

## **Board Member Participation in Meetings Via Technology**

### **Policy 188**

The School Board strongly encourages all individual Board members to be physically present at all Board meetings in which they intend to participate in any capacity. No individual Board member may be excluded from any meeting of the Board at which he/she is physically present. An individual Board member has no right to insist upon the ability to participate, in any capacity, in any Board meeting remotely via telephone conference, video conference or other technology.

Subject to the following limitations, and as a privilege that may be withdrawn or limited at the discretion of a majority vote of the Board, the Board will permit an individual Board member with a scheduling conflict to participate in Board meetings from a remote location, with such privilege to include being counted in the quorum requirement for the meeting, participating in discussion on items of business, and making and voting upon motions:

1. The District Administrator will work with appropriate staff to identify an appropriate mode of technology that enables reliable two-way communication and that satisfies the Wisconsin Open Meetings Law requirements regarding public notice and public accessibility of meetings.
2. Absent further affirmative authorization enacted by the Board, the privilege shall extend only to open sessions of regular and special Board meetings, and shall not extend to closed session portion(s) of any meeting, to individual student disciplinary proceedings, to disciplinary or nonrenewal proceedings involving individual employees, or to other meetings or specific items of business on which the Board decides or receives advice of legal counsel that it would be inadvisable to permit remote participation by individual Board members.
3. No Board meeting need be delayed, cancelled, or rescheduled solely to accommodate a Board member's request to exercise the privilege of remote participation. To the extent that the technology used to enable remote participation is not functioning so as to facilitate appropriate participation and/or there is any uncertainty regarding compliance with the Open Meetings Law, the Board may terminate the privilege of remote participation, and, provided there is a quorum, the meeting(s) in question may continue without the participation of the Board member(s) who are not physically present.
4. To the extent that the number of individual Board members wishing to exercise the privilege of remote participation in any meeting exceeds the capacity of the technology that is used to facilitate such remote participation, then no Board member shall avail themselves of the privilege of remote participation for that meeting unless one or more Board members withdraws his/her request and the number of pending requests is once again within the capacity of the technology being used.
5. No regular meeting of the Board shall be convened unless at least a quorum of the Board is physically present at the meeting. No special meeting of the Board shall be convened unless at least one Board member is physically present at the location for the meeting as established

by the official public notice.

6. Subject to ensuring compliance with all aspects of the Wisconsin Open Meetings Law and the availability of appropriate technology, it is within the power of the Board to authorize remote participation in Board meetings that exceeds the privilege of remote participation in discussion, as expressly authorized above. To the extent a motion to authorize more extensive remote participation in a meeting is considered at the very meeting to which the possible authorization would apply, such motion shall be the first item of business on the agenda, and the Board member(s) seeking authorization to participate in the meeting remotely will be counted in the quorum solely for purposes of convening the meeting and discussing and voting upon the motion that would authorize their continued participation in the meeting.

To lessen the risk that a technical limitation or technology-related problem may prevent otherwise-authorized remote participation in a Board meeting, an individual Board member who wishes to exercise the privilege of remote participation in any meeting shall inform the District Administrator and presiding officer of the meeting as far in advance as possible of his/her desire to attempt remote participation.

Notwithstanding the discretionary privileges permitted under this policy, it is the Board's expectation that no Board member(s) will routinely seek to participate in meetings from a remote location, and that most regular and special meetings of the Board will involve no remote participation by any Board members.

This policy shall also apply to Board committee meetings where the committee in question is a subunit of the Board, except that in the case of such a committee meeting, references to individual Board members within this policy shall be understood to refer to individual committee members, and all discretionary authority held by the Board under this policy shall be held by the committee. A committee may also opt out of this policy and require all committee members to be physically present at all meetings.

### **Legal References:**

#### **Wisconsin Statutes**

Section 19.81(2) [public accessibility of board meetings]

Section 120.11(1) [regular board meetings and definition of quorum for meetings in common and union high school districts]

### **Cross References:**

#### **Adoption Date:**

## **Annual School Calendar and School Hours**

### **Policy 321**

The School Board's goal is to approve an annual school calendar that establishes at least the days that are planned for direct student instruction and on which students are expected to attend school, as well as any days on which parent conferences are planned, by **March 1st** of the preceding school year.

The District Administrator shall prepare a proposed annual school calendar and present the proposed calendar to the Board for approval in a timely fashion. In addition to identifying at least the days on which students will be expected to attend school and any days that are planned for parent conferences, the calendar proposal shall (1) expressly identify the hours of a normal school day for the applicable school term, (2) include a calculation of the planned hours of student instruction, and (3) identify the extent to which such planned hours of student instruction meet or exceed the minimum requirements established by applicable laws and regulations. The hours of a normal school day and the calculation of the planned hours of student instruction shall be broken down by grade, school, or program, to the extent there is variation across the District.

The administrative calendar proposal may identify one or more items which are more tentative in nature and which, therefore, may be more likely to change and/or which may expressly be left as "subject to later confirmation."

After an annual school calendar is approved by the Board and publicized, the school administration and the Board will be reluctant to substantially modify the calendar, but the District cannot guarantee that no changes will be made.

In preparing a proposed annual school calendar, the District Administrator shall consider and attempt to balance multiple relevant factors, such as the following:

1. Promoting the overall effectiveness of the District's instructional and other programs;
2. Meeting or exceeding state-defined requirements for hours of direct student instruction;
3. Operational efficiency, including planning for inclement weather days and other possible emergency closures;
4. Coordinating the District calendar with the schedules of other districts and other educational institutions;
5. Coordinating District operations and instructional programs across instructional levels (e.g., if the proposed calendar differs among one or more schools or instructional levels);
6. Coordinating the District calendar with known school-sponsored and community-based activities that may affect student attendance and learning; and
7. The expectations or preferences that have been expressed by District staff and by school families, including potential burdens that particular school schedules may place on staff and school families.

In addition to the other requirements established in this policy, the District Administrator’s final school calendar proposal for each year shall also identify at least the following:

1. The days that mark the planned beginning and ending of school terms and sessions;
2. The weekdays within the proposed school terms and sessions that are planned for breaks, recesses, holidays, professional development days, etc.;
3. Any differences in the proposed school calendars for the various grades, schools, or programs;
4. Any specific school days in the calendar on which a special schedule for student instruction is planned, and a brief description of that planned schedule (e.g., any planned late start or early release for students); and
5. A brief narrative that describes the extent to which the proposed school calendar and schedule deviates, if at all, from the general patterns of recent school years.

