

**School District of River Falls
Ad-Hoc Policy Committee**

April 6, 2026 - 6:00 PM

District Office

852 E Division Street

River Falls, Wisconsin 54022

Personnel Committee members: Stacy Johnson Myers (Chair), Alison Page, & Alan Tuchtenhagen

A quorum of the Board may be present for information-gathering purposes only.

Agendas can be viewed at <https://www.rfsd.k12.wi.us/district/school-board.cfm> or at
<https://meetings.boardbook.org/Public/Organization/1447>

1. CALL TO ORDER - 6:00 PM

2. MANNER OF PUBLIC NOTIFICATION OF MEETING

3. HEARING OF VISITORS OR DELEGATIONS

4. CONSENT AGENDA - NEOLA POLICY UPDATES: INITIAL READINGS

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Description: The Policy Committee is conducting the initial readings of the following NEOLA policies as part of the review process. Approval by the Policy Committee will advance these policies to the full School Board for the first reading.

Policies Recommended for Initial Approval:

- Policy 5112 - Entrance Age
- Policy 5113 - Open Enrollment Program (Inter-District)
- Policy 5113.01 - Part-Time Open Enrollment
- Policy 5113.02 - Intra-District Safe School Transfers Options
- Policy 5120 - Assignment Within District
- Policy 5200.01 - Full-Time Student
- Policy 5330 - Administration of Medication/Emergency Care
- Policy 5350 - Suicide Prevention, Intervention, and Postvention
- Policy 5411 - Third Grade Promotion and Retention
- Policy 5421 - Grading
- Policy 5430 - Class Rank
- Policy 5451.01 - Wisconsin Academic Excellence Scholarship
- Policy 5451.02 - Technical Excellence Higher Education Scholarships
- Policy 5460 - Graduation Requirements
- Policy 5460.01 - Diploma Deferral
- Policy 5461 - Children At-Risk of Not Graduating from High School
- Policy 5463 - Credits from Non-Public Schools
- Policy 5515 - Student Use and Parking of Motor Vehicles
- Policy 5516 - Student Hazing
- Policy 5530 - Student Use or Possession of Intoxicants, Drugs, or Paraphernalia
- Policy 5540 - Investigations Involving Law Enforcement and Other Governmental Agencies
- Policy 5540.01 - Investigations Involving Suspected Child Abuse
- Policy 5610.02 - In-School Discipline
- Policy 5720 - Student Activism and Expression
- Policy 5722 - School-Sponsored Publications and Productions
- Policy 5730 - Equal Access for Non-District-Sponsored Student Clubs and Activities
- Policy 5751 - School-Age Parents and Married Status of Students
- Policy 5771 - Search and Seizure
- Policy 5780 - Student/Parent Rights

Recommended Action: Approve the above-listed NEOLA policies for the initial reading by the Policy Committee and recommend them for the first reading.

5. NEOLA POLICY 5410 - PROMOTION, PLACEMENT, AND RETENTION **83**

Description: This review constitutes the initial reading by the Policy Committee. Approval will forward the policy to the full School Board for the first reading.

Recommended Action: Approve Neola Policy 5410 - Promotion, Placement, and Retention for the initial reading by the Policy Committee and recommend it for the first reading.

6. NEOLA POLICY 5464 - EARLY GRADUATION **86**

Description: This review constitutes the initial reading by the Policy Committee. Approval will forward the policy to the full School Board for the first reading.

Recommended Action: Approve Neola Policy 5464 - Early Graduation for the initial reading by the Policy Committee and recommend it for the first reading.

7. NEOLA POLICY 5505 - ACADEMIC INTEGRITY **88**

Description: This review constitutes the initial reading by the Policy Committee. Approval will forward the policy to the full School Board for the first reading.

Recommended Action: Approve Neola Policy 5505 - Academic Integrity for the initial reading by the Policy Committee and recommend it for the first reading.

8. NEOLA POLICY 5517.01 - BULLYING **91**

Description: This review constitutes the initial reading by the Policy Committee. Approval will forward the policy to the full School Board for the first reading.

Recommended Action: Approve Neola Policy 5517.01 - Bullying for the initial reading by the Policy Committee and recommend it for the first reading.

9. NEOLA POLICY 5830 - STUDENT FUNDRAISING **95**

Description: This review constitutes the initial reading by the Policy Committee. Approval will forward the policy to the full School Board for the first reading.

Recommended Action: Approve Neola Policy 5830 - Student Fundraising for the initial reading by the Policy Committee and recommend it for the first reading.

10. SCHEDULE NEXT POLICY AD-HOC COMMITTEE MEETING

Description: Upcoming committee meeting dates, times, and locations will be reviewed.

Recommended Action: Set the meeting schedule as follows:

Ad-Hoc Policy Committee meeting: Monday, May 4, 2026, 6:00 p.m.

The meeting will be held in the District Office conference room at 852 E. Division Street.

11. ADJOURN



Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	ENTRANCE AGE
Code	po5112 3/5
Status	
Legal	118.14, 118.15, 120.12(25), 252.04, Wis. Stats.

5112 - **ENTRANCE AGE**

The School Board will establish student entrance age requirements which are consistent with Wisconsin Law and sound educational practice and which ensure equitable treatment.

A. Kindergarten (4 year old and 5 year old)

1. ↔ A child is eligible for entrance into four (4) year old kindergarten if the child attains the age of four (4) on or before September 1st of the school year in which the child is being enrolled and meets the residency requirements.
2. ↔ A child is eligible for five (5) year old kindergarten when the child attains the age of five (5) on or before September 1st of the school year in which the child is being enrolled and meets the residency requirements. The child may not be placed in an alternative program without the permission of the parent.

B. First Grade

1. A child must be six (6) years of age on or before September 1st in the school year in which the student enrolls. The student must also have completed a kindergarten program or received a waiver of this requirement.
2. Any student who has not completed a five (5) year old kindergarten program, but seeks to enroll into first grade, must receive a waiver of the requirement. The following students are eligible to receive a waiver:
 - Any student who has moved to the District from another state or country where completion of a five (5) year old kindergarten program is a prerequisite to enrollment in first grade and that student has received a waiver of the requirement in the prior state or country.
 - Any student who has moved to the District from another state or country that does not require the completion of five (5) year old kindergarten prior to enrollment in first grade
 - Any student who, at the discretion of the Principal, in consultation with the first grade teacher(s) of the District, determines that, notwithstanding that the student has not completed a five (5) year old kindergarten program, the student has demonstrated sufficient aptitude in all core competencies normally required of kindergarten students in the District upon completion of the kindergarten program.
 - The Principal **or designee** will perform any required testing to establish the student's academic capabilities and will prepare a written evaluation that either grants or denies the waiver and provides an explanation as to the decision.
3. The parents of any student denied a waiver under this section by the Principal may appeal that decision to the Superintendent by submitting a written request to the Superintendent within ten (10) calendar days of the decision of the Principal. The decision of the Superintendent is final.

C.

[END OF OPTION #1]

~~[] [OPTION #2]~~

~~The parents of any student denied a waiver by the Superintendent may appeal the decision to the School Board by submitting a written request to the Superintendent within ten (10) calendar days of the decision by the Administrator. The Superintendent will notify the School Board President and a meeting will be scheduled with the parents. The decision of the School Board is final.~~

~~[END OF OPTION #2]~~

D. **Initial Entry**

Children entering the District for the first time must comply with State law. Students must have an immunization record or a properly submitted waiver on file at the school. Any student who does not have the proper immunization records or appropriate waiver within thirty (30) **school** days of enrollment may be excluded or permitted to remain in school pursuant to Policy 5320 - Immunization.

~~(→) Any student, and/or the student's parent(s), who enters the District for the first time must disclose prior or pending school expulsions at the time of enrollment. [END OF OPTION]~~

E. **Verification of Residence**

Verification of a parent's residence will be required at the time the child registers in a District school. Verification of residence may also be required at any other time at the discretion of the Superintendent.

F. **Verification of Age**

~~Verification of a child's age will be required at the time the child enrolls. (→) See Administrative Guideline 5112A— Admission to Kindergarten. [END OF OPTION]~~

G. **Early Admission**

The District will prescribe procedures, conditions, and standards for early admission to ~~(→) four (4) year old kindergarten, [END OF OPTION]~~ five (5) year old kindergarten, and first grade.

~~(→) The District does not allow early entrance to four (4) year old kindergarten. [END OF OPTION]~~

H. **Older Students**

A person who is a resident of the District and over twenty (20) years of age may enroll **provided** ~~providing~~ the Superintendent does not think such enrollment will interfere with the education of the other students.



Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	OPEN ENROLLMENT PROGRAM (INTER-DISTRICT)
Code	po5113 - 2/26
Status	
Legal	118.51, Wis. Stats. Wis. Adm. Code Ch. P.I. 36

5113 - **OPEN ENROLLMENT PROGRAM (Inter-District)**

The District will participate in the Wisconsin Public School Open Enrollment Program in accordance with applicable law and the relevant policies and rules of the District, all as amended from time-to-time.

DEFINITIONS

The following definitions will apply to the District's Open Enrollment Program.

A. Nonresident District

A school district located in Wisconsin which is not a student's district of residence.

B. Nonresident Student

A student who does not reside within the geographic boundaries of the District and who seeks admission to this District under the Open Enrollment Program.

C. Tuition Student

A nonresident student who attends school in the District and pays tuition in accordance with State law.

D. Full-Time Enrollment

A student is enrolled for the entire school day and receives all required education in this District.

E. Class Size

The District's determination of the maximum number of students who can be accommodated properly in a particular classroom without jeopardizing the quality of the instructional program and mitigating circumstances for a particular school, class, or program, including enrollment projections established by the Superintendent.

F. Program Size

The enrollment or size restrictions in a specific program within a class or building. The District reserves the exclusive right to establish program size and to limit enrollment based upon the capability to properly allocate available resources, create and maintain a proper learning environment, and comply with contracts, grants, and applicable laws and regulations.

G. Resident Student

A student who is a resident of this District and is consequently entitled to attend school in this District in accordance with Policy 5111 - Eligibility of Resident/Nonresident Students.

H. Absences (Excused and Unexcused)

See Policy 5200 - Attendance.

I. Truancy and Habitual Truancy

See Policy 5200 - Attendance.

J. Part of the School Day

See Policy 5200 - Attendance.

K. Tardiness

See Policy 5200 - Attendance.

~~[END OF OPTION]~~

FULL-TIME OPEN ENROLLMENT

A. Annual Space Determinations

During a January meeting, the School Board will establish the availability of space by determining the number of regular education and special education spaces in the schools, programs, classes, or grades. In setting space availability, the School Board may choose to set no limitations or may set limits on availability using the following criteria:

1. District practices, policies, procedures, or other factors regarding class size ranges for particular programs or classes.
2. District practices, policies, procedures, or other factors regarding faculty-student ratio ranges for particular programs, classes, or buildings.
3. Enrollment projections, which account for factors that include but are not necessarily limited to, likely short and long term economic development in the community, housing starts, current and future needs for special programs, laboratories, or other initiatives.

~~[] Option 1~~

~~In establishing current enrollment numbers for open enrollment availability purposes, the School Board does not guarantee open enrollment approvals to any non-resident students.~~

~~[END OF OPTION 1]~~

~~[] Option 2~~

In establishing current enrollment numbers for open enrollment availability purposes, the School Board will include the following as guaranteed open enrollment approvals:

- a. ~~() Students attending the District for whom tuition is paid by written agreement with the resident district under 121.78(1)(a), Wis. Stats.~~
- b. ~~() All currently attending students.~~ All currently attending students at the time of district open enrollment space determinations.
- c.
- d. ~~() All siblings of currently attending students.~~ Siblings of currently attending students at the time of district open enrollment space determinations.

~~[END OF OPTION 2]~~

~~[Drafting Note for options b and c: If a nonresident school board's open enrollment policy guarantees approval of currently attending students and siblings of currently attending students, it means that all applications for these students must be approved. If a student with a disability is a currently attending student or a sibling of a currently attending student and the School Board guarantees approval of either or both of those groups of students, the School Board must approve their open enrollment application, even if the School Board has determined that there is no space available in a specific program for students with disabilities, but may be able to deny the application if a particular service required in the student's IEP is not available in the District.]~~

4. If the School Board determines that no special education space is available in any grade or program, the District must still review each student's IEP in its entirety to determine the following:
 - a. whether the District has space available in the special education and related services required in the student's IEP;
 - b. whether the District has special education and related services available as required in the student's IEP.
5. ~~(-) If the District is a union high school district, the number of students who have applied under 118.51(3)(a) or (3m)(a), Wis. Stats., and are currently attending an underlying elementary school district.~~

B. Processing of Open Enrollment Applications

A parent of a nonresident student may submit an application to attend school in the District during the applicable regular open enrollment period or through the alternative open enrollment process. The application must be submitted using the form designated by the Wisconsin Department of Public Instruction.

Upon receipt of an application, the Superintendent will confirm that the application is complete or request that it be completed before being further considered.

Parents will be notified of the determination on their applications on or before the first Friday following the first Monday in June following receipt of the application, or within the timeframe otherwise established by law. If approved, the parent will be notified of the approval and the specific assignment within the District. If, upon enrollment, the student is appropriately placed in a different grade level, the student will be so assigned unless applications for that grade level have been denied or there is no longer space available at that grade level.

Any notice of a decision to deny will include the following:

1. Specific reason(s) for denial, ~~(-) and whether the student has been placed on the waiting list. [Select only if use of a waiting list is selected below.]~~
2. Notice of the parents' right to appeal, the address to send the appeal, and information on where to locate the form required for appeal.

Application of Space Determinations and Random Selection Process

If the District receives more student applications during the regular application period for full-time enrollment than there are spaces available, the District shall determine which students to accept on a random basis, subject to the following exceptions and to the additional School Board-established procedures that implement this policy:

1. Students granted a preference to available spaces: If otherwise eligible to be approved under this policy and applicable law, and provided that the individual has submitted a timely application during the applicable regular application period (but not including any alternative applications), the following applicants for full-time open enrollment in the District will receive preferential access to the available spaces:
2. Students who are currently enrolled in and attending school in the District (excluding part-time attendance by a student who is enrolled in another public school district, a private school, a tribal school or home-based private educational program).
3. The siblings of any student who is currently attending school in the District (excluding part-time attendance by a student who is enrolled in another public school district, a private school, a tribal school or home-based private educational program).
4. Random selection process may be limited to the applications not entitled to a preference: If there is sufficient space available to approve ALL of the applications that are entitled to the space-based preference identified above, the random selection process may be limited to those applications that are not entitled to the preference.

~~If there are more applications than spaces, the School Board will fill the available spaces by random selection. Random selection will be conducted among the student applications for each grade level. The order of grade level selection will also be randomly determined. The following considerations will be included in the random selection process:~~

~~1. Preferences~~

- ~~a. If the School Board has not guaranteed approval in its determination of space availability to currently attending students, it will grant preference to such students in the random selection process.~~
- ~~b. If the School Board has not guaranteed approval in its determination of space availability to the siblings of currently attending students, it will grant preference to such students in the random selection process.~~

~~If in any selection process there are more students eligible for preferred treatment than there are spaces available, the School Board will conduct random selection from among the students granted preference. Both currently attending students and siblings of currently attending students who are not guaranteed approval will be granted equal preference.~~

- ~~2. The sibling of a student selected in the random selection process will be granted preference to any spaces available that the sibling has applied for, but the sibling may not be approved if there are no remaining spaces for the sibling.~~
- ~~3. [] The District will establish a numbered waiting list of all applicants. When all available slots have been filled by randomly selecting names from all applicants, the remaining names will be drawn randomly and placed on the waiting list in order of selection, with those students granted a preference under this policy to be included first on the waiting list in random order followed by any other student applicants in random order.~~

After the date specified in 118.51(3)(a)3., Wis. Stats., the nonresident school board may approve applications it had initially denied if any of the following cause spaces to become available:

- a. A parent notifies the nonresident school board that the student will not attend the nonresident school district.
- b. A parent fails to provide the notification accepting open enrollment as required in 118.51(3)(a)6., Wis. Stats.
- c. The School Board determines that additional spaces have become available since its determination at the January School Board meeting.

The District will notify the parent of a student accepted from the waiting list of that student's eligibility to attend the District, unless the student has already enrolled in a different nonresident school district or has since become a resident of the District. The notice will state the following:

- a. the school or program the student has been assigned to;
- b. a date, at least ten (10) calendar days from the date of the notice, by which the parent must accept the open enrollment approval. Failure to timely accept will be considered rejection and the approval will be considered rescinded. **[END OF OPTION]**

C. Decisional Criteria for Nonresident Applications

Decisions on nonresident open enrollment applications will be based only on the following criteria:

- 1. Space availability as defined in this policy.
- 2. Whether an applicant for a pre-kindergarten, four (4) year old kindergarten, **or** early childhood ~~or school operated day care program~~ resides in a district which offers the program for which application is made.
- 3. Whether the nonresident student is currently under an order of expulsion for any reason; or has been expelled from any school district within the current school year or the two (2) preceding school years but the period of expulsion has ended, or is pending any disciplinary proceeding, based on any of the following

activities:

- a. Conveying or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy school property by means of explosives.
- b. Engaging in conduct while at school or under school supervision that endangered the health, safety, or property of others.
- c. Engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety, or property of others at school or under the supervision of a school authority or of any school employee or School Board member.
- d. Possessing a dangerous weapon (as defined in 939.22(10), Wis. Stats.) while on school property or under school supervision.

Notwithstanding the School Board's acceptance of a nonresident student's application, the School Board may withdraw acceptance if, prior to the beginning of the first school year in which the nonresident student will attend a school in the District, the student is determined to fall under paragraph C. 3.

The School Board may request a copy of a nonresident student's disciplinary records from the resident school board.

The resident School Board will provide to the nonresident School Board a copy of any expulsion order or findings, a copy of any pending disciplinary proceedings, a written explanation of said proceeding, the length of the expulsion or possible outcomes of a pending proceeding, and/or such records as permitted by law.

4. Whether the special education program or related services described in the nonresident student's Individualized Education Program ("IEP") are available in the District. Whether a service is available depends on whether existing staff in the District are qualified to provide the service or whether the District has facilities and/or equipment required for the service. A service is not available in the District if that service is currently provided to resident students through contract with a third party. Whether a service is available is not a function of whether there is space available in any program or service. A service may be unavailable even if no space limitations have been established.
5. Whether there is space available in the District to provide the special education or related services identified in the nonresident student's IEP, after consideration of class size limits, student-teacher ratios, and enrollment projections.
6. Whether the nonresident student has been referred ~~to the nonresident student's resident School Board~~ under 115.777(1), Wis. Stats., or identified ~~by the nonresident student's resident school board~~ under 115.77(1m) (a), Wis. Stats., but not yet evaluated by an individualized education program team.
7. If a nonresident student's IEP is developed or changed after starting in the District, and it is then discovered that the District does not have necessary programs available or does not have space in the special education program, the District may notify the student's parent and the student's resident School Board. If such notice is provided, the nonresident may be transferred to their resident school district.
8. If the School Board has made a determination that a nonresident student attending the District under the Open Enrollment Program is habitually truant from the District during either semester of the current school year, the School Board may prohibit the student from attending in the succeeding semester or school year, after complying with the requirements of PI 36.09(2).

The habitual truancy determination will be made on the sole basis of enrollment in the nonresident district. Open enrollment may not be denied based on the student's truancy from any other district.

D. Reapplication Procedures

The School Board will require accepted nonresident students to reapply under the open enrollment policy when the nonresident student enters middle school, junior high school or high school. A nonresident student may be required to reapply only once. **[END OF OPTION]**

The School Board will not require accepted nonresident students to reapply under the open enrollment policy as long as the student is continuously enrolled in the District. **[END OF OPTION]**

E. Termination of Open Enrollment

If the School Board determines that a student is habitually truant during either semester of the current school year, the School Board may prohibit the nonresident student from attending in the succeeding semester or school year. The Superintendent will assure compliance with DPI regulations pertaining to open enrollment termination found in Wis. Admin Code PI 36.09.

If the parent or nonresident student believes the student has been marked absent, tardy, or truant in error, the parent or student may contact the school attendance officer and provide a written explanation of the circumstances believed to be in error. The attendance officer will review the matter and provide a response to the parent or student either correcting the attendance record, confirming the accuracy of the record, or requesting additional information upon which a decision will then be made. If additional information is requested, it must be provided within five (5) school days of the request or no additional information will be considered in the decision.

~~Open enrollment of a student in a virtual charter school may also be terminated if, on three (3) occasions during a single semester, the student has failed to respond to a school assignment or directive within five (5) school days not counting any days excused by the student's parents up to a maximum of ten (10) school days per year, and after each occurrence the virtual charter school notified the student's parents. After the third incident, the virtual charter school program will notify the School Board of the nonresident student's failure to participate in the program. The School Board may terminate the student's open enrollment.~~

F. Transportation

The parents of a student attending a nonresident school district will be solely responsible for providing transportation to and from the school site. ~~(→)~~ The District will permit a nonresident student to ride District transportation if space is available on a regularly-scheduled bus route. **[END OF OPTION]** The District will provide transportation for a nonresident student with an identified disability for whom transportation is required by the student's IEP.

~~(→) The School Board may provide transportation to nonresident students from their resident district provided the student's resident district approved. The Superintendent will develop procedures for implementing this provision.~~

[SELECT ONE OF THE OPTIONS BELOW:]

[OPTION #1]

~~(→) The School Board will permit a neighboring district to bus resident students from within its boundaries for attendance at the nonresident neighboring district. The Superintendent will develop procedures for implementing this provision.~~

[OPTION #2]

~~(→) The School Board will not permit a neighboring district to bus resident students from within its boundaries for attendance at the nonresident neighboring district.~~

[END OF OPTIONS]

ALTERNATIVE APPLICATION PROCEDURES

The parent of a nonresident student who wishes to attend a school in the District may apply at any time throughout the year by submitting an application under the alternative application procedure if the student satisfies at least one (1) of the statutory criteria and has not applied to more than three (3) nonresident school districts. ~~(See AG 5113 and AG 5113B – Open Enrollment for Students with Disabilities.)~~

Applications from a nonresident student under the alternative application procedures received after the School Board's January meeting, at which it sets open enrollment space availability numbers for the subsequent year, may be approved for the current year if the School Board has not imposed a space limitation for the student's current year grade level and also has not imposed a space limitation for the subsequent school year in the student's subsequent grade level. Alternative applications received prior to the 3rd Friday in September may be approved if the School Board has approved all applications for that grade level that were received during the regular period, including the offer of enrollment to applicants placed on the waiting list, if any.

[→] DELEGATION TO Superintendent

The School Board delegates to the Superintendent the authority to approve or deny open enrollment applications ~~(→)~~ including under the alternative procedures ~~[END OF OPTION]~~ consistent with the criteria in this policy and based on the School Board's space determinations approved in January of each year.

~~[END OF OPTION]~~

REVIEW AND REVISION OF POLICY

If, in the course of reviewing the School Board's Open Enrollment Program, it opts to modify the policy, any changes will be made by resolution and be adopted prior to the first application date of the open enrollment period to which the revisions will apply.

