



RIVER VALLEY SCHOOL DISTRICT

660 West Daley Street

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Spring Green, Wisconsin 53588

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Phone: 608-588-2551

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EDUCATIONAL PHILOSOPHY AND GOALS

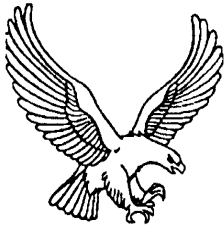
The River Valley School District has been established primarily to serve the educational needs of children of the district. The Board, along with the district staff, shall be responsible for providing educational programs which will help each individual student realize his/her potential and become a productive member of society. In addition, the Board shall strive to:

- a. Provide an educational program so as to meet each student's needs, abilities, and interests for continual learning and growth;
- b. Provide a safe environment for students to grow and mature emotionally, intellectually, physically, and socially;
- c. Provide experiences in which students have the opportunity to develop positive attitudes and values toward themselves, school, community, and their environment;
- d. Provide quality instruction with the goal that all students master a critical core of skills and meet academic standards;
- e. Employ qualified professional and support staff members who are capable of effectively implementing the district's educational programs and support services.
- f. Promote clear communication and understanding among Board members, students, staff, administrators, parents and the community so that all may interact for the benefit of the school district;
- g. Evaluate district educational programs and services on a regular basis in order to identify strengths and weaknesses and make improvements as necessary;
- h. Cooperate with other local community and governmental agencies or organizations.

LEGAL REF: Sections 118.01 Wisconsin Statutes
118.30
121.02 (1)

CROSS REF: Policy #411 – Equal Educational Opportunities

APPROVED: February 9, 1989
REVISED: June 11, 1998
APPROVED: June 25, 1998
REVISED: July 10, 2014
APPROVED: August 14, 2014



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ADMINISTRATION GOALS

Proper administration of the schools is most vital to a successful educational program. The general purpose of the administration shall be to coordinate and supervise the District under the policies of the Board.

The Board shall expect from its District Administrator professional leadership to reach the goal of improved instruction and learning.

The District Administrator and each administrator shall have the authority and responsibility necessary for his/her specific administrative assignment. Each shall likewise be accountable for the effectiveness with which his/her administrative assignment is carried out. The Board shall be responsible for clearly specifying requirements and expectations of the District Administrator then holding the District Administrator accountable by evaluating how well those requirements and expectations have been met. Major goals of the administration for the District shall be:

1. To manage the District's various departments, resources and programs effectively.
2. To provide professional advice and counsel to the Board and to advisory groups established by Board action.
3. To implement the management function to ensure the best and most effective learning programs through achieving such sub-goals as:
 - a. Keeping abreast of current educational developments;
 - b. Arranging for staff development necessary to the establishment and operation of learning goals that better meet learning needs;
 - c. Coordinating cooperative efforts to improve learning program facilities, equipment and materials;
 - d. Providing access to the decision making process for staff, students, parents and others;
 - e. Assuring effective instruction through a comprehensive staff evaluation system.

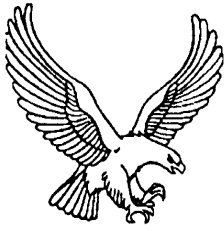
LEGAL REF.: Section 118.24 Wisconsin Statutes

APPROVED: March 9, 1989

REVIEWED: November 1997

REVISED: May 11, 2017

APPROVED: June 8, 2017



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EDUCATIONAL OUTCOME GOALS AND EXPECTATIONS

The River Valley School District shall provide an instructional program designed to provide the following educational outcome goals and expectations:

Academic Skills and Knowledge

- A. Basic skills including the ability to read, write, spell, perform basic math calculations, learn by reading and listening, and communicate by speaking and writing.
- B. Analytical skills including the ability to think rationally, solve problems, use various learning methods, gather and analyze information, make critical and independent judgements and argue persuasively.
- C. A basic body of knowledge that includes information and concepts in literature, fine arts, mathematics, natural sciences, including knowledge of the elements of agriculture and the conservation of natural resources, and social sciences, including knowledge of the right and responsibilities of the family as a consumer, cooperative marketing and consumers' cooperatives.
- D. The skill and attitudes that will further lifelong intellectual activity and learning.
- E. Knowledge in computer science, including problem-solving, computer applications, and the social impact of computers.

Vocational Skills

- A. An understanding of the range and nature of available occupations and the required skills and abilities.
- B. Preparation to compete for entry-level jobs not requiring postsecondary school education.
- C. Preparation to enter job-specific vocational training programs.
- D. Positive work attitudes and habits.

Citizenship

- A. An understanding of the basic workings of all levels of government, including the duties and responsibilities of citizenship.
- B. A commitment to the basic values of our government, including by appropriate instruction and ceremony the proper reverence and respect for and the history and meaning of the American flag, the Declaration of Independence, the U.S. Constitution, and the constitution and laws of the State.

- C. The skills to participate in political life.
- D. An understanding of the functions of organizations in society.
- E. Knowledge of the role and importance of biological and physical resources.
- F. Knowledge of state, national, and world history.
- G. An appreciation and understanding of different value systems and cultures.
- H. An understanding, at all grade levels, of human relations, particularly with regard to individuals with diverse racial and ethnic backgrounds.

