

2021-22 STUDENT-FAMILY HANDBOOK



Richland Center Intermediate School (Grades 3-6)
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#RichlandPride

Approved by the Richland Board of Education on **August 2, 2021.**



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2021-22 RCIS ARRIVAL & DEPARTURE BASICS

REGULAR SCHEDULE	TWO-HOUR DELAYED START	PLANNED EARLY RELEASE
Doors Open at 7:45 AM	Doors Open at 9:45 AM	Doors Open at 7:45 AM
Breakfast Available from 7:45-8:00 AM	No Breakfast Available	Breakfast Available from 7:45-8:00 AM
Students in class by 8:05 AM	Students in class by 10:05 AM	Students in class by 8:05 AM
LUNCH BLOCK = 11:05-12:10	LUNCH BLOCK = 11:00-12:05	LUNCH BLOCK = 11:03-12:08
DISMISSAL 3:05 PM	DISMISSAL 3:05 PM	DISMISSAL 1:05 PM



2021-22 RCIS STAFF DIRECTORY

NAME	POSITION	EXT.	EMAIL (@richland.k12.wi.us)
Ms. Sue Bell	SPED Aide		bels
Ms. Michaela Bleeker	School Counselor		blem
Ms. Valerie Brandes	SPED Aide		brav
Ms. Lynnette Bruckner	Speech/Language		brul
Ms. Sierra Calabria	Music/Band	2124	cals
Mrs. Viki Campbell	Grade 3	2131	camv
Ms. Cheryl Carlin	SPED	2119	carc
Mrs. Kendy Carter	IT	2136	cark
Mr. Herman Christian	Custodian		chrh
Mr. Jacob Christian	Custodian		chrj
Mrs. Kambra Clary	Music	2123	clak
Ms. Vikki Cronk	SPED Aide		crov
Mrs. Sarah Everts	Cross Categorical	2101	eves
Mrs. Annie Ewing	Teacher's Assistant		ewia
Ms. Robin Frazier	SPED Aide		frar
Mr. Tyler Fuchs	Physical Education		fuct
Ms. Maddie Goldwasser	ESL		golm
Mrs. Elizabeth Green	Grade 3	2122	gree
Mrs. Luisa Greimel	Food Service		
Mr. Daniel Griesel	Grade 4	2112	grid
Ms. Suzanne Gunderson	Grade 4	2116	guns
Mrs. Laura Huth	Cross Categorical	2113	hutl
Mrs. Jane Jones	Office Assistant	2150	jonj0
Ms. Jennifer Judd	Grade 5	2108	judj
Ms. Ruthie Lawver	SPED Aide		lawr
Mrs. Jacqui Levy	Building Secretary	2151	levj

NAME	POSITION	EXT.	EMAIL (@richland.k12.wi.us)
Ms. Maria Lopez	Grade 3	2132	lopnm
Mrs. Michelle Louis	Grade 3	2121	loum
Mrs. Natasha Lovings	Grade 6	2110	lovn
Ms. Jennie Marroquin	SPED Aide		marj
Mrs. Rebecca Meissner	Grade 6	2111	meir
Mrs. Heidi Meyer	Elem. IMC Director	2133	meyh
Mr. Ryan Meyer	Principal	2154	meyr
Mrs. Jenalee Moore	Cross Categorical	2114	mooj
Mrs. Linda Muckler	Food Service		
Mrs. Chris Mulholland	Physical Ed 6	2140	mulc
Ms. Julianne Nemeth	Grade 5	2106	nemj
Ms. Amber Noble	Nurse		noba
Mrs. Kendra Parduhn	Title Math		park
Ms. Laura Payne	SPED Aide		payl
Mrs. Crystal Peer	Cross Categorical	2115	peec
Mrs. Amy Pepich	Grade 6	2104	pepa
Ms. Jane Piotrowski	SPED Aide		pioj
Mr. Greg Riddle	SPED Aide		ridg
Ms. Julie Ringelstetter	SPED Aide		rinj
Mrs. Jamie Rogers	Art	2128	rogj0
Ms. Stacey Roth	Food Service		
Ms. Shelley Schroeder	Grade 6	2105	schs
Mrs. Lora Schultz	Grade 4	2117	schl
Mr. John Sharpe	SPED Aide		shaj
Mrs. Kristin Shipley	Grade 4	2118	shik
Ms. Kim Siefkes	Grade 5	2107	siek
	Title Reading		
Mr. Larry Walker	Title Reading		wall
Mrs. Lori Wild-Wagner	SPED Aide		
Mrs. Connie Wilson	Custodian		wilc

Richland Center Intermediate School: 608-647-6381

Richland School District Office: 608-647-6106

Kobussen Bus Garage: 608-647-4446



GENERAL SCHOOL INFO

WELCOME TO RCIS!

The RCIS school community welcomes you to the 2021-22 school year! We look forward to working with you to ensure that each student's overall potential is maximized. This student/family handbook is created to highlight official policies and administrative guidelines of the Richland School District. If clarity is needed for any aspect of this handbook, please contact the RCIS office (608-647-6381).

DISCLAIMER: This student/family handbook is based primarily on policies adopted by the Board of Education and Administrative Guidelines developed by the Administrative Team. The Policies and Guidelines are periodically updated in response to changes in the law and other circumstances. Therefore, please be advised that such updates/modifications are possible after the approval of this handbook. The school district and the school retain the right to address any situation not specifically outlined in this handbook for the purpose of maintaining the order and effectiveness of the school.

MISSION STATEMENT

The Board of Education believes that the mission of the people of the Richland School District is to provide educational opportunities that foster high achievement, develop social responsibility, and inspire the lifelong love of learning through the shared involvement of the entire community.

RCIS seeks to fulfill this mission by providing educational experiences based on the developmental characteristics and needs of each student. We seek to address the whole child with a dual focus on both the academic and social/emotional needs of each student.

STAY UP TO DATE!

RCIS families are encouraged to keep the RCIS Office informed of changes in contact information (phone numbers, email, address, etc.) throughout the year. A majority of our communication takes place via email, so it is imperative that families enable successful communication.

SCHOOL CLOSING INFORMATION

Changes to the school day (i.e.: cancellation, delayed start, early release, etc. due to weather or other factors) will be communicated via the radio (WRCO) and television (WISC Channel 3, WMTV Channel 15, or WKOW Channel 27). Notice will also be communicated via the District's social media presence and via Skyward/Skylert (when possible).

OFFICE HOURS & SERVICES

The RCIS Office is open from 7:30 AM - 4:00 PM during the school year. Students may enter the designated waiting areas at 7:45 AM.

LOST AND FOUND

Lost and found items will be placed in a designated location (i.e.: the cafeteria stage). Misplaced jewelry, glasses, etc. will be left in the office until claimed. Unclaimed items will be repurposed/donated as needed throughout the year.

The school is not responsible for personal property. If you don't want to risk losing it, then leave it at home. If an article is lost, check to see if it has been turned into the office.

GENERAL STUDENT SERVICES

SCHOOL COUNSELING PROGRAM

The School Counselor is available to all RCIS students and families to provide assistance with the confidential discussion of school, personal, or social concerns. The school counselor keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information is appropriately disclosed. The school counselor will consult with appropriate professionals when in doubt of the validity of a possible exception. Appointments can be scheduled with the counselor.

FOOD SERVICE PROGRAM

Students will have the opportunity to participate in the school breakfast program. A breakfast meal will be served from 7:45 AM until 8:00 AM. Students may use money deposited in advance in their school lunch account to purchase this meal.

Students will be required to remain at school during lunch periods unless special arrangements have been made with the office in advance.

Hot lunches are served daily. Students purchasing hot lunches may deposit money in advance in their school lunch account and withdraw from it when they are served lunch.

Students may also bring a sack lunch.

ACCIDENT BENEFIT PLAN

The Richland School District will offer an accident insurance program. Information folders describing the benefit plan and the cost may be obtained in the office.



Be sure to report any injury immediately to the teacher/coach in charge or to the office. Injury claims not reported promptly may not be collectible from the plan.

A doctor’s written permission may be needed to re-enter practice or competition if the injury is in athletics.

STUDENT HEALTH SERVICES

The RCIS Health Service Program is supervised by the school district nursing staff. Procedures for using the services are explained below:

Health Rooms

Health rooms are located in the office area. Students that become ill in school should get a pass from the teacher and report to the office. If a child is too ill to attend class, parents will be notified and asked to take the child home. Students will also be asked to go home if we find the child has a fever, has vomited, or any other illness that may be contagious.

