Dear Students and Parents/Guardians:

Welcome to the 2017-18 school year!

In the Green Bay Area Public Schools, our mission is to educate all students to be college, career, and community ready, inspired to succeed in our diverse world. In order to achieve this mission, we each have an important role to play in the success of our students. The research shows that when parents/guardians and staff work together, students achieve more.

As we begin the school year, here are some very important ways to support your child in their educational experience.

- Review with your child the contents of the Expectations Book, which is also available on our website (http://www.gbaps.org/parents/expectations__code_of_conduct/).
- Attend your child’s parent/teacher conferences.
- Get to know your child’s teachers and principal.
- Don’t hesitate to communicate with your child’s teacher and/or school principal when you have a question or concern.
- Create a Parent Portal account where you can monitor your child’s grades, homework assignments and attendance.
- Participate in your school’s parent/teacher/school organization and events.
- Encourage your child to be involved in school athletics and activities.

The Board of Education, administration and staff are working hard to ensure your child has a positive and successful school experience. We encourage you to visit our website (gbaps.org) for more information about District resources and programs. In addition, stay up-to-date on the latest news by following the District on Facebook and Twitter.

Thank you for choosing Green Bay Area Public Schools. Have a great school year!

Sincerely,

Michelle S. Langenfeld, Ed.D.
Superintendent of Schools and Learning
INSIDE THIS PUBLICATION

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<th>Address</th>
<th>Phone #</th>
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</thead>
<tbody>
<tr>
<td>Aldo Leopold</td>
<td>622 Eliza St.</td>
<td>448-2140</td>
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<tr>
<td>Beaumont</td>
<td>1505 Gatewood St.</td>
<td>492-2690</td>
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<tr>
<td>Chappell</td>
<td>205 N. Fisk St.</td>
<td>492-2630</td>
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<tr>
<td>Doty</td>
<td>525 Longview Av.</td>
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<tr>
<td>Early Learning Center</td>
<td>312 Victoria St.</td>
<td>272-7075</td>
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<tr>
<td>Elmore</td>
<td>615 Ethel Ave.</td>
<td>492-2615</td>
</tr>
<tr>
<td>Friedrich Froebel Garden of Early Learning</td>
<td>3542 Finger Rd.</td>
<td>391-2447</td>
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<tr>
<td>Head Start Learning Center</td>
<td>1420 Harvey St.</td>
<td>492-7232</td>
</tr>
<tr>
<td>Jackson</td>
<td>1306 S. Ridge Rd.</td>
<td>492-2620</td>
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<tr>
<td>Keller</td>
<td>1806 Bond St.</td>
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<tr>
<td>Kennedy</td>
<td>1754 Ninth St.</td>
<td>492-2640</td>
</tr>
<tr>
<td>King</td>
<td>1601 Dancing Dunes Dr.</td>
<td>492-2771</td>
</tr>
<tr>
<td>Langlade</td>
<td>400 Broadview Dr.</td>
<td>337-2370</td>
</tr>
<tr>
<td>Lincoln</td>
<td>105 S. Buchanan St.</td>
<td>492-2675</td>
</tr>
<tr>
<td>MacArthur</td>
<td>1331 Hobart Dr.</td>
<td>492-2680</td>
</tr>
<tr>
<td>Red Smith</td>
<td>2765 Sussex St.</td>
<td>391-2425</td>
</tr>
<tr>
<td>Webster</td>
<td>2101 S. Webster Av.</td>
<td>448-2143</td>
</tr>
<tr>
<td>Wequiock</td>
<td>3994 Wequiock</td>
<td>448-2477</td>
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## Community Sites

<table>
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<tbody>
<tr>
<td>Encompass - Bellin</td>
<td>1823 S. Webster Av.</td>
<td>436-7540</td>
</tr>
<tr>
<td>Encompass - Carol Bush</td>
<td>500 Pine St.</td>
<td>436-7557</td>
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<tr>
<td>Encompass - Cornerstone</td>
<td>345 N. Broadway</td>
<td>436-7554</td>
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<tr>
<td>Encompass - Rosebush</td>
<td>1275 University Av.</td>
<td>436-7549</td>
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<tr>
<td>Encompass – Ruth Helf</td>
<td>2787 W. Mason St.</td>
<td>405-9083</td>
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<tr>
<td>Oak Learning Center</td>
<td>1660 East Shore Dr.</td>
<td>391-3671</td>
</tr>
<tr>
<td>Peace Nursery Center</td>
<td>919 Schwartz St.</td>
<td>468-8818</td>
</tr>
<tr>
<td>YWCA</td>
<td>230 S. Madison St.</td>
<td>432-9130</td>
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## Elementary Schools

<table>
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<th>School Sites</th>
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<tbody>
<tr>
<td>Aldo Leopold (4K-8)</td>
<td>622 Eliza St.</td>
<td>448-2140</td>
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<tr>
<td>Baird</td>
<td>539 Laverne Dr.</td>
<td>391-2410</td>
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<td>Beaumont</td>
<td>1505 Gatewood St.</td>
<td>492-2690</td>
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<tr>
<td>Chappell</td>
<td>205 N. Fisk St.</td>
<td>492-2630</td>
</tr>
<tr>
<td>Danz</td>
<td>2130 Basten St.</td>
<td>391-2440</td>
</tr>
<tr>
<td>Doty</td>
<td>525 Longview Av.</td>
<td>337-2360</td>
</tr>
<tr>
<td>Early Learning Center</td>
<td>312 Victoria St.</td>
<td>272-7075</td>
</tr>
<tr>
<td>Eisenhower</td>
<td>1770 Amy Av.</td>
<td>391-2420</td>
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<tr>
<td>Elmore</td>
<td>615 Ethel Av.</td>
<td>492-2615</td>
</tr>
<tr>
<td>Fort Howard</td>
<td>520 Dousman St.</td>
<td>448-2105</td>
</tr>
<tr>
<td>Friedrich Froebel Garden of Early Learning</td>
<td>3542 Finger Rd.</td>
<td>391-2447</td>
</tr>
<tr>
<td>Howe</td>
<td>525 S. Madison St.</td>
<td>448-2141</td>
</tr>
<tr>
<td>Jackson</td>
<td>1306 S. Ridge Rd.</td>
<td>492-2620</td>
</tr>
<tr>
<td>Jefferson</td>
<td>905 Harrison St.</td>
<td>448-2106</td>
</tr>
<tr>
<td>Keller</td>
<td>1806 Bond St.</td>
<td>492-2685</td>
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<tr>
<td>Kennedy</td>
<td>1754 Ninth St.</td>
<td>492-2640</td>
</tr>
<tr>
<td>King</td>
<td>1601 Dancing Dunes Dr.</td>
<td>492-2771</td>
</tr>
<tr>
<td>Langlade</td>
<td>400 Broadview Dr.</td>
<td>337-2370</td>
</tr>
<tr>
<td>Leonardo da Vinci School for Gifted Learners</td>
<td>139 S. Monroe</td>
<td>448-2135</td>
</tr>
<tr>
<td>Lincoln</td>
<td>105 S. Buchanan St.</td>
<td>492-2675</td>
</tr>
<tr>
<td>MacArthur</td>
<td>1331 Hobart Dr.</td>
<td>492-2680</td>
</tr>
<tr>
<td>Martin</td>
<td>626 Pinehurst Dr.</td>
<td>391-2405</td>
</tr>
<tr>
<td>McAuliffe</td>
<td>2071 Emerald Dr.</td>
<td>391-2436</td>
</tr>
<tr>
<td>Minoka-Hill</td>
<td>325 N. Roosevelt</td>
<td>448-2150</td>
</tr>
<tr>
<td>Nicolet</td>
<td>1309 Elm St.</td>
<td>448-2142</td>
</tr>
<tr>
<td>Red Smith (4K-8)</td>
<td>2765 Sussex St.</td>
<td>391-2425</td>
</tr>
<tr>
<td>Sullivan</td>
<td>1567 Deckner Av.</td>
<td>391-2470</td>
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<tr>
<td>Tank</td>
<td>814 S. Oakland Av.</td>
<td>448-2104</td>
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<tr>
<td>Webster</td>
<td>2101 S. Webster Av.</td>
<td>448-2143</td>
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<tr>
<td>Wequiock</td>
<td>3994 Wequiock</td>
<td>448-2477</td>
</tr>
<tr>
<td>Wilder</td>
<td>2590 Robinson Av.</td>
<td>391-2460</td>
</tr>
</tbody>
</table>
2017-2018 ELEMENTARY SCHOOL CALENDAR
(Excluding Aldo Leopold, Leonardo da Vinci, Minoka-Hill, and Red Smith)

September 05  Schools Open
October 13  K-12 Early Release Day*
October 27  Recess Day (No School 4K-12)
November 14  Elementary Evening Parent-Teacher Conferences
November 16  Elementary Evening Parent-Teacher Conferences
November 17  K-12 Early Release Day*
November 21  End of Elementary 1st Trimester
November 22  Elementary Workday (No 4K or Elementary School)
November 23 & 24  Thanksgiving Holiday and Recess (No School 4K-12)
December 15  K-12 Early Release Day*
December 22  Last Day before Winter Recess
December 23-Jan. 01  Winter Recess (No School 4K-12)
January 02  Classes Resume
January 15  Martin Luther King Jr. Day (No School 4K-12)
January 26  K-12 Early Release Day*
February 16  K-12 Early Release Day*
February 23  Recess Day (No School 4K-12)
February 27  Elementary Evening Parent-Teacher Conferences
March 02  End of Elementary 2nd Trimester
March 08  Elementary Evening Parent-Teacher Conferences
March 09  Recess Day (No School 4K-12)
March 19-23  Spring Recess (No School 4K-12)
March 26  Classes Resume
March 30  Recess Day (No School 4K-12)
April 20  K-12 Early Release Day*
May 18  K-12 Early Release Day*
May 28  Memorial Day (No School 4K-12)
June 01  Elementary Students A.M. only; Elementary Teacher Workday in P.M.
June 07  Last Student Day for 4K
June 08  Last Student Day for Elementary School (5K-5)
June 11 & 12  Weather Make-Up Day(s); if not needed, will be summer recess day(s).

If additional emergency makeup days become necessary, various options may be considered including, but not limited to, extending the school year or length of the instructional day.

Calendar as of 03-21-17

*Early Release Dismissal Time for Elementary Schools (Grades K-5):
If normal start is 7:30 A.M. – 1:00 P.M.
If normal start is 7:57 A.M. – 12:30 P.M.
If normal start is 8:12 A.M. – 12:45 P.M.
If normal start is 8:27 A.M. – 1:00 P.M.
If normal start is 8:42 A.M. - 1:30 P.M.
If normal start is 8:57 A.M. – 1:30 P.M.

**Half Day Dismissal Times for Elementary on June 01 only:
If normal start is 7:30 A.M. – 11:45 A.M.
If normal start is 7:57 A.M. – 11:45 A.M.
If normal start is 8:12 A.M. – 12:00 P.M.
If normal start is 8:27 A.M. – 12:15 P.M.
If normal start is 8:42 A.M. – 12:45 P.M.
If normal start is 8:57 A.M. – 12:45 P.M.
2017-2018 ALDO LEOPOLD AND LEONARDO DA VINCI SCHOOL CALENDAR

September 05   Schools Open
October 12   Evening Parent-Teacher Conferences 4K-8 Aldo, 5K-8 da Vinci
October 13   K-12 Early Release Day*
October 17   Evening Parent-Teacher Conferences 4K-8 Aldo, 5K-8 da Vinci
October 20   Parent-Teacher Conferences P.M. (No School 4K-8 Aldo, 5K-8 da Vinci)
October 27   Recess Day (No School 4K-12)
November 17   K-12 Early Release Day*
November 21   End of Elementary 1st Trimester, Aldo Elementary only
November 22   No School 4K-Aldo only (Aldo and Leonardo Elementary & Middle school in session)
November 23 & 24   Thanksgiving Holiday and Recess (No School 4K-12)
December 15   K-12 Early Release Day*
December 22   Last Day before Winter Recess
December 23-Jan. 01   Winter Recess (No School 4K-12)
January 02   Classes Resume
January 15   Martin Luther King Jr. Day (No School 4K-12)
January 18   End of 1st semester grading period da Vinci
January 19   K-8 Workday (No School 4K-8)
January 26   K-12 Early Release Day*
February 16   K-12 Early Release Day*
February 23   Recess Day (No School 4K-12)
February 27   Evening Parent-Teacher Conferences 4K-8 Aldo, 5K-8 da Vinci
March 02   End of Elementary 2nd Trimester, Aldo Elementary only
March 08   Evening Parent-Teacher Conferences 4K-8 Aldo, 5K-8 da Vinci
March 09   Parent-Teacher Conferences P.M. 4K-8 (No School 4K-8 Aldo, 5K-8 da Vinci)
March 19-23   Spring Recess (No School 4K-12)
March 26   Classes Resume
March 30   Recess Day (No School 4K-12)
April 20   K-12 Early Release Day*
May 18   K-12 Early Release Day*
May 28   Memorial Day (No School 4K-12)
June 07   Last day for 4K students
June 08   Last Student Day for 5K-8 Students
June 11-12   Weather Make-Up Day(s); if not needed, will be summer recess day(s).

If additional emergency makeup days become necessary, various options may be considered including, but not limited to, extending the school year or length of the instructional day.

Calendar as of 3-21-17

| Early Release Dismissal Time for Aldo Leopold K-8 students: 1:00 P.M. |
| Aldo Leopold in attendance all day June 01, 2018 |
| Last student day: June 08, 2018 |
| Early Release Dismissal Time for Leonardo da Vinci School for Gifted Learners students: 12:35 P.M. |
| Leonardo da Vinci in attendance all day June 01, 2018 |
| Last student day: June 08, 2018 |
2017-2018 DR. ROSA MINOKA-HILL SCHOOL CALENDAR

September 05  Schools Open
October 06  End of Middle School 1st grading period
October 12  Middle School Evening Parent-Teacher Conferences
October 13  K-12 Early Release Day*
October 17  Middle School Evening Parent-Teacher Conferences
October 20  Parent-Teacher Conferences (No Middle School)
October 27  Recess Day (No School 4K-12)
November 15  End of Middle School 2nd grading period
November 17  K-12 Early Release Day*
November 23 & 24  Thanksgiving Holiday and Recess (No School 4K-12)
December 15  K-12 Early Release Day*
December 22  Last Day before Winter Recess
December 23-Jan. 01  Winter Recess (No School 4K-12)
January 02  Classes Resume
January 15  Martin Luther King Jr. Day (No School 4K-12)
January 18  End of Middle School 3rd grading period
January 19  Middle School Teacher Workday (No Middle School)
January 26  K-12 Early Release Day*
February 16  K-12 Early Release Day*
February 22  End of Middle School 4th grading period
February 23  Recess Day (No School 4K-12)
February 27  Middle School Evening Parent-Teacher Conferences
March 08  Middle School Evening Parent-Teacher Conferences
March 09  Middle School Afternoon Parent-Teacher Conferences (No School 4K-12)
March 19-23  Spring Recess (No School 4K-12)
March 26  Classes Resume
March 30  Recess Day (No School 4K-12)
April 13  End of Middle School 5th grading period
April 20  K-12 Early Release Day*
May 18  K-12 Early Release Day*
May 28  Memorial Day (No School 4K-12)
June 08  Last day for Middle School
June 11 & 12  Weather Make-Up Day(s); if not needed, will be summer recess day(s).

If additional emergency makeup days become necessary, various options may be considered including, but not limited to, extending the school year or length of the instructional day.

Calendar as of 3/21/17

| Early Release Dismissal Time for Minoka-Hill students: |
| 12:35 P.M. |
| Last student day: June 08, 2018 |
2017-2018 RED SMITH SCHOOL CALENDAR

September 5  Schools Open
October 6   End of First Grading Period (Middle School)
October 12  4K-8 Evening Parent-Teacher Conferences
October 13  K-12 Early Release Day*
October 17  4K-8 Evening Parent-Teacher Conferences
October 20  Parent-Teacher Conferences P.M. 4K-8 (No school)
October 27  Recess Day (No school)
November 15  End of Second Grading Period (Middle School)
November 17  K-12 Early Release Day*
November 21  End of First Trimester for Elementary
November 22  K-8 students in session. (No School 4K)
November 23 and 24  Thanksgiving Holiday and Recess (No school)
December 15  K-12 Early Release Day*
December 22  Last Day before Winter Recess
December 23 – January 1  Winter Recess (No school)
January 2    Classes Resume
January 15  Martin Luther King Jr. Day (No school)
January 18  End of Third Grading Period (Middle School)
January 19  Teacher Workday (No school)
January 26  K-12 Early Release Day*
February 16  K-12 Early Release Day*
February 22  End of Fourth Grading Period (Middle School)
February 23  Recess Day (No school)
February 27  4K-8 Evening Parent-Teacher Conferences
March 2     End of Second Trimester for Elementary
March 8    4K-8 Evening Parent-Teacher Conferences
March 9    Parent-Teacher Conferences P.M. 6-8 (No school)
March 19-23  Spring Recess (No school)
March 26    Classes Resume
March 30   Recess Day (No school)
April 13   End of Fifth Grading Period (Middle School)
April 20   K-12 Early Release Day*
May 18     K-12 Early Release Day*
May 28    Memorial Day (No school)
June 7     Last student day for 4K
June 8     Last student day for K-8 students
June 11-12  Weather Make-Up Day(s); if not needed will be summer recess day(s)

If additional emergency makeup days become necessary, various options may be considered including, but not limited to, extending the school year or length of the instructional day.

*Early Release Dismissal Time for Red Smith School
Grades K-5: 12:25 P.M.
Grades 6-8: 12:35 P.M.