Personal Development

- A. The skills needed to cope with social change.
- B. Knowledge of the human body and the means to maintain lifelong health, including:
 1. knowledge of the theory and practice of physical education, including the development and maintenance of physical fitness;
 2. knowledge of the true and comparative vitamin content of food and healthy values of dairy products and their importance for the human diet;
 3. knowledge of physiology and hygiene, sanitation, the effects of controlled substances and alcohol upon the human system, symptoms of disease and the proper care of the body. No student may be required to take instruction in human growth and development, self-esteem, responsible decision-making, interpersonal relationships, sexual activity, human sexuality, reproduction, contraception, family life, parenting, sex stereotypes and protective behavior if his/her parent files with the teacher or principal a written request that the student be exempted. Instruction in physiology and hygiene shall include instruction on sexually transmitted diseases and shall be offered in every high school.
- C. An appreciation of artistic and creative expression and the capacity for self-expression.
- D. The ability to construct personal ethics and goals.
- E. Knowledge of morality and the individual's responsibility as a social being, including the responsibility and morality of family living and the value of frugality and other basic qualities insofar as such qualities and principles affect family and consumer education.
- F. Knowledge of the prevention of accidents and promotion of safety on the public highways, including instruction on the relationship between highway safety and the use of alcohol and controlled substances.
- G. The skills needed to make sound decisions, knowledge of the conditions which may cause and the signs of suicidal tendencies, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances and knowledge of the available community youth suicide prevention and intervention services. Instruction shall be designed to help prevent suicides by students by promoting the positive emotional development of students.

H. Knowledge of effective means by which students may recognize, avoid, prevent and halt physically or psychologically intrusive or abusive situations which may be harmful to students, including child abuse, sexual abuse, and child enticement. Instruction shall be designed to help students develop positive psychological, emotional, and problem-solving responses to such situations and avoid relying on negative, fearful, or solely reactive methods of dealing with such situations. Instruction shall include information on available school and community prevention and intervention assistance or services and shall be provided to students in elementary schools.

The Board believes that all students in this District will be able to demonstrate these learnings at a level that is commensurate with their age and capabilities.

LEGAL REF.: Sections 118.01 Wisconsin Statutes

118.01(2)(c)8

121.02(1)

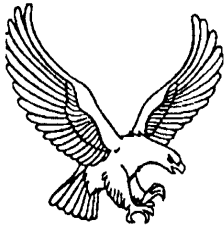
APPROVED: April 13, 1989

REVISED: February 24, 1997

APPROVED: March 31, 1997

REVISED: March 9, 2017

APPROVED: April 20, 2017



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STUDENT POLICIES GOALS

Students are the first concern of the District and must receive the primary attention of the Board of Education and all staff members. To fulfill its obligation to students, the Board will strive to formulate policy and consider other matters related to students. A similar commitment is expected of all staff members. The Board expects commitment and effort on the part of all students, commensurate with their ability and skill development. The Board and staff shall work together to establish an environment conducive to the very best learning achievement for each student through meeting the following goals regarding students:

- 1) To individualize the learning program in order to provide appropriately for each student according to his/her specific background, capabilities, learning styles, interests, and aspirations.
- 2) To protect and observe the legal rights of students.
- 3) To enhance the self-image of each student through helping him/her feel respected and worthy, and through a learning environment which provides positive encouragement.
- 4) To provide an environment of reality in which students can learn personal and civic responsibility for their actions through meaningful experiences as school citizens.
- 5) To deal with students in matters of discipline in a just and constructive manner.
- 6) To provide in every way feasible for the safety, health, and welfare of students.

CROSS REF.: Policy #411 – Nondiscrimination/Equal Education Opportunities
Policy #110 – Educational Philosophy and Goals

APPROVED: July 13, 1989
REVIEWED: November 1997
REVISED: June 13, 2019
APPROVED: July 11, 2019



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PERSONNEL POLICIES GOALS

The personnel policies of the River Valley School District are an essential part of the program of public education in the community. Through its personnel policies, the Board wishes to establish conditions that will attract and retain the best qualified personnel for all positions.

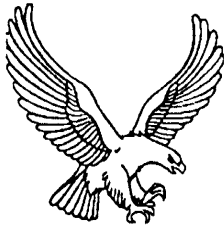
All personnel policies shall be in conformance with provisions of the current employee agreement(s) and legal requirements.

The District Administrator is directed to establish procedures as needed to implement personnel policies.

LEGAL REF.: Section 111.70 Wisconsin Statutes

CROSS REF.: River Valley All Staff Employee Handbook

APPROVED: June 8, 1989
REVISED: August 12, 1999
APPROVED: September 9, 1999
REVIEWED: July 11, 2019



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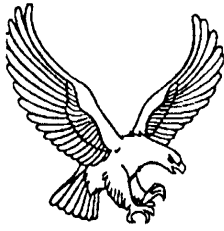
FISCAL MANAGEMENT GOALS

The Board recognizes that money and money management comprise the foundational support of the whole school program. To make that support as effective as possible, the Board intends to:

- a. Encourage advance planning through the best possible budget procedures;
- b. Explore all practical and legal sources of dollar income;
- c. Guide the expenditure of funds so as to achieve the greatest educational returns.
- d. Expect top quality accounting and reporting procedures; and
- e. Maintain the level of expenditure needed to provide high quality education within the ability of the community to pay.

LEGAL REF.: Sections 120.10 Wisconsin Statutes
120.12(3)

APPROVED: July 13, 1989
REVISED: February 24, 1997
APPROVED: March 31, 1997



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SUPPORT SERVICES GOALS

Support services are essential to the successful operation of the River Valley School District. Management of auxiliary operations shall, therefore, be considered an important responsibility of the administration. It should be remembered, however, that education is the district's primary function and that all support services shall be provided, guided and evaluated by this commitment.

In order to provide support services that are truly supportive of the educational program, the Board establishes these broad goals:

1. To provide a physical environment for teaching and learning that is safe and pleasant for students, staff, and the public.
2. To provide for safe transportation of students to and from school.
3. To provide support services that fulfill the needs of the educational program.

LEGAL REF.: Sections 120.12 Wisconsin Statutes
121.01(1)(i)
121.51-121.58

APPROVED: July 13, 1989