Excuses from Physical Education

Students may be excused temporarily from physical education by written permission from a parent or for an extended period of time by written permission from a physician. If you go to a doctor, be sure to bring back a permission slip indicating when you can return to physical education or return to a sport. These permission slips must be presented to the office.

In An Emergency

We reserve the right in an extreme emergency to have a student transported to the clinic or hospital. The parents will be notified as soon as possible.

Medications

The school must have written authorization to administer medication at school. A medication form is available from the RCIS office. This needs to be completed by the parents and/or doctor. Prescription medication must have the prescription label on the bottle. Non-prescription medication must be in its original container. Medications are kept in a locked cabinet in the office and school personnel will dispense medications following the directions on the medication form. If you have questions, contact the RCIS office or the school nurse.

For safety reasons, student medications should be brought to the office by the parent/guardian. Medications should not be transported by the student on the bus and/or kept in a school location other than the office.

OFFICE TELEPHONE AND MESSAGES TO STUDENTS

Students may ask office personnel for permission to use the school phone to call a parent during appropriate time frames (i.e.: before & after school, during lunch, etc.).

Parents who need to communicate with their student during the school day may leave a message with the office. The message will be relayed to the student during the next appropriate time frame (i.e.: passing time, etc.). Students will not be called out of class unless it is an emergency.

ATTENDANCE

ATTENDANCE POLICIES

Attendance expectations at RCIS are based on the following State and District policies:

- Compulsory School Attendance: [WI Stats. 118.15, Policy 515](#)
- Excused Absences: [Policy 516](#)
- Unexcused Absences: [Policy 517](#)
- Truancy and Habitual Truancy: [Policy 518](#)

We realize that each attendance situation is unique and we want to work with each student/family as much as possible. However, please realize that we also have a legal obligation to remain collectively accountable for the attendance of each student in our building.

Compulsory School Attendance

In accordance with State law, all children between six (6) and eighteen (18) years of age must attend school full time until the end of the term, quarter, or semester in which they become eighteen (18) years of age, unless they have a legal excuse. A legal excuse would include: illness, religious observance, family emergencies, medical appointments or family vacations and other absences for which prior arrangements with the school administration have been

made. Parents may excuse their child’s absence in writing before the absence. **A child may not be excused for more than 10 days in a school year under this provision, Wis. Stat. sec. 118.15(3)(c), without proper, third-party verification (i.e.: medical documentation from a qualified healthcare provider).**

Excused Absences

The responsibility for regular school attendance of a student rests upon the student’s parent/guardian. All excused absences require the parent/guardian or legal custodian to give written or verbal verification, which is to be submitted to the RCIS Office in advance of the absence or prior to re-admittance to school. If a student is to be absent from school for unplanned reasons such as illness, parents must call the RCIS Office (608-647-6381) before 9:00 AM ([Policy 516-03](#)) on the day of the absence. If contact is not made with the school the day of the absence(s), the student must bring a written note from the parent/guardian explaining the absence. **Failure to explain a student’s absence(s) will result in the absence(s) being marked as unexcused.**

Reasons for excused absences may include: personal illness,



funeral, required legal appearances, designated religious holidays, medical or dental appointments, family emergencies, approved School District activities, pre-approved absences which have been deemed educationally beneficial for the student, or if the student is absent due to school suspension or expulsion ([Wis. Stat. 118.16\(1\)\(1m\)](#)).

Pre-arranged, excused absences include medical or dental appointments, family vacations, and pre-approved absences that have been deemed educationally beneficial for the student (i.e. curricular related events, conferences and competitions). The parent/guardian notifies the RCIS Office of anticipated absences in advance via phone, email, or a note.

Students with an excused absence will be given the opportunity to make up work in accordance with the following guidelines ([Policy 516-05](#)):

- The student must make arrangements with their teachers to make up any missed classwork.
- The number of days allowed to make up missed work is the number of days absent plus one (1). The student may request an extension of this timeline.
- Students will be permitted to take any examinations missed during their absence as established by the building principal.

Unexcused Absences/Tardiness

Students will be marked unexcused/truant if:

- The student misses all or part of a school day without prior permission and/or for an unauthorized reason. The Richland School District interprets part of a day as twenty (20) minutes or more. ([Policy 517-01](#))
- The student is absent from school after 10 accumulated days during the school year without third-party verification.

Students will be considered tardy if they are not in their scheduled location on time. Student tardiness will be addressed on an individual basis, up to and including truancy.

Truancy and Habitual Truancy

According to [Wis. Stat. 118.16\(1\)\(c\)](#), “truancy” means any absence of part or all of one or more days from school during which the school has not been notified of the legal cause of such absence by

the parent/guardian of the absent student, and also means the intermittent attendance carried on for the purpose of defeating the intent of the state’s compulsory attendance law.

A student will be considered “habitually truant” if s/he misses part or all of five (5) or more days without an acceptable excuse in a school semester. A truancy referral may be made by the school to the Richland Center Police Department.

Make-up Work

Students may make up major examinations or equivalent examinations within a reasonable and mutually agreeable time. Pupils will not be denied credit in coursework or subjects solely because of truancy. The school may, with Board approval, set standards of attendance and performance for passing a course or subject. Students may not have grades lowered based solely on the unexcused absence.

If a student has been or is going to be absent, homework may be requested by contacting the RCIS Office (608-647-6381). In most cases, at least 24 hours notice is needed to collect homework from teachers.

LEAVING THE BUILDING/CAMPUS

If a student must leave during the school day, s/he must secure a pass from the Office in advance. Parents must sign-out their student from the Office when leaving the school and sign-in if they return the same day.

No student will be permitted to be transported from school other than by school-provided transportation or by the parent/guardian unless permission (call or note indicating who will be picking up the student) is received from the parent/guardian before dismissal.

MISSING SCHOOL ON THE DAY OF AN ACTIVITY

Students are not eligible to attend or participate in any school activity on the day of their absence from classes. An exception may be made in special cases when permission is granted ahead of time by the principal or if the student returns to school by noon on the day of the event.

ACADEMICS

COURSE CHANGES

Course changes (drops/adds) may be considered prior to the start of the next semester. Change requests should be discussed with the principal. Changes will only be made because of an acceptable reason and if class space is available.

GRADING

Grading at RCIS will be done at the end of each 9-week period (quarter). A weekly grade report will also be emailed to each parent who has their email address listed correctly in Skyward. Specific grading expectations will be communicated by the individual

teacher.

Coursework is expected to be submitted on time. Late work may result in a grade reduction for that specific assignment (please refer to your teacher’s expectations as communicated at the start of the course for specifics). Students who have an excused absence for less than five (5) days will have an extra day for each day absent to make-up coursework (with no reduction penalty). Students who have excused absences for five (5) or more consecutive days will be dealt with on an individual basis by the student’s teachers.



Incomplete Grades

It is the responsibility of the student to have all assigned work completed on time. On occasion, students may encounter an extenuating circumstance that causes coursework to be unfinished at the end of the grading period. The student may receive an incomplete (“I”) on his/her report card. Incomplete grades will be treated like an “F” unless a different grade is earned within a time frame determined by the principal in cooperation with the teacher.

Student Health and Wellness (Policy 537)

The Board of Education believes that good student health helps student academic performance. Hence each student should be provided an education that will promote student health and wellness through healthy dietary lifestyles, regular ongoing

physical activity, and an atmosphere that promotes a lifelong practice of wellness behaviors.

Student Promotion and Retention (Policy 630)

The Board of Education recognizes that retaining students that have not mastered the minimal grade level may be in the student’s best interest. A student is only promoted to the next grade when the necessary requirements are met or the student has completed the goals & objectives of an Individualized Education Plan (IEP). The possibility of retention will be discussed with the student and his/her family as soon as possible. The determination process will be guided by the Administrative Regulations listed in [Policy 630](#).

SCHOOL SAFETY AND SECURITY

DISTRICT SAFETY (POLICY 256)

The Board of Education believes that everyone is entitled to a safe school environment, which includes every student, employee, and visitor. Furthermore, the Board believes that accident prevention is a result of appropriate planning, training, and implementation of wise safety practices.