Calendar as of 3-21-17
2017-2018 HEAD START AND HEAD START-4K CALENDAR
Full Day and Double Session Program Year Calendar

***Full Day is 8:00 a.m. to 2:30 p.m., Monday through Friday, 160 days per year.
***Double Session is 8:00 a.m. to 11:30 a.m. or 12:00 p.m. to 3:30 p.m.,
Monday through Thursday, 128 days per year.

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Calendar as of 5-15-17

**Early Release Schedule for Full Day:**
8:00 a.m. – 11:39 a.m.

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GBAPSD COMPLAINT PROCEDURE

The Green Bay Area Public School District and your Elementary School are committed to working closely with parents and guardians to resolve issues and concerns in a way that is mutually agreeable.*

What are the steps to follow when you have a concern, question, or problem that needs attention?

1. First, contact the classroom teacher. If there is a serious issue, you may wish to schedule a meeting rather than phone.

2. If no resolution has been reached, or if your concern is school wide, please contact the school Principal.

3. If resolution is still not reached, please contact the Executive Director of Elementary Schools at 448-7330.

4. Unresolved issues may be appealed to the Associate Superintendent of Schools at 448-2068.

5. If resolution is not reached through appeal, contact the Superintendent of Schools at 448-2101.

6. The final step in the district appeal process is the Board of Education. Appeal 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.

*The District reserves the right to require appeals in writing for any step in the complaint procedure.

For more GBAPSD policies, go to our website at: http://www.gbaps.org/our_district/board_of_education/board_policies

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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.

All District career and technical education opportunities are offered to students on a nondiscriminatory basis. Additional information regarding such program offerings and the applicable admission/participation criteria can be obtained on the District’s website or by contacting any school’s guidance office.

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:

Vicki Bayer  
Interim Chief of Community and PreK-16 Programs  
200 S. Broadway  
Green Bay, WI 54303  
(920) 448-2184

Margaret (Lardinois) Baeb  
Title IX Coordinator  
200 S. Broadway  
Green Bay, WI 54303  
(920) 272-2613

Jean Marsch  
Chief Human Resources Officer  
200 S. Broadway  
Green Bay, WI 54303  
(920) 448-2013

Claudia Henrickson  
Section 504 Coordinator  
200 S. Broadway  
Green Bay, WI 54303  
(920) 448-2081
Discrimination-related complaints may be filed with the District’s Title IX Coordinator (sex discrimination and sexual harassment issues 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 Associate 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, Chicago Office
U.S. Department of Education
500 W. Madison Street, Suite 1475
Chicago, IL 60661
(312)730-1560
(312)730-1576 FAX
(800)877-8339 TDD
Email: ocr.chicago@ed.gov

EQUAL EDUCATIONAL OPPORTUNITIES
(Board Policy 411)

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.

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 Non-Conformity.** 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 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.

REVISED: May 15, 2017

EQUAL EDUCATIONAL OPPORTUNITIES COMPLAINT PROCEDURES
(Board Rule 411)

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 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 Associate Superintendent of PreK-16 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
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
A. 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.

B. Complaints relating to the administration of federal programs and to federal grantees (commonly referred to as EDGAR complaints), if received by the District, shall be referred directly to the State Superintendent of Public Instruction.
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.

REVISED: May 15, 2017

SEXUAL HARASSMENT AND SEXUAL VIOLENCE
BY OR TOWARD STUDENTS
(Board Policy 411.11)

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 and 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, student services, recreational or other programs or activities, or in admission or access to any programs or activities offered by the District. It is the District’s policy to protect all students, regardless of sexual orientation or gender identity.

B. This policy will apply to any acts of sexual discrimination, including sexual harassment and sexual violence, in any form toward students by any student, employee or third party 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. In addition, this policy will also apply to any act of sexual discrimination, including sexual harassment and sexual violence, in any form by a student toward any District staff member(s).

C. This policy will include prohibition against retaliation in any form directed at an alleged or affirmed target of sexual violence or sexual harassment or any person reporting an act of sexual violence or sexual harassment.

II. DEFINITIONS
A. Sexual Harassment. Sexual harassment means any unwelcome sexual advances; requests for sexual favors; and other verbal, nonverbal or physical conduct of a sexual nature, including but not limited to sexual activity, which creates an offensive, hostile or intimidating school environment or substantially interferes with a student’s school performance.

1. Verbal harassment: This includes, but is not limited to, discussing sexual activity, commenting about an individual’s body or appearance where such comments go beyond mere courtesy, telling “sexual jokes,” or any other tasteless sexually-oriented comments, innuendoes, gestures or actions that may offend others.

2. Display of inappropriate gestures or sexually graphic or illicit materials: This includes, but is not limited to, photographs, drawings, movies, videos, websites, posters and so forth, regardless of their form.

3. Engaging in sexual activity: This includes, but is not limited to, touching oneself or others in a sexually suggestive or sexually gratifying manner.

4. Request or demands for sexual favors: This includes, but is not limited to, subtle or blatant expectations, pressures or requests for any type of sexual favor which may or may not be accompanied by an implied, stated promise of preferential treatment or threat of negative consequences.

5. Unwelcome physical contact: This includes, but is not limited to, inappropriate touching, patting, pinching, hugging, intentionally brushing against another’s body, pulling at another’s clothing or forcing another to a wall or corner through body position or movement.
B. Sexual Violence. As defined by the Department of Education, sexual violence refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent (e.g., due to the student’s age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent).
1. Acts that fall into the category of sexual violence include rape, sexual assault, sexual battery, sexual abuse and sexual coercion.
2. In accordance with a student’s Free Appropriate Public Education (FAPE), students who are found to have committed sexual violence may not be placed back in the same school environment as the target of sexual violence.

C. Offensive, Hostile, or Intimidating School Environment. An offensive, hostile or intimidating environment exists when conduct of a sexual nature is sufficiently severe, persistent or pervasive so as to limit a student’s ability to participate in or benefit from the education program.

D. 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.

III. REPORTING
A. Any student (or the parent/guardian of a student) who believes he/she has been subjected to sexual harassment or sexual violence by another student, District employee or other person should report the incident in accordance with established complaint procedures. The complainant may report the alleged sexual harassment or sexual violence to any principal, teacher, counselor, social worker or other District employee who shall be responsible for forwarding the complaint to the District’s Title IX Coordinator for review and action as necessary.

B. Any person who has reasonable cause to suspect that a student has been sexually harassed or subjected to sexual violence shall immediately report such suspicion to the building principal. Any employee who observes student-to-student sexual harassment or sexual violence of any form shall take reasonable action to stop the harassment or violence and shall report the incident immediately to the building principal.

C. 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.

IV. NOTICE, IMPLEMENTATION AND JURISDICTION
A. The Green Bay Area Public School District has the jurisdiction and the formal obligation to implement the rules and regulations specified in Title IX and investigate all complaints of sexual violence or sexual harassment against students.

B. 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.

C. 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 Office for Civil Rights. The District’s Title IX Coordinator is:
   Margaret (Lardinois) Baeb
   Green Bay Area Public School District
   200 South Broadway
   Green Bay, WI 54303
   (920) 272-7041
   malardinois@gbaps.org

D. 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.

REVISED: May 15, 2017
SEXUAL HARASSMENT AND SEXUAL VIOLENCE
BY OR TOWARD STUDENTS COMPLAINT PROCEDURES
(Board Rule 411.11)

The Green Bay Area Public School District will investigate any report of sexual harassment or sexual violence against District students received from District staff or students. The District shall take prompt and effective action to end the sexual harassment or sexual violence and prevent its reoccurrence.

I. COMPLAINT PROCEDURES
   A. Any District employee must report an alleged incident of student sexual harassment or sexual violence to their building principal, who will be responsible for reporting said incident to the District’s Title IX Coordinator. Where an employee files a report directly with the District’s Title IX Coordinator, the District’s Title IX Coordinator shall inform the building principal of the complaint, unless the building principal is the alleged perpetrator. District employees may receive a report of a complaint verbally or in writing.

   B. The Title IX Coordinator shall investigate the complaint to determine whether or not the incident occurred, based on a preponderance of the evidence. Preponderance of the evidence 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 alleged perpetrator(s) committed the act.
      1. The investigation will be adequate, reliable and impartial, allowing the opportunity for both the alleged target(s) and the alleged perpetrator(s) to identify witnesses and evidence.
      2. The District’s investigation will be separate from any corresponding investigation by any law enforcement or child protection agency.
      3. The investigation shall be completed within the statutorily required timeframe. In the event that circumstances prevent the investigation from being completed within such time (i.e., school breaks), the alleged target(s) and alleged perpetrator(s) will be notified of the need to delay the completion of the investigation and the date when the investigation will be completed.

   C. The Title IX Coordinator will inform the alleged target and alleged perpetrator, in writing, of the outcome of its investigation.
      1. If the allegations are confirmed, the Title IX Coordinator shall also inform the target of any sanctions taken against the perpetrator that relate directly to the target, any individual remedies offered or provided and other steps the District has taken to prevent reoccurrence or eliminate the hostile environment.
      2. If the allegations are confirmed, the District will not inform the perpetrator of any remedies offered or provided to the target.

   D. Where necessary, the District will take immediate steps to protect the alleged target pending the final outcome of the investigation. Such interim measures may include, but are not limited to, ensuring the alleged target continues to have equal access to the District’s education programs and activities, protection from the alleged perpetrator and from any retaliation, academic accommodations and altered schedules or activities.

II. CONFIDENTIALITY
   A. The District will respect an alleged 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.
      1. The District shall notify the alleged target that it has a mandatory obligation to report the names of the alleged target, alleged perpetrator and the relevant facts to the District’s Title IX Coordinator.
      2. 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.
      3. If the District is unable to take disciplinary action against the alleged perpetrator because the alleged target insists on confidentiality, the District will pursue other steps to limit the effects of the alleged sexual harassment or sexual violence and prevent its reoccurrence.
B. Students who report allegations of sexual harassment or sexual violence have the ability to share confidential information with counselors or advocacy, health, mental health or sexual violence related service providers. The District shall inform the target of sources of counseling, advocacy and support.

III. REMEDIES AND SANCTIONS
A. Any student who engages in sexual harassment or sexual violence or in retaliatory conduct against an alleged target will be subject to disciplinary action up to and including expulsion. Other sanctions may include, but are not limited to, moving the perpetrator to another school, moving the perpetrator to other classes within the same school, excluding the perpetrator from extra-curricular school activities and requiring the perpetrator to attend mandatory rehabilitation training.

B. The District will respond to targets of sexual harassment, sexual violence or retaliatory conduct with compassion. In addition to interim measures, if the allegations are substantiated the District may offer remedies to the target including, but not limited to, providing an escort to ensure the target can move safely between classes; providing the target with comprehensive services such as counseling, medical assistance or academic support; moving the target to another school at the target’s request; and arranging for the target to have extra time to complete or retake a class or withdraw from a class without academic penalty.

C. The District will provide training to its employees and age-appropriate training to its students 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.

IV. APPEAL
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 Associate Superintendent of PreK-16, and subsequently to the Superintendent of Schools and Learning, prior to submitting an appeal to the State Superintendent of Public Instruction.

REVISED: May 15, 2017

HOMELESS STUDENTS
(Board Policy 411.2)

1. PURPOSE
Homeless children and youth shall have equal access to the same free, appropriate public education as provided to other children and youth who reside in the District (including the District’s educational programs and activities) and have an opportunity to meet the same challenging District academic standards. In addition, homeless children and youth shall not be segregated on the basis of their status as homeless and shall be protected from discrimination on the basis of their homelessness.

2. DEFINITIONS
A. Homeless Children and Youth. Homeless children and youth means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes, but is not limited to, children and youth who:
1. Are temporarily sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
2. Are living in motels, hotels or camping grounds due to the lack of alternative adequate accommodations.
3. Are living in emergency or transitional shelters.
4. Are abandoned in hospitals.
5. Have a nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
6. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
7. Runaway children or children who are abandoned.
Migratory children may be considered homeless if they meet the above definition.
B. **Permanent Housing.** Permanent housing is defined as any signed lease or long-term approved living situation.

C. **Residency.** For purposes of this policy, a homeless child or youth will be considered a District resident and the address listed on the enrollment forms will become proof of residency:
   1. If the child is personally present somewhere within the District with a purpose to remain but not necessarily to remain permanently.
   2. If the child or youth is living with a parent, guardian or person acting as a parent not solely for school purposes or for participation in extracurricular activities.

D. **School of Origin.** School of origin means the school that the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled, including a preschool. When the child or youth completes the final grade level served by the school of origin, the term “school of origin” shall include the designated receiving school at the next grade level for all feeder schools.

E. **Unaccompanied Youth.** Unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian.

3. **IMPLEMENTATION**
   A. The District shall periodically review existing policies, procedures and practices to identify, remedy and remove barriers that homeless children and youths may face in the school enrollment and admission processes; in regularly attending school; in accessing applicable support services (such as school social workers); in accessing academic programs, academic activities, or extracurricular activities; or in receiving appropriate credit for prior academic work.

   B. The District shall maintain the confidentiality of the educational records of homeless students consistent with federal and state law and District policies and procedures, including maintaining the confidentiality of pupil records and directory data.

   C. The District’s Director of Special Education and Pupil Services or designee shall have primary administrative-level oversight of the District’s services for homeless children and youth and shall be responsible for providing any required assurances to applicable state and federal agencies that the District is complying with applicable state and federal requirements related to the education of homeless children and youth and reasonably monitoring compliance with such assurances.

   D. The District’s Director of Special Education and Pupil Services or designee shall designate a staff member who shall serve as the District’s liaison for homeless children and youth and shall be responsible for performing the duties of a liaison for homeless children and youth as required by law. These duties include, but may not be limited to, ensuring that:
      1. Homeless children and youth residing in the District are identified by school personnel through outreach and coordination activities with other entities and agencies.
      2. Homeless children and youth are immediately enrolled in the District and have access to and receive educational services for which they are eligible, including services through Head Start, early intervention services under laws applicable to students with disabilities, other preschool programs and referrals to other appropriate services.
      3. The parent or guardian of a homeless child and any unaccompanied homeless youth is informed of the educational and related opportunities available to them and are provided with meaningful opportunities to participate in the education of the child/youth.
      4. Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents and guardians of such children and youths, and unaccompanied youths, such as the schools, public libraries and family shelters. The notice shall be disseminated in a manner and form understandable to the parents and guardians of homeless children and youths and unaccompanied youths.
      5. The parent or guardian of a homeless child and any unaccompanied homeless youth is fully informed of transportation services that may be available to them under the law and they are assisted in accessing such transportation services.
      6. Appropriate school personnel assist homeless children and youths with their educational transitions (e.g., from early childhood to elementary school, elementary school to middle/junior high school, middle/junior high school to high school and from high school to post-secondary options).
7. School personnel providing services to homeless children and youths receive professional development and other support. The liaison for homeless children and youths will also receive and participate in professional development and other support activities as required by the Department of Public Instruction, the District and federal law.

8. Unaccompanied homeless youths are:
   a. Enrolled in school;
   b. Have opportunities to meet the same challenging academic standards as the District establishes for other children and youths, including receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and
   c. Are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (20 U.S.C. § 1087vy) and that they may obtain assistance from the District’s liaison for homeless children and youths to receive verification of such status for purposes of the Free Application for Federal Student Aid described in section 483 of such Act.

9. The District’s Title I plan describes the services the District will provide homeless children and youths to support the enrollment, attendance and success of homeless children and youths.

10. School personnel, service providers, advocates working with homeless families, parents and guardians of homeless children and youths and homeless children and youths are informed about the liaison’s duties.

APPROVED: April 17, 2017

If you would like more information, contact our McKinney-Vento office at (920) 448-7326.

CHILD ABUSE/NEGLECT REPORTING
(Board Policy 454)

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.

REVISED: September 24, 2012
RIGHTS AND RESPONSIBILITIES OF DIVORCED/SEPARATED PARENTS/GUARDIANS AND PARENTS/GUARDIANS NOT SHARING THE SAME HOUSEHOLD
(Board Policy 491 in part)

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.

In order to maintain a collaborative relationship with both parents/guardians, the District will maintain strict neutrality between parents/guardians who are involved in an action affecting the family, unless otherwise directed by a court order, a parenting plan, subpoena or other court document. District employees, in their official capacities, will not voluntarily participate in family law court proceedings or related matters.

When initially enrolling a student in the District, the parent/guardian completing the enrollment process must designate the primary household in which the student will reside. In circumstances where divorced, separated or parents/guardians not residing within the same household share physical custody (50% with one parent/guardian and 50% with the other parent/guardian), one parent/guardian’s household must be designated as the primary household. Once designated, the student’s primary household shall remain as originally designated unless altered by a court order indicating that the student’s primary household has changed to the other parent/guardian.

For more information, see Board Policy 491 on the District Website at: http://gg.gg/GBAPS-Policy-491.

APPROVED: January 18, 2016

CLASSROOM AND SCHOOL CODE OF CONDUCT

Students in the Green Bay Area 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 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

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

DETentions

(Board Policy 447.2 in part)

The purpose of detentions is to provide an opportunity for a student to learn how to change inappropriate behaviors. Detention should only be used when other interventions have proven ineffective. Meaningful dialogue to encourage positive change in student behavior is an important part of the detention process. Detention combined with meaningful dialogue, is a constructive means of addressing failure to meet behavioral expectations. Detentions will be assigned in accordance with established school rules and procedures, or at the discretion of the building principal. Failure on the part of a student to fulfill detention assignments may result in further discipline action.

REVISED: November 17, 2008

SUSPENSIONS AND EXPULSION

Due Process

No student may be suspended or expelled from school for alleged misconduct without due process. See Policy and Rule 447.3 for the basis for suspension and Policy and Rule 447.4 for the basis for an expulsion.

