



# **Home-Based Instructor-Facilitated Virtual Education: HIVE PARENT & STUDENT HANDBOOK**

**Richland Center, WI**

*Learning Anywhere, Achieving Everywhere*

**PK-12 grade**

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**Compliance Officer:  
Dr. Shari Johson**

# 2025/26

## Parent & Student Handbook

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### Disclaimer

This handbook was created for HIVE students and families and is subject to change. Please visit the online handbook found on our website for the most recent information. The policies and procedures that follow in this handbook are in addition to the policies and procedures book that the Richland Center Public School District provides to each student through the website and annual electronic enrollment verification.

## **Section 1: Overview**

### **Welcome to Richland Center Home-Based Instructor-Facilitated Virtual Education (HIVE) Grades Pre-K-12**

#### **Welcome to the Learning Anywhere, Achieving Everywhere**

The Richland Center School District is dedicated to offering students and families a variety of pathways and learning options to achieve our school mission, *to Learning Anywhere, Achieving Everywhere*. Richland Center Home-Based Instructor-Facilitated Virtual Home Hybrid Education (HIVE) has been developed to provide opportunities for students and their families that are not dependent on the student being in the brick-and-mortar building. This unique learning option focuses on student strengths and interests and recognizes that there are many pathways students can use to earn a valuable education. HIVE staff is here to help provide direction and accountability from a certified teacher while collaborating with families closely involved in their child(ren)'s education.

This handbook will be a great reference for questions about general roles and expectations, to access links to documents and forms, or contact information. All links are provided as full, printable documents in the forms section.

Richland Center HIVE enables the Richland Center School District to provide online, personalized, and blended learning options for our students, including:

- Textbooks/workbooks, Thematic, or project-based learning, Online Curriculum, Combination of multiple styles of **curriculum overseen by a HIVE teacher**
- **Integrated curriculum from the District's brick-and-mortar offerings**
- **Other chosen curriculum vetted by HIVE teachers**
- Opportunities for synchronous and asynchronous learning
- Opportunities for personalized learning pathways are determined by the instructor and the parent or guardians as a team to create an Individual **Learning Plan (ILP)** for the student
- Opportunities for remediation and enrichment with the goal of taking each student where he/she is at and moving them forward in their academic growth
- The ability for families to have flexibility in determining the pace/ place of learning
- The ability to add additional learning resources and opportunities to a student's learning path, as determined by the instructor

- Opportunities for Social Engagement: Planned field studies, field trips, and play HIVE co-op family meetings.

**Commitment to HIVE**

Families who enroll at HIVE are agreeing to commit to at least one semester of enrollment. If the decision is made that the student is better served in the brick-and-mortar environment, arrangements will be made to transfer the student to his/her resident school.

## **Section 2: HIVE Curriculum & Learning Pathways**

### **Individual Learning Plan (ILP)**

**ILP Template <[LINK](#)>**

Each student is assigned a licensed teacher as their HIVE teacher. This teacher works with families to choose curriculum, create learning plans, and direct teaching and learning activities that support learning goals. All Learning Plans must be approved by HIVE Academy staff before the curriculum is ordered or delivered. HIVE families can also choose from pre-approved curricula.

Each student will have an ILP connected to their strengths and interests. All ILPs are created in ***partnership*** between the family and HIVE Academy staff. ILPs identify the curriculum, assessments, and progress monitoring plan for students.

ILPs are consistently reviewed and modified based on current student needs. If changes need to be made to the curriculum, they will be reflected by modifying the ILP. Students are asked to reflect on their progress based on the ILP throughout the year. This self-reflection, along with district assessments and artifacts of student work, is reviewed by district staff to identify the need for curriculum changes, instructional activities, or other resources where needed.

### **Curriculum Guidelines**

Per guidance from the WI Department of Instruction, curricula used to meet the needs within the ILP must be secular\*. Curricular materials are chosen in collaboration between parents/guardians, students, and teachers and may include, but are not limited to, textbooks with packets, online, in-person, project-based, or interdisciplinary teaching methods. Learning progressions and the WI State Standards are used as guidelines for the standards included in the approved curriculum. The final curriculum is approved by the teacher and is identified in the ILP.

\* Parents/ guardians may supplement learning for 60-180 minutes each week with faith-based curricula per state statute; however, the curriculum and materials identified in the ILP must be secular.

### **Additional Learning Opportunities and Personalization**

The classroom teacher will incorporate additional or supplemental learning activities using Richland Center School District curricular resources to customize and personalize each student's ILP. The teacher will offer blended learning opportunities for students as needed.

### **Local Resident Advantages**

Residents of the Richland Center School District and surrounding communities have advantages in attending HIVE versus other online programs. Living in the area of your online school allows

for access to participation in extracurricular and co-curricular activities, school events, and the potential for in-person networking with a peer group. (Students must abide by the Activities Codes <Link Activity Code> established by the policies of the Richland School District and the Richland Center High School to be eligible for participation in sports and activities.)

### **Social Events**

HIVE values whole-child instruction. Local social/ learning events will be offered both virtually and in person to develop, maintain, and strengthen peer relationships. Social events may be purely social, while others may include learning activities. Parents/ guardians are encouraged to assist in these events. We will be working to create a co-op of learners who are also in the world together, doing hands-on learning.

