STUDENT Expectation HANDBOOK













Green Bay Area Public School District

Engagement. Equity. Excellence.

2026-27









LIBRO DE Expectativas PARA ESTUDIANTES

Dear Students, Parents, and Caregivers:

Welcome to the 2026–27 school year! As the new superintendent of the Green Bay Area Public School District, I am truly honored to join this incredible community and begin this journey with you. I look forward to learning alongside you, listening to your experiences, and working together to ensure every student feels supported, challenged, and inspired.

As we begin a new year, our mission remains steadfast: to educate every student to become college, career, and community ready, inspired to succeed in our diverse world. This work is only possible when schools, families, and the community partner closely, and I am committed to strengthening those connections.

To support a successful start, I encourage you to review the Expectations Handbook together as a family. It outlines the rights, responsibilities, and shared expectations that help create safe, welcoming, and productive learning environments for all students. You will also find information about the programs, supports, and services available throughout the District. If you have any questions, please reach out to your school principal, who is there to help.

Every family in Green Bay brings unique strengths, cultures, and perspectives that enrich our schools. I warmly invite you to stay engaged throughout the year by volunteering, attending school events, and participating in parent-teacher conferences. Your partnership plays a vital role in your child's success.

For ongoing updates and resources, please visit our website at www.gbaps.org and follow us on social media to stay connected with news from your school and the District.

Thank you for welcoming me into this community and for placing your trust in us. I look forward to a wonderful year ahead and to working together to support every student's growth and success.

With appreciation,
Michael Hernandez
Superintendent, Green Bay Area Public School District

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ENGLISH: If you need assistance with any information contained in this Student Expectation Book in your native language, please contact the District's Multilingual Learner Department at (920) 448-3863.

SPANISH: Si necesita ayuda con cualquier información contenida en este Libro de Expectativas de los Estudiantes en su idioma nativo, comuníquese con el Departamento de Estudiantes Multilingües del Distrito al (920) 448-3863.

HMONG: Yog tias koj xav tau kev pab txog cov ntaub ntawv muaj nyob hauv Phau Ntawv Kev Cia Siab Me Nyuam Kawm Ntawv no ua koj hom lus, thov hu rau Lub Tsev Haujlwm Saib Xyuas Kev Kawm Ntau Hom Lus ntawm (920) 448-3863.

SOMALI: Haddii aad u baahan tahay in lagaa caawiyo macluumaad kasta oo ku jira Buugan Rajada Ardayga ee afkaaga hooyo, fadlan kala xidhiidh Waaxda Barashada Luuqadaha Badan ee Degmada (920) 448-3863.

SCHOOL CONTACT INFORMATION AND CALENDARS

Contact information for District schools, along with school day start and end times, is available at: https://www.gbaps.org/aboutgbaps/ourschools/school-hours. The District's general school calendar, and information on Graduation Dates and Early Dismissal, is available at: https://www.gbaps.org/26-27calendar. Please note that some school calendars may not coincide with the District calendar, and individual school calendars are on each school's webpage or at the school office. Additionally, please note that the District reserves the right to make any calendar modifications necessary, including emergency makeup days.

GBAPSD COMPLAINT PROCEDURE

We are committed to working closely with parents and guardians to resolve issues and concerns in a way that is mutually agreeable. The best place to start when addressing a question, problem or concern is where the problem can most quickly be resolved. **Using the following steps typically results in the most efficient way to resolve a concern, question, or problem that needs attention.**

Step 1	If the question, problem or concern is occurring in your child's classroom, please call your child's **classroom teacher.** If there is a serious issue, you may wish to schedule a meeting rather than email or phone. You may also wish to include the principal if the concern is school wide.
Step 2	If resolution has not been reached to your satisfaction, and/or if the concern is school wide, please contact your child's **principal.**
Step 3	If resolution has not been reached to your satisfaction, please contact the **School Leadership Office** at (920) 448-2288. You will be connected with the Director that oversees your child's school or area of concern.
Step 4	If you are not satisfied with the resolution offered by the Director and/or other District personnel, please contact the **Superintendent's Office** at (920) 448-2000.
Step 5	If resolution has still not been reached to your satisfaction, please contact the **Board of Education.** Requests should be submitted in writing to the President of the Board of Education, Green Bay Area Public School District, P.O. Box 23387, Green Bay, WI 54305, or via email to boardofeducation@gbaps.org

NOTE:
If you have specific questions related to **Special Education and/or Pupil Services**, please call **(920) 448-2131**.
If you have specific questions regarding **Multilingual Learner** programs, please call **(920) 448-3564.**

BOARD OF EDUCATION CONTACTS

James Lyerly, President - (608) 347-4747, jglyerly@gbaps.org
Dr. Samantha Meister, Vice President - (402) 616-9235, smmeister1@gbaps.org

Andrew Becker, Treasurer – (920) 819-3018, ambecker@gbaps.org
Jeanette Knill, Clerk - (920) 288-2872, jmknill@gbaps.org
Laura McCoy, Trustee – (920) 437-4853, llmccoy@gbap.org
Alex Mineau, Trustee - (715) 581-8266, aomineau1@gbaps.org

Mary Lou Yang, Trustee - (920) 241-3535, mlyang1@gbaps.org

POLICY REVISIONS

The information contained in this Student Expectation Book is current as of the time of publication. However, students and families are advised that the District oftentimes is required to update, modify and revise Board of Education Policies throughout each school year based on legislative changes and updates, as well as guidance from various government entities. Please be aware that the federal government is in the process of implementing new Title IX Regulations, which are expected to become effective after the date of publication of this Expectation Book. At such time that the District has made necessary revisions to its Title IX policies and rules, a communication will be issued to students and families, and this Student Expectation Book will be updated to include the most current information. The most current version of the Expectation Book is available at: https://www.gbaps.org/families/academics/expectations-code-of-conduct, and current Board Policies and Rules are available at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/public, and are searchable by title and keywords. Any suggested changes or edits to the Expectation Book can be sent to the Superintendent of Schools and Learning, 200 South Broadway, Green Bay, WI 54303.

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PUPIL NONDISCRIMINATION STATEMENT

The Green Bay Area Public School District prohibits all forms of unlawful discrimination against students and other persons in all aspects of the District's programs and operations. Accordingly, consistent with Wis. Stat. § 118.13, no person shall unlawfully be denied admission to any public school in this District, or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational or other program or activity because of the person's sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, or physical, mental, emotional or learning disability. The District likewise requires and enforces nondiscrimination in a manner consistent with the rights and obligations established under all applicable federal civil rights laws, including the current provisions of Titles IV and VI of the Civil Rights Act of 1964 (race, color, religion, sex, or national origin), Title IX of the Education Amendments of 1972 (sex), Section 504 of the Rehabilitation Act (disability), the Americans with Disabilities Act (including Title II of the ADA, which prohibits discrimination on the basis of disability in state and local government services), and the civil rights provisions associated with the District's participation in federal meal programs.

The District prohibits discrimination on the basis of sex in the education program it operates, and the District is required by Title IX of the Education Amendments of 1972 (Title IX) and 34 C.F.R. ch. 106 not to discriminate in this manner. Title IX's requirement not to discriminate in any education program or activity extends to District students, certain admissions processes and District employment.

All District career and technical education opportunities are offered to students on a nondiscriminatory basis. The District offers career and technical education programs in Animal Science, Architecture and Construction, Automotive Technician, Business Management, Culinary Arts, Education, Engineering, Health Sciences, Information Technology, Manufacturing, Marketing, and Plant Sciences.

Admission to these programs is based on interest and aptitude, age appropriateness, course prerequisites, and class space available. The District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

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

The District shall provide legally-required accommodations and appropriate educational services or programs for students who have been identified as having a disability, regardless of the nature or severity of the disability. The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for religious accommodations shall be made in writing and approved by the building principal.

When acceptable to the complaining party, the District encourages informal resolution of discrimination complaints and related concerns. However, a formal complaint resolution procedure is available to address allegations of unlawful discrimination and/or any alleged violation of the District's equal educational opportunities policies.
Any questions concerning this notice, the District's nondiscrimination and equal educational opportunities policies, policy compliance, or the District's complaint procedures may be directed to the following persons:

Michael Hernandez Superintendent of Schools and Learning 200 S. Broadway Green Bay, WI 54303 (920) 448-2000 mahernandez@gbaps.org	Michael Friis Executive Director of Human Resources 200 S. Broadway Green Bay, WI 54303 (920) 448-2013 mtfriis@gbaps.org
Abby Tilkens Title IX Coordinator 200 S. Broadway Green Bay, WI 54303 (920) 448-2284 astilkens@gbaps.org	Katie Sulzer Section 504 Coordinator 200 S. Broadway Green Bay, WI 54303 (920) 272- 7620 kasulzer@gbaps.org

Discrimination-related complaints may be filed with the District's Title IX Coordinator (sex discrimination and sexual harassment issues

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and complaints) or the Section 504 Coordinator (disability rights, disability-based discrimination issues, and Americans with Disabilities Act issues and complaints) for all student and all non-employment related matters.

By following all required procedures and timelines, complaints of unlawful student discrimination may also be filed externally with the Wisconsin Department of Public Instruction, the Chicago office of the U.S. Department of Education's Office for Civil Rights, or, in appropriate circumstances, with any state or federal court or other agency of competent jurisdiction. In order to work collaboratively with the parent/guardian to seek a timely and amicable resolution, the District requests an appeal first to the Deputy Superintendent, and subsequently to the Superintendent of Schools and Learning, prior to submitting an appeal to the State Superintendent of Public Instruction.

Wisconsin Department of Public Instruction P.O. Box 7841 Madison, WI 53707-7841 (800) 441-4563	Office for Civil Rights, DenverOffice U.S. Department of Education Cesar E. Chavez Memorial Building 1224 Speer Boulevard, Suite 310 Denver, CO 80204-3582 303-844-5695 303-844-4303 FAX (800)877-8339 TDD Email: ocr.denver@ed.gov

NOTICE OF THE GREEN BAY AREA PUBLIC SCHOOL DISTRICT'S POLICIES ON SEX DISCRIMINATION, THE DISTRICT'S TITLE IX COORDINATOR AND PROCEDURES FOR REPORTING OR FILING A COMPLAINT OF SEX DISCRIMINATION

***Title IX Nondiscrimination Policy Statement* –** As mandated by the current provisions of Title IX of the Education Amendments of 1972 and under the regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations ("the federal Title IX regulations"), the District does not unlawfully discriminate on the basis of sex in any education program or activity that the District operates. Title IX's requirement not to discriminate in any education program or activity extends to cover, but is not limited to, District students, certain admissions processes, and District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to the District's Title IX Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both.

The District's commitment to nondiscrimination under Title IX and under other state and federal laws is further defined in the following policies of the School Board. The Board of Education policies are published on the District's website at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

- Policy 411, Equal Educational Opportunities
- Rule 411-Rule (1), Equal Educational Opportunities Complaint Procedures
- Rule 411-Rule(2), Nondiscrimination Guidelines Related to Students who are Transgender and Students Non Conforming to Gender Role Stereotypes
- Policy 411.1, Harassment and/or Bullying By or Toward Students
- Rule 411.1, Guidelines for Responding to Reports of Harassment and/or Bullying By or Toward Students
- Policy 411.11, Sexual Harassment and Sexual Violence
- Rule 411.11, Sexual Harassment and Sexual Violence Complaint Procedures
- Policy 511, Equal Opportunity Employment
- Rule 511, Employment Discrimination Complaint Procedures
- Policy 512, Workplace Harassment and/or Bullying
- Rule 512, Guidelines for Responding to and Reporting Workplace Harassment and/or Bullying

***District Title IX Coordinator* –** The Title IX Coordinator for the District is:

Abby Tilkens
200 South Broadway
Green Bay, WI 54303
(920) 448-2284
astilkens@gbaps.org

***Reporting Sex Discrimination* –** Any person (including a person who is not claiming to have been personally harmed/victimized by the alleged discrimination) may report a concern or allegation regarding prohibited sex discrimination (including sexual harassment) to the District. Such reports may be submitted as follows:

1. In person, by mail, by telephone, by electronic mail, or through an online portal or web page provided for this purpose (where available) to the District's Title IX Coordinator using the contact information for the District's Title IX

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Coordinator as listed above. In person reports should be made when the Title IX Coordinator is reasonably available during regular working hours. Reports submitted by telephone, mail, electronic mail, or through an online portal or webpage (where available) may be made at any time.

2. By reporting the alleged sexual harassment to any District employee who shall be responsible for forwarding the complaint to the District's Title IX Coordinator for review and action as necessary.
3. By any other means that results in the Title IX Coordinator actually receiving the person's verbal or written report.

Filing Formal Complaints of Title IX Sexual Harassment – As required by the federal Title IX regulations, the District has established a formal grievance process for investigating and resolving "formal complaints" of "sexual harassment," as those terms are defined in the regulations.

An individual who is alleged to be the victim of conduct that could constitute sexual harassment under the federal Title IX regulations (i.e., a Title IX "complainant"), or a parent or guardian who has a legal right to act on behalf of such an individual, may file a formal complaint of sexual harassment. No Title IX complainant is obligated to file a formal complaint, but a qualifying formal complaint is necessary for the District to start an investigation using the District's formal Title IX grievance process.

Complainants are expected to file formal complaints of sexual harassment with a District Title IX Coordinator by submitting a document or electronic submission in person, by U.S. mail, or by electronic mail, using the contact information specified above. In addition, the District will accept submissions of a formal complaint through an online portal or web page provided for this purpose (where available) so long as the electronic submission contains the complainant's physical or digital signature or otherwise indicates that the complainant is the person filing the formal complaint.

Additional requirements for formal complaints of Title IX sexual harassment, including a description of the required content for a formal complaint, are set forth in Board of Education Policy 411.11.

District Response to Reports and Complaints of Sex Discrimination and to Formal Complaints of Sexual Harassment under Title IX – The District has established grievance procedures through which the District structures its response to reports that allege unlawful discrimination on the basis of sex in any education program or activity of the District. Those procedures are set forth in Rule 411-Rule (1) and Rule 511, as published on the District's website. The purpose of such procedures is to provide for the prompt and equitable resolution of any report or complaint of alleged sex discrimination, excluding formal complaints of sexual harassment under Title IX (which are subject to a different process).

Any time that the District has actual knowledge of sexual harassment or allegations of sexual harassment that could constitute a violation of Title IX, the District has obligations to respond to such knowledge in a manner that is not deliberately indifferent and in a manner that treats the alleged victim(s) of sexual harassment and the alleged perpetrator(s) of sexual harassment equitably. Such a response includes, but is not limited to, offering supportive measures to a complainant and investigating and resolving any formal complaint that presents allegations of Title IX sexual harassment using the formal grievance process that the District has adopted for such formal complaints. District procedures for responding to alleged sexual harassment under Title IX, including the formal grievance process, are set forth in Rule 411.11, as published on the District's website.

EQUAL EDUCATIONAL OPPORTUNITIES
(Board Policy 411 – *Revised May 15, 2017*)

I. PURPOSE

A. The Green Bay Area School District is committed and dedicated to the task of providing the best education possible for every student enrolled in the District. It is the policy of the District to protect students from discrimination and harassment regarding a student's sex; age; race; religion; color; national origin; ancestry; creed; pregnancy; marital status; parental status; homelessness; sexual orientation; gender identity; gender expression; gender non-conformity; physical, mental, emotional or learning disability/handicap; or any other legally-protected status or classification.

B. This policy will apply to any acts of discrimination or harassment toward or by students on any school or District grounds, at school or District-sponsored activities, or in transportation to and from school and school or District-sponsored activities.

II. DEFINITIONS

A. Age. Age refers to the length of time that an individual has lived.

B. Ancestry. Ancestry refers to the country, nation, tribe or other identifiable group of people from which a person descends. It can also refer to the physical, cultural or linguistic characteristics of the person's ancestors.

C. Color. Color refers to a person's skin color.

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D. Creed. Creed refers to a system of religious belief, including moral or ethical beliefs about right and wrong that are sincerely held with the strength of traditional religious views.

E. Gender Expression. Gender expression refers to the ways in which people externally communicate their gender identity to others through behavior, clothing, haircut, voice and other forms of presentation. Gender expression should not be viewed as an indication of sexual orientation.

F. Gender Identity. Gender identity refers to a person's deeply held sense or psychological knowledge of his/her own gender. One's gender identity can be the same or different than the sex assigned at birth.

G. Gender Nonconformity. Gender non-conformity refers to a state in which a person has physical and behavioral characteristics that do not correspond with those typically associated with the person's sex.

H. Disability. Disability includes a physical or mental impairment that substantially limits one or more major life activities and includes individuals with a record of such impairment or are regarded as having such an impairment. This includes students who are protected by Title II of the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act.

I. Homelessness. Homelessness is defined in Board Policy 411.2.

J. Marital Status. Marital status includes being married, separated, divorced, widowed or single.

K. National Origin. National origin refers to a person's, or his or her ancestor's, country of birth or a person who has physical, cultural or linguistic characteristics of a national origin group. This includes students born in the United States who have relatives that are from other countries and students whose dominant language is other than English.

L. Parental Status. Parental status means the status of being a parent or childless. A "parent" includes a step parent, adoptive parent and foster parent. A student who is pregnant is considered a parent.

M. Pregnancy. Pregnancy includes pregnancy, childbirth or a medical condition related to pregnancy or childbirth.

N. Race. Race refers to a group of people united or classified together based on a common history, nationality or geography. It includes all races, not just members of a racial minority. Racial groups include American Indian or Alaska Native, Asian, Native Hawaiian or Pacific Islander, Black or African American and White. Bi racial and multi-racial designations are also recognized.

O. Religion. Religion includes not only students who belong to traditional, organized religions, such as Buddhism, Christianity, Hinduism, Islam and Judaism, but also others who have sincerely held religious, ethical or moral beliefs.

P. Sex. Sex refers to the state of being male or female.

Q. Sexual Orientation. Sexual orientation means having or being perceived as having an emotional, physical or sexual attachment to another person without regard to the sex of that person, or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness.

III. DISCRIMINATION

A. Consistent with legal requirements, the District shall not discriminate against any person on the basis of a protected status or classification as identified by law or herein in its curricular, career and technical education, co-curricular, student services, recreational or other programs or activities, or in admission to or access to programs or activities offered by the District. This includes, but is not limited to:
   1. Admission to any school, class, program or activity;
   2. Standards and rules of behavior, including student harassment;
   3. Disciplinary actions, including suspensions and expulsions;
   4. Acceptance and administration of gifts, bequests, scholarships and other aids, benefits and services to students from private agencies, organizations, or persons;
   5. Instructional and library media materials selection and reconsideration;
   6. Methods, practices and materials used for testing, evaluating and counseling students;
   7. Facilities;
   8. Opportunity for participation in athletic programs or activities; and
   9. School-sponsored food service programs.

B. The District shall provide appropriate educational services and/or programs for students who have been identified as having

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a handicap or disability, regardless of the nature or severity of the handicap or disability, and regardless of whether the student qualifies for the District's special education programs. Facility modifications necessary to provide for appropriate access and participation for persons with disabilities shall be made to the extent required by law.

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

D. This policy shall not be interpreted to prohibit the District from (1) placing a student in a school, program, class or activity based on objective standards of individual need or performance; (2) the use of special testing or counseling materials or techniques to meet the individual needs of students; (3) having separate programs in interscholastic athletics for males and females, provided the programs are comparable in type, scope and support from the District; or (4) having separate locker rooms, showers and toilets, provided the separate facilities are comparable.

IV. HARASSMENT

A. The District prohibits harassment by or toward students based, in whole or in part, on sex; race; religion; color; national origin; ancestry; creed; pregnancy; marital status; parental status; homelessness; sexual orientation; gender identity; gender expression; gender non-conformity; physical, mental, emotional or learning disability/handicap; or any other legally-protected status or classification which substantially interferes with a student's school performance or creates an intimidating, hostile or offensive school environment. Harassment includes, but is not limited to:

1. Unwanted or unwelcome physical contact including touching, pinching and/or brushing the body;
2. Verbal comments which insult, degrade or stereotype any person or group;
3. Physical interference with movement, activities or work;
4. Persistent requests for social/sexual encounters and favors;
5. Visual harassment, including derogatory cartoons, drawings or posters; and
6. Indecent exposure, including lewd and lascivious behaviors.

V. NOTICE AND IMPLEMENTATION

A. Complaints regarding the interpretation or application of this policy shall be referred and processed in accordance with the District's equal educational opportunities complaint procedures. The District encourages the informal resolution of complaints under this policy.

B. Annually, the District shall provide a Class I legal notice of this policy and its accompanying complaint procedures. In addition, a student nondiscrimination statement shall be included in student and staff handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities.

EQUAL EDUCATIONAL OPPORTUNITIES COMPLAINT PROCEDURES
(Board Rule 411-Rule (1) - *Revised June 19, 2018*)

Any person who believes that the Green Bay Area Public School District has inadequately applied the principles and/or regulations of Title VI, Title IX, Section 504 or the Americans with Disabilities Act, or in some way discriminates on the basis of a student's sex; race; religion; color; national origin; ancestry; creed; pregnancy; marital status; parental status; homelessness; sexual orientation; gender identity; gender expression; gender non-conformity; physical, mental, emotional or learning disability/handicap; or any other legally-protected status or classification may file a complaint with the District's Title IX Coordinator or Section 504 Coordinator.

I. COMPLAINT PROCESS

A. Filing of Complaint.

1. The complaint may be filed in person or mailed to the District to the Attention: Title IX Coordinator, Green Bay Area Public School District, 200 South Broadway, Green Bay, Wisconsin 54303. Complaints involving the identification, evaluation, educational placement or the provision of a free appropriate public education of a student with a disability or complaints involving the administration of federal programs should refer to Section VII below.
2. Complaints of discrimination are encouraged to be made in writing; however, verbal reports will be accepted. Complaint forms may be found on the District's website or by requesting the form from the District. Reports may also be made confidentially. All such reports, whether made verbally or in writing, will be taken seriously and a clear account of the incident will be documented.
3. The complaint must be filed within 300 days of the date the last alleged unlawful action occurred.
4. All complaints should include, to the best of the complainant's ability, specific information regarding the discriminatory action(s) or inaction(s), the basis (e.g., age, race, sexual orientation, etc.) for the action(s) or inaction(s), the alleged

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offender(s) and any witnesses.

5. If the complaint is incomplete or does not satisfy the definition of discrimination, the complaint may be returned to the complainant, without being processed, for further information.
6. If the complaint is filed after 300 days of the date of the last alleged unlawful action, it will be returned to the complainant and not processed.

B. Review and Acknowledgement of Complaint.

1. The District's Title IX Coordinator shall send a written confirmation of receipt of the complaint to the complainant as required by law. The letter will also outline the complainant's rights and options under state and federal law.
2. The District will also contact parents/guardians of all involved students and any supervisor of affected District employees.

C. Investigation.

1. Following receipt of the complaint, as required by law, the District will conduct an adequate, reliable, impartial investigation of the alleged incident(s).
2. The investigation will be conducted in accordance with legal requirements.
3. Any investigation shall be conducted by a person who the District determines is not identified within the complaint as a party who is allegedly responsible for, or who was directly involved in, the underlying issue or incident.
4. The District may implement interim responsive measures where deemed warranted, pending the outcome of the investigation, that are intended to address any person's safety and well-being, prevent continuation or escalation of a conflict, or prevent disruption to a student's education or within any school environment.
5. While investigating a complaint, the District will determine whether or not an unlawful action occurred.
6. If the investigation confirms an unlawful action did occur, the District will determine remedies and intervention to correct the harm and, if applicable, prevent its reoccurrence.

D. Determination and Appeal.

1. The Title IX Coordinator shall prepare a written report of the investigation as required by law.
2. The District will notify all parties of the outcome of the complaint in writing.
3. If the parent/guardian of either the alleged target or alleged perpetrator disagrees with the District's conclusions, the determination letter will inform the party of their statutory right to appeal the negative determination to the State Superintendent of Public Instruction and the procedures for making an appeal. In order to work collaboratively with the parent/guardian to seek a timely and amicable resolution, the District requests an appeal first to the Deputy Superintendent and subsequently to the Superintendent of Schools and Learning prior to submitting an appeal to the State Superintendent of Public Instruction.

E. Sanctions and Supports.

1. If the investigation determines that an unlawful act, including retaliation, occurred, the student may face disciplinary action up to and including suspension or expulsion.
2. The District will provide supports to students who are either targets of discrimination or who experience retaliation for reporting or participating in an investigation of a report of discrimination.
3. Depending on the severity of the incident, the District will also take appropriate steps to ensure student safety and prevent reoccurrence of any discriminatory acts.

II. CONFIDENTIALITY

The District will respect a target's request for confidentiality or request not to pursue an investigation consistent with applicable law and will otherwise make efforts to maintain confidentiality where non-disclosure does not interfere with the District's ability to appropriately process and respond to the report or complaint.

A. The District will make an effort to notify the individual if the District determines that it is not possible to proceed on a confidential basis, though the District will proceed if it determines that it is in the best interests of all students and staff.

B. If the District is unable to take disciplinary action against the alleged perpetrator because the complainant insists on confidentiality, the District will pursue other steps to limit the effects of the alleged discrimination and prevent its reoccurrence.

III. RETALIATION

No employee, officer, agent or representative the District shall unlawfully retaliate against, harass, intimidate or otherwise impose any improper consequence against any person who (1) pursues any complaint under this policy and its related complaint procedure; or (2) otherwise participates in the resolution of any report, complaint or investigation involving an alleged violation of this policy. Further, any act of retaliation, harassment or intimidation performed by a student against any such persons who are involved in the complaint process would itself constitute a violation of school rules and District policy and subject the student to appropriate disciplinary action.

IV. ABUSE OF PROCESS PROHIBITED

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Failure to act in good faith while participating in the resolution of any report, complaint or investigation under this complaint procedure or related policy constitutes an abuse of process and subjects an employee or student to potential discipline. Abuse of process includes the pursuit of a complaint that the complaining party knows to be false or wholly frivolous, the intentional provision of false or misleading information during the processing of a complaint or other investigation and other actions that constitute a violation of any District policy or rules.

V. VOLUNTARY WITHDRAWAL OF A COMPLAINT

Where the complainant voluntarily withdraws a complaint due to a satisfactory resolution of the issues, mootness or any other reason, the District is not required to continue to process the complaint. However, in certain circumstances, the District may choose to continue to follow up on issues or concerns identified in the withdrawn complaint through other means or processes.

VI. FILING COMPLAINTS WITH THE OFFICE FOR CIVIL RIGHTS OF THE U.S. DEPARTMENT Of EDUCATION AND OTHER EXTERNAL AGENCIES OR THE COURTS

Nothing within these locally-established complaint resolution procedures shall preclude individuals from filing a discrimination complaint or request for enforcement directly with the U.S. Department of Education's Office for Civil Rights ("OCR"), as authorized by federal law, or a complaint or suit with another external governmental agency or court. Such agencies and courts independently determine the extent to which any given complaint falls within their realm of authority. Such actions may be taken in lieu of or in addition to filing a complaint under the District's local procedures.

VII. COMPLAINTS REGARDING SPECIAL EDUCATION AND FEDERAL PROGRAMS

Complaints relating to the identification, evaluation, educational placement or the provision of a free appropriate public education of a student with a disability shall be processed in accordance with established appeal procedures outlined in the District's Special Education Policy and Procedure Handbook or Section 504 Handbook, as may be applicable.

VIII. MAINTENANCE OF RECORDS

The District's Title IX Coordinator shall be responsible for ensuring that the District maintains adequate records of complaints filed under the District's student discrimination complaint procedures and for directing the timely preparation of annual or other reports and evaluations regarding nondiscrimination initiatives and compliance that the District is required to conduct and/or provide to the Department of Public Instruction. In addition, the District is required to formally evaluate the status of nondiscrimination and equality of educational opportunity in the District at least once every five years.

SEXUAL HARASSMENT AND SEXUAL VIOLENCE
(Board Policy 411.11 - *Revised October 7, 2022*)

I. PURPOSE

A. It is the policy of the Green Bay Area Public School District to prohibit discrimination on the basis of sex, as required by Title IX of the Education Amendments of 1972. The District is committed to providing an environment where every student feels supported, welcomed, respected, and as such shall not discriminate against any person on the basis of sex in any of its curricular, career and technical education, co- curricular, career and technical education, student services, recreational or other programs or activities, or in admission or access to any programs or activities offered by the District or to employment. The District's policy is to protect all students, regardless of sexual orientation or gender identity.

B. It is the policy of the Green Bay Area Public School District to prohibit discrimination on the basis of sex in the education program it operates, and the District is required by Title IX of the Education Amendments of 1972 ("Title IX") and 34 C.F.R. ch. 106 not to discriminate in this manner. Title IX's requirement not to discriminate in any education program or activity extends to District students, certain admissions processes, and District employment.

C. Inquiries about the application of Title IX and 34 C.F.R. ch. 106 (i.e., the federal Title IX regulations) to the District may be referred to the District's Title IX Coordinator (designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or both.

D. Nothing in this policy or corresponding procedures shall restrict any rights guaranteed against government action by the U.S. Constitution (i.e., First Amendment Rights, Due Process Rights of the First and Fourteenth Amendments, Fourth Amendment Rights) nor shall this policy be used to deny any individual's rights under Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et seq., or any regulations promulgated thereunder.

E. Nothing in these policies or procedures shall preclude an individual from filing a criminal complaint with outside law enforcement agencies. Such agencies independently determine the extent to which any given complaint falls within their realm of authority.

II. DEFINITIONS

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A. Actual Knowledge. Actual knowledge means notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator or any District official who has authority to institute corrective measures on behalf of the District, or to any employee of an elementary and secondary school other than the respondent (in circumstances where the respondent is a District employee).

B. Complainant. Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment or the victim of retaliation for engaging in a protected activity.