BUILDING ACCESS FOR VISITORS/PARENTS

Individuals (including parents) seeking to visit RCIS during normal school hours of operation must obtain a visitor’s pass from the main office. Visitors may be directed to wait in the office until they can be escorted to their desired location in the building. This is for the purpose of maintaining a safe learning environment for all.

FIRE SAFETY EQUIPMENT

The unlawful discharging of a fire extinguisher or activating the fire alarm system is not permitted. Violators will be suspended from school and reported to the Police Department.

SAFETY DRILLS

RCIS will conduct a variety of drills and safety procedures as needed throughout the school year (i.e.: fire, tornado, lockdown, administrative hold, relocation/evacuation). The building may be informed of drills in advance. Systems are in place to notify parents after a drill has occurred and in the event of a true emergency.

SEARCH AND SEIZURE (POLICY 522)

The Board of Education recognizes everyone is entitled to a safe school environment. In order to maintain a safe school environment, searches may be performed at any time without prior

notice or consent.

(522-02) School officials may initiate limited random, unannounced searches when reasonable suspicion exists. The search may include inspection of the student’s person, purse, coat, backpack, duffel bag, or similar articles. The search may also require a sample of the student’s breath or for the student(s) to be subject to a metal detector. The search may take place while the student is on school property, on school transportation, or at school sponsored activities. Illicit items will be confiscated by the school or law enforcement. Those found in possession of dangerous weapons, illegal drugs, or illicit items may be referred to law enforcement. The students will be disciplined according to school procedures.

Lockers (Policy 523)

The district retains ownership and possessory control of student lockers. Random searches by school personnel can occur at any time without reasonable suspicion. Students are responsible for keeping their locker in good condition.

VIDEO SURVEILLANCE (POLICY 288)

The Board of Education authorizes the use of surveillance equipment in the schools to be used exclusively for the purpose of maintaining a safe and orderly educational environment, for identifying disciplinary issues, for minimizing theft and vandalism, and for enforcing district policies and rules. These cameras are not continuously monitored and only authorized individuals are permitted to review recordings.

Any person who takes action to block, relocate, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action (including police referral).



STUDENT EXPECTATIONS AND PROCEDURES

GENERAL EXPECTATIONS

BE YOUR BEST
with
Your Words
Your Actions
and Your Reactions
Every Day in Every Location

Classroom Code of Conduct ([Policy 519](#))

The Board of Education believes appropriate classroom conduct is essential to creating a positive learning environment. Teachers are expected to create a positive classroom environment that is conducive to learning and self-discipline. Students are expected to behave in a manner that is based on respect and consideration for the rights of others. Students are further expected to know and abide by rules or codes of conduct established by the classroom teacher, school administration, and Board of Education including, but not limited to, pupil handbooks, school rules, classroom rules, administrative regulations, and Board Policy.

Staff may have specific requirements (classroom and school expectations) within their learning setting (including on-campus and for school-related events that take place off campus). If/when a student fails to meet classroom/school expectations, the student may be subject to a disciplinary response from the school that includes removal from the learning setting, detention, suspension, expulsion, and/or police referral.

[Policy 519-06](#) contains reasons for a student to be temporarily removed from the learning setting. In the event that a student is removed from the learning setting, the student's parent/guardian will be informed by a staff member as soon as practicable.

Disruptive Behavior ([Policy 277](#))

The Board of Education, in an effort to provide a safe, secure, and tranquil environment for students, staff, and visitors to school property or functions, believes that disruptive behavior cannot be tolerated. Disruptive behavior can occur in many forms and in many places and needs a process to ensure that it is not repeated. The disciplinary response from the school will be based on the individual and overall nature of each situation.

Academic Dishonesty

Students are expected to provide their best, original work. Academic Dishonesty is: [1] The actual or attempted use of unauthorized materials; [2] Assistance from others on any graded coursework; [3] The failure to give appropriate credit to original sources when used within any coursework. Students found to be academically dishonest will be subject to a disciplinary response as determined by the teacher and the principal.

Appropriate Language

Students are expected to be kind or be quiet. Profanity, swearing,

and inappropriate language (verbal, written, or gesturing) are prohibited. Violators will be subject to a disciplinary response (up to and including suspension and/or a police referral).

Backpacks, Bags, Purses, etc.

Students may bring backpacks, bags, purses, etc. to school for the purpose of transporting school-related items to and from school. All backpacks (and related school/personal bags) must remain in the student's locker throughout the school day (from arrival until departure). Contact the office if an exception needs to be considered.

Dress Code and Personal Grooming

The purpose of our dress code is to provide clear and equitable expectations for all students and to facilitate a learning environment that minimizes distractions and maximizes the potential of each student.

Students can experience significant changes in their height/weight during the school year. Please realize that what fit in the fall may not fit well enough in the spring. We want to work with each situation while also maintaining an appropriate learning environment.

Student dress, grooming, and/or visible accessories/personal items **should not**: promote alcohol, drugs, sex, tobacco, gangs, or contain other undesirable ads/slogans; display obscene, lewd, or vulgar comments; intend to harass, threaten, or demean an individual or group; promote actions that are illegal or in violation of school policies.

Student attire/grooming must maintain modesty and safety.

1. Clothing should be sufficient enough to cover the student's body and undergarments.
 - a. All shirts/dresses must go over the shoulders with at least a one inch strap. No midriff skin should be revealed if the student's arms are raised above the head. Students should refrain from clothing that is too tight.
 - b. Pants/shorts/bottoms should not be allowed to sag such that undergarments are showing and/or natural/safe movement is inhibited.
 - c. Shorts, skirts, and dresses should be long enough that when the student's shoulders are relaxed and arms are extended any part of the fingers (from the knuckles to the tips) rests on the garment fabric.
 - i. Cuts/tears in shorts/pants are permissible if they exist below the fingertips or additional/appropriate clothing is worn underneath.
 - ii. Shorts are too short if pocket bottoms are visible.
2. Hats, caps, headbands, other types of headgear, and sunglasses should be removed when entering a building.
 - a. Headbands, including bandanas folded and worn as a headband (approximately 3-4 inches), are permissible.



3. Due to safety concerns, the wearing of coats, jackets, or other outside apparel is not allowed in the classrooms. It is recommended that students keep a sweatshirt or sweater in their lockers to wear on colder days.
4. Footwear must be worn at all times (except as dictated by the educational program).
 - a. Footwear with steel toes is prohibited.
 - b. Footwear that marks/damages the school/floors is prohibited.
 - c. Non-traditional/unconventional footwear (i.e.: wheelies) is prohibited.

If questions should arise regarding the appropriateness of student attire, the administration retains the right to make decisions on student dress. Students found to be in violation of expectations will be given the opportunity to provide or obtain a solution. Students who fail to comply with directives to correct dress/grooming deficiencies will be subject to a disciplinary response. Any school time lost will be unexcused.

Gum and Soft Drinks

Gum chewing is allowed at the discretion of the individual teacher.

Students may bring soft drinks to consume with their lunch. Soft drinks may be taken away if consumed or possessed at other times during the school day. Energy drinks are not allowed.

Outside

Students are expected to leave the outside elements where they lie in order to contribute to a safe school setting. Therefore, throwing snow, ice, dirt, rocks, grass, etc. is prohibited. Students who fail to adhere to this safety expectation will be subject to a disciplinary response and/or a police referral. The student and his/her family may also be expected to pay for any damage/injury incurred.

Drugs/Alcohol/Tobacco ([Policy 524](#))

The District refers to drugs as any illegal substances, prescription drugs used by someone other than the person for whom the medication has been prescribed, or that is used in violation of law or school policy, controlled substances, or any other substances that cause or result in intoxication or discernibly altered states of mood or mind, including unregulated substances intentionally used in order to produce intoxication or discernibly altered states of mood or mind. The term “drugs” also includes any “look alike” substances which are intended to resemble or be mistaken for drugs, as defined by this policy. The term “drugs” does not include substances that are possessed or used by a student pursuant to that student’s valid prescription, when possessed or used in a manner consistent with school policy.

The possession, storage, use, sale, distribution, solicitation, purchase, or manufacture of drugs, drug paraphernalia, alcohol, or tobacco products (including e-cigarettes, vape pens, etc.) on District property, including on school grounds and premises, on grounds leased by the school, at school-sponsored events or activities, and in vehicles owned, operated, rented, or contracted by the District (i.e. school buses), or participation in any plan to further such conduct, is prohibited.