### **On-Site Courses for Students Residing in or Near Richland County**

Full-time HIVE students who choose to take courses at a Richland School District school will be responsible for their own transportation for any course requiring transportation other than the regularly scheduled resident district transportation. Students are eligible to take up to two face-to-face courses in grades K-6, and one block per quarter in grades 7-12, open to their grade level. All prerequisite procedures apply. Students are responsible for all course requirements, attendance policies, and school rules or procedures.

### **Course Failure and Repeat of Course for Credit (9th-12th)**

If an HIVE student does not earn a passing grade in a class and they are meeting all of the attendance requirements, they can retake the class for credit.

### **Youth Apprenticeship and Early College/Dual Credit**

See Section 8

## **Section 3: Student, Parent, Teacher Roles and Expectations**

### **Student Readiness: Based on Age-Appropriate Skills:**

Students choosing to participate in courses through HIVE need to examine their personal skills and aptitudes for taking a class online. The following attributes will greatly contribute to a student's success:

1. **Self-motivation** - Students must be able to direct their own learning environment, fulfill course requirements, and achieve individual academic success.
2. **Independent learner** - The online environment enables students to learn at their own pace: traditional, extended, or accelerated -- relieving the stress of feeling rushed or pressured and providing enjoyment in the learning process.
3. **Computer literate** - Although it is not necessary to have advanced computer skills, students should possess a working knowledge of email, the Internet, and basic keyboarding and word processing skills.
4. **Time management** - Students, with their parents/ guardians' or home helper's assistance, must be able to organize and plan their own best "time to learn." There is no one best time for everyone, but the key to learning is to commit the time to learn.

Student I can/do/will Statements:

- I can check my school email and other communication accounts daily. (or as defined in the learning plan)
- I will respond to teacher communications.
- I will have a support system at home to go to when I need help.
- I will ask teachers for help when we need more resources.
- I agree to use technology appropriately.
- I will maintain a daily study schedule. Number of hours based on age, course, and need.
- I will do my best on curriculum assessments, district benchmarks, and state testing.
- I will contribute to the discussions when creating projects and learning plans.
- I will post my completed work on time using the process described by my learning plan.
- I will participate in 174 days of school, including conferences, either face-to-face, on the phone, or via the Internet.
- I do understand that any alterations to this contract nullify enrollment. Disregarding the contract requirements can result in withdrawal from HIVE Academy.

### **Student Responsibilities**

#### **1. Virtual, Home, Remote Students:**

- In order to be successful in the virtual hybrid classroom, the student should have a desire to learn and an ability to work independently. **In the youngest learners, increased**

**parental support is an important component of the student's success. Parent support and engagement are critical to the success of younger learners.**

**2. Time Engaged:**

- On average, students should expect to spend sufficient/consistent hours per 7-day learning period engaged in curriculum learning activities that comply with the Individual Learning Plan as laid out by your HIVE teacher. While parents/ guardians have flexibility in determining when their children will engage in supervised learning, there will be an agreed-upon plan shared with the classroom teacher in the ILP

**3. Work product:**

- The student, with the support of his/her parents/ guardians, will work through a curriculum listed in the personalized ILP.
- The student will engage in various activities (both online and paper/pencil), which will be submitted/checked with the teacher. The teacher will remediate, assess, enrich, and work with parents/ guardians to create personalized learning experiences.
- Parents/ guardians will ensure that the work product is submitted to the classroom teacher. The work product will be in the form of online activities as well as paper/pencil work that can be submitted via the Learning Management System (LMS), Schoology, Google Drive, or email. This work product will be one factor the classroom teacher uses to assess academic mastery of grade-level benchmarks.

## **Virtual Meet (and In-Person Activities) Code of Conduct, Behaviors and Expectations**

In order to maintain a productive learning environment for all, the following guidelines will be adhered to when students participate in Google Meets or other digital conferencing platforms for school.

- Unless there are special circumstances that the teacher has approved, students will leave their cameras on at all times.
  - Students should be mindful of their environment and ensure that they are participating in classroom meetings in a place that will not provide a distraction to themselves or others.
  - Students will follow the [Richland Center School District dress code](#) while engaging in virtual meetings.
- Students will use appropriate, academic language and practice classroom decorum.
- Students will demonstrate respect for teachers, classmates, and guests.
- Students will follow class guidelines as established by the teacher regarding the use of microphones, i.e., leaving microphones off until called on.
- Students will follow the class guidelines as established by the teacher regarding the use of chat and other interactive features in the Meet.



- Students will follow the Classroom Code of Conduct as described within [Policy 5500-Student Classroom Code of Conduct](#).

### **Family Engagement: Parent/Guardian Roles and Responsibilities**

HIVE strongly supports the role of parents/ guardians in the educational process of the students. In any online setting, the commitment of the parents/ guardians to the educational process is essential to the learning success of the student. Parents/ guardians are a critical part of supporting their child as an online learner. As part of the elementary HIVE K-5 program, parents/ guardians/Guardians will be expected to take on a primary role in their child's learning.