A proposed school calendar may also identify (1) any planned days outside of the proposed school term for students on which instructional staff and other school-year staff will be expected to be at work; (2) the planned dates for evening, weekend, or other special school activities (such as open house events, graduation ceremonies, etc.); and (3) such other elements as the District Administrator deems appropriate.

### **Legal References:**

#### **Wisconsin Statutes**

<u>Section 115.001</u>	[definitions; including “school year,” “school term,” etc.]
<u>Section 115.01</u>	[classifications; including the definition of “school day”]
<u>Section 118.045</u>	[commencement of school term; September 1 <sup>st</sup> start date]
<u>Section 120.12(15)</u>	[board duty to establish the hours of a normal school day]
<u>Section 120.12(27)</u>	[school closings and re-openings]
<u>Section 121.02(1)(f)</u>	[school district standards; required hours of direct student instruction]

#### **Wisconsin Administrative Code**

<u>PI 8.01(2)(f)</u>	[school district standards; required hours of direct student instruction]
<u>PI 8.01(4)</u>	[waivers from school hours]
<u>PI 27</u>	[commencement of school term]

### **Cross References:**

### **Adoption Date:**

## **Extracurricular Activities (including Athletics)**

### **Policy 370**

Extracurricular activities are recognized as an integral part of the educational program. Students are strongly encouraged to participate in such activities, while giving their academic work the priority it deserves.

All extracurricular activities sponsored by the District, including organized interscholastic and intra-District athletics and fitness opportunities, shall:

1. Be designed to be an extension of the curriculum or provide experiences for students that enhance student learning and/or personal, social, and physical growth and development.
2. Be approved by the School Board when the activity involves a new or substantially modified funding and/or staffing obligation, or by the District Administrator or principal when the activity does not involve such additional budgetary or staffing obligations.
3. Have an adult advisor/supervisor appointed by the District Administrator or his/her designee.
4. Be funded in a manner that is consistent with applicable District policies and procedures.
5. Be scheduled in such a way so as to minimize infringement upon the regular school day and the daily schedule of classes. Any activity or event scheduled during the school day must have the approval of the principal.

Students shall be expected to abide by all rules and regulations established for participation in District-sponsored extracurricular activities, including interscholastic athletics. Where applicable, these rules and regulations shall be consistent with any rules of eligibility and conduct required by state or other associations to which the activities are affiliated (for example, the Wisconsin Interscholastic Athletic Association (WIAA) for interscholastic activities offered in the District). Students who violate such rules and regulations shall be subject to disciplinary or other action.

No student shall be permitted to participate in any District-sponsored student athletic activities unless he/she has provided the school with a signed concussion and head injury information sheet as required by law.

The Board encourages the full participation of elementary and middle school (PreK-8) students in available co-curricular and recreational programs and activities that are offered by and through the District. For purposes of this Board policy, "full participation" means fair and equitable participation opportunities (1) in a manner consistent with applicable nondiscrimination requirements, and (2) to the extent that the budget, facilities, or type of activity allows. The principal and his/her designees are responsible for informing students and parents and guardians of the co-curricular and recreational activities that are available at the relevant grade levels and for implementing registration and scheduling processes in a manner that gives due regard for the goal of full participation.

The District shall not unlawfully discriminate in admission to or participation in any program or activity, standards and rules of behavior, disciplinary actions or facilities usage on the basis of the person's sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification. This policy does not, however, prohibit the District from placing a student in a program or activity based on standards of individual performance, or from providing separate programs and facilities in interscholastic athletics for males and females if such programs and facilities are sufficiently comparable in type, scope, and support from the District. Discrimination complaints shall be processed in accordance with established District procedures.

**Legal References:**

**Wisconsin Statutes**

Section 118.13 [student discrimination prohibited]

Section 118.133 [home-based private educational program student participation in interscholastic athletics and extracurricular activities]

Section 118.293 [requirements for addressing concussions and head injuries in youth athletic activities]

Section 120.12(23) [policy requirement; access to extracurricular and recreational activities by K-8 students]

Section 120.13(1) [school board power to adopt student conduct rules and discipline students]

**Wisconsin Administrative Code**

PI 9.03(1) [student nondiscrimination in student extracurricular activity and interscholastic athletics policies]

**Cross References:** C-FC Student-Parent Manual

**Adoption Date:**

## **School Admissions**

### **Policy 420**

Any student seeking school admission in the District must reside within the established boundaries of the District, except as otherwise provided by law and/or Board policy.

Individuals enrolling a student are expected to follow the District's registration procedures, including providing appropriate documentation of the student's age and in-District residency (or other status that permits admission to a District school). The District's registration procedures shall be sufficiently flexible so as to not unlawfully interfere with the prompt admission, school placement, and attendance of children in a special legal status that provides rights and protection regarding school enrollment (e.g., homeless, foster care, Safe at Home program participants, etc.)

Students admitted to the District's elementary and secondary schools shall present immunization records as required by law. Students entering kindergarten in the District shall also be requested to provide evidence that they have had their eyes examined by an optometrist or evaluated by a physician.

School assignments and grade placements shall be made by the administrative staff in accordance with District procedures. Students transferring from other school systems or non-District programs are required to provide a transcript of academic accomplishments at the previous school/program, or the address from which this data may be secured. If insufficient academic transcript information is available, students may be required to take appropriate academic tests to assist in making a placement.

The District shall not unlawfully discriminate in admissions to any school, class, program or activity or facilities usage on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, parental or marital status, homelessness status, any physical, learning, emotional or mental disability, or any other legally-protected status or classification. This does not, however, prohibit placing a student in a school, class, program or activity based on objective standards of individual performance or need. Discrimination complaints shall be processed in accordance with established procedures.

Nothing in this policy shall prevent the District from denying the admission of a student during the term of his/her expulsion from another Wisconsin public school, out-of-state public school or independent charter school in Wisconsin, or from setting enrollment conditions that the expelled student must meet in order to be admitted, consistent with legal requirements.

