement form prior to volunteering or chaperoning. (https://www.rvschools.org/cms_files/resources/861%20exhibit3.pdf) All information on the form is strictly confidential. Reports on all volunteers/chaperones will be repeated every 5 years. The full policy and forms can be found online at: https://www.rvschools.org/cms_files/resources/861.pdf

VIDEOTAPING AND/OR PHOTOGRAPHING OF STUDENTS

Videotaping and/or photographing may be used in and by the District as a facet of instruction for enhancing learning, to assist in providing a safe and secure learning environment, and to monitor/record student achievement/behavior. Such videotaping/photography may be announced or unannounced on a random basis.

The District shall observe measures intended to protect the rights of individuals regarding participation in, and use of, videotaping, photographing, and filming to which they or their parents/guardians might reasonably object under the law. The following provisions outline the extent to which that protection can, and will be, provided: (1) When video cameras are in use to monitor public areas of a school facility (i.e., hallways, entrance areas, parking areas, cafeterias, etc.) for security purposes, signs shall be posted at the facility entrances to notify persons utilizing the facility of this security measure. (2) Students shall only be videotaped and/or photographed in accordance with established District procedures. Such procedures shall identify conditions under which parental consent shall be required. (3) Videotapes and/or photographs of students shall be kept confidential to the extent required by state and federal laws and the District's student records policy and procedures. (4) Videotaping will not be conducted in private areas such as bathrooms, locker rooms, athletic locker rooms, and changing rooms. (5) Videotapes and/or photographs may be used for investigative/monitoring purposes for any/all activities that can result in disciplinary action (i.e., smoking, fights, vandalism, truancy, etc.). (6) Videotapes and/or photographs may be used for live streaming and/or archival format for future reference on the River Valley School Webpage.

Videotapes, digital media recording, and photographs of students may be utilized by teachers, administrators, or their designees within the District for educational purposes without advance consent of a student's parent/guardian. Such school district personnel shall maintain the confidentiality of these student records in accordance with state and federal laws and established District student records procedures.

An individual teacher or other certified staff member may utilize and maintain videotapes and photographs of students for his/her own professional use without advance consent of a student's parent/guardian. Examples of educational photographs/videotapes include documenting science experiments and drama performances, etc. Other Videotaping, Digital Media Recording and/or Photographing of Students can be found in the full Policy and Rule online.

MLSS (Multi Level Systems of Supports)

Multi-Level Systems of Supports (MLSS) is a comprehensive system designed to ensure academic and behavioral success for all students. The River Valley School District uses this framework to implement proactive and responsive practices, providing every student the appropriate level of support to be successful.

Three essential components guide this work:

- High quality instruction
- Strategic use of data
- Collaboration

At River Valley School District, we believe students are our number one priority. Our goal is to provide a continuum of support to meet the needs of ALL students beginning with a strong universal foundation. Our commitment to supporting the academic and behavioral needs of students is strengthened by a positive culture utilizing shared leadership. Using evidence-based practices and systemic implementation at all levels guides this work. Building and maintaining family and community relationships strengthens collective responsibility for our students' success. Lastly, we are committed to continuous improvement of this process to further serve the present and future students of River Valley.

RIVER VALLEY TITLE 1

Title 1, which is part of the Every Student Succeeds Act (ESSA), supports programs in school and school districts to improve the learning of children, especially relating to low-income families. The U.S. Department of Education provides Title 1 funds to states to give to school districts based on the number of low-income families in the districts. Any questions concerning the Title 1 program or staffing, please contact Carla Peterson (cpeterson@rvschools.org) or Tracy Frosch (tfrosch@rvschools.org).

PARENT INVOLVEMENT POLICY (Title 1) - Board Policy # 342.4 -

https://www.rvschools.org/cms_files/resources/342%20%204.pdf

FAMILY RESOURCES: <https://sites.google.com/rvschools.org/rvvirtualfamilyresources?usp=sharing>

LAMERS BUS LINES - SPRING GREEN / STUDENT TRANSPORTATION

Please contact Lamers Bus Company with questions regarding student transportation.

608-588-2222, ext: 2. Please also contact Lamers if your child will not need morning pick up on any given day so that they can relay a message to your driver.