Parent/ Guardian participation in the learning process should include:

- Supervising the child while he/she works on lessons and completes activities
- Maintaining **flexible** communication with the teacher
- Ensuring the child is spending adequate time on the courses in a structured setting each day, and ensuring the child is progressing through the prescribed instructional activities
- Provide a quiet and safe learning environment at home
- Create and enforce a schedule that includes time for work product each day, which is shared on the ILP
- Working collaboratively with the classroom instructor to ensure the child is making academic progress
- Advocating for your child by encouraging him/her to ask questions of the teacher and seek additional help whenever necessary
- Following the procedures required for state and course assessments and attendance
- Providing transportation to a HIVE location as needed
- Providing transportation to social outings and gatherings as needed (optional)
- Providing transportation for blended learning and face-to-face instruction
- Ensuring work product is submitted on a timely basis
- Monitoring student attendance and engagement
- Providing high-speed internet for virtual meetings

Parent/ Guardian I can, will, do Statements:

- I will respond to flexible communications from school personnel as part of my child's HIVE attendance
- I will reach out to my family teacher when we have questions or challenges. If I am not satisfied, I will contact the HIVE principal.
- When needed, I will ensure my child has internet access and supervise appropriate use of technology. (Defined on student learning plan)
- I will oversee that my child maintains a daily study schedule. I will monitor my child's progress as part of my child's HIVE attendance

- I will see that my child participates in state testing, and I am aware that travel on multiple days may be required to visit a testing site as part of my child's HIVE attendance
- I will support my child and contribute ideas when designing projects and learning plans.
- will participate in 174 days of school, including conferences, either face-to-face, on the phone, or via the Internet.

### **HIVE Parent Co-op:**

The purpose of the HIVE Parent Co-op is to promote collaboration, strengthen relationships, and facilitate the unique learning pathway HIVE offers. Additionally, the co-op will advocate for and celebrate the successes of students, faculty, and our HIVE community. Lastly, the co-op will work hand in hand with HIVE families and the instructor to plan and facilitate off-site learning and social opportunities that have been approved by the teacher.

### **HIVE Teacher's Role**

A certified, highly qualified Richland Center School District teacher trained in best practices for virtual hybrid instruction will work directly with the student and his/her family in supporting 1:1 instruction ILPs. The core of the student's curriculum and delivery will be determined by the teacher and family as a team, allowing flexibility for the family. The teacher and family will work together to personalize the learning experience as needed for each student. The teacher will provide feedback on work submitted, assess student progress, adjust and add learning activities to meet the individual needs of the student and meet regularly with the student and his/her parents/ guardians to assess progress and set goals.

### **Relationships:**

The teacher will work to forge meaningful relationships with the student and family. This relationship will form the foundation for all learning and interaction between the student and instructor. Strong relationships built on trust and mutual respect are the backbone of HIVE.

### **Learning Check-Ins**

A flexible check-in system will be developed with the family and teacher for the student's ILP. They may include, but is not limited to, the following list:

- 1-1 virtual online meeting session with the teacher.
- flexible progress monitor checks virtual or in-person during pre-arranged office hours
- Delivery of work products via Google Drive, Schoology, or email. TBD
- **\*Per-state regular student engagement must be monitored in a virtual setting to accommodate student attendance, meeting the flexible check that is**

**determined by your students' ILP, will qualify as part of your 3 points of attendance outline \*later in the handbook.**

### **Optional Meet Offerings**

Additional optional enrichment Meets are offered to continue to build the learning experience and sense of community for the child. Academic Meets offer students an opportunity to work with a teacher and their peers on academic-focused skills. Social Meets allow students to interact with a teacher and their peers in a setting designed to enhance social and emotional growth. Classroom Meets offer students time to strengthen connections with their peers and homeroom teachers.

### **Communication/Grading**

Consistent and timely communication is a necessity for success in an online school. It is expected that communication to and from teachers/administrators/parents/ guardians and students is responded to in a timely manner (excluding weekends and holidays). Much of what happens in the online school is based on scope and sequence and students' ILPs. Frequently, communication will be an important part of this process. Furthermore, it is important that questions are answered promptly to alleviate frustration and provide a productive and collaborative learning environment. Failure to comply with these expectations may be grounds for probation or dismissal. Consistent communication is vital for remote learning. It is important to notify your teacher if you will be unable to communicate for an extended period. Failure to do so may impact your student's open enrollment status or access to HIVE Academy services.

The teacher will provide feedback on work submitted, communicate student progress with the family, and maintain a consistent and transparent record of achievement. This feedback will be used to enforce learning targets, remediate where necessary, and encourage continued success. This includes, but is not limited to, report cards and gradebook records. Students will receive semester report cards.

HIVE Academy staff will communicate with parents through school email and our school's LMS. Students will receive a Google account and email address with their other login credentials. Your teacher will indicate if student accounts need to be utilized. Some programs and digital resources may require the use of a school account.

Teacher, I can, will, do Statements:

- We will check the school email each school day and respond within 24 hours or the next school day.
- We will check accounts regularly and respond to communications within 24 hours or the

next school day.