#### **Legal References:**

##### **Wisconsin Statutes**

- Section 115.997 [interstate compact on educational opportunity for military children]
- Section 118.13 [student nondiscrimination]
- Section 118.135 [eye examinations for students entering kindergarten]

<u>Section 118.14</u>	[age of students for admission]
<u>Section 118.145</u>	[high school admission; includes private school and tribal school students taking high school courses]
<u>Section 118.51</u>	[full-time public school open enrollment]
<u>Section 118.52</u>	[part-time open enrollment]
<u>Section 118.53</u>	[attendance in public school courses by home-based private educational program students]
<u>Section 120.13(1)(f)</u>	[authority to deny admission of student during term of expulsion]
<u>Section 120.13(1)(h)</u>	[conditional enrollment of expelled students]
<u>Section 121.77</u>	[admission of nonresident students]
<u>Section 121.84</u>	[admission of nonresident students; tuition waivers]
<u>Section 165.68</u>	[address confidentiality program]
<u>Section 252.04</u>	[immunizations required upon school admission]

### **Wisconsin Administrative Code**

PI 9.03(1) [student nondiscrimination in school admission policies]

### **Federal Laws**

McKinney-Vento Homeless Education Assistance Act[equal access for homeless students; required policies to remove barriers]

Title I, Part A of the Elementary and Secondary Education Act [20 U.S.C. §6311(g)(1)E and §6312(c)(5)] [educational agency requirements related to ensuring the educational stability of children in foster care]

Title IV of the Social Security Act [42 U.S.C. §671(a)(10) and § 675(1)(G)] [child welfare agency requirements related to supporting normalcy for children in foster care and ensuring the educational stability of children in foster care]

### **Cross References:**

### **Adoption Date:**

## **Procedures for Placing Transfer Students**

### **420-Rule**

Any student who has been in attendance in an educational program other than in the Cochrane-Fountain City School District for a period of 90 days or more, and who wishes to enter or re-enter the District shall be required to comply with the following procedures:

#### **A. Grade Placement**

The District reserves the right to determine grade placement of all students entering or re-entering the school system. The building principal, with the assistance of the guidance counselor and other appropriate staff members, shall determine all grade placements of students.

Consideration shall be given to the grade level which the student has attained at the time of entry or re-entry based upon the academic records received from the student's previous school. If transcripts or other records evidencing the student's level of academic achievement, subjects completed, credits earned and/or results of standardized testing are unavailable, incomplete or if accreditation/certification of previous schooling is not able to be secured, a standardized test(s) may be administered to determine the student's achievement level and appropriate grade placement. This test shall be administered by the building principal or designee. Placement decisions shall be made based on the test results and the student's ability to demonstrate learning appropriate to the proper placement.

Students identified as having special needs (e.g., students with disabilities, English language learners) shall be placed in appropriate programs and provided appropriate services in accordance with established District policies and procedures and applicable legal requirements.

#### **B. High School Placement**

High school credits shall be awarded based on the academic record information received and/or the results of any placement/achievement tests. Course credits earned at a public high school or other accredited high school shall generally be accepted as recorded by the former school, with the credit units being adjusted if necessary to reflect the District's comparable units. Transfer credit may be rejected if the District determines that the nature of the work reflected by the proposed transfer credit has no reasonable correlation to credit-eligible work in the District. High school credit for work completed while in a home-based private educational program will be based on an assessment of all information that is made available to District staff in light of the District's high school curriculum and course standards.

Approved transfer credits will be identified as either satisfying a specific graduation requirement or as elective credit that has been completed in excess of required credits. As determined under the applicable high school grading policy, the District will either (1) record a transfer course on a pass/fail basis; or (2) associate and record a transcript grade with a transfer course.

**C. Interim Placement Period**

Each student placed in the District from schools or educational programs outside the District shall have an interim period of 45 school days to demonstrate appropriate academic progress in the placement. If during this interim placement period school officials determine that the student's placement needs to be reviewed, the building principal or designee may make a placement revision.

**D. Appeals**

In the event that there is an appeal on behalf of the student regarding the placement of a student, a written appeal may be made to the principal of the school in which the student is initially placed, and then to the District Administrator. The decision of the District Administrator shall be final.

Decisions regarding transfer courses, transfer credits, and grades associated with transfer courses for high school students may be appealed to the principal and then to the District Administrator, whose decision on the appeal shall be final.

**Adoption Date:**

## **Admission to Kindergarten and First Grade (Entrance Age)**

### **Policy 421**

No child may be admitted to 4-year-old kindergarten in the District unless the child is four years old on or before September 1 in the year he/she proposes to enter school. There shall be no early admission to 4-year-old kindergarten in the District. However, the District provides early childhood education services to qualifying children who are at least 3 years old to the extent required by law.

In most cases, in order to be admitted to 5-year-old kindergarten in the District a child must be five years old on or before September 1 in the year he/she proposes to enter school. However, a child who is under the standard legal age may be admitted to 5-year-old kindergarten if the District determines that he/she has met the conditions and standards for early admission as outlined in District procedures.

In most cases, in order to be admitted to first grade in the District a child must be six years old on or before September 1 of the year he/she proposes to enter first grade and must have completed 5-year-old kindergarten. However, a child may be admitted to first grade under the standard legal age if he/she has already completed a 5-year-old kindergarten program or its equivalent, as determined by the District. A child may also be admitted to first grade under the standard legal age and/or without having completed a 5-year-old kindergarten program if the District determines that he/she has met the conditions and standards for early admission and/or for an exemption from the state's kindergarten completion requirement, as outlined in District procedures.

If a child's request for admission to kindergarten or first grade is denied, the child's parent or guardian may appeal the decision in writing to the District Administrator. The District Administrator's decision is final.

#### **Legal References:**

##### **Wisconsin Statutes**

<u>Section 118.13</u>	[student nondiscrimination]
<u>Section 118.14(1)</u>	[entrance age for kindergarten and first grade]
<u>Section 118.15(1)</u>	[compulsory school attendance]
<u>Section 118.33(6)(cm)</u>	[mandatory kindergarten completion for first grade admission; procedures for exempting students from mandatory kindergarten required]
<u>Section 120.12(25)</u>	[school board duty; adoption of procedures for early admission to kindergarten and first grade]

#### **Cross References:**

#### **Adoption Date:**

*(This sample rule assumes that the related board policy does not permit any early admission to four-year-old kindergarten, that some requests for early admission to five-year-old kindergarten will be evaluated, and that the District would at least evaluate a parent request to waive either or both the age requirement and kindergarten completion requirement for a student attempting to enter first grade.)*

## **Conditions, Standards and Procedures for Exceptions to Age/Other Admission Requirements for Kindergarten or First Grade**

### **421-Rule**

#### **I. Conditions and Standards for Admission**

##### **A. Early Admission to 5-Year-Old Kindergarten (5K) or First Grade Based Upon Successful Completion of a Full School Year of 4-Year-Old Kindergarten (4K) or 5K in another School System**

If a child was previously granted early admission to 4K or 5K in another school system, and the child successfully completed a full school year of such a 4K or 5K program, the District may approve the child's early admission in 5K or first grade, as applicable, provided that the child's parent or guardian supports the early admission and the District determines that the weight of other available information (including the results of any specific assessments that may be conducted) suggests that placement in 5K or first grade, as applicable, would be an appropriate placement.