General Provisions

- A. ~~(→)~~ A student, who has been accepted under this program, who has not met the academic prerequisites for participation in a particular program in which the student wishes to enroll will not be placed in that program.
- B. ~~(→)~~ The District's Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity will apply to all applicants under this program. In addition, the District will not discriminate on the basis of an applicant's intellectual, academic, artistic, athletic, or other ability, talent, or accomplishment, or based on a mental or physical disability, except as provided for in the statute authorizing this program.
- C. ~~(→)~~ ~~The Superintendent will be responsible for developing and promulgating administrative guidelines to implement this policy. (See accompanying pages.) Such guidelines will address at least the following matters:~~
 - 1. ~~(→)~~ ~~participation in interscholastic athletics~~
 - 2. ~~(→)~~ ~~District transportation services~~
 - 3. ~~(→)~~ ~~transfer of academic credit~~
 - 4. ~~(→)~~ ~~assignment within the District~~
 - 5. ~~(→)~~ ~~payment of fees and other charges~~

Application of Emergency Orders

All timelines or other procedures described in this policy and in any implementing administrative guidelines are subject to modification in the event that the State or Federal government issues emergency or other temporary orders affecting any of the subject matter of this policy. The policy automatically incorporates the contents of any such order or proclamation, including any discretionary authority provided, and delegates by policy the authority to exercise that discretion to the Superintendent.

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Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	PART-TIME OPEN ENROLLMENT
Code	po5113.01 1/27
Status	
Legal	118.52, Wis. Stats.

5113.01 - PART-TIME OPEN ENROLLMENT

The School Board will provide students enrolled in the District ~~() including nonresidents enrolled through a whole grade sharing agreement with the student's resident school district~~ **[END OF OPTION]** with the ability to take up to two (2) courses at any given time in a nonresident public school district. Likewise, the School Board will consider the enrollment of a nonresident student in up to two (2) courses per term under the criteria set forth in this policy and any criteria required by law.

Resident Student Applications for Part-Time Open Enrollment

A. General Procedures

The parent of any student enrolled as a resident of the District ~~() or a nonresident enrolled through a whole grade sharing agreement with the student's resident school district~~ **[END OF OPTION]** who wishes to attend one (1) or two (2) courses at a nonresident school district under this policy will make a written application to such nonresident district no less than six (6) weeks prior to the beginning of the term in which the course(s) are offered. The application:

1. must be on a form provided by the Wisconsin Department of Public Instruction;
2. must be copied to the School Board at the same time as the application is made to the nonresident school district.

B. Decisional Criteria for Resident Applications

The School Board will review all applications received under this policy to attend courses at a nonresident school district under the criteria below. Both the nonresident school district of proposed attendance and the School Board must approve the course.

Acceptance or denial of any resident student's application will be made no later than one (1) week prior to the start of the course. Rejection of a student's application to attend such courses will be made in writing and will provide an explanation of the reason for rejecting the application. One of the following reasons must be the basis for such rejection:

1. *Individualized Education Program (IEP)*. If the School Board determines that the proposed course conflicts with the student's IEP, the School Board will reject the course.
2. *Undue Financial Burden*. The School Board may reject an application if the cost of the course would impose an undue financial burden on the District considering the totality of the District's economic circumstances,

including applicable revenue limits, ability to pay the cost of tuition, and the per student cost of educating all District students.

If the District determines that the course does not satisfy the District's high school graduation requirements, it will notify the student in writing of this determination at least one (1) week prior to the start date of the course. This notice will be provided whether the application is approved or rejected.

Nonresident Student Applications for Part-Time Open Enrollment

A. General Procedures

The parent of any nonresident student that wishes to attend one (1) or two (2) courses offered by the District will make a written application to the School Board no less than six (6) weeks prior to the beginning of the term in which the course(s) are offered. The application:

1. must be on a form provided by the Wisconsin Department of Public Instruction;
2. must be copied to the student's resident School Board at the same time as the application is made to the nonresident School Board.

B. Decisional Criteria

The School Board will determine acceptance or rejection of a nonresident student's application to attend courses in the District using the same criteria and policies for entry into the course that apply to resident students, except that preference for attendance ~~(-) may (-)~~ will **[END OF OPTION]** be given to resident students. Applications from nonresident students that are already accepted into two (2) courses in a particular term will be rejected on that ground. If a particular course has limited enrollment, those spots not taken by resident students will be allocated to nonresident applicants under this policy that otherwise qualify for enrollment on a randomly selected basis.

The parents and the resident school district are to be notified, in writing, no later than one (1) week prior to the commencement of the course whether the application has been accepted or rejected. If accepted, the notification is to include the name of the school the student is to attend and that the enrollment is valid only for the forthcoming semester or school year or special time period during which the course(s) will be offered. If rejected, the notice will state the reason for the rejection.

General Requirements

A. Notice of Intent to Enroll

The parents of the student must notify both the resident school district and the district in which the student has applied for part-time open enrollment of the student's intent to enroll after receipt of the decision to accept the application but before the beginning of the applicable course.

B. Transportation

By enrolling in a course under this policy either as a resident or nonresident, the parent understands that the parent is responsible for transporting the student to and from any courses attended under this policy, unless the Department of Public Instruction agrees to reimburse the parent directly for such costs.

C. Tuition for Attendance at Another School District

Tuition costs will be paid for by the resident school district in an amount equal to the cost of the course(s) as determined by the Department of Public Instruction.

D. Appeal of Rejection

Any application that is rejected under this policy may be appealed to the State Superintendent of Public Instruction within thirty (30) days of the decision. The State Superintendent's decision is final and will only reverse the initial decision if that decision was arbitrary or unreasonable.



Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	INTRA-DISTRICT SAFE SCHOOL TRANSFERS OPTIONS
Code	po5113.02 - 2/28
Status	
Legal	20 U.S.C. 7912 Wis. Admin. Code § P.I. 23

5113.02 - INTRA-DISTRICT SAFE SCHOOL TRANSFERS OPTIONS

The ~~School Board of Education~~ School Board will allow a student to attend another appropriate grade level public school within the School District, including a public charter school, if either of the following applies to the student:

- A. Persistently Dangerous School – The student attends a school identified as persistently dangerous by the Department of Public Instruction; or
- B. Victim of Violent Criminal Offense – The student has been a victim of a violent criminal offense under either of the two (2) following circumstances and reports the incident to the appropriate law enforcement agency and to the building principal:
 - 1. The student has been a victim of a violent criminal offense while on the school grounds that the student attends during school hours, or during a school-sponsored event at the school that the student attends that does not occur during school hours; or
 - 2. The student has been a victim of a violent criminal offense while being transported to school for the purpose of attending curricular programs during school hours or from school to home immediately following school hours on a school bus owned, leased, or contracted by the School District or by a motor vehicle operated as an alternative method of transportation under Sec. 121.555, Wis. Stats. For a student who has been a victim of a violent criminal offense while being transported to or from a school by a common carrier in a School District providing transportation under Sec. 121.54(1), Wis. Stats., the School Board will make transfer decisions on a case-by-case basis.

The School Board is not required to offer a transfer to a student who is a victim of a violent criminal offense under the following circumstances:

- a. while away from school ~~s/he~~ the student attends, but during a school-sponsored activity or field trip
- b. while traveling on the school bus to or from a school-sponsored activity or field trip
- c. while on school grounds of the school ~~s/he~~ the student attends, but not during school hours or during a school-sponsored event

If there is not another appropriate grade level public school within the School District, including a public charter school, the School Board will not be required to offer the student the option to transfer.

The School Board, upon written notification from the department that a school in the District has been identified as persistently dangerous, will do the following:

- A. Within ten (10) working days of receiving the notice provide written notice to the parents or guardians of the students attending the school that the school has been identified as persistently dangerous and that students attending the school may transfer to another appropriate grade level public school operated by the School District, including a public charter school.
- B. Within thirty (30) working days of receiving the notice, complete the transfer of those students who accept the offer to be transferred.
- C. Within thirty (30) days of receiving the notice submit to the department the school's safety plan, a summary of local efforts to address the school's safety concerns, current available data deemed relevant by the School Board that is not reflected in the school performance report and, upon the Department's request, other information deemed relevant by the Department.
- D. Within thirty (30) working days of receiving the notice submit a corrective action plan to the Department including, for example, the following corrective actions:
 1. providing additional personnel to supervise children
 2. providing conflict resolution instructional programs
 3. collaborating with local law enforcement agencies
 4. providing school discipline enforcement training for school staff
 5. providing additional security measures

Upon receipt of notice from the Department that a school is no longer persistently dangerous, the School Board will notify parents and guardians of students that the Department no longer considers the school persistently dangerous.

Victims of a Violent Criminal Offense

The School Board, or the School Board's designee, upon written notification from a student to a building principal that s/he has been the victim of a violent criminal offense, will, within ten (10) working days of the report of the incident determine, in consultation with law enforcement officers (if necessary) and the building principal, if the incident is a violent criminal offense under the Appendix to P.I. 23. The alleged offender need not be convicted for the School Board to find that a violent criminal offense has occurred.

If the incident is a violent criminal offense, the School Board will also do the following:

- A. Within ten (10) working days of the report of the incident notify in writing the parents or guardians of the student of the choice to transfer to another appropriate grade level public school operated by the School District, including a public charter school.
- B. Within thirty (30) working days of the student accepting the offer to transfer, complete the transfer.

This policy is implemented pursuant to the Elementary and Secondary Education Act of 1965 and Department of Public Instruction Administrative Rule, Section P.I. 23 – ESEA Intra-District Safe School Transfer Options. The provisions of this policy are intended to comply with P.I. 23. To the extent that this policy is ambiguous or inconsistent with P.I. 23, P.I. 23 will govern.

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Book Neola Policy Templates for Processing
 Section 5000 Students Templates
 Title ASSIGNMENT WITHIN DISTRICT
 Code po5120 2/28
 Status

5120 - **ASSIGNMENT WITHIN DISTRICT**

The **School Board of Education** directs that the assignment of students to schools within this District be consistent with the best interests of students and the best use of the resources of this District.

The **School Board** will determine

~~() annually~~

() periodically

the school attendance areas of the District and will expect the students within each area to attend the school so designated.

The Superintendent will

~~() annually~~

() periodically

review existing attendance areas and recommend to the **School Board** such changes as may be justified by:

- A. () considerations of safe student transportation and travel;
- B. () convenience of access to schools;
- C. () financial and administrative efficiency;
- D. ~~() the need to maintain racial or ethnic balance;~~
- E. () the effectiveness of the instructional program; **or**
- F. () **an wholesome and** educationally sound balance of student populations; **;**
- G. () _____.

No assignment to schools or attendance schedules will discriminate against students on the basis of gender, race, religion, disability, or national origin.

() The Superintendent may assign a student to a school other than that designated by the attendance area when such exception is justified by circumstances and is in the best interest of the student.

- A. () Every effort will be made to continue a student in the elementary school to which ~~she they are~~ **the student** **is** initially assigned.

B. (↔) Wherever possible and advisable in the interests of the students, siblings will be assigned to the same building.

[-] The Superintendent will assign incoming transfer students to such schools, grades, and classes as may afford each student the greatest likelihood of realizing ~~his/her/their~~ the student's fullest educational potential.

[-] The Principals will assign students in ~~his/her/their~~ school to appropriate grades, classes, or groups. This action will be based on consideration of the needs of the student as well as the administration of the school.

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Book Neola Policy Templates for Processing
 Section 5000 Students Templates
 Title FULL-TIME STUDENT
 Code po5200.01 1/28
 Status

[DRAFTING NOTE: DPI membership audits require a policy on "full-time students" for every district.]

5200.01 - FULL-TIME STUDENT

The School Board defines a full-time student as

~~(→) a student enrolled in a School Board-approved program in accordance with other statutory required programs and exceptions;~~

~~(→) a student enrolled in a District approved program for a full instructional day;~~

~~(→) a student enrolled in~~

~~(→) six (6) class periods per day (Grades _____);~~

~~(→) seven (7) class periods per day (Grades _____);~~

~~(→) eight (8) class periods per day (Grades _____);~~

~~(→) unless the student is enrolled in a School Board approved~~

~~(→) Early College Credit Program;~~

~~(→) Start College Now program;~~

~~(→) special education program identified in an IEP;~~

~~(→) modified program authorized for in accordance with Policy 2451—Program or Curriculum Modifications, or~~

~~(→) an alternative education program;~~

~~(→) a student enrolled as a 5th year senior.~~

~~(→) _____ [other].~~

Students who do not meet one (1) of the standards identified above will be classified as part-time students.



Book Neola Policy Templates for Processing

Section 5000 Students Templates

Title ADMINISTRATION OF MEDICATION/EMERGENCY CARE

Code po5330 2/11

Status

Legal 118.29, Wis. Stats.
 118.291, Wis. Stats.
 118.292, Wis. Stats.
 118.2925, Wis. Stats.
 121.02, Wis. Stats.
 PI 8.01(2)(g)
 Wis. Admin. Code N 6.03
 2009 Wisconsin Act 160

5330 - ADMINISTRATION OF MEDICATION/EMERGENCY CARE

The School Board will not be responsible for the diagnosis and treatment of student illness. The administration of medication to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication were not administered during school hours, or a student with disabilities requires medication to benefit from the student's educational program.

For purposes of this policy, the following definitions will be used:

Practitioner: will include any physician, naturopathic doctor, dentist, podiatrist, optometrist, physician assistant, and advanced practice nurse prescriber who is licensed in any state.

Medication: will include all drugs including those prescribed by a practitioner and any nonprescription drug products.

Administer: means the direct application of a nonprescription drug product or prescription drug, whether by injection, ingestion, or other means, to the human body.

Nonprescription drug product: means any non-narcotic drug product which may be sold without a prescription order and which is prepackaged for use by consumers and labeled in accordance with the requirements of State and Federal law.

Administration of Prescription Drug Products by School Staff

Before any prescribed medication may be administered to any student during school hours, the School Board will require the written instructions from the child's practitioner accompanied by the written authorization of the parent. Such documentation will be kept on file in the () health office and uploaded to the student information system. school office () nurse's office () health room [END OF OPTION]. Prescription medication must be provided in the original container with the prescription label showing the name and telephone number of the pharmacy, the student's name, the name of the physician, the name of the drug, and the dosage to be administered.

All prescription medication will be secured and appropriately stored (allowing for quick access and retrieval before, during, and after school hours), unless the medication is an emergency medication that the student is authorized to carry by Administration and self-administer by authorization of both the student's parent(s) and practitioner, and the possession of such medication by the student in school is not prohibited by law or regulation.

Administration of Nonprescription Drug Products by School Staff

Nonprescription drug products may be administered to any student during school hours only with the prior written consent of the parent. Such documentation will be kept on file in the health office and uploaded to the student information system. ~~school office nurse's office health room [END OF OPTION].~~ Substances, that are not FDA approved (i.e., natural products, food supplements) will require the written instruction of a practitioner and the written consent of the parent will not be administered by District staff [END OF OPTION]. Nonprescription drugs that are provided by the parent may be administered by school staff only if the nonprescription drugs are supplied in the original manufacturer's package which lists the ingredients, recommended therapeutic dosage in a legible format, and the student's name. [END OF OPTION] If a parent has completed the appropriate form authorizing the school to administer nonprescription drugs (e.g., acetaminophen, ibuprofen, diphenhydramine), the student may receive such drugs from the school's supply consistent with the parental authorization and the nonprescription drug dosage information. [END OF OPTION] Any dosage of nonprescription medication other than that listed on the medication's packaging must be authorized in writing by a medical practitioner.

Student Possession of Medication

~~[DRAFTING NOTE: Select option for possession and self-administration of medication by students.]~~

~~**[] Option #1**~~

~~Students are prohibited from possessing, using, carrying, or distributing in school, at school-sponsored events, or on school grounds any drugs or other products which, even though not defined as a drug, are used or marketed for use for medicinal purposes, such as to relieve pain or to relieve the symptoms of an underlying medical condition (including aspirin, ibuprofen, dietary supplements, CBD oil products, etc.). [END OF OPTION]~~

~~[END OF OPTION #1]~~

~~**[] OPTION #2**~~

~~Unless authorized as specified below, students are prohibited from possessing, using, carrying, or distributing in school, at school-sponsored events, or on school grounds any drugs or other products which, even though not defined as a drug, are used or marketed for use for medicinal purposes, such as to relieve pain or to relieve the symptoms of an underlying medical condition (including aspirin, ibuprofen, dietary supplements, CBD oil products, etc.).~~

~~High school students may possess and self-administer their own nonprescription medications and prescription medications [END OF OPTION] at school, if the appropriate medication authorization form is filed in the school office, provided the student is in possession and self-administers in compliance with relevant District policies and administrative guidelines [END OF OPTION]. Responsible students in grades K-8 may be permitted to possess and self-administer medications after consultation with the Principal, school nurse, and parent. If granted permission by the Principal, a medication management plan must be written and signed by all parties. Permission must be obtained every school year. [END OF OPTION]~~

~~[END OF OPTION #2]~~

The provisions of this policy are to be viewed together with the School Board Policy 5530 - Student Use or Possession of Intoxicants, Drugs, or Paraphernalia.

CBD Products at Schools

~~[OPTIONS: Note that neither option needs to be selected if preferred at this time, leaving this issue for specific coverage at another time]~~

~~**[] OPTION #1**~~

~~Lawful, Hemp derived CBD products may be stored at school in a specific location, in its original packaging and allowed for self-administered use under the supervision of school staff and subject to appropriate physician's certificate and parent documentation.~~

~~[] OPTION #2~~

No CBD products are permitted for use at school or at school-sponsored events.

~~[END OF OPTIONS FOR CBD PRODUCTS][DRAFTING NOTE: If optional language regarding essential oils has been selected in Policy 5530, make sure the option selected below is consistent.]~~

~~[] Use of Essential Oils~~

~~[] OPTION #1~~

~~All students wishing to use essential oils in the school must seek prior approval from the () Principal ()~~
~~[END OF OPTION]~~

~~[END OF OPTION #1]~~

~~[] OPTION #2~~

Students are prohibited from using essential oils at school.

~~[END OF OPTIONS FOR ESSENTIAL OILS]~~

General Provisions

~~[] Parents may administer medication at school or at school-sponsored events. [END OF OPTIONAL PARAGRAPH]~~

No student is allowed to provide or sell any type of medication to another student. ~~()~~ Violations of this rule will be considered violations of the Student Code of Conduct and Policy 5530 - Student Use or Possession of Intoxicants, Drugs, or Paraphernalia. ~~[END OF OPTION]~~

Any bus driver, staff member or volunteer, ~~authorized in writing by () the School Board, () the Superintendent, () or a principal, [END OF OPTIONS]~~ ~~[DRAFTING NOTE: All three (3) are authorized by statute, but could be limited by the School Board.]~~, is immune from liability for their acts or omissions in administering medication including, but not limited to glucagon, an opioid antagonist, and epinephrine, unless the act or omission constitutes a high degree of negligence and, in the case of any staff member or volunteer who administers an opioid antagonist, the staff member or volunteer contacts emergency medical services as soon as practicable after administering the drug to report the suspected overdose. Such immunity does not apply to health-care professionals.

~~[] The School Board will permit the administration by staff of any medication requiring a delivery method other than oral ingestion when both the medication and the procedure are prescribed by a practitioner and the delivery is under the supervision of a licensed nurse, provided that the staff member has completed any necessary training and that staff member voluntarily agrees to deliver the medication. No staff member, other than a health care professional, may be required to administer medications that are administered by means other than oral ingestion. [END OF OPTIONAL PARAGRAPH]~~

Any staff member or volunteer who, in good faith, renders emergency care to a student is immune from civil liability for their acts or omissions in rendering such emergency care.

Any administrator or principal who authorizes an employee or volunteer to administer a nonprescription drug product or prescription drug to a student is immune from civil liability for the act of authorization unless it constitutes a high degree of negligence or the administrator or principal authorizes a person who has not received the required Department of Public Instruction training to administer the nonprescription drug product or prescription drug to a student. School nurses, as District employees, are regulated by the Wisconsin Nurse Practice Act and are therefore not necessarily immune from civil liability.

Any time a student, or a group of students, participates in a school event not on District premises, District staff responsible for organizing and/or supervising the event will take steps so that Emergency Medical Information Forms, Health Plans, or Section 504 Plans are available in the event of an emergency. This includes, and is not limited to, all school-sponsored or school-related activities, including music trips, athletic trips, field trips, and academic contests. This does not include student spectators at events.

~~() The school nurse(s) () A registered nurse [END OF OPTION]~~ providing services or consultation on the District's Emergency Nursing Services Plan has provided assistance in the development of this policy and will also provide a periodic²¹ review of the written instructions, consent forms, and the Medications Administration Daily Log(s).

Opioid Antagonist Plan

The District's Emergency Nursing Service Plan will ~~[OPTION #1] () state whether and to what extent the District () or individual schools [END OF OPTION] will retain opioid antagonists [END OF OPTION #1] [OPTION #2] () provide for District acquisition and maintenance of opioid antagonists [END OF OPTION #2] for use in the event an authorized employee or volunteer observes an apparent overdose. () The District's plan for administration of an opioid antagonist will be posted on the District's website. [END OF OPTION]~~

Epinephrine Auto-Injectors and Nasal Spray

The School Board ~~ensures that a plan will be developed~~ ~~intends to adopt and maintain a plan~~ for managing students with life-threatening allergies so as to permit each school to obtain a school prescription for epinephrine auto-injectors ~~and/or nasal spray~~ and to permit each school nurse and designated school personnel to administer them. Accordingly, the School Board directs ~~() the Superintendent () the school nurse in consultation with the Superintendent, [END OF OPTIONS]~~ to develop a plan that meets the following:

- A. specifies those designated school personnel that have agreed to receive training and that will be trained and authorized to perform the functions of the plan;
- B. identifies the specific training program that will be implemented to prepare each school nurse and designated school personnel to identify the signs of anaphylaxis and to provide or administer epinephrine auto-injectors ~~and nasal spray~~ accordingly;
- C. delineates the permissible scope of usage to include providing District-owned epinephrine auto-injectors ~~and nasal spray~~ to students who have a prescription on file with the school in the event the student is experiencing an anaphylactic event and/or administering epinephrine auto-injectors ~~and nasal spray~~ to such students, and/or administering epinephrine auto-injector ~~and nasal spray~~ treatment to any student, regardless of whether the student has a prescription on file or the staff member so trained is not aware of whether the student has a prescription on file, but believes in good faith the student is suffering from anaphylaxis, provided that the staff member immediately contacts emergency medical services;
- D. identifies the number and type of epinephrine auto-injectors ~~and nasal spray~~ each school will keep on-site and identifies a member of the nursing staff or other school official who will be responsible for maintaining the epinephrine auto-injectors supply;
- E. is approved by a physician licensed in the State of Wisconsin;
- F. notes that the school and any school nurse or designated school personnel that provide or administer epinephrine auto-injectors ~~and nasal spray~~ under this plan are immune from civil liability for any harm that may result, regardless of whether there is a parental or medical provider authorization, unless the administration was a result of gross negligence or willful or wanton misconduct;
- G. is published on the District's website or the website of each school ~~() is made available to any person upon request until such time as the District has website on which it can be published. [NOTE: the plan has to be published on the District or school internet sites unless there is no such site. This option should be selected only if the District does not have a website.]~~

[END OF EPINEPHRINE AUTO-INJECTOR OPTION]

~~() OPTION [Drafting Note: if the School Board adopts this option regarding the provision of stock bronchodilators and staff administration, it must adopt a plan with the approval of a physician, an advanced practice nurse prescriber, or a physician assistant before any school nurse or designated personnel can provide or administer a bronchodilator to a student]~~

Stock Bronchodilators for School Districts (MOST DISTRICTS DON'T TAKE THIS SECTION)

The School Board recognizes that asthma is a leading cause of hospitalization of children and is responsible for many missed school days every year. Accordingly, the School Board directs ~~() the Superintendent () the school nursing staff, in consultation with the Superintendent, [END OF OPTIONS]~~ to develop a plan that meets the following:

- A. specifies those designated school personnel that have agreed to receive training and that will be trained and authorized to perform the functions of the plan;
- B. identifies the specific training program that will be implemented to prepare each school nurse and designated school personnel to identify the signs of respiratory distress and to provide or administer bronchodilators accordingly;

- C. delineates the permissible scope of usage to include providing a District-owned bronchodilator to students who have a prescription on file with the school in the event the student is experiencing a respiratory event and/or administering a bronchodilator to such students, and/or administering a bronchodilator to any student or other person, regardless of whether there is a prescription on file, but believes in good faith the person is suffering from respiratory distress;
- D. is approved by a physician, an advanced practice nurse prescriber, or a physician assistant licensed in the State of Wisconsin;
- E. notes that the school and any school nurse or designated school personnel that provide or administer bronchodilators under this plan are immune from civil liability for any harm that may result, regardless of whether there is a parental or medical provider authorization, unless the administration was a result of gross negligence or willful or wanton misconduct;
- F. is published on the District's website or the website of each school () is made available to any person upon request until such time as the District has a website on which it can be published. **[NOTE: the plan has to be published on the District or school internet sites unless there is no such site. This option should be selected only if the District does not have a website.]**

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Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	SUICIDE PREVENTION, INTERVENTION, AND POSTVENTION
Code	po5350 3/5
Status	
Legal	115.365, Wis. Stats. (Assistance for Schools for Suicide Prevention Programs) 118.01(2)(d)7, Wis. Stats. (Educational Goals and Expectations) 118.295, Wis. Stats. (Suicide Intervention, Civil Liability Exemption) 895.48(1), Wis. Stats. (Liability Exemption)

5350 - SUICIDE PREVENTION, INTERVENTION, AND POSTVENTION

The School Board recognizes that suicide is a leading cause of death among youth and must be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Superintendent will develop prevention, intervention, and postvention strategies and procedures.