C. Consent. Consent means engaging in sexual activity knowingly, voluntarily, and with clear permission by word or action. Reasonable reciprocation can be considered implied consent. Consent will be interpreted in accordance with Wisconsin law.

D. Dating Violence. Dating violence, as defined in 34 U.S.C. §12291(a)(10), means violence on the basis of sex committed by a person who is or has been in a social relationship of a romantic or intimate nature with the Complainant.
   1. The existence of such relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
   2. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
   3. Dating violence does not include acts covered under the definition of domestic violence.

E. Domestic Violence. Domestic violence, as defined in 34 U.S.C. §12291(a)(8), includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

F. Education Program or Activity. Education program or activity means locations, events or circumstances where the District exercises substantial control over both the respondent and the context in which the sexual harassment occurs. For purposes of Title IX, the sexual harassment must occur within the United States.

G. Formal Complaint. Formal complaint means a document filed by an eligible complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment under Title IX.

H. Notice. Notice as used in this policy includes, but is not limited to, a report of sexual harassment to the District's Title IX Coordinator.

I. Preponderance of the Evidence Standard. The preponderance of the evidence standard means the evidence must show that the act of sexual violence or sexual harassment more likely than not did occur and more likely than not the respondent(s) committed the act.

J. Respondent. Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment or the perpetrator of retaliation for engaging in a protected activity.

K. Retaliation. Acts of retaliation include, but are not limited to, harassment escalation, unsatisfactory academic evaluation, threats, differences in academic treatment, sarcasm or unwanted comments to or by peers.

L. Sexual Assault. Sexual assault, as defined in 20 U.S.C. §1092(f)(6)(A)(v), means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation, including but not limited to rape, incest, sexual assault with an object, and fondling.

M. Title IX Sexual Harassment. Title IX sexual harassment means conduct on the basis of sex in any District education program or activity and in the United States that satisfies one or more of the following:
   1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
   2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
   3. Any of the following, as defined under the Title IX regulations by reference to other federal statutes:
      a) Dating violence;
      b) Domestic violence;
      c) Sexual assault; or

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d) Stalking.

N. Stalking. Stalking, as defined in 34 U.S.C. §12291(a)(30), means engaging in a course of conduct on the basis of sex directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress. For the purposes of this definition:
1. Course of conduct means two or more acts including, but not limited to, acts in which the stalker directly, indirectly or through third parties by any action, method, device or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
2. Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.
3. Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

O. Supportive Measures. Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment under Title IX or where no such formal complaint has been filed.

III. REPORTING

A. Notice or Reports of Sexual Harassment and/or Retaliation. Except as otherwise required by law, any person, including a witness or other person who has not been harmed/victimized by the alleged conduct or challenged policy, may report the incident using the following methods:
1. In person, by mail, by telephone, by electronic mail, or through an online portal or webpage provided for this purpose (where available) to the District's Title IX Coordinator using the contact information for the District's Title IX Coordinator as noted in this policy. When using the Title IX Coordinator's designated contact information, such a report may be made at any time, including non-business hours.
2. By reporting the alleged sexual harassment to any District employee who shall be responsible for forwarding the complaint to the District's Title IX Coordinator for review and action as necessary.
3. By any other means that results in the Title IX Coordinator actually receiving the person's verbal or written report, including by submitting the report in person (e.g., at any arranged meeting or when the coordinator is otherwise reasonably available during normal working hours).

B. Filing a Formal Complaint.
1. An individual who is alleged to be the victim of the conduct that could constitute sexual harassment under Title IX (i.e., a "complainant"), or a parent or guardian who is acting on behalf of such an individual, may file a formal complaint of sexual harassment, as defined under Title IX (34 C.F.R. § 106.30). A formal complaint may be filed in addition to or in lieu of any other report(s) of the same alleged conduct. All of the following apply to any such formal complaint:
   a) At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in the education program or activity of the District.
   b) The formal complaint must be in the form of a document or an electronic submission (e.g., an electronic mail message) that:
      (1) Alleges sexual harassment against a respondent (if the identity of the respondent is not known, it is not necessary to identify the respondent by name);
      (2) Requests that the District investigate the allegation of sexual harassment; and
      (3) Contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.
   c) The formal complaint must be filed with the District's Title IX Coordinator by submitting the document or electronic submission in person, by mail, or by electronic mail, using the contact information that the District has established for the District's Title IX Coordinator. In addition, the District will accept submissions of a formal complaint through an online portal or webpage provided for this purpose (where available) so long as the electronic submission contains the complainant's physical or digital signature or otherwise indicates that the complainant is the person filing the formal complaint.
   d) If the formal complaint is not filed in person, a complainant is strongly encouraged to contact the District to confirm that the complaint was actually received as intended.
2. If a complainant is not eligible to file a formal complaint of sexual harassment under Title IX, or chooses not to do so, the Title IX Coordinator may determine whether to sign a formal complaint regarding the alleged conduct.
   a) The Title IX Coordinator may sign a Title IX formal complaint if he/she determines, on behalf of the District, that the District's interest in safety and/or potential sanctions for any respondent(s) make an investigation and determination pursuant to a formal complaint reasonably necessary under the circumstances. The Title IX Coordinator may consult with the District's legal counsel or other appropriate District administrators prior to making this determination.
   b) A Title IX Coordinator shall not sign a formal complaint against the wishes of a complainant if involving an unwilling complainant in the grievance process would be clearly unreasonable in light of the known circumstances.
   c) Upon signing a formal complaint, the Title IX Coordinator does not become a complainant or a party to the

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complaint, and any complainant who is identified in relation to the allegations retains his/her status as a complainant in connection with the grievance process.

IV. PROHIBITION ON RETALIATION

A. No District official, employee, or agent or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or any proceeding conducted under the District's Title IX obligations.

B. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a resort or complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX constitutes retaliation.

C. Complaints alleging retaliation in violation of this provision may be filed according to the reporting and grievance procedures that the District has established for general complaints of unlawful discrimination based on sex and any other legally-protected classification.

V. PROHIBITION ON ABUSE OF PROCESS/BAD FAITH CONDUCT

To the extent permitted by law, the District reserves authority to appropriately address and impose consequences for bad faith conduct by individuals who make a report or complaint, testify, assist, or participate in any manner in a Title IX investigation or other Title IX proceeding. For example, the District may impose lawful consequences for making a materially false statement in bad faith in the course of any proceeding that is conducted under the District's Title IX obligations. However, a determination that a report or complaint of any form of discrimination based on sex was not substantiated, standing alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

VI. JURISDICTION

A. This policy will apply to conduct that takes place on property owned or controlled by the District or at District-sponsored events. This policy may apply to the effects of misconduct that occurs off property owned or controlled by the District if such misconduct effectively deprives an individual who is participating in or attempting to participate in the District's educational programs or activities or employment access to the District's educational program or employment.

B. This policy will apply to online manifestations of Title IX sexual harassment when those behaviors occur in or have a substantial effect or disruption to the District's education program or activities; are made in an employee's official or work-related capacity; or use District's networks, technologies or equipment.

VII. CONFLICT OF INTEREST

A. If the formal complaint identifies the District Title IX Coordinator as a respondent (i.e., the person reported as the perpetrator of the alleged sexual harassment), then a formal complaint may be filed directly with the Deputy Superintendent, or his/her designee, either in person, by mail, or using the following contact information:

Deputy Superintendent
Green Bay Area Public Schools
200 South Broadway
Green Bay, WI 54303
(920) 448-2068

B. Concerns involving bias or conflict of interest by the Title IX Coordinator should be presented to the Deputy Superintendent or his or her designee. Concerns involving bias or conflict of interest by any other member of the Title IX team should be brought to the attention of the Title IX Coordinator.

VIII. IMPLEMENTATION

A. Reports or formal complaints regarding the interpretation or application of this policy shall be processed in accordance with the District's sexual harassment and sexual violence complaint procedures.

B. The Superintendent of Schools and Learning, or his/her designee, shall designate and assign qualified individuals to perform the roles that are defined for District agents within the District's grievance process for formal complaints of Title IX sexual harassment. The Title IX Coordinator and the Superintendent of Schools and Learning, or his/her designee, shall ensure that the individuals assigned to perform such roles have completed any training required by the federal Title IX regulations.

C. Any person who is determined to be responsible for any violation of this policy, including any act of prohibited retaliation, is subject to appropriate disciplinary action and/or other appropriate consequences that are within the District's lawful authority.

D. In addition, any employee or authorized agent of the District who, considering the duties, responsibilities and expectations

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established for their position/role, fails to reasonably report their knowledge of a possible violation of this policy or of Title IX sexual harassment is also subject to possible disciplinary action.

IX. DESIGNATION OF TITLE IX COORDINATOR

A. Any questions regarding this policy or the District's Title IX requirement may be directed to the District's Title IX Coordinator, who oversees the school's response to Title IX reports and complaints, or the Assistant Secretary at the U.S. Department of Education, or both. The District's Title IX Coordinator is:

Abby Tilkens
Green Bay Area Public School District
200 South Broadway, Green Bay, WI 54303
(920) 448-2284
astilkens@gbaps.org

B. Notice of this policy and the name of the District's Title IX Coordinator will be circulated to all schools and departments in the District on an annual basis and incorporated in employee and student handbooks.

SEXUAL HARASSMENT AND SEXUAL VIOLENCE COMPLAINT PROCEDURES
(Board Rule 411.11 - *August 17, 2020*)

The complaint procedures outlined in this Rule are intended to establish and facilitate the District's compliance with the requirements of the federal regulations issued under Title IX of the Education Amendments of 1972 ("Title IX"). Specifically, this rule establishes expectations and procedures for the prompt and equitable resolution of reports and complaints that allege unlawful sexual harassment, as defined by the Title IX regulations, within the District's education program and activities or workplace. Nothing in this rule diminishes the District's obligations to respond to Title IX sexual harassment or allegations of Title IX sexual harassment in a prompt manner that is not deliberately indifferent under all circumstances in which the federal regulations deem the District to have actual knowledge of such harassment.

I. INITIAL SCREENING OF REPORTS OR COMPLAINTS OF SEXUAL HARASSMENT

A. Any time the District Title IX Coordinator receives notice of sexual harassment or allegations of sexual harassment that would be prohibited by any law or any applicable District policy, rule or code of conduct, the Title IX Coordinator will promptly review the notice or allegations to determine if:
   1. The report or allegations could constitute sexual harassment under Title IX;
   2. The report or allegations could constitute a form of unlawful discrimination other than sexual harassment under Title IX; or
   3. The report or allegations could constitute a violation of District policies or rules applicable to District students or employees.

B. The District will process all reports or allegations of sexual harassment according to the appropriate District procedures or, in the alternative, inform the person who reported the incident that the report or allegations do not meet the standards on which the District could proceed under its policies or procedures.

II. RESPONSE TO REPORTS OF NOTICE TO THE DISTRICT OF TITLE IX SEXUAL HARASSMENT WHEN NO FORMAL COMPLAINT HAS BEEN FILED

The following procedures apply any time that a District Title IX Coordinator determines that the District has notice of Title IX sexual harassment or allegations of Title IX sexual harassment, but no formal complaint of Title IX sexual harassment has been filed by a complainant or signed by a Title IX Coordinator:

A. A District Title IX Coordinator must promptly contact the complainant to:
   1. Discuss the availability of supportive measures;
   2. Consider the complainant's wishes with respect to supportive measures;
   3. Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
   4. Explain to the complainant the process for filing a formal complaint.

B. In consultation with other District administrators as needed, the Title IX Coordinator will coordinate the identification, offering, and implementation of appropriate supportive measures for the complainant.

C. If an eligible complainant elects to file a formal complaint of Title IX sexual harassment at any point, the formal complaint shall be processed as provided within this Rule.

III. GRIEVANCE PROCESS FOR FORMAL COMPLAINTS OF SEXUAL HARASSMENT UNDER TITLE IX

This grievance process applies to formal complaints of Title IX sexual harassment. Except to the extent a formal complaint is dismissed (in whole or in part), the District is obligated to investigate a formal complaint of Title IX sexual harassment pursuant to this process. No Title IX complainant is obligated to file a formal complaint, but a qualifying formal complaint is necessary for

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the District to start an investigation of Title IX sexual harassment allegations using this formal grievance process.

A. District Standards.
   1. The District shall apply any provisions, rules, or practices other than those required by this section equally to all parties.
   2. Unless required by law, the District shall follow this grievance process before imposing disciplinary sanctions or other punitive actions against a respondent for any alleged Title IX sexual harassment, subject to the allowances made in the federal Title IX regulations for implementing supportive measures, implementing an emergency removal, and placing an employee, while a formal complaint is pending, on administrative leave in accordance with the Employee Handbook.
   3. The District shall presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process by the preponderance of the evidence standard.
   4. The District shall treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent.
   5. All persons who are authorized to act as agents in connection with the grievance process shall:
      a. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility without respect to a person's status as a complainant, respondent or witness.
      b. Ensure that they are free from any conflict of interest or bias for or against complainants or respondents generally or for or against an individual complainant or respondent.
      c. Refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege (e.g., attorney-client privilege), unless the person holding such privilege has waived the privilege.
      d. Refrain from accessing, considering, disclosing, or otherwise using a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the District obtains that party's voluntary, written consent to do so for purposes of the grievance process (if a party is under 18 years old, then the District must obtain the voluntary, written consent of a parent or guardian).
      e. Avoid restricting the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence, except as expressly permitted or required by applicable law. This provision does not restrict the District or its agents from requiring the parties to a formal complaint (including their advisors) to refrain from disseminating certain evidence or other records to others, provided that any such requirements must be lawful and must not unreasonably interfere with the purposes of this grievance process. In some situations, established law may independently prohibit any such dissemination of particular evidence/records.
   6. Emergency Removal.
      a. The District may act to remove a student respondent entirely or partially from its education programs or activities on an emergency basis when an individualized safety and risk analysis has determined that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal.
      b. In all cases in which an emergency removal is imposed, the student will be given notice of the action and the option to request to meet with the Title IX Coordinator prior to such action/removal being imposed, or as soon thereafter as reasonably possible, to show cause why the action/removal should not be implemented or should be modified.
      c. Any emergency removal shall be in accordance with all rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act, as appropriate.
      d. The District may place a non-student employee respondent on administrative leave during the pendency of a grievance process under existing procedures, without modifying any rights provided under Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

B. Written Notice.
   1. Normally within 15 business days of receiving a formal complaint, and always at least 5 calendar days before a party will be required to appear for an initial investigative interview, a Title IX Coordinator or his/her designee shall provide all known parties (i.e., complainants and respondent(s)) with written notice of the following:
      a. The District's grievance process for formal complaints of Title IX sexual harassment, including a description of any informal resolution process.
      b. Notice of the allegations potentially constituting sexual harassment as defined under the Title IX regulations, including sufficient details known at the time. Sufficient details include:
         1. The identities of the parties involved in the incident(s), if known;
         2. The conduct allegedly constituting sexual harassment under Title IX, and
         3. The date and location of the alleged incident, if known.
      c. The written notice must also:
         1. Include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
         2. Inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, who may accompany the party when the party attends any District meeting or proceeding that is part of the grievance process (including investigative interviews).
         3. Inform the parties that they will have the right to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint.
         4. Inform the parties that, by policy, the District prohibits a person from knowingly making false statements or

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knowingly submitting false information during the grievance process.

2. If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that were not included in the initial notice of allegations, the Title IX Coordinator must provide written notice of the additional allegations to all parties whose identities are known.

C. Investigation.

1. An investigator assigned by the District will conduct an investigation of the allegations of which the parties have been notified. The purpose of the investigation is to gather evidence.
2. The District has the burden of gathering evidence, both inculpatory and exculpatory, sufficient to reach a determination regarding responsibility. In addition, the District shall conduct a balanced and thorough investigation and shall not require either of the parties to put forth the evidence that would be necessary to either prove or defeat the allegations.
3. When conducting the investigation, an investigator will:
   a. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of any investigative interview or other meeting held as part of the investigation,with sufficient time for the party to prepare to participate.
   b. Allow any party to be accompanied to any investigative interview or other meeting held as part of the investigation by one advisor of their choice. Under any circumstances where a parent or guardian has a legal right to act on behalf of a party (e.g., because the party is a minor), the party's parent or guardian may also accompany the party to any such hearing.
   c. Conduct one or more investigative interviews of the complainant(s), the respondent(s), and such witnesses as the investigator determines may provide relevant evidence that is able to be considered and that is not unduly duplicative.
   d. Offer each party an opportunity to identify facts and expert witnesses who the party believes should be interviewed as part of the investigation, along with the nature of the evidence that the party believes the witness may be able to provide. If the investigator declines to interview a witness identified by a party or is unable to interview a witness (e.g., because the witness is not willing to participate or is not reasonably available), the investigator shall document the reason for such decision or unavailability and, unless prohibited by law from doing so, provide the parties with such explanation upon request.
   e. Consider such documentary and other evidence as a party may wish to provide, except that no party or his/her advisor will be permitted to conduct direct, in-person questioning of another party or of any third-party witness. If the investigator rules that any evidence provided will not be accepted into the record of the investigation, the investigator shall document the reason for such ruling; return the evidence to the party that offered it (in the case of physical evidence); and, unless prohibited by law from doing so, provide the parties with the reason the evidence was rejected upon request.
   f. Accept such other evidence into the record as the investigator deems relevant and directly related to the allegations, recognizing that nothing prohibits an investigator from initially accepting evidence that may not be relevant.
4. After the investigator completes the process of gathering evidence:
   a. An investigator, or a designee acting on his/her behalf, must send to each party and the party's advisor, if any, the evidence obtained from the investigation that is subject to inspection and review. Such evidence may be provided in an electronic format or as a hard copy, and consists of the evidence obtained as part of the investigation that is directly related to the pending allegations, including:
      1. Evidence upon which the District does not intend to rely in reaching a determination regarding responsibility; and
      2. Both inculpatory or exculpatory evidence, whether obtained from a party or other source.
5. Beginning from the date that the evidence is delivered to the parties, the investigator must give the parties at least 10 calendar days to submit a written response to the evidence. Providing such a response is optional.
6. After receiving and giving due consideration to any timely written responses received from the parties, the investigator shall complete an investigative report that fairly summarizes the relevant evidence.
   a. In the report the investigator may convey facts, observations, or impressions that address the credibility of particular persons or other evidence, but any such credibility determinations conveyed in the investigative report are not binding on the decision-maker.
   b. The report shall not advocate for a specific determination or outcome.
7. An investigator or his/her designee shall send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy.
8. Beginning from the date that the investigative report is delivered to the parties, the parties will be given 10 calendar days to provide a written response to the report, which response (if any) will become part of the record to be reviewed by the decision-maker. Providing such a response is optional.
9. The investigator will forward the final investigative report and complete investigative record to the District-designated decision-maker for a determination of responsibility.

D. Determination of Responsibility.

1. A decision-maker assigned by the District will make a determination of responsibility with the respect to the allegations

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of which the parties have been notified and that have been subject to investigation based on an analysis of the relevant evidence. During this stage of the proceedings:

a. As early as the point at which the District sends the final investigative report to the parties, or shortly thereafter, the decision-maker, or his/her designee, shall inform each party that they have the opportunity to submit written, relevant questions that a party wants asked of any party or witness prior to the determination of responsibility, subject to the following.
    1. The notice of the opportunity to submit such questions shall identify a submission deadline and the allowable method(s) of submission. The District shall allow the parties at least 5 calendar days to submit the questions.
    2. If any questions are submitted by the parties, the decision-maker shall either:
        a. Pose the submitted questions to the relevant person(s) and provide each party with the answers; or
        b. Explain to the party proposing the questions any decision to exclude a question as not relevant or as otherwise impermissible in the context of this grievance process.
    3. If any questions were submitted, posed, and answered as provided immediately above, then the decision-maker shall permit a limited opportunity for the parties to submit follow-up questions. Any such follow-up questions must be directly related to the initial question and answers and must not be duplicative of other evidence that is already in the record.
        a. The decision-maker shall identify a submission deadline for such follow-up questions, which shall be a minimum of 3 calendar days from the date that the parties are provided with the answers to the initial questions.
        b. The decision-maker shall either pose the follow-up questions and provide each party with the answers or explain any decision to exclude a question, in the same manner provided above with respect to the initial questions.

2. In making determinations of responsibility with respect to the allegations addressed in the relevant investigative report, the decision-maker shall (in all cases) evaluate the available evidence and apply the preponderance of the evidence standard to determine whether any allegation has been substantiated and whether a party has committed any misconduct with respect to such allegation(s).
3. Neither a decision-maker nor any person acting as the decision-maker's designee may not hold a live, adversarial hearing involving the parties as part of this Title IX grievance process.
4. The decision-maker must issue a written determination regarding responsibility that includes all of the following:
    a. Identification of the allegations potentially constituting sexual harassment under Title IX.
    b. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence;
    c. Findings of fact supporting the determination;
    d. Conclusions regarding the application of the relevant legal standards and the District's code of conduct (i.e., District policies and rules that apply to the party in question);
    e. A statement of, and rationale for, the result as to each allegation, including all of the following:
        1. A determination regarding responsibility;
        2. Any disciplinary sanctions the District imposes on the respondent or, in cases where a particular disciplinary sanction is beyond the direct authority of the decision-maker, a statement of the disciplinary sanction(s) that the decision-maker is recommending as an appropriate consequence;
        3. Whether the District will provide the complainant with any remedies designed to restore or preserve the complainant's equal access to the District's education program or activity; and
        4. The District's procedures and permissible bases for the complainant and respondent to appeal. If a formal complaint of Title IX sexual harassment also constitutes a complaint of pupil discrimination under Wis. Adm. Code PI ch. 9, the District may also use this notice to inform the complainant of their right to appeal any adverse final determination of their complaint under state law to the State Superintendent of Public Instruction (DPI), as well as the procedures for making such an appeal to DPI.
        5. The decision-maker or a designee acting on his/her behalf must provide the written determination to the parties simultaneously.
        6. Disciplinary sanctions and any remedies that could not be offered as supportive measures shall not be enforced until the determination of the complaint becomes final. The determination regarding responsibility becomes final either:
            a. If no appeal is filed, on the date on which an appeal would no longer be considered timely; or
            b. If an appeal is filed, on the date that the recipient provides the parties with the written determination of the result of the appeal (see below).

IV. DISMISSAL OF FORMAL COMPLAINTS

A. Upon receipt of a formal complaint that alleges or purports to allege Title IX sexual harassment and at other points in the grievance process while a formal complaint is pending, the District is responsible for evaluating whether, pursuant to the federal Title IX regulations, the complaint must be dismissed (whether in whole or in part); or may be dismissed (whether in whole or in part) as an exercise of District discretion.

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1. Mandatory Dismissal. The District must dismiss a formal complaint, for purposes of Title IX and the District's Title IX grievance process, to the extent the conduct alleged in the complaint:
    a) Even if proved, would not constitute sexual harassment as defined in the federal Title IX regulations; or
    b) Did not occur within the scope of the District's education program or activity; or
    c) Did not occur against a person in the United States; or
    d) If at the time of filing a formal complaint, a complainant is not participating in or attempting to participate in the education program or activity of the District.
2. Discretionary Dismissal. The District may dismiss the formal complaint, or any allegations therein, if at any time during the investigation and prior to the determination of responsibility:
    a) A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; or
    b) The respondent is no longer enrolled in the District or employed by the District; or
    c) Specific circumstances prevent the District from gathering evidence that is sufficient to reach a determination as to the formal complaint or any allegations therein.

B. The Title IX Coordinator or his/her designee shall promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to all parties (to the extent known).

C. A dismissal is an appealable decision to the extent identified elsewhere in this grievance process.

D. If a formal complaint or any allegation within a complaint is dismissed for purposes of Title IX, the District retains discretion to take action with the respect to the dismissed allegations under other District policies and procedures (e.g., if such alleged conduct could constitute discrimination other than Title IX sexual harassment or if such conduct could constitute a violation of any District policy, rule or code of conduct).

V. VOLUNTARY INFORMAL RESOLUTION OF FORMAL COMPLAINTS

A. To the extent permitted by the Title IX regulations, the District may offer and facilitate a strictly voluntary informal resolution processes which may resolve the allegations of a formal complaint of Title IX sexual harassment, in whole or in part, without a full investigation and adjudication at any time prior to reaching a determination of responsibility. An informal resolution process may not be used in connection with allegations that a District employee sexually harassed a student.

B. In order to offer and attempt an informal resolution process, a formal complaint must have been filed and the District must:
    1. Provide both parties with a written disclosure notice, as further outlined in the federal Title IX regulations, which includes written notice of the reported misconduct and any sanctions or measures that may result from participating in such a process, including information regarding any records that will be maintained or shared by the District; and
    2. Obtain each party's voluntary, written consent to participate in the informal resolution process.

C. As examples of informal processes that may be appropriate in some circumstances, the District's agents may offer to mediate a resolution between the parties identified in a formal complaint; or explore the parties' willingness to voluntarily proceed without a full investigation and/or adjudication when the facts may be undisputed or where there appears that there may be an opportunity to reach stipulated facts.

D. If a voluntary informal resolution has not reached a conclusion within 15 business days of the date that the District received the consent of the parties, the District and the parties may mutually and voluntarily agree to extend the timeframe for attempting an informal resolution. In the absence of a mutual agreement to extend the timeframe, the District will provide reasonably prompt written notice to the parties that the informal process is being abandoned and that the District will resume the formal process.

VI. CONSOLIDATION OF FORMAL COMPLAINTS

The District may consolidate formal complaints of Title IX sexual harassment where the allegations of sexual harassment in the different complaints arise out of the same facts or circumstances.

VII. CONFIDENTIALITY

All persons acting as agents of the District must keep confidential the identity of any individual who has made a report or filed a formal complaint alleging Title IX sexual harassment; any complainant; any individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX; any respondent; and any witness, except as may be permitted by the Family Educational Rights and Privacy Act and its implementing regulations, or as required by law, or to carry out the purposes of the federal Title IX regulations, including the conduct of any investigation, hearing, or judicial proceeding arising under the federal Title IX regulations.

VIII. SUPPORTIVE MEASURES, SANCTIONS AND REMEDIES

A. Supportive Measures.

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1. Supportive measures are designed to restore or preserve equal access to the District's education program or activity or workplace without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment or workplace, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, additional supervision or planned accompaniment, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security, supervision, or monitoring of certain areas of school grounds, and other similar measures.
2. The District will provide supportive measures to complainants to the extent required by the Title IX regulations. The District may provide supportive measures to a respondent, but it is not required to do so in all cases.
3. The District must maintain as confidential any supportive measures provided to the complainant or respondent to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.
4. The range of supportive measures available to complainants and respondents during and in connection with this grievance process does not materially change based on the fact that a formal complaint of sexual harassment under Title IX is pending. At the same time, supportive measures are intended to be individualized and context-sensitive. If the proceedings related to this grievance process create any changed circumstances or special needs for a party, the party may contact the District Title IX Coordinator for the purpose of discussing potential modifications to supportive measures.
5. The Title IX Coordinator shall coordinate the identification, offering, and implementation of supportive measures that the District provides to a complainant or respondent, including appropriate monitoring of the implementation process, coordinating potential modifications to the measures, and, as applicable, determining the appropriate time to end specific supportive measures.

B. Disciplinary Sanctions. After a determination that a party is responsible for Title IX sexual harassment as a result of this grievance process, the disciplinary sanctions that the District may impose will depend on the nature of the misconduct and the individual's then-current status as student, employee, or other person connected to the District's education program or activity. Disciplinary sanctions that are issued or recommended as a result of a determination of responsibility for Title IX sexual harassment are intended as consequences for past misconduct and may also serve to deter future sexual harassment. To the extent that the District reaches a determination using this grievance process that a party engaged in conduct that was or was not Title IX sexual harassment but did violate some other law, regulation, or District policy or rule, this Rule does not directly address the disciplinary consequences for such conduct, even though the District may impose disciplinary consequences for such conduct.
   1. **Students**: Possible disciplinary sanctions or recommended sanctions include but are not limited to suspension from school, expulsion from school, suspension of eligibility to participate in co-curricular activities, or suspension of eligibility to participate in other District-sponsored events. The District may also restrict or deny permission to be present on District property or at certain District sponsored events or activities. This provision does not modify any student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.
   2. **Employees**: In accordance with the Employee Handbook, possible disciplinary sanctions or recommended sanctions include but are not limited to a formal reprimand, a demotion or other disciplinary reassignment, suspension from work, contract nonrenewal, termination of employment, or restrictions on permission to be present on District property or at certain District- sponsored events or activities.
   3. **Other persons**: Possible disciplinary sanctions or recommended sanctions include but are not limited to suspension from or termination of a District- authorized role (e.g., volunteer); termination or nonrenewal of third-party contracts; and restrictions on permission to be present on District property or at District-sponsored events or activities.

C. Remedies to Benefit Complainants. After a determination that a party to the grievance process was responsible for Title IX sexual harassment, the District may provide the complainant with remedies designed to restore or preserve equal access to the District's education program or activity, including providing for a safe educational or working environment. Such remedies may include the continuation or addition of individualized accommodations, services, and interventions that could have been provided as "supportive measures" prior to the determination of responsibility. However, remedies need not be non disciplinary or non-punitive and need not avoid burdening the respondent. For example, as a means of limiting or preventing future contact between the complainant and respondent, the respondent may be burdened by an involuntary and long-term, perhaps even permanent, change in his/her educational program or in his/her work schedule, work location, or work assignment.

IX. APPEAL

A. A complainant or respondent may file an appeal following:
   1. Receipt of the written determination regarding responsibility; or
   2. Receipt of notice of dismissal of a formal complaint or of any allegations within a complaint.