The child's parent or guardian is expected to bring such previous school attendance and early admission request to the District's attention as soon as reasonably possible, although this type of request can typically be evaluated with less advance notice than other requests.

##### **B. Early Admission to First Grade Based Upon Successful Completion of 5K in the District**

If a child has completed 5K in the District pursuant to the District's decision to allow early admission to 5K, the child's promotion to first grade shall be handled as a standard grade-to-grade promotion decision, and the parent or guardian is not required to file a request for early admission to first grade.

##### **C. Early Admission to 5K without Prior Successful Completion of a Formal 4K**

Under this section, the District does not accept applications for early admission to kindergarten for children who will turn five years old on or after **December 1st** of the school year in which the child is seeking early admission. However, the child's parent or guardian may choose to contact the District at or prior to the start of the school year in question to discuss whether the child's progress should be closely monitored during kindergarten for potential grade-level acceleration or for other curricular or program adjustments.

For children who will turn five years old between September 1st and **December 1st** of the school year in which the child is seeking early admission under this section (i.e., without prior successful completion of a 4K program, as provided in Section A), the District's decision to approve or deny the request for early admission to 5K shall be based on an individualized assessment of the child's academic and social-emotional development and overall readiness to thrive in 5K. The District will not approve a request for early admission to 5K under this section unless the District determines that the clear weight of the relevant and available information suggests that placement in 5K is a more appropriate placement than placement in 4K. In other words, exceptional circumstances must be identified.

Although the specific information that will be available and the specific considerations that will be relevant to each request for early admission will vary from child-to-child, the following conditions and standards reflect a common baseline for the assessment process:

1. If a child seeking early admission is an early reader, this is one relevant piece of information. However, variation in reading skills is the norm in this age group. Many children who are early readers enroll in kindergarten with their standard age-group peers, and that proves to be a sound long-term decision in regard to the child's overall welfare. In contrast, where a broader picture of the child's cognitive skills and aptitudes fall in a very-advanced range, such data tends to counsel more strongly in favor of early admission in terms of academic criteria.
2. The District's evaluation of the request shall consider whether there is evidence that the child has above-average skills, relative to other children entering 5K, in the following developmental areas:
  - The ability to address new situations or challenging tasks without signs of unusual levels of frustration, anxiety, avoidance or withdrawal.
  - The ability to follow instructions and independently begin tasks set out by those instructions.
  - The ability to successfully interact and play cooperatively with other children who are of the grade being considered.
  - The ability to participate effectively in group-based activities.
  - The ability to give sustained attention to a task or project.

D. **Early Admission to First Grade without Prior Successful Completion of a Formal 5K Program**

The District's decision to approve or deny a family's request for early admission to first grade shall be based on an individualized assessment of the child's academic and social-emotional development and overall readiness to thrive in first grade. More specifically, a child who is not six years old on or before September 1 in the year he/she seeks admission to first grade may be admitted to first grade based upon the family's request as follows:

1. If the child will turn six years old before *[insert applicable date, e.g., December 1<sup>st</sup>]* and the child has successfully completed an educational program that the District determines is substantially equivalent to the District's 5K program, the child's parent or guardian supports early admission to first grade, and the District determines that the weight of other available information (including the results of any specific assessments that may be conducted) suggests that placement in first grade would be a more appropriate placement than 5K, then the child may be admitted to first grade. In other words, exceptional circumstances must be identified.
2. If the child will turn six years old before *[insert applicable date, e.g., December 1<sup>st</sup>]* but has not successfully completed a 5K program or its equivalent in another school system, a request for early admission to first grade will be granted only if the District determines that the clear weight of the relevant and available information suggests that initial enrollment in 5K would be an inappropriate placement for the child. Meeting this standard is intended to be difficult and exceedingly rare. At a minimum, the child must demonstrate *[insert appropriate descriptive language, such as, "the academic skills and aptitudes expected of a high-achieving student who is at the end of first grade."]*

E. **Automatic Exemption from the Kindergarten Completion Requirement Pursuant to State Law**

When a child who is otherwise eligible to be admitted to and enroll in first grade, and he/she has moved to Wisconsin from out-of-state after he/she turns five years old and before either commencing or completing first grade, state law automatically exempts the child from the kindergarten completion prerequisite if either of the following apply:

1. The jurisdiction from which the child moved has not established 5K as a mandatory prerequisite for entering first grade; or
2. The jurisdiction from which the child moved exempted the child from any applicable prerequisite that the child complete 5K in order to enter first grade.

In the two situations (identified above) where state law automatically exempts a child from the kindergarten completion requirement, the District and the parent or guardian may nonetheless mutually agree to place the child in kindergarten where it is agreed that such placement is in the best educational interests of the child.

F. **Conditions and Standards for Responding to a Request for a Discretionary Exemption from the Kindergarten Completion Requirement**

The District's decision to approve or deny a family's request to exempt a child from the kindergarten completion requirement for purposes of enrollment in first grade shall be based on an individualized assessment of the child's academic and social-emotional development and overall readiness to thrive in first grade.

Where a child meets the age requirements for admission to first grade, but the child has not completed 5K, the District or the child's parent or guardian, by request, may initiate a review of the child's overall readiness for enrollment in first grade and the appropriateness of allowing a discretionary exception to the kindergarten completion requirement. Such a child may be enrolled in first grade if:

1. The child has successfully completed a program for 5-year-old children that the school district deems equivalent to kindergarten, and the weight of other available information (including the results of any testing or other evaluations) suggests that placement in first grade would be at least as appropriate as placement in 5K; or
2. Notwithstanding that the child did not complete an educational program deemed equivalent to 5K, the District determines that the weight of available information (including the results of any testing or other evaluations) suggests that placement in first grade would be a more appropriate placement than placement in 5K.