The Superintendent may involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention, intervention, and postvention.

↔ The District's comprehensive health education program will promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction will be incorporated into the health education curriculum in the secondary grades. Such instruction will be aligned with state content standards and will be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies.

The Superintendent may offer parents education or information which describes the severity of the youth suicide problem, the district's suicide prevention curriculum, risk factors and warning signs of suicide, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.

Prevention and Instruction

Using the Department of Public Instruction notice, the Superintendent will annually inform the professional staff of the resources available from the Department and other resources regarding suicide prevention. The Superintendent will also implement procedures to obtain payment or reimbursement for professional mental health services provided by any licensed treatment professional.

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

Developmentally appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these materials will: ~~Drafting Note – Letters A-D are required by statute~~

- A. encourage positive social and emotional development.

- B. teach life skills such as problem-solving and sound decision-making.
- C. provide knowledge of the relationship between youth suicide and the use of alcohol and controlled substances.
- D. promote awareness of the warning signs of suicide, how to respond to potential suicidal persons and available community counseling and mental services.
- E. ~~() stress the importance of safe and healthy choices and coping strategies.~~
- F. ~~() instruct how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others.~~
- G. ~~() facilitate help seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.~~

~~()~~ Staff Development

Suicide prevention training for staff will be designed to help staff identify and respond to students at risk of suicide. The training will be offered under the direction of a school counselor/school psychologist and/or in cooperation with one or more community mental health agencies, ~~and must include information on:~~

- A. ~~() the role of protective factors with an emphasis on school climate, connectedness, caring staff, and positive student relationships, and building support for these protective factors within staff and community as a positive purpose of suicide prevention.~~
- B. ~~() research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.~~
- C. ~~() warning signs that may indicate suicidal intentions include changes in students' appearance, personality, or behavior. Warning signs of this nature should receive particular attention when displayed by an individual in one or more of the following groups:~~
 1. ~~Youth bereaved by suicide~~
 2. ~~Youth with disabilities, mental illness, or substance abuse~~
 3. ~~Homeless youth~~
 4. ~~LGBTQ youth~~
 5. ~~Youth in the juvenile justice or welfare system~~
 6. ~~Native American youth~~
 7. ~~Youth on the fringes of mainstream social groups~~
- D. ~~() research based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.~~
- E. ~~() school and community resources and services.~~
- F. ~~() District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.~~

~~[]~~ Training will be provided ~~() annually ()~~ regularly ~~[END OF OPTIONS]~~ for all teachers and staff.

Suicide Intervention; Civil Liability Exemption

Any School District officer, employee, or volunteer who in good faith attempts to prevent suicide by a student is immune from civil liability for their acts or omissions in respect to the suicide or attempted suicide.

Postvention

The School Board recognizes that the death of a staff member or student, whether by suicide or other means, that affects the entire school and community. In the event of a staff member or student's death, it is critical that the school's response be swift, consistent, and intended to protect the student body and community.

~~[] This policy has related AGs that will help guide this response. Following the AG in the context of any student or staff death will aid in providing for a swift, consistent, and thoughtful approach.~~

Confirming the News and Convening the Education Support Team

Upon receiving news of a student's or employee's death, including an unconfirmed rumor, a staff member must immediately contact the Principal, and/or designee. Contact must be made whether this is during or outside school hours.

The ~~() Superintendent () Principal [END OF OPTIONS]~~ will:

- A. ~~() contact the () Superintendent () School Board President.~~
- B. ~~() contact key staff who will comprise the support team; i.e., teaching and classified staff, parents, students, and/or community members.~~
- C. ~~() compose a potential "shared statement" for students and staff so the same message is disseminated to everyone. This statement should not be read over the intercom but delivered in person by a teacher who has a relationship with the students. This is very important in grades where the deceased student had close connections to his/her the student's classmates.~~
- D. ~~() compose a potential public statement to notify the community at large what the school is experiencing and that the school is focused on providing support to the students. This may be beneficial in the event that the matter becomes publicly discussed, including on social media.~~
- E. ~~() will convene the educational support team which may include:~~
 - 1. ~~() administrators~~
 - 2. ~~() school counselor(s)~~
 - 3. ~~() school psychologist(s)~~
 - 4. ~~() social worker(s)~~
 - 5. ~~() _____~~

In the case of a death by suicide, other concerns such as the prevention of suicide contagion will be taken into account. Suicide contagion is the process by which suicidal behavior or a suicide completion influences an increase in the suicide risk of others. Identification, modeling, and guilt are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides within a community.

~~() Publication and Distribution~~

~~This policy will be included in age appropriate student handbooks and on the school website.~~

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Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	THIRD GRADE PROMOTION AND RETENTION
Code	po5411 - 3/5
Status	
Legal	118.016(4)(5), Wis. Stats. 118.33(5m)(a), Wis. Stats.

5411 - **THIRD GRADE PROMOTION AND RETENTION: ~~AT-RISK STUDENTS~~**

Section 1: Effective Date of Policy; Initial Applicability

The effective date of this policy is July 1, 2025.

The School District of River Falls adopts this 4th grade promotion policy as of June 16, 2025 to be implemented September 1, 2027.

Additional details about the determination process are found in Section 2 of this policy. Good cause exceptions and post promotion mandates are found in Section 3 of this policy.

Section 2: Process for Making Promotion Determinations

For any student who has not exited their personal reading plan AND has not achieved a proficient score on the WI FORWARD exam by the end of the student's 3rd grade year, the school will engage in a process to determine whether to promote that student to the 4th grade. This process will carefully consider all relevant factors that contributed to the student not completing their personal reading plan and alternatives to retention that can help support the student to achieve reading proficiency. This process will be described in the Elementary Handbook and include, at a minimum, the following elements:

1. The team of educational professionals will engage in the determination process, which will include but is not limited to the student's parent(s) as defined by Wis. Stat. §.115.76(12) and educational professionals who have knowledge of the reading instruction and interventions provided to the student, as well as how the student responded to both instruction and interventions. Educational professionals may include, but are not limited to: the teacher of record, the district/school reading specialist, a staff member who has provided additional reading support and conducted progress monitoring, and a student services professional with knowledge of the social and emotional implications of grade retention;
2. The team of educational professionals from the school will consider all available data demonstrating the student's response to reading instruction and intervention, and data demonstrating the student's progress towards meeting personal reading plan goals. This data may include, but is not limited to, the most recent and previous universal reading screener data, diagnostic reading assessment data, progress monitoring data, classroom data, and observations and data related to the student's social, emotional, and behavioral functioning;
3. The team of educational professionals from the school will determine whether the student is eligible for a good cause exception and communicate that to the parent or guardian;

- a. If the student has an individualized education program (IEP) in an area of reading or is an English learner with a language acquisition plan, the team of educational professionals will review the student's progress towards those goals and communicate that to the parent or guardian;
 - b. The team of educational professionals from the school will communicate long-term risks of retention to the student's parent or guardian.
 - c. The team of educational professionals from the school will consider alternatives to retention available to the student in the district/school and communicate these alternatives to the student's parent or guardian;
 - d. The district/school will not deny any student advancement to 4th grade based solely on the student's performance in reading on the 3rd grade state summative assessment or the universal reading screener;
 - e. The district/school will not deny any English learner advancement to 4th grade solely based on level of language proficiency (Wis. Admin. Code §13.09(1)(b)); The team may conclude that promotion (with applicable services/supports) is in the best interest of a student even if the team also concludes, based on clear documentation, that the student was unable to complete their personal reading plan primarily due to the student's lack of reading proficiency;
4. After reviewing all data and considerations named above, the team of educational professionals from the school will make a recommendation of promotion or retention to the student's parent or guardian; and
 5. If the team of educational professionals from the school recommend retention, those representatives will identify and communicate the following to the student's parent or guardian:
 - a. Supports that will be provided to the student that will mitigate the harm that is likely to occur as a result of retention, including social stigmatization, loss of friendships, damaged self-esteem, and other mental health impacts; and
 - b. The additional academic services and supports that will be provided to the student as they repeat 3rd grade to ensure they reach grade level proficiency by the time they finish 3rd grade the second time.

Based on the holistic evaluation described above, the entire team will make one of the following choices.

1. Promotion to 4th grade (with applicable services/supports) is more appropriate than retention in 3rd grade and the student is promoted.
2. The student's noncompletion of the student's personal reading plan was not primarily due to the student's lack of reading proficiency and the student is promoted.
3. The parents or guardians and school representatives agree that retention (with applicable services/supports) is more appropriate than promotion to 4th grade and the student's parent or guardian gives written consent to retention.
4. The school representatives recommend retention but the student's parent or guardian does not consent to retention. Regardless of any other facts, circumstances, or analysis, the student is promoted to 4th grade.

Any student who enrolls as a 3rd grade student late in the school term without any accompanying record of a personal reading plan (i.e., after the final annual administration of the universal screening assessment and, potentially, also after the 3rd grade Forward Exam) shall be promoted to 4th grade under the criteria that the student did not have a personal reading plan in effect at the end of 3rd grade.

If a student transfers into a school enrolled as a 4th grade student and the provided records indicate the student may have met requirements to be retained in 3rd grade, the school district will provide adequate and necessary supports, including but not necessarily limited to the intensive instructional services, supports, progress monitoring, and parent notification referenced under Wis. Stat. §118.33(5m)(a).

Section 3: Post Promotion Mandates and Exceptions

Post Promotion Mandates

Per Wis. Stat. §118.33(5m)(a), any student promoted to 4th grade after the determination process will be provided with all of the following:

1. Intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency;
2. Notification to the student's parent or guardian, in writing, that the student did not complete the personal reading plan and includes a description of the intensive instructional services and supports that will be provided to the student to remediate the identified areas of reading deficiency; and

3. An intensive summer reading program, offered by the school district within summer school programming, each summer until the student scores at grade-level in reading on a summative assessment.

Exceptions

The following are good cause exceptions. Any student who meets one or more of the following good cause exceptions may be exempt from the promotion policy, the intensive summer reading program, and/or the intensive reading intervention requirements.

1. The student is identified as a "Limited-English proficient pupil" as that term is defined under Wis. Stat. §115.955(7);
2. The student has an individualized education plan (IEP) that indicates that neither taking the universal reading screener nor the state summative assessment in reading is appropriate for the pupil;
3. The student scores as proficient in reading on the alternative statewide standardized summative assessment (i.e. Dynamic Learning Maps);
4. The student has an IEP or a plan to provide accommodations or services under section 504 of the federal Rehabilitation Act of 1973 that indicates that the student has received intensive intervention in reading for more than two years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades 1, 2, or 3; or
5. The student has received intensive intervention in reading for two or more school years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades 1, 2, or 3 for a total of two years.

Regardless of these good cause exceptions, school districts and independent charter schools are responsible for providing instruction that meets all state and federal requirements, including, but not limited to Wis. Stat. §121.02(1)(L)4 for school districts and Wis. Stat. §118.01(2)(c)7 and 8 for school districts and independent charter schools, often known together as Act 31.

If promoted to 4th grade and if a "good cause" exception applies to the student under Wis. Stat. §118.33(5m)(b), then the school district/school will provide adequate and necessary supports, including but not necessarily limited to the intensive instructional services, supports, progress monitoring, and parent notification referenced under Wis. Stat. §118.33(5m)(a).

@RFSD 2025 from retired Policy 345.46

Introduction

This policy governs the promotion of students from 3rd grade to 4th grade in accordance with 118.33, Wis. Stats. The policy applies to all students being considered for promotion from 3rd to 4th grade, effective on September 1, 2027 ~~_____~~ **[INSERT DATE]. [DRAFTING NOTE: This date cannot be later than September 1, 2027 for students entering 4th grade.]**

The District intends to make promotion decisions based on a thorough and equitable process that considers individual student needs in reading. For any student who has not completed their personal reading plan by the end of 3rd grade, a team will determine whether retention or promotion to 4th grade, with intensive instructional support, progress monitoring, and supports to remediate the identified areas of deficiency, is in the student's best interest. The determination process will consider relevant factors such as reading proficiency, social and emotional development, and available supports.

Definitions

"Personal Reading Plan" means a reading plan provided for five (5) year old kindergarten to third grade students that are identified as at risk based on a universal screening assessment or diagnostic assessment, in accordance with 118.016(5), Wis. Stats.

"Limited English Proficient Student" means a student whose ability to use the English language is limited because of the use of a non-English language in the student's family or the student's daily, non-school surroundings, and who has difficulty in performing ordinary classwork in English as a result of such limited English proficiency.

"Completed" means a 3rd grade student who has a personal reading plan is considered to have completed the personal reading plan if the student's parent and the student's school agree that the student has met the goals outlined in the personal reading plan and the student scores at grade level in reading on a summative assessment, as defined by the

Promotion of Third Grade Students with Personal Reading Plans

For any student who has not completed their personal reading plan by the end of the student's third grade year, the District will engage in a process to determine whether to promote that student to the fourth grade. The District will not promote a student from third grade to fourth grade who has not completed their personal reading plan by the end of third grade unless the District, in consultation with the student's parent(s), believes retention is not in the best interest of the student.

[DRAFTING NOTE: While the statute does not require choosing any of the following, however, the statute does require that the District provide criteria in policy regarding the decision-making process.]

In reaching the decision to promote or retain the student, the District will carefully consider all relevant factors including, but not limited to:

- A. () Whether a team of interested individuals, including the parent(s) of the student and school representatives who have knowledge of the reading instruction, supports, and interventions provided to the student, believe promotion is in the best interest of the student;
- B. () All relevant and available data demonstrating the student's response or progress to reading instruction and intervention, and data demonstrating the student's progress towards meeting personal reading plan goals;
- C. () Why the student has not completed their personal reading plan;
- D. () Whether or which alternatives to retention can help support the student to achieve reading proficiency;
- E. () Any other factor(s) relevant in deciding whether to retain or promote a student;
- F. () Those factor(s) or conditions considered elsewhere in District policy or administrative guidelines pertaining to student promotion and retention;
- G. () Whether the student is eligible for an exception contained under this policy;
- H. () The potential long term adverse risks and/or benefits of retention.

Based on the comprehensive evaluation of factors above, the District will make one (1) of the following determinations:

- A. Promotion: Promotion to fourth grade with applicable supports and services is more appropriate than retention into third grade.
- B. Promotion: The student's non-completion of their personal reading plan was not primarily due to the student's lack of reading proficiency.
- C. Promotion: The District recommends retention with applicable supports and services, but the student's parent(s) do not agree with the District's recommendation.
- D. Retention: The District determined that, in consultation with the student's parent(s), retention with applicable supports and services is more appropriate than promotion to fourth grade.

Promoting Students with Incomplete Personal Reading Plans

If the District promotes a third grade student who has not completed their personal reading plan by the end of third grade, the District will conduct all of the following post-promotion requirements:

- A. In the following and subsequent school year(s), provide intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency until the student scores at grade level in reading on a summative assessment;
- B. Notify the student's parent(s), in writing, that the student did not complete their personal reading plan, including a description of the instructional services and supports that will be provided to the student to remediate the identified areas of deficiency; and
- C. Provide the student with an intensive summer reading program each summer until the student scores at grade level in reading on a summative assessment.

Exceptions to Post-Promotion Requirements

The following are good cause exceptions. Any student who meets one (1) or more of the following good cause exceptions may be exempt from the promotion policy, the intensive summer reading program, and/or the intensive reading intervention requirements:

- A. The student is identified as a Limited English Proficient student as per the definition included in this policy;
- B. The student has an individualized education plan (IEP) that indicates that neither taking the universal reading screener nor the State summative assessment in reading is appropriate for the student;
- C. The student scores as proficient in reading on the alternative Statewide standardized summative assessment;
- D. The student has an IEP or Section 504 plan under the Rehabilitation Act of 1973 that indicates that the student has received intensive intervention in reading for more than two (2) years if the student continues to demonstrate a deficiency in reading and was previously retained in 5K, grades one (1), two (2), or three (3);
- E. The student has received intensive reading interventions for two (2) or more school years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades one (1), two (2), or three (3) for a total of two (2) years.

Mid-Year Enrollment/Transfers

Any student who enrolls as a third grade student late in the school term without any accompanying record of a personal reading plan will be promoted to fourth grade under the criteria that the student did not have a personal reading plan in effect at the end of third grade.

If a student transfers into a school enrolled as a fourth grade student and the provided records indicate the student may have met requirements to be retained in third grade (e.g., incomplete personal reading plan), the District will provide all supports and services that the student would have otherwise received as a post promotion requirement, including intensive instructional services, progress monitoring and supports to remediate the identified areas of deficiency, parent notification, and an intensive summer reading program each summer until the student scores at grade level in reading on a summative assessment.

Parental Notification

No later than fifteen (15) days after the reading readiness assessment is scored, the School Board will provide the results of the reading readiness assessment, in writing, containing at least all of the following information to the student's parent in the parent's native language:

- A. the student's score on the reading readiness assessment;
- B. the student's score in each early literacy skill category assessed by the assessment;
- C. the student's percentile rank score on the reading readiness assessment, if available;
- D. the definition of "at risk" and the score on the reading readiness assessment that would indicate the student is at risk;
- E. a plain language description of the literacy skills the reading readiness assessment is designed to measure.

If the diagnostic assessment indicates that a student is at risk, the School Board will include information about how to make a special education referral under 115.777, Wis. Stats., with the diagnostic assessment results provided.

If the School Board is required to assess a student's early literacy skills using a diagnostic assessment, the School Board will provide all of the following, in writing, to the student's parent:

- A. a description of the common indicators and characteristics of dyslexia;
- B. information about appropriate interventions and accommodations for students with characteristics of dyslexia.

The School Board will post its early literacy remediation plan (including the parent notification policy) on the School District website.

If a student is identified as at risk based on a universal or diagnostic assessment, the School Board will:

- A. provide a copy of the student's personal reading plan to the student's parent and obtain a copy of the personal reading plan signed by the student's parent (acknowledgement rather than consent);
- B. after ten (10) weeks of providing the student with the interventions in the student's personal reading plan, notify the student's parent of the student's progress, as determined under the student's personal reading plan.

[] Appeal Process

Any person appealing a decision regarding promotion to grade four (4) under this policy will submit a written appeal to the Superintendent within five (5) business days of notification. The person must state, in writing, the portion of this policy they believe was administered in error, including the reasons supporting that belief and the proposed remedy for the alleged error.

The Superintendent will meet with the parties involved and will issue a written decision within ten (10) business days. The decision of the Superintendent is final.

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Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	GRADING
Code	po5421 3/5
Status	
Legal	Wis. Admin Code PI 9.03(1)(f)

5421 - GRADING

The School Board of Education recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers, and parents judge properly how well the student is achieving the goals of the District's program.

The School Board believes that the District's grading system should be a reliable system and one that ensures each student's grades signify accurately his/her the student's degree of accomplishment of those expected learning outcomes which are to be stated for each program at every grade level _____.

The School Board directs the Superintendent to develop procedures for grading in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity which:

- A. (↔) develop clear, consistent criteria and standards particularly when grades are based on subjective assessment;
- B. (↔) help each student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade;
- C. (↔) provide frequent opportunities for each student to obtain information as to his/her progress toward the learning goals of his/her courses or programs;
- D. (↔) provide for a pass/fail grade in programs where appropriate;
- E. (↔) provide students the opportunity to assess both their own achievements and their areas of difficulty.

⚡ The grading system should not inhibit the professional staff member from learning each student's individual strengths and weaknesses.

⚡ The grading system should be subject to continual review by staff, students, and parents. Revisions will be made only when changes will assure a more valid or reliable or clearer system of grading.

⚡ The teacher responsible for a student's instruction in a particular course or program will determine the student's grade. That grade may not be changed without the teacher's consent unless overruled by the (↔) Principal (↔) Superintendent.

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Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	CLASS RANK
Code	po5430 -3/5
Status	
Legal	39.41, 118.58, Wis. Stats. Wis. Admin. Code HEA 9.05

5430 - **CLASS RANK**

For the purpose of meeting Wisconsin Act 95 "Guaranteed" UW System Admission Law and the Direct Admit Wisconsin program, class rank will be determined by cumulative grade point average. Grade point average is figured by including grades earned from all classes, including electives, music, art, and physical education. The grade point average, based on the grade point scale listed below. If a tie breaker is needed, it will be made in alignment with Policy 5451 Wisconsin Academic Excellence Scholarship. All grades are un-weighted.

Home School Student Eligibility

To be eligible for the Wisconsin Act 95, home school students must be enrolled in the District full-time for six consecutive terms prior to the end of their junior year.

Grade Point Scale

A 4
A- 3.7
B+ 3.3
B 3.0
B- 2.7
C+ 2.3
C 2.0
C- 1.7
D+ 1.3
D 1
D- 0.7
F 0

Alternative Grades

P Recognized for credit, but is not included in GPA. Students experiencing life changing events may apply for a "P" grade. Teachers must receive permission from the principal prior to posting a "P" grade.

W Withdrawal - no credit earned and no grade points earned.