A student may be expelled from school by the Board of Education. An expulsion is the long-term removal of a student from attendance at any school in the District.

Student’s Right to a Hearing and Parental Notification

1. Suspension

Prior to the implementation of a suspension, the building principal or designee shall meet with the student for the purpose of:
- presenting oral or written notice of the charges;
- providing an explanation of the relevant evidence; and
- to give the student an opportunity to present his/her evidence and position.

If it is determined that the student is responsible for a violation of school rules, the student may be suspended for no more than five consecutive school days unless the suspension is pending expulsion. In that case the suspension may be for no more than 15 consecutive days.
Parent Conference
When a student is suspended, the principal or designee will make a reasonable effort to contact and inform the parent or guardian. In no case shall a minor student be sent home during the school day without first notifying the parent or guardian.

In addition, within one school day, the principal or designee will send a notice to the parent or guardian containing the following information:

- a statement of the facts leading to the decision to suspend;
- the date and time when the student will be allowed to return to school;
- a request that the parent (or guardian) attend a conference to discuss the student’s behavior.

2. Expulsion
Prior to expelling a student from school, the School Board or lawfully designated hearing officer must first hold a formal hearing. The Board may expel a student from school in accordance with state law.

- The parent/guardian will be notified in writing of the reasons for expulsion, of a meeting to review these reasons, and of the time and place of the expulsion hearing.
- The student and, if the student is a minor, the student’s parent/guardian may be in attendance at the hearing and represented by counsel. The student or parent/guardian may call witnesses, provide documents, and cross examine witnesses.

If it is determined that the student’s conduct demands expulsion, written notice of expulsion with the findings of fact and finding that the interests of the school demands expulsion shall be sent to the student and the parent/guardian. The Board has the option of expelling a student for an unspecified period of time, up to the student’s 21st birthday. The Board may place a maximum time limit on expulsion.

Appeal Procedures

1. Suspension
- Parents/guardians have the right to appeal their child’s suspension from school. They should first contact the building principal or designee who made the original suspension decision to discuss their concern. If further review is needed following an appeal to the principal’s designee who made the suspension decision, the building principal should be contacted.
- A parent/guardian or student may, within five days following the start of a suspension, have a conference with the Superintendent of Schools and Learning or designee. Further appeals would follow the district’s normal appeal process. If it is found that the student was suspended unfairly or unjustly, or the suspension was inappropriate given the nature of the offense, or the student suffered undue consequences or penalties as a result of the suspension, the suspension may be removed from the student’s record or the consequences altered. This finding must be made within 15 days of the conference.
- Further appeals would follow the district’s normal appeal process.

2. Expulsion
- Parents/guardians of a minor student or the student have the right to appeal the expulsion to the state superintendent, who must review the board’s decision within 60 days after receiving the appeal.
- To begin such an appeal, a parent or student must send a letter to the state superintendent at:
  
  Department of Public Instruction
  P.O. Box 7841
  Madison, WI 53707-7841

  The letter should include the name of the pupil who was expelled, the name of the school district, the date of the expulsion order, and the reasons for the appeal.

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 other students or staff.

STUDENT CONDUCT ON SCHOOL BUSES
(Board Policy 443.2 in part)

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.

APPROVED: July 20, 2015

USE OF ELECTRONIC SURVEILLANCE TECHNOLOGY ON SCHOOL BUS
(Board Policy 751.2)

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.

Parent(s)/guardian(s) shall be notified annually via the student expectations handbook 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 on the bus.

The Superintendent of Schools and Learning and/or his or her designee shall determine when and on which bus surveillance technology shall be located. Such installation shall be in accordance with applicable state and federal regulations. The District shall retain ownership of all surveillance recordings.

The bus carrier’s designee shall maintain a log to include the date, bus number, and bus driver’s name in which the surveillance technology has been located. The decision to use surveillance technology on a bus shall be made only with District approval. Bus drivers do not need to be informed which bus has surveillance technology in operation. Individual drivers and building principals may request that surveillance technology be placed on a specific bus on designated dates. Parent(s)/guardian(s) may contact the Superintendent of Schools and Learning and/or his or her designee to request that surveillance technology be utilized on a specific bus. Such requests shall be in writing and include a valid reason.

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 his or her 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 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.
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.

The following procedures apply to the viewing of surveillance technology recordings by adult students and/or the parent(s)/guardian(s) of minor students when the recording provides a basis for student discipline:
1. Adult students (those at least 18 years of age) and the parent(s)/guardian(s) of minor students may be allowed to view the recording along with a school administrator or authorized school staff member. Pursuant to state and federal law and due process requirements, in limited circumstances, minor students may be allowed to view a recording where appropriate. Parent(s)/guardian(s) of adult students may be allowed to view the recording without the adult student’s written consent if the adult student is a dependent of his/her parent/guardian under the Internal Revenue Code. An exception shall be made when an adult student has informed the District, in writing, that the information may not be disclosed.

2. If more than one student is identifiable in a given frame or a series of frames, neither the student to be disciplined (regardless of age) or the student’s parent(s)/guardian(s) will be able to view the recording unless:
   a. The recording can be edited or altered so as to render all other students unrecognizable; or
   b. Written consents are obtained from the other adult students and the parent(s)/guardian(s) of the other minor students. Consents must be signed, dated and must specify the records to be disclosed, the purpose of the disclosure, and the party or the parties to whom disclosure may be made.

If there are no reported incidents pertaining to the date the recording was made, the recording may be erased after ten (10) student school days.

If any part of this policy is held to be invalid by law or future court action, that part shall be immediately altered to reflect such decision and operating procedure shall also reflect such change.

APPROVED: June 15, 2015

USE OF ELECTRONIC SURVEILLANCE TECHNOLOGY IN PUBLIC AREAS OF SCHOOL BUILDINGS AND DISTRICT PROPERTY
(Board Policy 824)

The Green Bay Area Public School District authorizes the use of electronic surveillance technology 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.

Parent(s)/guardian(s) shall be notified annually via the student expectations handbook that surveillance technology may be used in District buildings and on District property. This policy will be referenced in employee handbooks, district newsletters, facility use request forms and on the District website.

Surveillance technology will be used according to the following guidelines:
A. 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. 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.

B. 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 and/or his or her designee. Such approval will be granted only in situations where the Superintendent of Schools and Learning and/or his or her 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.
C. Surveillance technology may be monitored as needed and in emergency situations, but only in compliance with state or federal regulations.

D. Only the Superintendent of Schools and/or his or her designee shall be authorized to view the recording for the purpose of documenting a concern, and determining student involvement. The surveillance technology recording shall not be available for viewing by the public in general, employees in general or media. A log shall be kept of the date and names of the individuals viewing the recording.

E. 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/or his or her designee.

F. 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 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.

G. The following procedures apply to the viewing of surveillance technology recordings by adult students and/or the parent(s)/guardian(s) of minor students when the recording provides a basis for student discipline:

1. Adult students (those at least 18 years of age) and the parent(s)/guardian(s) of minor students may be allowed to view the recording along with a school administrator or authorized school staff member. Pursuant to state and federal law and due process requirements, in limited circumstances, minor students may be allowed to view a recording where appropriate. Parent(s)/guardian(s) of adult students may be allowed to view the recording without the adult student’s written consent if the adult student is a dependent of his/her parent/guardian under the Internal Revenue Code. An exception shall be made when an adult student has informed the District, in writing, that the information may not be disclosed.

2. If more than one student is identifiable in a given frame or a series of frames, neither the student to be disciplined (regardless of age) or the student’s parent(s)/guardian(s) will be able to view the recording unless:
   a. The recording can be edited or altered so as to render all other students unrecognizable; or
   b. Written consents are obtained from the other adult students and the parent(s)/guardian(s) of the other minor students. Consents must be signed, dated and must specify the records to be disclosed, the purpose of the disclosure, and the party or the parties to whom disclosure may be made.

H. Except as provided for herein, surveillance recordings shall be kept no longer than 30 days. All recordings shall be disposed of in a secure manner. If there are no issues pertaining to the date a recording was made, the recording may be erased in a secure manner after 10 student school days.

If any part of this policy is held to be invalid by law or future court action, that part shall be immediately altered to reflect such decision and operating procedure shall also reflect such change.

APPROVED: June 15, 2015

STUDENT USE OF ELECTRONIC COMMUNICATION DEVICES
(Board Policy 443.5)

I. PURPOSE
A. The Green Bay Area Public School District recognizes the potential educational value of personal electronic communication devices. Therefore, the District permits students to possess and use personal electronic communication devices in a school setting as outlined in this policy.

B. This policy will apply to student possession and use of a personal electronic communication device in a school setting, but may also apply to student use of a personal electronic communication device off campus as outlined in this policy.
II. DEFINITIONS
   A. Personal Electronic Communication Device. A personal electronic communication device shall include, but is not limited to, a cellular telephone, personal digital assistant, personal music/video/gaming device, camera, personal computer, laptop, tablet, pad computer or other personal electronic device with communication functions or with recording, photographic or video-imaging capabilities.

   B. Use. Use shall be defined as the device being turned on or otherwise activated, whether or not sending or receiving a call, message or other communication or using any feature of the device including, but not limited to, games, camera, instant messaging, social media, etc.

   C. Stored. Stored shall be defined as any portion of the device being not visible to others and reasonably secured in a locker, backpack/purse, pocket, teacher’s desk, or any other secure location designated by the District.

   D. Instructional Time. Instructional time at the elementary level will be defined as the beginning to the end of the instructional day. Instructional time at the secondary 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 personal electronic communication devices during non-instructional time. Use is permitted during passing time, lunch and before and after school if it does not interfere with the operation of the building or with the educational environment.

   B. Students may possess a personal electronic communication device during instructional time, provided the device remains powered off, stored and is not in use. Any headset, ear piece or similar equipment associated with a device shall also be stored.

   C. Personal electronic 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, consistent with established procedures. Building principals are authorized to establish school rules and acceptable use guidelines for students’ limited and non-disruptive use of personal electronic communication devices for educational, safety, medical, vocational or other legitimate reasons.

   D. The rules shall permit students at all grade levels to use a personal electronic communication device to contact a responsible adult in any emergency situation that involves an immediate threat to the health or safety of any person. When carrying out school emergency response plans, however, students may be asked to turn off their personal electronic communication devices so emergency communication networks are not overwhelmed and emergency response efforts are not jeopardized.

   E. Nothing within this policy should be construed to limit a student’s ability to use a device in a manner that functions as assistive technology necessary for a student’s education and is required under an Individualized Education Program (IEP).

   F. Students who possess personal electronic 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.
IV. PROHIBITED POSSESSION AND USE
A. Students are not permitted to use personal electronic 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 Internet or personal electronic communication device by students while off campus will be considered in violation of this policy if the Internet or personal electronic communication device was used to engage in cyber-bullying or maintain or post material to a website or blog that threatens a disruption or results in the disruption of a school setting.
C. The use of the Internet or personal electronic 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.

V. NOTICE AND SANCTIONS
A. Students who receive limited permission and/or use any personal electronic communication device receive those permissions as a privilege, not a right. Any student who possesses or uses a personal electronic 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 personal electronic communication device.
D. A personal electronic 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.

REVISED: April 17, 2017
LOCKER SEARCHES  
(Board Policy 446.1)

Students’ lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without student consent and without a search warrant. For purposes of this policy, “school authorities” include the Superintendent of Schools and Learning, district office administrators, school administrators, building and grounds supervisor, school custodians, school employee(s) designated by the Superintendent or school administrator, school resource officers, and law enforcement officers at the request of or in cooperation with school authorities.

Students shall be informed of this policy annually.

APPROVED: November 17, 2008

USE OF CANINE UNITS IN SEARCH ACTIVITIES  
(Board Policy 446.2)

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. The canines must be accompanied by a qualified handler who will be responsible for maintaining control of the canine and interpreting the canine’s responses.

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.
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.

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.

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.

APPROVED: June 16, 2014

CHEATING

Copying the work of others, and/or providing work and/or answers for others to copy and submitting it as one’s own, or obtaining test information in other dishonest ways are forbidden.

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, 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 Board policy.
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 Board policy.

STUDENT DRESS
(Board Policy 443.1)

Responsibility for the personal appearance of students enrolled in the District shall normally rest with the students themselves and their parents/guardians. Student dress or grooming should not affect the health or safety of students or disrupt the learning process within the classroom or school.

No student shall be permitted to wear any clothing identifying an antisocial association or organization referred to in Board policy or clothing that contains pictures and/or writing referring to alcoholic beverages, tobacco products, sexual references, profanity and/or illegal drugs.

Shoes, sandals or boots shall be worn in the school buildings.

Safety or special purpose equipment shall be worn when required.

Wearing of caps, hats, etc. and other outdoor attire is not permitted in the school building during the school day after the commencement of the first period of the day through the end of the last period of the day. Students may wear head coverings for religious reasons.

Clothing or other items of personal attire that are found to be dangerous, illegal or in violation of this policy may be taken away from students. 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.

Principals may make exceptions as necessary.

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

REVISED: November 17, 2008

THREATENING, AGGRESSIVE OR VIOLENT BEHAVIOR BY STUDENTS
(Board Policy 443.7)

Threatening, aggressive or violent behavior by students that presents a danger to other students and District employees will not be tolerated on school premises, school buses or at school events. Such behavior should be reported to appropriate administrative personnel, who shall take measures to provide for the protection of students and staff.

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

REVISED: November 17, 2008
DISCIPLINARY PROCEDURES FOR THREATENING, AGGRESSIVE OR VIOLENT BEHAVIOR  
(Board Rule 443.7)

Any District student attending school or any school-related activity and involved in threatening, aggressive or violent behavior as defined in Board policy, with the exception of acceptable measures taken in self-defense and without the use of a dangerous weapon, shall be subject to the following disciplinary actions:

First Violation

- Any student found to be in violation of Board policy for the first time during the tenure of his/her level of schooling (elementary, middle or high school) may be suspended from school in accordance with state law and District procedures and the school resource officer may be notified.

- The student will be required to seek an initial screening and ongoing counseling as indicated and provide written evidence of this counseling to the building principal within one month of the first day of the suspension. Acceptable sources of counseling may include, but not be limited to, a law enforcement officer, a school social worker, a non-school counselor mutually agreed upon by the building principal.

- A first violation of a very serious nature may be referred to the Superintendent of Schools and Learning’s designee for investigation and possible expulsion.

Subsequent Violations

- A student found to be in violation of Board policy on subsequent occasions during the tenure of his/her level of schooling (elementary, middle or high school) within the District schools shall be suspended from school and referred by the building principal to the Superintendent’s designee for investigation and possible expulsion. A student seeking re-entry will be required to provide evidence of a recommended course of counseling. Acceptable sources of counseling are as noted previously in these procedures.

- When considering a student’s expulsion from school, the District may consider the student’s willingness to participate in an anger management education program offered by the District, to have his/her progress in the program evaluated at the conclusion of the program, and to complete any applicable follow-up activities recommended as a result of that evaluation (e.g., retaking the anger management program course, accessing student services support, referral to a community resource). If a student does not follow through on what he/she said he/she would do, the expulsion referral will go forward on the original policy violation. Expulsion procedures outlined in state law will be followed.

- If it is determined that the violation is related to or part of an activity covered under the Board’s antisocial association and organization activity policy (443.8), the student shall be referred for investigation which may lead to possible expulsion.

- In the event a student withdraws from school in the District while being considered for expulsion under Board policy and subsequently makes a request for re-entry, the student’s expulsion proceedings will be continued on the original policy violation. The District will follow due process procedures outlined in state law.

REVISED: March 3, 2015
PROCEDURES FOR DEALING WITH ANTISOCIAL ASSOCIATION/ORGANIZATION ACTIVITIES
(Board Rule 443.8)

1. The types of dress, apparel, activities, acts, behavior or manner of grooming displayed, reflected or participated in by a student shall not:
   - Lead school officials to reasonably believe that such behavior, apparel, activities, acts or other attributes are association-related and would disrupt or interfere with the school environment or activity and/or education objectives.
   - Present a physical hazard to self, students and District employees.
   - Create an atmosphere in which a student, employee or other person’s well-being is hindered by undue pressure, behavior, intimidation, overt gesture or threat of violence.
   - Imply association membership or affiliation by written communication, marks, drawing, painting, design, emblem upon any school or personal property or on one’s person.

2. If the student’s behavior or conduct is in violation of these provisions, the principal or designee will request the student to make the appropriate correction. If the student refuses, the parent/guardian will be notified and asked to make the necessary correction. The principal will take appropriate corrective and disciplinary action following the guides established for violence, aggression and threatening behavior.

3. Students identified as being involved, influenced or affiliated in an antisocial association/organization will be provided assistance and/or programs which discourage association involvement or affiliation, and the student(s) will be encouraged to participate in school or other positive activities.

4. Training to provide increased awareness of the threat to safety of students, employees and school property which antisocial association-related activity poses, shall be provided as needed. Additional presentations will be made available to individual schools, employees or students at the request of the building principal. Presentations will provide training in current identification and symbols used by those involved in antisocial association-related activity and will include things such as identification of hand signals, jewelry and/or any other pertinent association-related information.

REVISED: November 17, 2008

INSUBORDINATE AND DEFIANT BEHAVIOR
(Adopted from Board Policy 443.9)
See: http://gg.gg/GBAPS-Policy-443-9

The District shall not tolerate insubordination or defiant behavior by students. Insubordination is defined as willful or intentional disregard of school rules and expectations. Repeated refusal or repeated neglect by a student to obey school rules and regulations may result in disciplinary action as outlined in the student expectation handbooks, including suspension and expulsion.