A request for a discretionary exemption from the kindergarten completion requirement under this section shall be denied where the District determines that the weight of the available information suggests that the student is likely to struggle to achieve and grow at least at an average level among District students relative to first-grade academic and developmental standards.

## **II. Procedures**

Requests for early admission or for a discretionary exemption from the kindergarten completion requirement (for first grade) shall be made and acted upon in accordance with the following procedures:

- A. Requests shall be submitted to the appropriate school principal in writing by **August 1st** for the upcoming school year. The request shall include the rationale for making the request and the parent or guardian shall provide any academic records or other information as may be relevant to the request.
  1. Families moving into the District after the deadline specified above may submit a request no later than **September 15th**.
  2. If a parent or guardian submits a request after the applicable deadline, the District may not be able to fully evaluate the request, and the request may be denied as untimely. The ability to evaluate a late request will depend, in part, on the extent to which relevant and determinative information is already available, such that there is no need to schedule and conduct specific new assessments.
- B. The principal or a designee shall meet with the child's parent or guardian to discuss the reasons for the request and to conduct an initial review of related student record information. If, at this meeting, the District determines that the child conclusively meets,

or does not meet, the District's standards for approval of the request, the request shall be approved or denied in writing. If the District determines that additional information or evaluation is needed, the District shall obtain parent or guardian consent to continue the process, and appoint appropriate staff members to complete any evaluation(s). Any testing or evaluations of the child may be scheduled sequentially such that the assessment process will continue only if determinative information is not identified.

1. The staff member(s) completing any evaluation(s) shall meet with the principal or other administrative designee to analyze the results of the evaluation and any other data available to determine the appropriateness of the child's admission to kindergarten or first grade.
  2. The principal or a designee shall meet with the child's parent or guardian to present the results of the evaluation(s) and the District's decision with respect to the request. A written decision regarding the request will be provided to the parent or guardian and a copy kept on file in the District.
- C. If the request is approved, the District shall inform the parent or guardian that the initial placement shall be contingent on the child's successful adjustment to the placement, with a review of the placement to occur **within 30 to 60 days** of the child beginning attendance. The decision to continue or change the placement shall be made by the classroom teacher, principal, and student services personnel as necessary. Any decision to modify the child's placement shall be communicated to the parent or guardian in writing, and may be appealed to the District Administrator.
- D. If the request is denied, the notice of denial shall inform the parent or guardian of their opportunity to appeal the decision to the District Administrator. The appeal must be made in writing to the District Administrator within **10 days of receipt** of the District's denial decision. The decision of the District Administrator shall be final.
- E. Where a family's request for early admission and/or for an exemption from the kindergarten-completion requirement has been denied, the parent/guardian is encouraged to continue to work with the District to monitor the child's progress for potential eligibility for future grade-level acceleration or for other curricular or program adjustments.

The conditions, standards and procedures identified in this rule are not intended to address any placement or other curricular or program determinations made for a student with disabilities pursuant to an individualized education program (IEP).

**Adoption Date:**

## Student Conduct and Discipline

### Policy 443

**Non-Discrimination:** The District shall not unlawfully discriminate in standards and rules of behavior or disciplinary actions, including suspensions and expulsions, on the basis of a student's sex, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability, or any other legally-protected status or classification. Discrimination complaints shall be processed in accordance with established procedures.

**Code of Conduct:** The District shall maintain a code of classroom conduct that has been approved by the School Board. At a minimum, the code of classroom conduct shall set forth (1) any rules of conduct for students that the Board wishes to establish; and (2) standards and procedures surrounding the possible removal of a student from his/her class due to the student's conduct. In addition to the rules found in the code of classroom conduct, the Board authorizes the District Administrator, and any of his/her appropriately-licensed designees, to set forth additional rules of conduct for students. Further, subject to administrative oversight and to the extent consistent with applicable law and with the District's policies, procedures, and more formal rules of conduct for students, school staff are permitted to issue and reasonably enforce situation-specific conduct directives for students that support the provision of a safe and productive school environment.

#### Administrative Responsibilities

The District Administrator, principal(s), and other licensed administrators serving in an instructional capacity are jointly responsible for the day-to-day management and oversight of student conduct and discipline matters in the schools. The District Administrator and principal(s) shall:

1. Ensure that time and resources are dedicated to all of the following elements of the process of managing student behavior: teaching expected behaviors to students, notifying students of prohibited conduct, reinforcing positive behaviors, providing appropriate behavioral interventions, and imposing/enforcing disciplinary sanctions and other reasonable consequences for misconduct.
2. Ensure that the District incorporates the management of student behavior as a topic within the District's professional development plan for staff.
3. Evaluate practices and data with regard to student conduct and discipline in order to identify strengths and areas for improvement in the District's policies and practices.

#### Expectations for Staff and Other Adults Who Supervise Students and Student Activities

All District employees and all other authorized agents of the District who teach, supervise, or otherwise work directly with students ultimately share in the responsibility for the day-to-day implementation of the District's policies, procedures, rules, and directives related to student conduct and discipline. In carrying out their respective responsibilities, the Board expects such employees and agents to comply with the following additional policy guidelines:

1. Such employees and agents are expected to model appropriate behaviors for students in

connection with school-related activities, including modeling appropriate responses to conflict.

2. Rules and expectations for student conduct and any sanctions for misconduct shall be implemented and enforced, at a minimum, lawfully, without bias or favoritism, and in a non-discriminatory and non-arbitrary manner.
3. Students shall be timely informed of the reason(s) for any disciplinary sanctions and a reasonable effort shall be made to provide the student with an opportunity to provide his/her viewpoint regarding the situation.
4. Timely communication with a student's parent or guardian regarding student conduct and discipline shall be a priority; and, in connection with matters such as disciplinary removals from class and suspensions from school, such communication is also a legal requirement.

### Expectations for Students

The Board expects all students to follow the rules and expectations that are established for student conduct and to demonstrate a developmentally-appropriate level of personal responsibility and accountability for their actions.