Grades from an Alternative Setting

Classes taken through an approved/recognized alternative educational setting, such as technical and college courses, will be accepted for graduation credit. Grades earned will be used to calculate grade point average and class rank. Weighted grades for classes transferred in will be adjusted to equate with the District's un-weighted grade system. Home schooling courses will be assessed by the student services team for credit toward graduation and grade point average. Credits earned from study abroad will be evaluated for credit and included in credits toward graduation.

The School Board acknowledges that students may need their computed class rank for reasons related to post-secondary opportunities, including the Academic and Technical Excellence Scholarships, and the University of Wisconsin Guaranteed Admission Program.

The School Board authorizes a system of class ranking, by grade point average, for students following the completion of () grade 11 () grade(s) 11, _____ () grades 9, 10, 11, and 12 **[name grade(s) by number. [Note that grade 11 is mandatory for any District operating a high school for eligible students to participate in the University of Wisconsin System's Guaranteed Admission Program.].**

The Superintendent will develop procedures for the computation of grade point averages and the assignment of class rank to implement this policy which will include:

- A. () a provision for students completing graduation requirements before their class;
- B. () a system for fairly averaging makeup courses;
- C. () a statement of the methods for such computation and assignment to be made available for those to whom a student's grade point average or rank in class is released;
- D. () whether the GPA will be unweighted or will use weighting for certain classes in recognition of the heavier burden of certain work, classes, courses, etc., and if weighted, a description of the criteria and classes afforded different weight; **[DRAFTING NOTE: This is a required covered item for the Academic Excellence Scholarship, in addition any high school with fewer than eighty (80) students must use an unweighted average on a 4.0 scale to qualify their students for the Academic Excellence Scholarships.]**
- E. () the subjects, if any, that are excluded from the GPA; **[DRAFTING NOTE: The Wisconsin Academic Scholarship Program requires that the highest GPA(s) be determined including all subjects.]**
- F. () how pass/fail grades are calculated in the GPA; **[DRAFTING NOTE: This is a required covered item for the Academic Excellence Scholarship.]**
- G. () how grades from study abroad, alternative, and home schools are calculated in the GPA; **[DRAFTING NOTE: This is a required covered item for the Academic Excellence Scholarship.]**
- H. () how grades from another country earned by students are calculated in the GPA. **[DRAFTING NOTE: This is a required covered item for the Academic Excellence Scholarship.]**

The class rank for students completing 11th grade will be based on the GPA calculated pursuant to this policy and will identify students in the top five percent (5%) and the top ten percent (10%) of the class. Once the class rank is established, the Superintendent will notify each student ranked in the top ten percent (10%) of their ranking in either the top five percent (5%) or ten percent (10%) of the class and will note the applicable ranking on the student's transcript as of the completion of grade 11.

Grade point average for purposes of the Wisconsin Academic Scholarship program will be calculated using the determinations made in this policy and in Policy 5451.01—Wisconsin Academic Excellence Scholarship.

[] A system using GPA and other factors may be established by the Superintendent for the purpose of identifying the student(s) afforded cum laude honors. The system may consider GPA, extra-curricular activities, leadership roles, and other factors in determining honors under this section. No criteria may be based on any discriminatory or otherwise unlawful criteria.



Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	WISCONSIN ACADEMIC EXCELLENCE SCHOLARSHIP
Code	po5451.01 -3/5
Status	
Legal	39.41 Wis. Stats

5451.01 - WISCONSIN ACADEMIC EXCELLENCE SCHOLARSHIP

The State of Wisconsin offers high school seniors academic excellence scholarships to encourage top students to continue their education in the State of Wisconsin. The School District of River Falls shall annually designate academic scholars for purposes of the Wisconsin Academic Excellence Higher Education Scholarship. The scholars shall be the seniors with the highest grade point averages (GPA). The scholar shall be named in accordance with timelines required by law. The GPA shall be determined in accordance with established Board policy.

To be eligible, students must be enrolled in the District full-time for six consecutive terms prior to the awarding of the scholarship (i.e., four terms of their junior year and the first two terms of their senior year). To attain senior standing, a student must meet the requirements outlined in Board policy.

If two or more seniors have the same grade point average and are otherwise eligible to be designated a scholar, a representative committee of high school faculty members shall select the scholarship designee and certify, in descending rank order, those remaining seniors with the same grade point average as alternate designees. The committee shall apply the following criteria in noted order:

1. The student with the greatest number of laude points earned by the end of their 7th semester of high school.
2. The student with the highest recorded score on the ACT/SAT by December 31 of the senior year shall be named a scholar.
3. The student with the most rigorous and well-rounded course history shall be named a scholar. The number of advanced placement classes completed, and not audited, and the number of advanced placement classes in progress shall be considered. Students may not drop or audit advanced placement classes during the second term.
4. The student with the highest score on the PSAT shall be named a scholar.
5. A writing sample shall be evaluated by an external source according to a pre-established rubric. The student with the highest scoring writing sample shall be named a scholar.

The School District of River Falls shall not discriminate in the acceptance and administration of scholarships and other aids, benefits or services to students from private agencies, organizations or persons based on the traits of sex (including gender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws.

~~Wisconsin's Academic Excellence Scholarship is a State supported program, jointly administered by the Department of Public Instruction (DPI) and the Higher Education Aids Board (HEAB). The program offers scholarship recipients an exemption from specified tuition and fees for post high school education at eligible higher education institutions in Wisconsin.~~

By February 25th of each school year, the School Board will designate the appropriate number of senior(s) from () each () the **[END OF OPTION]** high school with the highest grade point average in all subjects as scholars eligible to receive an Academic Excellence Scholarship.

The following standards must be met to qualify for the Academic Excellence Scholarships. The student and alternates must:

- A. be a resident of the United States who is either a U.S. citizen or an alien lawfully admitted for permanent residence;
- B. be a Wisconsin resident as defined in 36.27 Wis. Stats.;
- C. have achieved senior status and have been in attendance for _____ () consecutive semesters, () including participation in a District recognized foreign exchange program for no more than two (2) semesters, **[END OF OPTION]** during their
 - () freshman,
 - () sophomore,
 - () junior, and
 - () senior year(s);
- D. be selected based on the Grade Point Average (GPA) on the student's official transcript as of
 - () the last day of the semester which ended just prior to February 25th. **[for schools operating on a semester system]**
 - () thirty (30) days after the last day of the second trimester. **[for schools operating on a trimester system]**

The grade point average (GPA) computation will be in accord with School Board Policy 5430 — Class Rank. In selecting the scholarship recipient(s) for the Academic Excellence Scholarship,

- () unweighted grades
- () and
- () weighted grades

for _____ () semesters will be used to compute grade point averages.

Students enrolled under full-time public school Open Enrollment Program () and the Chapter 220 Program **[END OF OPTION]** who qualify based on the standards identified above are eligible for the Academic Excellence Scholarship in the school they actually attend.

The designation of scholar will be awarded to the qualifying student(s) with the highest grade point average. () The scholar's GPA shall be computed to as many places past the decimal point as necessary to determine a distinction between the scholars.

In the event of a tie involving the GPAs:

- A. () the first tie breaker will be the ACT composite score;
The scholar with the highest ACT composite score will be selected.
- B. () the second tie breaker will be the highest sub score on the ACT Test;
A student may select English, mathematics, reading or science to determine the highest sub score. The next tie breaker will be the second, third and fourth highest sub scores in that order.
- C. () in the event there is still a tie, a coin flip will determine the scholar.

Except for the limitation on the number of designated scholars, the faculty of the high school shall select the applicable number of seniors for designation as scholars and shall certify, in order of priority, any remaining seniors with the same grade point average as alternates for the scholars or, if there is no remaining senior with the same grade point average, any

remaining seniors with the next highest grade point average, but not less than 3.800 or the equivalent, as alternates for the scholars.

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Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	TECHNICAL EXCELLENCE HIGHER EDUCATION SCHOLARSHIPS
Code	po5451.02 - 3/5
Status	
Legal	39.415 Wis. Stats.

5451.02 - TECHNICAL EXCELLENCE HIGHER EDUCATION SCHOLARSHIPS

The State of Wisconsin offers high school seniors technical excellence scholarships to encourage top students to continue their education in the State of Wisconsin. The School District of River Falls shall annually designate certain scholars for purposes of the Wisconsin Technical Excellence Higher Education Scholarship Program. These scholars shall be designated on the basis of their level of proficiency in career and technical education (CTE) subjects, and who enroll, on a full-time basis, in a technical college. The scholars shall be senior who have met the criteria outlined below. The scholars shall be named in accordance with timelines required by law and in accordance with established Board policy.

To be eligible, students must be enrolled in the District full-time for six consecutive terms prior to the awarding of the scholarship (i.e., four terms of their junior year and the first two terms of their senior year). To attain senior standing, a student(s) must meet the requirements outlined in Board policy. The committee shall apply the following criteria in noted order: in order to be eligible for the Wisconsin Technical Excellence Scholarship, students must exhibit interest in and have a career plan related to a technical field. Eligible students must meet a minimum of three (3) of the outlined criteria.

1. Have completed at least three (3) high school CTE courses in the students identified career pathway. The students may be enrolled in their third course at the time of their nomination.
2. Have participated in a Youth Apprenticeship Program under the supervision of the Wisconsin Department of Workforce Development.
3. Have completed a minimum of one course in a transcribed credit program.
4. Have successfully participated in a Skills Standards Program or Certification offered by the Wisconsin Department of Public Instruction.
5. Have completed or are in progress to complete an industry-recognized certification program approved under Wisconsin Stats. 115.367 (2).
6. Have participated in a Career and Technical Student Organization (CTSO) in Wisconsin: DECA, FBLA, FCCLA, FFA, HOSA, Skills USA, etc.
7. Have completed an identified Career and Technical Training pathway as defined by the Wisconsin Department of Public Instruction.

Students meeting the identified initial criteria will be ranked based on the following point system reflective of coursework and technical education experience.

1. Two points will be awarded to a student for each credit earned in high school CTE courses. (For the purpose of assigning a ranking among eligible candidates, credit hours in process at the time of nomination will be counted toward the number of credits the student has earned.)
2. One point will be awarded to a student for each year of activity in a Career and Technical Student Organization in Wisconsin (For activity in multiple CTOS, one point will be awarded for each year of participation in each CTOS.)
3. An additional one point will be earned for each of the following activities: participation in an approved Youth Apprenticeship Program; completion of a Skills Standards Certification; and completion of an industry-recognized certification program.
4. If students are tied with total points, the first tie-breaker will be that students with equal points will be ranked by their GPA in CTE courses.

5. The second tie-breaker will be that students will be ranked by their overall composite GPA.
6. The third tie-breaker will be that students with the highest composite score on the ACT by December 31 shall be designated as the recipient or alternate.
7. Should they remain any further tied students, a representative committee of high school faculty members shall select the recipient or alternate based on the number of additional CTE criteria met as well as student leadership positions held by the student. School leadership positions shall be defined as an officer position in an established, District approved activity.

In the event a student qualifies for both the Academic Excellence and Technical Excellence scholarships, the student shall identify which award they intend to accept. The School District of River Falls shall not discriminate in the acceptance and administration of scholarships and other aids, benefits or services to students from private agencies, organizations or persons on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, gender non-conformity, social, socio-economic or family status, physical attributes, disability/handicap or any other basis protected by state or federal law.

Discrimination complaints shall be processed in accordance with established procedures.

@RFSD Adapted from Retired Policy 462

Wisconsin's Technical Excellence Higher Education Scholarship is a State supported program, jointly administered by the Department of Public Instruction (DPI) and the Higher Education Aids Board (HEAB). The program offers scholarship recipients scholarships for post high school education at eligible technical education institutions in Wisconsin.

By February 25th of each school year, the School Board will designate the appropriate number of senior(s) from ~~()~~ each ~~()~~ the **[END OF OPTION]** high school with the highest levels of proficiency in technical education subjects as scholars eligible to receive a Technical Excellence Higher Education Scholarship.

The following standards must be met to qualify for the Technical Excellence Higher Education Scholarships. The student and alternates must:

- A. be a resident of the United States who is either a U.S. citizen or an alien lawfully admitted for permanent residence;
- B. be a Wisconsin resident as defined in 36.27 Wis. Stats.;
- C. have achieved senior status and have been in attendance for _____ () consecutive semesters during their
 - ~~()~~ freshman,
 - ~~()~~ sophomore,
 - ~~()~~ junior, and
 - ~~()~~ senior year(s);
- D. be selected based on the highest levels of technical proficiency as of
 - ~~()~~ the last day of the semester which ended just prior to February 25th. **[for schools operating on a semester system]**
 - ~~()~~ thirty (30) days after the last day of the second trimester. **[for schools operating on a trimester system]**

Additional Eligibility Requirements

- A. A student must exhibit interest in and planning for a technical career as demonstrated by having an academic and career plan leading to a career in a technical field.
- B. A student must also have completed at least one (1) of the following eligibility items:
 1. be a CTE Concentrator, which is a high school student who has completed at least three (3) high school CTE courses (career and technical education courses) in program area(s) leading to a degree or diploma in the student's chosen pathway
 - a. A student may be enrolled in (rather than have completed) the third course at the time of their nomination for TES.

- b. "CTE course" is: a secondary level course offered through the DPI recognized program areas of Agriculture and Natural Resources Education, Business and Information Technology Education, Family and Consumer Science Education, Health Science Education, Marketing Education, or Technology and Engineering Education; such courses must be taught by a CTE instructor licensed for that specific discipline, except that courses in Health Science Education may also be taught by a health education instructor and/or a science licensed instructor.
2. participated in a Youth Apprenticeship Program under the supervision of the Wisconsin Department of Workforce Development
 3. participated in a Technical High School Diploma program as certified by the DPI
 4. participated in a Career and Technical Training pathway as defined by the DPI
 5. completed (or be on track to complete) an industry recognized certification program approved under Wis. Stats. 115.367 (2).
 6. participated in a Skills Standard Program offered by the Wisconsin Department of Public Instruction (DPI)
 7. participated in a Career and Technical Student Organization (CTSO) in Wisconsin: DECA, FBLA, FCCLA, FFA, HOSA, or SkillsUSA
 8. completed a technical training program for high school students if the program is offered by a UW System school, a Wisconsin Technical College System school, a Tribal College in Wisconsin, or a private nonprofit college or university located in Wisconsin. Examples include but are not limited to:
 - a. Medical College of Wisconsin Summer Enrichment Programs
 - b. UW Madison's Summer Science Institute at WIScience
 - c. Marquette University's K-12 Engineering Academies
 - d. MSOE summer programs for K-12 students

Selecting Student Nominees

Students will be ranked in technical education, and the top ranked students will be nominated for the scholarship. The School Board will use the following system to rank students for purposes of nominating students for the scholarship.

HEAB's recommended ranking system consists of ranking eligible students according to a point system reflective of course work and technical education experience. Under the recommended point system:

- A. One (1) point is given to a student for each credit earned in high school in CTE courses, as defined above.
- B. One (1) point is given to a student for each year of activity in a Career and Technical Student Organization in Wisconsin. For activity in multiple CTSOs, one point is to be given for each year of participation in each CTSO.
- C. For the purpose of assigning a ranking among eligible candidates, credit hours in process at the time of nomination should be counted toward the number of credits the student has earned.

In the event of a tie, CTE grades become the tie breaker. The grades used for this purpose are only those grades earned in CTE courses, not a student's overall grade point. A student's CTE grade point will be calculated in the same fashion as the overall grade point average.

- A. (→) The second tiebreaker will be the ACT sub score of the student's choosing.

A student may select English, mathematics, reading or science to determine the highest sub score. The next tiebreaker will be the second, third and fourth highest sub scores in that order.

- B. (→) In the event there is still a tie, a coin flip will determine the scholar.

~~Except for the limitation on the number of designated scholars, the faculty of the high school will select the applicable number of seniors for designation as scholars and will certify, in order of priority, any remaining seniors with the same level of proficiency as alternates for the scholars or, if there is no remaining senior with the same level of proficiency, any remaining seniors with the next highest level of proficiency as alternates for the scholars.~~

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Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	GRADUATION REQUIREMENTS
Code	po5460 - 3/5
Status	
Legal	115.28, 118.30, 118.33, Wis. Stats. Wis. Admin. Code PI 18 - PI 5

5460 - **GRADUATION REQUIREMENTS**

A District high school diploma signifies successful completion of all state and School Board requirements. A district diploma represents a minimum standard of achievement and is used as a symbol of graduation. In order to earn a high school diploma in the School District of River Falls, students must satisfy the following requirements.

1. To earn a high school diploma, the student must earn at least 28 credits at River Falls High School as determined by the School District of River Falls. It is the desire of the School Board that all students have the opportunity and support to achieve a high school diploma from the School District of River Falls.
2. Under certain circumstances, students may request a graduation requirement modification. Such circumstances may include, but are not limited to: a request for early graduation, credit reduction based on individual student circumstances, and transfer from another district. All requests for graduation credit modifications are subject to approval by both the school counselor and school and district administration.
3. The student must attend high school or an accepted alternative program for a minimum of 14 full terms.

Alternative educational programs for high school graduation may be provided to accommodate students with exceptional educational needs, interests and requirements. Such alternative education programs shall be established in accordance with state law requirements.

The building principal shall be responsible for determining student eligibility for graduation. A student and his/her parent(s)/guardian(s) shall be notified as soon as possible if it appears that the student will not meet the requirements of this policy by the end of his/her eighth semester of high school. The Board shall grant a high school diploma to a student upon recommendation of the building principal and Superintendent.

River Falls High School and Renaissance Academy Credit Requirements for Graduation

Requirements to earn a diploma in the River Falls School District for students at River Falls High School and Renaissance Charter Academy. Students must earn at least 28 course credits for graduation, including:

1. English 4.0 credits (must include .5 credits in Speech)
2. Mathematics 3.0 credits
3. Science 3.0 credits
4. Social Studies 3.5 credits
5. Personal Finance 0.5 credits
6. Physical Education 1.5 credits
7. Health 0.5 credits

In addition to the above required credits, the student must earn a minimum of 12.5 credit in elective coursework. All students must successfully meet the Civics exam requirement established by the Wisconsin Department of Public Instruction.

Specific coursework is outlined in the River Falls High School’s Academic and Career Planning Guide and the Renaissance Academy Graduation Requirement Checklist. Students completing the coursework specified above at River Falls High School or the Renaissance Academy will earn a high school diploma from the River Falls School District.

Minimum Course Load

All River Falls High School students and Renaissance Charter Alternative Academy students are required to take a minimum credit load of at least 7.0 credits per year.

Accommodations for Students with Disabilities

Individualized educational programs for high school graduation may be provided to accommodate students with disabilities. Students who successfully complete the goals and required credits identified in their individualized educational program shall be issued a diploma.

Foreign Exchange Students

At the time of his/her registration, a foreign exchange student may request to graduate with a District high school diploma. A student making such a request must provide a formal transcript from his/her home school at the time of registration. An interpretation of credits shall be completed by the guidance counselor and approved by the building principal. A “P” grade shall be listed for all courses passed and completed at his/her home school. To receive a high school diploma, the student must meet all graduation requirements. At the end of the first semester, the student’s academic performance shall be reviewed to determine the student’s continued eligibility for a District high school diploma.

It will be the policy of the School Board to acknowledge each student’s successful completion of the instructional program appropriate to the achievement of District goals and objectives as well as personal proficiency by the awarding of a diploma at fitting graduation ceremonies.

A student must earn _____ (___) credits, including the credit requirements set by State statute, to be eligible to receive a diploma, provided all other requirements as determined by the State and the School Board are met. The School Board requires the following credit requirements for a diploma:

[DRAFTING NOTE: Review the total number of credit requirements (see above) with the number of elective credits needed for students graduating through 2027 and those graduating in 2028 and beyond. Addition of the Personal Financial Literacy credit (0.5 credits) may prompt changes to the total graduation credits and/or elective credit requirement.]

English	4 credits
Mathematics	3 credits
Science	3 credits
Social Studies	3 credits
Health	0.5 credits
Physical Education	1.5 credits
Personal Financial Literacy	0.5 credits (Class of 2028 and beyond)
Electives	_____ credits

In order to earn a high school diploma, a student must successfully complete a civics assessment in accordance with State statute.

A student graduating prior to 2028 must also have participated in curriculum relating to financial literacy in order to earn a diploma.

In accordance with State law, a School Board may not grant a high school diploma to any student unless, during the high school grades, the student has been enrolled in a class or has participated in an activity approved by the School Board during each class period of each school day, or the student has been enrolled in an alternative education program (defined

in 115.28(7)(c)1, Wis. Stats.) or is participating in a School Board approved program that allows a student enrolled in the high school grades who has demonstrated a high level of maturity and personal responsibility to leave the school premises for up to one (1) class period each day if the student does not have a class scheduled during that class period.

~~[] A student must successfully complete the community service requirement in order to receive a high school diploma. [END OF OPTIONAL PARAGRAPH]~~

~~[] The School Board may approve a course or courses in career and technical education that it determines may satisfy up to a total of one (1) credit of mathematics and/or science credit. [END OF OPTIONAL PARAGRAPH]~~

~~The School Board may waive graduation requirements, except for the core requirements, in exceptional cases to suit the needs of a student subject to Wis. Admin Code, PI 18.03 and PI 18.04.~~

~~[DRAFTING NOTE: ANY OF THE FOLLOWING STATUTORY OPTIONS MAY BE INCLUDED IN THIS POLICY.]~~

~~[OPTION #1 - The State statute permits, but does not require, the School Board to allow students to use a physical activity to substitute for a 0.5 credit of physical education with the completion of a 0.5 credit of academic subjects.]~~

~~[] Physical Education Credits~~

~~[] Students who have participated in interscholastic athletics, ~~()~~ marching band, ~~dance, powerlifting, or ()~~ cheerleading, or ~~()~~ _____ [END OF OPTIONS] [additional activities may be added] for at least _____ one season [specify period of involvement required] as defined in the _____ Student Handbook, while enrolled in grades ~~()~~ nine (9), ~~()~~ ten (10), ~~()~~ eleven (11) and ~~()~~ twelve (12) [END OF OPTIONS], and as documented by the ~~Activities Director~~ _____ [athletic director, assistant principal, school counselor, etc.] ~~()~~ and approved by the principal [END OF OPTION], may be excused from 0.5 credits of the high school physical education requirement, provided they take an additional 0.5 credit in English, social studies, mathematics, science, or health education, at their choosing. [END OF OPTIONAL PARAGRAPH]~~

~~[] The School Board may grant, upon a student's request, permission for that student to take an additional 0.5 credit in English, social studies, mathematics, science, or health education towards high school graduation requirements in lieu of 0.5 credits in physical education based on the students' participation in an organized physical activity the School Board deems appropriate for this purpose. The student's participation in such organized school activity must meet the stated requirements of the School Board in terms of duration of participation and verification of same. [END OF OPTIONAL PARAGRAPH]~~

~~[END OF OPTION #1]~~

~~[OPTION #2: The State statute permits, but does not require, the School Board to allow students to earn high school graduation credits while enrolled in middle school.]~~

~~[] Graduation Credit as a Middle School Student~~

~~[] The School Board permits students in 7th or 8th grade to earn credit towards a high school diploma in any class taken that is approved by the School Board for such purpose, provided that the student is academically prepared based on performance on approved student assessments. Any course designated for high school credit at the middle school level must be taught by a teacher with high school certification in the subject matter and must be taught using curriculum and assessments equivalent to those used in the subject at the high school level.~~

~~Credit may be earned in (must select one (1) of the following:) ~~()~~ any subject area meeting the requirements under this policy. ~~()~~ any of the core required course areas of English, social studies, mathematics, science, physical education, or health ~~()~~ any course qualifying for credit in an elective area.~~

~~Courses taken by middle school students High school credits will not be earned by middle school students taking high school courses. Grades for high school courses taken in middle school will appear on the student's middle school transcript, but it will not appear on the student's high school transcript and not be factored into the student's high school grade point average. ~~for high school credit will appear on the students' high school transcript, along with the grade received ()~~ [RECOMMENDED] however the grade and class will not be factored into the students' high school grade point average ~~()~~ and the class will be factored into the students' high school grade point average.~~

~~When classes are held at the high school, appropriate transportation will be arranged [CHOOSE ONE] ~~()~~ by the student's parent ~~()~~ by the middle school principal ~~()~~ by the District [END OF OPTIONS] prior to a student being enrolled in an approved course at the high school.~~

The School Board directs the Superintendent to develop appropriate courses after determining annually whether sufficient student interest and appropriate staffing justifies offering such course(s). The Superintendent will establish procedures to determine whether a middle school student is academically prepared to take ~~any~~ a high school course approved for high school credit.