B. Any appeal filed by a party is strictly limited to the following bases:
   1. A procedural irregularity that affected the outcome of the matter;
   2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was

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made that could affect the outcome of the matter; and

3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest in the case or a bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

C. An appeal must be filed in writing and submitted either in person, via U.S. Mail, or via email to the Title IX Coordinator with a copy provided to the initial decision-maker. An appeal must be delivered to the District within 5 calendar days from the date the written determination or notice of dismissal is delivered to the party. The notice of appeal submitted by a party must do all of the following:
   1. Clearly identify the specific bases, from those listed above, on which the party is appealing; and
   2. With reasonable specificity, state the factual basis for the appeal and the reasoning as to why the decision or dismissal being appealed should be reversed or modified.

D. In connection with an appeal, a party may not introduce new evidence that is outside of the existing record of the complaint proceedings except as an offer of proof to support a conflict of interest or bias claim or in the case of an appeal that is premised on a claim that the new evidence was not reasonably available at an earlier time.

E. Upon receiving a notice of appeal from a party, the Title IX Coordinator, appeal decision-maker, or a designee acting on their behalf, shall promptly notify the other party (or parties), if known, that an appeal has been filed and provide a copy of appeal to the other party.

F. The appeal decision-maker will establish and inform all parties of a deadline for submitting any additional written statement the party may wish to submit in support of, or challenging, the original outcome on the grounds raised by any pending appeal. The deadline for such submissions shall be at least five calendar days following the date such notice is delivered to the parties.

G. An appeal decision maker shall deny an appeal that merely asserts that the District's decision is wrong or that fails to present a reasonably-developed argument in support of the appeal.

H. If the appeal decision-maker determines that there is a need to open the record to obtain and consider any additional evidence in order to resolve an appeal, the appeal decision-maker may offer additional equal opportunities for the parties to address and respond to any such new evidence if doing so is necessary to preserve the fairness of the proceedings.

I. The District may continue an ongoing investigation into a formal complaint during an appeal with respect to dismissal of a complaint in part (i.e., dismissal of specific allegations). However, the investigation shall not be concluded until the appeal over the dismissed allegation(s) is decided.

J. The appeal decision-maker shall:
   1. Issue a written decision describing the result of the appeal and the rationale for the result; and
   2. Provide the written decision simultaneously to both parties.

K. The appeal decision-maker shall render the written decision within 15 business days of the receipt of the notice of appeal unless he/she communicates an extension of such time frame, as further described below.

X. MISCELLANEOUS CONSIDERATIONS

A. Time Frames, Extensions and Voluntary Waivers of Time Frames.
   1. The District normally intends to conclude the grievance process within 90 calendar days of the date that a formal complaint is filed or signed by a Title IX Coordinator, recognizing that in certain circumstances it may be practical to complete the process in less time, and in other circumstances the process may reasonably require more time.
   2. Any party or witness may, for good cause, request a temporary delay in the grievance process, the rescheduling of an investigative interview or other meeting, or a limited extension of a deadline that applies to the party. The party shall direct the request in writing to the investigator, decision-maker, or appeal decision-maker, given the applicable stage of the proceedings.
   3. The investigator, decision-maker, or appeal decision-maker (as applicable) may grant such a request, and may also self-initiate such a delay, rescheduling, or extension upon determining that there is good cause and that approving the request would not be unduly prejudicial to any of the parties or unreasonably extend the conclusion of the grievance process. Though the agents of the District are expected to make reasonable efforts to accommodate the schedules of parties and witnesses, the District also may not, without good cause, deviate from its own designated timeframe for the process.
      a) In some cases, the District may make the decision to deny a scheduling request and proceed with the grievance process in the absence of a party, witness, or a party's advisor.
      b) Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; the complexity of the allegations; or the need for language assistance or accommodation

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of disabilities.

4. In the absence of extraordinary circumstances, a party's or witness's request for an extended deadline or rescheduled meeting shall normally be limited to no more than 5 calendar days. The District may grant a shorter delay or extension than was requested.
5. If a formal complaint of Title IX sexual harassment also constitutes a complaint of pupil discrimination under Chapter PI 9 of the Wisconsin Administrative Code, and if a requested or contemplated delay/extension would prevent the District from reaching a determination of the complaint within 90 calendar days, the District's agents shall evaluate whether it is necessary or appropriate to request the parties' consent to the delay/extension.
6. The appropriate agent of the District or a designee shall provide the complainant and respondent with prompt written notice of any decision to delay the grievance process or grant an extension of a deadline. Such notice shall include the reason(s) for the action. To the extent a given deadline applies to multiple parties, any extension of the deadline automatically applies to all such parties.
7. In instances where this grievance process gives the parties a minimum period of time to prepare and submit a response or prepare for an interview or meeting, a party may voluntarily waive all or part of such period of time if they communicate their voluntary waiver to the applicable investigator or decision-maker in writing.

B. Restrictions on Participation of Advisors.
   1. An advisor of the party's choosing shall be permitted to accompany the party to any investigative interview or other meeting held in connection with this grievance process. However, no person who accompanies a party to a meeting or otherwise serves as an advisor to the party may unreasonably interfere with or unreasonably delay the District's investigation. Unreasonable interference by an advisor includes, for example:
      a) Answering the District's questions on behalf of the party during an investigative interview, such that the District is denied the party's own, direct response.
      b) Interrupting District questioning with the goal of signaling, prompting, or suggesting responses for the party
      c) Interrupting District questioning in an attempt to conduct his/her own questioning of the party.
   2. The District may place further reasonable restrictions on the extent to which an advisor may participate in the proceedings, provided that such restrictions apply equally to both parties.

C. Concurrent Investigation and Consideration of Multiple Potential Grounds for a Determination of Responsibility/Misconduct.
   1. If the allegations set forth in a formal complaint of Title IX sexual harassment also constitute or fairly encompass allegations of conduct that could constitute discrimination under a different law; a violation of a District policy or rule (including any District code of conduct that may be applicable to the respondent); or any other established grounds for the imposition of possible disciplinary sanctions, then the District may investigate the facts and circumstances related to such other allegations using this grievance process and apply the facts, as found through the investigation, to all potential grounds for a finding of responsibility/misconduct and possible discipline. Unless otherwise required by law, the investigation and determinations reached through this grievance process shall constitute sufficient processing of any such overlapping/intertwined complaint(s), allegations, or charges that may arise out of the same facts or circumstances as the allegations of Title IX sexual harassment.
   2. In all cases involving the concurrent investigation and concurrent consideration of any such overlapping/intertwined complaint(s), allegations, or charges, the District's agents in the grievance process are responsible for giving the parties adequate notice of the scope of the allegations to be investigated and of the different grounds for a potential finding of liability/responsibility (e.g., federal law, state law, or a local policy or rule). The District's agents are also responsible for adequately identifying the specific basis for any determinations of responsibility or substantiated misconduct. For example, a decision-maker might conclude in a given case that the facts as found do not rise to the level of Title IX sexual harassment, but that the complaint is substantiated with respect to prohibited harassment as defined under Chapter PI 9 of the Wisconsin Administrative Code and under District policy.

D. Maintenance of Records. The District's Title IX Coordinator shall be responsible for maintaining adequate records of each report or formal complaint of sexual harassment filed with the District as required by law, including but not limited to the District' investigation, any determination of responsibility, any disciplinary sanctions imposed, and remedies provided to the complainant to restore or preserve equal access to the District's education program or activity or workplace, any appeal and the result therefrom, any informal resolution and the result therefrom, any actions (including supportive measures) taken in response to a report or formal complaint of sexual harassment, and all materials used to train District staff responsible for carrying out these procedures.

E. Training. The District will provide training all appropriate individuals regarding sexual discrimination, sexual harassment, sexual violence and Title IX. The District will also provide additional training to all staff responsible for implementing the complaint procedures.

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STUDENTS EXPERIENCING HOMELESSNESS

The McKinney-Vento Act defines homeless children and youth as children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Living in a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because the children are living in circumstances described above.

The Green Bay Area Public School District provides the following assurances to parents and guardians of any children who qualify, or who may qualify, according to the above criteria as children and youth experiencing homelessness and unaccompanied homeless youth:

1. The child or youth shall be immediately enrolled and allowed to fully participate in school, even if unable to produce records normally required for enrollment (e.g., academic records, immunization and other required health records, proof of residency, or other documentation) or has missed application or enrollment deadlines during any period of homelessness.
2. The child or youth shall be provided free school meals, a waiver of school fees and school supplies if requested.
3. Children and youths experiencing homelessness are not stigmatized or segregated on the basis of their status as homeless and have full and equal access to educational and related opportunities.
4. Equitable opportunities to participate in the education of their children including, parent-teacher conferences, required meetings, school functions, as well as access to student records.
5. Immediate enrollment and transportation to the school of origin. "School of origin" means the school that a child or youth attended when permanently housed and/or the school in which the child or youth was last enrolled, including a preschool. Transportation will be provided to the school of origin during the duration of homelessness, and until the end of the academic school year for families that become stably housed before the end of the school year, as determined by best interest for student and family. Written explanation of any decisions related to school selection or enrollment made by the school, the local educational agency, or the State educational agency involved, including the rights of the parent, guardian, or unaccompanied youth to appeal and receive prompt resolution of such decisions.

Additional information is available in Policy and Rule 411.3 at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public. If you would like more information, contact our McKinney-Vento office at (920) 448-7326.

ENSURING THE EDUCATIONAL STABILITY OF CHILDREN IN OUT-OF-HOME CARE (FOSTER CARE)

(Adopted from Board Policy 411.3 - *Approved November 25, 2024*)

Children in out-of-home care shall have equal access to the same free, appropriate public education as provided to other children who reside in the District (including the District's educational programs and activities). They shall be provided the services and have access to the programs and activities that are offered to other children attending District schools, including educational services for which the children meet eligibility criteria (e.g., special education, Title I programming, programs and services for Multilingual Learners, gifted and talented programming, etc.), career and technical education programs, and school nutrition programs. The District shall collaborate with the county child welfare agency (and tribal child welfare agency) in ensuring the educational stability of children in out-of-home care ("foster care").

Out-of-home care includes, but is not limited to, placement in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, pre-adoptive homes, and to the extent permitted by law, awaiting foster care placement as indicated by an appropriate child welfare agency.

The District shall periodically review existing policies, procedures and practices to identify, remedy and remove barriers that children in foster care may face in the school enrollment and admission processes; in regularly attending school; in accessing applicable support services (such as guidance counselors); in accessing academic programs, academic activities, or co curricular activities; or in receiving appropriate credit for prior academic work. In addition, the District shall maintain the confidentiality of the educational records of children in foster care consistent with federal and state law and District policies and procedures.

If you would like more information, contact the District's liaison for children in out-of-home care at (920) 448-7377.

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CHILD ABUSE/NEGLECT REPORTING
(Adopted from Board Policy 454 - *Revised May 20, 2024*)

The School Board recognizes that child abuse and neglect is a serious local, state and national problem. Further, it is recognized that child abuse and neglect may be among the most disheartening problems educators encounter.

The Board is concerned with the whole child. Seeking help for the child who is a suspected victim of abuse or neglect is compatible with educational objectives. The Board also recognizes that undue stress within families may result in abuse or neglect.

School personnel are in a unique position to identify children and families that may be in extremely stressful situations. State law requires all school district employees having reasonable cause to suspect that a child seen in the course of professional duties has been abused or neglected, or having reason to believe that a child seen in the course of professional duties has been threatened with abuse or neglect and that abuse or neglect of the child will occur, to report these concerns to the appropriate community agencies. Any employee making a report in good faith cannot be disciplined, discriminated against in regard to employment, or threatened with any such treatment for making the report.

To ensure that child protection is a priority, each District employee shall participate in required training in identifying and reporting child abuse and neglect and the laws and procedures governing the reporting of suspected or threatened child abuse and neglect. In addition, child abuse and neglect definitions and reporting procedures will be clearly defined and presented to all staff on a yearly basis.

RIGHTS AND RESPONSIBILITIES OF DIVORCED/SEPARATED PARENTS/GUARDIANS AND PARENTS/GUARDIANS NOT SHARING THE SAME HOUSEHOLD
(Board Policy 491 in part - *Revised May 20, 2024*)

It is the goal of the Green Bay Area Public School District to work in the best educational interests of each student while working in partnership with the student's parents/guardians. The District recognizes that while the parents of some students may be divorced, separated or otherwise not sharing the same household, unless otherwise provided by a court order or other legally required reason, both parents have a right to be informed of and involved in their child's educational program. District employees, in their official capacities, will not voluntarily participate in family law court proceedings or related matters.

For more information, see Board Policy 491, at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

CLASSROOM AND SCHOOL CODE OF CONDUCT

Students in the Green Bay Area Public School District, like members of any community, have both rights and responsibilities. It is the obligation of the District to protect those rights and to insist upon students fulfilling those responsibilities.

Purpose of Behavior Education, Intervention and Discipline Expectations

All schools in the Green Bay Area Public School District are expected to create positive learning environments to ensure students experience academic, behavior and social emotional growth to become college, career and community ready. To accomplish this, schools will implement a behavior focused, Multi-Level Systems of Support (MLSS) incorporating a data based decision making process.

The Behavior Education, Intervention and Discipline Expectations documents are designed to give specific information regarding how we educate, support and hold students accountable for their behaviors. The documents accomplish this in the following ways:

- Provide explicit expectations for student behavior and adult responsibilities related to behaviors that are appropriate and inappropriate at school and school-sponsored events.
- Build awareness, understanding and commitment among all stakeholders by creating a collective sense of responsibility to support positive behaviors; and identifying a range of culturally responsive/trauma sensitive interventions, corrections and discipline to respond to behavior.

The safety and security of our students is a top priority in our District. Therefore, all stakeholders must understand that certain behaviors are not acceptable in our schools. Examples of unacceptable behaviors include, but are not limited to, possession of a weapon, violent or aggressive behaviors, distribution of drugs/alcohol, and bullying/harassment that endangers the property, health or safety of others.

Rights and Responsibilities

RIGHTS:

- To be treated with dignity and respect;
- To interact in a positive, safe environment in which you are welcomed, valued, engaged, and heard;
- To access opportunities for learning, in an environment that is positive, proactive, and culturally responsive; and
- To address student behavior through additional resources, strategies and/or interventions so all students can learn.

RESPONSIBILITIES:

- Attend school every day that you are not physically ill, and be prepared to positively engage in all classroom activities;

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- Understand and follow all school expectations, instructions, rules, and procedures; and
- Positively manage your own behavior and solve problems without hurting others or yourself contributing to a safe and positive school climate.

Progressive Intervention in Discipline

When universal classroom management strategies are inadequate in addressing student behavior, interventions are necessary to help make meaningful positive changes in behavior. Staff members, who implement interventions with fidelity, promote students' academic, social emotional and behavioral growth. To promote change in behaviors, plans may use interventions in isolation while other plans may utilize both interventions and discipline.

When a specific student behavior does not change using the lowest identified level of intervention and/or discipline, the next level may be used. Every reasonable effort should be made to correct inappropriate student behavior using interventions and the least severe disciplinary responses possible. More significant responses, such as suspension and expulsion, are used only for the most serious situations. When discipline is used in response to inappropriate student behavior, the discipline must be paired with one or more interventions to support behavior change in students.

For additional information please see the behavior support information on our District's webpage at: https://www.gbaps.org/aboutgbaps/departments/pupil-services/behavior-support.

IMPLEMENTATION OF STUDENT CONDUCT POLICY
(Board Rule 443 in part - *Revised February 24, 2025*)

II. STUDENT REMOVAL FROM CLASS

A. Reasons for Removal. Teachers have the responsibility to create a proactive and positive learning environment for all students using effective culturally responsive classroom management strategies. As a result, a teacher may remove a student from class for the following reasons:

1. Conduct in violation of District policies and rules that require a student's suspension or expulsion from school. Decisions to remove a student from class for behavior covered by District policies and rules regarding suspension or recommendation for expulsion may, but does not necessarily mean, that the student will also be suspended or recommended for expulsion. Examples of this conduct includes, but is not limited to:
   a) Possession or use of a weapon or other item that might cause bodily harm to persons in the classroom;
   b) Being under the influence of alcohol or other controlled substances or controlled substance analogs, or otherwise in violation of District student alcohol and other drug policies; or
   c) Conduct that endangers the health, safety or property of others at school or under the supervision of school authorities.
2. Conduct that is dangerous, unruly or disruptive. By way of example, this conduct includes, but is not limited to:
   a) Fighting, physical confrontations, or verbal or physical threats;
   b) Taking or being in possession of items or property with a significant monetary or emotional value that belong to somebody else without the owner's permission; or creating a false document, or altering an originally written document, with the intent to deceive;
   c) Taunting, baiting, inciting and/or encouraging a fight or disruption;
   d) Disruption and intimidation caused by gang or group symbols or gestures, gang or group posturing to provoke altercations or confrontations;
   e) Pushing or striking a student or staff member;
   f) Throwing objects likely to cause injury or damage;
   g) Behavior that may constitute sexual or other harassment;
   h) Destroying the property of the District or another student;
   i) Restricting another person's freedom to properly utilize classroom facilities or equipment; or
   j) Repeated classroom interruptions, confronting staff argumentatively, making loud noises or refusing to follow directions.
3. Conduct that interferes with the ability of the teacher to teach effectively. By way of example, this conduct includes, but is not limited to:
   a) Open defiance of the teacher, manifest in words, gestures, or other overt behavior;
   b) Open disrespect of the teacher, manifest in words, gestures, or other overt behavior; or
   c) Other behavior likely or intended to sabotage or undermine classroom instruction.

B. Procedures for Removal from the Learning Environment. Teachers should implement effective classroom management strategies, including positive behavioral interventions, to correct inappropriate student behavior. When a teacher determines that removal of the student from the learning environment is appropriate, the following procedures should be followed:

1. The teacher should:
   a) Instruct the student to report to the main office;
   b) Obtain coverage for the class and escort the student to the main office; or
   c) Seek assistance from the main office or other available District staff in accompanying student to the main office.
2. Within 24 hours after the removal of a student from class, the teacher will provide the principal or designee with a written

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explanation of the reasons for the removal.

3. The principal or designee will inform the student of the reason(s) for removal from class and will provide the student the opportunity to explain the situation.
4. The principal, designee or designated team will determine the appropriate temporary or long-term educational placement of a student who has been removed from a class.
5. The parent/guardian will be notified by the principal, designee, or teacher (where appropriate) of the student's removal from class in accordance with legal requirements and District policy and procedures.
6. When criminality is suspected, or the student is engaged in a crime, the District may notify the school resource officer of the student's behavior or refer the matter to law enforcement authorities. In addition to corrective measures, the student may be required to pay restitution or be subject to other sanctions provided by law.

III. PLACEMENT PROCEDURES

C. The building principal or designee shall place a student who has been removed from a class in one of the following alternative educational settings:
   1. Placement in an alternative educational program;
   2. Placement in another class in the school or another place in the school;
   3. Placement in another instructional setting; or,
   4. Returning the student to the class the student was removed from, if after weighing the interests of the removed student, the other students in the class and the teacher, the principal or designee determines that readmission to the class is the best or only alternative.

D. When making placement decisions, the building principal or designee shall consider the following factors:
   1. The reason the student was removed from class;
   2. The severity of the offense;
   3. The type of placement options available for students in that particular school and any limitations such as costs, space availability and location, on such placements;
   4. The estimated length of time of placement;
   5. The student's individual needs and interests;
   6. Whether the student has been removed from a teacher's class before; and
   7. The relationship of the placement to any consequences.

E. The principal or designee will consider the circumstances surrounding the removal from class and may consult with other appropriate school personnel as the principal or designee deems necessary when making or evaluating placement decisions. A student's parent/guardian may also be consulted regarding student placement decisions when determined by the principal or designee to be in the best interests of the persons involved or required by law.

F. All placement decisions shall be made consistent with established Board policies and in accordance with state and federal laws and regulations.

G. The parent/guardian of a student shall be notified of the student's placement in an alternative education setting in accordance with legal requirements and District policy and procedures.

IV. REMOVAL AND PLACEMENT PROCEDURES FOR STUDENTS WITH DISABILITIES

A. A student with a disability may be removed from class and placed in an alternative educational setting only to the extent authorized by state and federal laws and regulations.

B. If the removal from class and change in educational placement involves a student with a disability, parent/guardian notification shall be made consistent with state and federal laws and regulations.

CO-CURRICULAR CODE OF CONDUCT

All students who participate in co-curricular activities will be responsible for reading and following the Co-Curricular Code of Conduct. Additionally, students and parents will be responsible for signing the acknowledgement form prior to attending or participating in any co-curricular events. The form is available in the Co-Curricular Code of Conduct handbook, the Activities Director's office, or on the district website at: https://www.gbaps.org/families/academics/expectations-code-of-conduct.

STUDENT PERFORMANCES/PRESENTATIONS

Students wanting to participate in school activities and performances shall be required to comply with all Board of Education, District, and school policies and procedures.

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STUDENT DETENTION AND SUSPENSIONS
(Adopted from Board Policy and Rule 447.3 – *Revised February 24, 2025*)

The District recognizes the importance of maintaining the safety and well-being of its students and staff. The District is committed to providing a system of supports that holds students and staff accountable for their actions while ensuring success for all. With that in mind, the District promotes a multi-level system of support that holds students and staff accountable for their actions and when responding to inappropriate behaviors at school and at school-sponsored events. These disciplinary strategies may include, but are not necessarily limited to, detentions or suspensions.

Detention shall mean supervised time assigned to a student outside of the classroom instruction that focuses on reteaching, relearning and establishing classroom expectations. The participants involved, including the staff member(s) and student, shall be mutually respectful with the goal of establishing or rebuilding a positive relationship. Intervention shall mean an action that provides an opportunity for instruction beyond the universal curriculum. Suspension shall mean the short-term exclusion of a student from a regular District program. Suspensions may be in-school suspensions or out-of-school suspensions.

III. IMPLEMENTATION AND NOTICE OF DETENTION

A. The Superintendent of Schools and Learning or their designee shall cause the development of appropriate rules for implementation of this policy that shall provide that detentions will be assigned in accordance with established school rules and procedures or at the discretion of the building principal.

B. Failure on the part of a student to fulfill detention assignments may result in further disciplinary action.

C. Every student enrolled in the District and their parents/guardians shall be informed of this policy annually in the Student Expectations Handbook.

D. The District shall not discriminate in disciplinary actions, including detentions, based on a student's sex; age; race; religion; color; national origin; ancestry; creed; pregnancy; marital status; parental status; homelessness; sexual orientation; gender identity; gender expression; gender nonconformity; physical, mental, emotional or learning disability/handicap; or any other legally-protected status or classification. Discrimination complaints shall be processed in accordance with established procedures.

IV. REASONS FOR SUSPENSION

A. The building principal and/or designee may administer a suspension for the following reasons when it is reasonably justified:
   1. Severe, frequent and chronic noncompliance with School Board policies or school rules;
   2. Conduct by the student while at school or while under the supervision of a school authority that endangers the property, health or safety of others;
   3. Knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives; or
   4. Conduct while not at school or while not under the supervision of a school authority that endangers the property, health or safety of others at school or under the supervision of a school authority or endangers the property, health or safety of any District employee or school board member.

B. The building principal or designee shall suspend a student from school when required by law (e.g., possessing a firearm in violation of state law and Board policy).

C. All student suspensions shall be administered in accordance with state law requirements.

V. IMPLEMENTATION OF SUSPENSIONS

A. A student may be suspended for not more than 5 school days. Except as otherwise specifically provided by law, a student may be suspended for up to 15 school days when notice of an expulsion hearing has been sent.

B. The suspended student shall be allowed to make up any examinations or class work missed during the suspension period in accordance with the District's student attendance procedures.

C. Students under suspension may not attend or participate in any school functions on or off District premises and are deemed to be unauthorized persons not having permission to be in school buildings or on school grounds, except when the right of the suspended student to be in school buildings or on school grounds is guaranteed by law and except when his/her presence is required and prior permission is obtained from the building principal, acting principal or associate principal having immediate control of the school building or school grounds to which the student needs to enter.

D. The District shall not discriminate in disciplinary actions, including suspensions, based on a student's sex; age; race; religion; color; national origin; ancestry; creed; pregnancy; marital status; parental status; homelessness; sexual orientation; gender

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identity; gender expression; gender non-conformity; physical, mental, emotional or learning disability/handicap; or any other legally-protected status or classification. Discrimination complaints shall be processed in accordance with established procedures.

For more information, see Board of Education Policy and Rule 447.2, at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

STUDENT EXPULSIONS

(Adopted from Board Policy 447.4, 447.4-Rule(1) and 447.4-Rule(2) – *Revised February 24, 2025*)

III. GROUNDS FOR EXPULSION

A. The School Board may expel a student from school for the following types of conduct whenever it finds that the student engaged in the conduct and is satisfied that the interest of the school demands it:
   1. Repeated refusal or neglect to obey Board policies or school rules;
   2. Conduct by the student while at school or while under the supervision of a school authority that endangers the property, health or safety of others;
   3. Knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives; or
   4. Conduct while not at school or while not under the supervision of a school authority that endangers the property, health or safety of others at school or under the supervision of a school authority or endangers the property, health or safety of any District employee or school board member.

B. In addition to the grounds for expulsion above, the Board may expel from school a student who is at least 16 years old if the Board finds that the student repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct does not constitute grounds for expulsion under points (1) through (4) above and is satisfied that the interest of the school demands the student's expulsion.

C. A student shall be expelled from school for engaging in conduct outlined in state law which requires the student's expulsion from school (e.g., possessing a firearm in violation of state law and Board policy).

IV. NOTICE AND IMPLEMENTATION

A. Students shall be referred and considered for expulsion in accordance with applicable laws and established District procedures.

B. If a student has an identified disability or a referral for a suspected disability as defined in state and federal law, the school administration shall form an individualized education program (IEP) team to investigate any direct relationship between the behavior(s) leading to the proposed expulsion and the student's disability. The reason(s) for the expulsion may not be a manifestation of a student's disability. The team shall generate an IEP, made available to the Board, regarding its deliberations, findings and appropriate actions taken in accordance with its findings and law. The IEP shall be kept confidential to the extent permitted by law.

C. The Board may specify conditions in a student's expulsion order that would allow the student to be reinstated to school early before the end of the term of their expulsion. The early reinstatement condition(s) shall be related to the reason(s) for the expulsion and shall be enforced in accordance with state law requirements.

D. The District may provide continued educational services to expelled students during the term of their expulsion as deemed reasonable and appropriate. Educational services must be provided to expelled students with disabilities and shall be provided consistent with applicable legal requirements.

E. Students under expulsion are deemed to be unauthorized persons not having permission to be in school buildings or on school grounds, except when the right of the expelled student to be in school buildings or on school grounds is guaranteed by law and except when their presence is required and prior permission is obtained from the building principal, acting principal or assistant principal having immediate control of the school building or school grounds to which the student needs to enter.

Any appeal of the Board's decision shall be in accordance with Wis. Stat. 120.13(1)(e)3.

For more information, see Board of Education Policy and Rules 447 at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

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VIOLATIONS OF THE LAW (CITY ORDINANCES) ON SCHOOL PROPERTY OR AT SCHOOL FUNCTIONS

School personnel will cooperate with law enforcement agencies in order to enforce the law, including vandalism. Vandalism to school property demands complete restitution or restoring of the property to its original condition by the offender. Included is damage or destruction of school property, such as: books, materials, lockers, furniture, buildings, or grounds.

Consequences: For each offense, the student will be referred to the proper law enforcement agency. The student may be recommended to be expelled if, in the judgment of the Board of Education, such action is necessary to protect the interests of the school.

STUDENT CONDUCT ON SCHOOL BUSES / VEHICLES
(Adopted from Board Policy 443.2 - *Revised May 20, 2024*)

The school bus/vehicle and bus/vehicle stop are considered to be an extension of the school. Therefore, students shall conduct themselves while on the bus/vehicle or at the bus/vehicle stop in a manner consistent with established policies for student behavior. A set of bus/vehicle rider rules shall be developed by the administration and distributed annually to student bus/vehicle riders. In cases when a student fails to conduct him/herself properly, such misconduct should be brought to the attention of the administration by the vehicle driver. Where continuing or serious problems exist, the student's riding privileges may be suspended. Guidelines for proper notification of parents/guardians and due process shall be established.

USE OF ELECTRONIC SURVEILLANCE TECHNOLOGY ON SCHOOL BUS
(Board Policy 751.2 in part – *Revised May 15,2026*)

The Green Bay Area Public School District authorizes the use of electronic surveillance technology to record student conduct on school buses for the primary purpose of supporting student safety including the deterring of discipline problems, vandalism, and/or other illegal activities. Such installation shall be in accordance with applicable state and federal regulations. The District shall retain ownership of all surveillance recordings.

This expectation handbook serves as an annual notice to parent(s)/guardian(s) that surveillance technology may be used on the buses and a sign shall be placed at the front of the bus indicating that surveillance technology may be used.

Only the Superintendent of Schools and/or his or her designee, bus company managers, and principals shall be authorized to view the recording for the purpose of documenting a concern, and determining student involvement. Disciplinary action may be taken with students based on surveillance technology documentation. Students may be disciplined based on the viewing of the surveillance technology recordings. Adult students and the parent(s)/guardian(s) of minor students may be allowed to view an isolated segment of the recording that documents the incident for which the student is being disciplined. The Superintendent of Schools and Learning and/or their designee or building principal(s) shall view the surveillance technology recording with the adult student and/or parent(s)/guardian(s) and document the date and the names of all individuals viewing the recording.

The District reserves the right to introduce surveillance technology recording at any disciplinary hearing involving student misconduct or rule violations on the school bus, but only as permitted under applicable Wisconsin and federal law. The surveillance system may be used as a resource for investigations. Should a recording become part of a student disciplinary matter, the digitally segregated recording will become part of the student's behavioral record consistent with the District's records policy and procedures.