Consequences:

First Offense: Depending on the seriousness of a single offense, the student will be counseled by the teacher or referred to other school personnel. Notification of parent or guardian will be limited to serious incidents.

Repeated Offenses: A student who is repeatedly disobedient or openly defiant of the authority of school personnel shall be subject to school consequences, up to and including expulsion.
HARASSMENT AND/OR BULLYING BY OR TOWARD STUDENTS
(Board Policy 411.1)

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.
   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;
      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.

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 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. The District shall respect the confidentiality of both the complainant and the accused 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. 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.

IV. IMPLEMENTATION AND NOTICE
A. The District shall establish and implement procedures under which incidents and concerns involving bullying, harassment or any related allegations of retaliation can be reported and addressed in an appropriate manner.

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

REVISED: May 15, 2017

GUIDELINES FOR RESPONDING TO ACTS OF HARASSMENT AND/OR BULLYING BY OR TOWARD STUDENTS
(Board Rule 411.1)

I. REPORTING
A. Students, parents/guardians or any other concerned individuals who observe or become aware of an act of harassment and/or bullying by or toward students are encouraged to report the conduct to the building principal or designee.

B. All District staff members and school officials who observe or become aware of an act of harassment and/or bullying are required to take immediate, appropriate steps to intervene. If a staff member’s safety is a concern, additional assistance should be sought immediately by contacting the building principal or
designee. If a staff member believes that his/her intervention has not resolved the matter, or if the harassment and/or bullying persists, he/she shall report the harassment and/or bullying to the building principal or designee for further investigation.

C. Reports of bullying and/or harassment are encouraged to be made in writing; however, verbal reports will be accepted. 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.

D. Acts of bullying and/or harassment should be reported immediately or as soon after the incident as possible, as delays between the date of the alleged incident and the reporting date may make investigations more difficult.

II. INVESTIGATION
A. Upon learning about a harassment and/or bullying incident, the building principal or designee shall conduct an adequate, reliable and impartial investigation. This investigation will provide an opportunity for both the target and the alleged responsible party to present evidence, and may include interviews with students, parents and school staff; a review of school records; and identification of parent and family issues. Police school resource officers may assist in the investigation.

B. If the behavior is determined to be or alleges unlawful conduct (harassment or discrimination) based, in whole or in part, on a student’s legally protected classification (e.g., race, sex, sexual orientation, disability, etc.), the building principal or designee shall refer the report or complaint to the District’s Title IX Coordinator, who may also complete an impartial investigation of the complaint.

C. If the incident involves a student with a disability (including the alleged target or perpetrator), the building principal shall immediately contact the Executive Director of Special Education and Pupil Services or designee.

D. The District shall prepare a written report of the investigation as required by law.

E. Parents/guardians of each student involved in an incident determined to be bullying or harassment shall be notified prior to the conclusion of the investigation.

F. 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.

III. 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 target insists on confidentiality, the District will pursue other steps to limit the effects of the alleged harassment or bullying and prevent its reoccurrence.

IV. RETALIATION
There shall be no retaliation against any target or reporter of any alleged act of bullying or harassment, nor against any person who participates in the investigation. The District will take appropriate action against any student, teacher, administrator or other District employee who retaliates against any person who makes a good faith report; who testifies, assists or participates in an investigation; or who testifies, assists or participates in a proceeding or hearing relating to the report. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.
V. APPEAL

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 Associate Superintendent of PreK-16 and subsequently to the Superintendent of Schools and Learning prior to submitting an appeal to the State Superintendent of Public Instruction.

VI. SANCTIONS AND SUPPORTS

A. If it is determined that a student participated in bullying and/or harassment behavior the student may face disciplinary action up to and including suspension and/or expulsion.

B. If it is determined that a student retaliated against anyone due to the reporting of such behavior, the student may face disciplinary action up to and including suspension and/or expulsion.

C. The District will provide supports to students who are either targets of bullying and/or harassment or who experience retaliation for reporting or participating in an investigation of a report of bullying and/or harassment.

D. Depending on the severity of the incident, the building principal or designee will also take appropriate steps to ensure student safety and prevent the reoccurrence of acts of bullying and/or harassment. These may include implementing a safety plan, separating and supervising the students involved, providing staff support for students as necessary, reporting incidents to law enforcement as appropriate and developing a supervision plan with the parents/guardians.

VII. ABUSE OF PROCESS PROHIBITED

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.

VIII. VOLUNTARY WITHDRAWAL OF A COMPLAINT

Where the target 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.

IX. 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 bullying 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.

REVISED: May 15, 2017

STUDENT ALCOHOL AND OTHER DRUG ABUSE/MISUSE
(Board Policy 443.4)

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, non-prescription 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.

With this in mind, the following actions shall be prohibited by students at all times at school, on school premises, on school buses and while attending or participating in any school-related activity:
- Possessing, using, attending school or any school-related activity after using, or being under the influence of alcohol or any substance, including prescription, non-prescription and illegal drugs, or a substance which is represented as alcohol or any substance, including prescription, non-prescription and illegal drugs.
- Possessing related drug paraphernalia.
- Exchanging, distributing, selling, giving away or possessing with the intention of exchanging, distributing, selling or giving away alcohol or any substance, including prescription, non-prescription and illegal drugs, a substance that is represented as alcohol or any substance, including prescription, non-prescription and illegal drugs, or drug paraphernalia.

Students who violate this policy shall be subject to the consequences outlined in District procedures. Alcohol and other drug abuse/misuse policy violations will be accumulated during which time the student is enrolled in one of the three District educational levels (elementary, middle school, high school). The accumulated violations will not follow the student from level to level but the record will be maintained for future intervention strategies while the student remains enrolled in the District.

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. 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.

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.

The Superintendent of Schools and Learning shall provide for the development of administrative procedures for the implementation of this policy.

REVISED: November 17, 2008

**STUDENT ALCOHOL AND OTHER DRUG ABUSE/MISUSE PROCEDURES**

*(Board Rule 443.4)*

**Educational Class**

The District shall offer, as needed, an educational class dealing specifically with the cause and effects of substance and alcohol abuse/misuse. The class will be designed specifically for students who have been found in violation of the student alcohol and substance abuse/misuse policy. Students may be required to attend this class as outlined below.

**Discipline**

Any District student found to be in violation of the student alcohol and other drug abuse/misuse policy shall be subject to the following disciplinary actions:

**First Violation**

Any student found to be in violation of Board policy for the first time during the tenure of his/her level of schooling (elementary, middle or high school) will be suspended from school in accordance with state law and District procedures, and the school resource officer may be notified. A screening will be administered by a school social worker, school resource officer or outside agency counselor. Based on screening results, the student may be required to attend an educational class and/or outside counseling dealing specifically with the causes and effects of substance and alcohol abuse.

A first violation of a serious nature, such as exchanging, distributing, selling, giving away or possessing with the intention of exchanging, distributing, selling or giving away alcohol or any substance, including prescription, non-prescription and illegal drugs, will be referred to the Superintendent of Schools and Learning’s designee for investigation and possible expulsion.
Subsequent Violations
A student found to be in violation of Board policy on subsequent occasions during the tenure of his/her level of schooling (elementary, middle or high school) within the District’s schools will be suspended from school and referred by the building principal to the Superintendent of Schools and Learning’s designee for investigation and possible expulsion.

APPROVED: November 17, 2008

STUDENT USE AND/OR POSSESSION OF TOBACCO, NICOTINE OR ALTERNATIVE SMOKING PRODUCTS ON SCHOOL PREMISES
(Adopted from Board Policy 443.3)
See: http://gg.gg/GBAPS-Policy-443-3

Smoking and other use and/or possession of tobacco, tobacco-like products, nicotine products or alternative smoking products shall be prohibited at all times on school premises and at school-sponsored activities where the District controls attendance/access to the event or activity. Use of electronic cigarettes shall be prohibited everywhere that smoking and use of tobacco and tobacco-like products are prohibited.

All students will be provided with education through age appropriate curriculum on the health risks associated with tobacco, nicotine and alternative smoking products.

“School premises” means any school building, grounds, recreation area or athletic field or any property owned, used or operated for school administration.

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

Students violating this policy shall be subject to disciplinary procedures outlined in student expectation handbooks and/or legal action through applicable no smoking laws or ordinances. In addition, students will be offered cessation education and/or counseling by school staff.

Consequences: Consequences will be in accordance with Board policy.

STUDENT POSSESSION/USE OF WEAPONS
(Board Policy 443.6)

No student shall possess or use any destructive device (including explosives), firearm or other dangerous weapon of any kind at any time:

- in any school or other building/facility owned, occupied or controlled by the District;
- on the grounds of a school or on other premises owned, occupied or controlled by the District (including recreation areas and athletic fields);
- while under the supervision of a school district authority, regardless of the student’s location;
- in any District-owned vehicle or on any form of District-provided transportation; and/or
- participating in or attending any District-sponsored program or activity.

The possession and use of facsimile firearms and/or facsimile dangerous weapons is also prohibited.

The only exception to this policy is the possession and use of a facsimile firearm/weapon in a school-approved activity.

The District shall support enforcement of state and federal laws and municipal ordinances that deal with these offenses.
Law enforcement officers should be contacted to help deal with a weapons situation. School staff shall follow school district security procedures.

Individuals violating this policy shall also be subject to school discipline policies, including suspension and expulsion. If expulsion of a student is determined to be appropriate for possession/use of a firearm under the provisions of this policy, the expulsion shall be for a period of time not less than one full calendar year. This one-year expulsion requirement may be modified on a case-by-case basis.

REVISED: January 23, 2012

ENFORCEMENT PROCEDURES FOR STUDENT WEAPONS POLICY VIOLATIONS
(Board Rule 443.6)

A. Definitions

1. A “destructive device” means:
   - Any explosive, incendiary, or poison gas, including a: (1) bomb, (2) grenade, (3) rocket having a propellant charge of more than four ounces, (4) missile having an explosive or incendiary charge of more than one-quarter ounce, (5) mine, or (6) similar device;
   - 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
   - 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.

2. “Firearms” include handguns, shotguns, rifles and other firearms listed below.
   a. “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.
   b. “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.
   c. “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.
   d. “Other Firearms” include 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.

3. “Other Dangerous Weapon” is any dangerous weapon that is not a 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.

4. “Facsimile firearm” includes any replica, toy, starter pistol or other object that bears a reasonable resemblance to, or can be perceived to be, an actual firearm.

5. “Facsimile dangerous weapon” includes any object that bears a reasonable resemblance to, or can be perceived to be, an actual dangerous weapon.
B. Student Disciplinary Procedures

1. When a student is suspected of being in possession of or using:
   - an explosive or other destructive device,
   - firearm or other dangerous weapon,
   - facsimile dangerous weapon, or
   - facsimile firearm,

   The student will be detained and questioned, and/or the student’s possessions will be searched. All District/building guidelines for emergency response procedures will be followed.

   The possession or use of an explosive or other destructive device, firearm or other dangerous weapon, facsimile dangerous weapon, or facsimile firearm, will be referred to law enforcement officials. The student’s parent/guardian will also be contacted.

2. Any student engaging in the behaviors defined above will be suspended and immediately referred to the Superintendent of Schools and Learning’s designee for additional investigation of the incident and for determination of a recommendation for expulsion or alternative disciplinary measures.

REVISED: January 23, 2012

EYE PROTECTION
(Board Policy 455.5 in part)

All students, instructors and observers present in an instructional area where there is a reasonable probability of eye injury shall be required to wear appropriate protective eye devices as prescribed by state law.

Eye protection devices shall be worn in all areas (labs, classrooms and demonstration areas) where hazardous materials are handled or where any activity or operation is potentially hazardous to the eye.

REVISED: November 17, 2008

WELLNESS
See: http://gg.gg/GBAPS-Wellness-Policy
http://gg.gg/GBAPS-Wellness-Rule

The District recognizes that 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. Students need access to healthful foods and opportunities to be physically active in order to grow, learn and thrive. Good health fosters student attendance and education and there is a direct correlation to healthy children, physical activity and student achievement. 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. The District’s wellness committee is led by:
Each District school covered by the Wellness Policy shall be led by a designated school wellness coordinator. To learn more about a specific school’s wellness plan, please contact your student’s principal.

If you would like to become involved in the implementation and periodic review of the District’s Wellness Policy, or would like to request a copy of the District’s current Wellness Policy, please contact the Executive Director of Secondary Teaching and Learning. The District’s Wellness Policy and Rule can also be accessed through the links noted above.

PROCEDURES FOR MANAGEMENT OF STUDENT ALLERGIES
(Board Rule 453.1(3))

The Green Bay Area Public School District is committed to providing a safe and nurturing environment for students. All emergency nursing services shall be provided in accordance with state and federal law.

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. The following administrative rule shall provide the procedures for providing the appropriate treatment of allergies and the prevention of potentially severe allergic reaction, anaphylaxis.

In accordance with applicable law, it is the policy of the District to provide all students, through necessary accommodations where required, the opportunity to participate in all school programs and activities. Accordingly, the Superintendent of Schools and Learning shall direct District level and building administrators and staff to act affirmatively and work closely with parents to address the needs of District students.

A. Parent/Guardian Requirements

1. A parent/guardian of a child with an allergy shall provide verification of the allergy from the student’s health care provider where the parent/guardian is requesting an accommodation for his/her child.

2. A parent/guardian requesting an accommodation for his/her child for a food-related disability must provide the Physician Request for Diet Modification form signed by a licensed health care provider that contains the following information:
   a. The child’s disability.
   b. An explanation of why the disability restricts the child’s diet.
   c. The major life activity or major bodily function affected by the disability.
   d. The food or foods to be omitted from the child’s diet, and the food or choice of food that must be substituted.

B. School Requirements

1. A school’s response to a request for accommodations for a student’s allergy shall be in accordance with state and federal law.

2. A school shall maintain the health and protect the safety of students who have life threatening allergies in ways that are developmentally appropriate, promote self-advocacy and competence in self-care and provide appropriate educational opportunities in the least restrictive environment balancing educational and safety interests.
3. A school shall establish a method of ensuring that relevant information is transmitted to all supervising persons of a student identified with a life threatening allergy.

4. The following preventative strategies to minimize allergen risks and provide a safe educational environment for all students shall be considered:
   a. Provide education to parents/guardians and students and encourage parents/guardians to instruct their children in how to avoid contact with substances to which they are allergic.
   b. Carefully monitor identified children, especially in the younger grades.
   c. Encourage students not to exchange foods or utensils with other students.
   d. Wash surfaces, toys and equipment clean of allergy containing foods.
   e. Provide staff updates at regular faculty meetings as necessary.

5. The administration of epinephrine adrenaline shall be in accordance with District policy and procedure and state and federal law.

6. During field trips, students with known allergies must be monitored and emergency medications must be maintained by District staff members who accompany students with allergies.

C. District Requirements

1. When a parent/guardian has provided notice to the District that his/her student has a documented allergy, the parent/guardian shall be provided notice of the right to request a plan under Section 504 of the Rehabilitation Act of 1973 in accordance with District policies and procedures where the student would qualify for such a plan. Such student shall also be provided a right to request an Individualized Health Plan (IHP).

2 Pursuant to state and federal law, the District Food Services Department shall provide substitute meals to students with allergies if the parent/guardian provides a completed Diet Modification form.

3. The District shall provide training for designated school staff in identification of symptoms of an allergic reaction, and the use of epinephrine adrenaline.

APPROVED: February 16, 2015

ADMINISTERING MEDICATION PROCEDURES
(Board Rule 453.4)

Medication may be administered to a District student by designated school personnel provided the following conditions are met:

1. Parents/guardians requesting that medication be administered to their child at school or during a school-sponsored activity must obtain and complete the applicable District Medication Authorization Forms. The Medication Authorization Forms and copies of these procedures shall be available in each school office in the District and on the District website. A copy of these procedures will be provided to parents/guardians upon request.

2. Prior to administering non-prescription drug products or prescription drugs to pupils, designated school personnel shall complete the Department of Public Instruction (DPI) training and any other training as required by the District.

3. Prescription Medication
   a. Prescription medications may be administered to students after the prescribing health care provider (physician, dentist, podiatrist, physician assistant, advanced practice nurse practitioner or optometrist) provides written authorization and identifies the specific conditions and circumstances under which the medication is to be given. It is the responsibility of the student’s parent/guardian to obtain the health care provider signature.
b. The length of time prescription medication is to be administered shall be contained on the health care provider’s written authorization, and further written authorization must be received from the health care provider if the medication dosage is changed, the time to be administered is changed from the original instructions, or the medication is to be discontinued. Verbal orders and/or verbal permission to administer medications to students can only be accepted by a District Nurse. All verbal orders and/or verbal permissions must be confirmed by a written order of the licensed health care provider.

c. Prescription medications to be given at school or during a school-sponsored activity must be in an original container and must have the following information printed on the container by the dispensing pharmacy:
   1. Student’s full name;
   2. Name of medication, dosage, the effective date and administration instructions, including time(s) to be given; and
   3. Health care provider’s name.

d. **Inhalers** – A student with asthma may use and possess a metered dose inhaler or dry powder inhaler while in school or at a school-sponsored activity under the supervision of a school authority if all of the following are true:

   1. The student has the written approval of the student’s physician and, if the student is a minor, the written approval of the student’s parent/guardian;
   2. The student uses the inhaler before exercise to prevent the onset of asthmatic symptoms or uses the inhaler to alleviate symptoms; and
   3. The student has provided the school with a copy of the required written approval or approvals.