~~[END OF OPTION #2]~~

~~[OPTION #3— This option should be selected only if the School Board does pass a resolution as required that permits credits to be earned in this fashion. The law then requires that the School Board adopt policies and procedures setting forth the criteria.]~~

~~[] Portfolio Credits~~

~~[] School Board resolution adopted _____ [date of adoption] permits students to earn credit by demonstrating competency or by creating a learning portfolio. If a student meets the criteria established, the course will be listed on the student's high school transcript and be used to meet the requirements for high school graduation.~~

~~A student may not earn more than half (1/2) of the credits required for high school graduation through this process.~~

~~[] The Superintendent will develop procedures for how students may qualify for credit under this process.~~

~~[END OF OPTION #3]~~

~~[OPTION #4: The State statute permits, but does not require, a School Board to establish an alternative education program that is allowed to have its own graduation requirements as long as those requirements meet the minimum statutory credit requirements.]~~

~~[] Alternative Education Diploma~~

~~The School Board authorizes the Superintendent to establish an alternative diploma program for students who meet the requirements of State law but not the additional elective credit requirements established for attainment of a regular high school diploma from the District. An alternative education program is defined as an instructional program, approved by the School Board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms, or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. "Alternative educational program" does not include a private school or a home-based private educational program. (See Policy 2451— Program or Curriculum Modifications)~~

~~The IEP team and any other necessary members will review the student's academic progress and the alternative achievement standards for graduation criteria.~~

~~[END OF OPTION #4]~~

~~Students With Disabilities~~

~~Students with disabilities who properly complete the programs specified in their I.E.P. and have received the recommendation of the I.E.P. Committee may participate in graduation activities and may be awarded~~

~~() a diploma (provided the student satisfied the District's high school graduation requirements). (see Policy 5460.01— Diploma Deferral)~~

~~() a certificate of attendance. (see Policy 5460.01— Diploma Deferral)~~

~~[] GED Option 2 Program (GEDO #2)~~

An alternate path to a District diploma is the completion of the high school's GED Option 2 program. This program has strict enrollment requirements and allows a student who is at least seventeen (17) years of age to work towards successful completion of the GED testing program. Once the student completes all of the requirements, the student is awarded a District diploma and is eligible to participate in the subsequent graduation ceremony. Participation in this program is contingent upon DPI approval of the District's program and compliance with the requirements of Wis. Admin Code PI 5.

~~[END OF GEDO #2 OPTION]~~

Graduation Activities and Ceremony

A student may be denied participation in graduation activities for disciplinary reasons and/or for non-payment of fees. The Superintendent and high school principal may establish additional requirements for participation in the graduation activities and may organize said activities to have the appearance and decorum deemed reflective of the District. **Students who are within one-half credit of meeting the District's graduation requirements shall be permitted to participate in graduation exercises but shall not be awarded a high school diploma at that time.**

Policy Reporting and Review

The principal of the high school will prepare a report describing the District's policies on high school graduation standards, including a list of courses required under State law and the number of hours in each school term required to earn one (1) credit for those courses. Additionally, any change to the District's policies will also be reported to the Department of Public Instruction or other appropriate agency after it has been approved by the School Board and signed by the School Board president, the Superintendent, and the principal.

It will be the policy of the School Board to periodically review and revise this policy specifying the criteria for awarding a diploma.

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Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	DIPLOMA DEFERRAL
Code	po5460.01 1/28
Status	

5460.01 - **DIPLOMA DEFERRAL**

Social graduation is an opportunity for students with individualized education programs ("IEPs") to participate in high school graduation ceremonies without obtaining an official diploma. Students with IEPs who have completed all academic requirements for high school graduation, but who have not yet completed their transition-related IEP goals may be eligible for social graduation. Students may participate in social graduation only upon the recommendation of their respective IEP teams. If social graduation is recommended, the student may engage in all aspects of the graduation celebration (e.g., wearing a cap and gown; sitting with the graduating class; having his/her the student's name printed in the program and read aloud at the ceremony; walking across the stage to receive a faux diploma). Instead of receiving an official diploma, however, the student will receive an unsigned diploma or a certificate of participation.

The determination of whether social graduation is recommended for any particular student will be made on an individual basis during the first semester of any year in which the student's chronological peer group is eligible to receive a high school diploma. The IEP team may raise the issue, or the student and/or his/her the student's parent may raise the issue. The IEP team members should consider whether social graduation is appropriate to further the student's progress with regard to IEP goals. The team may also consider any objectives the student will be required to accomplish before s/he is eligible to participate. Finally, the team should determine additional arrangements or preparations, if any, that will need to be made to enable the student to participate in the ceremony. If the team determines that social graduation is recommended, the Superintendent will be notified. The IEP team makes the final decision with regard to social graduation, in accordance with the student's IEP goals, Federal and State laws and regulations and School Board policies. Students for whom participation in graduation ceremonies is precluded for disciplinary issues (when the discipline was not a manifestation of the student's disability) or nonpayment of school fines may not participate in social graduation.

After participating in the ceremony, the student is expected to continue working on his/her their IEP transition goals and objectives. The student will also continue to receive services to address his/her their transitional, vocational, and/or independent living skills as delineated in his/her their IEP. An official high school diploma will be granted to the student when the IEP team determines that the transition goals have been met.

When the student turns twenty-one (21) during the school year, s/he the student will be permitted to complete the current school year.

~~{NOTE: School year and school term are synonymous. School term is defined pursuant to 115.001(12), Wis. Stats.}~~

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Book Neola Policy Templates for Processing
 Section 5000 Students Templates
 Title CHILDREN AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL
 Code po5461 - 3/5
 Status
 Legal 118.153, Wis. Stats.
 P.I. 25

5461 - CHILDREN AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL

The Board shall establish programs to serve children in the District who are identified as "children-at-risk" in compliance with State statutes. This policy meets the requirements of State law which includes identifying and serving "children-at-risk" students as defined below:

Students who are at risk of not graduating high school because they are dropouts or are at least two (2) of the following:

- A. one (1) or more years behind their age group in the number of high school credits attained;
- B. two (2) or more years behind their age group in at least one (1) basic skill level (math and/or reading);
- C. habitually truant;
- D. parents;
- E. adjudicated delinquents; and
- F. eighth grade students whose score in each area of the student assessment was below basic level of failing and eighth grade students that were not promoted to ninth grade.

The District shall identify all children at-risk enrolled in the District. The District shall annually develop a plan describing how the Board will meet the needs of such students. Each plan shall be completed on or before August 15th of each year.

All programs and services developed for "children-at-risk" shall be designed to improve and expand educational opportunities for these children on an individualized basis, through a variety of means (e.g., additional instruction, differentiation, intervention), and provide alternative courses or program modifications which satisfactorily meet the District's graduation requirements.

Principals are responsible for identifying and addressing barriers to learning through a variety of strategies. The plan will communicate the structure, strategies, and program offerings for students at-risk which will vary by individual. Strategies for support, interventions, programs, and alternative educational options are made available to all students and at all levels as needed.

[] [OPTION #1]

The Board uses ~~() a Response to Instruction (RtI) Model~~ ~~() an Equitable Wisconsin Multi-Level System of Supports (EMLSSWMLSS) Model~~ **[END OF OPTION]** that is designed as a continuum for Literacy, Mathematics, and Behavior. ~~() RtI~~ ~~() EMLSS~~ **[END OF OPTIONS]** ~~Wisconsin Multi-Level System of Supports (EMLSSWMLSS)~~ is defined as a systemic

process for achieving high levels of academic and behavioral success for all students through:

- A. multi-level, high-quality instructional approach for general, at-risk, advanced learners and special education student needs;
- B. a balanced assessment system;
- C. collaborative practices.

The Board will make reasonable efforts to help each student acquire the necessary skills, concepts, and content of a course or subject area they are enrolled in through systemic practices of ~~() RTI~~ ~~() EMLSS~~ **Wisconsin Multi-Level System of Supports (WMLSS)**. Student capabilities will be identified for ~~() RTI~~ ~~() EMLSS~~ **[END OF OPTIONS] Wisconsin Multi-Level System of Supports (WMLSS)** using multiple criteria in accordance with District guidelines. These guidelines are aligned with the Wisconsin Department of Public Instruction’s recommendations.

The District will maintain ~~() a RTI Continuum~~ ~~() an EMLSS Framework~~ **[END OF OPTION] Wisconsin** Multi-Level System of Supports ~~(EMLSS)~~ **(WMLSS)** and supporting documents which outline specific implementation procedures and guidelines that will be reviewed annually.

[END OF OPTION]

[] [OPTION #2] [DISTRICT-SPECIFIC]

~~The Board directs the District Administrator to establish a District specific plan that meets the following criteria: _____.~~

[END OF OPTION]

Parent involvement will be actively solicited to improve student success. Community service agencies’ participation and partnerships will be encouraged and actively sought to meet student needs.

Students shall be identified and referred to these programs and services in accordance with State regulations and guidelines established by the administration. ~~() An annual report concerning "children at risk" shall be made to the Board.~~ **[END OF OPTION] [DRAFTING NOTE: An annual report shall be made if the Board applied for aid pursuant to 118.153, Wis. Stats.]**

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Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	CREDITS FROM NONPUBLIC SCHOOLS
Code	po5463 -3/5
Status	
Legal	P.I. 18, Wis. Adm. Code

5463 - CREDITS FROM NONPUBLIC SCHOOLS

In recognizing its responsibility to uphold the minimum educational standards of the State of Wisconsin, the School Board establishes the following policy and criteria regarding the acceptance of credits for students transferring to the high school from nonpublic schools, whether they are private schools, as defined by law, or other types of schools.

For credit or coursework to be accepted for courses taken in such schools, assurance of compliance with minimum requirements established by the State must be provided. Recognition of credits or coursework will be granted when the proper assurance and the student's transcript has been received.

Accepted credits from nonpublic schools will be entered on the student's transcript with a notation of the school at which the credits were earned.

Grades in courses from nonpublic schools, other than home-based schools, that have been accepted for credit will be entered on the student's transcript. Such grades will be considered for grade point average and class ranking. The eligibility requirements for students transferring from nonpublic schools for the:

- Wisconsin Academic Excellence Scholarship is outlined in Policy 5451.01.
- Wisconsin Technical Excellence Higher Education Scholarship is outlined in Policy 5451.02
- Wisconsin ACT 95 Guaranteed UW Admission and the Direct Admit Program is outlined in Policy 5430

~~[] Credits and grades from home-based schools will follow the provisions set forth in AG 9270 — Home-Based Private Education Students.~~

The District reserves the right to assess such transfer students in order to determine proper placement and to be assured the student can demonstrate the academic proficiencies which are prerequisite to a placement.

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Book Neola Policy Templates for Processing
 Section 5000 Students Templates
 Title STUDENT USE AND PARKING OF MOTOR VEHICLES
 Code po5515 - 3/5
 Status

Revised Policy – Vol. 35, No. 1

5515 - STUDENT USE AND PARKING OF MOTOR VEHICLES

~~The School Board regards the use of motor vehicles for travel to and from school by students as an assumption of responsibility on the part of those students—a responsibility in the care of property, in the observation of safety rules, and in the display of courtesy and consideration toward others.~~

The School Board will permit the operation and parking use of motor vehicles on District property by students, in accordance with the rules of this District, provided that such students are licensed drivers.

~~() and have been granted permission by the () Principal () Permit Process () Business Office ()~~
[END OF INTERNAL OPTIONS] to park operate a motor vehicle on school grounds. **[END OF OPTION]**

Students may only bring onto District property vehicles that are owned by the student or vehicles for which the student has express permission to operate. Bringing other vehicles onto District property will be considered a violation of school rules and this policy; school officials may contact law enforcement, as appropriate, when vehicles are brought onto District property without legal authorization.

At no time may a student enter a vehicle without the owner's consent, or the driver's consent if the owner has granted the driver express permission to operate the vehicle. School officials may contact law enforcement for unauthorized entry of a vehicle.

School officials may search a vehicle located on District property in accordance with School Board Policy 5771 - Search and Seizure ~~() and Administrative Guideline 5771—Search and Seizure~~ **[END OF OPTION]**.

~~[] The School Board will not permit the use of minibikes for travel to and from school.~~

~~[] The School Board will not be responsible for motor vehicles that which are lost, stolen, or damaged on District property.~~ **[END OF OPTION]**

~~[] No student who does not possess a valid motorcycle safety education certificate will be allowed to ride or park a motorcycle on school property.~~

~~[] The School Board will not permit the use of snowmobiles by legally qualified individuals for travel to and from school, provided that the snowmobile is operated only within designated areas. [] Parking of such snowmobiles on District property will be in designated area(s).~~ **[END OF OPTION]**

~~[] The School Board will not permit the use of Off Highway Vehicles (OHV) by legally qualified individuals for travel to and from school, provided that the OHV is operated only within designated areas. [] Parking of such OHV on District property will be in designated area(s).~~ **[END OF OPTION]**

~~The Superintendent will establish standards for the granting of parking permits which will contain the warning that infraction of the rules may result in the revocation of the permit.~~

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Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	STUDENT HAZING
Code	po5516 1/30
Status	
Legal	118.13, Wis. Stats. 120.13, Wis. Stats 948.51, Wis. Stats P.I. 9, Wis. Admin. Code P.I. 41, Wis. Admin. Code Fourteenth Amendment, U.S. Constitution 20 U.S.C. 1415 20 U.S.C. 1681 et seq., Title IX of Education Amendments Act 20 U.S.C. 1701 et seq., Equal Educational Opportunities Act of 1974 29 U.S.C. 794, Rehabilitation Act of 1973 42 U.S.C. 1983 42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990 42 U.S.C. 2000 et seq., Civil Rights Act of 1964 42 U.S.C. 2000d et seq. 34 C.F.R. Sec. 300.600-300.662 Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

5516 - **STUDENT HAZING**

The School Board believes that hazing activities of any type are inconsistent with the educational process and may in some circumstances be a violation of State law. It prohibits all such activities at any time in school facilities, on school property, and at any District-sponsored activity or event.

Hazing will be defined for purposes of this policy as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing will not lessen the prohibitions contained in this policy.

Administrators, faculty members, and other employees of the District will be alert to possible situations, circumstances, or events that might include hazing. If hazing or planned hazing is discovered, the students involved will be informed by the discoverer of the prohibitions contained in this policy and will be ordered to end all hazing activities or planned activities

immediately. All hazing incidents will be reported immediately to the Principal or to the Superintendent. The individual informed of the situation will immediately do the following:

- A. Write all information concerning the reported activity or planned activity received from the person reporting the incident to create a complete record of the initial contact with the administration.
- B. Determine if any potential criminal activity has occurred and if so contact law enforcement immediately.
- C. Determine whether the information received illustrates hazing behavior that is based on the student's or any group of students sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws ("Protected Classes"). If the conduct reported appears to be based on one (1) or more Protected Class, or information surfaces in that regard, the administrator will inform the District Compliance Officer and refer to Policy 5517 – Student Anti-Harassment and proceed accordingly.
- D. If the hazing or planned hazing does not appear to be based on any Protected Classes, then the administrator will proceed to conduct an investigation consistent with the procedures found in Policy 5517.01 - Bullying.

Students, administrators, faculty members, and other employees who fail to abide by this policy may be subject to disciplinary action and may be held personally liable for civil or criminal penalties. Disciplinary action for students may include, but is not limited to, suspension and/or expulsion. Disciplinary action for staff members may be issued up to and including termination from employment. (See Policy 3139 – Staff Discipline, Policy 3140 - Non-renewal, Resignation, and Termination, Policy 4140 - Termination and Resignation, or Policy 4139 – Staff Discipline).

~~[] The Superintendent will distribute this policy to all students and District employees, and will incorporate it into the building, staff, and student handbooks. It will also be the subject of discussion at employee staff meetings or in service programs.~~

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Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	STUDENT USE OR POSSESSION OF INTOXICANTS, DRUGS, OR PARAPHERNALIA
Code	po5530 1/30
Status	
Legal	118.01(2)(d), Wis. Stats. 118.24(2)(f), Wis. Stats. 118.257, Wis. Stats. 125.09(2), Wis. Stats. Drug-Free Schools and Communities Act of 1986 as amended 20 U.S.C. 3171 et seq. 20 U.S.C. 3224A

5530 - **STUDENT USE OR POSSESSION OF INTOXICANTS, DRUGS, OR PARAPHERNALIA**

The School Board recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community.

↔ As the educational institution of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive, means.

For purposes of this policy, "drugs" will mean:

- A. ↔ all dangerous controlled substances as so designated and prohibited by Wisconsin statute;
- B. ↔ all derivatives of hemp, except CBD products permitted by the school ↔ (see Policy 5330 - Administration of Medication/Emergency Care);

This includes Delta-8-THC, Delta-9-THC, Delta-10-THC, Delta-11-THC, THC-0, and all other forms that cause psychosis; in all forms of delivery (i.e., inhalation, ingestion, injection, etc.).
- C. ↔ all chemicals which release toxic vapors;
- D. ↔ all alcoholic beverages;
- E. ↔ any prescription or patent drug, except those for which permission to use in school has been granted pursuant to School Board policy;
- F. ↔ "look-alikes";
- G. ↔ essential oils and oil like products that may be mistaken for a drug ↔ (see Policy 5330 - Administration of Medication/Emergency Care);

- H. (↔) anabolic steroids;
- I. (↔) any misuse of over-the-counter drugs or medications;
- J. (↔) any other illegal substance so designated and prohibited by law;
- K. (↔) any substance, no matter its chemical composition, that is represented as or packaged in such a manner so as to give the appearance that the substance is a drug otherwise defined in this policy.

The School Board prohibits the use, possession, concealment, or distribution of any drug and any drug paraphernalia at any time on District property or at any District-related event. **Violations of this policy will lead to disciplinary actions, including but not limited to, suspension or expulsion.**

~~The Superintendent will prepare guidelines for the identification, amelioration, and regulation of drug use in the schools, including education, prevention and standards of conduct. Education will be intended to develop awareness of: drug abuse, including prescription drug abuse, and prevention; the relationship between highway safety and the use of alcohol and controlled substances, including prescription drugs; and the relationship between youth suicide and the use of alcohol and controlled substances, including prescription drugs.~~

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Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	INVESTIGATIONS INVOLVING LAW ENFORCEMENT AND OTHER GOVERNMENTAL AGENCIES
Code	po5540 - 3/5
Status	
Legal	118.257, Wis. Stats. 120.13(35), Wis. Stats. 175.32, Wis. Stats.

5540 - **INVESTIGATIONS INVOLVING LAW ENFORCEMENT AND OTHER GOVERNMENTAL AGENCIES**

The School District of River Falls recognizes the need for police to investigate and gather information, yet, we do not want non-school police matters to disrupt the school day for students. Not only does the District recognize the responsibility to protect the educational process but also individual student and parental rights as well.

All student interviews with law enforcement officials conducted on school premises shall receive prior approval of the building principal or designee, to include parent consent when practical and reasonable. In cases of suspected child abuse or neglect approval shall not be withheld without good cause.

It is the responsibility of the law enforcement officer to meet any requirements for law enforcement officers relating to advising a student of constitutional or statutory rights or conducting any interview.

Procedures for Police Interview of Students

The following guidelines are to be used when law enforcement officials interview students in school during regular school hours. These guidelines do not apply to interviews conducted by District professional staff including the District's School Resource Officer.

Prior Administrative Approval

All student interviews with law enforcement officials conducted on school premises shall receive prior approval of the building principal or designee. Approval of an interview request shall take into consideration such factors as the age of the student and cognitive ability, the purpose and subject matter of the interview, whether the conduct occurred on school grounds, whether the interview involves child abuse or neglect, and the seriousness of the conduct at issue.

If a request for a student interview is denied, the building principal or designee shall state the reason for such denial. Law enforcement officials may appeal decisions made by the building principal or designee to the District Administrator.

Parent Notification

For all student interviews, when practical, a reasonable effort will be made by the police officer and/or building administrator to contact the student's parent/guardian prior to the officer's arrival at the school to conduct the interview. If prior contact has not been made, the building principal or police officer will make a reasonable effort to contact the student's parent/guardian in advance of the interview, except in the case of child abuse/neglect referrals.

The interview may proceed prior to notification of the parent or guardian if the situation is determined by law enforcement to be a serious matter that requires prompt action including, but not limited to: child abuse/neglect investigation, potential flight of a suspect, crime cover-up, school or community safety/security concerns, destruction of evidence, and/or if the

student voluntarily approaches the police officer.

A building administrator or designee will be present during the interview if parents have not been notified. If the interview relates to child abuse/neglect, a building administrator or designee shall be present only if/when the law allows. If the parent is not notified in advance, then a follow-up phone call will be made and/or an email, or letter will be sent from the principal or designee to explain the proceedings except in the case of investigation of child abuse/neglect.

Avoiding embarrassment and interrupting instructional time

Every reasonable effort should be made by the administrators and the law enforcement officers to minimize school disruption and to ensure a minimum of embarrassment or loss of class time for the student by conducting plain-clothes interviews whenever possible, interviewing in a private area, and notifying students individually by school personnel. Law enforcement officials will notify the building principal or designee when the interview is completed. The Superintendent shall be notified immediately when any of the actions addressed in these guidelines is to occur.

@RFSD 2025 Adapted from Retired Policy 448, 448-Rule

The School Board is committed to maintaining the educational atmosphere of the schools and restricting access by individuals not part of the school system but also recognizes its responsibility to cooperate with law enforcement agencies and its need for assistance from law enforcement in certain circumstances.

[] The District contracts with one or more municipalities for the services of School Resource Officers (SROs) pursuant to its shared agreement or Memorandum of Understanding, which sets forth the relationship between school officials and SRO.

When law enforcement requests permission to interview a student at school, the Superintendent or building administrator will be contacted prior to any further action by law enforcement. The administrator will determine whether it is appropriate to provide access to the student based on the officer's purpose, whether the officer has stated that there is an emergency involving imminent threat, or that the officer is in possession of a valid warrant. A warrant will be deemed valid if executed by a judicial officer and describes the school premises.

If law enforcement is contacted by the administration for assistance, administration will maintain the lead role in the investigation and will be present or contact a parent to be present for any interview to the extent reasonable.