Bus riders will need to stay on only the bus tied to their designated route. This means that they will not be able to randomly take a different bus to a different address. An exception to this would be if your child needs to follow a set schedule with a calendar with specific days to go to alternating addresses. In addition, they will not be able to have friends ride home / no extra riders on the bus who aren't already assigned to that route. (example: having friends come over for playdate or birthday party or needing your child to go to another person's house because you won't be home. You will need to make other arrangements)

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>

<i>Per RVSD Policy #751.3 Rule 1 - Bus Rules and Regulations Discipline Procedures</i>
<i>The following actions will follow the issuance of a misconduct report:</i>
<i>a. FIRST LEVEL - The bus company will inform the parent or guardian and school official responsible for handling the situation.</i>
<i>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.</i>
<i>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.</i>
<i>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</i>

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.

STUDENT USE OF CELL PHONES / SMART WATCHES

Students who bring cellular phones to school are responsible for keeping their phones turned off and out of sight during the school day. Text messaging and cellular camera photography is also prohibited during the school day.

ELC / RVE SCHOOL-WIDE APPROACH TO POSITIVE BEHAVIOR

At River Valley Elementary and ELC we are committed to working with our students and staff to create a respectful, safe, and productive school-wide learning community that is free from disruption. We follow the Blackhawk Code.

- We treat adults with kindness and respect.
- We treat students with kindness and respect.
- We show good work habits.
- We always use our manners.
- We own our choices and behaviors.
- We do what is right.

The goals of our approach to student behavior are to teach students self-control, hold students accountable for their behavior, and facilitate the reparation of harm that may have occurred to other students, staff members, and the greater school community. Ultimately, we want students to take ownership over their actions and learn and grow from their mistakes. This positive approach to helping our students meet these expectations is based on the research based Responsive Classroom framework and the field of Restorative Practices.

The RV Elementary and ELC discipline philosophy regarding student behavior includes the following beliefs:

- **Foster awareness:** Most young people are so absorbed with the daunting task of growing up and finding themselves that they often don't realize how their behavior affects others. Staff members ask students restorative questions to foster awareness of how others are affected by the inappropriate behavior or they may just express their own feelings to the student.
- **Encourage Empathy and Avoid Lecturing:** We all may react defensively when lectured – and may see ourselves as victims. Students are no exception. We try to refrain from lecturing to give students room to notice how others are affected by their behavior and to allow them to feel empathy for the others involved.
- **Involve students actively:** Punishment alone allows students to remain completely passive and to assume the role of the victim. We try to involve students in the process as much as possible, asking them to think about how they can repair the harm done and how they plan to keep their commitment to changing inappropriate behavior.
- **Accept ambiguity:** Sometimes the answer to the question, "Who is at fault here?" is unclear and we simply have to accept this uncertain state and move forward, encouraging students to accept as much responsibility for the situation as possible.
- **Separate the deed from the doer:** We always start from the initial position that our students do not mean to harm anyone. We want to be clear that we recognize our students' worth as individuals and disapprove only of their inappropriate behavior.

• **See every instance of inappropriate behavior as an opportunity for learning:** We understand that many of our students have things to learn about appropriate behavior. We view school problems and incidents as opportunities to teach our young people what they need to know to be successful at school and in the future.

• **Differentiated discipline:** We recognize that the behavior of two students may look the same, yet the causes for this behavior and the subsequent interventions may be different. We believe in order for a student to learn and grow from her or his mistakes, the intervention must fit the needs of the individual student. Fair is not always equal. Consistency in handling behavior situations will be considered.

• **Connect behavior and interventions:** We believe as often as possible the disciplinary interventions should be logically connected to the students' behavior.

RESPONSIVE CLASSROOM EXPECTED BEHAVIORS

Expectations	Hallways	Cafeteria	Bathroom	Playground	Bus
Be Respectful	<ul style="list-style-type: none"> • Use quiet voices. • Give everyone personal space. 	<ul style="list-style-type: none"> • Use an inside voice. • Follow adult directions. • Use good manners. • Clean up after yourself. 	<ul style="list-style-type: none"> • Use quiet voices. • Give others privacy. • Clean up after yourself. 	<ul style="list-style-type: none"> • Including everyone. • Follow adult directions. • Put school equipment away. • Line up quickly when recess is over. 	<ul style="list-style-type: none"> • Use quiet voices. • Listen to the driver.
Be Safe	<ul style="list-style-type: none"> • Always walk. • Walk on the right side of the hall. • Stay in your classroom line. 	<ul style="list-style-type: none"> • Always walk. • Eat your own food. • Keep hands, feet, and objects to yourself. 	<ul style="list-style-type: none"> • Keep water in the sink. • Keep feet on the ground. • Hands to self. 	<ul style="list-style-type: none"> • Use equipment appropriately. • Dress for the weather. • Stay on school grounds. 	<ul style="list-style-type: none"> • Stay seated in your assigned seat. • Face forward. • Keep your hands and feet to yourself. • No food

RV SYSTEMATIC APPROACH TO BEHAVIORS

River Valley Elementary and Early Learning Center staff strive to foster a learning atmosphere that is conducive to the educational well-being and the personal safety of all students and staff members. Behavior consequences are opportunities for students to learn from their experiences and grow in character. Our goal as staff is to work collaboratively with parents to correct behavior issues, in an effort to support the child in exercising responsibility and self-control.