The surveillance technology recording shall not be available for viewing by the public in general, employees in general or media. The principals or Superintendent of Schools and Learning may authorize other individuals, such as the school counselor, school psychologist, social worker, or law enforcement to view segments of a specific surveillance video recording, if such individual has a legitimate educational interest in the recording. A log shall be kept of the date and names of the individuals viewing the recording.

For more information, including the procedure for viewing of surveillance technology by adult students and/or the parent(s)/guardian(s) of minor students, see Policy 751.2, at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

USE OF ELECTRONIC SURVEILLANCE TECHNOLOGY IN PUBLIC AREAS OF SCHOOL BUILDINGS AND DISTRICT PROPERTY
(Adopted from Board Policy 824 - *Revised April 27, 2026*)

In furtherance of the Green Bay Area Public School District's priority of staff and student safety, the Board of Education authorizes the District's lawful use of electronic surveillance technology or similar electronic monitoring equipment in District buildings and on District property for the purpose of maintaining a safe and orderly educational environment, for identifying disciplinary issues, for minimizing theft, vandalism, criminal activity, bullying, harassment, and for enforcing school policies and rules. This policy is not intended to grant or

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create any expectation of privacy as to any time or location where a person would not already have an enforceable expectation of privacy to be free from such surveillance or monitoring.

1. Surveillance technology is authorized for use in the following areas where the public, students, and staff have no reasonable expectation of privacy: entrances, hallways, commons, classrooms, gymnasiums, libraries, parking lots, athletic fields, playgrounds, and the exterior of buildings.
2. Under no circumstances will surveillance technology be used in any area where the public, students, or staff have a reasonable expectation of privacy including restrooms, locker rooms and health rooms.
3. Other public areas of District buildings and grounds may be subject to limited term surveillance with the authorization of the Superintendent of Schools and Learning or their designee. Such approval will be granted only in situations where the Superintendent of Schools and Learning or their designee has reason to believe that a safe and orderly educational environment is at risk, or to monitor areas where theft, vandalism, bullying or harassment are believed to be occurring.
4. Surveillance technology may be monitored:
    a. As needed and in emergency situations, but only in compliance with state or federal regulations; or
    b. Only in such cases where the job duties require an employee or agent of the District to real-time monitor the surveillance technology for the safety of the students and staff will such activity be permitted.
5. Surveillance technology will not be set to record audio or to detect audio for the purpose of audio transmission. If there is a request or proposal to record or transmit audio in connection with any special or limited safety-related, or misconduct operation in the District, such use must be expressly approved in advance by the Superintendent of Schools and Learning or designee, who shall first take steps to verify that the proposed activity is consistent with applicable legal restrictions.
6. Pursuant to state and federal law, the District reserves the right to provide copies of recordings to law enforcement agencies as deemed appropriate by the Superintendent of Schools and Learning and their designee.
7. The surveillance system may be used as a resource for investigations.
    a. Should a recording become part of a student disciplinary matter, the digitally segregated recording will become part of the student's behavioral record consistent with the District's records policy and procedures.
    b. The District reserves the right to introduce surveillance technology recordings at any disciplinary hearing involving student misconduct or rule violations, but only as permitted under applicable Wisconsin and federal law.

For more information, including the procedure for viewing of surveillance technology by adult students and/or the parent(s)/guardian(s) of minor students, see Policy 824, at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

STUDENT USE OF ELECTRONIC COMMUNICATION DEVICES
(Board Policy 443.5 - *Revised November 24, 2025*)

I. PURPOSE

A. The Green Bay Area Public School District recognizes the potential educational value of wireless communication devices. Therefore, the District permits students to possess and use wireless communication devices in a school setting consistent with state and federal law and as outlined in this policy.

B. This policy applies to student possession and use of a wireless communication device in a school setting, but may also apply to student use of a wireless communication device off campus as outlined in this policy.

II. DEFINITIONS

A. Wireless Communication Device. A wireless communication device is a portable device and has the capability to provide voice, messaging, or other data communication between two or more parties including functions of recording, photography or video imaging. This includes all of the following devices:
    1. A cellular telephone;
    2. A tablet computer;
    3. A laptop computer;
    4. A gaming device;
    5. Wearable technologies; or
    6. Similar type devices.

B. Use.
    1. Use shall be defined as the device being turned on or otherwise activated, whether sending or receiving a communication or using any feature of the device.
    2. Use of a device shall be permitted in the following circumstances:
        a) In the event of an emergency or perceived threat.
        b) To manage the student's health care.
        c) A use included in the student's individualized education program or a plan developed under Section 504 of the federal Rehabilitation Act of 1973.
        d) A use authorized by a teacher for educational purposes during instructional time.

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C. Stored. Stored shall be defined as any portion of the device being not visible to others, not in use, not in the immediate possession of the student, and located in an alternative location out of the immediate control of the student such as a locker, backpack/purse, pocket, teacher's desk, classroom storage, or any other location designated by the District.

D. Instructional Time.
   1. Elementary Level: Instructional time at the elementary level will be defined as the beginning to the end of the instructional day.
   2. Middle School Level: Instructional time at the middle school level (grades 6-8) will be defined as time other than lunch and before and after the school day. Instructional time is inclusive of study halls.
   3. High School Level: Instructional time at the high school level will be defined as time other than passing time, lunch and before and after the school day. Instructional time is inclusive of study halls.

E. School Setting. School setting includes when students are present in any District-owned buildings, locations where District or school activities and events may be held or conducted, participating in any school-sponsored or District-sponsored activity and at all other times when the student is subject to the authority and supervision of District officials.

III. PERMITTED POSSESSION AND USE

A. Students may possess and appropriately use wireless communication devices during non-instructional time if such use does not interfere with the operation of the building or with the educational environment.

B. Absent an exception noted below, student wireless communication devices shall be stored in a location identified paragraph II.B. above during instructional time. The device shall remain powered off and is not in use.

C. Any headset, ear piece or similar equipment associated with a device shall also be disabled and stored.

D. Wireless communication devices may be used during instructional time at the discretion of and in the manner determined by the classroom teacher and/or building principal, for instructional purposes.

E. Building principals may establish school rules and acceptable use guidelines for students limited and non-disruptive use of wireless communication devices for the following reasons:
   1. In the event of an emergency or perceived threat. When carrying out school emergency response plans, however, students may be asked to turn off their wireless communication devices so emergency communication networks are not overwhelmed and emergency response efforts are not jeopardized.
   2. To manage the student's health care.
   3. A use included in the student's individualized education program or a plan developed under Section 504 of the federal Rehabilitation Act of 1973.
   4. A use authorized by a teacher for educational purposes during instructional time.
   5. Other uses that would be beneficial to student learning or well-being as identified by the building principal.

F. Students who possess wireless communication devices on school premises or at school-sponsored activities do so at their own risk and are responsible for any loss, damage or liability related to the device. The District is in no way liable for loss, damage or misuse of the device.

III. PROHIBITED POSSESSION AND USE

A. Students are ***not*** permitted to use wireless communication devices at any time:
   1. To engage in bullying or harassment;
   2. 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;
   3. In school bathrooms, locker rooms, any other dressing area or in areas where other people have a reasonable expectation of privacy at any time;
   4. At any time identified in advance by a school-issued policy, rule or directive;
   5. For the purpose of academic dishonesty such as cheating or plagiarism; or
   6. In any other setting as determined by the building principal or designee.

B. The inappropriate use of the network or wireless communication device by students while off campus will be considered in violation of this policy if the Internet or wireless communication device was used to engage in cyber-bullying or maintain or post material to a website or social media or similar type setting that threatens a disruption or results in the disruption of a school setting.

C. The use of the network or wireless communication device by students that interferes with the rights of other students to participate fully in school or extracurricular activities will be in violation of this policy.

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IV. NOTICE AND SANCTIONS

A. Students who receive limited permission and/or use any wireless communication device receive those permissions as a privilege, not a right. Any student who possesses or uses a wireless communication device in violation of the law, Board policy or a school rule shall be subject to appropriate consequences, including, but not limited to, disciplinary action, required surrender of the device and/or having his/her privileges to possess the device on school premises or at school-sponsored activities restricted by the building principal or designee. The District may also refer certain matters to law enforcement.

B. A device may be confiscated in the school setting if the building principal or designee determines the device in any way harms others, interferes with a positive learning environment or is in violation of District policy. Confiscated devices shall be held by the building principal or designee until it is retrieved by a parent/guardian or an individual designated by the parent/guardian or an adult student or turned over to law enforcement.

C. 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 wireless communication device.

D. A wireless communication device possessed or used by a student may be subject to an appropriately limited search by a District official, as designated by the building principal, when the official has reason to suspect that such a search may lead to evidence of a crime or a violation of District policy or school rules. The scope of any such search will be limited to the suspected violation. Random searches shall not be conducted.

E. Every student enrolled in the District and their parents/guardians shall be informed of this policy annually in the Student Expectations Handbook. Students and their parents/guardians will be responsible for adhering to the rules that govern the possession and use of the devices covered in this policy.

STUDENT IDENTIFICATION CARDS

Students are required to wear a school-issued identification (ID) card at all times during the school day. The ID card should be on a lanyard or clip displayed on the outermost item of clothing in a visible, unobstructed place with the picture positioned forward on the front upper torso above the belt line.

Students will have their school ID card easily accessible during all school activities (academic and co-curricular). Students who allow other students and/or non-students to wear their ID card on school grounds will be subject to disciplinary action. A student who blatantly refuses to wear the required ID card or a student who refuses to wear the ID card in a visibly appropriate fashion will be considered insubordinate and consequences will be in accordance with Board policy. Student ID cards are not to be modified or defaced in any manner.

It is the responsibility of each student who forgets his or her ID card to immediately report to the Security desk or designated location to obtain a temporary ID card for the day. Student may remove ID card if given direct permission by school personnel under special circumstances (e.g., classes or activities that would require the removal of the ID card for safety reasons). There will be a charge to replace lost ID cards.

STUDENT SEARCHES
(Board Policy 446 - *Revised February 24, 2025*)

I. PURPOSE

The Green Bay Area Public School District provides a safe and healthy environment for all students, staff, families and community members in school buildings and on school premises. The Board of Education considers the maintenance of order and safety within the school environment to be of utmost importance. To provide for order and safety, it may be necessary for designated school officials to conduct reasonable searches of students while on school premises, on school buses or while participating in school-sponsored activities.

II. DEFINITIONS

A. School official. For the purpose of this policy, "school official" includes the Superintendent of Schools and Learning, District office administrations, school administrators, school employee(s) designated by the Superintendent of Schools and Learning or school administrator, school resource officer and law enforcement officers at the request of ir in cooperation with school authorities.

III. IMPLEMENTATION

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A. Reasonable Suspicion to Search. A student or their belongings may be searched if there is reasonable suspicion for the search. Reasonable suspicion does not mean absolute certainty. Rather, it refers to the sort of common-sense conclusion about human behavior upon which practical people are entitled to rely. Reasonable suspicion exists in accordance with the following:
   1. There are reasonable grounds to suspect the search will reveal evidence of violations of the law, Board policy or school rules; and
   2. The manner in which the search is conducted is reasonably related to the objectives of the search and is not overly intrusive in light of the age and sex of the student and the nature of the infraction.

B. Consent Searches. School officials may search a student or belongings that are owned or controlled by the student with the student's consent.
   1. Prior to asking for consent to search, the school official shall advise the student as to what is being sought and why it is believed that the sought-after object(s) will be in the student's belongings.
   2. The student's consent must be voluntary, clear and unequivocal to be valid.

C. Search Procedures.
   1. Except as provided in this policy, a request for the search of a student or a student's possessions will be directed to the building administrator. The building administrator shall attempt to obtain the consent of the student prior to the inspection; however, provided there is reasonable suspicion pursuant to the above paragraphs, the search may be conducted without such consent.
   2. If a school official has reasonable suspicion that a student is in possession of contraband in violation of the law, policy or school rule or that a search will reveal other evidence of a law, policy or school rule violation, the school official may institute a search.
   3. A search prompted by the reasonable suspicion that health and safety are immediately threatened will be conducted with as much speed and notice as may be required to protect persons and property.
   4. 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 school resource officer or other law enforcement official. When conducting a search at the request of or in conjunction with a school official, the officer may comply with the same standards and procedures as school officials in conducting the search.
   5. The building administrator shall 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 the 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 building administrator shall be responsible for the custody, control and disposition of any illegal or dangerous substance or object taken from a student.
   6. Reasonable and appropriate attempts shall be made to notify the parent(s) or guardian(s) of any student who is searched on school premises during the school day following such search. School personnel shall document attempts to contact the parent(s) or guardian(s).
   7. Anything found in the course of a search pursuant to this policy, which constitutes evidence of a violation of a particular law, Board policy or school rule or which endangers the safety or health of any person, shall be seized and utilized as evidence if appropriate. Seized items shall be returned to the owner if the owner may lawfully possess the items. Seized items that may not be lawfully possessed by the owner shall be referred to appropriate legal authorities or destroyed.

D. Specific Searches. 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 grounds. This includes, but is not limited to, conducting search activities as outlined in this or other Board policies.
   1. *Search of Students and/or Their Personal Belongings*.
      a) Searches of a student's person or personal belongings generally should be conducted outside the presence of other students unless health or safety are immediately threatened.
      b) In a situation in which a search of a student's person or personal belongings is appropriate, school administration may conduct the search under the administration's direction. If the information justifying the search suggests that the student is in possession of dangerous materials whereby the expertise of law enforcement is necessary, school administration may contact law enforcement and request their assistance.
      c) To the extent possible, a school official of the same gender as the student should do any physical touching of the student, 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. For students who identify as gender nonconforming, school officials shall provide additional consideration to the selection of an official to conduct the search.
   2. *Search of Student's Personal Electronic Communication Devices*.
      a) School officials may search a student's personal electronic communication device when there are reasonable grounds to believe that such a search will find evidence that the student has violated or is violating either the law, Board policies or school rules. The search shall be:
         (1) Based on the circumstances justifying the search in the first place.
         (2) Be as narrow in scope as possible and limited to those parts of the device's contents that are reasonably related to the sought-after evidence of the particular policy/rule violation or illegal conduct.

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b) If a student is suspected of violating Board policies or school rules regarding possession or use of a personal electronic communication device at a time such use or possession is prohibited and is not suspected of otherwise engaging in illegal conduct or violating school rules, a school official may not search the device.

3. *Vehicle Searches*.
   a) School officials 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.
   b) A student's privilege of obtaining a permit to park a vehicle on school premises during the school day is conditioned on acknowledgement that the vehicle is subject to any such search supported by reasonable suspicion.

E. Prohibited Searches.
1. School officials, employees or agents shall not conduct a strip search of any student.
2. 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 accounts. The District is permitted to view, access or use information about a student that can be obtained without access information or that is available in the public domain.

IV. NOTICE

Students will be provided a copy of this Policy annually through the student handbook or by supplemental publication.

SEARCHES OF LOCKERS, DESKS AND OTHER STORAGE AREAS

(Board Policy 446.1 - *Revised February 24, 2025*)

I. PURPOSE

The Green Bay Area Public School District provides a safe and healthy environment for all students, staff, families and community members in school buildings and on school premises. To that end, the District may determine to provide a locker, desk or other storage area to students for the convenience of students to be used solely and exclusively for the storage of the student's personal belongings that are necessary to be brought to school and school-related materials. Lockers, desks or other storage areas shall not be used for any other purpose. From time to time, the Board of Education recognizes that to provide for order and safety, it may be necessary for designated school officials to conduct searches of lockers, desks or other storage areas.

II. DEFINITIONS

A. School official. For purposes of this policy, "school official" includes the Superintendent of Schools and Learning, District office administrators, school administrators, school employee(s) designated by the Superintendent of Schools and Learning or school administrator, school resource officer and law enforcement officers at the request of or in cooperation with school authorities.

III. IMPLEMENTATION

A. Students' lockers, desks or other storage areas are the property of the District and remain at all times under the control of the District. Students shall have no expectation of privacy regarding items placed in lockers, desks or other storage areas. At no time does the District relinquish its exclusive control of such lockers, desks or other storage areas.

B. Periodic general inspections of lockers, desks or other storage areas may be conducted by school official authorities for any reason at any time without student consent or notice and without a search warrant.
   1. Whenever possible, locker, desks or other storage area searches shall be conducted in the presence of two school officials as described above.
   2. To the extent permitted by law, a school official conducting search activities under this policy may attempt to contact a school resource to conduct the search under the administration's direction, 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 case, the school official shall contact law enforcement and request their assistance. When present for a search at the request of or in conjunction with a school official, the officer may assist using the same standards and procedures as school officials in conducting the search.

C. The building administrator shall be responsible for the prompt recording in writing of each locker, desk or other storage area search including: 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 building administrator shall be responsible for the custody, control and disposition of any illegal or dangerous substance or object taken from the locker, desk or other storage area.

D. Anything found in the course of a search pursuant to this policy, which constitutes evidence of a violation of a particular law, Board policy or school rule or which endangers the safety or health of any person, shall be seized and utilized as evidence if appropriate. Seized items shall be returned to the owner if the owner may lawfully possess the items. Seized items that may not be lawfully possessed by the owner shall be referred to appropriate legal authorities or destroyed.

E. Reasonable and appropriate attempts shall be made to notify the parent(s) or guardian(s) of any student who has their locker,

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desk or storage area searched on school premises during the school day following such search. School personnel shall document attempts to contact the parent(s) or guardian(s).

F. Students are expected to assume full responsibility for the security of their lockers, desks or other storage areas and the contents in these areas.
   1. No student shall lock or otherwise impede access to any locker, desk or storage area except with a lock provided or approved by the District.
   2. Unapproved locks shall be removed.

IV. NOTICE

Students will be provided a copy of this Policy annually through the student handbook or by supplemental publication.

USE OF CANINE UNITS IN SEARCH ACTIVITIES
(Board Policy 446.2 - *Revised January 20, 2020*)

I. PURPOSE

In an effort to maintain a drug-free school environment and protect the health and welfare of students and others, the School Board authorizes the use of trained canine units to (1) detect the presence of illegal controlled substances in school buildings and on school premises; or (2) to protect the health and welfare of students and others.

II. DEFINITIONS

A. School official. For purposes of this policy, "school official" includes the Superintendent of Schools and Learning, District office administrators, school administrators, school employee(s) designated by the Superintendent of Schools and Learning or school administrator, school resource officer and law enforcement officers at the request of or in cooperation with school authorities.

III. IMPLEMENTATION

A. Canine units must be accompanied by a qualified handler who will be responsible for maintaining control of the canine and interpreting the canine's responses.

B. Canine units may be used without prior notification to students and/or school personnel. They may be used when:
   1. There is a reasonable suspicion that illegal controlled substances may be on school premises but at unknown locations. Reasonable suspicion does not mean absolute certainty. Rather, it refers to the sort of common-sense conclusion about human behavior upon which practical people are entitled to rely. Reasonable suspicion exists in accordance with the following:
      a) There are reasonable grounds to suspect the search will reveal evidence of violations of the law, Board policy or school rules; and
      b) The manner in which the search is conducted is reasonably related to the objectives of the search and is not overly intrusive in light of the age and sex of the student and the nature of the infraction.
   2. There is a belief that a random preventive canine search will be beneficial to the ongoing drug prevention efforts of the District.
   3. The health and welfare of students and others warrants such search.

C. Canine searches may include, but are not limited to, the exploratory sniffing of the outside of lockers, vehicles parked on school property, or any other areas of school property deemed appropriate by the Superintendent of Schools and Learning or designee. Canine units may not be used to sniff a student's person, including articles of clothing the student is wearing or a bag while the student is holding it. Students will be restricted to classrooms and kept out of hallways when canine units are in use in school buildings.

D. In the event that a drug-detection canine unit indicates the possible presence of illegal controlled substances in a locker, vehicle or other location, the area may be searched by school officials in accordance with Board policy and applicable legal requirements.
   1. Anything found in the course of a search pursuant to this policy, which constitutes evidence of a violation of a particular law, Board policy or school rule or which endangers the safety or health of any person, shall be seized and utilized as evidence if appropriate.
   2. Seized items shall be returned to the owner if the owner may lawfully possess the items. Seized items that may not be lawfully possessed by the owner shall be referred to appropriate legal authorities or destroyed.

IV. NOTICE

Students will be provided a copy of this Policy annually through the student handbook or by supplemental publication.

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ACADEMIC INTEGRITY
(Board Policy 440.1 - Adopted June 24, 2024)

I. PURPOSE

Academic integrity is foundational to the educational mission of the District. The District endeavors to create and maintain an environment in which students are held and hold each other accountable for becoming ethical users of information and ideas. Academic integrity is an obligation for all students.

II. DEFINITIONS

A. Academic Integrity.
   1. Academic integrity, as applied to each member of the school learning community, means making a consistent commitment to the fundamental values of honesty, fairness, respect, responsibility, trust, and courage in educational pursuits, even when maintaining that commitment is difficult.
   2. Academic integrity is demonstrated by:
      a. Translating those essential values and ideals into concrete decisions and actions;
      b. Accepting responsibility for any personal conduct (such as academic misconduct) that does not uphold the standards of academic integrity.

B. Academic Misconduct. Academic misconduct includes actions, attempted actions, as well as some failures to act that create or that may result in either:
   1. A dishonest or unfair academic advantage for oneself or for others; or
   2. An unfair academic disadvantage for one or more other students.
   3. The academic benefits that may be advantaged or disadvantaged are not limited exclusively to grades, points, or credit.

C. Attribution Error. A student commits an attribution error, but not academic misconduct, if a teacher or administrator concludes that the student has incorrectly or insufficiently implemented applicable academic standards for source identification (e.g., citations, bibliographies, or other method of attribution) or for the use of research/source materials (e.g., quotation, paraphrasing, etc.) and if both of the following apply:
   1. The error is the type of reasonable, age-appropriate error that students can make as part of the process of learning how to avoid plagiarism and properly implement such academic standards.
   2. There is no indication of an attempt or intent to gain a dishonest or unfair advantage, no evidence of an intentional, egregious, or repeated disregard for such standards, and no other related finding of academic misconduct.

D. Generative Artificial Intelligence Tools. Generative Artificial Intelligence (AI) systems, services, applications and platforms (collectively, "AI Tools") are computer programs that use advanced technology to mimic human intelligence, such as understanding and processing language, recognizing images, and making decisions. AI Tools come in many forms and types and generally shall be treated as other instructional materials and resources for the classroom, similar to a supplemental instructional material and resource.

III. IMPLEMENTATION

A. Role of District Educators. District educators serving students at all grade levels are expected to teach, model, and consistently reinforce the values, expectations, and actions that reflect academic integrity in a manner that is age-appropriate for their students. By doing so, District educators play a critical role in helping students to progressively deepen their understanding of what it means to conduct themselves with integrity in academic settings.

B. Conduct that Demonstrates Academic Integrity. The following are examples of student conduct that demonstrate academic integrity:
   1. Completing and submitting all work in a manner that is consistent with the purpose(s) of and instructions for the particular academic activity.
   2. Being respectful of the ideas and work of others. This includes, for example:
      a. Identifying and giving credit to sources that the student has used in a manner that is appropriate for the particular academic activity.
      b. When presenting or characterizing another person's ideas or work, doing so fairly and accurately.
      c. Adhering to copyright law.
      d. Providing clarifying information when a student knows or suspects that a teacher or school administrator has a mistaken impression about authorship, creative ownership, or creative contributions relating to work that the student has submitted or presented.
   3. Being transparent about any special assistance that the student may have received in connection with completing his or her academic work, even though the assistance was not prohibited.
   4. Obtaining clarification from the teacher or another appropriate staff member when the student has questions about the

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instructions, rules, or expectations for an assignment, project, test, or other schoolwork. This includes asking questions that the student may have about whether working with another person, using technology, or obtaining assistance from any other source is permissible.

5. Completing his or her fair share of group work and meeting his or her related commitments to the group (e.g., completing tasks on time).
6. Resisting peer pressure to commit or participate in any way in an act of academic misconduct.
7. Not making excuses that attempt to justify (whether to themselves or to others) an instance of academic misconduct. For example, a student acting with academic integrity knows that neither the decisions of other students, a busy schedule, a personal hardship, nor a perceived shortcoming of a teacher are valid reasons for engaging in academic misconduct.
8. Accepting the consequences of the student's own conduct and resolving to learn from and avoid repeating past mistakes and errors in judgment.
9. Taking a stand against academic misconduct and supporting others who take such a stand. This includes disclosing information that a student knows about any instance of possible academic misconduct to an appropriate teacher or school administrator.

C. Examples of Academic Misconduct. The following are all examples of prohibited academic misconduct. Some of the examples may overlap to some extent.

1. Presenting or submitting ideas, written content, assessment responses, or other academic work as the student's own work when it is not the student's own work. As specific examples:
    a. Using the ideas, words, creative efforts, or other work of others without including a context-appropriate citation, reference, or acknowledgment.
    b. Failing to disclose academic or creative assistance that the student received from another person or other resource (including a technology-based resource such as an AI Tool) if failing to disclose that assistance would (1) be misleading to the teacher (or other authority) who is evaluating the work/submission; or (2) create any other unfair or dishonest academic advantage. In the absence of other information, teachers may reasonably assume that work submitted was completed in a manner consistent with the purpose, instructions, and rules established for the work.
2. Obtaining or making use of academic or creative assistance from any other person or any other resource (including a technology-based resource) if either:
    a. The assistance is inconsistent with purpose, instructions, or rules established for the assignment, project, assessment, or other academic activity; or
    b. The assistance would otherwise provide a student with an unfair or dishonest advantage over other students.
3. Any type of cheating, defined broadly to include any conduct that involves fraud, theft, or deception in connection with an academic activity or any violation of the rules and instructions that apply to an academic activity that creates an unfair or dishonest academic advantage for a student. Specific examples of cheating include improperly obtaining the questions or answers for a quiz or test or copying another student's work when the work was to be completed individually.
4. Giving a false or deceptive reason for requesting an academic accommodation (such as an extension of a deadline).
5. Collaborating with other students on an assignment, project, assessment, or other academic activity in a manner that is contrary to rules or instructions established by the class instructor.
6. Accepting or claiming credit for the product of authorized group work when student did not make a reasonable contribution to the collaboration.
7. Re-using the student's own prior academic work and submitting substantial portions of the same work for a grade or other credit in a different class, unless the student first obtains permission from the teacher of the second class. If granted, the permission may be contingent on meeting additional conditions.
8. Using fabricated data or other fabricated content in a deceptive or otherwise improper manner in connection with any assignment, project, test, or other academic activity.
9. Forging or falsifying any academic record.
10. Altering any academic record without authority and permission.
11. Impeding, sabotaging, or damaging any other student's academic work.
12. Creating a disturbance or disruption affecting the school or class for the purpose of creating an academic advantage or disadvantage for one or more students.

D. Additional Considerations Regarding Academic Misconduct

1. Assisting any other student with an act of academic misconduct is itself an act of academic misconduct, even if the student providing the assistance obtains no personal advantage.
2. A student's intent is not always relevant to a determination of whether academic misconduct has occurred. For example, carelessness or unreasonably failing to seek clarification regarding the instructions, rules, or expectations for an academic activity can still result in a finding that academic misconduct has occurred.

E. Generative Artificial Intelligence and Academic Integrity.

1. Assessments: AI Tools may be used as a tutor or studying assistant to prepare for assessments, such as exams or quizzes, but not in the context of completing exams or quizzes unless explicitly stated.
2. Assignments: Teachers shall clarify appropriate or prohibited uses of AI Tools, including whether AI Tools may be used

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on entire assignments or parts of assignments and why they may or may not allow its use in other assignments or parts of assignments.

3. Bias & Critical Thinking: With the assistance of the classroom teacher, students shall evaluate AI-generated content for potential biases or inaccuracies and understand the limitations of AI Tools and the need to cross-reference with trusted sources.
4. Citations: Any AI-generated content used in assignments must be appropriately cited; its use must be disclosed and explained.
5. Plagiarism: AI Tools may be used for brainstorming or preliminary research, but using AI Tools to generate answers or complete assignments without proper citation or passing off AI-generated content as one's own is considered plagiarism.

F. Consequences for Academic Misconduct.
   1. If the District determines that a student has engaged in academic misconduct, the student is subject to appropriate academic consequences and may also be subject to other non-academic disciplinary sanctions.
      a. Examples of possible non-academic disciplinary sanctions include the loss of school-related privileges, referrals under the District's extracurricular code of conduct, the rescinding or loss of eligibility for awards and honors, or, in the most extreme cases, suspension or expulsion from school.
      b. At its discretion, the District may also implement instructional or restorative interventions in lieu of or in addition to other consequences or sanctions.
   2. All District employees and agents of the District must avoid improper bias and any type of prohibited discrimination in the administration of this policy, including when making determinations of academic misconduct and when imposing any sanctions/consequences. Complaints alleging any type of prohibited discrimination may be submitted under the District's established procedures for such matters.