When an agency requests permission to remove a student, or does remove a student without prior permission, the building administrator will notify the Superintendent.

Law enforcement investigations on school premises fall into two (2) primary categories. First, some investigations will occur at the request of school administration due to suspicion of a violation of school policy that may also be criminal. Second, law enforcement investigations may occur without the initiation of school officials and may or may not involve activity on school grounds.

Different procedures are to be followed in each instance as outlined below:

A. By law enforcement personnel, on request of school authorities

1. An administrator may exercise discretion in determining whether to request assistance of law enforcement in investigating a crime, or allegation of a crime, committed in the administrator's school building or on school grounds during school hours. If assistance is so requested, it will be directed to the local law enforcement agency and the administration will remain the primary investigator with assistance from law enforcement. When determining whether to contact law enforcement, a school administrator will consider the mandatory reporting requirements of 48.981, Wis. Stats., in the event the allegations involve suspected child abuse or neglect.
2. If the administrator requests assistance, a law enforcement officer may conduct an investigation within the school building and interview students as witnesses in school during the school day. Administrators will take steps to assure that students are not removed from classes if at all possible. The administrator will be present during the interview unless the law enforcement officer, student or the student's parent requests that the school official not be present. The student may request other representation such as legal counsel. If a student requests legal counsel, the administrator will make an effort to contact the parent(s) and the student will be put in custody of the law enforcement agency. The administrator will attempt to contact the parent(s) of any student prior to questioning by law enforcement. A decision whether to take a student into custody is the decision of the law enforcement officer.
3. If the investigation focuses on a particular student as a prime suspect of crime, the administrator and the law enforcement officer will abide by the guidelines with respect to any interrogation, search, and arrest. Once

law enforcement is involved in an investigation of possible criminal activity on school grounds, assuring that the constitutionally protected rights are respected during the investigation process is the law enforcement officers' responsibility.

4. School officials will assist and cooperate in investigations as requested by law enforcement and consistent with District responsibility to maintain the confidentiality of student records under State and Federal law.

B. By law enforcement personnel without request of school authorities

1. Law enforcement officers will be asked to make every effort to interview students outside of the school hours and outside of the school setting in those cases where assistance has not been requested by school authorities. This procedure will not apply to circumstances where a serious crime may be involved, or where imminent threats to persons or property may be involved, or where law enforcement states that it is not feasible to interview the student outside of school due to the nature of the investigation and that they are not able to provide specific information substantiating the need to immediately interview the student.
2. If law enforcement deems it absolutely necessary to interview a student at school, the law enforcement personnel will first contact the administrator regarding the planned visit and inform the administrator of the circumstances that require law enforcement to investigate within the school and obtain the administrator's approval to interview a student during school hours. The law enforcement officer will not commence an investigation until such approval is obtained. The law enforcement personnel may appeal to the Superintendent if it is deemed that approval was unreasonably withheld.

The administrator will make every effort to maintain the privacy of the student.

3. () Accordingly, the administrator will do the following:
 - a. () require the law enforcement officer to sign in upon arrival at the school and complete a form stating the reasons why questioning may not wait until after school hours. If the officer indicates it is a confidential investigation, officials will allow access;
 - b. () request that law enforcement arrive at school inconspicuously (e.g., dressed in plain clothes and driving undercover vehicle);
 - c. () request that every attempt be made to schedule questioning during a time the student is not in class.;
 - d. () request that the student be pulled out of class by a school administrator, rather than a law enforcement officer, if necessary;
 - e. () notify the law enforcement officer that the school official will be attempting to contact the student's parent prior to questioning, unless specifically requested not to because such contact would unduly impede the investigation.
4. If law enforcement officer is in possession of a **valid warrant**, school officials will in no way interfere with the officer's execution of the warrant. A warrant will be considered "valid" if it accurately describes the school facility and is executed by an authorized judicial official. District officials will not attempt to evaluate the sufficiency of probable cause upon which the warrant is based.

In the event a law enforcement officer seeks to execute a warrant on school grounds, the officer is to be directed to building administration. The administration will attempt to assist in executing the warrant by directing the student to report to the office. The school administration will then: 1) contact the student's parent if the student is a minor; and 2) contact the Superintendent. This process will be followed unless the law enforcement official states that the official has reason to believe that the subject of the warrant poses an immediate threat to the health and safety of others while in the school. In such a case, school officials will grant access to the facility for execution of the warrant.

[] The Superintendent will prepare guidelines to promote understanding and cooperation between staff members and students and these agencies. **[END OF OPTION]**



Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	INVESTIGATIONS INVOLVING SUSPECTED CHILD ABUSE
Code	po5540.01 1/30
Status	
Legal	48.981, Wis. Stats.

5540.01 - INVESTIGATIONS INVOLVING SUSPECTED CHILD ABUSE

In the event of a law enforcement or social services investigation involving allegations of child abuse under Chapter 48 of the Wisconsin Statutes, school officials will permit access to any student with whom the law enforcement officer or social services agent determines ~~s/he~~ **the student** must speak.

~~Office staff will notify the Superintendent or the building administrator of any such investigation and will keep a log of activities by the agency conducting the investigation, noting the date, and time of any interviews and the students involved.~~

The school administration may notify the student's parents after being advised by the agency conducting the investigation that parental contact will not impede their investigation. In some instances, such investigations may involve allegations against the student's parent(s), and the investigating agency may instruct the administration not to contact the parents unless and until they are authorized to do so by the investigating agency. The administration will cooperate with such a request.

If the investigating agency determines that it must remove the student from school in the course of their investigation, the administrator should make a record of when the student was released, the agency to which the student was released, and the name of the individual agent that removed the student.

This policy should be viewed in conjunction with Policy 8462 **- Child Abuse and Neglect**. Nothing in this policy affects District staff responsibilities as mandatory reporters of suspected child abuse.

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Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	IN-SCHOOL DISCIPLINE
Code	po5610.02 - 3/5
Status	
Legal	120.13(1), Wis. Stats.

5610.02 - IN-SCHOOL DISCIPLINE

It is the purpose of this policy to provide an alternative to out-of-school suspension. The availability of in-school discipline options is dependent upon the financial ability of the Board to support such a program.

In-school discipline will only be offered at the discretion of the **Principal** for offenses found in the Student Code of Conduct.

No student is to be detained after the close of the regular school day unless the student's parent has been contacted and informed that the student will be detained. No student shall be refused transportation services until the parent has been notified and other suitable transportation arrangements have been made. Notification to the parent is the responsibility of District personnel and should be made prior to the departure of school buses. If a parent cannot be contacted, the child should be detained on another day.

~~[] The District Administrator is to establish administrative guidelines for the proper operation of such programs and provide for appropriate due process procedures to be followed as applicable. **[END OF OPTION]**~~

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Book Neola Policy Templates for Processing
Section 5000 Students Templates
Title STUDENT ACTIVISM AND EXPRESSION
Code po5720 3/5
Status

5720 - **STUDENT ACTIVISM AND EXPRESSION**

It is the policy of the School Board to ~~() allow () encourage~~ **[END OF OPTION]** students to express opinions and ideas, take stands, and support policies, publicly or privately, orally and in writing. ~~Students may be given this opportunity for expression through established school media.~~ Such expression should not interfere with the educational program, present a health or safety hazard, or violate School Board policy. Students may advocate change of law or school regulations and pursue their advocacy through lawful means.

Students may not use obscenity, slanderous or libelous statements, or disruptive tactics, or advocate violation of the law or school policies or guidelines. (See Policy 5520 - Disorderly Conduct)

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Book Neola Policy Templates for Processing
 Section 5000 Students Templates
 Title SCHOOL-SPONSORED PUBLICATIONS AND PRODUCTIONS
 Code po5722 - 3/5
 Status

5722 - SCHOOL-SPONSORED PUBLICATIONS AND PRODUCTIONS

The School Board sponsors student publications and productions as means by which students learn, under adult direction/supervision, the rights and responsibilities inherent when engaging in the public expression of ideas and information in our democratic society.

For purposes of this policy, school-sponsored student media will include both student publications and productions. School-sponsored student media does not include student expression related to classes that are not directly associated with student publications/productions. The term publication will include distribution, transmission, and dissemination of a student publication regardless of its medium. Student publications will include any written materials, (including, but not limited to, banners, flyers, posters, pamphlets, notices, newspapers, playbills, yearbooks, literary journals, books, and t-shirts, and other school-sponsored clothing),

(↔), as well as material in electronic or on-line form (including, but not limited to, apps and services (as defined in Bylaw 0100 - Definitions, webpages/sites, web logs ('Blogs), video or audio clips, ↔ (postings of social media (as defined in Bylaw 0100 - Definitions), and newsletters of announcements transmitted by e-mail, ↔ text, wireless broadcast, or other similar distribution/dissemination).

~~[] The School Board expressly prohibits the use of social media related to student publications.~~

The term performance will include the presentation and broadcast of a student production. Student productions will include vocal, musical, and/or theatrical performance, impromptu dramatic presentation, or any electronic media (including, but not limited to, radio and television programs, videoblogs (vlogs), and podcasts).

~~(↔) social media (as defined in Bylaw 0100), and other video or audio productions that are recorded for re-broadcast or broadcast in real-time using any available broadcast technology).~~

~~(↔) and other video or audio productions that are recorded for re-broadcast or broadcast in real-time using any available broadcast technology). The School Board expressly prohibits the use of social media related to student productions.~~

[DRAFTING NOTE: A School Board should only select the following OPTION if it selected either or both of the first OPTIONS under student publication or student production.]

Only District-approved social media (as defined in Bylaw 0100 - Definitions) may be used to host school-sponsored student media, in accordance with Policy 7544 - Use of Social Media. School-sponsored student media must also comply with Policy 7540.02 - Digital Content and Accessibility.

For purposes of this policy, the school community is defined to include students, School Board employees (i.e., administrators, and professional, and support staff), and parent/family members.

~~(↔) and other individuals who are~~

~~() invited by the Superintendent~~

~~() authorized or otherwise permitted by the Superintendent~~

~~to view a performance or receive directly from the District a publication~~

~~() and those who have been issued credentials to access the District's secure portal.~~

The following speech is unprotected and prohibited in all school-sponsored student publications and productions: speech that is defamatory, libelous, obscene, or harmful to minors (as that term is defined in Children's Internet Protection Action (CIPA)); speech that is reasonably likely to cause substantial disruption of or material interference with school activities or the educational process; speech that infringes upon the privacy or rights of others; speech that violates copyright law; speech that promotes activities, products or services that are unlawful (illegal) as to minors as defined by State or Federal law; and speech that otherwise violates school policy and/or State or Federal law. The School Board authorizes the administration to engage in prior review and restraint of school-sponsored publications and productions to prevent the publication or performance of unprotected speech.

Student expression relates to classrooms or educational settings not otherwise directly associated with school-sponsored student publications/productions are nonpublic forums. As nonpublic forums, the content of such student expression can be regulated for legitimate pedagogical school-related reasons. School officials will routinely and systematically review and, if necessary, restrict the content of these student expressions prior to publication/performance in a reasonable manner that is neutral as to the viewpoint of the speaker.

~~**[DRAFTING NOTE: With respect to student expression related to classrooms or educational settings not otherwise directly associated with school-sponsored student publications/productions, select OPTION #1, OPTION #2, OPTION #3, OPTION #4, or OPTION #5.]**~~

~~**[] OPTION #1**~~

~~[] Nonpublic forum student expression may be published/performed outside the school community (i.e., to the general public). () See School Board Policy 9160 – Public Attendance at School Events.~~

~~**[END OF OPTION #1]**~~

~~**[] OPTION #2**~~

~~[] While nonpublic forum student expression generally may be published/performed outside the school community (i.e., to the general public), the following nonpublic forum student expression may only be published/performed to members of the school community: _____ **[identify]** () See School Board Policy 9160 – Public Attendance at School Events.~~

~~**[END OF OPTION #2]**~~

~~**[] OPTION #3**~~

~~[] While ordinarily nonpublic forum student expression may only be published/performed to members of the school community, the Superintendent may authorize specific nonpublic forum student expression to be published/performed outside the school community (i.e., to the general public). A teacher, student, or group of students who wish to have nonpublic forum student expression published/performed outside the school community must submit to the Superintendent a request for prior written approval for such publication/performance. () See School Board Policy 9160 – Public Attendance at School Events.~~

~~**[END OF OPTION #3]**~~

~~**[] OPTION #4**~~

~~**[DRAFTING NOTE: The School Board should select either OPTION #2 or OPTION #3 if it has authorized the limited use of District-approved Social Media to publish/perform nonpublic forum student expression.]**~~

~~[] While ordinarily nonpublic forum student expression may only be published/performed to members of the school community, the following nonpublic forum student expression may be published/performed outside the school community (i.e. to the general public): _____ **[identify]**. () See School Board Policy 9160 – Public Attendance at School Events.~~

~~**[END OF OPTION #4]**~~

[] OPTION #5

[DRAFTING NOTE: The School Board should select this OPTION if it has prohibited the use of District-approved Social Media to publish/performance nonpublic forum student media, with the exception of nonpublic forum student media that is disseminated through District-approved Social Media that employs a secure portal that restricts access to members of the school community through the use of a User ID and Password (or other form of biometric authentication security).]

[] Nonpublic forum student expression may only be published/performed to members of the school community. () See School Board Policy 9160—Public Attendance at School Events.

[END OF OPTION #5]

[DRAFTING NOTE: PLEASE CHOOSE ONE (1) OF THE FOLLOWING FOUR (4) OPTIONS (A-D). The order in which the below four (4) OPTIONS are listed is not meant to convey a preference or recommendation. School Boards should select the OPTION that best reflects their current practice or a new practice they wish to henceforth follow. As they consider the following OPTIONS, School Board and administrators are encouraged to consult the accompanying Toolkit for a discussion of the different types of forums—e.g., nonpublic forum and limited public forum.]

[] OPTION A [Select if the School Board intends to designate all school-sponsored student media, to be limited-purpose public forums (i.e., not subject to prior review/restraint) and allows them to be generally published/performed outside the school community. This is the most permissive of the OPTIONS.]

[] The School Board designates all school-sponsored student media as limited-purpose public forums where students can address matters of concern and/or interest to their readers/viewers. All school-sponsored student media may be published/performed outside the school community. The student journalists, content creators and/or performers involved in these publications/productions have the right to determine the content of the student media.

[] The content may address general matters of public concern and is open to the public at large for comment at the discretion of the student journalists/content creators/performers. School officials will not review or restrict the content of school-sponsored student media prior to publication/performance, except with respect to unprotected speech.

[] Each medium should provide a full opportunity for students to inquire, question, and exchange ideas.

[] Content should reflect all areas of student interest and may include topics about which there may be dissent and/or controversy.

All school-sponsored student media will contain a notice to the reader/viewer that the material, while school-sponsored, is student-directed and not subject to prior review. Given all student publications and/or productions have been designated as limited-purpose public forums, the school assumes no liability for their content. With editorial control comes responsibility. Student journalists, content creators, and performers are expected to establish and enforce standards, for their publications/productions that are consistent with professional journalism/artistic/theatrical/broadcast standards.

[END OF OPTION A]

[] OPTION B [Select if the School Board intends to identify specific school-sponsored student publications/productions to be limited-purpose public forums (i.e., not subject to prior review/restraint), which may be published/performed outside the school community. School-sponsored student publications/productions not listed are considered nonpublic forums and will be subject to routine and systematic prior review and restraint. This is the second most permissive OPTION and only permits prior review/restraint of nonpublic forums, and generally allows limited-purpose public forums to be generally published/performed outside the school community.]

The School Board designates the following official, school-sponsored student media to be limited-purpose public forums:

[List all publications so designated:]

- A. _____
- B. _____

- C. _____
- D. _____
- E. _____

As limited purpose public forums the student journalists, content creators, or performers associated with the above listed publications and/or productions may address matters of concern and/or interest to their readers/viewers. The student journalists, content creators, and/or performers involved in the above listed publications/productions have the right to determine the content of this student media.

The content may address general matters of public concern and is open to the public at large for comment at the discretion of the student journalists/content creators/performers.

School officials will not routinely and systematically restrict the content of the publications and/or productions listed above prior to their publication/performance, except with respect to unprotected speech.

Each medium should provide a full opportunity for students to inquire, question, and exchange ideas.

Content should reflect all areas of student interest and may include topics about which there may be dissent and/or controversy.

The above listed publications and/or productions will contain a notice to the reader/viewer that the material, while school sponsored, is student directed and not subject to prior review. Given the listed student publications and/or productions have been designated as limited purpose public forums, the school assumes no liability for their content, with editorial control comes responsibility. Student journalists, content creators, and performers are expected to establish and enforce standards for their publications/productions that are consistent with professional journalism/artistic/theatrical/broadcast standards.

All other school sponsored student media including classroom and/or other curricular, co-curricular, or extra-curricular/club-related publications and/or productions, are nonpublic forums. As nonpublic forums, the content of these other student publications and productions can be regulated for legitimate pedagogical school related reasons. School officials will routinely and systematically review and, if necessary, restrict the content of all school sponsored student media except for those publications/productions listed above, prior to publication/performance in a reasonable manner that is neutral as to the viewpoint of the speaker. **[DRAFTING NOTE: It is critical that the school officials actually engage in prior review/restraint and not just reserve the right to engage in such review/restraint. If the school officials fail to routinely and consistently exercise this authority, a court reviewing a student challenge to a review/restraint may hold that this policy is not being implemented as written, and therefore the School Board may be found to have lost the authority it attempted to preserve for its administrators. The School Board will provide school officials with guidance and training in order to implement this duty of review/restraint effectively and legally.]**

[DRAFTING NOTE: Select OPTION B-1, OPTION B-2, OPTION B-3, OPTION B-4, or OPTION B-5.]

[DRAFTING NOTE: The School Board should only select this OPTION if it has prohibited all nonpublic forum school sponsored student publication/performance on social media, with the exception of nonpublic forum school sponsored student media that is disseminated through District approved social media that employs a secure portal that restricts access to members of the school community through the use of a User ID and Password (or other form of biometric authentication security).]

Nonpublic forum school sponsored student media may only be published/performed to members of the school community.

[END OF OPTION B-1]

[DRAFTING NOTE: The School Board should select either OPTION B-2 or OPTION B-3 if it has authorized the limited use of District approved social media to publish/perform nonpublic forum school sponsored student media; as mentioned above, it is critically important that school officials routinely and consistently exercise their limited authority to engage in prior review/restraint with respect to the publication/performance of all nonpublic forum school sponsored student media.]

[] OPTION B-2

~~While ordinarily nonpublic forum school sponsored student media may only be published/performed to members of the school community, the following nonpublic forum student media may be published/performed outside the school community (i.e., to the general public): _____ **[identify] ()** high school newspaper **[could substitute with the name of the publication] ()** high school yearbook _____ **[insert name(s) of specific school-sponsored student publication/production. ()** See School Board Policy 9160.~~

~~**[END OF OPTION B-2]**~~

~~**[] OPTION B-3**~~

~~While ordinarily nonpublic forum school sponsored student media may only be published/performed to members of the school community, the Superintendent may authorize specific nonpublic forum student media to be published/performed outside the school community (i.e. to the general public). A student or group of students who wish to have his/her/their nonpublic forum student media published/performed outside the school community must submit to the Superintendent a request for prior written approval for such publication/performance.~~

~~**[END OF OPTION B-3]**~~

~~**[] OPTION B-4**~~

~~While nonpublic forum school sponsored student media generally may be published/performed outside the school community (i.e. to the general public), the following nonpublic forum student media may only be published/performed to members of the school community: _____ **[identify]. ()** See School Board Policy 9160.~~

~~**[END OF OPTION B-4]**~~

~~**[] OPTION B-5**~~

~~Nonpublic forum school sponsored student media may be published/performed outside the school community (i.e. to the general public). () See School Board Policy 9160.~~

~~**[END OF OPTION B-5]**~~

~~**[END OF OPTION B]**~~

~~**[] OPTION C [Select if the School Board intends to identify specific student publications/productions to be limited purpose public forums but wants to retain the authority to engage in limited and consistent prior review/restraint on the basis of four (4) identified reasons. School sponsored publications/productions not listed are considered nonpublic forums and will be subject to routine prior review and restraint. This is the second most restrictive and permits some prior review/restraint involving what are otherwise limited purpose public forums.]**~~

~~The School Board designates the following official, school sponsored student media to be limited purpose public forums:~~

~~**[List all publications so designated:]**~~

- ~~A. _____~~
- ~~B. _____~~
- ~~C. _____~~
- ~~D. _____~~
- ~~E. _____~~

~~As limited purpose public forums the student journalist, content creators, or performers associated with the above listed publications and/or productions may address matters of concern and/or interest to their readers/viewers. The student journalists, content creators and/or performers involved in the above listed publications/productions have the right to determine the content of this student media. () While designated as limited purpose public forums, the listed publications/productions are not intended to address general matters of public concern and are not open to public comment.~~

School officials will not routinely and systematically restrict the content of the publications and/or productions listed above prior to their publication/performance; however, school officials may review the content and reject an article/posting/publication/production due to one (1) of the following four (4) reasons:

- A. where poor grammar or writing is evident;
- B. where a legitimate question of age appropriateness of the material exists;
- C. where matters beyond the limited scope of the forum are included; and/or
- D. where the content involves unprotected speech.

The above listed school sponsored student publications/productions, while limited purpose public forums are not intended to address general matters of public concern and therefore are not open to public comment.

The listed publications and/or productions will contain a notice to the reader/viewer that the material, while school-sponsored, is student directed and subject only to limited prior review. Given the listed student publications and/or productions have been designated as limited purpose public forums, the school assumes no liability for the content beyond that covered by the school officials' limited prior review, with editorial control comes responsibility. Student journalists, content creators, and performers are expected to establish and enforce standards for their publications/productions that are consistent with professional journalism/artistic/theatrical/broadcast standards.

DRAFTING NOTE: Select OPTION C-1, OPTION C-2, OPTION C-3, OPTION C-4, or OPTION C-5.]

OPTION C-1

[DRAFTING NOTE: The School Board should only select this OPTION if it has prohibited all school sponsored student publication/performance on social media, with the exception of school sponsored student media that is disseminated through District approved social media that employs a secure portal that restricts access to members of the school community through the use of a User ID and Password (or other form of biometric authentication security.)]

School sponsored student media may only be published/performed to members of the school community.

[END OF OPTION C-1]

[DRAFTING NOTE: The School Board should select either OPTION C-2 or OPTION C-3 if it has authorized the limited use of District approved social media to publish/perform school sponsored student media; as mentioned below, it is critically important that school officials routinely and consistently exercise their limited authority to engage in prior review/restraint with respect to the publication/performance of all school-sponsored student media.]

OPTION C-2

While ordinarily school sponsored student media may only be published/performed to members of the school community, the following student media may be published/performed outside the school community (i.e., to the general public): _____ **[identify] () high school newspaper [could substitute with the name of the publication] () high school yearbook [could substitute with the name of the yearbook] () _____ insert name(s) of specific school-sponsored student publications/productions]. () See School Board Policy 9160.**

[END OF OPTION C-2]

OPTION C-3

While ordinarily school sponsored student media may only be published/performed to members of the school community, the Superintendent may authorize specific student media to be published/performed outside the school community (i.e., to the general public). A student or group of students who wish to have his/her/their student media published/performed outside the school community must submit to the Superintendent a request for prior written approval for such publication/performance.