Violation of this policy will result in disciplinary action up to and including suspension or expulsion. Such disciplinary action shall be

rendered in accordance with state and federal law and board policy. Violation of this policy may also result in a referral to law enforcement officials for prosecution under specific state, federal, or local laws. The student’s parent(s) or guardian(s) will be notified if the school refers a matter to, or requests the assistance of, law enforcement officials. Students and parents are specifically advised that the District reserves the right to suspend or expel a student when permitted by law even if this policy does not apply to the conduct at issue.

Stealing/Vandalism

Students who make choices that result in temporary (stealing) or permanent (vandalism) damages (the possession, destruction, or defacement of school or personal property, whether willful or accidental) are subject to restitution, police referral, and a disciplinary response (including suspension or expulsion from school).

SPECIFIC LOCATIONS

Basic student behavior expectations are the same in all settings on and off campus (be your best with your words, actions, and reactions). Specific details are shared below for specific locations.

Cafeteria and Recess

Students will provide their best during breakfast/lunch by:

1. Following the directives of the kitchen staff and the lunchroom supervisors in the cafeteria and during recess.
2. Waiting in line with patience and respect.
3. Cleaning up as needed, whether or not they made the mess. Leave it better than you found it.
4. Coming to the cafeteria prepared to go outside for recess throughout the year during lunch. This includes coming with appropriate outdoor apparel in the winter.
5. Contributing to a safe setting. Specifically by:
 - a. Walking & speaking at an appropriate volume.
 - b. Demonstrating sportsmanship during recess.
 - c. Re-entering the building with patience & respect/courtesy for others.

Students who struggle with expectations will have the privilege of eating in the cafeteria and/or recess removed as an opportunity.

Hallway and Hall Passes

Students will provide their best by:

1. Walking with patience and courtesy at all times.
2. Using an appropriate volume.
3. Using passing time with efficiency (restroom, water fountain, etc.).
4. Requesting a pass from the sending teacher if the student anticipates the possibility of arriving late to his/her next class.
5. Contributing to a clean hallway and utilizing trash cans.

Each teacher/learning setting has a hall pass that may be used with permission by one student at a time. Time in the hallway is time away from learning. Students who struggle with appropriate use of the hallway and hall pass system will have the privilege modified and/or removed as an available opportunity.



IMC

The RCIS Instructional Media Center (IMC) is a resource for students and staff that is utilized as available. The IMC is a community area that requires the RCIS school community to collectively take care of the space. Students will only enter the IMC with permission and supervision from a staff member.

Off-Campus (School-Sponsored)

Students who leave campus for a school-sponsored activity/event during and outside of the school day will continue to provide their best by:

1. Remaining calm/courteous while being transported. Students will also leave the school van/bus better than they found it.
2. Remembering that they represent the RCIS school community. Courtesy, respect, and manners will be demonstrated at all times.

Students who struggle to meet expectations off-campus will be subject to a disciplinary response from the school, a police referral, and/or restitution for any damages/injury incurred as a result of the student's choices/actions off-campus.

TECHNOLOGY

Student Acceptable Internet Use (Policy 1107)

1. District Technology Resources, including Internet access, are provided to students for educational purposes.
2. Student users of the internet have no rights to personal privacy in connection with their usage of the internet, thus district staff may monitor usage.
3. District retains the right to monitor, access, intercept and review all messages or information created, received or sent over the internet.
4. Students on the internet must adhere to the same standards of conduct expected and required in the classroom.
5. All internet communications and information shall be assumed to be copyrighted materials.
6. The internet shall not be used to degrade or disrupt system performance of district hardware or software or interfere with another user's work on the internet.
7. Use of the internet to access and/or distribute objectionable and/or obscene material, child pornography, or other material that is harmful to minors (per Children's Internet Protection Act Code of Conduct) or to promote gang-related, racist, or other inappropriate activities is prohibited.
8. Use of the internet for any objectionable, vulgar, or inappropriate purpose is strictly forbidden.
9. Use of the internet to harass others by interfering with another's work, sending unwanted messages, or insulting or attacking others is prohibited.
10. Students are prohibited from sharing personal information about themselves or others on the internet, including computer passwords.
11. Students are prohibited from using another person's password.
12. All district computers with internet access will be equipped to restrict, by use of available software filtering technology, all student access to materials that are

believed to be obscene, child pornography, or harmful to minors under CIPA Rules of Conduct.

13. Failure of any individual to follow the terms of this policy will result in disciplinary action, loss of certain privileges, and/or appropriate legal action.
14. Students must read and sign the Student Internet Acceptable Use Form on a yearly basis. This is a part of the regular student handbook signing.

Children's Online Privacy Protection Act (COPPA)

In order for schools within the Richland School District (RSD) to be able to provide students with the most effective web-based tools and applications for learning, our district utilizes several computer software applications and web-based services, operated not by this district, but by third parties. RSD will be utilizing Google Apps for Education and other web-based resources to enhance student learning. As with any educational undertaking, a strong partnership with families is essential to a successful experience.

In order for our students to use these programs and services, certain personal identifying information -- generally the student's name and school email address -- must be provided to the web site operator

If a parent does not want his/her child(ren) to access these online resources, an opt-out form must be acquired from the District Office, completed, and returned.

School-Issued Devices

RCIS students who can handle the responsibility are issued a device (either an iPad or a Chromebook) as part of our 1:1 technology plan. Technology is utilized in a variety of ways throughout the building. Technology should enhance the education opportunities of the student and facilitate the student's development/understanding of digital citizenship. This includes the self-discipline to appropriately use technology (how, where, and how often). Students will have their technology access modified, restricted, and/or removed if they demonstrate that technology is hindering rather than enhancing their educational progress.

Students may be placed "on the paper route" (technology restrictions/removal) if they have any struggles with technology expectations. Paper route decisions will be made on a case-by-case basis.

RCIS students and families should refer to the RCIS Student Technology Use Agreement for a complete reference.

Personal Electronics

Students are prohibited from using personal electronics (i.e.: cell phones, iPods, laptops, etc.) during the school day. Students who bring personal electronics to the school are expected to keep them powered off and away in their locker from the time they arrive until they depart at the end of the day.

Students who struggle to meet this expectation will have their personal electronics kept in the office for the rest of the day or for as many days as needed.



DISCIPLINARY RESPONSES

Consistency with disciplinary responses is preferred, but the reality is that each situation is unique. Therefore, the disciplinary response from the school will be based on the individual and overall nature of each situation. The primary objective is to coach each student to make better choices when they encounter struggles/frustrations. The sooner students subscribe to consistently improving their choice making, the sooner they will realize greater achievement and perspective as learners and as members of our community.

There is a result for every choice.

If you want different results, then make different choices.

Students who struggle to make appropriate choices will have choices made for them.

Office Referral

Students who struggle to meet expectations (i.e.: in the areas of compliance and contributing appropriately to the learning environment) will be sent to the office to provide needed separation for the student and the learning environment. Students will spend the remainder of the period in the office to process their choice making. If needed/appropriate, students may spend more time in the office. Students referred to the office will be marked accordingly in attendance (which parents can view via Skyward). An office referral will often coincide with a discipline entry into Skyward. The staff member entering the discipline will communicate with the student’s parent/guardian to ensure awareness at home. The intent is that school and home work together towards the collective improvement of the student.

Detention

Students may have a disciplinary response that occurs during their lunch/recess (detention). This can take place over one (1) or a number of lunch periods, depending on the unique nature of the individual and overall student situation.

When necessary, students may have to make-up class time missed due to an office referral. This will consist of an after-school detention. A parent will be contacted prior to the after-school detention in order to coordinate transportation needs.

Suspension ([Policy 520](#))

The Board of Education recognizes student suspension as a necessary consequence for unacceptable student behavior. A suspended student may also be referred to other school district personnel and/or community agencies. Suspensions can take place in-school (ISS) or out-of-school (OSS).

When a suspension occurs, the student will make up the coursework missed. Suspended students shall not be denied the opportunity to complete any coursework or exams missed during the suspension period.

Appeal of a Suspension ([Policy 520-03](#))

- A. The pupil or the pupil’s parent/guardian may within five (5) school days have a conference with the District Administrator/Designee who shall be someone other than the person who suspended the student.
- B. If the Administrator or Designee finds the pupil was unfairly suspended or that the suspension was inappropriate given the nature of the alleged offense, reference to the suspension of the pupil’s record shall be expunged. Such finding shall be made within fifteen (15) days of the conference.