   The student must never share the inhaler with another person. If, after using the inhaler as prescribed, there is no marked improvement, the student must go to the designated health area immediately.

e. **Glucagon** – School personnel may administer glucagon to any pupil who appears to be experiencing a severe low blood sugar event with altered consciousness if, as soon as practicable, the school employee reports the event by dialing the telephone number “911” or, in an area in which the telephone number “911” is not available, the telephone number for an emergency medical service provider.

f. **Epinephrine** – School personnel may use an epinephrine auto-injector to administer epinephrine to any pupil who appears to be experiencing a severe allergic reaction if, as soon as practicable, the school employee reports the event by dialing the telephone number “911” or, in an area in which the telephone number “911” is not available, the telephone number for an emergency medical service provider.

g. School personnel are required to administer medication to a student by oral ingestion. Medication administered by means other than oral injection shall be administered by the school nurse or school personnel volunteering to do so. School personnel voluntarily accepting the responsibility of administering medication by means other than oral ingestion shall complete all state-mandated and District-required knowledge and skill training prior to administering medication to a student through such means. When school personnel voluntarily accept responsibility, the nursing procedures are delegated to school personnel under the direction of a District Nurse pursuant to the State Nurse Practice Act and State Board of Nursing regulations.

4. **Non-Prescription Medications** – Non-prescription medications (e.g., Tylenol) may be administered to students with written instructions and consent of the parent/guardian or adult student. The non-prescription medication must be delivered to school personnel by the student’s parent/guardian. All non-prescription medications to be given at school or during a school-sponsored activity must be in the original labeled containers and may not exceed the recommended dosages per package directions. School personnel should under no circumstances provide non-prescription medication to a student without the written consent of the student’s parent/guardian or the adult student.

5. **Other Prescription and Non-Prescription Medicines**

   a. For the safety and protection of students, nutritional supplements or herbal, natural or other non-traditional alternative medications will not be given in the school setting unless such medication is approved by the FDA or prescribed by a practitioner.

   b. When authorized by the student’s health care provider for consumption at school, the following criteria must be met:

      1. The product must be in the original sealed manufacturer’s package;
      2. Appropriate dosing for student is clearly stated on the label/packing insert;
      3. The therapeutic purpose for the student is indicated;
      4. A signed parent/guardian Medication Authorization Form is on file; and
      5. A Medication Authorization Form signed by practitioner is on file if product is non-FDA approved.
Parents/guardians may come to school to administer nutritional supplements or herbal, natural or other non-traditional alternative medications.

District Nurses should ensure that they have enough information regarding the nutritional supplements or herbal, natural or other non-traditional alternative medication to make an informed decision as to whether or not to administer the medication in the school setting. District Nurses reserve the right to refuse to administer or delegate the medication administration if he/she deems it unsafe to be administered at school.

6. Medication Delivery, Storage and Disposal
   a. A student’s parent/guardian is responsible for delivering to and retrieving medications from the school office. Only limited quantities of any medications are to be kept at school. The supply shall not exceed an amount sufficient to last through the termination date as identified on the Medication Authorization Form. No medication will be sent home with the student. Medications that are not picked up by the parents/guardians one week after the termination of the medication or last school day (unless prior arrangements have been made) or that have reached their expiration date will be disposed of in a safe and proper manner according to recommended guidelines. Medication disposal must be witnessed by two school employees and documented in the Student Information System.
   b. All medication administered at the school will be kept in a locked cubicle, drawer or other safe and secured, monitored location. For field trips and other co-curricular or extracurricular activities held off school premises, student medication will be stored in a secure location determined to be appropriate by the activity supervisor, keeping in mind the manufacturer’s or health care practitioner’s storage instructions.
      1. An inhaler may be kept with a student with asthma provided the conditions outlined in item (3)(d) above are met.
      2. Medications that would be used in emergencies (i.e., Epi pens) may be kept with students if a written communication by the parent/guardian and physician is on file in the school office or designated health area. If an Epi pen is self-administered, the student should be instructed to report said use to the school office, school personnel or the activity supervisor, as applicable. If an Epi pen is administered to a student, a 911 phone call must be made for transport of the student to the Emergency Room. Parents/guardians should also be notified.

7. Recordkeeping – The school staff shall maintain an accurate and confidential system of recordkeeping for each student receiving medications (prescription or non-prescription) at school or during a school-sponsored activity. All medication administration shall be recorded in the Student Information System for each medication that is stored for each student and will include dosage, effects, changes and continuation or discontinuation information. Medication errors and medication waste will be recorded in the Student Information System and reported to the student’s parent(s)/guardian(s) or adult student, building administrator and District Nurse, who will ensure any necessary contacts are made (e.g., student’s health care provider, poison control center).

8. Staff Training and Information
   a. Staff administering medication to students shall complete the DPI training and any other training as required by the District. The Superintendent of Schools and Learning or designee shall be responsible for maintaining written records of the school personnel who have been authorized to administer medication to the students and the documentation of staff completion of all required training courses (including the dates on which such training occurred).
   b. Staff administering medication will receive written information regarding Board policy and procedures, highlights, changes and references annually.
   c. School personnel shall maintain the confidentiality of student health and medication administration-related records in accordance with applicable state and federal laws and regulations and the District’s student records policy and procedures.

REVISED: June 20, 2016

COMMUNICABLE DISEASE CONTROL PROCEDURES
(Board Rule 453.3)

A. Education and Preventative Measures
   1. The District will ensure that all immunizations (or related waivers) and health examinations/tests (e.g., tuberculin skin test or chest x-ray) required of students and staff by law and Board policy have been
obtained. Staff shall refer to and follow the District’s immunization plan and related District policies when carrying out this task.

2. The building administrator shall ensure that the District provides parents/guardians of students in the 6th grade with information about meningococcal disease as mandated by state law.

3. District employees shall comply with provisions of the District’s Exposure Control Plan when they are exposed to blood or other potentially infectious agents or materials in the school setting or during school-related activities.

B. Reporting Communicable Diseases
If a teacher, District Nurse or building administrator knows or suspects that a communicable disease is present in the school, he/she must notify one of the District Nurses, who will then make contact with the local health department in accordance with state law requirements. Reportable disease categories as set forth by the Department of Health Services (DHS) are as follows:

1. Category I diseases are of urgent public health importance and must be reported immediately to the local public health officer upon identification of a case or a suspected case. In addition to the immediate report, a written report must be made on the required reporting form within 24 hours. Examples of such reportable diseases include, but are not limited to, measles, rabies (human), tuberculosis, foodborne or waterborne outbreaks and Hepatitis A and E.

2. Category II diseases must be reported on the required reporting form or by other means within 72 hours of identification of a case or suspected case. Examples of such reportable diseases include, but are not limited to, Lyme disease, meningitis (bacterial and viral), mumps, salmonellosis, sexually transmitted diseases, varicella (chicken pox – reported by number of cases only) and suspected outbreaks of other acute or occupationally-related diseases.

3. Category III diseases include acquired immune deficiency syndrome (AIDS) and human immunodeficiency virus (HIV) infection and must be reported to the state epidemiologist on the required reporting form or by other means within 72 hours after identification of a case or suspected case.

C. Exclusion of Students from School for Suspected or Known Communicable Diseases
1. Students who are suspected of having a communicable disease that could be detrimental to the health of self or others in the school environment may be sent home by any District Nurse in consultation with the building administrator for diagnosis and treatment. It is recommended the District Nurses be notified for consultation with the local health department prior to sending the student home.

2. 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.

3. Before making a determination that a student should be sent home for diagnosis and treatment or excused from school attendance, the student and the student’s parent/guardian shall be informed of the reasons for the contemplated action.

4. For a student with a disability or a student whose communicable disease may give rise to a disability, the building administrator or designee, in consultation with the Executive Director of Special Education and Pupil Services, may refer this determination to an Individualized Educational Program (IEP) team or to the District’s Section 504 coordinator. The normal membership of any IEP team making any such determinations should be supplemented to the extent possible by the local public health officer, the building administrator and the District Nurse serving the school, as well as a statement from the student’s physician.

5. Parents/guardians or adult students who dispute the determinations or actions of the District concerning exclusion from school may appeal such determinations or actions to the Superintendent of Schools and Learning or designee within 5 days of the decision. The appeal shall be in writing and shall include the following:
   a. A statement of facts;
   b. A statement of the relief requested; and
   c. Any necessary medical information required.
The Superintendent of Schools and Learning or designee shall render a decision in writing within 5 days of receipt of the appeal. In the event that there is disagreement with the Superintendent’s or designee’s decision, the matter may be appealed within 5 days to the School Board. A day for purposes of this procedure shall be defined to exclude Saturdays, Sundays and school holidays.

Complaints involving the identification, evaluation, educational placement, or provision of a free and appropriate public education of a student with a disability will be resolved through the procedures contained in the District’s Special Education Policy and Procedure Handbook. Complaints alleging student discrimination on the basis of handicap or disability will be resolved through the District’s student discrimination complaint process.

Except to the extent prohibited by law, a student may be excluded from school during the pendency of any appeal.

6. The building administrator or designee, in consultation with the District Nurse serving the school and, where appropriate, with local public health officials, shall determine when a student who has been excused from school attendance for a communicable disease may be readmitted. The administration may require a medical statement about a student’s suitability to return to school after having had a communicable disease if the disease warrants such a statement from the local health department or private physician.

D. Employees

1. Employees who are suspected of having or diagnosed as having a communicable disease that poses a significant health risk to any other person in the school environment or that renders them unable to safely or adequately perform their duties may be excluded from work consistent with District policies and procedures, provisions of the Employee Handbook and legal requirements. Such decisions shall be made by the Chief Human Resource Officer or designee, in consultation with one or more appropriate health care professionals (e.g., the District Nurse serving the school, local public health officials, etc.).

2. Before making a determination that an employee should be excused from work, the following actions should occur:
   a. The employee should be informed of the reasons for the contemplated action.
   b. Any information the employee may choose to offer regarding his/her condition(s) shall be considered.
   c. Consideration should be given to whether a reasonable accommodation could eliminate the health risk to others and/or permit adequate performance. An accommodation is not considered reasonable if it results in undue hardship to the District or when the employee poses a "direct threat" to the health or safety of others.

   In determining whether the risk to the health or safety of others is significant enough to justify exclusion of the employee from school, the following factors will be considered: (1) the duration of the risk; (2) the nature of severity of the potential harm; (3) the likelihood of potential harm; and (4) the imminence of potential harm.

   In accordance with state law, school food service employees shall refrain from handling food while they have a disease in a form that is communicable by food handling.

3. The Chief Human Resource Officer or designee shall provide written notice to any District employee excused from work pursuant to these procedures. Employees so excused may utilize any applicable employment opportunities provided under applicable law, existing Board policies, and/or provisions of the Employee Handbook—which may include sick leave, family and medical leave, applying for unpaid leave of absence, or consideration for reassignment—but are not guaranteed continued or renewed employment except to the extent provided under such policies or provisions or legal requirements. The administration may require a medical statement from the local health department or private physician about an employee’s suitability to return to school after having had a communicable disease if the disease warrants such a statement.

4. Appeals
   A District employee who disputes the determinations or actions of the District concerning exclusion from work under these procedures may appeal the determination or action to the Superintendent of Schools and Learning or his/her designee. The appeal shall be in writing and shall include the following:
a. A statement of facts;
b. A statement of the relief requested; and
c. Any necessary medical information required.
The Superintendent of Schools and Learning or his/her designee shall render a decision in writing within 5 school days of receipt of the appeal.

Complaints alleging employment discrimination on the basis of handicap or disability will be resolved through the District’s employment discrimination complaint process.

E. Recordkeeping
Confidentiality of communicable disease-related records shall be maintained in accordance with applicable state and federal laws and regulations.

F. Exposure to Blood and Body Fluids
1. Exposed Student
   In the event of a significant exposure incident, the building administrator or designee will notify the student’s parent(s)/guardian(s) or the adult student as soon as possible within the school day or within 24 hours of the incident. It is not the responsibility of the building administrator or designee to provide medical information regarding the risks of exposure. The parent(s)/guardian(s) or adult student will be referred to their primary physician for further evaluation. The decision to proceed with a medical evaluation or follow-up for a student is the responsibility of the parent/guardian or adult student and is also their financial responsibility.

2. Employees
   As required by state law, all employees will receive annual bloodborne pathogens training and will follow guidelines outlined in the District’s Exposure Control Plan when handling blood and body fluids and dealing with exposure incidents.

REVISED: June 20, 2016

PEDICULOSIS (HEAD LICE)
(Board Policy 453.32)

Pediculosis (head lice) is considered a nuisance disease only. The building administrator of each school or designee will set up a plan of action that will relate to head lice, including parent/guardian communication, school attendance and education. Specifically, the plan 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.
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.

APPROVED: June 20, 2016

MENINGOCOCCAL DISEASE

Meningococcal 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 [http://www.cdc.gov/meningococcal/index.html](http://www.cdc.gov/meningococcal/index.html).

**ACCIDENTS**

Students suffering an injury of any kind must immediately report the accident to the teacher in charge. The teacher will refer the student to the main office as soon as practical so that the proper forms can be completed. The school district does not provide student accident insurance coverage. It does, however, provide parents with an opportunity to purchase this insurance through a private insurance company. Information on this option is sent home with students at the beginning of the school year to all parents.

**FIRE DRILLS, TORNADO WARNINGS, SAFETY SITUATIONS**

Frequent fire drills are held throughout the school year. When the first signal is given, students leave the room quickly, quietly, and in good order. Routes are posted on the floor plan for the particular room your student is located in. When re-entering the building, students follow the same route back to their particular room.

If a tornado or any other safety situation is imminent, students should always follow directions of their instructor. He/she is trained in the appropriate precautions and is prepared to provide students with information which may prevent serious injury or loss of life.

**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 Board policy.

**SCHOOL SECURITY**

The safety of students and staff is our first priority. 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. In order for students and staff to be prepared, security drills will be held throughout the 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 [http://www.gbaps.org/parents/student_safety__parent_notification](http://www.gbaps.org/parents/student_safety__parent_notification).
PRIVACY IN LOCKER ROOMS  
(Board Policy 731)

The Green Bay Area Public School District shall observe measures intended to protect the privacy rights of individuals using District locker rooms. The following provisions outline the extent to which that protection can and will be provided:

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. 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. No cameras, video recorders, wireless communication devices (including cell phones) or other devices that can be used to record or transfer images may be used in the locker room at any time. These devices must be secured in lockers and/or stored out of sight.

4. 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 or to take any other photo or video image of a person in the locker room.

Students and staff violating this policy shall be subject to school disciplinary action and possible legal referral, if applicable. Other persons violating the policy may be subject to penalties outlined in local and state law. The building principal or his/her designee shall be responsible for enforcing this policy.

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

APPROVED: March 16, 2015

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 INVOLVEMENT
(Board Policy 812)

The School Board recognizes the value of establishing strong partnerships with parents in the education of their children. Working as partners, parents and educators can increase student achievement and promote positive student attitudes about school and learning. To this end, the Board, administration and staff shall take active measures to involve parents in their children’s education and related decision making.

Specifically, District and building level staff shall:

- Work to build collaborative partnerships between parents, parent groups and the schools for the benefit of students.
- Initiate regular, two-way, meaningful communication between parents and the schools.
- Respect the diversity and differing needs of families.
- Seek out meaningful ways for parents to be actively involved at the school. District and building level staff shall consult with and encourage parents to share in educational planning, in setting objectives and evaluating programs, and in discussing mutual concerns related to the education of students.
- Find ways to help parents understand the school's educational objectives and processes, the important role of parenting in the educational process, and how to support their children academically within the family.
- Provide opportunities for interested parents to serve on school-based and district decision-making and advisory committees.
- Help families connect with community resources that provide enrichment and support.

REVISED: May 19, 2014

VISITORS TO THE SCHOOL PROCEDURES
(Board Rule 860)

A. General Requirements for Visitors to School During the School Day

1. All visitors shall report to the school office when either arriving or leaving the school during the school day. Notices shall be displayed prominently in each building indicating that all visitors are required to register with the school office and to obtain authorization from the building principal or his/her designee to remain in the school. All visitors shall be given a visitor’s pass and will be expected to have it prominently displayed while in the school or on school premises.

2. Visits may be prohibited at certain times such as the first and last weeks of school, immediately before or after vacations or other breaks, and while standardized testing or other student assessments are being conducted.

3. If conflicts occur because of the number of visitor requests or other circumstances, parents/guardians of currently enrolled students will generally be given preference.

4. All school visitors must comply at all times with School Board policies and school rules.

B. Visitors to Classrooms or Other Instructional Areas

1. Access to particular classrooms or other instructional areas of the school may be restricted upon the recommendation of the teacher in charge or as otherwise deemed necessary by the building principal.

2. When determining whether a visitor’s self-initiated request to visit a school or a class is excessive, intrusive, or otherwise disruptive to school operations, the building principal may consider the number of visits that
have been made by any single person, the total number of visitors who may be present at any one time, and the aggregate number of visits occurring in close proximity (e.g., during the same week.)

3. Because classrooms and other instructional areas are the most vulnerable to disruption, specific conditions may be imposed upon visitors, including but not limited to:
   (a) remaining in a designated place or seat.
   (b) refraining from speaking to students while the class or activity is in session.
   (c) refraining from entering or leaving the area while an activity is underway.
   (d) requiring that the dress and grooming of the visitor be consistent with the dress code for the students and employees within the building.
   (e) requiring that the visitor be chaperoned.
   (f) limiting the duration of the visit to particular times or length of time.
   (g) limiting the activities of the visitor to a particular purpose(s).
   (h) designating particular routes of travel in the building or upon the school grounds.

4. Visitors in areas where students are present shall not take any pictures or make or transmit any recording unless the visitor has received permission from the teacher or building principal.

5. Visitors wishing to conference with teachers or administrators during the course of the school day are encouraged to make arrangements in advance.