- Behaviors are generalized into 2 categories: MINOR or MAJOR.
- An "Ooops Form" is informal documentation of behavior
- A "Fix-It" form is formal documentation of behavior

MINOR BEHAVIORS and CONSEQUENCES	
<p>When behaviors are observed, staff will first try to redirect/distract student with some of these strategies:</p> <ul style="list-style-type: none"> • Ignore the behavior; or • Restate Directive, or • Give limited choices, or • Use proximity towards student (non-threatening), or • Use take a break spot–calm down kit, or • Use a buddy teacher time-out, or • Use a buddy room (have the student take a break in another teacher's classroom), or • Give a task (examples: take something down to the office or a classroom); or • Take a lap around the school, or • 1-2-3 Magic Reminders 	
<p>1st Offense: Classroom/Special teacher will record on the Ooops Form and will redirect (take a break) and reteach the desired behavior when the student is ready.</p> <p>2nd Offense: Classroom/Special teacher will record on the Ooops Form, and will redirect (take a break), reteach desired behavior and make a parent contact (Fix It Form will come with next offense).</p> <p>3rd Offense: Classroom/Special teacher will fill out the Fix-It Form with the student.</p>	
Minor Behaviors Include:	Possible Restorative or Natural Consequences:
If a student is demonstrating...	Then...
<p>Inappropriate Language</p> <ul style="list-style-type: none"> • Potty talk, frickin' <p>Noncompliance</p> <p>Examples:</p> <ul style="list-style-type: none"> • Refusing to do work, but quiet • Not disturbing the classroom • Not following a redirection 	<ul style="list-style-type: none"> • The student will call a parent to explain their behavior • The student copies sentences from the Blackhawk Code • The student writes a list of replacement

Disrespect of Student Disrespect of Adult Not Following Expected Behaviors Examples: <ul style="list-style-type: none"> • No drawing on yourself, no wearing hats/hoods in school • Use of cell phone or smart watch during school time 	words <ul style="list-style-type: none"> • The student eats lunch in the office • The student loses recess • The student will complete work at recess; the student may go out when work is finished • The student apologizes (to the student or staff)
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MAJOR BEHAVIORS and CONSEQUENCES

Majors:

The Principal or ABC will contact parents (by email or phone).

Documentation will occur in all cases, it may be a Fix It or a different form.

Majors Include:	Offense:
Swearing/Hand Gestures	1st: Eat lunch in the office for 1 day. 2nd: Eat lunch in the office for 3 days. 3rd: Eat lunch in the office for a week and have a parent conference with the student and a school adult.
Fighting	1st: In-school suspension for the remainder of the day. 2nd: In-school suspension for a full day and parent conference. 3rd: Out-of-school suspension and parent conference.
Striking an Adult or Throwing Objects at an Adult with the Intent to Harm	Any Offense: Family is called and the student goes home for the day. To return to school a meeting must be held with the parent, student, and staff member involved. Option of further days out of school suspension.
Striking a Student or Throwing Objects at a Student with the Intent to Harm	1st: In-school suspension - If a student cannot remain in an in-school suspension, the family will be called and the student will go home. 2nd: Out-of-school suspension- one day. Parent conference. 3rd: Multiple days of out-of-school suspension. Parent conference.

Theft	<p>1st: The student will return the items and apologize. Reteaching respect.</p> <p>2nd: Repeat above, loss of independence in areas where theft occurs until trust can be earned.</p> <p>3rd: Repeat previous steps and an in-school suspension.</p>
Threat	<p>1st: The student will restore relationships with whoever they threatened. Reteaching respect.</p> <p>2nd: Repeat above, in-school suspension.</p> <p>3rd: Repeat steps above, depending on severity, another suspension, in or out of school.</p>
Classroom Disruption Examples: <ul style="list-style-type: none"> slamming items, verbal outbursts, screaming 	<p>1st: The student will be asked to take a break in the office</p> <p>2nd: The student will be out of the classroom for the remainder of that half day. Restoration with the classroom/teacher must occur before returning to the room where the incident occurred.</p> <p>3rd: In-school suspension and parent conference with the student and school adult.</p>
Damaging Property	<p>1st: The student will clean up or fix the items. This will occur during a student's free time. The family may be charged for the item if things cannot be repaired.</p> <p>2nd: Repeat above, in-school suspension for the remainder of that half day.</p> <p>3rd: Repeat above, in-school suspension for a whole day or more.</p>
Weapons with Intent to Harm	<p>Any Offense: Out-of-school suspension and parent conference with student and admin. Consideration of expulsion.</p>
Unsafe Behaviors Examples: <ul style="list-style-type: none"> fleeing, leaving the building, hiding, climbing in unsafe areas 	<p>1st: The student will be asked to take a break in the office. Work will need to be made up by the student.</p> <p>2nd: The student will be out of the classroom for the remainder of that half day. Missed work will need to be made up by the student. Restoration with the classroom/teacher must occur before returning to the room where the incident occurred.</p> <p>3rd: In-school suspension and parent conference with student, teacher, and admin.</p>