G. Additional Standards and Procedures Relating to Determinations of Academic Misconduct. The following standards and procedures further address the process of making a determination that a student has engaged in academic misconduct and imposing academic consequences and other sanctions:
   1. Step 1: Prior to making a determination in a case of suspected academic misconduct and imposing any consequences or sanctions, the relevant teacher or an administrator shall give the student an opportunity to respond to the concern or allegation.
      a. A teacher may obtain assistance from an administrator in resolving an allegation, investigation, or determination of academic misconduct.
      b. If a teacher concludes that academic misconduct has occurred without administrative involvement, the teacher shall document the determination within the District's student information system and notify an appropriate administrator.
   2. Step 2: The building principal and relevant classroom teacher(s) shall coordinate with one another to ensure that, in addition to informing the student, the District promptly notifies the parent/guardian of any student who is under the age 18 of any finding of academic misconduct that will be documented in the student's records and any associated academic consequences or other disciplinary sanctions.
   3. Academic Consequences: All non-academic disciplinary sanctions as well as any academic consequence that is more severe than awarding no credit (i.e., a score equivalent to "zero") on the relevant assignment, project, test/quiz shall be determined or expressly approved by the building principal. When making decisions about academic consequences and any non-academic disciplinary sanctions for academic misconduct, District personnel are additionally expected to apply the following standards:
      a. Consequences and sanctions should be reasonably proportional to the type and severity of the incident(s).
      b. District personnel are expected to take into account the age and developmental level of the student, holding older students to higher standards.
      c. District personnel should normally utilize concepts of progressive consequences/sanctions (i.e., applying increasingly significant consequences/sanctions when a student commits multiple or subsequent offenses). However, there may be circumstances in which a single offense is so egregious or malicious in nature that severe consequences/sanctions are warranted for that offense.
      d. Sanctions and consequences shall not be arbitrary. An important aspect of avoiding arbitrary decisions involves giving due consideration to the consequences and sanctions imposed in reasonably similar situations. However, it is appropriate for District personnel to consider the totality of the individual circumstances, and there is often a range of reasonable, but not identical, outcomes that may be reached in similar cases.
      e. No teacher may establish a class or course grading policy under which the minimum and automatic academic consequence for any instance of academic misconduct is more severe than awarding no credit (i.e., a score equivalent to "zero") on the relevant assignment, project, or assessment (e.g., quiz, test, or exam).
      f. If an administrator who is reviewing a specific case of academic misconduct determines that applying a teacher's regular grading policy would result in an unreasonable outcome, the administrator may direct the teacher to make an exception.

PROFANITY

Profanity or vulgar language is forbidden on school grounds and at school activities. (It is also a violation of Wis. Stat. § 947.01: "Whoever,

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in a public or private place, engages in violent, abusive, indecent, profane, boisterous, unreasonably loud or otherwise disorderly conduct under circumstances in which the conduct tends to cause or provoke disturbance is guilty of a Class B misdemeanor.")

Consequences: Consequences will be in accordance with MLSS.

THEFT

Theft of property will not be tolerated. In addition, the school is not responsible for theft of personal materials or equipment.

Consequences: The student will be referred to the proper law enforcement agency and may be subject to school consequences in accordance with MLSS.

STUDENT DRESS
(Board Policy 443.1 - *November 25, 2024*)

I. PURPOSE

Responsibility for the personal appearance of students enrolled in the District normally shall rest with the students themselves and their parents/guardians. Student dress or grooming should not affect the health or safety of students or substantially disrupt or materially interfere with the learning process or contribute to a hostile or intimidating environment within the classroom or school. Students shall not be unnecessarily disciplined for their choice of attire, jewelry or personal items.

II. DEFINITIONS

A. Substantial Disruption or Material Interference.

1. A substantial disruption or material interference of the educational process may be found to exist when the District reasonably forecasts that a student's conduct may substantially disrupt the school setting or materially interferes with the right of others.
2. Behavior that is a substantial disruption or material interference is behavior that causes interference with the orderly operation of the school or the school's ability to provide educational opportunities to the students or others, including behavior l that is detrimental to the welfare or safety or others.
3. School staff shall consider the link between the potential disruption or interference and the student's attire at issue when making such determinations.
4. The determination of what constitutes a "substantial disruption" or "material interference" is decided on a case-by-case basis. The interruption of classes, threats to teachers, racially harassing conduct and significant race-based tension, fights or violent behavior on school grounds, the flooding of angry calls from parents, and the canceling of school events could be considered substantial disruptions.

III. IMPLEMENTATION

A. General Requirements.

1. Each student has the right to determine personal dress within Board Policy.
2. Clothing must be suitable for scheduled classroom activities including physical education, science labs, technical education, and other activities where unique hazards exist. Safety or special purpose equipment shall be worn when required.
3. Students must wear clothing including a shirt with pants, skirt, shorts or the equivalent, or a dress and footwear as required by state law. Exceptions to these requirements may be made based on a student's required disability accommodations.
   a) Shirts and dresses must have fabric that covers the front, back and sides.
   b) Clothing fabric must cover all private body parts and/or undergarments and must not be transparent (see-through) (waistband and bra straps excluded).
   c) Clothing may not cover a student's face to the extent that the student is not identifiable (except clothing worn for religious or medical purposes or pursuant to a District directive as a health or safety measure.)
   d) Footwear such as shoes, sandals or boots shall be worn in the school buildings. Footwear must be both safe and non-destructive to school property.
   e) Reasonable variations from these requirements may be permitted by a building principal to accommodate student participation in approved activities such as for physical education classes (e.g., swimming) or other student activities (e.g., student theatrical productions).
4. Prohibited Apparel and Items. Students shall not be permitted to wear the following:
   a) Any clothing, jewelry or personal items identifying an antisocial association or organization referred to in Board policy
   b) Any clothing, jewelry or personal items that contain pictures and/or writing referring to alcohol, tobacco products, nicotine, sexual references, nudity, profanity, obscenity, unlawful use of weapons, and/or controlled or illegal drugs.
   c) Any clothing, jewelry or personal items that use or depict hate speech or targeting groups based on sex; age; race; religion; color; national origin; ancestry; creed; pregnancy; marital status; parental status; homelessness; sexual orientation; gender identity; gender expression; gender non-conformity; physical, mental, emotional or learning disability/handicap; or any other legally-protected status or classification.
   d) Any clothing, jewelry or personal items that threaten the health or safety of any other student or staff member.

B. Headwear.

1. Headwear, including hats, hoods, scarves, headwraps, durags and bandanas may be permitted in school buildings to the extent such headwear complies with the regulations set forth in this policy and state and federal law.
2. Headwear must allow the face and ears to be visible and not interfere with the line of sight to any student or staff (except

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clothing/headwear worn for religious or medical purposes.)

3. Students shall not use headwear to conceal items or impermissible or prohibited materials or items. Where headwear is worn for such purposes, students may be required to remove the headwear and prohibited from wearing headwear by the building administrator.
4. Students may wear headwear for religious or medical reasons.

C. Regulation of Student Dress. Student dress shall only be regulated when, in the judgment of school administrators, there is a reasonable expectation that:
   1. A health or safety hazard concern exists as a result from the student's dress or appearance including possible membership in an antisocial association or organization as defined in Board policy;
   2. Damage to school property may result from the student's dress; or
   3. A substantial disruption or material interference of the educational environment or process will result from the student's dress or appearance.

IV. ENFORCEMENT, NOTICE AND SANCTIONS

A. This policy shall apply to the instructional day and all District and/or school sponsored events and activities.

B. Building principals shall be required to ensure that all staff members are aware of and understand the requirements of this policy.

C. Staff will use reasonable efforts not to discuss with a student a dress code violation in the presence of other students.

D. Any student whose attire does not meet the requirements of Board Policy may be asked to remedy the matter by covering, changing or removing the noncomplying clothing, jewelry or personal item where appropriate.
   1. Students shall not be disciplined or removed from class as a consequence for wearing clothing, jewelry or a personal item in violation of Board Policy unless the item causes a substantial disruption or material interference to the educational environment or process, poses a hazard to the health or safety of others or contributes to the harassment, intimidation or bullying of another student or staff member. However, a student may be instructed to leave the classroom briefly to change clothes.
   2. Where the clothing or other items of personal attire that are found to be dangerous, illegal or in violation of this policy and cannot be remedied through a student changing their attire, a student may be directed to remove the item to be placed in a secure location for the remainder of the school day to be taken home at the end of the day.
      a) In the event such item(s) may cause a safety or security concern, the item(s) may be taken away from the student.
      b) Any item taken from a student should be promptly delivered to the main office. A parent conference may be required before an item is returned.

E. The District assumes no responsibility for the loss or theft of, or for any damage to, any personal attire, jewelry or items that a student chooses to bring to school or to a school activity regardless of:
   1. When the loss, theft, or damage occurs; or
   2. Where the personal attire, jewelry or item is located/possessed at the time the loss, theft, or damage occurs.

The District is permitted, but not obligated, to investigate or otherwise resolve the loss or theft of, or any damage to, any personal attire, jewelry or items.

F. This policy shall be published in the District's student expectations handbook. Violations of this policy are subject to District disciplinary procedures.

THREATENING, AGGRESSIVE OR VIOLENT BEHAVIOR BY STUDENTS
(Board Policy 443.7 - *Revised May 19, 2025*)

I. PURPOSE

The Green Bay Area Public School District is committed to providing a safe and healthy environment for all students, staff, parents, and persons on its premises, school buses or attending any of its activities or functions. Threatening, aggressive or violent behavior by students that seriously disrupts the educational program and/or has the potential to cause harm to property, health or safety of themselves, other students, or District employees will not be tolerated on school premises, school buses or at school events.

II. DEFINITIONS

A. Aggressive Behavior. Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional wellbeing and includes, but is not limited to, taunting, baiting, inciting and/or encouraging a viable fight, disruptions or other violation of school rules.

B. Intervention. Intervention shall mean an action that provides an opportunity for instruction beyond the universal curriculum.

C. Threatening Behavior. Threatening behavior means any pattern of behavior or isolated action, whether or not it is directed at

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another person, either verbal or nonverbal, that expresses a viable intention to do something that will cause physical or emotional harm.

D. Violent Behavior. Violent behavior shall mean behavior or actions involving serious physical contact where injury may occur including, but limited to, fighting.

III. AGGRESSIVE, THREATENING AND VIOLENT BEHAVIOR PROHIBITED

A. Students who violate this policy shall be subject to school disciplinary measures, including suspension and expulsion, and may be subject to referral to law enforcement authorities for prosecution under applicable laws.

B. Any student or District staff member who is the target of aggressive, threatening or violent behavior, or who witness such behavior, should report said behavior to appropriate administrative personnel, who shall take measures to provide for the protection of students and staff.

C. Individuals are permitted to take reasonable actions in self-defense, provided no dangerous weapons are used However, this would not be applicable if the student has a safe means of escape from the situation.

D. 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.

IV. NOTICE

Every student enrolled in the District and their parents/guardians shall be informed of this policy annually in the Student Expectations Handbook.

ANTISOCIAL ASSOCIATION/ORGANIZATION ACTIVITIES
(Board Policy 443.8 - *Revised November 25, 2024*)

I. PURPOSE

A. The Green Bay Area Public School District recognizes the need to define activities, organizations, and associations that are detrimental to student social and emotional growth, as well as potentially harmful to the safety and security of students and staff. Antisocial association/organizational activities that may be harmful to the education process are outlined in this policy.

B. This policy will apply to student membership of, or association with, antisocial organizations and activities as outlined in this policy.

C. This policy strictly prohibits membership of, or association with, any antisocial organizations or activities as outlined in this policy.

II. DEFINITIONS

A. Antisocial Association. Antisocial association is the act of belonging to or associating with any group, organization, or affiliation of other students and/or adults which promotes, advocates, or is indifferent to initiations, hazings, intimidations and/or related activities of such group affiliations or any such activities in general which could potentially cause bodily danger, physical harm or personal degradation or disgrace resulting in physical or mental harm to students.

B. Antisocial Organization. An antisocial organization is any group or affiliation of other students and/or adults which promotes, advocates, or is indifferent to initiations, hazings, intimidations and/or related activities of such group affiliations or any such activities in general which could potentially cause bodily danger, physical harm or personal degradation or disgrace resulting in physical or mental harm to students.

C. Antisocial Activities. Antisocial activities are any behaviors or actions by students and/or adults which promotes, advocates, or is indifferent to initiations, hazings, intimidations and/or related activities of such group affiliations or any such activities in general which could potentially cause bodily danger, physical harm or personal degradation or disgrace resulting in physical or mental harm to students

III. NOTICES

A. The Superintendent of Schools and Learning shall establish procedures to ensure that any student wearing, carrying or displaying association paraphernalia or exhibiting behavior or gestures which symbolize association membership or causing and/or participating in activities which intimidate or affect the attendance of another student will be subject to disciplinary action.

B. The Superintendent of Schools and Learning, or their designee, shall allow for access to training programs in association

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behavior and characteristics that will help facilitate staff identification of these students and promote membership in authorized school groups and/or activities as an alternative.

C. Every student enrolled in the District and their parents/guardians shall be informed of this policy annually in the Student Expectations Handbook.

HARASSMENT AND/OR BULLYING BY OR TOWARD STUDENTS
(Board Policy 411.1 - *Revised August 26, 2024*)

The Green Bay Area Public School District strives to provide a safe and positive learning environment where every student feels safe, respected and welcomed. Harassment and bullying disrupts both a student's ability to learn and the school's ability to educate its students in a safe environment. The District will not tolerate harassment or bullying in any form toward or by students on any school or District grounds, at school- or District-sponsored activities, or in transportation to and from school and school- or District-sponsored activities.

I. DEFINITIONS

A. Bullying. Bullying is a deliberate or intentional action or behavior, using words or actions, that is intended to cause fear, intimidation or harm.
1. Bullying includes aggressive and hostile behavior that substantially interferes with a student's school performance or creates an objectively hostile or offensive school environment.
2. Bullying may be a repeated behavior and usually (but not always) involves an actual or a reasonable perception of an imbalance of power between the bully and the target.
3. Bullying behavior may be motivated by an actual or perceived distinguishing characteristic such as, but not limited to, an individual's sex; age; race; religion; color; national origin; ancestry; creed; pregnancy; marital status; parental status; homelessness; sexual orientation; gender identity; gender expression; gender non-conformity; physical, mental, emotional or learning disability/handicap; or any other legally-protected status or classification.
4. Bullying behavior can be physical or verbal, and can involve direct interaction between the aggressor-bully and the target(s), or it can be indirect (such as orchestrating others to engage in acts of bullying, facilitating bullying conduct by others, taking secretive or covert actions, etc.).

B. Harassment. Harassment is any behavior by or toward students based, in whole or in part, on sex; race; religion; color; national origin; ancestry; creed; pregnancy; marital status; parental status; homelessness; sexual orientation; gender identity; gender expression; gender non-conformity; physical, mental, emotional or learning disability/handicap; or any other legally-protected status or classification which substantially interferes with a student's school performance or creates an intimidating, hostile or offensive school environment.
1. Acts of harassment include conduct that is unwanted, deliberate or repeated.
2. Harassment may be in the form of unsolicited comments (oral or written); gestures; graphic material; physical contacts; or verbal, nonverbal or physical conduct directed toward another individual.
3. Examples of acts of harassment and/or bullying include physical intimidation, force or assault, humiliation, bigoted epithets, vandalism, extortion, oral or written threats, taunting, put downs, name calling, threatening looks or gestures, false accusations, social isolation, retaliating against another student for reporting harassment or bullying, or any other behavior that substantially interferes with a student's school performance or creates an intimidating, hostile or offensive school environment.
4. Sex Discrimination under Title IX.
   a) Sex Discrimination also includes all conduct on the basis of sex that constitutes "sex-based harassment" as defined and prohibited under the federal Title IX regulations (see 34 C.F.R. §106.30), including but not limited to conduct in any program or activity of the District that constitutes sexual assault, stalking, dating violence, or domestic violence as those terms are further defined under the Title IX regulations.
   b) As mandated by Title IX of the federal Education Amendments of 1972 ("Title IX") and the regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations ("the federal Title IX regulations"), the District does not unlawfully discriminate on the basis of sex, including sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, in any education program or activity that the District operates.
   c) In addition to their right to use the general reporting procedure identified herein and in Board of Education Rule 411, an individual who is alleged to be the victim of conduct that could constitute sex discrimination under the federal Title IX regulations (i.e., a Title IX "complainant") may also file a formal complaint of "sex discrimination," as those terms are defined in 34 C.F.R. §106.30. Complaints of sex discrimination as those terms are defined in the federal regulations (see 34 C.F.R. §106.30) will be processed in accordance with the District's adopted separate grievance process established under Policy 411.11.

C. Intimidating, Hostile or Offensive School Environments. Intimidating, hostile or offensive school environments are created when behaviors or communications have the effect of doing any of the following:
1. Places the individual in reasonable fear of harm to oneself or to one's property;
2. Substantially interferes with any student's education, an employee's ability to do his/her work, or any person's performance or participation in a District-related function;
3. Substantially interferes with a person's ability to participate in or benefit from any school activity or program;

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4. Endangers the health (physical, emotional or mental), safety or property of the target(s) of the behavior;
5. Causes a substantial disruption to any school-related activity or program;
6. Compromises the District's ability to operate efficiently and effectively; or
7. Creates an environment that threatens, intimidates, annoys or alarms another individual without legitimate purpose.

D. Cyber-bullying. Cyber-bullying is defined as bullying that involves the use of digital technologies, including but not limited to, e-mail, cell phones, text messages, instant messages, chat rooms and social media
   1. Cyber-bullying is prohibited and treated the same as all other types of bullying.
   2. Examples of cyber-bullying include, but are not limited to, the following misuses of technology: harassment, teasing, intimidating, threatening or terrorizing another person or group of people by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, website postings, including blogs, or any other messages via cyberspace.

E. Target. A target is an individual subjected to harassment or bullying by his or her peers, or District staff members in the District's education programs or activities.

F. Perpetrator. A perpetrator is an individual who is alleged to have committed bullying and/or harassment toward a student.

G. Retaliation. Acts of retaliation include, but are not limited to, harassment escalation, threats, differences in educational treatment, sarcasm or unwanted comments to or by peers.

II. PROHIBITING HARASSMENT OR BULLYING

A. Students who engage in harassment and/or bullying in violation of this policy and/or retaliate against an individual for reporting harassment and/or bullying shall be subject to school disciplinary measures consistent with District policies and procedures up to and including suspension and/or expulsion.

B. In situations in which cyber-bullying originated off school property or from a non-school computer or telecommunication device, but is brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly impedes the day-to-day operations of a school. Such conduct includes, but is not limited to, harassment, bullying or making a threat off school grounds through cyberspace that is intended to endanger the health, safety or property of others at school, a District employee or a school board member.

III. REPORTING

A. Any student who believes he/she has been subject to harassment and/or bullying may file a complaint in accordance with established complaint procedures pursuant to this policy or the complaint procedures set forth in Board of Education Policy and Rule 411 or 411.11 or may complain directly to the building principal or designee or the District's Title IX Coordinator. Filing a complaint or otherwise reporting, in good faith, harassment and/or bullying will not reflect upon the individual's status nor will it affect his/her grades or benefits provided by the District.

B. Any student or parent/guardian who becomes aware of or witnesses harassment and/or bullying has an obligation to report and will be supported by involved staff members in reporting the bullying/harassment to the proper authorities. Any District employee who becomes aware of or witnesses harassment and/or bullying has an obligation to intervene and report.

C. Confidentiality.
   1. Any person presenting a report or complaint under this policy who has concerns about safety, confidentiality or retaliation should discuss those concerns with the designated complaint officer as early as possible in the process – preferably at or even prior to the time that a detailed report or complaint is filed.
   2. Confidentiality and anonymity cannot be guaranteed with respect to matters that arise under applicable law and District policy.
   3. The District's legal obligations and/or the District's ability to appropriately process and respond to a report, complaint, or incident may result, directly or indirectly, in the disclosure of particular events and identities.
   4. The District will maintain the confidentiality of relevant records and information to the extent mandated by any applicable law.
   5. District officials and employees are expected to engage in reasonable practices to avoid allowing indiscriminate access to or unwarranted dissemination of sensitive information/records related to such matters.

D. Prohibition on Bad Faith Conduct/Abuse of Process. To the extent permitted by law, the District prohibits and reserves authority to appropriately address and impose consequences for bad-faith conduct or any other abuse of process by individuals who make a report or complaint, testify, assist, or participate in any manner in an investigation or proceeding conducted under this policy or any other District nondiscrimination policy. For example, the District may impose lawful consequences for making a materially false statement in bad faith or for pursuing allegations that the complaining party knows to be wholly frivolous.

IV. APPLICABILITY OF NONDISCRIMINATION POLICIES; REPORTS OF COMPLAINTS OF HARASSMENT

Unlawful harassment that is based on a legally-protected status is a form of discrimination. As a result, Board of Education Policies 411 and 411.11 apply in full to this policy.

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A. Any report or complaint of possible harassment or conduct that may constitute or contribute to a finding of prohibited harassment, as well as any formal complaint of Title IX sexual harassment, may be submitted to the District as further provided under Board of Education Policies 411 and 411.11.

B. In addition, any questions or concerns about harassment may be brought to the attention of the nondiscrimination coordinator identified below.

V. ENFORCEMENT

A. Nondiscrimination Coordinator.

1. The District has designated and authorized the following position to serve as the Nondiscrimination and Title IX Coordinator:

   Abby Tilkens
   Student Discrimination & Title IX Coordinator
   200 South Broadway
   Green Bay, WI 54303
   920-448-2000
   astilkens@gbaps.org

2. The Coordinator designated above has primary responsibility for coordinating the District's efforts to implement this policy and adhere to applicable nondiscrimination laws and regulations, including responding to inquiries about the application of nondiscrimination laws to the District and coordinating the District's investigation of and response to any complaint or report alleging noncompliance with, or acts in violation of, such laws and regulations.

B. Complaints regarding the interpretation or application of this policy shall be referred and processed in accordance with established procedures.

C. Retaliation Prohibited.

1. The District prohibits and shall appropriately address reports or complaints of any alleged, unlawful retaliation that arise in connection with state and federal education rights.
2. Further, no student, official, employee or agent of the District or any other person may intimidate, threaten, coerce, or unlawfully discriminate against any individual (1) for the purpose of interfering with any right or privilege secured by any nondiscrimination statute or related regulation, or (2) because the individual has made a report or complaint, or testified, assisted, participated, or exercised a legal right to refuse to participate in any manner in an investigation or proceeding conducted under this policy or any other District nondiscrimination policy.

D. Information and Notices.

1. Notice of this policy and the related complaint procedures set forth in Board of Education Rule 411 and 411.11 shall be given in accordance with applicable legal requirements and shall be included in the District's Employee Handbook. This policy and the related complaint procedures will also be posted on the District's website.
2. Beyond meeting legal requirements and any local policy requirements, the administration is encouraged to further disseminate such information using such methods as the administration deems appropriate.

E. Filing Complaints with the Office for Civil Rights of the U.S. Department of Education and Other External Agencies or the Courts.

1. Noting within these locally-established complaint resolution procedures shall preclude individuals from filing a discrimination complaint or request for enforcement directly with the U.S. Department of Education's Office for Civil Rights ("OCR"), as authorized by federal law, or a complaint or suit with another external governmental agency or court.
2. Such agencies and courts independently determine the extent to which any given complaint falls within their realm of authority. Such actions may be taken in lieu of or in addition to filing a complaint under the District's local procedures.

F. Complaints Regarding Special Education and Federal Programs. Complaints relating to the identification, evaluation, educational placement or the provision of a free appropriate public education of a student with a disability shall be processed in accordance with established appeal procedures outlined in the District's Special Education Policy and Procedure Handbook or Section 504 Handbook, as may be applicable.

G. Maintenance of Records. The District's Title IX Coordinator shall be responsible for ensuring that the District maintains adequate records of complaints filed under the District's student harassment and/or bullying complaint procedures and for directing the timely preparation of annual or other reports and evaluations regarding harassment and/or bullying initiatives and compliance that the District is required to conduct and/or provide to the Department of Public instruction.

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STUDENT ALCOHOL AND OTHER DRUG ABUSE/MISUSE
(Board Policy 443.4 - *Revised September 23, 2024*)

I. PURPOSE

A. The School Board is committed to providing an optimal school environment for student learning and positive youth development. Alcohol and controlled substances use and abuse seriously interfere with that school environment and jeopardize the health and well-being of students.

B. Students should be able to attend school and participate in school-sponsored activities in an environment that is free of the non-medical use of alcohol and any substance, including prescription, nonprescription and illegal drugs, which produce physical, mental, or emotional behavior change in a person. These substances interfere with the learning environment and performance of students.

II. DEFINITIONS

A. Drug Paraphernalia. Drug paraphernalia means all equipment, products and materials of any kind that are used or intended for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body a controlled substance. Drug paraphernalia includes, but is not limited to, all of the equipment, products and materials defined in Wis. Stat. § 961.571.

B. Illegal and/or Controlled Substance. For purposes of District policy, the definition of illegal and controlled substances will be the same as those definitions that appear in Wis. Stat. ch. 961. Although not technically classified as an illegal or controlled substance, other mood or mind-altering substances or any other substance that alters perception or behavior, reducing that individual's ability to function appropriately in the academic environment, will be included in this definition.

C. Look-Alike Alcohol or Look-Alike Drugs. Look-alike alcohol or look-alike drugs shall mean substances that are represented as a drug or alcohol regardless of the true nature of the substance.

D. Possession. Possession shall mean having any illegal substance, controlled substance, look-alike drug, alcohol or drug paraphernalia in a student's personal possession or otherwise under one's control, regardless of intent to use. Under one's control would include lockers (or similar areas assigned to student), backpacks, purses, or motor vehicles parked on school district property. (Pre-authorized possession of medication prescribed for that student will be considered an exception to this definition.)

E. Under the Influence. Under the influence means that, because of the student's consumption of an intoxicant or mood-altering substance, or both:
1. The student is deprived of the clearness of intellect and/or self-control which the student would otherwise possess; and/or
2. The student's ability to maintain good decorum or a favorable academic atmosphere or to benefit from curricular activities is impaired.

F. Use. Use shall mean consuming, having consumed, or being under the influence of an illegal substance, mood or mind-altering substance, controlled substance or alcohol, which may include consumption prior to attending school or an event after school class hours.

III. PERMITTED POSSESSION AND USE

A. Prescription medications will be exceptions to this policy when used by the student for whom they were prescribed and in the amount prescribed, and in accordance with the District's medication administration policy.

B. Over-the-counter medications shall be exempt from this policy when used consistently with the stated purpose of the medication in the manner and amount directed and in keeping with established Board of Education Policies and Procedures.

C. A student may possess and use a product or substance that could improperly be used as a hazardous inhalant only:
1. For a school-authorized purpose; and
2. In a manner that is consistent with the intent of the manufacturer and any cautionary labeling/instructions.

IV. PROHIBITED POSSESSION AND USE

The following conduct shall be prohibited by students at all times at school, on school premises, on District provided transportation and while engaged in activities under school district jurisdiction and/or supervision:

A. Use or possession of alcohol, drug paraphernalia or controlled substances being under the influence of alcohol or controlled substances;

B. Sale, delivery or intent to sell or deliver alcohol, drug paraphernalia or controlled substances;

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C. Sale, distribution or intent to sell or distribute look-alike alcohol or look-alike drugs (substances that are represented as a drug or alcohol regardless of the true nature of the substance);

D. Sale or distribution of prescription medication or nonprescription drug products;

E. Misuse of prescription medication or nonprescription drug products; and

F. Inappropriate use of hazardous inhalants (for example, huffing) and the possession of paraphernalia associated with the inappropriate use of hazardous inhalants.

V. NOTICE AND SANCTIONS

A. Students who violate this policy shall be subject to appropriate disciplinary action, up to and including student suspension and/or expulsion, and referral to law enforcement authorities.
   1. Student athletes or students involved in extracurricular activities may be subject to additional rules and/or discipline based on the athletic code of conduct.
   2. Upon re-entry the school social worker will meet with the student and implement an evidenced based program to help reduce likelihood of recurrence.

B. The District shall assist students, parents/guardians and staff to be aware of procedures that exist to deal with the problems associated directly or indirectly with controlled substance and alcohol use and abuse.
   1. The District will participate in programs, including Student Assistance Programs, which focuses on prevention, screening, and intervention of alcohol and other drug concerns.
   2. These programs should be part of a network of community services and be provided through both school and community efforts.

C. A school official or law enforcement officer authorized by the School Board may request that a student provide one or more samples of his/her breath for the purpose of determining the presence of alcohol whenever the school official or law enforcement officer has reasonable suspicion that the student is under the influence of alcohol.
   1. The authorized employee or officer shall use a breath-screening device approved by the Department of Transportation for the purpose of determining the presence of alcohol in a person's breath. Any person authorized to administer the breathalyzer test to students must have sufficient training on how to use the device and how to evaluate the test results.
   2. The results of the breath screening device or the fact that a student refused to submit to breath testing shall be made available for use in any hearing or proceeding regarding the discipline, suspension or expulsion of a student due to alcohol use.

D. Every student enrolled in the District and their parents/guardians shall be informed of this policy annually in the Student Expectations Handbook. Students and their parents/guardians will be responsible for adhering to the rules that govern the possession and use and/or misuse of alcohol and other drugs covered in this policy.

STUDENT USE AND/OR POSSESSION AND/OR DISTRIBUTION OF TOBACCO, NICOTINE, NON-MEDICAL VAPOR PRODUCTS OR ALTERNATIVE SMOKING PRODUCTS ON SCHOOL PREMISES AND VEHICLES

(Adopted Board Policy 443.3 - *Revised September 23, 2024*)

I. IMPLEMENTATION

A. Applicability.
   1. Smoking and other use and/or possession and/or distribution of tobacco, tobacco-like products, nicotine products, non-medical vapor products or alternative smoking products or any related items intended to facilitate the ingestion of such substances shall be prohibited at all times on school premises and vehicles and at school-sponsored activities where the District controls attendance/access to the event or activity.
   2. Use of electronic cigarettes shall be prohibited everywhere that smoking and use of tobacco and tobacco-like products are prohibited.
   3. Specifically, these prohibitions apply:
      a. At all times in all District buildings, in all District vehicles, and on all District premises;
      b. While students are attending or participating in a District-sponsored event at any location; and
      c. At any other time that a student is under the supervision of a school district authority.

B. As determined by the District, all students will be provided with education through age appropriate curriculum on the health risks associated with tobacco, nicotine and alternative smoking products.