Expulsion ([Policy 521](#))

The Board of Education recognizes student expulsion as a necessary consequence for unacceptable student behavior. When it is necessary to expel a student, the District shall follow procedures outlined in [WI Stats. 120.13\(c\)](#) and Federal Law 18 USC 921(2)(3).

Off-Campus Choices = On-Campus Results

The 24/7 nature of today’s society means that many situations start or continue off-campus and/or outside of the school day. The responsibility to provide a safe learning environment requires a more inclusive approach by the District. Therefore, student choices/behaviors that occur off-campus (including via social media) that have the potential to impact the school day are subject to a disciplinary response from the school (including suspension and expulsion) and/or a police referral.

STUDENT TRANSPORTATION

SCHOOL BUS EXPECTATIONS ([Policy 808](#))

The Board of Education promotes safety on buses, and believes student behavior on school buses is a safety concern of student riders, parents, bus drivers, and school officials.

The bus is an extension of the school. Therefore, school expectations apply on the bus and at the bus stop. Students who ride the bus will provide their best in the following ways:

- 1. Always listen quickly and respectfully to the driver.
- 2. Remain seated at all times and keep the aisles clear.
- 3. Keep body parts, belongings, etc. respectfully away from others.

- 4. Keep all body parts and personal items inside the bus at all times.
- 5. Keep voice levels soft enough that they can only be heard by seat neighbors. Be kind or be quiet. Profanity is prohibited.
- 6. Using ear buds, etc. to listen to personal electronics.

SCHOOL BUS DISCIPLINE

The bus service is an independent business, separate from the Richland School District. Riding the bus is a privilege and can be eliminated by the building principal if the student fails to meet expectations. Students suspended from the bus are not excused



2021-22 RCIS STUDENT/FAMILY HANDBOOK



from school. Transportation becomes the responsibility of the student's family.

Students who fail to meet expectations may be subject to the following discipline progression from the school:

1. 1st write-up = Verbal warning
2. 2nd write-up = 1-day bus suspension
3. 3rd write-up = 5-day bus suspension

Disciplinary responses may be unique to the individual and overall nature of the student situation.

Students are reminded that they are responsible for their words, actions, and reactions. Reacting to the poor decision of another with your own poor reaction is unacceptable. Choose wisely!

BUS CAMERAS

The Richland School District has approved the use of video cameras on school buses for the primary purpose of reducing disciplinary problems and vandalism on the bus, thereby allowing the driver to focus on the driving of the bus and providing for safer

transportation of students. Each bus is equipped with cameras that record video and audio. Video recordings are only viewed by the bus terminal manager and RSD administration.

BUS PASS PROCEDURE

Bus drivers are not allowed to transport students who aren't assigned to his/her bus. Therefore, parents should contact the RCIS Office if the student needs to ride a different bus than assigned or to be dropped off at a different location. A bus pass will be issued to the student for that specific date/location.

PARENT DROP-OFF AND PICK-UP

[RCIS Traffic Pattern Map](#)

Students who are transported to/from school by personal transportation before/after school are to be dropped-off and picked-up in the South Parking Lot. Vehicles in the bus lane (along the front of RCIS) during the designated drop-off/pick-up times without principal approval are placing convenience/impatience above student/school safety.



DISTRICT ANNUAL NOTICES

PUPIL NON-DISCRIMINATION AND COMPLAINT PROCEDURE (Policy 526)

Note: Due to the importance of this content, this is the Richland School District's policy in its entirety. All policies are posted on our District website: www.richland.k12.wi.us.

The Board of Education believes that all students should be afforded equitable participation in any curricular or co-curricular programs, pupil services, and recreational and other programs, and shall not be discriminated against based on the student's sex, race, religion, national origin (including a student whose primary language is not English), ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. The District's position and beliefs shall be communicated to the general public. The Board directs the District Administrator or Designee to develop administrative regulations for this policy. Employee and potential employee non-discrimination is addressed in the District's policies entitled "Workplace Harassment and Complaint Procedures" and "Nondiscrimination in District Operations".

Administrative Regulations for Policy 526 (Pupil Nondiscrimination and Complaint Procedure)

526-01 No pupil shall be unlawfully discriminated against in regard to admission to any school, class, program or activity. This does not prohibit placing a pupil in a school, class, program or activity based on objective standards or individual performance or need.

526-02 Standards and rules of behavior shall be developed and applied in a nondiscriminatory manner. Further, no student will be harassed because of the above-enumerated bases.

526-03 Disciplinary actions, including use of force, suspensions and expulsions shall be applied in a nondiscriminatory manner.

526-04 Acceptance and administration of gifts, bequests, scholarships and other aids, benefits, or services to pupils from private agencies, organizations or persons shall be done in a nondiscriminatory manner.

526-05 Selection and evaluation of instructional and library media materials evaluation shall be conducted in a nondiscriminatory manner.

526-06 Methods, practices and materials used for testing, evaluating and counseling pupils shall be conducted and utilized in a nondiscriminatory manner.

526-07 Facilities shall be provided and operated in a nondiscriminatory manner. This does not prohibit separate locker rooms, showers, and toilets for males and females, but the separate facilities must be comparable.

526-08 Opportunity for participation in athletic programs or activities shall be on a nondiscriminatory basis. This does not prohibit separate programs in interscholastic athletics for males and

females, but the programs shall be comparable in type, scope, and support from the District.

526-09 There shall be no discrimination in school sponsored food programs.

526-10 The Board shall designate an Equity Coordinator for the District to receive pupil nondiscrimination complaints regarding discrimination. The Board will also provide administrative training for the equity coordinator. Under Wisconsin Statute 118.13, the District's complaint and appeal procedures will be as follows.

526-11 Any student who believes (s)he is a victim of, or has witnessed, discrimination, harassment or equity issues should report the complaint to the appropriate individual. This may include the guidance counselor, teacher, building principal, District Administrator or the Equity Coordinator. If the complaint is based on a special education categorical disability, the complainant will be informed of his/her right to have the complaint processed through Chapter 151 Wis. Stats.

526-12 The person receiving the complaint should discuss the issue with the aggrieved to determine whether the complaint is to be resolved through informal or formal procedure.

526-13 If the concern is considered an informal complaint, involved parties will work together to resolve the situation. The school official responsible for resolving the concern shall document in writing the efforts to address the problem and shall follow up to determine the effectiveness of resolving the concern. The outcome of any informal procedures should be documented and provided to the Equity Coordinator for the District.

526-14 When an aggrieved person believes in good faith that (s)he has a valid basis for a complaint that requires formal resolution, the complainant shall prepare and send a written complaint to the District Equity Coordinator immediately following the offense or immediately following the conclusion of informal resolution procedures. Failure to provide a written complaint may prevent the Equity Coordinator from taking appropriate action. The complaint shall include:

- A. The date, time and place of the incident.
- B. The specific nature of the complaint and the facts that gave rise to the complaint (e.g., who was involved, statements made, relevant documents, reactions, actions taken so far, etc.).
- C. Identity of witnesses.
- D. A statement of how the complainant has been affected adversely.
- E. The actions which the complainant believes should be taken.
- F. The reasons why it is felt such actions should be taken.
- G. The signature of the complainant and the date signed by complainant.

526-15 As soon as possible, but no later than forty-five (45) days after receipt of the complaint, the District will acknowledge in writing receipt of a formal complaint.



526-16 The investigator is required to maintain detailed records of the investigation. The investigator will inform the complainant of their right to initiate civil actions or seek redress under criminal statutes at any time. The investigator will identify if the specific allegation(s) violate Board policy, state and federal law, including determination if any of the specified behavior constitutes a violation of the Child Welfare Law requiring immediate notification of law enforcement. The investigator will review all pertinent documents and evidence, including interviewing the complainant, alleged perpetrator, and appropriate witnesses.

Both the complainant and alleged perpetrator will be informed of the investigative process, the approximate timelines for the investigation, their rights to a neutral, non-biased investigation, confidentiality (to the extent possible) and to be free of retaliation. The investigator will also inform the complainant of how they will be notified of the results of the investigation.

526-17 The investigator will protect privacy and confidentiality to the extent possible and identify any immediate needs of the individuals.