### **Legal References:**

#### **Wisconsin Statutes**

<u>Section 115.787(3)</u>	[individualized education program for students with disabilities; positive behavior interventions and supports]
<u>Section 118.13</u>	[student discrimination prohibited]
<u>Section 118.16(4)(c)</u>	[assignment of student to detention/supervised study for truancy]
<u>Section 118.164</u>	[student removal from class]
<u>Section 118.305</u>	[use of seclusion and restraint]
<u>Section 118.31</u>	[staff use of physical force; corporal punishment prohibited]
<u>Section 120.13(1)</u>	[requirements for code of classroom conduct; board powers to establish rules of conduct and discipline students, including suspensions and expulsions]

#### **Wisconsin Administrative Code**

PI 9.03 (1) [student nondiscrimination in student conduct and discipline policies]

#### **Federal Laws**

Individuals with Disabilities Education Act [programs and services for students with disabilities, includes requirements related to change of placements]

Section 504 of the Rehabilitation Act of 1973 [Section 504 includes a manifestation determination requirement, similar to the IDEA, in connection with student discipline]

**Cross References:** C-FC Student-Parent Manual

**Adoption Date:**

## Student Use of Tobacco and Related Products

### Policy 443.3

#### **Use and Possession Prohibited:**

Students are prohibited from any type of smoking and from possessing, distributing, or using tobacco products, nicotine products, non-medical vapor products, and any related items intended to facilitate the ingestion of such substances. These prohibitions apply (1) at all times in all District buildings, in all District vehicles, and on all District premises; (2) while students are attending or participating in a District-sponsored event at any location; and (3) at any other time that a student is under the supervision of a school district authority.

Examples of prohibited items and products include the following: *{Editor's Note: The inclusion of these clarifying examples is optional. If included, the examples may be modified to address specific concerns.}*

1. Cigarettes, chewing tobacco, e-cigarettes, nicotine vaporizers, and similar products.
2. Products that use heat, electricity, or a similar mechanism to create smoke or a vapor that is intended to be ingested, and which may or may not contain nicotine.
3. The components, parts, or accessories of any product or device intended to facilitate the ingestion of tobacco, nicotine, or any non-medicinal ingestible vapor (e.g., rolling paper, pipes, or cartridges or similar refillable/replaceable elements).

#### **Exceptions:**

Non-tobacco, non-nicotine devices or products that have a medical purpose and that are possessed or used by a student under the advice, supervision, or prescription of a medical professional are not prohibited by this policy but are subject to rules related to medication (to the extent applicable) and to any administrative rules or directives regarding appropriate times and locations for use.

#### **Enforcement:**

Administrators and other facility/event/activity supervisors shall enforce District policies and rules prohibiting the use or possession of tobacco products, nicotine products, vapor products, and related products/devices by, for example: (1) directing an individual to cease prohibited conduct or to remove themselves from the premises; (2) applying disciplinary and other consequences; and/or (3) referring a situation (including refusals to cooperate) to law enforcement.

#### **Legal References:**

##### **Wisconsin Statutes**

Section 101.123 [smoking prohibited in certain enclosed places; notice and enforcement required]

Section 120.12(20) [school board duty to prohibit tobacco use on school premises]

Section 120.13(1)(a) [school board power to adopt student conduct rules and discipline students]

**Federal Laws**

20 U.S.C. §§7971-7974 [smoking prohibited in certain indoor facilities providing education services to children; see also 20 U.S.C. §§6081-6084]

**Cross References:** C-FC Student Parent Manual

**Adoption Date:**

## Student Alcohol and Other Drug Use

### Policy 443.4

**Prohibited Activities:** The following apply whenever a student is on school premises or otherwise subject to the supervision of a school authority, including whenever a student is using District-provided transportation or participating in or attending any District-sponsored activity:

1. No student shall possess, use, distribute, sell, purchase, or be under the influence of alcohol or illegal drugs.
2. No student may possess, use, distribute, sell, or purchase drug paraphernalia.
3. Students may possess and use prescription drugs and over-the-counter medications only as permitted under the District's student medication policies, and students are prohibited from selling, purchasing, and distributing such medications to the same extent as applies to illegal drugs.
4. A student may possess and use a product or substance that could improperly be used as a hazardous inhalant only (a) for a school-authorized purpose; and (b) in a manner that is consistent with the intent of the manufacturer and any cautionary labeling/instructions. Students may not be under the influence of a hazardous inhalant.
5. No student may possess, use, distribute, sell, purchase, or be under the influence of any controlled substance or controlled substance analog that is an intoxicant and that is not more specifically addressed by this policy, except to the extent any such possession or use is for a school-authorized purpose (e.g., a chemical used in an approved lab).

**Non-Compliance:** Students are expected to comply with this policy. Failure to comply shall result in school-imposed consequences which may include the provision of behavioral interventions and supports, appropriate referrals, sanctions under any applicable District's student activity code, and/or other disciplinary actions up to and including suspension or expulsion from school. Referrals may also be made to law enforcement officials.

**Testing:** A licensed administrator who has responsibilities related to student conduct or student services or a law enforcement officer designated by the District Administrator or a principal may require a student to submit to a breath test to determine the presence of alcohol in the student's system whenever the person requiring the test has reasonable suspicion that the student is under the influence of alcohol on school premises, in a motor vehicle used for District-provided transportation, or while participating in a District-sponsored activity. Such test shall be administered by a law enforcement officer or by a trained school district employee and shall meet state law requirements. A student may be subject to school disciplinary action for refusing to submit to such a test, and a refusal may give rise to an adverse inference in school disciplinary proceedings. The District shall refer a student to appropriate alcohol and drug intervention services whenever the District has determined that (1) the student has been under the influence of alcohol in violation of this policy; or (2) a student has refused to submit to a required breath test as provided in this paragraph.

**Expected Conduct by District Employees:** The Board expects the administration and other District employees, to the extent consistent with the employee’s specific role, to provide instruction, structure District-sponsored activities, and conduct District operations in a manner that provides students with consistent messages regarding the dangers of alcohol and drug use.

Staff, students, and parents and guardians shall be informed of this policy via student handbooks and/or through other appropriate means.