C. The administrative staff shall inform students about this policy and its enforcement procedures annually.

D. Students violating this policy shall be subject to disciplinary procedures outlined in student expectation handbooks and/or legal

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action through applicable no smoking laws or ordinances. In addition, students will be offered cessation education and/or counseling by school staff.

II. EXCEPTIONS

A. 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.

B. The Green Bay Area Public School District recognizes the American Indian Religious Freedom Act of 1978, and thus acknowledges that possession of ceremonial tobacco or other medicines may have a legitimate, non-recreational use for cultural, traditional, celebratory or spiritual purposes and may be permitted under this policy and be subject to any administrative rules, directives or approval regarding appropriate times and locations for use.

III. ENFORCEMENT

A. 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.

STUDENT POSSESSION/USE OF WEAPONS
(Board Policy 443.6 - *Revised May 19, 2025*)

I. PURPOSE

The Green Bay Area Public School District is committed to providing a safe and healthy environment for all students, staff, parents/families, and persons on its premises or attending any of its activities or functions. Possession or use of a weapon on school premises, before, during, or after school or at any school-sponsored activity is prohibited.

II. DEFINITIONS

A. Destructive device. Destructive device means:
1. Any explosive, incendiary, or poison gas, including a:
   a) Bomb;
   b) Grenade;
   c) Rocket having a propellant charge of more than four ounces;
   d) Missile having an explosive or incendiary charge of more than one-quarter ounce;
   e) Mine, or
   f) Similar device;
2. Any weapon that will, or that may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter; or
3. Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

B. Firearms. Firearms include handguns, shotguns, rifles and other firearms, either loaded or unloaded, listed below.
1. *Handgun*: means any weapon designed or redesigned, or made or remade, and intended to be fired while held in one hand and to use the energy of an explosive to expel a projectile through a smooth or rifled bore.
2. *Shotgun*: means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and to use the energy of the explosive in a fixed shotgun shell to fire through a smooth bore either a number of ball shot or a single projectile for each single pull of the trigger.
3. *Rifle:* means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and to use the energy of the explosive in a fixed metallic cartridge to fire only a single projectile through a rifled bore for each single pull of the trigger.
4. *Other Firearms*: includes any weapon (including a starter gun) which will, or is designed to or may readily be converted to, expel a projectile by the action of an explosive, the frame or receiver of any such weapon, and any firearm muffler or firearm silencer.

C. Other Dangerous Weapon**.** Other dangerous weapon is any dangerous weapon that is not a destructive device or firearm. This would include any weapon, device, instrument, or material, or substance, animate or inanimate that is used for, or is readily capable of causing death or serious bodily injury, except that such a term does NOT include a pocket knife with a blade of less than 2-1/2 inches in length. There may be several objects that are questionable regarding whether they are considered weapons and whether the presence of these objects requires activation and enforcement under Board policy. The administrator may use his/her discretion when interpreting use and intent with such objects.

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D. Facsimile Firearm**.** Facsimile firearm includes any replica, toy, or other object that bears a reasonable resemblance to, or can be perceived to be, an actual firearm.

E. Facsimile Dangerous Weapon**.** Facsimile dangerous weapon includes any replica, toy or other object that bears a reasonable resemblance to, or can be perceived to be, an actual dangerous weapon.

III. PROHIBITED POSSESSION AND USE

No student shall possess or use any destructive device, firearm or other dangerous weapon or facsimile of any kind at any time:

A. In any school or other building/facility owned, occupied or controlled by the District;

B. Participating in or attending any District-sponsored program or activity.

C. In any District-owned vehicle or on any form of District-provided transportation; and/or

D. While under the supervision of a school district authority, regardless of the student's location;

E. On the grounds of a school or on other premises owned, occupied or controlled by the District (including recreation areas and athletic fields);

IV. EXCEPTIONS TO PROHIBITED POSSESSION AND USE

A. The only exception to this policy is the possession and use of a facsimile firearm/weapon in a school-approved activity where such activity has been approved by the building principal or his or her designee for reasons such as a prop in theatrical production or an educationally-based purpose.

B. This policy is not intended to prohibit the possession or use of potentially dangerous objects that are not designed primarily for use as a weapon (e.g., certain equipment and tools such as tools used in Family Consumer Science and Technology Education classes), provided that such objects or substances have been issued or authorized by the District, and provided that such objects or substances are possessed and used exclusively for their limited and authorized purpose(s).

V. NOTICE AND SANCTIONS

A. The District shall support enforcement of state and federal laws and municipal ordinances that deal with these offenses.

B. Law enforcement officers should be contacted to help diffuse a weapons situation which presents an immediate threat to safety. If the situation does not allow an opportunity to contact law enforcement officials immediately, school staff shall follow District security procedures and attempt to diffuse and control the situation in the safest manner possible until law enforcement officials can be summoned and/or arrive. Referral to law enforcement is not required for violations involving solely a facsimile firearm/weapon where there was no attempt to threaten, harass, intimidate or harm another person.

C. Individuals violating this policy may be referred to law enforcement officials and be subject to school discipline policies, up to and including suspension and expulsion.

D. Every student enrolled in the District and their parents/guardians shall be informed of this policy annually in the Student Expectations Handbook. Students and their parents/guardians will be responsible for adhering to the rules that govern the possession and use of the weapons covered in this policy.

ENFORCEMENT PROCEDURES FOR STUDENT WEAPONS POLICY VIOLATIONS
(Board Rule 443.6 - *Revised May 19, 2025*)

When a student is in violation of the District's weapons policy, these procedures shall be followed:

A. Referrals Regarding Firearms/Weapons:
1. Law enforcement officers must be contacted to respond to a weapons situation which presents an immediate threat to safety.
2. Following the contact of law enforcement, the Safety and Security Manager must be contacted regarding a weapons situation.
3. If the situation does not allow an opportunity to contact law enforcement officials immediately, school staff shall follow District security procedures and attempt to diffuse and control the situation in the safest manner possible until law enforcement officials can be summoned and/or arrive.
4. The student's parent/guardian will be contacted.

B. Referrals Regarding Facsimile Firearm/Weapons:
1. Referral to law enforcement is not required for violations involving solely a facsimile firearm/weapon where there was no attempt to threaten, harass, intimidate or harm another person.
2. The student should be detained and questioned, and/or the student's possessions may be searched.

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3. All District/building guidelines for emergency response procedures will be followed.
4. The student's parent/guardian will be contacted.

C. Disciplinary Process for Student Weapons Policy Violations:
1. The student will be suspended from school and immediately referred to the Superintendent of Schools and Learning or their designee for additional investigation of the incident.
2. If a violation of the weapons policy is confirmed, the Superintendent of Schools and Learning or their designee shall consider a recommendation for expulsion or alternative disciplinary measures.

STUDENT HEALTH AND WELL-BEING

The District has various policies and rules surrounding the health and well-being of students. The information below is a very brief summary of District policies and rules on wellness. For more information, all of these policies and rules are available on the District's website at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

Wellness (Board Policy and Rule 458): Nutrition and physical activity are known to influence a child's development, potential for learning, overall sense of well-being and risk of illness through adulthood. The District accepts its responsibility to promote a healthy learning environment and encourages all members of the community to share in its commitment to create and support a school's efforts in emphasizing healthy life-long habits of good nutrition and physical activity. The District has adopted a Wellness Policy and implementing Rule that includes physical activity goals, nutrition education goals, nutrition promotion goals and goals for other school-based activities to promote student wellness, prevent and reduce childhood obesity and provide assurance that school meals and other food and beverages sold and otherwise made available to students on the school campus during the school day are consistent with applicable minimum nutritional guidelines and standards. The District convened a wellness committee that included school administrators, teachers (including physical education and health education teachers), school food service staff, school nurse, students, parents and guardians, School Board members, and other interested members of the community to participate in the development, implementation and periodic review and updating of the District's Wellness Policy.

Management of Student Allergies (Board Rule 453.1(3)): The District understands the increasing prevalence of life threatening allergies among students. Recognizing that the risk of accidental exposure to allergens can be reduced in the school setting, the District is committed to working in cooperation with parents, students, and health care providers to minimize the risks and provide a safe educational environment for all students. All emergency nursing services, and procedures for providing the appropriate treatment of allergies and the prevention of potentially severe allergic reaction, anaphylaxis, shall be in accordance with state and federal law.

Administering Medications (Board Rule 453.4(1)): Medication may be administered to a District student by designated school personnel provided certain conditions are met, which includes but is not limited to: Parents/guardians completing the applicable District Medication Authorization Form, designated school personnel completing the Department of Public Instruction training and any other required training, the prescribing health care provider of any prescription medications providing written authorization for said prescription medication, and medication being delivered to the school by the parent/guardian or adult student. Nutritional supplements or herbal, natural or other non-traditional alternative medications or investigational medications will not be given in the school setting unless the medication is approved by the FDA or prescribed by a practitioner. School staff shall maintain an accurate and confidential system of recordkeeping for each student receiving medications at school or during a school-sponsored activity.

Communicable Disease Control Procedures (Board Rule 453.3): The District will ensure that all immunizations or related waivers and health examinations/tests required of students and staff by law and Board policy have been obtained. If a teacher, District Nurse or building administrator knows or suspects that a communicable disease is present in the school, they must notify one of the District Nurses, who will make contact with the local health department in accordance with state law. Students who are suspected of having a communicable disease that could be detrimental to the health of self or others may be sent home by any District Nurse in consultation with the building administrator for diagnosis and treatment. Students who are diagnosed as having a communicable disease that renders them unable to pursue their studies shall be excused from school attendance until their presence no longer poses a threat to the health of themselves or others. Before making a determination that a student should be sent home or excused from attendance, the student and their parent/guardian shall be informed of the reasons for the contemplated action. Parents/guardians or adult students who dispute the determinations or actions of the District may appeal such determinations or actions to the Superintendent of Schools and Learning within 5 days of the decision. Confidentiality of communicable disease related records shall be maintained in accordance with applicable state and federal laws and regulations.

Pediculosis (Head Lice) (Board Policy 453.32): The building administrator of each school or designee will set up a plan of action that will relate to head lice, which should include the following:

1. A person(s) should be designated to inspect a student when head lice infestation is suspected and when readmission to school takes place. When a student is thought to have live head lice, the student may be sent home or kept in school without head-to head contact. Under normal conditions, the student should not miss more than one day of school. Parents/guardians should be instructed to remove all live head lice from the student's hair and to continue to comb daily until nits are removed. Periodic checking by parents/guardians at home should continue on a regular basis.
2. Mass screening is not recommended.

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3. If a head lice case is identified in a classroom, the District Nurse may check and/or request parents/guardians to check siblings and friends who may have been playing with the student(s) at school or at home.
4. Parents/guardians should be informed annually of the general problem of head lice, its symptoms, treatment and school attendance.

Meningococcal Disease: This disease, commonly known as bacterial meningitis, is a rare but potentially fatal infection that can occur among teenagers. Early symptoms like high fever, severe headache, nausea, vomiting, and stiff neck are similar to those of common viral illnesses. The infection is transmitted through close contact with an infected person through direct contact with respiratory and/or oral secretions from an infected person (for example, through sharing drinking containers or kissing). A meningococcal vaccine is available that protects against four out of five strains of bacterium that cause meningococcal disease in the U.S. More information on the availability, effectiveness, and risks of vaccinations against the disease is available from the Center for Disease Control and Prevention (CDC) at https://www.cdc.gov/meningococcal/index.html.

REPORTING INJURIES AND UNSAFE CONDITIONS
(Board Policy 722 in part - *Approved November 19, 2018*)

The District recognizes the importance of providing for the safety and well-being of students and staff while they are at school or participating in school-sponsored activities. In order to provide for the safety and well-being of students and staff, the District relies upon students, staff and the community to report any injuries or unsafe conditions to District officials. If a student is injured or an accident endangering student health occurs at school or in connection with any school-sponsored or school-supervised activity, the incident shall be reported and documented, as soon as reasonably practicable, pursuant to the procedures defined within the District's emergency nursing services program and any other established safety protocols. For more information, see Board Policy 722, at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

EMERGENCY DRILLS INVOLVING STUDENTS
(Board Policy 723.1 in part - *Approved November 19, 2018*)

Each building in the District will consult with the designated District Safety Coordinator to ensure that each school schedules and conducts an appropriate number of: (1) fire drills; (2) tornado and other hazard drills; (3) school safety incident response drills; and (4) school violence response drills, in accordance with state law requirements and the District's school safety plan. For more information, see Board Policy 723.1, at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

IGNORING FIRE REGULATIONS

No student may possess or use any pyrotechnic devices (firecrackers, sparklers, smoke bombs, etc.) or ignite a fire within a school building, school bus, or on school property without permission of school personnel. All devices, including lighters and matches, may be confiscated.

Consequences: The student will be referred to the proper law enforcement agency and may be subject to school consequences in accordance with MLSS.

PROCEDURES FOR STUDENT SECURITY
(Adopted from Board Rule 720 - *Revised May 23, 2022*)

The Green Bay Area Public School District recognizes that providing a safe and secure school environment for students, staff and families is among the highest of priorities. Schools have appropriate security measures in place to create a safe environment for staff and students, and to protect school property. A District School Security Plan shall be established as required by state law. In addition to the District School Security Plan, a School Security Plan shall be developed and in effect in each school in the District and shall be placed on file with the appropriate agencies as required by law.

Whenever responding to security or emergency situations (whether in the school or in the surrounding community), District responses are coordinated with law enforcement and emergency personnel. All students shall be provided with education regarding appropriate school security measures on an annual basis and shall be expected to participate in school safety and security drills throughout the school year.

In the event of a security or emergency situation, students are expected to follow the direction of building staff and administration. A school's response will be determined by the situation, and may require students to remain within the building or a classroom, or to respond in ways that have been practiced during safety drills (i.e., remain quiet, hide, evacuate, etc.). When schools are placed in "secure the building," all doors are locked and no one is allowed to enter or leave the building without permission from law enforcement. In addition, unless communicated otherwise, parents/guardians are asked not to respond to a security or emergency situation by coming to school, as this could impede law enforcement or emergency personnel response. More information about emergency response and communication can be found at https://www.gbaps.org/families/safety.

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SCHOOL RESOURCE OFFICERS

The Green Bay Area Public School District has 11 school resource officers, which serve all of the District's schools. The District's School Resource Officer Program (SRO) is governed by School Board Policy 882.1.

Purpose of SRO Program

SROs perform a connection between the District and law enforcement, and when necessary, provide resources to youth, parents, guardians, schools, law enforcement agencies, human services, juvenile court, victims and the community. The SRO serves as an educator, informal counselor, and law enforcer. SROs contribute to the school team by ensuring a safe and secure campus, educating students about law-related topics, and mentoring by serving as role models for students.

Goals of the SRO Program

- Work to enhance the safety and security of students, staff and the community in order to maintain an environment in which education and learning can take place.
- Balance the duties of police service in the schools reflecting the community education role and the law enforcement role.
- Focus on relationship-building through positive interactions, crime prevention and investigation, and education, in addition to supporting school attendance efforts.

The SRO's first priority is to keep all students, staff and school visitors safe. The SRO program is committed to anti discrimination. The District and law enforcement agencies work collaboratively to challenge bias and intolerance and will use compassion when pursuing justice, and will respect the rights of the individual at all times. SROs shall provide law enforcement services and enforce the law equally, fairly, objectively, and without discrimination toward any individual or group. For more information, contact the District's Safety and Security Coordinator at (920) 448-2180.

PRIVACY IN LOCKER ROOMS

(Board Policy 731 – *Revised February 23, 2026*)

I. PURPOSE

Students, school employees and other persons present on school property shall respect and protect the privacy interests of individuals who are using a locker room, restroom or other designated changing area. The Green Bay Area Public School District shall observe measures intended to protect the privacy rights of individuals using District locker rooms, restrooms and designated changing areas.

II. IMPLEMENTATION

A. Recording Prohibited.

1. No cameras, video recorders, wireless communication devices (including cell phones) or other devices may be used in any non-emergency situation at any time to record or transfer images in locker rooms, restrooms or changing rooms. These devices must be secured in lockers and/or stored out of sight.'
2. No wireless communication devices may be used to capture, record or transfer a representation of a nude or partially nude person in the locker room, restroom or designated changing area or to take any other photo or video image of a person in the locker room, restroom or designated changing area.

B. Supervision of District Students in Locker Rooms, Restrooms or Other Designated Changing Areas.

1. When District employees or other District-designated individuals enter a locker room, restroom or other designated changing area in order to exercise their supervisory responsibilities (including any exchange of information with persons using the locker room), they shall exhibit due regard for the privacy of the individuals who may be using such facilities.
2. District employees and District-designated individuals shall recognize that the relevant privacy interests are heightened when an individual has a supervisory need to enter a facility designated for use by persons of the opposite sex.

C. Covert Viewing Prohibited. No person shall view or attempt to view from any concealed location, or in an otherwise secret or hidden manner, an undressed or partial undressed person who is using a locker room, restroom or other changing area.

D. Loitering Prohibited. Loitering in a locker room, restroom or other designated changing area is prohibited.

E. Locker Rooms.

1. Locker rooms are provided for the use of physical education students, athletes and other activity groups and individuals authorized by the building principal or designee or by District policy. This restriction does not apply to non-employees who are responding to an emergency requiring locker room access. Absent such reasons, no individual shall be provided access to the locker room and may be considered trespassing in accordance with local and state law.
2. No one will be permitted to enter into the locker room or remain in the locker room to interview or seek information from an individual in the locker room at any time. Such interviews may take place outside of the locker room consistent with applicable District policies and/or school rules.
3. Nothing in this policy shall be interpreted to prohibit coaches and other athletic-team personnel from being present in a locker room, whether of same sex or of the opposite sex, in circumstances where the presence of such individuals would

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not compromise the privacy interests of student athletes or other persons who may be using the facility, such as during pre/post-game team meetings, halftime meetings, or other similar circumstances.

III. ENFORCEMENT

A. The building principal or their designee shall be responsible for enforcing this policy.

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

C. This policy shall be publicized annually and posted in each locker room in the District.

VISION AND HEARING SCREENINGS

The Brown County Public Health Nurses conduct vision and hearing screenings each year on various school age student groups. If you do not want your child screened for any reason, you must request the "Non-consent for Vision and Hearing Screening Form" from your student's school office, sign, and return to school prior to the scheduled screening date.

ASBESTOS HAZARD EMERGENCY RESPONSE ACT

The Asbestos Hazard Emergency Response Act (AHERA) is a federal regulation that became effective in 1988. This rule required local education agencies to identify asbestos-containing building materials (ACBM) in public and private schools by visually inspecting school buildings for suspect materials, sampling such materials to determine if they are or are not ACBM.

The rule requires local education agencies to submit asbestos management plans to the state. The plan was submitted to the state in 1989 and is strictly adhered to.

For AHERA compliance the schools conduct a six-month inspection performed by the district's safety coordinator and a three-year inspection by Cardinal Environmental Services, an asbestos consulting service. All friable asbestos found during these inspections is immediately removed or repaired in compliance with AHERA regulations.

The Green Bay Area Public School District's present strategy for management of asbestos is to remove or repair all friable asbestos found during inspections, remove all asbestos floor tile damaged and friable, remove all damaged and friable ceiling tile, and remove all plaster, wallboard and insulation on all heating and water piping before building additions, renovation or retrofit.
There remains ACBM in all Green Bay Area Public School District schools that is not a health hazard to students or school personnel. The Asbestos Inspection Reports and Asbestos Management Plans are available for review in each school building office or at the Facilities and Related Services office at the Broadway Central Office, 200 South Broadway, by appointment only, when such appointment is made with the asbestos program manager at least one working day in advance. Copies of the documents are available at $0.10 per page from the Facilities and Related Services office within five days of a written request. The Board of Education has appointed the Manager of Safety and Security as the asbestos program manager.

PARENT/FAMILY INVOLVEMENT AND ENGAGEMENT
(Adopted from Board Policy 812 - *Revised June 23, 2025*)

The Green Bay Area Public School District is committed to fostering authentic, equitable and effective family-school partnerships that support student success. By establishing strong partnerships with parents/families and guardians in the education of their children, the District and parents/families and guardians can work as partners to increase student achievement and promote holistic development, including positive student attitudes towards school, a love of learning and overall well being. To this end, the District will take measures to involve parents, guardians and families in their children's education and related decision making.

For more information regarding parent/family involvement and engagement, see Board of Education Policy 812, at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

VISITORS TO THE SCHOOLS
(Adopted from Board Policy and Rule 860 – *Revised June 23, 2025*)

The District has a responsibility to protect the safety of students, staff and others while they are in school buildings and make sure the educational process is not disrupted. Accordingly, the District has established procedures for any individuals who may want to enter school buildings during the school day. General requirements include all visitors reporting to the school office when arriving and leaving school premises, prominently displaying a visitor's pass while in school or on school premises, and complying with School Board policies and rules at all times while on school premises. Additionally, it is important for visitors to understand that particular classrooms or other instructional areas may be restricted, or certain conditions imposed upon visitors to those areas.

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For more information regarding visitors to the school, see Board of Education Policy 860 and Rule 860, at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

VOLUNTEERS IN THE SCHOOLS
(Adopted from Board Policy 353.1 and Rule 353.1 - *Revised June 24, 2024*)

The School Board encourages and recognizes the value of parents, guardians, family members and other community members who are willing to volunteer their time and service to enhance and make special contributions to student learning, District programs and activities, and District operations. All volunteers providing assistance in any school program or activity must be approved by the building principal or designee and will function under the direction and guidance of a certified professional staff member employed by the District.

The District may conduct background checks on all individuals desiring to volunteer prior to the first time the volunteer works with students. The degree to which the District examines a potential volunteer's background and qualifications shall take into account the nature of the proposed volunteer role.

For more information, see Board Policy and Rule 353.1 at www.go.boarddocs.com/wi/gbapsd/Board.nsf/Public, and by visiting Volunteer Opportunities at https://www.gbaps.org/our-community/volunteer.

STUDENT INTERVIEWS WITH NON-SCHOOL PERSONNEL
(Board Policy 445 - *Revised May 20, 2019*)

I. PURPOSE

A. The safety of District students and staff is of paramount importance. The District recognizes that cooperation with outside agencies is necessary for the protection of students, for maintaining a safe environment in the District schools and buildings, and for safeguarding all school property. At the same time, the District recognizes its responsibility to protect the educational process and to provide for the concerns of parents and guardians regarding the welfare of their children. To that end, school district administrators and staff shall work in close cooperation with local law enforcement, social services and other non-school personnel for the safety and well-being of students and staff.

B. School boards have the authority to adopt policies regarding how non-school personnel interviews of students may be conducted in order to:
   1. Minimize the disruption of the student's normal school day;
   2. Minimize disruption to the normal functioning of the school; and
   3. Minimize the extent to which students may be distracted from their school work and classes. Such priorities must be balanced with the legitimate needs of outside agencies in order to foster safe environments for students and staff subject to legal requirements and restrictions.

II. IMPLEMENTATION

A. Students may be interviewed by non-school personnel during the time that school is in session under conditions outlined in District procedures and as required by law. Such interviews shall be conducted in such a way so as not to interrupt the learning environment.

B. Parent or guardian notification of student interviews with non-school personnel shall be made in accordance with District procedures and as required by law. School personnel shall not notify parents or guardians of a student interview conducted for child abuse or neglect investigation purposes without approval of the non-school personnel conducting the interview.

C. The building principal or designee may be present during a student interview with non-school personnel, unless the student or the student's parent or guardian requests otherwise. Non-school personnel conducting child abuse or neglect investigations may, in the exercise of professional judgment and in accordance with department standards, exclude school personnel from the interview.

D. It is the responsibility of the building principal or designee to ensure fair and consistent implementation of this policy.

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT

Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding the conduction of surveys, collection and use of information for marketing purposes, and parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –
  1. Political affiliations or beliefs of the student or student's parent;
  2. Mental or psychological problems of the student or student's family;

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3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of –
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
  3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
  4. Inspect, upon request and before administration or use –
  5. Protected information surveys of students and surveys created by a third party;
  6. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  7. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Green Bay Area Public School District has adopted policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Green Bay Area Public School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The Green Bay Area Public School District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. The Green Bay Area Public School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

WISCONSIN ADMINISTRATIVE PROCEDURE FOR COMPLAINTS OR APPEALS UNDER THE EVERY STUDENT SUCCEEDS ACT OF 2015 (ESSA)

The Wisconsin Department of Public Instruction (DPI), in accordance with the Every Student Succeeds Act (ESSA), and the applicable federal regulations, has established these complaint procedures. They are created for the use of individuals or organizations who wish to register a complaint that the state education agency (SEA) or local education agency (LEA) has violated laws and/or regulations governing state-administered programs funded under ESSA. The Wisconsin DPI's complaint and appeal process, established under PI 1 Wisconsin Administrative Code, is integrated into this complaint procedure. The following procedures will be adhered to by the department's personnel when receiving and resolving any complaints filed with the state agency alleging that the SEA or LEA is in violation of any federal statute or regulation that applies to a listed, state administered ESSA funded program.

I. Applicability

This complaint and appeal procedure is applicable to the programs identified in the State Consolidated Plan as described § 8304 of the ESSA (20 U.S.C. § 6301) and Private School Equitable Participation as described in § 8501 of the ESSA (20 U.S.C. § 6301).

II. Filing an Appeal or Complaint

In accordance with 34 C.F.R. § 299.12 and Wis. Admin. Code PI § 1.03, the following procedures for filing a complaint or appeal alleging a violation of federal law or regulation by the SEA or LEA in the administration or implementation of the programs listed in

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the ESSA State Consolidated Plan shall be followed.

A. The SEA will respond to all written signed complaints filed with the department; it will respond to all requests to review a problem referred by the United States Department of Education (USDE).

B. The written complaint or appeal must include:
   1. A statement that the state or LEA has violated a requirement of a federal statute or regulation that applies to any applicable program listed above.
   2. The facts on which the statement is based, i.e. sufficient information as to when, where and the nature of activity that is perceived to be in violation of law and/or regulation.
   3. A description of any relief sought.

C. If the complainant or appellant is a minor, the complaint or appeal shall also be signed by his or her guardian, unless the statute or rule under which the complaint or appeal is filed prohibits this requirement. Complaints shall be directed to:

Federal Policy Advisor
Wisconsin Department of Public Instruction
P. O. Box 7841
125 S. Webster Street
Madison, WI 53707-7841

III. Timelines of Appeal and Complaint Procedure

In accordance with 34 C.F.R. § 299.11, the following timelines to resolve an appeal or complaint filed under this procedure are established.

A. The time limit for resolving the complaint in writing, including a provision for carrying out an independent on-site investigation, if necessary, after the SEA receives a complaint shall not exceed 60 state agency work days.

B. An extension of the time limit under paragraph (A) of this section applies only if exceptional circumstances exist with respect to a particular complaint.
   1. Should exceptional circumstances exist with respect to the nature of the particular complaint filed, an extension of time may be necessary, and will be granted or denied as determined by the SEA. Complainant and other involved parties will be advised accordingly.
   2. When the complaint is related to a short term program such as Title I Basic Grants Summer or Title I Summer or Regular term migrant programs, the SEA will employ an emergency status timeline and make every effort to resolve the complaint within a period of ten days from receipt.

IV. Review of SEA's Final Decision

A. Complainants shall be notified and have the right to request the Secretary to review the final decision of the SEA, at the Secretary's discretion.

B. The SEA reserves the right to request the Secretary of Education to review the final decision of the state.

TEACHER QUALIFICATIONS

The Green Bay Area Public Schools hires quality personnel for all its positions. If no fully certified teachers are available for a position, the next most qualified person is hired and enrolled in course work to complete the certification. This sometimes happens in bilingual or special education, for example. The District provides numerous professional learning sessions to help staff review the latest strategies to instruct students. The Elementary and Secondary Education Act (ESEA) requires schools to offer parents the opportunity to request information on the following staff qualifications:

1. Whether the teacher has met Wisconsin licensing criteria to serve the grade assigned.
2. Whether the teacher is teaching under an emergency or provisional status.
3. Whether the teacher is teaching in the field of discipline of the certification of the teacher.
4. The professional qualifications of a paraprofessional providing services to the student.

To obtain this information contact the Human Resources Department at 920-448-3583.

HOMEWORK POLICY
(Adopted from Board Policy 345.3 - *Revised May 19, 2025*)

Homework can be used to help accomplish specific learning objectives, to help students develop their ability to learn and work independently, and to provide opportunities for students to demonstrate responsibility and self-discipline. The purpose and nature of homework assignments will vary substantially across the different grade levels and curriculum areas.

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Homework should include activities that support clearly defined school and classroom objectives and reinforce, enrich, extend or strengthen skills and strategies taught in the classroom. Assignments shall be developmentally, demographically and culturally appropriate; meaningful; based on clearly-communicated expectations; be used as a way to gather short-term formative feedback on student learning progress and not as a summative tool for assessment; realistic and equitable, and at no cost to the student/parent/guardian. Homework is not included in a student's grade.

For more information, see Board Policy 345.3 at www.go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

HUMAN GROWTH AND DEVELOPMENT INSTRUCTION

Wis. Stat. §118.019(3) encourages all school boards to make available to students instruction in topics related to human growth and development. The kindergarten through grade 12 program in the Green Bay Area Public School District offers information and instruction appropriate to each grade level. The program includes instruction in the following areas:

- Self-esteem, responsible decision making, and personal responsibility.
- Interpersonal relationships.
- Discouragement of adolescent sexual activity.
- Family life and skills required of a parent.
- Human sexuality.
- Sex stereotypes and protective behavior.

A student's parent or legal guardian may inspect the complete curriculum and instructional materials upon request from the District Curriculum office at any time, including prior to their use in the classroom.