526-18 As soon as possible, the initial investigation shall conclude with a summary report of the information contained in the investigation file and recommendations for resolving the complaint. At the conclusion of the investigation the investigator will inform the complainant in writing of the results of the investigation and the complainant's right to appeal the decision in writing to the Board of Education. Any actions taken to resolve the complaint shall be documented.

526-19 The Board of Education will make a final determination within ninety (90) days of the District's initial receipt of the written formal complaint, unless an extension is granted by the parties. The final determination by the Board of Education will notify the complainant of the procedures for making an appeal to the state superintendent. Any actions taken to resolve the complaint shall be documented.

526-20 At the conclusion of the School District's complaint procedure, the complainant may file an appeal with the Department of Public Instruction. Any appeal must be filed within 30 days of the date of the School District's final action on the complaint. The Department of Public Instruction may not consider the appeal unless the complainant has exhausted the School District's complaint procedure and a final decision has been issued by the School District.

526-21 The complaint procedure will be placed in all student handbooks. In addition, a copy of this policy, including appeal rights for complainants, will be made available for persons filing a pupil discrimination complaint.

QUESTIONING BY GOVERNMENTAL AGENCIES (Policy 532)

Law enforcement and the Department of Health & Human Services (DHHS) will be requested to complete the Richland School District Pupil Release Form prior to questioning, interviewing, or taking a student into custody.

Students may be questioned on school grounds by law enforcement

or DHHS upon completion of a pupil release form and with parents' permission.

Students may be questioned, interviewed, or removed from the school premises without informing the parents if:

- A. DHHS suspects child abuse.
- B. A court order has been presented.
- C. Law enforcement suspects child abuse.

LOCKER ROOM PRIVACY (Policy 536)

The Board of Education believes individuals have a right to privacy and shall take measures to protect the rights of individuals using school locker rooms.

Locker rooms are provided for the use of physical education students, athletes, and other activity groups and individuals authorized by the building principal or by District policy. Locker rooms include changing areas, showers, bathrooms, or any other part of the locker room area.

No cameras, video recorders, or other devices that can be used to record or transfer images may be used in the locker room at any time.

No person may use cell phones to capture, record, or transfer a representation of a nude or partially nude person in the locker room or to take any other photo or video image of a person in the locker room.

Students and staff violating this policy shall be subject to school disciplinary action and possible legal referral, if applicable. Other persons violating this policy may be subject to penalties outlined in the state law.

FIREARMS AND WEAPONS (Policies 538/539)

Weapons are prohibited on school property, within school buildings, in school vehicles, or at school sponsored activities. A weapon is defined as a firearm (loaded or unloaded), knife, razor, chemical spray, karate stick, metal knuckles, or any other object that, by the manner it is used or intended to be used, or by its appearance, is capable of inflicting bodily harm and/or is being used to threaten, frighten, or intimidate. No student shall possess, sell, distribute, fire, threaten to use, or explode any firearm, bomb, smoke bomb, firecracker, or other explosive or incendiary device on school premises, buses, or school sponsored events. Weapons or look-alike weapons confiscated from a student shall be reported to parents/guardians and/or to law enforcement authorities at the discretion of the principal. Disciplinary measures may include immediate suspension and/or referral to the Board of Education for expulsion from school.

BULLYING (Policy 540)

Note: Due to the importance of this content, this is the Richland School District's policy in its entirety. All policies are posted on our District website: www.richland.k12.wi.us.

Bullying is unacceptable behavior in the Richland School District. The District sets high expectations for students and staff and expects that students and staff will act as role models. Bullying is prohibited in all schools, buildings, property, and educational environments, including any property or vehicle owned, leased, or used by the District. Educational environments include, but are not limited to, any activity that is under school supervision. Bullying



that impacts District educational environments is also prohibited. This policy includes interactions between students and other students, staff, parents, community members, volunteers, or others.

The Administration and staff will inform students that the District does not tolerate bullying in any form and will take all necessary and appropriate action to eliminate it, up to and including disciplinary action.

The Board directs the District Administrator or Designee to develop administrative regulations for this policy.

Administrative Regulations for Policy 540 (Student Bullying)

540-01 Definition

Bullying is defined as deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying can also include severe, systematic, or repeated actions that involve the threatened, attempted, or actual infliction of physical harm or psychological/emotional distress on one or more students, staff, or other persons. Bullying may include repeated behavior and generally involves an imbalance of power. Bullying behavior is often repeated over time and targets of bullying are often subjected to repeated bullying behavior. Bullying behavior can often be identified by its tendency to torment, subjugate, and/or dominate the victim causing or inspiring fear, intimidation, embarrassment, or shame.

“Cyber-bullying” is defined as bullying that involves the use of digital technologies, including but not limited to email, text messages, instant messages, chat rooms, and social media. Cyber-bullying is prohibited and treated the same as all other types of bullying.

The behavior can often be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status. However, bullying can occur without regard to an individual’s status or classification.

Bullying can involve direct interaction between the aggressor-bully and the target(s), or it can be indirect (such as orchestrating others to engage in acts of bullying, facilitating bullying conduct by others, taking secretive or covert actions, etc.).

Defining, identifying, and addressing bullying behavior shall be in the sole discretion of the District. Although it is important to define and describe bullying to heighten awareness and ensure understanding, technical precision is not required, and administrators, teacher, staff, parents, and students are expected to recognize that District officials will interpret and enforce the prohibition against bullying broadly to accomplish the remedial purposes of this policy.

Bullying can be perpetrated or furthered by conduct that, fully or in part, occurs off school grounds and is not supervised by school authorities. Nevertheless, if any such conduct would, for any reason, constitute conduct that is engaged in on school grounds or under the supervision of school authorities, effectively or constructively, has an impact that causes a disruption or furthers bullying conduct at school, at school activities, or at any activity or

event supervised by school authorities, or is otherwise conduct over which the District can lawfully assert jurisdiction, the District may consider and take action under this policy to address such conduct.

Students, faculty and staff, parents, and others having contact with the District should bear in mind that the District will consider and investigate allegations of bullying that include claims regarding students’ off-campus conduct. In this regard, the District recognizes the standards established by state law, the State Superintendent of Public Instruction, and relevant decisions issued by our courts; these authorities authorize school districts to investigate off-campus behavior in appropriate cases involving bullying.

The nature of bullying often involves repeated behavior or behavior that is part of a broader pattern of conduct. This means that, for example, off campus behavior, conduct involving social media, and a variety of communications originating outside of school can be relevant to determining whether an individual is being bullied at school. Off campus behavior can also be intended to or have the effect of inciting fear, intimidating, or harming students on campus. Such behavior can interfere with, or even deprive students of the education and educational services offered by the District.

Therefore, students, faculty and staff, parents, and others that have contacts with the District should be on notice that off campus behavior can and will be investigated and evaluated to determine whether bullying has taken place in violation of this policy.

540-02 The three main types of bullying are:

A. Physical: Physical bullying involves harmful physical actions directed toward or resulting in physical contact with a person. Examples include, but are not limited to: hitting, pinching, poking, pulling hair, choking, kicking, tripping, spitting, hazing, biting, excessive tickling, and inappropriate touching. It also involves interfering or attempting to interfere with another person’s property, stealing, and other physical acts for the purpose of bullying.

B. Verbal: Verbal bullying can involve speaking to a person or about a person in a way that is derogatory, unkind, or hurtful, with the purpose of bullying. Examples include, but are not limited to: teasing, name calling, insulting or inappropriate remarks, threatening, spreading rumors, and making discriminatory remarks or false accusations.

C. Indirect or Psychological: Indirect or psychological bullying refers to behaviors that deliberately upset, exclude, torment, ridicule, or embarrass others. Examples include, but are not limited to: intentionally excluding a person from an activity, spreading cruel rumors, intimidation through gestures, social exclusion, or sending insulting messages or pictures by mobile phone or using the internet – also known as cyber bullying.

540-03 School Climate

The prohibition against bullying is intended to contribute to a positive school climate. The District strives to maintain schools with healthy, positive and safe learning environments for all students and employees. It is important to promote a social climate with social noRCIS free of bullying, harassment and intimidation. All school personnel, including teachers, administrators, board members, counselors, school nurses, volunteers and other non-instructional staff, as well as parents and students are responsible for maintaining a safe healthy school environment.