- We will respond within 24 hours or the next school day to student and parent emails. If we are unable to help, we will find another resource.
- We will respond within 24 hours or the next school day to student and parent calls.
- We will help students create reasonable schedules.
- We will proctor tests according to curriculum, district, and state requirements. Some tests will be proctored at testing sites that may require travel.
- We will value your input when creating, approving, and supporting projects and learning plans.
- We will provide support and feedback on student work and assess it according to the learning plan.
- We will follow the District-approved school calendar, including conferences - either face-to-face, on the phone, or via the Internet.

## **Section 4: Enrollment and Student Rights**

All potential students are encouraged to contact HIVE Staff to determine enrollment availability.

### **Enrollment Procedures**

Students must complete an application for Richland Center HIVE. This application can be accessed on the [HIVE website](#)

Students who are new to the district must also complete the District registration materials.

### **Enrollment for Out-of-District Students**

Students who wish to open-enroll in HIVE from outside the Richland Center School District must follow the open enrollment procedures dictated by the [Department of Public Instruction \(DPI\)](#). All timelines must be adhered to as prescribed by the DPI.

### **Students with Disabilities**

Students with special education needs should contact the Director of Special Education, Shaun Tjossem ([tjos@richland.k12.wi.us](mailto:tjos@richland.k12.wi.us)), to discuss current IEP placement and goals. These will help determine the proper placement for the student and identify the necessary accommodations needed to assist him/her in being successful in an online setting, if that setting is deemed an appropriate placement. Having an IEP in place adds an extra step in the enrollment process, as an IEP meeting must be held before enrollment to ensure that the services the student needs can be provided in this environment.

### **Section 504 Services**

In accordance with Section 504 of the Rehabilitation Act of 1973, HIVE Virtual School is committed to providing equal access to education and services for all students. Section 504 is a federal civil rights law that prohibits discrimination against individuals with disabilities and ensures that students with a qualifying disability have access to a free and appropriate public education (FAPE).

What is Section 504?

Section 504 provides support for students with physical or mental impairments that substantially limit one or more major life activities (such as learning, reading, concentrating, walking, etc.). Students who qualify may receive accommodations and/or services to support their academic success.

### Identification and Referral

Parents, teachers, or school staff may refer a student for a 504 evaluation. If a student is suspected of having a disability that significantly impacts their learning or other major life activities, the school will initiate a review of records, assessments, and documentation to determine eligibility.

### 504 Plan Development

If a student qualifies, a 504 Plan will be developed by a team that includes the parent/guardian, the student's teacher(s), and relevant school staff. The plan will outline specific accommodations or services needed for the student to access instruction on an equal basis with their peers.

### Review and Updates

504 Plans are reviewed annually, or more frequently if needed. Parents/guardians may request a review at any time.

### Contacts

For questions about Section 504 or to request an evaluation, please contact:

District 504 Coordinator

Building Level Counselors:

PK-2nd Grade: Sara Iverson [ives@richland.k12.wi.us](mailto:ives@richland.k12.wi.us)

3rd-6th Grade: Michaela Tefft [tefm@richland.k12.wi.us](mailto:tefm@richland.k12.wi.us)

7th-12th Grade: Myranda Culver [culm@richland.k12.wi.us](mailto:culm@richland.k12.wi.us) or

Cara Lemke [lemc@richland.k12.wi.us](mailto:lemc@richland.k12.wi.us)

## **Section 5: Hive Attendance Policy, Continued Enrollment, and Assessment:**

### **Assessment Policy: 3-point system**

HIVE Academy will record attendance based on progress monitoring tools identified in ILPs. Students are not required to follow the Richland Center School District calendar and schedule, in terms of holiday breaks, half days, etc. However, they are required to maintain a consistent schedule that equates to participation in 174 days of school, during the months that the Richland Center school district is in operation.

### **3-point system: Monitoring Tools**

1. flexible check-in with the teacher that is planned on the student's ILP
2. Progress monitoring and state-required testing at appropriate and prescribed times
3. flexible work product submitted to the teacher and outlined in ILP

### ***Assessing learning;***

- Learning is assessed and progress is monitored by using formative and summative curriculum assessments, student conferences, district benchmarks, and state assessments.
  - Students will be expected to participate in formative and summative assessments as well as state-required testing as part of our attendance policy.
  - Participation in both formative and summative assessments will help to determine mastery of grade-level benchmarks and to assist the classroom teacher in determining an ILP for student achievement.
  - State assessments (AIMS) can be administered in person or virtually.
  - Required in-person testing, the parent is responsible for transportation to and from the testing site.
  - Students will also be assessed as a whole child, through their flexible work product, oral assessment, check-ins with the teacher, and 1-1 meetings.
  - HIVE wants all families to note that STATE testing is a very small picture of your whole child's ability to learn and achieve. Forward (3rd-8th grades), PreACT (9th-10th grades), and ACT (11th grade) assessments will be face-to-face.