<p>Harassment/Bullying</p> <ul style="list-style-type: none"> • Gender • Race/Ethnicity • Disability • Sexual/Sexual Orientation • Religious Beliefs 	<p>1st: The student will restore relationships with whoever they threatened. The student will receive re-teaching about harassment during their free time.</p> <p>2nd: Repeat above, in-school suspension.</p> <p>3rd: Repeat steps above, depending on severity, another suspension in or out of school.</p>
<p>Field Trips/Activities/Celebrations:</p> <p>Minors: If a student has accumulated 3 Fix It Forms within a quarter, they will not be able to participate in one or more Field Trips or school wide/classroom activities and celebrations within the quarter.</p> <p>Majors: If a student has been suspended (in or out of school) within a quarter, they will not be able to participate in one or more Field Trips or school wide/classroom activities and celebrations within the quarter.</p>	



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.





STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

SECURE

“Get Inside. Lock outside doors”



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN

“Locks, Lights, Out of Sight”



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the “Muscle Memory” associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.



FIRE & TORNADO DRILL PROCEDURES

The emergency evacuation drill will be held throughout the school year, in compliance with Procedures in the Act of the State Legislature (§118.07). Teachers will inform students of the procedure to be followed during a fire drill, tornado drill or other emergency evacuations. Directions are posted throughout the building. Please follow them carefully. Every person in the building is to leave promptly and quietly at the sound of the alarm. General emergency drill regulations are as follows:

1. When the alarm sounds, students are to stand immediately and walk briskly (not run) in single file to the designated exit. The teacher will follow the class out of the room and close the door.
2. The first student through the door will hold or fasten it open. The last person leaving the building will close the door.
3. Students will move away from the entrance to make room for those following. ALL ROADWAYS MUST BE KEPT CLEAR during a drill.
4. Return to the building when the recall bell sounds.
5. Students will be suspended and/or referred to appropriate authorities for interfering with the school's firefighting equipment (§941.12) and for intentionally setting off a false alarm (§941.13).

STUDENT ILLNESS AT SCHOOL

We work very hard to provide a healthy atmosphere in our schools and want to keep students in attendance as much as possible. The nursing team will do their best in assessing your child's presented symptoms in determining whether they can remain in school or not. While not all symptoms or issues may be deemed medically necessary to go home, there are certain symptoms/conditions that are, and if presented, your child will need to be promptly picked up.

These symptoms are:

- Temperature of 100.0 or higher
- Vomiting
- Diarrhea
- Head Lice
- Unidentified rash (possibly)
- Possible pink-eye related symptoms
- Possible strep throat-related symptoms

You will be instructed as to when your child may return to school based on the specific illness or symptom. (Reminder that if your child is sent home by school staff, the remainder of the day is considered medically excused and does not count towards your child's allowed absences. This also includes any days beyond if instructed.) If your child is absent longer than the time indicated, contact a nursing team member to discuss if they will continue to medically excuse the absences, or if at that point you will need to get your physician to excuse the days or use one of their policy illness-days if available. If the situation is that the school is contacting you to simply notify you of your child's office visit with minor symptoms and you then decide to pick up your child, the absence will count against their policy of illness-days.

If your child has any medically diagnosed gastrointestinal issues that result in vomiting or diarrhea symptoms, please contact our nursing team so that they are aware and can use this information in their assessment.

Staff will contact a parent/guardian if action is needed for the student to leave school. If unable to reach listed parents/guardians, staff will then attempt to reach listed emergency contacts. For liability reasons the school policy states no students shall leave a school without permission of the parent/guardian or the contact person on the emergency card. Students are not to use cell phones to call home for permission to leave school.