Schools shall provide instruction to students and school personnel that will include evidence-based methods of preventing bullying and harassment, as well as how to effectively identify and respond to bullying in schools.

540-04 Education of Students and School Employees

At the beginning of each school year, the superintendent or designee shall, in writing, inform school staff, parents, and others responsible for the welfare of students about the District's bullying prevention policies. This will be done through the District's code of student conduct, employee handbooks, and/or other reasonable means.

540-05 Procedures to Prevent Bullying

A. Each school year, principals will:

1. Provide all employees and volunteers with instruction in methods of reporting and investigating claims of bullying and on the District bullying prevention policy and procedures.
2. Develop a process for discussing the District's policy on bullying with students in a reasonable format such as guidance courses, public service announcements, parent and student handbooks, PBIS assemblies, and morning meetings.
3. Display reminders of the policy and bullying prevention messages such as posters and signs in each school.

B. All school employees are required to report alleged violations of this policy to the principal or designee. All other school community members are strongly encouraged to report alleged violations.

C. An in-person or anonymous report may be filed with the principal or designee by any victim of bullying, anyone who witnesses a bullying incident, or anyone who has credible information about such an incident.

D. Any written or oral report shall be considered. Anonymous reports may be filed and will be investigated to the extent feasible by the designated official.

540-06 Reporting Bullying, Harassment or Intimidating Incidents

A. Anyone who reports bullying to an appropriate school official in good faith shall not be subject to disciplinary action and shall be protected from retaliation, unless the reporter was a perpetrator of bullying behavior, aided or abetted a perpetration, or furthered such behavior.

B. Each school principal shall name a designee to receive bullying or harassment information, reports, or complaints.

C. The schools will prominently publicize how to report a bullying or harassment incident and how the report will be acted upon.

D. The Student Concerns Form shall be located on our school website and shall be available in each school office.

E. The principal or designee will report the occurrence of any bullying incident to the parent or legal guardian of involved students, to the extent possible while protecting pupil confidentiality, the integrity of any investigation, and the capacity to take appropriate remedial and/or disciplinary action. Notification shall be via telephone, personal conference, and/or in writing. Notification will be documented.

F. The principal or designee will investigate all reported acts of bullying or harassment. The investigator may not be the victim or the accused perpetrator.

540-07 Complaint Procedure

The District provides a fair and equitable process to raise and review bullying complaints.

A. Filing a Report – It is the responsibility of administrators, staff, and all students to report acts of bullying to a member of the District staff or Administration. Everyone in the school must be aware of the signs of bullying and promptly report bullying to school official(s). The District encourages students who have been bullied or have witnessed bullying of other students to report the incident to the building principal. However, students may report bullying to any teacher or administrator.

A teacher or administrator may ask a student reporting bullying to submit the complaint in writing on a Student Harassment/Bullying Report. Students are encouraged to use the form and include their name on the form. However, the District will investigate verbal reports and anonymous reports to the extent possible. If a complaint of bullying is made verbally, the District employee who received the complaint shall document it on a Student Harassment/Bullying Report. Student Harassment/Bullying Reports shall be forwarded to the building principal or his/her designee.

B. Investigation – The principal or designee will investigate any report of alleged bullying to determine the facts and circumstances to verify the validity of the report. Interviews may be conducted and the results of the investigation will be documented. The principal or designee shall determine what, if any discipline is warranted to address the behavior as well what supports or services should be made available to both the bully and any victim(s) of bullying.

C. Appeal – If the student accused of bullying, an alleged victim, or the parent of either party disagrees with the investigative findings of the principal or designee, they may appeal to the District Administrator. The appeal must be in writing and be submitted within ten (10) business days of being notified of the findings. The District Administrator shall review the appeal and the investigative findings to determine whether modification is warranted.

540-08 Confidentiality:

The highest level of confidentiality possible is to be upheld regarding the submission of a complaint or report of bullying, and the investigation that follows. The District shall maintain a written report of the findings pertaining to the Bullying report and the action taken to address the behavior. Written reports shall be maintained for the purpose of documenting compliance with State and Federal law.

540-09 Disciplinary and Remedial Action:

A. Students who commit acts of bullying may receive a range of consequences from being taught appropriate interaction skills up to and including suspension and or expulsion, as outlined in the code of students conduct.

B. School employees found to have committed acts of bullying may be disciplined in accordance with District policies, procedures and agreements.

C. Visitors and volunteers found to have committed acts of bullying shall be addressed by a school administrator. The administrator may address the behavior in several ways including, but not limited to, immediate removal from a school sponsored event, temporary or permanent bans from school sponsored events and/or reports to appropriate law enforcement officials.

D. Bullying by a parent/community member may be addressed by:



1. Notification to parent/community member of concerns and plan for supporting relationship/partnership in meeting student needs;
2. Designation of point of contact for parent/community member when information is needed;
3. Administrative presence at any fact-to-face meetings;
4. Administrative presence when parent/community member will access classroom or learning environment.
5. Denial of parental access to school facilities or activities to the extent permitted by law.

E. Individuals who wrongfully and intentionally accuse another of an act of bullying may be subject to the same consequences and remedial action as those found to have committed acts of bullying or other, appropriate, disposition.

Legal References:

Sections 115.28(31), 118.13 and 118.155, 118.46 Wisconsin Statutes
 PI 9 and PI 41 of the Wisconsin Administrative Code
 Title IX, Education Amendments of 1972
 Title VI, Civil Rights Act of 1964
 Section 504 of the Rehabilitation Act of 1973
 Civil Rights Act of 1991
 Individuals with Disabilities Education Act

STUDENT HARASSMENT (Policy 544)

Note: Due to the importance of this content, this is the Richland School District's policy in its entirety. All policies are posted on our District website: www.richland.k12.wi.us.

The Richland School District is committed to the mission of creating a school environment that treats all students with dignity and respect, provides students with a safe physical and emotional learning environment, and promotes respect, tolerance, and cooperation. To accomplish its mission, neither students nor school employees are allowed to engage in any form of harassment or intimidation involving students. This policy applies to students harassing students, students harassing staff, or staff harassing students.

Harassment is prohibited on school property at any time and at all school-sponsored programs or activities off school property, such as school-sponsored field trips/activities or co-curricular/extracurricular activities at other schools or other locations. The District will not tolerate harassment in any form and will take all necessary and appropriate action to eliminate harassment, up to and including discipline of offenders. Where appropriate, it is recommended that incidents of harassment be discussed with the person who has committed the harassment to make it clear that the behavior is offensive and not tolerated. The Board directs the District Administrator or Designee to develop administrative regulations for this policy.

Administrative Regulations for New Policy (Student Harassment):

- I. 544-01 "Harassment" is unwelcome verbal or physical conduct that is designed to threaten, intimidate, annoy, or coerce the victim. Harassing conduct includes, but is not limited to, engaging in a course of conduct that intimidates, causes discomfort to or humiliates another

person, or which interferes with the victim's academic performance.

"Intimidate" means to make timid or fearful, to frighten, or to compel or deter by threats. Harassment/Intimidation includes verbal comments or other expressions which insult, degrade, or stereotype any person or group.

- II. 544-02 Examples of conduct and behavior prohibited under this policy include, but are not limited to the following:
 - A. Physical or mental abuse.
 - B. Verbal comments or other expressions which insult, degrade, or stereotype any person or group, particularly when based on the victim's sex, sexual orientation, race, national origin, ancestry, color, creed, religion, pregnancy, marital, or parental status, or physical mental, emotional, or learning disability.
 - C. Offensive or objectionable remarks that cause the recipient discomfort, anger, or humiliation, or which interfere with the recipient's academic performance.
- III. 544-03 When the harassment/intimidation involves an imbalance of power, such as physical strength or social standing within the school, the conduct may also constitute bullying under the District's Bullying Policies. Further, harassment that is based on the victim's sex, race, religion, national origin, ancestry, creed, pregnancy, marital, or parental status, sexual orientation, or physical, mental, emotional, or learning disability may also constitute unlawful discrimination prohibited by Board policy and state or federal law.
- IV. 544-04 Harassment can be perpetrated or furthered by conduct that, fully or in part, occurs off school grounds and is not supervised by school authorities. Nevertheless, if any such conduct would, for any reason, constitute conduct that is engaged in on school grounds or under the supervision of school authorities, effectively or constructively, has an impact that causes a disruption or furthers harassing conduct at school, at school activities, or at any activity or event supervised by school authorities, or is otherwise conduct over which the District can lawfully assert jurisdiction, the District may consider and take action under this policy to address such conduct.
- V. 544-05 It is the responsibility of administrators, employees, and students to ensure that these prohibited activities do not occur. Anyone who believes that he/she is the subject of harassment or has witnessed harassment, or any parent/guardian who believes that his or her child has been subjected to or witnessed harassment, should report the harassing conduct to the principal. If an individual is not comfortable with making a complaint to the principal, the complaint may be made to a teacher or school counselor with the understanding that incidents must be reported to the Administration for review and action.