\*ACT 20 Assessment Policy - Grades 4K-3

- What is Act 20? As of 2025, Act 20 is a state law that requires schools to assess early literacy skills for students in grades 4K-3. This helps ensure that every child receives the support they need to develop strong reading skills
- Students in K-5 are assessed 3 times a year: Fall, Winter, and Spring
- Because reading and literacy are such foundational skills, HIVE staff will support student development in these areas with the following process.

The following requirements apply to **all** students in grades K-5:

1. If a student falls below the 30th percentile on fall district screeners in Language Arts, **they will be required to make an alteration to the student's ILP. This alteration can but is not limited to the plans below.**

- **Attend a 20-minute virtual literacy Instructional meeting 2 times per week. (This may be group or 1-1)**
- **Add a vetted/district-approved supplement literacy curriculum to your current ILP plan**
- **Log a prescribed number of reading minutes per week**

2. Alternatively, if your child does not fall below the 30th percentile on the screener, they will not be required to alter their ILP

#### **Attendance Policy:**

**Attendance in the virtual school is determined by the amount of time a child engages in online learning activities, staying on pace with the ILP determined by the classroom teacher, and making adequate academic progress as measured by the classroom teacher.** Students in HIVE must meet attendance requirements. Attendance in online programming is performance-based and measured not only by logging into the course(s) but also by successful submission of completed coursework, participation in course activities, such as threaded discussions, and communication with the online instructor. Students must be engaged with teacher expectations and work on the agreed-upon course of study each week. While there is some flexibility in the pace and place of this learning, the student must adhere to the agreed-upon pace marks. If the decision is made that the student is better served in the brick-and-mortar environment, arrangements will be made to transfer the student to his/her resident school at the end of the current term.

**Because attendance is measured by our 3-point system, failure to meet this system consistently (2 weeks) may be viewed as Habitual Truancy and is therefore in violation of Wisconsin's Compulsory Attendance Statutes 118.15(1)(a) that require a child attend school regularly until graduation from high school, or until the end of the semester in which he/she turns 18 years of age, or until he/she is excused from attendance by the school board.** The



student and parent(s) will be contacted, and a face-to-face meeting will be scheduled with the student, parent, and principal to discuss options. The student may be dropped from HIVE and required to return to their home school of residence. This HIVE policy is reflected in the DPI guidelines below:

### **Planned Absences:**

Due to the inherent flexibility in virtual education, the parents/ guardians and teachers can discuss flexible goals and attendance guidelines. If a student will be “offline” for an extended period (5+ days), this absence needs to be communicated with the school, and a plan for the child to stay on pace with learning targets will be discussed with the teacher.

### **Academic Integrity Policy**

Richland Center Home-Based Instructor-Facilitated Virtual Education (HIVE) regards academic honesty as a cornerstone of its educational mission. It is expected that all work submitted for the purpose of meeting course requirements will represent the original efforts of the **individual student**. This includes but is not limited to test taking, work product, math computation, class assignments, and the original creation of essays, compositions, poetry, term papers, research, oral presentations, and PBLs.

All work submitted by a student should be a true reflection of that person’s effort and ability. If this is not the case, then the student has demonstrated unacceptable academic behavior and will be subject to disciplinary action. Administrators, teachers, students, and families are all important contributors to upholding academic integrity in the school learning community.

*Plagiarism* is defined as copying/stealing and passing off as one’s own the ideas or words of another, using someone else’s created production without crediting the source, or committing literary theft. Examples include the following-

- Turning in a paper retrieved from an Internet source as one’s own
- Using another student’s work in whole or part and handing it in as one’s own
- Using information from an encyclopedia, book, textbook, website, database, etc., without citing the source
- Using another person’s idea, opinion, or theory without citing the source
- Using facts, statistics, graphs, drawings, pictures, images, sounds, or other pieces of information that were found from any source that is not common knowledge, without citing the source
- Using quotations from another person’s actual spoken or written word without citing the source

- Paraphrasing (putting into your own words) another person's unique ideas, spoken or written, without citing the source
- Submitting math calculations or answers to problems obtained from outside sources
- Submitting an AI-generated assignment when the teacher did not request AI use for that assignment

## **Academic Probation**

**Grades:** Maintaining passing grades is a requirement for all students enrolled in HIVE. It is especially important with the inherent flexibility online instruction provides that students are held to a high standard of academic rigor. Progress checks will be performed throughout the school year. If at any time it is determined that the student is not making adequate progress, a meeting will be called to discuss interventions and ways to help the student improve. If at the close of the semester, the student is unable to show adequate progress in a virtual setting, it will be determined that the student should return to his/her brick-and-mortar school of residence.

**Academic Integrity:** Students must abide by the [Academic Honesty Policy](#). Failure to do so can result in Academic Probation or dismissal from HIVE.

**Attendance:** Students must be engaged with teacher expectations and working on the agreed-upon course of study each week and overall in the student's ILP. While there is some flexibility in the pace and place of this learning, the student must adhere to the agreed-upon pace marks.

**Communication:** It is essential that emails and phone calls are answered or responded to within 24 hours (excluding weekends and holidays). Much of what happens in the online school is based on scope and sequence. Frequently, communication will be an important part of this process. Furthermore, it is important that questions are answered in a timely fashion to alleviate frustration and provide a productive and collaborative learning environment. Failure to comply with these expectations may be grounds for probation or dismissal.