Parents may choose to opt their children out of instruction in human growth and development. Students who have been exempted from human growth and development instruction under Wis. Stat. § 118.019(3) will still receive instruction in the subjects under Wis. Stat. § 118.01(2)(d)(2c) (knowledge of physiology and hygiene, sanitation, the effects of controlled substances and alcohol upon the human system, symptoms of disease and the proper care of the body), unless exempted, and Wis. Stat. § 118.01(2)(d)(8) (knowledge of effective means by which students may recognize, avoid, prevent and halt physically or psychologically intrusive or abusive situations which may be harmful to students).
Parents/guardians shall make any of the above requests, in writing, to the building principal or designee. All requests will be judged individually based upon state and federal guidelines. The principal or designee shall respond to such requests in a timely manner.

ACADEMIC AND CAREER PLANNING

Education for Employment Plan PI § 26.04(4): School boards are required by PI 26.04(4) of the Wisconsin Administrative Code to annually notify parents of the district's education for employment program. The Green Bay Area Public School District provides opportunities K-12 for students to connect their learning to life. To learn more about the opportunities available through the District's Education for Employment Program please visit the District's Academic and Career Planning webpage at https://www.gbaps.org/families/academics/academic-career-planning and/or contact the District's College, Career and Community Readiness Department at 920-272-7478.

Academic and Career Planning: Wis. Stat. § 115.28(59) requires that every school board provides academic and career planning services to students enrolled in grades 6 to 12. The District's Course Book and Planning Guide provides this service to students, and can be accessed at: flipsnack.com/GBAPS/gbaps-high-school-academis-course-planning-guide-2020-21/full-view.html. Additional information and details on the academic and career planning services provided within the District can be found on the District website at https://www.gbaps.org/families/academics/academic-career-planning. For more information, please contact your child's school, or the District's College, Career and Community Readiness Department at 920-272-7478.

TECHNICAL COLLEGE COURSE PROGRAM ("START COLLEGE NOW")

District students enrolled in grades 11 and 12 may be eligible to participate in the Start College Now Program in accordance with state law and District procedures. The Start College Now program provides eligible students the opportunity to take courses at technical colleges during the technical college's fall and spring semesters. More information can be found on the District website at: https://www.gbaps.org/families/academics/academic-career-planning/college-credit-in-high-school or by calling the District Teaching & Learning Department at (920) 448-2076. Additional information is available in Policy and Rule 343.45 at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

EARLY COLLEGE CREDIT PROGRAM

District students enrolled in high school may be eligible to participate in the Early College Credit Program in accordance with state law and District procedures. The Early College Credit Program provides eligible high school students the opportunity to enroll in a UW System

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institution, or an alternative private, non-profit institution of higher education (IHE) to take one or more courses for which the student may earn high school credit, post-secondary credit, or both. More information can be found on the District website at: https://www.gbaps.org/families/academics/academic-career-planning/college-credit-in-high-school or by calling the District Teaching & Learning Department at (920) 448-2076. Additional information is available in Policy and Rule 343.46 at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

WORK-BASED LEARNING

Work-based learning (WBL) is an opportunity for students to learn a variety of important life skills by expanding the walls of the classroom to the community, matching rigorous academic instruction with hands-on career development experiences. WBL narrows the gap between classroom instruction and real-world practice, giving students a way to test-drive a career while still in high school. If you are interested in learning more about WBL opportunities available please set up an appointment with your child's school counselor or contact the District's College, Career and Community Readiness Department at 920-272-7478. Additional information is available in Policy and Rule 341.21 at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

NATIONAL HONOR SOCIETY

Sophomores, juniors, and seniors who have been students at the high school for at least a semester and who maintain a minimum cumulative grade point average of 3.50 may be invited to join the National Honor Society. Invited students must fill out an Activity Information Form and return it to their advisor by the deadline. Incomplete, incorrectly completed, or late forms will not be considered. To be considered, activities must have taken place by the deadline for turning in the Activity Information Form.

The scholastic requirement is that a student must have a cumulative grade point average of 3.50 or better. The leadership requirement is met by participation in at least two school activities. Sophomores and juniors need six points; seniors need nine points. Your character is verified by three teachers filling out a character rating scale for you. The service requirement is met by volunteer activities in school and in the community. These service hours must be verified by the signature of the adult sponsor of the activity. To be considered, sophomores must have completed 36 hours of service, juniors 40 hours of service, and seniors 48 hours of service.

GRADE PROMOTION, RETENTION AND ACCELERATION
(Adopted from Board Policy 345.4 - *Revised March 17, 2025*)

The District strives for all students to reach their optimal potential for learning, and recognizes that students have diverse capabilities and interests. The District's focus is on educating the whole child, and grade promotion, retention, and acceleration policies and practices should be grounded in a positive view of human nature, learning and human potential; address the unique needs of students; and address student accountability for learning. Decisions about grade promotion, retention, or acceleration for all grades shall be made in the best interests of the student in recognition of the research about promotion and retention. Additional information is available in Policy 345.4 at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

STUDENT RECORDS AND ANNUAL NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

The District shall maintain the confidentiality of all student records. The Family Educational Rights and Privacy Act (FERPA) afford parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the School receives a request for access. Parents or eligible students should submit to the school principal or designee a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. A legally recognized parent shall have access to his or her child's school records, regardless of whether the parent has legal custody of the child; unless the parent has been denied periods of physical placement with the child or as ordered by a court of competent jurisdiction.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. A request for a hearing may be made to the Superintendent of Schools and Learning or his or her designee. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to privacy of Personally Identifiable Information ("PII") in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the Green Bay Area Public School District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit

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personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

FERPA permits the disclosure of Personally Identifiable Information (PII) from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, FERPA requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers or other parties under the direct control of the District to provide services to District students for which the District would otherwise use employees to perform, provided that the conditions listed in FERPA are met. The District may be required to share education or pupil records with these entities in order for the entity to perform the contracted duties. Examples of the types of contractors, consultants, volunteers or other parties may include: web based educational resources, school picture photographers, Model III 4K providers, community providers, student transportation providers, professional development consultants, and organizations or consultants providing services for and to students. For a complete list of the contractors, consultants, volunteers or other parties that the District has designated as "school officials," please access the following link: http://gg.gg/gbaps_local_school_officials.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of FERPA.
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of FERPA, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by Wis. Stat. § 118.125 that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to FERPA.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency, subject to FERPA.
- To an agency caseworker or a representative of the state or local child welfare agency, or a tribunal authority, determined to have the right to such access so long as the agency or authority is legally responsible for the care and protection of the student. Such information shall not be further disclosed by the agency or authority.

Disclosure of Directory Information

The Green Bay Area Public School District designates as directory data a student's name, address, telephone listing, date of birth, major field of study, participation in officially recognized activities and sports, weights and heights of athletic team members, dates of attendance, photographs, degrees and awards received and the name of the school most recently previously attended by the student, unless federal or state law has deemed such information to not be directory data information. For any student who is a participant in the state's address confidentiality program (the Safe at Home program), the student's home address is the Safe at Home address listed on the Safe at Home authorization card. Unless an authorization to withhold directory data has been signed by the parent or eligible student, directory data will be released as mandated by law and may otherwise be released by the District only when it relates to District or school related groups, functions or purposes, or as described herein. Directory data will not be disclosed to any third party requester that is not a District or school

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group, who in the District's judgment makes the request for the purpose of soliciting District students or their parents/guardians. Refusal of such release must be made no later than fourteen (14) calendar days after the opening of school, or of enrolling in school in the case of those entering the Green Bay Area Public School District after the school year has started.

PARENT/ GUARDIAN ANNUAL PUBLIC RECORDS NOTICE UNDER WIS. STAT. 118.07(6)(b)

(Board Exhibit 823(2) - *Approved February 23, 2026*)

State law requires the Green Bay Area Public School District to provide this informational notice to parents and guardians on an annual basis. No response is required. The Green Bay Area Public School District is subject to the Wisconsin Public Records Law (WPRL). By submitting a request to the Superintendent of Schools and Learning that sufficiently describes the records being sought, parents, guardians, and other members of the public may request access to District records under the WPRL. Fees authorized by law may apply. The District individually evaluates and responds to records requests as required by law. Under the WPRL, governmental records are presumed to be open to public inspection and copying, but there are exceptions. A public records request may encompass records regarding school employee discipline. A requester often has a right to inspect or copy such employment-related records. However, the WPRL does apply some special District processing procedures to such records; and, in some situations, such records or portions of such records are not disclosable. See, for example, Wis. Stat. § 19.36(10)(b), §19.356(2)(a)1, and §19.356(9). The WPRL is codified in Subchapter II of Chapter 19 of the Wisconsin Statutes.

RESPONSIBLE, ACCEPTABLE, AND SAFE USE OF TECHNOLOGY RESOURCES

(Adopted from Board Policy and Rule 363.2 - *Revised May 19, 2025*)

District staff communicate with all District students through various means during the duration of each school year about responsible, acceptable and safe use of technology resources. This policy addresses appropriate use of technology resources by all students, staff and select community members who use the District's technology resources. This policy and rule apply to the following: internet, telephones (including cell phones and the voicemail system), computers (whether used on or off campus), fax machines, digital communications (including email), wireless access points, printers, cameras, removable storage devices, and any other device or equipment that the District reasonably deems to fall within the scope of this policy.

Building administrators and their designees shall have the responsibility, within their respective schools, for overseeing the day-to-day implementation of the District's policies, rules and guidelines regarding the acceptable, safe and responsible use of technology resources.

To the extent appropriate to various groups of users, the following shall be noted:

1. The District owns, controls, and oversees all of the schools' technology resources, including the District's technology related equipment, software, applications, networks, network connections, and Internet access.
2. Unless otherwise prohibited by law, at all times and without further notice:
    a. Each user of District technology resources is subject to direct and regular District oversight of, and access to, any and all data, files, communications, or other material that the user creates, stores, sends, deletes, receives or displays on or over the District's Internet connection, network resources, file servers, computers or other equipment.
    b. All aspects of any individual's use of the District's technology-related equipment and resources, including any online activities that make use of District-provided Internet access, (including use on personal devices that access the District's provided Internet) are subject to monitoring and tracking by District officials.
3. Any person who uses the District's technology resources does so solely at their own risk regarding possible damage to or any other potential loss of data, content, software, or equipment. The District makes no promises or warranties to users regarding potential damage or other loss. The District is also not responsible for the accuracy or quality of non District content obtained through the District's technology resources.
4. No person should use the District's technology-related resources unless the person is an authorized user as determined by the District.
5. No authorized user shall use District resources to access and/or transmit inappropriate material via the Internet, email, or other forms of electronic communications.

In addition to the above, the following expectations and responsibilities shall apply to all users of District technology and information resources:

1. Authorized users of District technology are expected to abide by and comply with all existing District policies, rules and regulations as they apply to information and technology resources, as well as the following:
    a. Students Records and Privacy:
        i. The District prohibits the unauthorized collection, disclosure, use and dissemination of personal and personally-identifiable information regarding students and minors, as particularly applicable to technology based resources; however, the District may permit the recording of instruction held virtually for purposes of off-site instruction in accordance with the administrative procedures established by the District;
        ii. District employees are obligated to follow the proper retention of District records, maintaining the confidentiality of student records, and avoiding inappropriate disclosures of District records;

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b. Bullying, harassment, violence, and discrimination;
c. Academic integrity; and
d. Copyright law, licensing agreements and related issues.

2. All users that have access to District technology resources must comply with the following rules for maintaining and securing District property and resources:
   a. Maintain a password for accounts and change passwords periodically as directed by the District. Users are not authorized to share their username or passwords with any other person;
   b. A computer or similar device should be secured whenever it is not in use by invoking the password on the computer and/or logging off the device; and
   c. All District technology should be physically secured according to standards set by building administrators or their designees when not in use.
3. Violations of the policies, rules and procedures that govern the acceptable, safe, and responsible use of the District's technology-related resources should be reported to the building administrator or their appointed designee.
4. If a student, staff or community member uses District technology resources in a manner that violates the policies, rules and procedures that govern the acceptable, safe, and responsible use of the District's technology-related resources, the user is subject to disciplinary measures. Consequences may include, but are not limited to, the following:
   a. The suspension, restriction or revocation of the privilege of use or access;
   b. The imposition of other disciplinary action by the District in accordance with District policies and procedures; and/or
   c. Referral to law enforcement.

The administration shall take steps to ensure that instruction or training activities and reasonable structural and systemic supports are in place to facilitate and enforce individual user's compliance with the District's policies, rules, and procedures that govern the acceptable, safe, and responsible use of the District's technology-related resources. It shall be the responsibility of the Administration in consultation with such designees as they deem appropriate, to:

1. Maintain the District's systems and equipment that provide access to the Internet in a manner that uses technology protection measures designed to block or filter Internet access to visual depictions that are: (a) obscene; (b) pornographic; or (c) as to computers and other devices that may be accessed by students or other minors, otherwise harmful to minors. Recognizing that prevention methods and filtering are not always foolproof, students, staff, as well as parents and guardians, are encouraged to report to building administrators any complaints or concerns regarding student access or exposure to any content, activities or communications that may be harmful, deceptive, or otherwise inappropriate or objectionable. The District will review the issue and report back to the person making the report to the extent they are able to do so.
2. Require all Green Bay Area Public School District staff to monitor students' and other authorized users' activities when using District-provided equipment or District-provided network access or Internet access.
3. Educate authorized users about acceptable and responsible use of technology and safe and appropriate online behavior prior to using District technology.

Additional information is available in Policy and Rule 363.2, at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

GUIDELINES FOR STUDENT USE OF SOCIAL MEDIA
(Adopted from Board Rule 821.5(3) – *Approved May 21, 2018*)

The Green Bay Area Public School District supports the use of social media to facilitate the educational environment and to encourage student and parent communication with the District. While the use of social media can be valuable, students shall adhere to the District policies and procedures when using social media sites.

Additional information is available in Rule 821.5(3), at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

USE OF COPYRIGHTED MATERIALS
(Adopted from Board Policy 771.1 – *Revised February 23, 2026*)

All students shall adhere to all provisions of applicable copyright laws and District policies and procedures. Students who choose to use copyrighted materials are individually responsible for making a good faith determination as to whether the use falls within the Fair Use exemption. As a general rule and absent any legal exception, students should assume that copyright restrictions apply. Students should actively seek guidance and direction from the District's Library Media Specialists or from an administrator in the event of any uncertainty regarding the appropriate and lawful use of copyrighted materials. Where there is reason to believe that the material to be copied or reproduced falls under the copyright laws, prior permission shall be obtained. More information is available in Board of Education Policy 771.1, which can be found at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

INTELLECTUAL PROPERTY
(Adopted from Board Policy 771.2 – *Revised February 23, 2026*)

As a general rule and absent an agreement to the contrary, the District shall be the sole owner of all Intellectual Property created, directly or indirectly, through the use of District funds, resources or facilities, developed within the scope of employment by Employees, agreed to as a result of a written contractual agreement, or assigned in writing to the District. In most cases, Intellectual Property created by a student

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solely for the purpose of satisfying course requirements shall remain the Intellectual Property of the student, unless the student assigns ownership rights in the Intellectual Property to the District in writing or assignment of the ownership rights to the District is made a condition for participation in a course. Students shall adhere to all provisions of applicable local, state, federal and international laws and District policies and procedures with respect to the creation, use or retention of Intellectual Property. More information is available in Board of Education Policy 771.2, which can be found at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

STUDENT SERVICES

School counselors, psychologists, and social workers are interested in and understand the needs and problems of young people. They work with students individually, in small groups, and in the classroom to help them reach their full potential. All students need assistance as they move through the various stages of growth and development. Student services staff are trained to share knowledge and skills with young people to help them meet their personal, social, educational, and career needs. Students and parents are encouraged to use these services.

SCHOOL/DISTRICT PERFORMANCE REPORT

Parents/guardians have the right to request a School and/or District Performance Report. Reports will be provided to parents/guardians annually upon request. The District Performance Report can also be found on the District web site at https://www.gbaps.org/aboutgbaps > District Report Card, and individual School Report Cards can be found on school websites in the About Us section.

GRADUATION REQUIREMENTS
(Adopted from Board Policy 345.6 – *Revised July 22, 2024*)

The School Board awards diplomas to recognize those students who have met certain academic requirements of the District. In order to graduate from high school and to receive a diploma, a student in the District must meet the requirements set out in this policy. The policy requirements are grounded in the District's curriculum, instruction and assessment philosophy and state law requirements applicable to granting a diploma.

No student may be granted a high school diploma unless the student has satisfied the required criteria, including at least 22 total course credits, and required credits in English, Social Studies, Mathematics, Science, Physical Education, Personal & Financial Literacy, Health and Electives. A student who has not met the required criteria may be eligible for a diploma if the student is enrolled in an alternative education program approved by the Board and has demonstrated proficiency equivalent to the proficiency he/she would have attained if he/she had completed those requirements. Credits earned from other schools or educational programs shall be evaluated in accordance with established District procedures. Accommodations may be made for students with exceptional educational interests, needs or requirements, not limited to students with disabilities, in accordance with state law and established procedures.

For more information on graduation requirements, see Policy 345.6, at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

GRADUATION PARTICIPATION
(Adopted from Policy 345.62 and Rule 345.62 – *Revised July 22, 2024)*

Participation in the graduation ceremonies of the Green Bay Area Public Schools is deemed by the Board of Education as a privilege that is earned rather than a right. In order to receive this honor, a student must have fulfilled all requirements for graduation as specified by policy. Exceptions may be granted by the building principals if:

- The student was enrolled, during the final term, in courses that would have fulfilled all requirements for graduation but did not pass all of these courses. The student then must provide acceptable evidence of enrollment in summer school courses which would provide for the completion of graduation requirements prior to the start of the following school year. The enrollment in summer courses may include courses outside the Green Bay Area Public Schools subject to the approval of the building principal.
- Extenuating circumstances (exclusive of lack of effort) existed that prevented the student from successfully completing coursework necessary for graduation. Extenuating circumstances may include:
    - Extended illness;
    - Serious accident; or
    - Death in immediate family.

No student will receive a failing or incomplete grade unless they and their parents have received prior notice from the classroom teacher of this possibility. An incomplete will be issued for seniors during the last term of attendance only if there was an extended excused absence or extenuating circumstances exist which prevented the student from completing the necessary coursework.

A student who has not met the necessary requirements but is allowed to participate in the graduation ceremony will receive a diploma cover without any insert, i.e., diploma or proficiency certificate.

A student who has been suspended for the period of time in which the graduation ceremony is held will not be allowed to participate in the

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ceremony, or the student has a detention pending. All detentions must be served prior to the graduation ceremony.

The District shall not deny a diploma nor shall it withhold items purchased by the student or his or her parent/guardian (i.e., cap and gown) based on fees and/or fines owed to the District. The District may request students and/or his or her parent/guardian to enter into a financial payment plan for the payment of fees and/or fines owed to the District.

Students who choose to participate in the graduation ceremony shall be required to conduct themselves in a manner consistent with the District's established code of conduct. Students may be removed from the ceremony if they are found in violation of any provision of this policy or engage in any behavior that is disrupting to the event or that causes unnecessary distraction to other students, parents or attendees of the ceremony.

For more information, see Policy and Rule 345.62, at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

ASSESSMENT

The federal Every Student Succeeds Act (ESSA) requires all states to test all students in English language arts and mathematics in grades 3-8 and once in high school, and to test all students in science at least once in grades 3-5, once in grades 6-9, and once in grades 10-12. Wisconsin law also requires districts to test students in social studies. These tests create the Wisconsin Student Assessment System (WSAS). Students with disabilities and English Language Learners must participate in the required assessments, with appropriate modifications where necessary, or in alternative assessments as deemed necessary or appropriate, consistent with legal requirements.

Parents and guardians of students attending school in the District may request information regarding student participation in any of the State or District-required assessments, including any parental rights they may have to opt their child out of taking a required assessment, from the building principal. The principal shall provide the requested information in a timely manner.

For more information, see Policy 333 at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public. Additionally, information about required assessments can be found at: https://www.gbaps.org/aboutgbaps/legal-notifications > State Assessments Notification.

EMERGENCY SCHOOL CLOSINGS
(Board Policy 723.3 – *Approved November 19, 2018*)

I. PURPOSE

The safety, health, and physical well-being of its students and employees is a priority of the District. In certain circumstances, a decision to close school due to a health or safety concern for a full or partial day may apply only to one or more individual schools.

II. SCHOOL CLOSURE PROCEDURE

A. School Closure Authority:

1. The Superintendent of Schools and Learning, or an administrative-level designee in the temporary absence or unavailability of the Superintendent of Schools and Learning, shall make decisions regarding school closings, delayed starts, early releases, and any program or activity cancellations due to inclement weather or due to other health or safety concerns. Examples of other health or safety concerns include a communicable disease outbreak, a credible threat to safety, or a utility failure.
2. A building principal or a designee who is in charge of the supervision and operation of a building in the District has the authority to make a decision regarding the particular school closure if it is impractical to consult with the Superintendent of Schools and Learning on a timely basis and the failure to close the school without such consultation would negatively affect the health or safety of students and/or employees.

B. Closure by a Health Officer: If any District school is closed by an order of a local health officer or by an order of the Wisconsin Department of Health Services, the administration shall implement the order.

C. Notification: When any District school is closed under this policy for a reason other than inclement weather, the administration shall ensure that the Department of Public Instruction is promptly notified of the closing and reopening of the school(s) and of the reason(s) for the closure(s).

III. MAKE-UP DAYS/HOURS FOR STUDENTS

When any District school has been closed for a full or partial day under this policy and scheduled instructional time has been lost, additional school days or extended hours for students will not be added to the school calendar/schedule unless at least one of the following applies:

A. Additional instructional time is required to meet a state or federal requirement;

B. A specific procedure or standard for making up days or hours was incorporated into the school calendar/schedule that was adopted for the school year in question; or

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C. Such an adjustment is otherwise directed or approved by the Superintendent of Schools and Learning.

IV. BEFORE AND AFTER SCHOOL ACTIVITIES AND PROGRAMS

When any District school is closed for a full or partial day due to inclement weather, the following shall apply. The standards apply to all District-sponsored activities and programs involving students, all community education and community recreation activities or programs that are scheduled to take place at a District facility, and to all previously approved third-party use of District facilities.

A. For a delayed start, all before-school activities and programs at the affected schools shall be canceled for the day. After school and evening activities and programs will be held as scheduled unless specifically canceled by a separate announcement.

B. For an early release, all after-school and evening activities and programs that were scheduled to take place at the affected school(s) shall normally be canceled for the day, except that the administration shall clearly specify any exceptions in the announcement(s) of the early release (e.g., for an after-school child care program).

C. When District schools have been closed for the full day due to inclement weather, all before-school activities and programs shall be canceled for the day. After-school and evening activities and programs shall also normally be canceled for the day, except that any exceptions shall be approved by the Superintendent of Schools and Learning or his/her designee and expressly identified in a notice or announcement as early in the day as practicable. An exception to hold an after-school or evening event on such a day should only be made if weather conditions have substantially improved, the administration determines that there is a strong justification for holding the event, and affected persons can reasonably be notified of the decision to hold the event.

D. When a school building or other District facility is closed for a reason other than inclement weather, the holding of previously-scheduled activities and programs shall be addressed by the administration on a case-by-case basis. In addition, regardless of whether school was held for students on a particular day, the administration may decide to cancel any District-sponsored activity or program, or any event that is scheduled to take place at a District-controlled facility, in order to address a concern with health or safety or with the condition of specific property.

STUDENT ATTENDANCE AND TRUANCY PROCEDURES

(Board Rule 431 – *Revised June 23, 2025*)

A. Responsibilities for Student Attendance

1. *Parent/Guardian Responsibility*
   a. Legally responsible to ensure their child attends school.
   b. Contact their child's school informing them of any absence as soon as practical. Upon their return to school, students are required to present a written explanation of their absence from their parent/guardian if no prior written contact has been made.
   c. To encourage and support regular school attendance.
2. *Student Responsibility*
   a. Students are required to attend all of their scheduled classes and study halls.
   b. Students that are approved to leave are required to sign in and out.
   c. Students are expected to meet with their teachers and develop a plan to complete make- up work.
   d. Students are ultimately responsible for completing missed school/homework.
3. *Teacher Responsibility*
   a. Teachers are required to emphasize the importance and necessity of good attendance.
   b. Teachers are required by law to take daily attendance.
   c. Teachers may participate in student meetings regarding attendance.
4. *District Attendance Officer Responsibilities*
   a. The Director of Pupil Services or designee will serve as the primary attendance officer for the District.
   b. This administrator will work to carry out policies and procedures.
5. *School Attendance Officer Responsibilities*
   a. The building principal or designee will serve as the primary attendance officer for the school.
   b. School attendance officers have responsibility for all matters relating to school attendance and truancy and have all of the powers and duties specified in state law. Specifically, each school attendance officer or their designee will:
      i. Utilize the student management system to send an automatic call home to the contacts listed in the student database when a student is not excused by a parent.
      ii. Notify the parent or guardian of a student who is a habitual truant by registered, certified or 1st Class mail when the student initially becomes a habitual truant. The notice shall include the following:
         1. A statement of the parent's or guardian's responsibility under state law to cause the student to attend school regularly.
         2. A statement that the parent or guardian or student may request program or curriculum modifications for the student and that the student may be eligible for enrollment in a program for children at risk.

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3. A request that the parent or guardian meet with appropriate school personnel to discuss the student's truancy. The notice must include the name of the school personnel with whom the parent or guardian should meet; a date, time and place for the meeting; and the name, address and telephone number of a person to contact to arrange a different date, time or place.
4. A statement of the penalties that may be imposed under state law on the parent or guardian if they fail to cause the student to attend school regularly.

c. Review and act on requests for and notifications of pre-arranged, parent-excused absences.
d. In the event of a challenge to or possible error in a student's attendance records, evaluate the totality of circumstances and whether a student's official attendance records should ultimately reflect that the student was attending, tardy, or absent with or without an acceptable excuse. The reason for any discretionary changes to a student's existing official attendance record will be sufficiently documented.
e. When a student accumulates a total of ten (10) days of absences (excused or unexcused), a second attendance letter will be sent emphasizing the importance of consistent attendance and promoting a home/school partnership to address concerns potentially resulting in absences. Pursuant to Wisconsin State Statute 118.159(3)(c), a parent/guardian can excuse their child from school for up to 10 days per school year.
f. When a student accumulates a total of twenty (20) days of absences (excused or unexcused), a third attendance letter will be sent.

B. Tardiness as it Relates to Absences and Truancy

1. *General Response to Tardiness*.
   a. The District recognizes that a student, without an acceptable excuse, may arrive late for school or for a particular class or activity on an occasional and sporadic basis, and that such tardiness should not immediately and in all cases result in a finding of truancy.
   b. At the same time, repeated tardiness is inconsistent with the purpose of the compulsory attendance law and can be disruptive to a student's learning and/or to school/classroom operations.
   c. Accordingly, the school attendance officer or a designee will attempt to meet with the student and/or the student's parent or guardian to evaluate the reasons for the tardiness, to consider any available strategies the guardian/student can use to avoid future tardiness, and to establish progressive consequences.
   d. A student who arrives at school late because the student's school-provided transportation arrived late shall not be considered tardy and the student's non-attendance in the relevant class/activity shall be deemed excused in all respects.
2. *Elementary School Tardiness.*
   a. In grades Pre-K through 5, a student will be marked tardy (rather than absent) if they are not present at school and in their assigned classroom at the established start of the instructional day, but the student arrives up to 1.5 hours after the start of the period, either am or pm.
   b. Tardy students who initially arrive at school after the normal arrival time for students shall check in at the designated school attendance office before proceeding to their classroom or other assigned location.
   c. Elementary students will also be considered as "left early" if leaving up to 1.5 hours before the end of the a.m. or p.m. periods.
3. *Secondary School Tardiness*.
   a. In grades 6 through 12, a student will be marked tardy (rather than absent) if they are not at school or not otherwise present in their regularly assigned class/activity (or another school-approved location) at the start of each instructional period where attendance is taken, but the student arrives within 1 minute of the beginning of the period.
   b. Tardy students who initially arrive at school after the main doors have been secured to the start of the day shall check in at the designated school attendance office before proceeding to their classroom or other assigned location.
   c. Students will be considered as "left early" if they leave as early as 1 minute after the beginning of the period. "Left Early" attendance code will convert to an automatic tardy for reporting purposes.
4. *Unexcused Tardiness.* Tardiness that was not caused by any of the reasons that qualify as an excused absence is considered unexcused, and any opportunities for make-up work shall be provided according to make-up work procedures that apply to unexcused absences.

C. Return of a Truant Student to School

1. When a student returns to school after truancy, school personnel shall welcome the student back to school.
2. All truants, whether occasional or habitual, need attention. The degree of attention may vary, however, depending upon the age of the student and the pattern of the truancy. Interventions for students returning to school may include:
   a. Assessment of factors contributing to truancy;
   b. Discussion of alternative educational options and limitations; and/or
   c. Community referral considerations

3. The school shall develop a truancy plan that may include:
   a. Counseling guided re-entry to classes/programs
   b. Structured work experience programs
   c. Discussion with student, parents and school officials regarding their commitment and responsibility to assist in return to regular programming.
   d. Follow-up on obligations of students and parents/guardians regarding attendance (commitment to joint cooperation)
   e. Learning Support Team referral

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f. Counseling; and/or
g. Consideration of potential eligibility for special education or 504 evaluation

4. Referrals to the appropriate authorities for legal proceedings may be made for students who are habitually truant, and for parents/guardians for failing to cause a student to attend school regularly. Prior to the commencement of any such legal proceedings, the School Attendance Officer must provide evidence that appropriate school personnel have, within the school year during which the truancy occurred, done all of the following:
    a. Met with the student's parent/guardian to discuss the student's truancy or attempted to meet with the student's parent/guardian and received no response or were refused.
    b. Provided to the student an opportunity for educational counseling to determine whether a change in the student's curriculum would resolve the student's truancy, and have considered curriculum modifications possible within the current program.
    c. Facilitated a Learning Support Team (LST) meeting to determine whether learning/emotional problems may be a cause of the student's truancy and if so, have taken steps to overcome the learning/emotional problems. The student's need not be evaluated if tests administered to the student within the previous year indicate that the student is performing at their grade level.
    d. Consider an evaluation to determine whether social problems may be a cause of the student's truancy and, if so, take appropriate action or make appropriate referrals to community agencies.
5. The activities in paragraph 4.a.through d. above need not be carried out if the School Attendance Officer provides evidence that appropriate school personnel were unable to carry out the activity due to the student's absences from school.
6. *Truancy Intervention Documentation*.
    a. School personnel shall properly document all of the above-identified activities that occur prior to or regarding any truancy-related legal proceedings that are brought against a student and/or a parent or guardian.
    b. School personnel are expected to maintain documentation related to all notices (including those provided in person or via phone), meetings, evaluations, and referrals, as well as documentation related to any attempts to carry out the-above identified activities that could not be completed due to a refusal, a lack of any response, the student's ongoing absences, etc.