VI. **544-06 Complaint Procedures:** The District provides a fair and equitable process to raise and review complaints of discrimination.

A. **Filing a Report** – Reports of harassment may be reported using the Student Harassment/Bullying Form. Reports of harassment may be made confidentially. If a complainant asks for their identity to be kept confidential, the District will strive to honor that request. However, there may be circumstances in which the complainant’s identity will be identifiable by the District’s investigation. In those cases, complainants should be assured that the District strictly prohibits retaliation for reporting harassment and for participating in an investigation regarding alleged harassment. Individuals that receive a harassment complaint verbally shall document the complaint using the Student Harassment/Bullying Form and indicate that the complaint was received verbally.

B. **Investigation** – The teacher or school counselor receiving the complaint shall report the complaint to the building principal or District Administrator. The Administration shall investigate the harassment complaint as soon as possible and take appropriate action to eliminate the harassing conduct.

Upon investigation, individuals who are determined to have engaged in harassment under the provisions of this policy may be subject to disciplinary action. This may include, but is not limited to, reprimand, detention, suspension, or expulsion, as well as being reported to law enforcement officials.

C. **Appeal** – If the student accused of harassment, an alleged victim, or the parent of either party disagrees with the investigative findings, they may appeal to the District Administrator. The appeal must be in writing and submitted within ten (10) business days of being notified of the findings. The District Administrator shall review the appeal and the investigative findings to determine whether modification is warranted.

The District shall maintain a written report of the findings pertaining to the harassment complaint and the action taken to eliminate the harassing conduct. Written harassment reports shall be maintained for the purpose of documenting compliance with State and Federal law.

VII. **544-07 No Retaliation:**

A. Individuals subjected to harassment, individuals reporting harassment and individuals participating in a harassment investigation will be protected from retaliation. Any person retaliating against a person who is the subject of harassment, reports harassment, or participates in a harassment investigation shall be disciplined.

B. All District employees are expected to

intervene in any suspected or blatant acts of harassment or intimidation towards students. Informal efforts to resolve acts of harassment or intimidation are encouraged.

C. Principals are responsible for informing staff and students annually of this student harassment policy.

VIII. **544-08** This policy is to be published yearly in all student and staff handbooks.

IX. **Legal Reference:**

- A. Sections 115.28(31), 118.13 and 118.155, Wisconsin Statutes
- B. PI 9 and P1 41 of the Wisconsin Administrative Code
- C. Title IX, Education Amendments of 1972
- D. Title VI, Civil Rights Act of 1964
- E. Section 504 of the Rehabilitation Act of 1973
- F. Americans with Disabilities Act of 1990
- G. Individuals with Disabilities Education Act
- H. Civil Rights Act of 1991
- I. McKinney-Vento Homeless Assistance Act

EQUAL EDUCATIONAL OPPORTUNITIES/DISCRIMINATION (Policy 545)

Note: Due to the importance of this content, this is the Richland School District’s policy in its entirety. All policies are posted on our District website: www.richland.k12.wi.us.

The Richland School District is committed to equal educational opportunity for all District students. The right of the student to be admitted to school and to participate fully in curricular, extracurricular, student services, recreational or other programs or activities shall not be abridged or impaired because of a student’s sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. Modifications of facilities necessary to provide a student with equal opportunities shall be made as required by law and permitted by budgetary limitations.

The Board directs the District Administrator or Designee to develop administrative regulations for this policy.

Administrative Regulations for New Policy (Equal Educational Opportunities/Discrimination)

545-01 Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the District shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by District personnel.

545-02 Students who have been identified as having a disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act shall be provided with reasonable accommodations in educational services and/or programs. Students may be



considered disabled under this policy even if they are not covered under the District's special education policies and procedures.

545-03 The District shall also provide for the reasonable accommodation of a student's or parent's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the Principal. Accommodations may include, but are not necessarily limited to, exclusion from participation in an activity, alternative assignments, release time from school to participate in religious activities, and opportunities to make up work missed due to religious observances. Any accommodation granted under this policy shall be provided to students without prejudicial effect.

545-04 Complaint Procedures:

A. The Complaint procedures set forth below shall not apply to the following:

1. Discrimination complaints relating to the identification, evaluation, educational placement or the provision of a free appropriate public education of a child with a disability shall be processed in accordance with established appeal procedures outlined in District policy and State and/or Federal law.
2. Discrimination complaints relating to programs funded and specifically governed by federal law or regulation, also known as "EDGAR complaints," shall be referred directly to the State Superintendent of Public Instruction.

B. Any complaint regarding the interpretation or application of the District's Equal Educational Opportunities/Discrimination Policy shall be processed in accordance with the following:

1. Any student, parent, or resident of the District complaining of discrimination on the basis of sex, race, religion, national origin, color, ancestry, creed, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap in school programs or activities shall report the complaint to the District Administrator. The District Administrator shall document the complaint on the District's Pupil Discrimination Complaint Form.
2. The District Administrator, upon receiving a complaint, shall acknowledge receipt of the written complaint within 45 days of its submission and shall immediately undertake an investigation of the suspected infraction. The District Administrator will review the complaint with the building principal, or other appropriate persons, and the facts comprising the alleged discrimination. The District Administrator shall report the findings to the Board along with a recommended corrective action if warranted. Within 90 days of the filing of the complaint, the Board shall review the merits of the complaint, determine the action to be taken, if any. The District Administrator shall report in writing the findings and the resolution of the complaint to the complainant.

3. The Complainant shall be notified of the right to appeal a negative determination by the Board to the State Superintendent of Public Instruction and of the procedures for making the appeal.
4. Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a child with a disability shall be processed in accordance with established appeal procedures outlined under the District's Special Education policy.

545-05 The District Administrator shall keep records of all formal and informal complaints, including all relevant dates, a summary of the evidence and facts and a statement of the final determination.

545-06 Nothing in these procedures shall preclude individuals from filing a complaint directly with the Office for Civil Rights as authorized under federal law. Such complaints shall be made to: Office for Civil Rights, U.S. Department of Education, Citigroup Center 500 W. Madison Street, Suite 1475, Chicago, Illinois 60661-4544.

545-07 Notice of this policy and its accompanying complaint procedures shall be published at the beginning of each school year and posted in each building in the District. In addition, a student non-discrimination statement shall be included in student and staff handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities.

Legal Reference:

Sections 115.28(31), 118.13 and 118.155, Wisconsin Statutes
PI 9 and P1 41 of the Wisconsin Administrative Code
Title IX, Education Amendments of 1972
Title VI, Civil Rights Act of 1964
Section 504 of the Rehabilitation Act of 1973
Americans with Disabilities Act of 1990
Individuals with Disabilities Education Act
Civil Rights Act of 1991
McKinney-Vento Homeless Assistance Act

**STUDENT RELIGIOUS
ACCOMMODATIONS (Policy 623)**

The Board of Education recognizes that reasonable accommodations with regard to instruction, examinations, and other academic requirements may have to be made from time to time because of a student's sincerely held religious beliefs. All requests shall be considered individually, based upon State and Federal guidelines

The Richland School District is an equal opportunity employer/educator.



2021-22 RCIS STUDENT/FAMILY HANDBOOK AGREEMENT

We, *(Name of Student)* _____ and *(Name of Parent/Guardian)* _____ have read and reviewed the contents of the RCIS Student/Family Handbook (available on the district website at www.richland.k12.us; paper copies are available upon request).

We understand and will abide by the policies and philosophy of the school.

We understand that handbook contents and district policies are subject to change with little to no notice, especially when impacted by the pandemic.

Your acknowledgment and signature will be kept on file for the duration of the school year. The handbook should be referenced for ongoing review/reference.

Signature of Student Today's Date

Signature of Parent/Guardian Today's Date