[END OF OPTION C-3]

OPTION C-4

~~While school-sponsored student media generally may be published/performed outside the school community (i.e., to the general public), the following student media may only be published/performed to members of the school community: [identify]. () See School Board Policy 9160.~~

~~[END OF OPTION C-4]~~

~~OPTION C-5~~

~~School-sponsored student media may be published/performed outside the school community (i.e., to the general public). (→) See School Board Policy 9160 - [Public Attendance at School Events](#).~~

~~[END OF OPTION C-5]~~

~~All other school-sponsored student publications and productions, including classroom and/or other curricular, or extra-curricular/club-related publications and/or productions, are nonpublic forums. As nonpublic forums, the content of these other student publications and productions can be regulated for legitimate pedagogical school-related reasons. School officials will routinely and systematically review and, if necessary, restrict the content of all school-sponsored student media except those publications/productions listed above, prior to publication/performance in a reasonable manner that is neutral as to the viewpoint of the speaker. **[DRAFTING NOTE: It is critical that the school officials actually engage in prior review/restraint and not just reserve the right to engage in such review/restraint. If the school officials fail to routinely and consistently exercise this authority, a court reviewing a student challenge to a review/restraint may hold that this policy is not being implemented as written, and therefore the School Board may be found to have lost the authority it attempted to preserve for its administrators. The School Board should provide school officials with guidance and training in order to implement this duty of review/restraint effectively and legally.]**~~

~~[END OF OPTION C]~~

~~OPTION D [Select if the School Board intends all school-sponsored student media (i.e., publications/productions) to be nonpublic forums—i.e., subject to routine prior review/restraint. This is the most restrictive OPTION.]~~

~~**[DRAFTING NOTE: for OPTIONS D-1 through D-5: It is critical that the school officials actually engage in prior review/restraint and not just reserve the right to engage in such review/restraint. If the school officials fail to routinely and consistently exercise this authority, a court reviewing a student challenge to a review/restraint may hold that this policy is not being implemented as written, and therefore the School Board will be considered to have lost the authority it attempted to preserve for its administrators. The School Board should provide school officials with guidance and training in order to implement this duty of review/restraint effectively and legally.]**~~

All school-sponsored student media are nonpublic forums. While students may address matters of interest or concern to their readers/viewers, as nonpublic forums, the style and content of the student publications and productions can be regulated for legitimate pedagogical, school-related reasons. School officials will routinely and systematically review and, if necessary, restrict the type and/or content of all school-sponsored student media prior to publication/performance in a reasonable manner that is neutral as to the viewpoint of the speaker. Legitimate pedagogical concerns are not confined to academic issues but include the teaching by example of the shared values of a civilized social order, which consists of not only independence of thought and frankness of expression but also discipline, courtesy/civility, and respect for authority. School officials may further prohibit speech that is grammatically incorrect, poorly written, inadequately researched, biased or prejudiced, vulgar, or profane, or unsuitable for immature audiences.

~~**[DRAFTING NOTE: Select OPTION D-1, OPTION D-2, OPTION D-3, OPTION D-4, or OPTION D-5.]**~~

~~OPTION D-1~~

~~**[DRAFTING NOTE: The School Board should only select this OPTION if it has prohibited all school-sponsored student publication/performance on social media, with the exception of school-sponsored student media that is disseminated through District-approved social media that employs a portal that restricts access to members of the school community through the use of a User ID and Password (or other form of biometric authentication security).]**~~

~~School-sponsored student media may only be published/performed to members of the school community.~~

~~[END OF OPTION D-1]~~

[DRAFTING NOTE: The School Board should select either OPTION D-2 or OPTION D-3 if it has authorized the limited use of District-approved social media to publish/perform school-sponsored media; as mentioned above, it is critically important that school officials routinely and consistently exercise their authority to engage in prior review/restraint with respect to the publication/performance of all school-sponsored student media.]

[] OPTION D-2

[] While ordinarily school-sponsored student media may only be published/performed to members of the school community, the following student media may be published/performed outside the school community (i.e., to the general public): _____ **[identify]** () high school newspaper **[could substitute with the name of the publication]** () high school yearbook **[could substitute with the name of the yearbook]** () _____ **[insert name(s) of specific school-sponsored student publications/productions]**. () See School Board Policy 9160.

[END OF OPTION D-2]

[] OPTION D-3

[] While ordinarily school-sponsored student media may only be published/performed to members of the school community, the Superintendent may authorize specific student media to be published/performed outside the school community, (i.e., to the general public). A student or group of students who wish to have his/her/their student media published/performed outside the school community must submit to the Superintendent a request for prior written approval for such publication/performance.

[END OF OPTION D-3]

[] OPTION D-4

[] While school-sponsored student media generally may be published/performed outside the school community (i.e., to the general public), the following student media may only be published/performed to members of the school community: _____ **[identify]**. () See School Board Policy 9160.

[END OF OPTION D-4]

[] OPTION D-5

[] School-sponsored student media may be published/performed outside the school community (i.e., to the general public). () See School Board Policy 9160—Public Attendance at School Events.

[END OF OPTION D-5]

[END OF OPTION D]

[END OF OPTIONS A THROUGH D]

[NOTE: The following paragraph is OPTIONAL.]

[] Students () Staff will monitor comments posted to social media platforms/sites that have been approved under Policy 7544 **Use of Social Media** for use as school-sponsored student media. Comments will be monitored to verify the age-appropriateness of the material, whether unprotected speech is involved, and whether there is compliance with posted rules for use of the forum and the platform/site's applicable terms of service. Comments that are not age-appropriate for the student-audience for the school-sponsored publication, constitute unprotected speech, and/or violate the posting rules for the use of the forum and/or the platform/site's applicable terms of service will be removed. The review of posted comments will be conducted in a viewpoint neutral manner, and consistent with State and Federal law.

[] Students will not be disciplined and/or retaliated against for exercising and/or asserting their free speech rights as defined in this policy. Nothing in this policy, however, restricts the School Board's ability to impose post-publication/performance discipline related to a student engaging in the impermissible publication/performance of unprotected speech.

[DRAFTING NOTE: CHOOSE ONE (1) OF THE FOLLOWING THREE (3) OPTIONS RE: ADVERTISING.]

~~[] OPTION #1 [Select if the School Board intends to permit advertising in some or all school-sponsored student media but requires a school employee/official to pre-approve the advertisements.]~~

Advertising is permitted in

~~() all school-sponsored student media.~~

~~() the following school-sponsored student publications/productions: [identify publications/productions]~~

~~A. _____~~

~~B. _____~~

~~C. _____~~

Any advertisements must be consistent with Policy 9700.01 Advertising and Commercial Activities () and AG-9700B.

Advertisements submitted for publication or inclusion in a production will be reviewed by

~~() the class/activity advisor~~

~~() the building principal~~

~~() the Superintendent~~

~~() school officials~~

for a determination that they are appropriate for juveniles. The () Superintendent () School Board retains the final authority to determine whether an advertisement is appropriate and will be included in a publication/production. Advertisements may be rejected for legitimate pedagogical school-related reasons unrelated to the viewpoint of the advertiser (e.g., the advertisement encourages action that would endanger the health and safety of students).

~~[] OPTION #2 [Select if the School Board intends to permit advertising in some or all school-sponsored student media that are designated to be limited-purpose public forums, and the students involved in the specific publications/productions will be responsible for accepting or rejecting the advertisements.]~~

Advertising is permitted in

~~() all school-sponsored student media that have been designated as limited public forums.~~

~~() the following school-sponsored student media that have been designated as limited-purpose public forums: [identify publications/productions]~~

~~A. _____~~

~~B. _____~~

~~C. _____~~

Any advertisements must be consistent with Policy 9700.01 () and AG-9700B.

The students in the class(es)/activity(ies) associated with

~~() all school-sponsored student media that have been designated as limited-purpose public forums~~

~~() the above-listed student media~~

~~will determine whether to include advertisements in the publications/productions. Acceptance or rejection of specific advertisements is within the control of the publication/production staff, which may accept those for activities, products, or services that are illegal for students and/or that violate State or Federal law.~~

~~[] The publication/production staff is encouraged to consider the age appropriateness of the ads they select.~~

~~[] OPTION #3 [Select if the School Board intends to prohibit advertisements in all student publications/productions.]~~

~~Advertising is not permitted in school-sponsored student media.~~

~~[END OF OPTIONS RE: ADVERTISING]~~

General Prohibitions

Regardless of their status as non-public or limited-purpose public forums, the School Board prohibits publications, productions, and advertisements that:

- A. promote, favor, or oppose any candidate for election or the adoption of any bond issue, proposal, or question submitted at any election;
- B. ~~() fail to identify the student or organization responsible for the publication/performance;~~
- C. ~~() solicit funds for non-school organizations or institutions when such solicitation has not been approved by the School Board.~~

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Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	EQUAL ACCESS FOR NONDISTRICT-SPONSORED STUDENT CLUBS AND ACTIVITIES
Code	po5730 - 3/5
Status	
Legal	118.13 Wis. Stats. P.I. 9, 41 Wis. Admin. Code Fourteenth Amendment, U.S. Constitution 20 U.S.C. 1415 20 U.S.C. 1681 et seq., Title IX of Education Amendments Act 20 U.S.C. 1701 et seq., Equal Educational Opportunities Act of 1974 20 U.S.C. 4071 et seq., Equal Access Act of 1984 29 U.S.C. 794, Rehabilitation Act of 1973 42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990 42 U.S.C. 1983 42 U.S.C. 2000d et seq. 42 U.S.C. 2000e et seq., Civil Rights Act of 1964 34 C.F.R. 300.600-300.662 Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

5730 - **EQUAL ACCESS FOR NONDISTRICT-SPONSORED STUDENT CLUBS AND ACTIVITIES**

The School Board will generally not permit the use of school facilities by nondistrict-sponsored student clubs and activities or District-sponsored, extra-curricular clubs and activities during instructional hours, unless the activity will not interfere with instructional time for participating students. During non-instructional time, however, no group of students, regardless of the size of the group, will be denied an opportunity to meet on the basis of the religious, political, philosophical, or other content of the activity.

An application for permission for nondistrict-sponsored student clubs and activities to meet on school premises will be made to the **Principal**, who will grant permission provided that ~~s/he~~ **the Principal** determines that:

- A. the activity has been initiated by students;
- B. attendance at the meeting is voluntary;
- C. no agent or employee of the District will promote, or lead, **however, an employee may volunteer to supervise;**
- D. the meeting does not unduly disrupt the orderly conduct of instructional activities in the school; **and**

E. nonschool persons do not direct, conduct, control, or regularly attend the activity.

A student-initiated group granted permission to meet on school premises will be provided the same rights and access and will be subject to the same administrative guidelines that govern the meetings of student organizations sponsored by this School Board, except as provided by this policy. Participation in a student-initiated meeting must be available to all students who wish to attend and cannot be denied on the basis of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights law (hereinafter referred to as "Protected Characteristics").

The School Board will not permit the organization of a fraternity, sorority, or secret society. ~~A student-initiated meeting may be attended by no more than _____ () outside resource person(s).~~ The Superintendent may exclude nonstudents from directing, controlling, or attending any such meetings of students.

A professional staff member may be assigned to attend a student-initiated meeting in a custodial capacity but will not be required to participate in the activity. No professional staff members ~~will be compelled to attend a student-initiated meeting if the content of the speech at the meeting is contrary to his/her~~ **staff member's** beliefs.

Furthermore, conducting such a meeting or activity during the school day ~~() is prohibited. () may be permitted, provided it occurs during non-instructional time and parental permission is granted for any student wishing to participate.~~

The **p**Principal may take such actions as may be necessary to maintain order and discipline on school premises and to protect the safety and well-being of students and staff members.

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Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	SCHOOL-AGE PARENTS AND MARRIED STATUS OF STUDENTS
Code	po5751 3/5
Status	
Legal	<p>115.91 Wis. Stats.</p> <p>118.13 Wis. Stats.</p> <p>118.15(4m) Wis. Stats.</p> <p>P.I. 9, 41, Wis. Adm. Code</p> <p>Fourteenth Amendment, U.S. Constitution</p> <p>20 U.S.C. 1681, Title IX of Education Amendments Act</p> <p>20 U.S.C. 1701 et seq., Equal Educational Opportunities Act of 1974</p> <p>29 U.S.C. 794, Rehabilitation Act of 1973</p> <p>42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990</p> <p>42 U.S.C. 2000 et seq., Civil Rights Act of 1964</p> <p>Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979</p>

5751 - SCHOOL-AGE PARENTS AND MARRIED STATUS OF STUDENTS

A student's marital status will not be a basis for discrimination or other restriction in that student's educational programming. Likewise, the School Board ~~of Education~~ supports the provision of modifications and other services to enable resident school-age parents to continue their education.

School-age parents include any person under the age of twenty-one (21) who is not a high school graduate and is a parent, expectant parent, or a person who has been pregnant within the immediately preceding 120 days.

The school may request medical verification of a pregnant student's ability to continue in all classes in her program. ~~A School-age parents~~, however, may not be compelled to withdraw from ~~his/her/their~~ regular education program.

[] OPTION

~~Services and Instruction for School-Age Parents~~

- ~~A. Services and instruction on the skills required of a parent.~~
- ~~B. Services and instruction on family planning, including natural family planning.~~
- ~~C. Services and instruction on adoption and adoption services, including instruction on the options available and the procedures followed in independent agency adoptions, including current practices regarding birth parent's involvement in the selection of an adoptive home and the sharing of information between birth parents and adoptive~~

~~parents, instruction on the impact of adoption on birth parents and children who have been adopted and an explanation that the adoption process may be initiated even after a child has been born and has left the hospital.~~

~~The services provided under this section will be coordinated with existing career and technical education and job training programs in the District.~~

~~**[END OF OPTION]**~~

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Book Neola Policy Templates for Processing

Section 5000 Students Templates

Title SEARCH AND SEIZURE

Code po5771 3/5

Status

Legal 118.32, Wis. Stats.
 118.325 Wis. Stats.
 118.45, Wis. Stats.
 948.50, Wis. Stats.
 Wisconsin Const. Art. 1 Section 11
 U.S. Constitution, 4th Amendment

5771 - **SEARCH AND SEIZURE**

The School Board has charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search school property, such as lockers used by students or the person or property, including vehicles, of a student, in accordance with the following policy.

School Property

The School Board acknowledges the need for in-school storage of student possessions and will provide storage places, including desks and lockers, for that purpose. Desks and lockers are public property, and school authorities may make reasonable regulations regarding their use. The District retains ownership and possessory control of student desks and lockers, and the same may be searched at random by school personnel at any time. A showing of reasonable cause or suspicion is not a necessary precondition to a search under this paragraph. Students will not have an expectation of privacy in lockers, desks, or other school property as to prevent examination by a school official. The School Board directs the Principal to provide students with written notice of this policy at least annually and that routine inspections be done ~~()~~ at least annually () at the discretion of the Principal **[END OF OPTIONS]** of all such storage places.

The School Board directs that the searches may be conducted by the

- ~~()~~ Superintendent,
- ~~()~~ building principals,
- ~~()~~ assistant principals,
- ~~()~~ School Resource Officer,
- ~~()~~ RCA Coordinator,
- Employees designated by the building principal.

Editing Note: Under Wisconsin Statute § 118.325, school boards have the power to authorize searches.

- **Designees:** School administrators (like principals) are permitted to appoint "designees" to conduct searches. This can include teachers, security staff, or deans of students.

Student Person and Possessions

The School Board recognizes that the privacy of students or their belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion that the search will turn up evidence that the student has violated or is violating either a particular law or a particular rule of the school. Any search under this paragraph must be reasonable in scope and reasonable in the manner in which it is conducted. The extent of the search will be governed by the seriousness of the suspected infraction, the student's age and gender, the student's disciplinary history, and any other relevant circumstances or information.

The Principal may arrange for a breath test for blood-alcohol to be conducted on a student whenever they have individualized reasonable suspicion to believe the student has consumed or is under the influence of an alcoholic beverage while on school premises or while participating in a school-sponsored activity. If the result indicates a violation of school rules as described in the student handbook, the disciplinary procedure described in the student handbook will be followed. If the student refuses to take the test, the Principal will inform the student that refusal to participate implies an admission of guilt leading to disciplinary action consistent with the student handbook.

~~[] This authorization to search will also apply to all situations in which the student is under the jurisdiction of the School Board. [END OF OPTIONAL PARAGRAPH]~~

In a situation in which a search of a student's person or possessions is appropriate, school administrators should first attempt to contact the school resource officer to conduct the search under the administrator's direction. If the (↔) school does not have a school resource officer or if the officer is not available, the [END OF OPTION] administrator may proceed with the search, unless the information justifying the search suggests that the student is in possession of dangerous materials whereby the expertise of law enforcement is necessary. In such a case, the school official will contact law enforcement and request their assistance.

Under no circumstances will a school official ever conduct a strip search of a student.

Except as provided below (Use of Dogs), a request for the search of a student or a student's possessions will be directed to the Principal or an available Administrator. The Administrator will attempt to obtain the freely-offered, consent, in writing if possible, of the student to the inspection; however, provided there is reasonable suspicion pursuant to the above paragraphs, the search may be conducted without such consent. Whenever possible, a search will be conducted by the Principal in the presence of the student and a staff member other than the administrator conducting the search. A search prompted by the reasonable suspicion that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property. (↔) Whenever feasible, the Administrator may secure the assistance of a school resource officer in conducting searches. [END OF OPTION]

Search of a student's person or intimate personal belongings will be conducted by a person of the student's gender, in the presence of another staff member of the same gender, and in a manner that is minimally intrusive to the student based on the reasonable suspicion justifying the search. The use of a hand held metal detector may be used during a search of a student or their possessions.

~~[] [OPTION #1]~~

Parking Permit Required

Permission for a student to bring a vehicle on school property will be conditioned upon written consent of the search of the vehicle and all containers inside the vehicle by an Administrator with reasonable suspicion to believe the search will produce evidence of a violation of a particular law, a school rule, or a condition that endangers the safety or health of the student driver or others. If an Administrator determines a search is necessary, he or she the administrator should request consent to search the vehicle and all containers inside the vehicle. If consent is not given, an Administrator may proceed with the search. An Administrator may contact the school resource officer or law enforcement agency for assistance in conducting a search.

~~[END OF OPTION #1]~~

~~[] [OPTION #2]~~

Parking Permit Not Required **Parking on School Grounds**

Where a student may bring a vehicle on school property, an Administrator with reasonable suspicion to believe the search will produce evidence of a violation of a particular law, a school rule, or a condition that endangers the safety or health of the student driver or others, should request consent to search the vehicle and all containers inside the vehicle. If consent is not given, the Administrator should contact law enforcement.

~~Where a student may bring a vehicle on school property without a permit, an Administrator with reasonable suspicion to believe the search will produce evidence of a violation of a particular law, a school rule, or a condition that endangers the safety or health of the student driver or others, should request written consent to search the vehicle and all containers inside the vehicle. If consent is not given, the Administrator should contact law enforcement.~~

~~[END OF OPTION #2]~~

Use of Dogs

The School Board authorizes the use of specially-trained dogs to detect the presence of drugs and devices such as bombs on school property under the following conditions:

- A. the presence of the dogs on school property is authorized in advance by the Superintendent, except in emergency situations, or is pursuant to a court order or warrant;
- B. the dog must be handled by a law enforcement officer or certified organization specially trained to safely and competently work with the dog;
- C. the dog is represented by the Sheriff or Chief of the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices.

The Principal will be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found and the disposition made of them; and any subsequent action taken. The principal will be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

The Superintendent may request the assistance of a law enforcement agency in implementing any aspect of this policy. Where law enforcement officers participate in a search on school property or at a school activity pursuant to a request from the Superintendent, the search will be conducted by the law enforcement officers at the direction of a District official. Law enforcement searches conducted independently of any District official request or direction will be conducted based on standard applicable to law enforcement.

Anything found in the course of a search pursuant to this policy which constitutes evidence of a violation of a particular law or school rule or which endangers the safety or health of any person will be seized and properly cataloged for use as evidence if appropriate. Seized items will be returned to the owner if the items may be lawfully possessed by the owner. Seized items that may not lawfully be possessed by the owner will be turned over to law enforcement.

The Superintendent ~~() will prepare administrative guidelines to implement this policy and~~ [END OF OPTION] will provide students and staff with written notice of this policy and guidelines at least annually.

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Book Neola Policy Templates for Processing
Section 5000 Students Templates
Title STUDENT/PARENT RIGHTS
Code po5780 3/5
Status
Legal Wis. Stat. 115.807, 118.125(2)(k),
20 U.S.C. 1232g(b)(1)(H)

5780 - STUDENT/PARENT RIGHTS

The School Board of Education recognizes that students possess not only the right to an education but the rights of citizenship as well.

In providing students the opportunity for an education to which they are entitled, the District shall attempt to offer nurture, counsel, and custodial care appropriate to their age and maturity. At the same time the Board recognizes that no student may be deprived of the basic right to equal access to the educational program and his/her the student's constitutional right to due process and free expression and association as appropriate for the school environment.

Attendant to the rights afforded to each student, however, are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the guidelines and rules of the District.

~~[] The Board realizes that as students differ in age and maturity, so they differ in the ability to handle both the rights of citizens and the concomitant responsibilities. The exercise of each right shall be granted, therefore, with due regard for the degree of responsibility possessed by the student and the student's need for the continuing guidance and control of those responsible for his/her their education.~~

Since a student who has reached the age of majority possesses the full rights of an adult, s/he the student may authorize those school matters previously handled by his/her their parents, but s/he the student also assumes the responsibility for his/her their performance in school, attendance, and compliance with the guidelines and District rules.

~~Administrators, counselors, and teachers shall not provide a supporting affidavit for students who have petitioned the court to grant them the status of emancipated minors unless prior approval has been obtained from the District Administrator.~~

Parents also have rights in the school system to know about their student's educational experience. Specific rights are listed in topic areas of these policies.

In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audio-visual materials, and materials available in electronic or digital formats (such as materials accessible through the Internet). Instructional material does not include academic tests or academic assessments.

The District Administrator Superintendent will, in consultation with parents, develop a procedure addressing the rights of parents and procedures to assure timely response to parental requests to review instructional material. The procedure shall also address reasonable notification to parents and students of their rights to review these materials. See AG 9130A and 81 Form 9130 F3. (See Policy 9130 - Public Complaints).

A student who is still a dependent for Federal tax purposes, but who has reached the age of majority may, by written request, restrict ~~his/her~~ the student's parents access to personally identifiable information from ~~his/her~~ the student's student records.

When a student with a disability reaches the age of eighteen (18), with the exception of a student with a disability who has been found incompetent in this State, the District must provide any required notices to both the student and the student's parents, and all other rights accorded to the student's parents under Subchapter 5 of Chapter 115, Wis. Stats., transfer to the student.

This policy shall be applied consistent with the Family Education Rights and Privacy Act and applicable State student records law.

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Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	PROMOTION, PLACEMENT, AND RETENTION
Code	po5410 1/28 - DL EDITS 2/7/26 - REQUIRED POLICY BY STATUTE
Status	
Legal	118.33(6), Wis. Stats.

5410 - PROMOTION, PLACEMENT, AND RETENTION

The School Board recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It will be the policy of the School Board that each student be moved forward in a continuous pattern of achievement and growth appropriate for each student's development.