**Course Work Completion:** Students are required to complete all gradable and non-gradable coursework as prescribed by the course and instructor. Students must complete all required assignments before earning course credit. Modifications can be made to course requirements when agreed upon by all stakeholders or through an IEP. Failure to keep up with course pacing can result in a student's dismissal from HIVE. Oftentimes, students will be asked to revise and

resubmit work. This is part of the teaching and learning that happens in an online school. Assignments are considered complete when an instructor deems them so.

## **Section 6: The use of AI in a virtual setting:**

Introduction to Artificial Intelligence (AI):

Artificial Intelligence (AI) refers to the simulation of human intelligence in machines that are programmed to think and learn. It can perform tasks that typically require human intelligence, such as understanding language, recognizing patterns, solving problems, and making decisions. In the educational context, AI can support personalized learning, automate administrative tasks, and provide interactive and engaging learning experiences. As AI technologies evolve, it's imperative to establish clear guidelines to leverage these tools effectively and ethically within our K-12 HIVE schools.

Guidance Statement:

This policy outlines the acceptable and unacceptable uses of AI in our K-12 HIVE educational environment. Our goal is to harness AI's potential to enhance educational outcomes while safeguarding our students' privacy, security, and well-being.

Student Role:

Responsible AI Use: Educational Purpose:

- Students must use AI tools solely for educational purposes as directed by teachers or school authorities. Using AI for non-educational activities **or submitting AI work as original student work within the school context is prohibited.**

Ethical Conduct:

- Students are expected to use AI technologies ethically, respecting copyright laws, privacy norms, and the intellectual property rights of others. AI should not be used to engage in plagiarism, cheating, or any form of dishonesty in academic work. AI work must not be submitted in place of student work.

Privacy and Data Protection:

- Students must be cautious when interacting with AI tools that require personal information. Sharing sensitive or personal data without proper authorization or oversight is prohibited. Students should understand the risks and implications of data sharing and seek guidance from teachers when necessary.

#### Respectful Interaction:

- Any form of communication with or through AI tools, including chatbots or virtual assistants, must adhere to the same standards of respect and decency expected in human interactions. Abusive, harmful, or disrespectful conduct through AI platforms is unacceptable.

#### Safety and Security:

- Students must not use AI to access or disseminate harmful or inappropriate content. They should immediately report any security breaches, suspicious activities, or exposure to inappropriate content encountered during AI use to school authorities.

#### Resource Responsibility:

- AI resources, such as software, chatbots, or assistants, should be used responsibly and not abused for the ease of use in creating original content. Students should ensure that AI tools are used responsibly, without unnecessary ethical implications.

#### Monitoring and Compliance:

- The school will monitor the use of AI technologies to ensure compliance with this policy. Monitoring will be conducted in an ethical manner, respecting the privacy and rights of students.
- Violations of this policy may result in disciplinary action, including but not limited to restriction of access to AI resources, educational interventions, or other disciplinary measures as deemed appropriate by the school administration.
  - 1st Offense: Forfeiture of grade on assignments and a teacher conference.
  - 2nd Offense: Forfeiture of grade on assignments and a parent/teacher conference.
  - 3rd Offense: Forfeiture of grade on assignments and an administrator conference.
  - All additional offenses will be handled by the administration.

#### **Inappropriate Uses of AI in Education:**

##### **Violating Privacy and Data Security:**

AI must not be used to collect, store, or analyze student data without explicit consent and a clear educational purpose. It is inappropriate to use AI tools that infringe on students' privacy rights or fail to comply with data protection laws (e.g., FERPA, COPPA).

**Bias and Discrimination:**

Implementing AI systems that perpetuate biases or discrimination is prohibited. AI tools should be scrutinized for fairness and bias, ensuring they do not disadvantage any student group based on race, gender, socio-economic status, or ability.

**Replacing Human Interaction:**

AI should not replace essential human elements of teaching and mentoring. While AI can augment teaching, it must not substitute for the personalized and empathetic interaction between teachers and students.

**High-Stakes Decision Making:**

Using AI for high-stakes decisions, such as determining a student's academic progression, grading, or disciplinary actions, without human oversight is inappropriate. AI should support, not replace, the professional judgment of educators.

**Unvetted Educational Content:**

AI-generated educational content must be thoroughly vetted by educational professionals to ensure accuracy, relevance, and appropriateness. Relying solely on AI to generate and deliver instructional material is not acceptable.

**Unsupervised Use by Students:**

Allowing unsupervised use of AI tools by students, especially younger children, can lead to misuse, exposure to inappropriate content, or misinterpretation of information. Educators and home learning facilitators must guide and supervise AI interactions within the educational framework.

**Implementation and Monitoring:**

Educators will receive training on the ethical use of AI and its integration into the curriculum.

AI tools must undergo a rigorous evaluation process before being approved for classroom use.

Regular audits will be conducted to ensure compliance with this policy and to assess the effectiveness and impact of AI in the learning environment.