MEDICATION ADMINISTRATION

1. Prescription and nonprescription medication will not be administered by school district personnel without a completed Medication Administration Form. Prescription medication will also need the prescribing physician to complete and sign the Medication Administration Form. The medication must be in the original container with the label. The medication form can be downloaded off our district website (<https://www.rvschools.org/district/medicationhealthforms.cfm>) or obtained from the school office.
2. All medications (prescribed and/or over the counter) are kept locked in a secured cabinet in the nurse's office.
3. No medication may be carried by the student unless there is a medical order on file (ex: inhaler or epi-pen). In these cases, the school nurse will also need to assess in determining appropriate self-management skills.
4. The full Medication Policy can be view on the district's website at: <https://www.rvschools.org/district/policyseries400.cfm>

ACADEMIC SUCCESS

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.

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

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.

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.

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.

WISCONSIN ACADEMIC STANDARDS

For more information about Wisconsin Academic Standards, visit this link: <https://dpi.wi.gov/standards>

Listed below are some RVSD Board Policies to make note of. You can find these and all other RVSD School Board Policies listed on our district website:

ACCEPTABLE USE OF NETWORKED COMPUTERS, ELECTRONIC MAIL, AND INTERNET SAFETY - Board Policy 743 https://www.rvschools.org/cms_files/resources/7431.pdf

BULLYING/HARASSMENT: Board Policy #411.1
https://www.rvschools.org/cms_files/resources/411%201.pdf

BUS EVACUATION DRILL - Board Policy #751.3 (Rule 2)
https://www.rvschools.org/cms_files/resources/751.3%20Rule%202.pdf

BUS RULES AND REGULATIONS - Board Policy #751.3
https://www.rvschools.org/cms_files/resources/751%203.pdf

BUS RULES AND REGULATIONS DISCIPLINE PROCEDURES - Board Policy #751.3 (Rule 1)
https://www.rvschools.org/cms_files/resources/751%203%20Rule%201.pdf

HEALTHY KIDS POLICY (WELLNESS POLICY) - Board Policy #763
https://www.rvschools.org/cms_files/resources/7634.pdf

NONDISCRIMINATION / EQUAL EDUCATION OPPORTUNITIES - Board Policy #411
https://www.rvschools.org/cms_files/resources/411.pdf

NONDISCRIMINATION ON THE BASIS OF SEX (TITLE IX) IN EDUCATION PROGRAMS OR ACTIVITIES AND RELATED GRIEVANCE PROCESS - Board Policy #411.5 / 511.3 -
https://www.rvschools.org/cms_files/resources/411%205%20and%20511%2031.pdf

PROMOTION AND RETENTION: Board Policy @ 345.3
https://www.rvschools.org/cms_files/resources/345%2032.pdf

SCHOOL VOLUNTEERS - Board Policy #861 https://www.rvschools.org/cms_files/resources/861.pdf

SEARCH OF STUDENTS AND/OR THEIR PROPERTY - Board Policy #445
https://www.rvschools.org/cms_files/resources/445.pdf

STUDENT ATTENDANCE - Board Policy #431 - https://www.rvschools.org/cms_files/resources/4315.pdf

STUDENT ATTENDANCE AND TRUANCY GUIDELINES - Board Policy #431-Rule
https://www.rvschools.org/cms_files/resources/431%20Rule2.pdf

STUDENT DRESS CODE - Board Policy #443.1 https://www.rvschools.org/cms_files/resources/443%2013.pdf

STUDENT USE OF PERSONAL COMMUNICATION DEVICES - Board Policy #443.6
https://www.rvschools.org/cms_files/resources/443%2065.pdf

STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION (Protection of Pupil Rights Amendment - PPRA) - Board Policy #441 https://www.rvschools.org/cms_files/resources/441.pdf

STUDENT RECORDS: https://www.rvschools.org/cms_files/resources/347.pdf

TITLE IX: SEXUAL HARASSMENT POLICY FOR STUDENTS AND OTHER APPLICABLE INDIVIDUALS - Board Policy #411.3 - https://www.rvschools.org/cms_files/resources/411%203.pdf

USE OF CAMERAS OR RECORDING DEVICES ON SCHOOL BUSES OR OTHER AUTHORIZED VEHICLES – Board Policy #751.4 https://www.rvschools.org/cms_files/resources/751%2045.pdf

WEAPONS IN THE SCHOOLS – Board Policy #443.4
https://www.rvschools.org/cms_files/resources/443%2043.pdf

WEAPONS ON SCHOOL PREMISES – Board Policy #837
https://www.rvschools.org/cms_files/resources/8372.pdf