ABSENCE PROCEDURE

Parents/guardians are asked to telephone or e-mail their child's school informing them of any absence as soon as possible. Failure to contact the school will result in an automated call being placed to the home/work site of the parent/guardian. The day they return, students are required to present a written explanation of their absence from their parent/guardian if no prior contact has been made by the parent/guardian.

PRE-EXCUSED ABSENCE FORM

A blank form may be obtained from the building principal or designee to be filled out by the parent before a student is excused for a family vacation. It is important to note this form is to be completed before the student is absent. The form is also available on the District's website, https://www.gbaps.org/aboutgbaps/forms.

ALTERNATIVE EDUCATION PROGRAMS AND CURRICULUM MODIFICATIONS

The District shall strive to meet the educational needs of all students enrolled in the District and help students develop to their maximum potential. The School Board recognizes that alternative education programs or curriculum modifications may be called for and required by law to meet the individual needs of students. Therefore, the Board shall provide alternative programs or curriculum modifications within the financial capabilities of the District.

Students and parents/guardians shall be notified of available alternative programs or curriculum modifications at the beginning of each school year in accordance with state law requirements, District policies and procedures.

The decision-making process regarding curriculum modifications is contained in Rule 342.6, which can be found at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

FULL-TIME PUBLIC SCHOOL OPEN ENROLLMENT
(Adopted from Board Policy 424 – *Revised May 20, 2024*)

The District shall participate in the state's full-time open enrollment program in accordance with applicable laws and relevant District policies and rules. This policy shall be administered in accordance with the state public school open enrollment laws and implementing rules.

Nonresident students residing within the State of Wisconsin and who qualify may apply for open enrollment in the Green Bay Area Public School District in accordance with state law. The District shall consider the following criteria when deciding whether or not to accept (or, in some cases, revoke acceptance of) a nonresident student's application for full time open enrollment: Space availability, discipline-related

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criteria, truancy-related criteria, students with disabilities, students referred for a special education evaluation, "best interests" determinations under the alternative open enrollment criteria and procedures; and other reasons allowed by policy and/or law.

Once a nonresident student is accepted for full-time open enrollment in the District, no reapplication is required.

Transportation: Student transportation and the costs thereof shall be the responsibility of the nonresident student's parent(s) or guardian, subject to any transportation that may be mandatory under applicable law and the following exceptions: Low income parents and guardians may apply to the DPI for reimbursement of costs of transportation in accordance with DPI's procedures. The District shall provide transportation for nonresident students with disabilities attending school full-time in the District if it is required in the student's IEP or otherwise required by law. In addition, upon request, the District may provide transportation to a nonresident open enrollment student for a fee if there is room available on an established District bus and route and the student is picked up or dropped off at a bus stop on the established route or under a contract for transportation with the parent/guardian of the nonresident open enrollment student.

Nonresident students attending school in the District under this policy shall have all the rights and privileges of resident students and are subject to the same rules and regulations as resident students. Participants in interscholastic athletics shall comply with pertinent regulations of the Wisconsin Interscholastic Athletic Association (WIAA) and any relevant league standards regarding eligibility of transfer students for participation in interscholastic athletics.

Resident Students Attending School Outside the District: Resident students may apply for full-time enrollment in another public school district in accordance with state law. If the student has applied for open enrollment under the alternative open enrollment application criteria and procedures authorized by law, the District may deny the student's open enrollment if the District determines that none of the criteria relied on by the student to submit the application apply to the student. Prior to denying an alternative application on the basis that the parent or guardian did not provide enough information to allow the District to assess whether the student has been the victim of repeated bullying or whether open enrollment would be in the best interests of the student, the District shall offer the parent or guardian an opportunity to provide additional information.

Student transportation to and from the nonresident school district shall be the responsibility of the resident student's parent(s)/guardian. The District shall not allow other districts to come into the boundaries of the Green Bay Area Public School District to transport District resident students to a nonresident district except as required by law.

Habitual Truancy: Once your student begins attending school in the District, their ability to maintain their open enrollment status is dependent on their attendance throughout the school year. 2009 WI Act 304 provides that a nonresident School Board may notify the parent of a habitually truant student that the student may not attend the nonresident school district in the following semester or school year. A Habitual Truant is defined as a pupil who is absent from school without an acceptable excuse for part or all of five or more school days, including tardiness, on which school is held during a school semester.

Appeals of Open Enrollment Decisions: The student's parent(s) or guardian may appeal a District decision regarding full-time open enrollment to the DPI by following the deadlines and other procedures established by the DPI, except as otherwise specifically provided under state law or under DPI rules.

Open Enrollment Procedures can be found selecting Board Rule 424 at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

PART-TIME PUBLIC SCHOOL OPEN ENROLLMENT
(Adopted from Board Policy 425 – *Revised May 20, 2024*)

Under the part-time open enrollment program, a student enrolled in a public school in the high school grades may be permitted to attend a public school in a nonresident school district to take up to two courses at any one time.

The District shall apply the same criteria for accepting and denying course applications for nonresident students as resident students (e.g., course prerequisites, academic requirements, conduct-related requirements, grade level standing and space availability). Preference shall, however, be given for acceptance of a course application to any otherwise eligible student whose primary school enrollment and attendance is within the public schools of the District and to residents of the District who are otherwise entitled to apply to take the course under state law or under any Board policy.

Transportation: Student transportation to and from any course(s) shall be the responsibility of the nonresident student's parent/guardian, unless state or federal law otherwise requires the student's resident school district or the school district that is offering the course to provide transportation, or unless the District agrees, in its sole discretion, to contract with the parent/guardian to provide transportation.

Nonresident students attending individual courses in the District shall have all the rights, privileges and responsibilities of resident students and are subject to the same rules and regulations as resident students with the exception of co-curricular activities.

Resident Students Attending School Outside the District: Resident students may apply for enrollment in individual courses at other public

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school districts in accordance with state law. A student may enroll in no more than two courses at any time in another public school district. A full-time open enrolled student can apply to take up to two courses in the resident district and a third district. The nonresident district (the district the student is attending full-time) shall be considered the district of attendance for part-time open enrollment. The District may deny a resident student's otherwise timely and complete application to attend a course in another public school district if: (1) the cost of the course would impose an undue financial burden on the District; or (2) The course conflicts with the student's individualized education program (IEP).

The parent/guardian of a resident student attending school in another district under part-time open enrollment shall be responsible for providing transportation to and from any course(s), unless state or federal law otherwise requires the student's resident school district or the school district that is offering the course to provide transportation.

ASSIGNMENT OF STUDENTS TO SCHOOLS (INTRADISTRICT TRANSFERS)
(Adopted from Board Policy 433 – *Revised January 10, 2022*)

In order to maintain accessible, equal opportunities in the District, the School Board has established school attendance area boundaries to provide general guidelines for where children will attend school. Students may attend a District school outside their school attendance area in accordance with this policy, legal requirements and established District procedures.

Parent-Initiated Intradistrict Transfers

The District shall offer an intradistrict choice option to parents/guardians, which allows them to choose a school outside the attendance area best suited to their child's needs and interests. This option may be available to a nonattendance area student if: (1) there is space available as determined by the District's space availability criterion, and (2) the student has met the academic, attendance, behavioral prerequisites for participation in the particular program or school in which the student wishes to enroll. A full day program option is available to students. In addition, at the secondary level, a partial day program option may be available. School, grade level and course capacity shall be reviewed each school year to determine opportunities for intradistrict choice students. The District shall inform parents/guardians that this choice option is available annually. Applications shall be made and approved in accordance with established procedures.

The District shall determine space availability for grade levels and individual schools, beyond which no incoming transfer student shall be added. Parents/guardians shall be required to notify the building principal, if at any time, they desire to return their child to the attendance area school.

The parent/guardian of a student shall be responsible for providing student transportation, unless transportation for a student with a disability is required by the student's Individualized Education Program (IEP) or transportation is otherwise required by law. The District may also provide transportation to non-attendance area students if there is room available on a bus on a regular route, including but not limited to a specific location within the District's boundaries, the student is picked up or dropped off at a regular bus stop within the District, and the transportation has been approved by the Superintendent of Schools and Learning or designee. In accordance with District standards and procedures established by the Superintendent of Schools and Learning or designee, the District may provide transportation to and from a location within the boundaries of the nonattendance area student's attendance area. If offered to a nonattendance area student, and at the discretion of the District, such transportation shall be by school bus or by another method expressly authorized by state law. The District shall not be required to transport students from a nonattendance area except as provided by law.

District Placement

The District reserves the right to assign students to nonattendance area schools.

1. Voluntary Transfer-In the event that an overload situation occurs at a particular school, the District will attempt, through a voluntary process, to relieve the overcrowding. Parents/guardians of affected students will be encouraged to attend a school outside of their specified school attendance area in order to assure the quality and equity of educational opportunity, to balance class sizes, to provide adequate use of staff and facilities, to relieve overcrowding, to facilitate transportation, to improve cost efficiency, and/or to respond to unique needs of students/families.
2. Administrative Transfer-Separate and apart from applications for internal transfers that are initiated by a parent/guardian (or adult student), the District reserves the right to enact administrative transfers of students between schools and/or programs at the initiative of an administrator, without strict adherence to the same criteria and limitations that are applied to non administrative transfers.

The District shall provide transportation in connection with district placements to the extent required by law, and may provide transportation for a student in exceptional circumstances where the failure to provide transportation would be inequitable or otherwise defeat the rationale for granting the district placement.

Intradistrict Transfer Procedures can be found selecting Board Rule 433 at: https://go.boarddocs.com/wi/gbapsd/Board.nsf/Public.

SCHOOL MEAL ACCOUNT CHARGES AND COLLECTIONS
(Board Policy 763 – *Revised October 23, 2023*)

I. PURPOSE

The Green Bay Area Public School District endeavors to maintain the fiscal integrity of the District's food service program and to

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encourage appropriate household responsibility for the payment of costs that a student incurs in the use of the program. In addition, the District also strives to pursue the critically important goals of providing students with adequate nutrition, minimizing the extent to which any student is stigmatized because the student has insufficient funds to pay for a meal, and minimizing the student's access to school meals because the student's household owes a debt within the food service program.

II. IMPLEMENTATION

A. In accordance with requirements established by federal and state oversight agencies, the Board of Education shall adopt, and approve any proposed revisions to, a written rule on the subject of meal charges and the collection of funds within the District's food service program. The Superintendent of Schools and Learning and/or his or her designee shall have primary administrative responsibility for overseeing the consistent implementation of the rule that accompanies this policy, including all of the following:
   1. Ensuring that the rule is clearly communicated to school families and to District employees who have responsibility for the application and enforcement of the rule.
   2. Monitoring the nutritional, fiscal and operational impacts of the District's approach to meal charges and collections, and, at their own initiative or upon the request of the Board, providing the Board with reports and recommendations for changes and improvements.
   3. Coordinating the implementation and enforcement of the rule with the administration and staff.

B. In addition to the rule accompanying this policy addressing student meal charges and account collections, it is the policy of the District that non-student adults who are permitted to purchase meals or other items through the food service program are not authorized to charge items that would result in a negative balance.

III. RECLASSIFICATION OF DELINQUENT DEBT AS BAD DEBT WITHIN THE NONPROFIT SCHOOL FOOD SERVICE ACCOUNT (NSFSA)

In consultation with the District's financial auditors as needed, the Chief Financial Officer shall develop procedures and criteria for the reclassification of long-term delinquent debt within student food service accounts as uncollectible bad debt. Such procedures and criteria shall be consistent with the following general parameters:

A. Unless an active payment plan is in place or other attempts at collection are actively being pursued, delinquent debt in a student food service account that has not been repaid within 12 months shall normally be reclassified as bad debt for purposes of the District's NSFSA.

B. The reclassification of a delinquent debt to a bad debt as an accounting of allowed costs within the District's NSFSA does <u>not</u> prevent the District from:
   1. Continuing to track the unpaid debt;
   2. Accepting payment for the debt;
   3. Refusing to extend further credit or offer other payment plans to the debtor household; or
   4. Applying other District policies and rules related to unpaid charges and fees.

IV. USE OF ALTERNATE FUNDS TO PAY DEBTS IN STUDENT FOOD SERVICE ACCOUNTS

In the event the District receives and accepts funds donated for the specific purpose of covering unpaid balances, either in full or in part, in students' food services accounts, the District will consider the debt repaid and discharged to the extent covered by the application of the donated funds. The District will apply funds donated for the specific purpose of covering unpaid school meal account balances as follows:

A. If the funds were donated with specific terms or contingencies, the District will apply the funds consistent with such terms and/or contingencies.

B. If the funds were donated without any specific terms or contingencies, the District will apply the total amount of said donated funds consistent with and upon approval of the District's Board of Education.

V. NOTICE

A. Notice of this policy will be incorporated into the student handbooks and be provided to all District staff who have the responsibility of enforcing this policy.

B. This institution is an equal opportunity provider.

PROCEDURES FOR SCHOOL MEAL ACCOUNT CHARGES AND COLLECTIONS
(Board Rule 763 – Revised *September 15, 2023*)

I. ACCESS TO SCHOOL MEALS AND OTHER FOOD SERVICE ITEMS

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It is an expectation of the District that parents and guardians plan for their child(ren) to have sufficient access to food at school on each school day and actively monitor and manage their child(ren)'s school food service account. In order to help parents and guardians meet these responsibilities and to ensure that school families are reasonably informed about the food service options that are available to students, the District has established the following guidelines regarding food service charges and student access to food at school:

A. A student will always be permitted to select and receive one of the standard school meal options if either of the following apply:
   1. The District has determined that the student is currently eligible to receive free meals at school; or
   2. The student has sufficient prepaid funds in his/her food service account or enough money in hand to pay for the meal on the day the meal is purchased.

B. When a student purchases a school meal or any other food service items, the general rule is that payment is due no later than at the time of service. However, the District's food service account system normally allows a student to charge up to $15.00 in his/her account as a negative balance before the District will take steps to restrict the student's food choices. The primary purpose of allowing a limited and temporary negative balance is to prevent an unexpected interruption in meal service on a day that a student inadvertently has insufficient funds available. The allowance for limited, temporary negative balances may be subject to the following conditions:
   1. A parent or guardian may arrange to restrict their child's ability to charge a negative balance.
   2. A student may not be permitted to charge a la carte items if the student's account has a negative balance.

C. Students who are not eligible for free school meals, who do not have money to pay for their food, who have reached their limit on unrestricted charges, and who do not bring food from home will be permitted to charge to their account only a federally-qualifying meal that is on the menu by the District and that is being offered at the particular meal service.

II. NEGATIVE ACCOUNT BALANCES AND COLLECTION PROCEDURES

A. A negative balance in a student food service account is a debt that is owed by the student's parent or guardian (or, if applicable, by an adult student). The District does not charge interest or impose a monetary penalty for past-due amounts owed in a student's food service account.

B. Once a student's account has a negative balance, the District will make an initial and follow-up attempt to collect the debt by providing the student's parent or guardian with notice (e.g., by mail, email, telephone or similar methods) of the amount owed. Payment is due immediately upon notice. If these attempts are not successful, a school official will attempt to make a person-to-person telephone contact or schedule an in-person meeting with a parent or guardian. The District and the parent or guardian may discuss payment plan options.

C. If a negative balance still has not been paid after the collection efforts described in the previous paragraph, parents and guardians should be aware of the following:
   1. At its discretion, the District may continue to pursue collection efforts.
   2. Debt in a student food service account is not automatically discharged, forgiven or reduced at the end of the school year or due to a change in a student's enrollment status (e.g., graduates, transfers, drops-out, etc.).
   3. Graduating students shall receive an invoice that states money that is owed to the food service program. Debt needs to be paid prior to commencement ceremonies or students may risk participation in graduation events.

III. PAYMENTS AND ACCOUNT MANAGEMENT

A. Online Account Management. The District offers an online system that a parent or guardian can use to monitor and manage each child's school food service account, including making payments. A small convenience fee may be charged for each transaction. Additional information about the online account system can be obtained at https://foodservice.gbaps.org/ or by contacting the Food Service Department at (920) 391-2565

B. Prepayment. The District strongly encourages school families to establish and regularly fund a prepaid school food service account for each student in the household.

C. Making Payments.
   1. In addition to using the online account system to make payments, a person who needs or wishes to make a payment for a student's meals or food service account may:
      a) Present a payment in person using cash, check or money order during normal school hours at the building where the child attends school;
      b) Bring cash to the main office of the student's school in order to pay for a student's meal or other foodservice items on the actual day of service; or
      c) Provide a student with cash to pay for items on the day of service.
   2. The District charges a fee for each check that is returned or denied payment by a financial institution. After a check is returned or denied payment, the District may refuse to accept payment by personal check in the future.

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D. Payment While an Application for Free or Reduced-Price Meals is Processed.
   1. An application for free and reduced-price meals can be submitted at any time during the school year. However, unless a specific exception applies (such as the temporary carryover of prior eligibility), parents and guardians who submit an application remain responsible for payment of all school meals that their child receives until approval is granted.
   2. Approval of an application for free and reduced-price meals does not eliminate or reduce any charges that were accumulated prior to the date the application was submitted.

IV. ADDITIONAL INFORMATION AND ASSISTANCE

A. For assistance with all issues and questions related to the District's food service program, including eligibility and applications for free or reduced-price meals, student food service accounts, the District's online account management system or the specific issues addressed in these procedures, school families can refer to the Food Service Department website: https://foodservice.gbaps.org/ or contact the District's Food Service Department office at (920) 391-2565.

B. This institution is an equal opportunity provider.

FREE AND REDUCED-PRICE BENEFITS IN SCHOOL FOOD SERVICE PROGRAMS
(Board Policy 761 - *Revised October 24, 2023*)

I. PURPOSE

The Green Bay Area Public School District participates in federal nutrition programs including, but not limited to, the National School Lunch Program, the federal School Breakfast Program, and the federal Special Milk Program. In these programs, the District follows state and federal requirements regarding a child's or household's eligibility for free or reduced-price meals, including the applicable income eligibility guidelines and all applicable nondiscrimination requirements.

II. IMPLEMENTATION

A. The Director of Food Services has primary administrative responsibility for ensuring that appropriate verification occurs on a timely basis.

B. The Director of Food Services or his or her designee, as needed, shall designate the staff positions that are authorized to make eligibility determinations and to serve as confirming and verifying officials on behalf of the District. The individuals who hold the designated positions, whether employees of the District or contracted service providers, shall have such authority.

C. The Superintendent of Schools and Learning or his or her designee shall designate one or more individuals who are authorized to serve as a fair hearing official to address appeals of eligibility for, or the discontinuation of, free or reduced-price benefits or free milk.

III. ESTABLISHMENT AND NOTIFICATION OF ELIGIBILITY

A. The primary means of establishing eligibility for free or reduced-price meals are:
   1. Through the annual submission of an application for the free or reduced-price benefits or free milk; or
   2. Through direct certification, which is based on a match to state-provided data that confirms an individual child's status as a child in foster care or that confirms a household's participation in a qualifying means-tested benefit program, including Wisconsin's version of the Supplemental Nutrition Assistance Program (SNAP orFoodShare), Wisconsin Works (W-2), cash assistance and Medicaid.

B. For any individual child or household whose eligibility for free or reduced-price benefits or free milk is based on the application process, the District is required to conduct a variety of verification procedures on a subset of all applications. The purpose of verification is to ensure overall quality control and to confirm the eligibility of specific applicants.

C. The District will notify the household of the District's determination with respect to the household's application for benefits or the current eligibility of any child in the household. For any adverse District decision, the notification of the decision will include information required by law including, but not limited to, notice of the right to appeal and instructions on how to file an appeal.

IV. INITIAL ELIGIBILITY AND CARRYOVER AND TRANSFER ELIGIBILITY

A. For any child whose eligibility for benefits is not established through direct certification, the District must make an eligibility determination based on an application. Applications may be submitted at any time during the school year. Once the District makes a determination of eligibility based on an application, the effective date of the child's eligibility for free or reduced-price meals or free milk is the date of the District's eligibility determination/approval.

B. If the District determines that any child is eligible for free or reduced-price meals or free milk, the determination is generally valid within the District for the entire remainder of the current school year, even if the household's circumstances change after the initial application and determination of eligibility. At the start of the subsequent school year, such children retain their previous year's eligibility status for 30 operating days or until a new determination is made, whichever comes first.

C. When a student transfers or transitions between two schools within the District and the previous school had determined that the

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student was federally-eligible for free or reduced-price meals or free milk, the District automatically transfers the prior eligibility determination. However, students who change schools within the District are still required to re-establish their eligibility on an annual basis and when otherwise required by law. The District has procedures that are followed when a student transitions or transfers from a Community Eligibility Program (CEP) school to a non-CEP school.

D. When a student transfers into the District from a school outside the District and there is documentation that the non-district school determined that the student was federally-eligible for free or reduced-price meals or free milk, the District accepts a previous school's valid eligibility determination for the maximum period of time required or permitted under applicable federal regulations and state procedures. However, in order to avoid the expiration of such carryover/transfer eligibility, households with students who are transferring into the District should pursue a District determination of eligibility (e.g., by submitting a completed application) as soon as possible.

V. NOTICE

The Green Bay Area Public School District is an equal opportunity provider.

APPEALS OF ELIGIBILITY FOR FREE OR REDUCED-PRICE BENEFITS
(Board Rule 761 – Revised June 27, 2022)

A household who disagrees with the Green Bay Area Public School District's determination or discontinuation of eligibility for free or reduced-price benefits provided through the District's participation in a federal child nutrition program may file an appeal with the District's Director of Food Service.

The District offers both an optional opportunity for a pre-hearing informal conference and the opportunity to resolve an appeal via a formal hearing. A household may choose to use both the informal process and the formal hearing procedure. If a household chooses to use both processes, the informal conference will occur prior to any formal hearing.

A. ALLOWABLE APPEALS

1. A household may use these appeal procedures if the District determines that:
   a. An individual student or household is ineligible for free or reduced-price benefits based on a review of an application or other permissible documentation that has been submitted; or
   b. The benefit level must be changed from free to reduced-price following the verification process; or
   c. Free or reduced-price benefits must be discontinued following a verification process in which the District determines eligibility for benefits.
2. These procedures cannot be used to appeal a discontinuation of benefits that occurs when the carryover period of eligibility from the prior school year has expired and the household has failed to submit an application for the current school year.

B. APPEAL PROCEDURE

1. Filing an Appeal.
   a. A household may file an appeal by submitting a request for a hearing to one of the District's appeal coordinators.
      1. Primary Appeal Coordinator. Director of Food Service, Green Bay Area Public School District, 1210 Guns Road, Green Bay, Wisconsin, 54311. Phone number: 920-391-2566.
      2. Secondary Appeal Coordinator. Assistant Director of Food Service, Green Bay Area Public School District, 1210 Guns Road, Green Bay, Wisconsin, 54311. Phone number: 920-391-2568 (or as otherwise specified in the written notice of denial or adverse action received by the household).
   b. The request for hearing may be submitted in writing by letter or by electronic mail, or orally in person or by a person-to-person telephone contact.
   c. The request for hearing should clearly state the household is seeking to appeal a notice of denial or other adverse action under the appeal procedures referenced in the notice of adverse action. Contacts made to a District employee or other District representative to generally discuss or ask questions about a denial or discontinuation of benefits without clearly stating the intent to request a hearing to appeal an adverse action will not be considered a sufficient notice of intent to appeal and will not be processed as such.
   d. After the end of the eligibility period to which the notice of denial or discontinuation of benefits applied, these appeal procedures no longer apply and any request for an appeal under these procedures shall be denied. Instead, the household should submit a new application.

2. Review and Acknowledgement.
   a. Upon receipt of an appeal, the Director of Food Service or his or her designee will contact the person filing the appeal and determine whether the individual wishes to participate in an informal conference prior to any possible hearing or whether the individual prefers to initiate the formal hearing procedure without a pre-hearing conference.
   b. If applicable, the Director of Food Service or his or her designee will notify the household that the current benefit level will be continued during the appeal process. If, for any reason, a person initiating an appeal is not notified about benefit continuation and the household is expecting benefits to continue, the household should immediately contact one of the appeal coordinators

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listed above.

3. Informal Conference.
   a. In order to work collaboratively with the household to seek a timely and amicable resolution, the District encourages households to request or agree to participate in an informal conference. The conference provides an opportunity for the person who is appealing the District's decision to discuss the situation and the decision(s) that were made by the District, to provide an explanation of information in the application and to present any clarifying or additional information that may be available.
   b. Any informal conference shall include, at a minimum, the person who is appealing a District decision under these procedures and the Director of Food Service or his or her designee who is familiar with the specific situation and who is authorized to make eligibility determinations.
   c. At the end of the informal conference, but no later than within three (3) business days of the meeting, the Director of Food Service or his or her designee shall inform the household if the District has modified any prior decision regarding eligibility. If this resolution is not acceptable to the person filing the appeal, he/she may determine to proceed to a formal hearing by notifying the District of his/her desire to proceed.
   d. If the household chooses to abandon their appeal after the informal conference, written confirmation of that decision will be issued to the household.
   e. If the person filing the appeal, for any reason, does not feel comfortable attempting to resolve the matter informally, he/she may decline to participate in the informal conference and proceed directly to the formal hearing. Any informal conference shall not prejudice the formal hearing process nor diminish the right to a fair hearing.

4. Formal Hearing. If any appeal proceeds to a formal hearing, the following shall apply:
   a. The hearing shall be held with reasonable promptness and convenience and adequate notice shall be given as to the time and place of the hearing.
   b. The hearing shall be conducted and the decision made by a Hearing Official who did not participate in making the decision under appeal or in any previously held conference. The Superintendent of Schools and Learning or his or her designee shall appoint the Hearing Official for any specific hearing.
   c. Separate from the Hearing Official, the District may designate one or more officials and representatives to appear at the hearing to present information, evidence and argument, and to respond to questions about the decision that is under appeal.
   d. The person initiating the hearing and the District shall each have the opportunity:
      1. To be assisted or represented by an attorney or other person;
      2. To examine, prior to and during the hearing, any documents and records presented to support the decision under appeal;
      3. To present oral or documentary evidence and arguments supporting a position without undue interference; and
      4. To question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses.
   e. The decision of the Hearing Official shall be based on the oral and documentary evidence presented at the hearing and made a part of the hearing record.
   f. The parties to the hearing and any designated representative shall be notified in writing of the decision of theHearing Official.

C. FORMAL HEARINGS INITIATED BY THE DISTRICT

Pursuant to applicable federal regulations, the above-identified formal hearing procedures may, under certain circumstances, be initiated by the District to obtain a Hearing Official's determination of the continued eligibility of any child for free or reduced-price benefits. If the hearing procedure is used in this manner, the request for a hearing shall be initiated by the District's Director of Food Service, or by another individual who is authorized to make eligibility determinations on behalf of the District, with the consent of the Superintendent of Schools and Learning or his or her designee and with written notice to the household that a such hearing has been requested. The Superintendent of Schools and Learning or his or her designee shall attempt to identify and appoint a qualified Hearing Officer who is neither an employee of the District nor an employee of any food service management company that is under contract with the District, provided that the appointment of such an individual is permitted by the Department of Public Instruction (DPI).

D. MAINTENANCE OF RECORDS

1. A written record shall be prepared with respect to each hearing, which shall include the challenge or the decision under appeal, any documentary evidence and a summary of any oral testimony presented at the hearing, the decision of the Hearing Official including the reasons therefore and a copy of the notification to the parties concerned of the decision of the Hearing Official.

2. The written record of each hearing shall be preserved for a period of three (3) years and current year shall be available for examination by the parties concerned or their representatives at any reasonable time and place during that period.

E. USDA NONDISCRIMINATION STATEMENT AND COMPLAINT INFORMATION

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g. Braille, large print, audiotape, American Sign Language), should contact the

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responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should, complete a form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online at: https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdffrom any USADA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 or letter must be submitted to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
(2) fax: (833) 256-1665 or (202) 690-7442; or
(3) email: program.intake@usda.gov.

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CHANGE OF ADDRESS OR TELEPHONE NUMBER

Phone Number Changes: If you have a new phone number, please be sure to let us know. You can provide changes to phone numbers to your student's school office, to our Central Registration Office, or via the Parent Portal. Keeping your phone numbers up to date will enable us to contact you with school news and emergency information.

Address Changes: If you have a change of address, please notify your student's school or the Central Registration Office as soon as possible. Changes of Address forms are available at any of our school offices, Central Registration, or on the District website at: https://www.gbaps.org/aboutgbaps/forms > Change of Address. You can also notify us of your new address via the Parent Portal.

In order for us to update your new address, you will need to provide proof of residency. Once proof of residency is received we can make the changes in our student information system. Some examples of proof of residency for your new address are:

- Utility bill
- Lease
- Mortgage

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