6. Any visitor with a disability, or a person assisting a visitor with a disability, who may need the District to provide an accommodation in connection with a visit to a school, should address his/her situation in advance with the building principal, where practicable.

C. Special Requirements Related to Registered Sex Offenders Visiting the Schools

1. State law specifically prohibits any registered sex offender from being on any school premises associated with a public school unless they have notified the building principal of the specific date, time, and place of the visit and of their status as a registered sex offender. It is the sex offender’s responsibility to provide this required notification every time they are planning to come on school premises, except under the circumstances described in paragraphs (1)(a) through (d) below. “School premises” include any school building, grounds, recreation area or athletic field or any other property owned, rented, used or operated for school purposes. Once this school notification has been made, the building principal, working in consultation with the Executive Director of Pupil Services, may take such additional precautions as may be necessary to help ensure the safety of students, staff and others that may be present on school premises at the time of the visit, including denying permission for such individual to be present on the school’s premises. The individual will be notified by the District if permission is granted to be present as well as any conditions placed on the individual’s access to school premises prior to the scheduled visit.

   a. A registered sex offender who is the parent of a child enrolled at the school is not subject to the above special school notification requirement if the person notifies the building principal at the beginning of each academic school year that he/she is a registered sex offender and that he/she has a child enrolled at the school. If the child is not enrolled at the beginning of the school year, this notification must be made at the time when the child is first enrolled. If the person is not subject to the registered sex offender reporting requirements at the beginning of the school year or when the child first enrolled, this notification must be made when the person first becomes subject to the sex offender reporting requirements and prior to the individual being present on school premises.

   b. A registered sex offender who is a student enrolled at the school is not subject to the above special school notification requirement if the department, agency or person supervising the student under a dispositional order has worked with school officials to help ensure the safety of the students attending the school with the student.

   c. A registered sex offender who is on the school premises to vote is not subject to the above special school notification requirement if an election is being held that day and the person’s polling place is on the school premises. Said person must enter/exit the voting site through designated entrance/exit only.

   d. A registered sex offender who is on the school premises to attend an event or activity that is not sponsored by the school is not subject to the above special school notification requirement.

2. In addition to providing the special school notifications outlined above, registered sex offenders visiting the schools must abide by the other requirements outlined in Board policy, similar to other visitors to the schools during the school day. Further, an individual’s status as a registered sex offender may preclude the person from being granted permission to be present on school premises (e.g., as a school volunteer).

D. Student Visitors
All requirements for visitors apply to students who are not enrolled in the Green Bay Public Schools or attending individual courses in schools in the District, with additional considerations to be applied at the discretion of the building principal. Under most circumstances, student visitors are discouraged.

E. Board Member Visits

School Board members are encouraged to visit the schools, however as a courtesy, they are encouraged to give advance notice to the building principal before they visit a school. Board members should follow check-in procedures upon entering the school. Such visits shall be regarded as informal expressions of interest in the schools visited and not as inspections or visits for supervisory purposes.

F. Visitor Restrictions

1. Restrictions on access to school buildings may be implemented by administrative action. The Green Bay Area Public School District Board of Education delegates authority to District and building administrators and their designees to implement and enforce restrictions on access to school property and to issue no trespassing restrictions. Such restrictions shall be taken consistent with constitutional, statutory and other legal rights.

2. All District and building administrators and their designees may direct any individual or group to leave school grounds and refrain from coming on school premises where the individual or group:
   a. Has failed to comply with identification and check-in procedures;
   b. Is determined by an administrator or designee to not have a legitimate school purpose to be on school grounds; or
   c. Is determined by an administrator or designee to present a risk to the safety of building users or a risk of disruption to the educational program.

3. A refusal to leave or stay away as directed will be considered trespassing and shall be reported by the administrator(s) or their designee(s) to proper law enforcement authorities. When such a situation occurs, an administrator or designee shall initiate the following procedures:
   a. Request the individual to leave the property and warn him/her that he/she is trespassing.
   b. If the individual is warned and leaves, the administrator shall document the time, date and place of the incident. If the individual had been informed previously that he/she was not to be on school grounds or in the particular place in which he/she was situated, law enforcement may be notified. If not previously so informed, the administrator is to determine if the individual should be informed he/she is not to be on school property any time in the future. The documentation can be used to substantiate a future charge.
   c. An individual who refuses to leave should be informed that he/she is considered to be trespassing and asked to leave again.
   d. If the individual does not leave, inform him/her that law enforcement will be called and a charge of trespassing filed.
   e. If the individual does not leave, law enforcement will be notified.

APPROVED: May 19, 2014

VOLUNTEERS IN THE SCHOOLS
(Board Rule 353-(1) in part)

B. School Volunteers

1. All volunteers providing assistance in any school program or activity must be approved by the building principal or designee.
2. All volunteers will function under the direction and guidance of a certified professional employed by the School Board.
3. Appropriate orientation will be provided each volunteer to insure the necessary understanding of the assigned task or responsibility.
4. Volunteers will serve to support and assist the existing staff, not as replacement for staff.
5. Confidential materials and records will not be available to volunteers.
6. Criminal background checks will be conducted by approved district human resources staff prior to the first time the volunteer works with students. Traffic background checks, where appropriate, will be conducted by approved district human resources staff. The District reserves the right to conduct additional checks periodically thereafter.

REVISED: June 20, 2005

STUDENT INTERVIEWS WITH NON-SCHOOL PERSONNEL
(Board Policy 445)

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.

APPROVED: November 17, 2008

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 certain physical exams. The Board of Education respects the privacy rights of parents and their children. No student shall be required, as a part of the school program or the District’s curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, his/her parent/guardian, to submit to or participate in any survey, analysis, or evaluation if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) that reveals information concerning:

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sexual 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 parents; or
8. Income, other than as required by law to determine program eligibility.

In addition, regardless of funding, parents/guardians shall receive notice and an opportunity to opt a student out of the following:

1. Any other protected information survey;
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 obtained from students for marketing or to sell or otherwise distribute the information to others.

The Superintendent of Schools and Learning or his or her designee shall ensure that procedures are established whereby parents/guardians may inspect any materials created by a third party used in conjunction with any such survey, analysis, or evaluation before the survey/evaluation is administered or distributed by the school to the student. Parents/guardians shall have the right to inspect, upon request the following:

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. 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.
Parent/guardians shall have access to the survey/evaluation within a reasonable period of time after the request is received by the school principal. Consistent with parental rights, the Board directs building and program administrators to:

1. Notify parents in writing of any surveys, analyses, or evaluations, which may reveal any of the information, as identified above, in a timely manner, and which allows interested parties to request an opportunity to inspect the survey, analysis, or evaluation; and the administrator to arrange for inspection prior to initiating the activity with students;
2. Allow the parents the option of excluding their student from the activity;
3. Report collected data in a summarized fashion which does not permit one to make a connection between the data and individual students or small groups of students; and
4. Treat information as identified above as any other confidential information in accordance with school board policies.

For the privacy of students whose parents request that they not take part in the survey, arrangements will be made prior to the time period when the survey will be given, for the student(s) to go to a supervised location where under the supervision of a staff member the student will be provided with an alternate activity.

The Board will not allow the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose.)

The Board will develop and adopt policies, in consultation with parents, 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 District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes.

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 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:

- Whether the teacher has met Wisconsin licensing criteria to serve the grade assigned.
- Whether the teacher is teaching under an emergency or provisional status.
- Whether the teacher is teaching in the field of discipline of the certification of the teacher.
- 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
(Board Policy 345.3)

Homework should include activities that enrich, extend, stimulate or strengthen learning motivated or initiated in the classroom. Individual academic needs of students should be considered.

Student needs that justify homework include the following:

- Further development of skills and abilities that can be aided at home through practice and drill;
- Further development and reinforcement of lessons and concepts initiated during class;
- Completion of an assignment;
- Completion of lessons missed due to absence; and
- When the student might be interested in special research.

When assigning homework to students, teachers should give consideration to the amount and timing of the homework in relation to other academic activity requirements of students (e.g., homework required by other teachers, grading period exams) and student accessibility to computers and specialized equipment.

A statement regarding homework shall be included in each teacher’s course/classroom expectations. The statement shall include the effect homework will have on the student’s grade.

REVISED: June 20, 2005

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.
GRADE ADVANCEMENT POLICY
(Board Policy 345.4)

The District's philosophy is for all students to reach their optimal potential for learning, which will be based on high expectations of their abilities. The Board recognizes that students have diverse capabilities and interests. The following belief statements on grade advancement support the District's perspective on grade promotion and retention:

- Grade promotion and retention 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 of learning.
- The District’s focus must be on educating the whole child.
- Decisions to promote, retain, or graduate should be made using multiple criteria.
- Multiple opportunities and options for improvement and acceleration of learning should be available to ensure the highest percentage of students being able to be promoted and/or graduated.
- District decisions should be based on the individual growth of a student and what that student knows and is able to demonstrate.
- Students and parents/guardians should be involved and provided with regular communication and adequate notice about the potential to promote or retain.
- Students should not be retained without adjusting the next phase of learning.
- Students should have equitable access to learning opportunities.
- Every student has a right to receive quality instruction based on accepted research and on student performance data.

Decisions about grade advancement for all grades shall be made in the best interests of the student in recognition of the research about promotion and retention. Decisions will be made after a careful evaluation of all factors related to learning for the individual student.

REVISED: June 20, 2005

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 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](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 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.

RESPONSIBLE, ACCEPTABLE, AND SAFE USE OF TECHNOLOGY RESOURCES
(Board Policy 363.2)

Appropriate technology access and use by all authorized users is part of the overall educational experience. This policy addresses appropriate use of technology resources by all students, staff and select community members who use the District’s technology resources. Among the resources within the scope of this policy and its implementing rules are 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.

The District and building level administrators are responsible for the maintenance and enforcement of rules and procedures concerning the acceptable, safe, and responsible use of the District’s Internet access structure and other technology-related District resources by any person who is authorized to use the District’s systems and equipment, including any student, District employee, District official, or other authorized user. These rules and procedures shall complement structural and general supports that further encourage and facilitate the acceptable, safe, and responsible use of the District’s technology-related resources.
A cornerstone of the District’s expectations for authorized users of District technology is that such use is a privilege that requires each user to take an appropriate degree of personal responsibility for following District rules and procedures and for using sound judgment in communications and other technology-related personal conduct and activities.

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. Authorized users should approach their use of technology resources with the understanding that all of the District’s policies and expectations that apply to in-person interactions and to the user’s general conduct apply to their use of District technology, online conduct, and electronic communications. For example, in addition to all District policies and expectations, users of District technology are expected to comply with the following policies, rules and guidelines:
   a. Students Records and Privacy:
      (1) 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;
      (2) 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;
   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 user name 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. Leaving a computer open or logged in while you are away enables others to potentially access your e-mail and other sensitive files; 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. Appropriately limiting a user’s access rights to be consistent with the individual’s role and authority, and running up-to-date anti-virus and other protective software are examples of structural and general supports that can facilitate the acceptable, safe, and responsible use of the District’s technology-related resources.

Additional Provisions Regarding Internet Safety

Internet access is an essential component of the District’s technology program and technology structure for the development of high-quality operations, instruction, and student learning. Internet access provides students and staff with statewide, national and global communication opportunities; rich sources of data, information, and research; as well as a wealth of adaptable instructional tools that build and enhance skills. The ability to appropriately locate, navigate and utilize Internet-based resources is an essential skill for all students and instructional staff. Instructionally, students need to be capable of critically reviewing and analyzing internet-based resources to determine their accuracy, credibility, and weight as a sound authority on the subject matter that is being addressed.

However, Internet access is neither inherently nor exclusively a beneficial educational resource. Internet access can be used—inadvertently or, in some cases, purposefully—to facilitate inappropriate, harmful, deceptive, and even illegal activities and communications. Further, notwithstanding reasonable efforts at prevention, there is still a risk that a student may, at some time, be exposed to particular content or participate in particular activities or communications that the District would consider harmful, deceptive, or otherwise inappropriate, or that a parent or guardian may find objectionable.

Consistent with applicable federal laws, providing student Internet safety involves a combination of technology protection measures, monitoring, and instruction. The District’s comprehensive approach to student internet safety shall take into account the differing ages and instructional levels of the students in the District.

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. Filtering, blocking or other protective technologies will also be used to decrease the likelihood that student users of the District systems and equipment might access materials or communications, other than visual depictions, that are inappropriate for students.

   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.
Administrators and appointed designees can request temporarily adjusting levels of Internet filtering/blocking where there is a demonstrated educational purpose and the request is otherwise consistent with District policies and applicable law. Procedures for the disabling or other modifying of any technology protection measures shall be the responsibility of the Department of Technology.

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. Such monitoring may sometimes take the form of direct supervision of students’ and/or minors’ online activity by school personnel. To the extent consistent with applicable law, other examples of such monitoring activities may include the use of applications, services, equipment, or other methods by which school personnel may track, monitor, log or review:
   a. Users’ internet histories; online communications; other online activities, uploaded, downloaded, saved or deleted data, files, applications, programs or other content; or other online activities;
   b. Network access and use by any person or under any account; or
   c. Fileserver space utilization by District users by, for example, file size, file type, file content and/or file function.

3. Educate authorized users about acceptable and responsible use of technology and safe and appropriate online behavior prior to using District technology. In addition, District Staff including, but not limited to, School Counselors, Library Media Specialists and Technology Integrators have created materials to educate students about appropriate online behavior including:
   a. Safety and security issues that arise in connection with various forms of electronic communication;
   b. Information about interacting with other individuals on social networking sites and in chat rooms; and
   c. Cyberbullying awareness and response.

   Such educational activities shall vary by the instructional level of the students and shall include, but shall not consist exclusively of, reinforcement of the provisions of the District’s specific rules regarding student’s acceptable and responsible use of technology while at school.

Building administrators and their designees shall have 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.

REVISED: June 20, 2016

PROCEDURES FOR ACCEPTABLE AND UNACCEPTABLE TECHNOLOGY USE (Board Rule 363.2)

A. Overview of Students’ Responsible and Acceptable Use

The District’s technology resources, including the District’s technology-related equipment, software, networks, network connections, and Internet access are open to limited and regulated use by students as a privilege. Each student who uses the District’s technology resources is required to follow the District’s established expectations for acceptable use.

In general, “acceptable use” means that a student is required to use technology resources in a manner that:

1. has a legitimate educational or other school-authorized purpose;
2. is legal;
3. is ethical (including, for example, avoiding plagiarism, follows copyright laws, etc.);
4. avoids harm to any person (including, for example, making threats, harassing or bullying someone, violating someone’s privacy, accessing another person’s accounts or records, etc.);
5. avoids harm to property (including, for example, damaging hardware, software, equipment, another person’s work or electronic files, etc.);
6. avoids accessing or transmitting harmful or inappropriate material;
7. is respectful of others; and
8. is consistent with all applicable school notices, rules, and regulations, as well as any additional directives or instruction that may be provided by District staff.

Students should approach their use of technology resources with the understanding that all of the District’s policies and expectations that apply to in-person interactions and to the student’s general conduct while at school or while under the supervision of a school authority also apply to their use of District technology, online conduct, and electronic communications. This document and various other District policies, rules and regulations include additional requirements and expectations that are directly related to the use of technology resources and electronic devices.

Policies, rules, and regulations cannot directly address every situation that a student may encounter. Therefore, an additional aspect of “acceptable use” is that the District expects each student who uses District technology resources to take an appropriate degree of personal responsibility for exercising sound judgment in his/her use of technology and in his/her technology-related activities and communications.

If a student has a question concerning any policy, notice, rule, regulation or directive that relates to technology resources, or if a student encounters a situation in which they are uncertain about any expectation for acceptable use or about how to proceed, the student should contact a teacher or an administrator to obtain appropriate guidance.

B. Additional Rules, Regulations, and Expectations for Student Users

1. The student must be an authorized user. No student shall use District technology resources unless the student is an authorized user, as determined by the District.

   a. Students will be granted network accounts upon enrollment. Accounts will provide access to all age appropriate instructional programs, including the Internet.
   b. For students to become authorized users, students and parents/guardians must acknowledge acceptance to the Acceptable Use Policy and Acceptable Use Guidelines;
   c. Parents/guardians who may wish to limit their student’s access to technology resources should contact their student’s school office for more information;
   d. Students are authorized to use particular equipment by staff at the building level. Access to specific networks, domains, applications, equipment, etc. may be further restricted pending a determination of need and/or successful completion of District-specified training/instruction.
   e. The District reserves the right to deny, revoke, suspend or limit specific user accounts and/or the user’s access privileges.
   f. If a student who is not an authorized user proceeds to use District technology resources in violation of District policies and rules, all other District rules and expectations regarding acceptable use apply to the student and may be independent grounds for discipline.

2. Unauthorized access and other prohibited activities. Students are prohibited from engaging in (or attempting to engage in) the following conduct at all times:

   a. Installing any software programs or applications without District permission.
   b. Knowingly exposing the District’s technology resources to possible viruses, malware, spyware, or any other similarly harmful material.
   c. Accessing any network, drive, file, application, database, or system that the District has not authorized for the student’s use/access, including all forms of computer or computer system hacking.
   d. Modifying the security settings (including any settings or filters that limit access to particular content) on any system, network, application, portal, web site, or device.
   e. Using another person’s login or password information; or allowing another person to use the student’s own login or password information.
   f. Physically connecting any personally-owned technology equipment to a District network (including computers, laptops, tablets, smart phones, printers, etc.) except for:
      (1) Authorized connections to the wireless network the District provides expressly for students and guests, if any; and
      (2) Temporarily connecting data drives/devices to District equipment for the purpose of transferring data or files for an educational or other authorized purpose.
   g. Modifying without permission any District records, any District-controlled web pages or web-based accounts, or any of the District’s Internet-based resources.
h. Removing any District equipment from school grounds or from its District-designated location within a building without following proper checkout procedures.
i. Using District technology resources for any private commercial activities (for example, solicitations or advertisements) or for any activities that involve political advocacy connected to any election.