**Legal References:**

**Wisconsin Statutes**

- Section 118.01(2)(d) [instruction on the effects of alcohol and controlled substances use, including prescription drugs, and drug abuse awareness and prevention]
- Section 118.126 [privileged communication related to student alcohol/controlled substances use]
- Section 118.24(2)(f) [dissemination of information regarding alcohol and drug abuse services and related referrals]
- Section 118.257 [liability exemption for referral to law enforcement officials and removal from school premises/activities for alcohol and other controlled substances]
- Section 118.45 [tests for alcohol; policy required]
- Section 120.13(1) [school board power to adopt student conduct rules and discipline students]
- Section 125.09(2) [possession of alcohol on school grounds prohibited]
- Section 939.22(15) [defining hazardous inhalant]
- Chapter 961 [controlled substances laws]

**Cross References:** C-FC Student-Parent Manual

**Adoption Date:**

## **Student Use and Possession of Electronic Communication Devices**

### **Policy 443.5**

**Applicability:** This policy is intended to apply to students when they are at school, participating in any school-sponsored activity, and at all other times when the student is subject to the authority and supervision of District officials. At such times and under the conditions established in this policy, students may possess an electronic communication device such as a cellular telephone or other personal electronic device with communications functions or with recording, photographic, or video-imaging capabilities. Students may use such devices only with school permission that has been granted pursuant to this policy.

**Acceptable Use Rules:** The principal is authorized to establish school rules and acceptable use guidelines for students' limited and non-disruptive use of electronic devices for educational, safety, medical, vocational, or other legitimate reasons.

The rules shall permit students at all grade levels to use a personal electronic device as needed (e.g., to contact a responsible adult) in any emergency situation that involves an immediate threat to the health, safety, or property of any person. However, when carrying out school emergency response plans an administrator or other staff member may direct students to turn off their personal electronic devices so that emergency communication networks are not overwhelmed and so that emergency response efforts are not jeopardized.

**Prohibited Uses:** Students shall not use electronic communication devices:

- To engage in bullying or harassment.
- To communicate test answers, photograph tests, or engage in any other conduct that constitutes or facilitates academic dishonesty.
- To take, disseminate, transfer, or share any images, recordings, or other content that is obscene, lewd, illegal, sexually-explicit, or otherwise inappropriate for the school setting.
- In areas where other people have a reasonable expectation of privacy, including all locker rooms, bathrooms, or other changing areas (except in an emergency).
- To create, communicate, share, or post recordings or images of any other student or staff member without permission from that student or staff member (except in an emergency).
- In violation of the District's rules surrounding students' acceptable use of technology.

**Conditions of Use:** Possession and use of an electronic communication device by a student under this policy is a privilege. A student who chooses to exercise this privilege does so subject to the following conditions:

- The District is not responsible for the safety or security of personal electronic equipment that students possess or use at school or at a school-related activity. Students who possess or use such device(s) do so at their own risk with regard to possible theft, damage, misappropriation of data/equipment, or other loss.
- If the District determines that a student has possessed or used such a device in violation of the law, this policy, or a school rule or directive, the student is subject to appropriate school-imposed consequences, such as the possible loss of privileges, suspension, and/or expulsion. The District may also refer certain matters to law enforcement.
- If a District official has reason to suspect or determines that a student has possessed or used an electronic device in violation of the law, this policy, or a school rule or directive, a District official may temporarily confiscate the device and/or turn the device over to law enforcement. To the extent prohibited by law, school employees shall not request or require a student to disclose the access information for any of the student's personal Internet account(s), including those that may be accessible through a student's personal electronic communications device.

**Assistive Technology:** Neither this policy nor any school rules shall be construed to limit a student's ability to possess and appropriately use an electronic device that functions as assistive technology that is necessary for a student's education and that is required or authorized under an individualized education program (IEP) or a Section 504 plan.

Students shall be informed of this policy annually via the Student-Parent Manual.

**Legal References:**

**Wisconsin Statutes**

<u>Section 118.258</u>	[student use and possession of electronic communication devices]
<u>Section 120.13(1)</u>	[school board power to set conduct rules and discipline students]
<u>Section 175.22</u>	[locker room privacy statute and policy requirement]
<u>Section 947.0125</u>	[unlawful use of computerized communication device]
<u>Section 995.50(2)</u>	[intrusion on the privacy of another]
<u>Section 995.55</u>	[access to personal Internet accounts]

**Cross References:** C-FC Student-Parent Manual

**Adoption Date:**

## **Rule on Student Use and Possession of Electronic Communication Devices**

### **443.5-Rule**

Personal electronic devices may be used before and after school, between 7-12 classes and during 7-12 lunch, but at no time should the volume be offensive to others. Cell phones and electronic devices may be kept in lockers, backpacks, pockets and purses but must be TURNED OFF during class and student hall and not be visible to others, per Wis. Stat. § 118.258. Cell phones may never be on or used in a locker room or restroom. Cell phones and personal electronic devices are not to be used in classrooms without teacher approval.

During 7-12 lunch, personal electronic devices may be used in the common area but must be turned off prior to the student entering the classroom following lunch. Students who fail to adhere to powering down or discontinuing use of electronic devices in class and study hall may have their device confiscated and face other disciplinary actions. The school district is not responsible for lost, stolen or damaged items.

Students may not use headphones/earbuds/beats during passing time.

The school administration reserves the right to revoke the privilege of using personal electronic devices/cell phones. Students who have an electronic device/cell phone confiscated will be subject to the following:

First Incident: The student may pick up the device/phone from the office at the end of the school day.

Second Incident: A parent/guardian will be required to pick up the device/phone from the office.

Third Incident: Parent/guardian will be required to pick up the phone from the office. The student will not be allowed to have a phone in school for the remainder of the school year.

Further Incidents: May result in more consequences.

**Cross References:** C-FC Student-Parent Manual

**Adopted Date:**

## **Student Search Activities**

### **Policy 446**

It is the policy of the District to provide a safe and healthy environment for all persons in school buildings and on school premises. School officials have a duty to investigate any suspicion that items or materials harmful to the health and safety of students, school personnel, or property are present within the school or on school premises. This includes, but is not limited to, conducting search activities as outlined in this or other Board policies.