**Conclusion:**

AI presents significant opportunities for enhancing K-12 education, but it must be used with careful consideration of ethical, privacy, and educational standards. This policy will be reviewed annually to adapt to evolving technologies and educational needs, ensuring that AI remains a positive and powerful tool for learning and development in our schools.

## **Section 7: Additional HIVE policy:**

### **School Technology**

HIVE can/will provide computers and/or tablets for students to use throughout their enrollment at HIVE. Students are required to adhere to District guidelines regarding computer use. Families will have the opportunity to take out insurance policies on the devices that are loaned to the student.

Remote learning can include the need for using technology and/or the internet to meet the goals within ILPs. This includes, but is not limited to, district benchmark assessments, progress monitoring, directed instruction, or other learning opportunities.

HIVE makes internet and technology accessible through the expenditure guidelines as indicated in the ILP.

Students are responsible for adhering to these rules and policies at all times. Any devices received through HIVE Academy are at all times the property of Richland School District and not personal devices. Families will be required to sign a [technology agreement](#) when receiving district technology.

### **Acceptable Computer Use**

Students are responsible for their behaviors and are expected to comply with Richland Center School District's Acceptable Use of Technology and Internet Safety – [TECHNOLOGY USE](#). Every parent and student will be asked to sign a form acknowledging their willingness to abide by this policy during the enrollment process.

### **Wisconsin Interscholastic Athletic Association (WIAA)**

Students must be enrolled in the district as a full-time student to be eligible for WIAA athletic participation. Students will be required to check with the activities director of their high school of residence regarding their eligibility for WIAA participation. Please see the WIAA website for a comprehensive list of rules and guidelines.

(<https://www.wiaawi.org/Schools/EligibilityRulesForms.aspx>)

Laura Selgeby (sell@richland.k12.wi.us), Assistant Principal and Activities Coordinator for the district, should be contacted with any local questions.

## **HIVE: Independent Governance Board**

The Richland School District Charter Governance Board is empowered under the charter and authorization of the Richland Center School District Board of Education to determine the curriculum, content, staffing organization, calendar, budget, and operations of the charter school. If you are interested in participating, please contact the HIVE Principal (Elizabeth Perkins [pere@richland.k12.wi.us](mailto:pere@richland.k12.wi.us)) or the Director of Curriculum and Instruction (Shari Johnson [johs@richland.k12.wi.us](mailto:johs@richland.k12.wi.us)) for more details.

Richland School District Charter Governance Board meets 7 times a year in September, October, November, January, February, April, and May and is composed of school administrators, community representatives, and HIVE parents/ guardians. The Richland School District Governance Board determines the overall direction of HIVE in regard to budget, staffing, content, marketing, and policies.

Parents/ guardians who have ideas or concerns regarding the school are encouraged to contact a Governance Board member.

Current Members:

Judy Barnicle (Community)

Lacy Sebranek (Family)

Stacy Pilla (City/County)

Laura/Craig Huth (Employer/Community)

Shari Johnson (District) [johs@richland.k12.wi.us](mailto:johs@richland.k12.wi.us)

*The Richland Center School District does not discriminate on the basis of race, age, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex, or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes").*

## **Section 8: Supports and Resources**

### **Youth Apprenticeship**

Open to: 11, 12

Opportunity to learn skills-based jobs while earning college and high school credit. Students may be released for work when approved by the CESA 3 Youth Apprenticeship Advisor and take college courses, and the student must complete 450 hours of work per year in a career path they are pursuing (summer may be included to finish hours)

### **Advanced Placement, ECCP, Dual Credit Courses**

HIVE offers many Advanced Placement (AP) course options for students. Students who wish to take an AP course are required to take the AP test (in-building) in the spring and will be required to take the initiative in signing up for these courses and paying the required fees.

If you are participating in any college courses, you must apply for college in the school semester prior to the one in which you plan to take the post-secondary course. This only needs to be done once for each college.

Students who are interested in an Early College Credit, Start College Now, and College Up classes must complete the appropriate college application form.

Early College Credit, College Up, and Start College Now course approvals (for funding) are made only if there is no equivalent course offered at Richland Center High School. All Richland School District High School Students can get up to 18 credits paid for by the district through this process.

Students will be awarded .25 high school credits per 1 credit offered by a post-secondary course, provided the student receives a passing grade.

Early College Credit, Start College Now, and College Up course requests are for the following semesters: Fall, Spring, or Summer. Students must reapply for Early College Credit each semester.

Early College Credit, Start College Now, and College Up course requests, although listed by the post-secondary institution, may not be available for registration by a high school student. Students and families should contact the post-secondary institution regarding course availability prior to registering. No course is a guarantee, but Student Services is a resource to support. However, it is the parent/student's responsibility to do the application and registration process.

Richland School District is responsible for the cost of all tuition and any required books or materials for the board-approved course. All other costs (supplemental textbooks or workbooks, supplies, parking passes, etc.) are the responsibility of the student.



If a student drops, withdraws, fails, or is removed from a course at a post-secondary institution, Richland School District will seek reimbursement for tuition and fees from the student's family.

If a student is expelled from a school in the Richland School District, the student may become ineligible to participate in the Early College Credit/Start College Now program during the period of expulsion.