3. **Rules and expectations related to copyright law, licensing agreements, and related issues.**

   a. While using the District’s technology resources, students are individually responsible for following applicable laws, regulations, and agreements that relate to the use of any other person’s or entity’s products, services, or content.
   
   b. Students may not use any electronic content, application, software, or technology service that:
      (1) Has not been properly purchased or licensed; or
      (2) Violates in any manner a license, user agreement, or the terms of use established by the owner/manufacturer/vendor of the product, service, or content.
   
   c. Students may not use District technology resources in connection with any unlawful or any non-school related file-sharing activities, including the improper copying, storing, downloading, uploading, or transferring of copyrighted works such as music, images, video, or movies.
   
   d. Students are expected to verify their authority (by obtaining permission when necessary) to copy, use, incorporate, or adapt any work that is subject to copyright, trademark, or other similar legal protection. This expectation applies regardless of the format of the work in question. Students are cautioned that the fact that an image, video, recording, article, file, program, book, or other work that is subject to copyright or trademark protection is available through the Internet does not mean that it is in the public domain (i.e., able to be freely used), or that it can be further used, copied, or adapted without first obtaining appropriate permission from the person or entity who holds the applicable rights.
   
   e. Property created by a student that is submitted as an assignment or for an assessment, or for a grade or course credit, may be retained by the District as a student record and displayed for school purposes subject to laws and any District policy or procedures that govern such records. The District may further extend its right to retain, reproduce, distribute or otherwise use student-created intellectual property by obtaining specific permission from the student and the parent or guardian of a minor student.
   
   f. To the extent consistent with applicable law, the District retains the exclusive right to determine, at its discretion, the content that is permitted to be displayed or otherwise made available to the school community and/or to the general public through the District’s technology resources.

4. **Rules and expectations related to academic integrity.**

   a. District and individual teacher expectations regarding honesty and fairness in academic contexts apply fully to activities that involve the use of technology.
   
   b. Students may not use or access the District’s technology resources in a manner that would give them an unfair academic advantage over other students.
   
   c. Due to the scope and nature of electronic resources, the District has a heightened expectation for students who are using technology resources and/or engaging in electronic research to take special care to avoid plagiarism, which includes copying, close paraphrasing, or representing as one’s own the writing, ideas, or other work of another person without appropriate attribution.

5. **Electronic communication by students.**

   a. There are various forms of electronic communication that students may be able to access and use through the District’s technology resources. Examples include course-management applications that permit student submissions, email, social media platforms, chat functionality, message boards, applications that function like text messaging, etc.
   
   b. Students using District technology resources to engage in any form of electronic communication are expected to follow the District’s rules and expectation for “acceptable use” as defined in this document, and, as far as the content and purpose of their electronic communications, students are expected to adhere to the school rules and expectations that apply to in-person interactions.
   
   c. The following refer to student’s use of District technology resources for electronic communications:
      (1) Electronic communications must not contain defamatory, discriminatory, threatening, offensive, racist, deceptive, sexually-explicit, or obscene content.
      (2) Electronic communications must not be used to bully, harass, degrade, or intimidate another person.
(3) Electronic communications must not be used to facilitate any unlawful activity or any violation of school rules.

(4) Students shall not engage in electronic communications with persons who are not affiliated with the District unless the communication is for a legitimate educational or other authorized purpose and the student is reasonably sure of the identity of the person or entity with whom they are communicating.

(5) Students shall not attempt to access or send electronic communications using another person’s account or user identification. Similarly, students shall not impersonate another person using electronic communications.

(6) Students shall not create, transmit, or forward messages, Internet-links, images, files, or attachments that do not have a legitimate educational purpose (for example: spam, jokes, etc.) and/or that may be harmful (for example: executable files, viruses, requests for personal or confidential information, material from an unknown source, etc.).

(7) Electronic communication received from another person should not be forwarded or shared gratuitously when the original sender has clearly indicated their intent that the message should not be forwarded or shared. This limitation is not intended to prevent a student from addressing a safety concern or reporting a violation of school rules by contacting a responsible adult.

d. Examples of acceptable electronic communications involving the use of District technology resources include:
   (1) Communicating with a teacher regarding schedules, assignments, curriculum content, class projects, and class activities.
   (2) Communicating with other students to facilitate collaboration, planning, and research for school-related projects and activities.
   (3) When authorized by a teacher, communicating with third parties outside of the District as a means of collaborative learning, academic research, or other school-related purpose.
   (4) Giving careful and respectful consideration to the possible consequences for others before sending, transmitting, or forwarding any electronic communications.

6. Student email accounts.
   a. To promote effective communications, authorized students will be provided District email accounts. District-provided student email accounts remain under the ownership and control of the District and student use of his/her account is a privilege.
   b. Student email accounts that have been issued by the District are to be used for school-related, educational purposes only.
      (1) Students are not permitted to use their school-issued email account to send or receive personal messages. If a student receives a personal email, he/she should notify the sender that such messages are not permitted.
      (2) Students are not permitted to use District issued email accounts to sign up for personal accounts to social media sites, commercial sites, etc. (such as Facebook, Amazon account, etc.).
   c. A student email account provided by the District is not confidential or private, and a student’s email may be read by District employees or authorized agents of the District. Students who use a District provided email account should view the messages that they send in the same manner that they view:
      (1) verbal exchanges that occur in a classroom; and
      (2) assignments that are presented to a teacher.
      The content of emails can lead to disciplinary and other consequences.

7. Students have limited permission to possess and use personal electronic devices at school (“bring your own device” (“BYOD”) restrictions).
   a. A student may bring a personal electronic device to school and use the device only to the extent consistent with this document, other related Board policies, and any other rules or directives issued by the District or school staff to govern the time, place, and manner in which students may possess and use personal electronic devices.
   b. The District assumes no responsibility for the loss or theft of, or for any damage to, any personal electronic device 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 device 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 electronic device.
Where the District has reason to suspect that any personal electronic device is present or has been used in violation of any Board policy or school rule, school personnel may temporarily confiscate the device from the student. Staff shall make an effort to store a confiscated device in a reasonably secure location. To the extent consistent with applicable law, a confiscated device may be subject to a search by a school administrator or law enforcement officials.

Students are required to relinquish electronic devices to school personnel when directed. Refusal to comply or interfering with such a directive (e.g., by removing the battery or memory card) may be considered insubordination and the student will be subject to disciplinary action.

Taking pictures or making or transmitting any video or audio recording of other students or school staff is prohibited at all times unless the student has obtained advance permission from a teacher or administrator per District guidelines.

Students are strictly prohibited from using or allowing another person to use any electronic device with recording (audio, photos, video, etc.) or communications capabilities in locker rooms, rest rooms, or any other area that could constitute an invasion of any person’s reasonable expectation of privacy. Except in an emergency situation, all such devices should be turned off and put away in all such areas of the buildings.

Students who bring a personal electronic device to school are responsible for keeping their device(s) silent during instructional time, or completely turned off and put away to the extent otherwise required or directed.

(1) Students using personal listening devices are individually responsible for ensuring that they are adequately able to hear relevant activity (voices, vehicles, announcements, etc.) in their surroundings. The District recommends that at least one ear should be completely clear any time students are moving from one location to another.

(2) A student may connect an Internet-ready device with wireless connectivity to the building’s “Student/Guest” wireless network in order to use the device for an authorized purpose. A personal electronic device shall not be physically connected to any District network other than the “Student/Guest” wireless network.

(3) Unless otherwise directed by a District staff member, a student of any age may engage in instructional and limited personal use of a personal electronic device that is connected to the District’s “Guest” wireless network if the use

(a) occurs outside of the hours of the school’s instructional day;

(b) does not interfere with any student’s education or any school-related activity;

(c) does not unduly burden the District’s network resources or materially interfere with others’ use of the network; and

(d) imposes no tangible incremental costs to the District.

(4) If a student possesses and uses a personal electronic device that can access a data connection other than a District network, any use of such a device that occurs at school or in connection with a school activity still must be consistent with District rules of conduct for students, including rules regarding the time, place, and manner of such use. The student shall not use the device to access or transfer harmful or inappropriate material, including but not limited to material that is obscene, sexually-explicit, unlawful, threatening, or harassing. These expectations apply even though a device using a non-school data connection is not subject to the District’s Internet filtering and related security measures.

(5) As an important exception to all rules and directives that might otherwise limit a student’s permission to possess and use a personal electronic device, all students at all grade levels may use a device (at any time of day) to contact a responsible adult in any emergency situation that involves an immediate threat to the health or safety of any person. When carrying out school emergency response plans, however, students may be asked to turn off their personal electronic devices so emergency communication networks are not overwhelmed and emergency response efforts are not jeopardized.

(6) At all times other than emergencies as identified in the paragraph above, permission to possess and/or use personal electronic devices at school or in any school-supervised setting is subject to further modification or limitation by a teacher, activity supervisor, or any school administrator. When a staff member issues a specific directive or limitation related to the possession or use of any electronic device, students are expected to follow that directive/limitation.

(7) It is recommended that if parents/guardians need to contact their student in the event of an emergency, they do so through the school office. If parents/guardians call or text their student during the school day, students may not be able to respond immediately due to teacher directives requiring no cell phone use during class or there may be poor cellular connections in the building.
h. Reporting student/parent concerns, misuse, or other possible violations of acceptable use.
   (1) Any time a student feels unsafe, victimized, or in any way uncertain about a situation involving the use of District technology resources by any person, the student (or his/her parent or guardian) should immediately contact a teacher or an administrator.
   (2) Students are required to report and provide to a teacher or administrator any electronic communication that they receive while using a District-provided email account, or using any District-provided electronic software, program, application or platform if any of the following apply:
      (a) The communication is from an unknown source and either contains inappropriate content, asks the student to respond, or requests the student to reveal personal information;
      (b) The content of the communication is defamatory, discriminatory, threatening, offensive, racist, deceptive, sexually explicit, or obscene;
      (c) The communication represents an attempt to bully, harass, or intimidate another person; or
      (d) The content of the communication represents an attempt to facilitate or encourage any violation of the law or school rules.
   (3) A student may report to any teacher or to a building administrator any concerns about possible violations of the policies, rules, regulations and directives that govern the acceptable, safe, and responsible use of the District’s technology-related resources.
   (4) If a student has a concern that any District technology equipment, network, or system may have a security vulnerability, or that any breach of security may have occurred, the student shall report the issue to a teacher or to the building administrator. The student should not demonstrate the potential security problem to anyone other than to the person to whom they report the concern.
   (5) If a student or parent or guardian has a concern that any content that is available through the Internet is:
      (a) appropriate material that is currently being blocked or filtered; or
      (b) harmful or inappropriate material that is not being blocked or filtered, the individual may report that concern to the student’s building principal.
      The District will review the issue and report back to the person making the report.

C. Consequences for Unacceptable Use of School District Technology Resources

If a student uses District technology resources in a manner that violates the District’s expectations for acceptable use, or any other established policy, regulation, rule, or directive, the student is subject to possible discipline. Examples of possible consequences for improper use of technology include the following:

1. Suspension, restriction, or revocation of the privilege of use of District technology resources;
2. The imposition of academic consequences for academic-related violations;
3. The assessment of charges for damages or repairs;
4. Suspension and/or expulsion from school; and/or
5. Referral to law enforcement.

REVISED: July 11, 2017

USE OF COPYRIGHTED MATERIALS
(Adopted from Board Policy 771.1)
See: http://gg.gg/GBAPS-Copyright-Policy

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.
INTELLECTUAL PROPERTY
(Adopted from Board Policy 771.2)
See: http://gg.gg/GBAPS-Intellectual-Property-Policy

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 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.

WEB PAGE MANAGEMENT
(Board Policy 363.3)

The availability of Internet access in the District provides an opportunity for students and staff to contribute to the District's presence on the World Wide Web.

The primary District web site will be created and maintained by a contracted webmaster and the Manager of School and Community Relations. The District’s Web site shall provide information about school curriculum, instruction, school-authorized activities and other general information relating to the mission of the District. This information will be shared within each school, within the District, between other Districts, within the local community and shared with the world at large.

All creators of school and District Web pages and all persons developing or maintaining Web documents on any District-sponsored server are expected to familiarize themselves with and comply with the following guidelines and other relevant District policies, procedures and school guidelines.

1. Electronic transmission of materials is a form of copying. No unlawful copies of copyrighted materials may be knowingly produced or transmitted via the District’s equipment, including the Web server(s).
2. Documents created for the Web and linked to District Web pages will meet the criteria for use as an instructional resource.
3. Any links to District Web pages will meet the criteria established in the District’s computer use policy and implementing procedures. Any non-curricular materials should be limited to information about other youth activities, agencies or organizations that are known to be nonsectarian, exclusively devoted to community interests or child welfare, are nonprofit and nondiscriminatory. Web page links may not include entities whose primary purpose is commercial or political advertising.
4. All communications via the District Web pages will comply with the District’s computer use policy and its implementing procedures and the policies outlined in the Student Expectation Booklets. Offensive behavior that is expressly prohibited includes, among other behavior, religious, racial and sexual harassment and/or violence.
5. Any student information communicated via the District Web pages will comply with District policies and procedures related to the maintenance and confidentiality of student records.
6. Any deliberate tampering with or misuse of District network services or equipment will be considered vandalism and will be handled in accordance with the District’s computer use policy and its implementing procedures, the District’s Student Expectations and other related policies.

Failure to follow these policies or responsibilities may result in the loss of Web authoring or management privileges or other more stringent disciplinary measures.
All Web pages on the District's server(s) are the property of the District. Student Web pages will be deleted when a student graduates or moves unless prior arrangements have been made with the media specialist or a Technology Department specialist.

REVISED: June 20, 2005

DISTRICT WEB PAGE GUIDELINES
(Board Rule 363.3)

A. Web Page Approval
The Manager of School and Community Relations shall be responsible for District Web page approval, and the library media specialist shall be responsible for school web page approval. Although not placed on the District server, teachers are responsible for approving student web pages. With input from the media specialist and/or Manager of School and Community Relations, the webmaster will review and post the completed Web page and activate the link to the primary page. Web pages “under construction” will not receive approval.

B. Web Page Publication Levels
1. District Level – “The Main Pages” addressing district as a whole and general top level information
2. School Level – School, department, staff and activities pages
   a. Pages created must be done using a District-approved web page publisher.
   b. Official school home pages are District-funded.
   c. Department and Library Media Center pages are District-funded.
   d. Staff pages are staff or Department funded.
   e. Activities pages are privately funded.
3. Unofficial Level – Off-site school sites/pages created by classes or web clubs on District-sponsored servers

C. Web Page Content
1. Subject Matter
   All subject matter on Web pages should relate to curriculum, instruction, school Authorized activities, general information that is appropriate and of interest to others, or related to the District schools. Therefore, neither staff nor students may publish personal home pages as part of the District Web sites, or home pages for other individuals or organizations not directly affiliated with the District. Exceptions may be granted for staff or student work related to a class project, course or other school-related activity.

2. Quality
   All Web page work must be free of spelling and grammatical errors. Documents may not contain objectionable material or point (link) directly to objectionable material. Objectionable material is defined as material that does not meet the standards and criteria for the selection of instructional materials specified in District policies and guidelines. Regarding the question of quality or propriety of Web page material, appearance or content, the judgment of the media specialist, building principal, District administrator or a Technology Department specialist will prevail.

3. Technical Standards
   The publishers of pages for the official web site of the Green Bay Area Public Schools make every effort to insure that all links are operational and all information is accurate, appropriate and of high quality. The District expects that standards below are met. The viability of links that are not created through the District cannot be guaranteed.
   a. Consistency - Each Web page added to the District Web site(s) must contain certain elements that will provide general consistency for District Web pages.
      (1) All original school and District Web pages must be submitted to a media specialist or the Manager of School and Community Relations for review and approval prior to their placement on a District server.
      (2) At the bottom of the Web page, there must be an indication of the date of the last update to that page and name or initials of the person(s) responsible for the page or update. It shall be that person’s responsibility to keep the Web page content current. All updates must follow original guidelines for subject matter, quality and consistency. Random spot checks may be done from time to time to assure compliance.
(3) At the bottom of the Web page, there must be a link that returns the user to the appropriate point(s) in the District Web pages. A template will be provided for all users. All Web pages shall be linked to other District Web pages in relation to their current location on the server(s).

(4) Additional consistency standards will be developed by the District as the need arises.

(5) No computers other than the assigned building Web servers shall be configured as Web/FTP servers. All District-sponsored school web publications will reside primarily on servers selected by the District.

(6) Users must exhibit care when creating Web pages with extensive tiled backgrounds or large graphics. Such files require extensive download time, are frustrating for modem users and slow down the file servers. As a general rule, a Web page should not take longer than one minute to download over a 14.4K modem connection. Graphic files shall be under 60K in size unless a special situation exists that requires a larger graphic.

(7) The authorized teacher who is publishing the final Web page(s) for a student or him/herself will edit and test the page(s) for accuracy of links and check for conformance with standards outlined in Board policy and these guidelines.

(8) Web pages may not contain links to other Web pages not yet completed. If additional pages are anticipated, but not yet developed, the text that will provide such a link should be included. However, the actual link to said page(s) may not be made until the final page is actually in place on a District server.

(9) All Web pages must be given names that clearly identify them. The names of all documents shall coincide with current District naming practices and structures.

(10) Any graphics, sounds or video used on Web pages must conform to the format currently used or approved by the District.