- Locker Searches – A school locker is provided for the convenience of the student to be used solely and exclusively for the storage of the student’s wearing apparel and school-related materials during the time the student is attending school. No student shall use the locker for any other purpose. The locker is assigned to a student but remains the property of the District. At no time does the District relinquish its exclusive control of the lockers. Locker searches may be conducted as determined necessary or appropriate without notice, without student consent, and without a search warrant. Locker searches under this policy may be conducted by the District Administrator, a principal, a school employee specifically designated by the District Administrator or other law enforcement official who is acting at the request of or in conjunction with school authorities.
- Search of Students and/or Their Personal Belongings – District staff may conduct a search of a student or the student’s personal belongings (e.g., backpacks) when the student voluntarily consents to the search or where there is reasonable suspicion that the student has in his/her possession items that violate the law, Board policies or school rules. The search shall be conducted in a reasonable manner and must not be overly intrusive in light of the age and sex of the student and nature of the infraction. Searches of a student’s person or personal belongings should generally be conducted outside the presence of other students. No District official, employee, or person acting as an agent of the District shall conduct a strip search of a student.
- Vehicle Searches – The District may search student-operated vehicles parked on school premises when there is reasonable suspicion of a violation of the law, Board policies or school rules or the student has given consent to the search of the vehicle.
- Use of Canine Units in Safety and Search-Related Activities – The School Board authorizes the use of trained canine units to detect the presence of drugs, explosive devices, or other illegal items/substances on school property under the following conditions: (1) the presence of the canine unit on school property is authorized in advance by the District Administrator or designee or is pursuant to a court order or warrant; (2) a law enforcement officer specifically trained to work safely and competently with the canine unit must handle the canine; and (3) the canine unit is represented by the sheriff or chief of the law enforcement agency providing the service as capable of accurately detecting specific contraband. The District shall not use trained canine units to sniff a student’s person, including articles of clothing a student is wearing or a bag while the student is holding it. A positive reaction by a

trained canine unit will provide reasonable suspicion for a search of a student's locker, vehicle or other property in accordance with this policy.

To the extent permitted by law, a school official conducting student-related search activities under this or any other Board policy may request the active assistance of a law enforcement official. School officials may remove any unauthorized item found as a result of a search. Items belonging to the student but removed or temporarily confiscated by the District will generally be held by the school for return to the student's parent or guardian (for students who are minors) or, if appropriate, turned over to law enforcement. The student and his/her parent or guardian shall be notified of any unauthorized item belonging to the student/family that has been found and turned over to law enforcement officials.

Students and their parents and guardians shall be informed of this policy and the specific provisions related to locker searches through the Student-Parent Manual.

**Legal References:**

**Wisconsin Statutes**

- Section 118.32 [strip search by school employees]
- Section 118.325 [locker searches]
- Section 118.45 [testing students for the presence of alcohol; policy required]
- Section 948.50 [criminal penalties; strip search by school employees]
- Section 995.55(3) [access to personal Internet accounts of students]

**Federal Laws**

- U.S. Constitution, 4<sup>th</sup> Amendment [protection from unreasonable search and seizure]

**Cross References:** C-FC Student Parent Manual

**Adoption Date:**

## Staff Use of Physical Force/Restraint and Seclusion

### Policy 447.1

**Philosophy:** It is the responsibility of school district personnel to assure that students are provided with an appropriate learning environment. The Board recognizes that there may be times when a student will engage in dangerous or disruptive behavior that requires immediate attention. In such cases, school personnel shall avoid the use of (1) any unlawful behavioral intervention; or (2) any unreasonable and excessively restrictive intervention. Positive behavioral interventions and supports are the District's preferred means of preventing and addressing inappropriate student behavior that does not present a direct threat to safety or to any person's well-being but that does interfere with the student's learning, the learning of others, or school operations.

**No Corporal Punishment:** Students shall not be subjected to the use of corporal punishment at any time. Corporal punishment means intentionally inflicting or causing to be inflicted physical pain for the purpose of punishment or as a disciplinary action. It includes, for example, paddling, slapping or prolonged maintenance of physically painful positions.

**Reasonable and Necessary Use Allowed:** Subject to the limitations identified below regarding the use of restraint and seclusion, a school official, employee or agent may use reasonable and necessary force under the following circumstances:

- to quell a disturbance or prevent an act that threatens physical injury to any person;
- to obtain possession of a weapon or other dangerous object within a student's control;
- for the purpose of self-defense or the defense of others;
- for the protection of property;
- to remove a disruptive student from a school premises or motor vehicle or from school-sponsored activities;
- to prevent a student from inflicting harm on himself/herself, and;
- to protect the safety of others.

A school official, employee or agent may also use incidental, minor or reasonable physical contact designed to maintain order and control.

**Seclusion and Physical Restraint:** Seclusion and physical restraint, as defined by state law, shall only be used by designated school personnel and only when the student's behavior presents a clear, present and imminent risk to the physical safety of the student or others and it is the least restrictive intervention feasible. The use of seclusion or restraint as a behavioral intervention shall also be for the shortest time possible and shall be conducted and documented in accordance with applicable legal requirements. Verbal outbursts and threats do not constitute a threat to physical safety unless the student also demonstrates a means to carry out the threat. The purpose for using seclusion or physical restraint as outlined in this paragraph is to defuse a physically dangerous situation, protect the students and others from injury, and regain a safe and productive learning environment. Neither physical restraint nor seclusion should be used as a punishment or as a substitute for appropriate educational/behavioral intervention and support. Only designated

staff members who have received required training may physically restrain a student, except that if a trained staff member is not immediately available due to the unforeseen nature of an emergency situation, then a staff member responding to the emergency who has not received training may physically restrain a student in a manner that is otherwise consistent with the requirements set forth in this paragraph.

**Disclosure:** All incidents involving the use of student seclusion under this policy and all incidents involving a significant physical encounter between a student and any District official, employee, or agent (including any incident in which a student is physically restrained but not including the use of any incidental, minor, or other reasonable physical contact that was designed to maintain order and control) shall be reported to the principal and to the parents or guardians of the student involved.

**Notice:** School staff shall be informed of this policy via a reference in the Employee Manual and through other role-appropriate training and staff development activities as determined by the administration.

**Legal References:**

**Wisconsin Statutes**

<u>Section 115.787(2)(i)</u>	[IEP team duties; use of seclusion or physical restraint]
<u>Section 115.787(3)(b)1</u>	[IEP team duties; behavioral interventions and supports]
<u>Section 118.13</u>	[student nondiscrimination]
<u>Section 118.164</u>	[student removal from class]
<u>Section 118.305</u>	[use of seclusion and physical restraint]
<u>Section 118.31</u>	[corporal punishment prohibited; staff use of reasonable and necessary authorized; policy required]

**Cross References:** C-FC Employee Manual

**Adoption Date:**