Students transferring out of Richland School District will be responsible for tuition, book, and equipment fees and payments, or will be billed if payment has been made by Richland School District.

The college may require a placement test (math, science) prior to registering for a class.

The college may require prerequisites to take certain courses.

Each student can earn up to 18 college credits through ECCP or HIVE funds.

Application due dates are: Fall = March 1. Spring = Oct. 1. Summer = Feb. 1

### **Tutoring**

HIVE Academy and Richland School District staff are available to support student learning. Please reach out to your teacher if you are interested in tutoring services. [The Union in Richland Center](#) is an option for free support, which can be set up through your teacher or on your own.

### **Counseling**

HIVE Academy students have access to counseling services through the district. If you need district or local resources, please contact your teacher for assistance.

### **Special Education**

If parents have questions or concerns about special education needs, they should reach out to their child's teacher. If concerns exist with teachers or parents, teachers will set up a student intervention meeting to discuss strategies and interventions that address specific concerns. The team will reflect on student progress to determine the next steps, which may include additional interventions, strategies, or a special education referral. Parents will be made aware of all options, and they have the right to decline referral testing and/or recommended services. Please reference Section 4 of this handbook under Students with Disabilities.

## SECTION 9: Grading and Graduation Requirements

### **What commitment do families have if a student drops a tuition-based virtual class?**

The Richland School District will pay the tuition for all courses completed by students. Students not completing courses or dropping them before the end of the semester (but after the first 14 days of the course) may be required to repay tuition and will be provided with two options.

- If the student drops the course and fails to complete the minimum requirements to earn a passing grade, it will appear as an “F” on the student’s transcript.
- If the student wishes to take an incomplete, the coursework must be completed within the five-month window from the start of the class. Any extenuating circumstances must be approved by HIVE Academy administration.

### **Student Contact and Drop Guidelines for PBL (Project-Based Learning), Inquiry-Based, or Home-Based learning models**

The curriculum chosen must be tied to the student’s Individual Learning Plan and approved by a licensed teacher. These plans will be reviewed by the teacher to identify if changes need to be made to the plan or curriculum. Any curriculum changes must be approved and reflected in the learning plan. Students must have consistent communication with their teacher and, if needed, try interventions as prescribed by the teacher before dropping classes or changing curricula.

### **Academic Information - Elementary through Middle Grades (K4-8)**

**Elementary and Middle School Curriculum Requirements:** Student curriculum is secular and guided by WI Academic Standards, the 4<sup>th</sup> grade advancement policy, and expenditure guidelines. ILPs are focused on academic and social/emotional goals and include self-reflection on progress made towards those goals. Curriculum must meet state statutory requirements and be approved by HIVE Academy staff.

**Assessment Requirements:** Students must follow the HIVE Academy Schedule of Assessments and consistent progress monitoring as outlined in their ILP.

### **Academic Information - High School Grades (9-12)**

**Secondary Credit Requirements:** Students receiving an HIVE Academy Diploma (Richland School District) must earn 26 credits and fulfill credit requirements in each content area. This is the same credit requirement approved for graduation by the Richland School Board. HIVE Academy requires students to take 6-7 academic credits per year or be enrolled under the special student classification.

English: 4 credits

Science: 3 credits

Social Studies: 3 credits (including Civics)

Physical Education: 1.5 credits \*0.5 PE Sport exemption available

Math: 3 credits

Health: 0.5 credit \*Completion can be in 7/8 grade (will not count for credit if done in MS)

Personal Finance: 0.5 credit

**Secondary Curriculum Requirements:** Student curriculum is secular and guided by WI Academic Standards, the requirements of the 8th-grade advancement policy, and expenditure guidelines. ILPs identify their graduation pathway and grading structure. The curriculum must meet state statutory requirements and be approved by HIVE Academy staff for appropriate HS rigor. Students in good academic standing, as determined by HIVE Academy staff and ILP, may take classes through an institution of higher education.

**ILPs:** Individualized Learning Plans are focused on academic, social/emotional goals, and include academic career planning. Student self-reflection on progress made towards goals and consistent progress monitoring, as outlined in their ILP, will be used in addition to graded assessments when determining credit awarded.

**Assessment Requirements:** Students must follow the HIVE Academy Schedule of Assessments and consistent progress monitoring as outlined in their ILP. High school students must take and receive a passing score on the Civics Exam before graduation.

**HIVE Grade Scale and Percentages:**

A 4.00 (94-100%)	C 2.00 (74-76.99%)
A- 3.67 (90-93.99 %)	C- 1.67 (70-73.99%)
B+ 3.33 (87-89.99%)	D+ 1.33 (67-69.99%)
B 3.00 (84-86.99%)	D 1.00 (64-66.99%)
B- 2.67 (80-83.99%)	D- 0.67 (60-63.99%)
C+ 2.33 (77-79.99%)	F 0.00 (below 60%)

## **SECTION 9: Grading and Graduation Requirements**

### **Forms:**

[Technology Agreement](#)

### **Curriculum:**

### **District Calendar:**

[2025-26](#)

[2026-27](#)

### **Schoology:**

<http://rchs.schoology.com/>