~~[] Such pattern should coincide with the system of grade levels established by this School Board and the instructional objectives established for each.~~

Definitions

Promotion: Occurs when a student is demonstrating learning ~~doing the quality of work~~ that indicates the student has met the criteria established in this policy ~~() and AG 5410 — Promotion, Placement, and Retention~~ **[END OF OPTION]** and will be moved forward to the next grade.

Placement: Occurs when a student is not ~~doing the quality of work~~ demonstrating learning that indicates the student will be promoted to the next grade, but a determination has been made that it is in the student's best interest to move forward to the next grade. ~~[]~~ A placement determination is made by the ~~[] building administrator~~ **Principal in consultation with Student Support Team and parent(s)/guardian(s).** ~~[] Student Intervention Team []~~ **[END OF OPTIONS]** with the concurrence of the building administrator. **[END OF OPTION]**

Retention: Occurs when a student is not ~~doing the quality of work~~ demonstrating learning that indicates the student should move forward to the next grade, and the student should repeat the current grade. ~~[]~~ A retention decision is made by the ~~[] building administrator~~ **Principal [] Student Intervention Team []** **[END OF OPTION]** ~~in consultation with Student Support Team and parent(s)/guardian(s) with the concurrence of the building administrator.~~ **[END OF OPTION]**

A student will be promoted to the succeeding grade level when the student has **demonstrated learning by:**

- A. ~~()~~ completed ~~ing~~ the course requirements at the presently assigned grade;
- B. ~~()~~ in the opinion of the professional staff, achieved ~~ing~~ the instructional objectives set for the present grade;
- C. ~~()~~ demonstrated ~~ing~~ sufficient proficiency to permit ~~him/her~~ **the student** to move ahead in the educational program of the next grade;
- D. ~~() demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.~~

For consideration of promotion or retention for students from grade three (3) to grade four (4) with respect to reading, see Policy 5411 - Third Grade Promotion and Retention: At-Risk Students.

~~Following sound principles of child guidance, the School Board discourages the skipping of grades. **[END OF OPTION]**~~

~~The Superintendent will develop administrative guidelines for promotion, placement, and retention of students which:~~

- ~~A. ensure students who are falling seriously behind their peers or who may not be promoted receive the special assistance they may need to achieve the academic outcomes of the District's core curriculum;~~
- ~~B. require the recommendation of the relevant staff members for promotion, placement, or retention;~~
- ~~C. require that parents are informed in advance of the possibility of retention of a student at a grade level;~~
- ~~D. assure that efforts are made to remediate the student's difficulties before the student is retained;~~
- ~~E. assign to the principal the final responsibility for determining the promotion, placement, or retention of each student.~~

~~**[END OF OPTIONAL SECTION]**~~

Promotion from Grade 4 and Grade 8

~~**[DRAFTING NOTE: CHOOSE OPTION 1 OR OPTION 2 BELOW. STATE STATUTE REQUIRES A School Board APPROVED POLICY SPECIFYING PROMOTION CRITERIA FOR GRADES 4 AND 8.]**~~

~~**[] OPTION 1**~~

~~Students in grades 4 and 8 will be promoted if they score at least at the "Approaching" level on all of the subtests of the Wisconsin statewide grade 4 or grade 8 assessment, respectively.~~

~~If a student scores at the "Developing" level on one or more subtests of the Wisconsin statewide grade 4 or grade 8 assessment, or if the student was excused from taking the assessment, or if the District has not yet received individual student scores for grade 4 or grade 8 students by May 1, then the promotion decision will be based on the student's grade 4 or grade 8 academic performance. A grade 4 student who has demonstrated satisfactory grade level achievement in the subtest areas as evidenced by a report card grade of 2 (Approaching) or higher in on standards related to each subtest each of the subtest areas a passing grade in each of the subtest areas **[END OF OPTION]** will be promoted to grade 5. A grade 8 student who has demonstrated satisfactory grade level achievement in the subtest areas as evidenced by a report card grade of _____ or higher in each of the subtest areas **2 (Approaching) or higher in on standards related to each subtest** a passing grade in each of the subtest areas **[END OF OPTION]** will be promoted to grade 9.~~

~~If a student has not demonstrated satisfactory grade level achievement in the subtest areas as evidenced by a report card grade as indicated above in each of the subtest areas a report card grade of 2 (Approaching) or higher in on standards related to each subtest, then the promotion decision will be based on recommendations of teachers which are based solely on the student's academic performance. The Principal will convene a meeting of the child's teacher(s), school counselor, Principal, and any others who the Principal believes may contribute to the promotion determination. The assembled promotion team will receive the teacher's recommendation which will be based on academic indications such as prior classroom, District, and statewide assessment scores, the student's academic progress, portfolio, or any other measures of the student's ability or achievement deemed to be appropriate. After the teacher's recommendation is provided and any further analysis or discussion is considered, the team will either endorse the teacher's decision regarding promotion or make an alternate recommendation to the Principal.~~

~~If the promotion team makes an alternate recommendation to the Principal, then the Principal will make the promotion decision based on the best interests of the child. Contingent conditions (e.g., summer school performance, tutoring, online coursework) may be part of the Principal's promotion decision.~~

Appeal Process

Any person appealing a decision regarding promotion to grade five or grade nine under this policy will submit a written appeal to the Superintendent within five (5) business days of notification. The person must state in writing the portion of this policy they believe was administered in error including the reasons supporting that belief and the proposed remedy for the alleged error.

The Superintendent will meet with the parties involved and will issue a written decision within ten (10) business days. The decision of the Superintendent is final.

[END OF OPTION 1]

[] OPTION 2

[END OF OPTION 2]

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Book Neola Policy Templates for Processing
Section 5000 Students Templates
Title EARLY GRADUATION
Code po5464 - 3/5
Status

5464 - EARLY GRADUATION

The River Falls School Board believes that it is advisable for students to complete a sixteen-term high school sequence for graduation. Recognizing, however, that unusual circumstances may arise and that some students and their parents/guardians may wish to pursue alternative educational paths, students may be allowed to graduate from high school following their 14th or 15th term of high school.

The following procedures are established for the purpose of consideration for early graduation.

1. A student must meet all graduation requirements and will not be eligible for early graduation prior to the completion of the 14th term. Required courses shall not be waived. Students requesting early graduation after the 14th term of high school will be expected to pursue post-secondary education; evidence of acceptance and/or anticipated enrollment must be presented. Students requesting early graduation after the 15th term of high school must show extenuating and/or familial circumstances for leaving school early.
2. The student and their parent(s)/guardian(s) must make a written request to the building principal or program coordinator at least one term prior to the anticipated early graduation describing the student's plan for immediately following early graduation, if early graduation is granted (e.g., pursue alternative educational paths). Requests filed less than one term before the anticipated early graduation date may be considered, but only due to unusual circumstances.
3. A screening committee made up of the building principal and a counselor or program coordinator shall review the request.
4. A student must meet all graduation requirements and will not be eligible for early graduation prior to the completion of the 14th term. Required courses shall not be waived. Students requesting early graduation after the 14th term of high school will be expected to pursue post-secondary education; evidence of acceptance and/or anticipated enrollment must be presented. Students requesting early graduation after the 15th term of high school must show extenuating and/or familial circumstances for leaving school early.
5. A student who graduates early shall not be eligible to participate in any interscholastic or Wisconsin Interscholastic Athletic Association-sponsored activity, as appropriate.
6. A student who graduates early shall be eligible to participate in graduation exercises.
7. Students who graduate early may participate in other school related activities at the Principal's or Activity Director's discretion.

~~The School Board acknowledges that some students are pursuing educational goals which include graduation from high school at an earlier date than their designated class.~~

~~Application for early graduation will be submitted to the () high school Principal () _____ [END OF OPTION] in accordance with school regulations.~~

~~The District may honor this request if all conditions for graduation are met and the student fulfills the graduation requirements. [] The () high school Principal () School Board [END OF OPTION] will make the final decision regarding an application for early graduation. [END OF OPTIONAL SENTENCE]~~

~~The student may participate in the graduation ceremonies with the student's designated class. If the student will be participating in any District activities or programming, including the District's graduation ceremony, then the student must abide by all School Board policies and school rules.~~

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Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	ACADEMIC INTEGRITY
Code	po5505 - 3/9
Status	
Legal	118.01, 118.164, 120.12, Wis. Stats.

5505 – ~~ACADEMIC HONESTY~~ **INTEGRITY**

The School Board values honesty and expects integrity in the District's students. Violating academic honesty expectations erodes the trust between teachers and students as well as compromises the academic standing of other students. So that each student learns the skills being taught, and is judged solely on their own merits, the School Board prohibits any student from presenting someone else's work as their own, using artificial intelligence platforms in place of one's own work, providing unauthorized assistance to another student, and cheating in any manner.

All school work submitted for the purpose of meeting course requirements must be the individual student's original work or the original work of a group of students for group projects. It is prohibited for any student to unfairly advance their own academic performance or that of any other student. Likewise, no student may intentionally limit or impede the academic performance or intellectual pursuits of other students.

Academic dishonesty includes, but is not limited to:

- A. plagiarism (of ideas, work, research, speech, art, music, etc.);
- B. forgery of another's work;
- C. presenting the results that are the product of an artificial intelligence (AI) platform as one's own where the use of AI was not specifically allowed by the teacher as part of the assignment;
- D. downloading or copying information from other sources and presenting it as one's own;
- E. using language translation work of someone else or using technology when the expectation is doing one's own translation;
- F. copying another person's work;
- G. allowing another person to copy one's own work;
- H. stealing another person's work;
- I. doing another person's work for them;
- J. distributing copies of one's work for use by others;
- K. distributing copies of someone else's work for use by others for academic gain or advantage;

- L. intentionally accessing another’s work for the purpose of presenting it as one’s own for academic gain or advantage;
- M. distributing or receiving answers to assignments, quizzes, tests, assessments, etc.
- N. distributing or receiving questions from quizzes, tests, assessments, etc.
- O. () _____;
- P. () _____;

[] Use of Artificial Intelligence/Natural Language Processing Tools For School Work

In order to ensure the integrity of the educational process and to promote fair and equal opportunities for all students, except as outlined below, the use of Artificial Intelligence (AI) and Natural Language Processing (NLP) tools (collectively, “AI/NLP tools”) is strictly prohibited for the completion of school work, without the express permission/consent of a teacher. The use of AI/NLP tools, without the express permission/consent of a teacher, undermines the learning and problem-solving skills that are essential to academic success and that the staff is tasked to develop in each student. Students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI/NLP tools and they should ask their teachers when they have questions and/or need assistance. Unauthorized use of AI/NLP tools is considered a form of plagiarism and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Handbook, Student Code of Conduct. () (See Policy 7540.08 - Artificial Intelligence (AI))

Notwithstanding the preceding, students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical and responsible manner. Teachers have the discretion to authorize students to use AI/NLP tools for the following uses:

- A. Research assistance: AI/NLP tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.
- B. Data Analysis: AI/NLP tools can be used to help students to analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments – e.g., scientific experiments and marketing research.
- C. Language translation: AI/NLP tools can be used to translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language.
- D. Writing assistance: AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills. Proper citation when using AI/NLP tools is required when AI/NLP generated content is incorporated into any work product.
- E. Accessibility: AI/NLP tools can be used to help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or visual impairments to read texts and AI-powered translation tools can help students with hearing impairments understand spoken language.
- F. Study Tool Creation:

Staff and Administration have the responsibility for monitoring students’ work for compliance with this policy.

When enrolled in Advanced Placement (AP), International Baccalaureate (IB), Early College Credit Programs (ECCP), or any other third-party, District-sponsored programming, students are expected to follow the corresponding policies and guidelines regarding the use of AI/NLP.

~~[] All teachers, beginning in the elementary grades, will educate students as to what constitutes academic dishonesty and what is acceptable and unacceptable behavior in District schools regarding academic integrity. () Such education will reference this School Board policy. [END OF OPTIONAL PARAGRAPH]~~

Students who violate this policy are subject to disciplinary consequences.

[] Teachers are authorized, in consultation with their Principal, to apply appropriate consequences for violations of this policy. Disciplinary consequences for significant violations may include removal from the class with a failing grade, removal from student leadership positions, elimination of honors recognition, loss of membership in honor organizations, as well as other disciplinary consequences appropriate to the nature of the violation.

Parents will be contacted as soon as practicable to report any alleged acts of academic dishonesty by their child.

Repeated violations of this policy ~~()~~ at the high school level ~~[END OF OPTION]~~ will result in additional disciplinary consequences, up to and including suspension and expulsion.

Student and/or parent appeals of disciplinary consequences resulting from violation of this policy may be made within five (5) business days to the Principal whose decision will be final. If the Principal was the staff member responsible for the disciplinary consequence being appealed, then student and/or parent appeals should be directed within five (5) business days to the ~~()~~ Superintendent ~~()~~ ~~_____ [END OF OPTION]~~ whose decision will be final.

~~[] A summary of this policy will be included in the Student Handbook and the Employee Handbook.~~

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Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	BULLYING
Code	po5517.01 3/9
Status	
Legal	118.46, Wis. Stats.

5517.01 - **BULLYING**

The School Board is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The School Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The School Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business, or where there is otherwise a connection to the school such that the conduct at issue affects or is intended to affect the student's educational environment. (see also Policy 3362.01 and Policy 4362.01 - Threatening Behavior Toward Staff Members)

Definitions

Bullying: Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying ~~may be~~ **is** a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. The behavior may 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, this type of prohibited bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to, such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Some examples of Bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name-calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.

D. "Cyberbullying" – is any severe or pervasive act of harassment, intimidation, or bullying conducted through the use of electronic communication, including but not limited to email, instant messages, text messages, social media, or web-based content. ~~the use of information and communication technologies, such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others.~~

1. Cyberbullying includes, but is not limited to, the following:

- posting slurs or rumors or other disparaging remarks about a student on social media or through electronic communication. ~~a website or on weblog;~~
- The knowing distribution or posting of harmful images, sounds, data, or text intended to cause emotional distress;
- The creation or distribution of unauthorized digital replicas (including AI-generated images, videos, or "deepfakes") intended to mock, harass, or sexualize a student. ~~sending e-mails or instant messages that are mean or threatening, or so numerous as to drive up the victim's cell phone bill;~~

2. Cyberbullying, even if it originates outside of the school day, will be investigated if it causes a substantial disruption to the school environment.

Harassment: includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written, or physical nature on the basis of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation, physical, mental, emotional, or learning disability, or any other characteristic protected by Federal or State civil rights laws. Harassment is prohibited by Policy 5517 – Student Anti-Harassment.

Staff: includes all school employees and School Board members.

Third parties: include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For a definition of and instances that could possibly be construed as hazing, consult Policy 5516 - Student Hazing.

Reporting Procedure

1. Any student who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to the building employee most closely connected to the student or the incident. Alternatively, any person can make a report directly to the building principal, Superintendent, or Compliance Officer.
 - Complaints against a staff member will be report to the Building Principal.
 - Complaints against a building principal will be reported to the Superintendent.
 - Complaints against the Superintendent will be reported to the School Board President.
 - Complaints against a School Board members will be reported to the School Board President unless the complaint is against the President in which case the complaint will be filed with the School Board Vice President.
2. Any employee that receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying, is required to report to the building principal or principal's designee in a timely manner.
3. The school district encourages the reporting party or complainant to use the [report form](#) (NEEDS TO UPDATED) available from the principal of each building or available from the school building office. However, oral reports shall be considered complaints as well. Anonymous reports will be investigated but the school district's ability to take action on such reports may be limited.
4. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
5. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.
6. Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.

Complaint Investigation Procedures

1. All complaints about behavior that may violate this Policy will be investigated promptly by the Principal, Assistant Principal, or designee. The Principal, Assistant Principal, or designee who is investigating the report of bullying will interview the complainant(s), respondent(s), and collect whatever other information is necessary to determine the facts and the seriousness of the report.
 - If the matter or complaint involves the Superintendent or a member of the School Board, it is appropriate to engage outside legal counsel to conduct the investigation consistent with this policy.⁹² Legal counsel will conduct a prompt investigation. The School Board attorney is authorized to

- designate an outside third party to conduct the investigation. The School Board attorney or designee will arrange such meetings as may be necessary with all concerned parties within five (5) business days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The School Board attorney or designee conducting the investigation will notify the complainant and parents as appropriate (in writing) when the investigation is concluded and the findings are made.
2. The school district may take immediate steps, at its discretion, to protect the complainant(s), reporter, respondent(s), or others pending completion of an investigation of bullying, consistent with applicable law.
 3. The school district, both immediately and pending completion of an investigation, will take appropriate measures to ensure the rights of the complainant and complainant's family are addressed. School officials, counselors, staff, and other professionals may be enlisted to support the complainants and their families.
 4. Parents of each student involved in the bullying report will be notified prior to the conclusion of the investigation. The District will maintain the confidentiality of the report and any related student records to the extent required by law.
 5. The complainant will be notified of the findings of the investigation, and as appropriate, that remedial action will be taken.
 6. If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include student discipline including, but not limited to, reprimand, suspension, or possible expulsion. Further, the result of an investigation that finds that bullying has occurred may result in discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for School Board members. Individuals may also be referred to law enforcement officials.
 7. If, during an investigation of a reported act of bullying in accordance with this Policy, the Principal determines that the reported misconduct may have created a hostile learning environment, discrimination, and/or may have constituted harassment based on sex (transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation, physical, mental, emotional, or learning disability, or any other characteristic protected by Federal or State civil rights laws, the Principal will report the act of bullying to one (1) of the Compliance Officers who will assume responsibility to investigate the allegation in accordance with Policy 5517 – Student Anti-Harassment or Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. Additionally, complaints alleging sexual harassment on the basis of sex are also covered by and subject to the investigation procedures in Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities. If the investigation under Policy 5517 - Student Anti-harassment, Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity, or Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities does not substantiate harassment based on one (1) or more of the Protected Classes, the complaint of bullying will still be investigated under this Policy.

First Amendment Rights

This policy will not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

Retaliation/False Reports

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation will be considered a serious violation of School Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying. Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally making a false report may result in disciplinary action as indicated above.

If a student or other individual believes there has been bullying, regardless of whether it fits a particular definition, they should report it and allow the administration to determine the appropriate course of action.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against who the complaint is filed, and the witnesses as much as possible, consistent with the School Board's legal obligations to investigate, inform parents, take appropriate action, and conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines will be maintained as confidential to the extent permitted by law.

To the extent appropriate in conducting a thorough investigation and/or as legally permitted, confidentiality will be maintained during the investigation process.

Notification

Notice of this policy will be **annually** distributed to all students enrolled in the School District and their parents. The policy will also be provided to organizations in the community having cooperative agreements with the schools. Additionally, the policy or a summary will be incorporated into the teacher, student, and parent handbooks.

The School District will also provide a copy of the policy to any person who requests it.

Records and Reports

Records of investigations will be maintained in accordance with Policy 8330 - Student Records and State law.

~~[DRAFTING NOTE: An annual summary report is not required by statute, however, this provision was included in the initial model bullying policy that the Department of Public Instruction (DPI) was required to develop by law. If your District does not provide this report annually to the School Board, do not include this language.]~~

~~[] An annual summary report will be prepared and presented to the School Board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.~~
[END OF OPTION]

Education and Training

In support of this policy, the School Board promotes preventative educational measures to create greater awareness of bullying behavior. The Superintendent will provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the School Board's policy and administrative guidelines on bullying will be age and content appropriate.

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Book Neola Policy Templates for Processing
 Section 5000 Students Templates
 Title STUDENT FUNDRAISING
 Code po5830 - 3/9
 Status
 Legal 103.23, Wis. Stats.

5830 - STUDENT FUNDRAISING

The School Board acknowledges that the solicitation of funds from students must be limited since compulsory attendance laws make the student a captive donor and may also disrupt the program of the schools.

For purposes of this policy, "student fundraising" will include the solicitation and collection of money from students for any purpose and will include the collection of money in exchange for tickets, papers, or any other goods or services for approved student activities.

The School Board will permit student fundraising by students in school, on school property, or at any school-sponsored event only when the profit therefrom is to be used for school purposes or for an activity connected with the schools.

~~The School Board requires that fundraisers by student clubs and organizations that involve the sale, to students, of food and/or beverage items that will be consumed on campus, the food and/or beverage items to be sold comply with the current USDA Dietary Guidelines for Americans and the Smart Snack Rules. Each student organization will be permitted two (2) fundraising exceptions per school year where foods and beverages that are not allowable under the Smart Snack Rules can be sold. If approved, fundraisers that involve the sale, to students, of food items or beverages to be consumed on District property will not compete directly with the sale of reimbursable meals. Each exempt fundraiser cannot be longer than two (2) consecutive weeks.~~

The Principal or Activities Director may permit fundraising by approved school organizations, those whose funds are managed by the School Board. Agreements with vendors for student fundraising activities will establish the percentage of the profit that will be earned by the sponsoring organization, regardless of whether that activity is conducted on or off school property.

Fundraising by students on behalf of school-related organizations whose funds are not managed by the District may be permitted on school grounds by the Superintendent. If the fundraising activity will involve involves students under age twelve (12), such students' parents must provide written permission for the student to participate in the fundraising activity. Any student under nine (9) years of age, or each group containing one (1) or more students under nine (9) years of age, must be physically accompanied by a parent or a person at least sixteen (16) years of age.

All funds raised must be deposited in accordance with Policy 6630 - Cash Handling and Deposits.

The fundraiser's donation and withdrawal reports must be filed with the Director of Finance and Facilities, verified against deposits, and retained for audits and routed to the Director of Finance and Facilities for internal controls.

~~[] All contributions made to the school or District through these student fund raisers, either in kind or in cash need to be reported in a consolidated electronic, auditable form to () _____ () Principal [END OF OPTION], and also provided to the _____ for proper accounting. [END OF OPTION]~~

~~[]~~In accordance with Policy 2430, use of the name, logo, or any assets of the District, including but not limited to facilities, technology, or communication networks, is prohibited without the specific permission of the Superintendent.

~~[]~~ Raffles and all games of chance are prohibited. **[DRAFTING NOTE: This choice should be consistent with the choice made in Policy 9160 – Public Attendance at School Events.]**

~~[]~~ Crowdfunding activities aimed at raising funds for a specific classroom or school activity, including extra-curricular activity, or to obtain supplemental resources (e.g., supplies or equipment) that are not required to provide a free appropriate public education to any students in the classroom, may be permitted, but only with the specific approval

~~()~~ of the _____ Superintendent.

OR

~~()~~ of the School Board upon the recommendation of the Superintendent.

[DRAFTING NOTE – This option should be made consistent with Policy 6605 – Crowdfunding.]

[END OF OPTIONS]

All other fund raising will be done in accordance with School Board Policy 9700.

~~[]~~The Superintendent will establish administrative guidelines for the solicitation of funds which will:

- ~~A.~~ specify the times and places in which funds may be collected;
- ~~B.~~ describe permitted methods of solicitation which do not place undue pressure on students;
- ~~C.~~ limit the kind and amount of advertising for solicitation;
- ~~D.~~ ensure proper distribution or liquidation of monies remaining in a student activity account when the organization is defunct or disbanded;
- ~~E.~~ limit the number of fund raising events.

All other fundraising will be done in accordance with School Board Policy 9700 - Relations with Non-School Affiliated Groups.

~~[]~~The Superintendent will distribute this policy and any administrative guidelines which that implement it to each organization granted permission to solicit funds.

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