(11) Web pages may not contain any student electronic mail (e-mail) address links, any non-District-approved survey response links or any other type of direct response links.

b. Student Safeguards

(1) Web page documents may include only graduation year and first name.

(2) Documents may not include the student’s telephone number, address or e-mail address; the name, telephone number, address or e-mail address of other family members; or, the names of friends.

(3) E-mail addresses published on a Web page are restricted to staff members or to a general group e-mail address where arriving e-mail is forwarded to a staff member.

(4) Decisions on publishing student pictures (video or still) and audio clips are based on the supervising teacher’s judgment. The teacher must first check with the school office or the School-Community Relations office to determine if the student’s parent/guardian has denied such publication through the appropriate consent form.

(5) Web page documents may not include any information that indicates the physical location of a student at a given time, other than attendance at a particular school, or participation in activities.

c. Other

(1) A link to the District information should be created in lieu of duplicating information on unofficial off-site school sites/pages.

(2) A disclaimer statement similar to the following must appear on the home page of any “unofficial” district web site/page: This is an “unofficial” Green Bay Area Public Schools web site. Opinions expressed on this site shall not be attributed to the Green Bay Area Public Schools.

(3) Material on Web pages reflects an individual’s thoughts, interests and activities. Such Web pages do not, in any way, represent individual schools or the District, nor are they endorsed or sanctioned by the individual school or District. Concern about the content of any page(s) created by students or staff should be directed to the building principal or to the school’s media specialist, who will follow the District’s procedures for handling challenged instructional materials.

(4) Given the rapid change in technology, some of the technical standards outlined in these procedures may require change throughout the year. Such changes will be made by the Technology Planning Committee with approval of the Director of Technology.

REVISED: June 20, 2005
GUIDELINES FOR ANIMALS IN THE SCHOOL
(Board Rule 383)

The District believes there are educational and psychosocial benefits to having animals in the classroom. Animals may be brought into the classroom for educational purposes only, but under conditions that insure the safety of students and the wellbeing of the animal. All other visits are discouraged. All animals must be appropriately housed, humanely cared for and properly handled. Prior permission must be received from the supervising teacher and the principal before any animal is brought into the school. All animals must have proper inoculations and may not be transported on school buses. Adherence to guidelines must be followed with respect to having animals present in the school building. Companion animals for use with disabled persons are permitted in the schools.

Unacceptable animals in the school would be (This is not an all-inclusive list):

- Wild or exotic animals (e.g. raccoons, tiger cubs, bears, ocelots), especially those at high risk for rabies
- Poisonous animals such as snakes, spiders and venomous insects
- Canine hybrids (cross between wolf and dog or coyote and dog)
- Stray animals (cats, dogs and especially those less than one year of age)
- Baby ducks and chicks, and reptiles because of the high risk of salmonellosis and campylobacteriosis
- Aggressive animals
- Non-human primates
- Psittacine birds - due to the possibility of transmitting psittacosis (e.g., parrots, parakeets, cockatiels)

Guidelines
1. Teachers considering allowing animals in the classroom must check for any known allergies among the students in the class. If allergies exist, parents/guardians must be contacted for further direction before an animal is brought in.
   a. Written notification will be given to parents/guardians in regard to any animals that stay in the classroom throughout the school year. Included in this notification would be the type of animals and a comment section for parents/guardians of those students who have allergies or compromised immunity. Any concerns will be referred to the principal for appropriate intervention.
   b. In the event that a student or staff member demonstrates an allergic reaction to the animal, the animal must be removed.
2. Only the teacher or students designated by the teacher are to handle the animal. The animal should not be allowed to roam free in the classroom. The teacher must assume primary responsibility for the humane treatment of the animal while in the room. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.
3. Disposable vinyl gloves should be worn when handling or caring for animals in the classroom. The staff is responsible for cleaning and caring for the immediate area of the animal.
4. Hand washing by staff and students is required after handling animals and always before eating. Animals are not allowed in the vicinity of sinks where students and staff wash their hands; in any area where food is prepared, stored, served; or in areas used for the cleaning and storage of food, utensils or dishes.
5. Students should be discouraged from having an animal close to their faces.
6. Live animals should not be released into the environment.
7. Animals trained, or being trained, to assist persons who are physically impaired shall have access to District property and District provided transportation when being used for that purpose.
8. School staff or students wishing to bring dogs to school for approved training program, e.g., guide dogs, shall first secure permission of the District through the principal. Parents/guardians must be notified.
9. Animals under the control of public safety officials may have access to District property for educational and public relations purposes. Use of these animals by law enforcement officials is under the jurisdiction of state and federal law and is not covered by these guidelines.

APPROVED: July 2006
FIELD TRIPS
(Board Policy 352 in part)

The School Board believes field trips broaden and enrich classroom learning and provide background experiences that many children may not have had otherwise. Before trips are considered, professional educators are encouraged to consider the utilization of creative educational opportunities, which bring the desired resource into the classroom. The financial implications of field trips must be considered. All field trips must align with the District curriculum and include specific standards and benchmarks. Field trips shall be approved in accordance with established District procedures.

REVISED: February 16, 2015

BULLETIN BOARDS

No one may post items of any kind on bulletin boards without the principal’s approval. All items will be screened and posted by the principal.

REPORT CARDS

Pre-K and elementary school report cards are issued three times during the year. Students receive report cards from their teacher soon after a grading period ends. The purpose of the pre-K and elementary report card is to inform parents of the progress children are making toward achieving the standards set by the district for each grade level.

The District provides the highest possible standards of quality in education and we are concerned that each individual pupil realizes his/her full potential. The evaluation of achievement and the progress made as indicated by the report card issued is an important part of the school’s program and as such must be constantly reviewed to assure its maximum usefulness. This report is designed to give pupils and their parents the necessary information to carefully evaluate the progress made.

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.

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 ACCOUNTABILITY REPORT

Parents/guardians have the right to request a School and/or District Accountability Report. Reports will be provided to parents/guardians annually. The District Accountability Report can also be found on the District web site at https://drive.google.com/file/d/0B-TUCQXCA3pZsjhxN2s1a0RMcGM/view and individual School Report Cards can be found on school web sites in the About Us section.
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. Please refer to Board of Education Policy 333, Parent Rights and District Programs, at: http://gg.gg/GBAPS-Policy-333.

More information about the required assessments that are being administered to students in the district can be found at: http://gg.gg/GBAPS-Assessment-Notice.

EMERGENCY SCHOOL CANCELATION

In the event of bad weather, dangerous road conditions, school emergencies, school closings, delays in starting the school day, or early dismissals, important information may be announced on local radio and TV stations. The Green Bay Area Public School District uses local radio and TV stations and School Messenger (phone call, text message & email) to inform families of such schedule changes as quickly as possible.

In addition, a banner notification will appear in red above the rotating images at the top of District and school websites at: www.gbaps.org. The District will also post schedule changes on the District Facebook page, and via Twitter.

Please avoid calling District or school offices during such emergency situations. This seriously disrupts our phone lines and makes it difficult to make vital out-going calls.

STUDENT ATTENDANCE AND TRUANCY PROCEDURES
(Board Rule 431)

A. District Attendance Officer
The Director of Student Services will serve as the primary attendance officer for the District. This administrator will supervise the truant officers, facilitate attendance issues at the District level, and work closely with School Attendance Officers to carry out policies and procedures.

B. School Attendance Officer
The building principal or designee at each of the District’s schools will serve as the School Attendance Officer and deal with all matters relating to school attendance and truancy, including attendance monitoring, notifying parents/guardians when their children are truant, and filing information with the courts regarding habitually truant children.

C. General Attendance Accounting Procedures
1. Each school shall determine daily which students enrolled in the building are absent from school and whether that absence is excused in accordance with Board policy and these procedures.
2. A full day of absence shall be defined as the total amount of time/periods for which an individual student is scheduled. One-half day of absence is defined as one-half of the total amount of time/periods for which an individual student is scheduled.
3. Attendance will be taken by the classroom teacher each period in all secondary schools. The absence will be recorded in the attendance office for each period. At the elementary level, attendance will be taken daily, in the morning and afternoon, with absences recorded in the school office. All attendance information will be maintained on the District’s student information system.
4. Parents/guardians are asked to telephone their child’s school informing them of any absence as soon as practical. Failure to contact the school may result in the School Attendance Officer or designee placing a phone call to the home/work site of the parent/guardian. 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. If parental contact is not made, the student will have 1 school day to prove the absence was with parental knowledge and consent or the absence will be classified as a truancy.

D. Student Absences and Excuses
1. Parent Pre-Excused Absences - Parent pre-excused absences are discretionary absences that are known in advance, such as family vacations and college visitation days. A student who is excused in writing by his/her parent/guardian before an absence occurs will be excused from school. A student may be excused by the parent/guardian under this provision for not more than 10 days in a school year. An excused student must complete the course work missed during the absence. It is the student’s responsibility to make arrangements to complete any assignments or examinations that are or will be missed during the absence.

2. District-Excused Absences – In order for any absence to be excused, the student’s parent/guardian must contact the school in writing indicating the reason for the absence in advance on the day of the absence or on the day following the absence. The following reasons shall qualify as District-excused absences:
   a. Illness, including reasonable treatment for such illness, where the student is temporarily not in the proper physical or mental condition to attend school or an educational program. The District may request the parent/guardian to obtain a written statement from a physician or licensed practitioner as proof of the physical or mental condition of the child, for any absence beyond 10 days. Such written statement shall state the period of time for which it is valid, not to exceed 30 days.
   b. Funeral services as requested by the parent/guardian.
   c. Religious holidays or instruction to the extent authorized by law.
   d. A court appearance or other legal procedure which requires the attendance of the student.
   e. Medical or other professional appointments that cannot be scheduled outside of school hours. Parents/guardians are expected to make every effort to schedule such appointments during non-school hours.
   f. Participation in school-authorized activities, programs or events during any part of the instructional day.
   g. Serving as an election official – Students may be excused to serve as an election official provided they have at least a 3.0 grade point average or the equivalent and have the permission of their parents/guardians and the building principal.
   h. Sounding Taps – A student in grades 6 to 12 may be excused for the purpose of sounding “Taps” during a military honors funeral for a deceased veteran.
   i. Other special circumstances that show good cause which are approved by the School Attendance Officer or designee.

3. Suspension. Absence from school during a period of suspension or expulsion will also be considered an excused absence for purposes of these procedures. Students serving a suspension will be permitted to make up class work and examinations missed during their suspension from school under the same conditions as other excused absences.

4. Absence Related to Parent/Guardian Deployment Activities: A student may be excused by his or her parent and/or guardian before the absence occurs in order to:
   a. Visit his or her parent or guardian who is on active duty and has been called to duty for or is on leave from deployment to a combat zone or combat support posting; or
   b. Has returned from deployment to a combat zone or combat support posting within the past 30 days.

5. All students with a parent pre-excused absence, District-excused absence, suspension, or absence related to deployment activities will be given the opportunity to make up work missed in accordance with the following guidelines:
   a. It is the student's responsibility to contact the teacher(s) to make arrangements for making up the work missed during an absence from school.
   b. Students with excused absences are allowed 2 school days for every day absent in which to complete their makeup work.
   c. Student assessments missed during an excused absence will be permitted to be taken at a time mutually agreed upon by the student and the teacher.
E. Tardiness
1. A pattern of tardiness will be brought to the attention of the student’s parent/guardian. Tardiness will be handled at the discretion of the individual building personnel.

2. Elementary students are considered tardy if they arrive up to 1.5 hours after the start of the period, either a.m. or p.m. 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. Middle and high school students are considered tardy up to 1 minute before the end of the period. They are also 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.

F. Excessive Absences
1. The parent/guardian of a student who is excessively absent shall be contacted by the School Attendance Officer or designee.

2. A student’s parent/guardian may be notified anytime a student has accumulated 10 days of excused/unexcused absences or equivalent in a school year. Discretion should be used by the school attendance office in cases where they are aware that the student has been under a physician’s treatment.

3. A student’s parent/guardian may be notified anytime a student has accumulated 20 days of excused/unexcused absences or equivalent in a school year. Discretion should be used by the school attendance office in cases where they are aware that the student has been under a physician’s treatment.

G. Student Truancy and Habitual Truancy
1. Definitions
   a. "Truancy" means any absence of part or all of 1 or more school days, including tardiness, during which the school (School Attendance Officer, principal or teacher) has not been notified of the legal and excusable cause of such absence by the parent/guardian of the absent student, and also means intermittent attendance carried on for the purpose of defeating the intent of the compulsory attendance law.
   b. "Habitual Truant" means a student who is absent from school without an acceptable excuse for part or all of 5 or more days on which school is held during a semester.

2. Truancy Procedure
   a. The School Attendance Officer or designee will notify the parent/guardian by telephone or personal contact, of which a written record is kept, as soon as a student's truancy is determined. In the event contact cannot be established in person or by telephone, the notice shall be sent by First Class mail. This notice must be given to the parent/guardian before the end of the second school day after receiving a report of the unexcused absence. The parent/guardian will be directed to return the student to school no later than the next school day or to provide an excuse for the absence.
   b. The District’s truant officers may be utilized as a resource to locate the student and may return the student to school.
   c. Appropriate District staff may be requested to work with the student to identify causes for the truancy and develop solutions to the concerns.
   d. Educational/Behavioral Interventions may occur as a consequence of a student's truancy.

3. Habitual Truancy Procedure
   The parent/guardian of a student who is a habitual truant shall be notified in writing, pursuant to state law, by the School Attendance Officer or designee. This notice shall be sent by registered, certified, or First Class mail when the student initially becomes truant. The notice shall include the following:
   a. A statement of the parent's/guardian’s responsibility to cause the student to attend school regularly.
   b. A statement that the parent/guardian or the student may request academic program or curriculum modifications for the student and that the student may be eligible for enrollment in a program for children at risk.
   c. A request that the parent/guardian meet with appropriate personnel to discuss the student's truancy. The notice shall include the name of the school personnel with whom the parent/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 to meet. The date for the meeting must be within 5 school days after the date that the habitual truancy notice has been sent to the student’s
parent/guardian. However, with the consent of the student’s parent/guardian, the date for the meeting may be extended for an additional 5 school days.

d. If a meeting between the school personnel and the parent/guardian is not held within 10 school days after the date the notice is sent, the parent/guardian may be prosecuted for failing to cause a student to attend school regularly, and municipal or juvenile court proceedings relating to the student may be initiated without the meeting between the parent/guardian and school personnel.

e. A statement of the penalties which can be imposed under state law on the parent/guardian if he/she fails to cause the student to attend school regularly.

After a notice of habitual truancy has been issued to the student’s parent/guardian in any school year, the School Attendance Officer, or his or her designee, shall notify the parent/guardian of any further unexcused absences as provided in the District’s truancy management plan.

4. According to state law, a school may not deny a student credit in a course solely because of the student’s unexcused absences from school. The student may be failed if he/she does not satisfactorily complete the make-up work assigned due to the absence. Opportunity will be provided to make up examinations. A minimum of 2 days must be provided to make up the work. The classroom teacher or building administrator may extend this for extenuating circumstances.

5. **Truancy Interventions**

   Interventions to correct a truancy problem may include one or more of the following:

   a. Meeting with parents/guardians.
   b. Referral to the building consultation team for consideration of alternatives for the student.
   c. Modification of the student’s current academic program.
   d. Referral to appropriate school or community resources.
   e. Enrollment of the student in a job experience or alternative education program.

6. If the above interventions have been unsuccessful, the following courses of action may be taken:

   a. Referral to the City of Green Bay Municipal Court via the School Resource Officer or a District truant officer.
   b. Referral to the District Attendance Officer to access services from the Brown County District Attorney’s office.
   c. Referral to the School Resource Officer for citation of the parent/guardian if it is determined that he/she is contributing to the truancy of the student.

7. 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. Documented the student’s truancies and notified the student’s parent/guardian of the truancies as required by law and these procedures.
   b. Met with the student's parent/guardian to discuss the student’s truancy and various options or attempted to meet with the parent/guardian and received no response or been refused.
      i. This meeting is not required if it is not held within 10 days of the District's initial notice to the parent/guardian that the student is a habitual truant.
      ii. This meeting may also be used to obtain parent consent for any evaluation(s) (e.g., special education) which the District has determined are necessary and which require the consent of the student’s parent/guardian.
   c. Provided an opportunity for educational counseling to the student to determine whether a change in the student’s curriculum would resolve the truancy and to consider curriculum modifications. If the student has a disability and either an individualized education program (IEP) or Section 504 plan, the relevant team shall be involved in any decisions affecting the student’s curriculum, educational program or placement.
   d. Evaluated the student to determine whether learning problems may be the cause of the student’s truancy and, if so, taken steps to overcome the learning problems, except that the student need not be evaluated if tests administered within the previous year indicate that the student is performing at his/her grade level.
   e. Conducted an evaluation to determine whether social problems may be the cause of the student’s truancy, and, if so, taken appropriate action or made appropriate referrals.
The activities in items (c), (d) and (e) 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.

REVISED: September 19, 2016

**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.

**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.

Please refer to policy 342.6 ([http://gg.gg/GBAPS-Board-Rule-342-6](http://gg.gg/GBAPS-Board-Rule-342-6)) for the decision-making process regarding curriculum modifications.

**FULL-TIME PUBLIC SCHOOL OPEN ENROLLMENT (Board Policy 424 in part)**

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.

- Space Availability;
- Discipline-Related 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.

Transportation. Student transportation and the costs thereof shall be the responsibility of the nonresident student’s parent(s) or guardian, subject to 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.

Upon request of the student’s parent or guardian, the District shall provide transportation to nonresident full-time open enrollment students with any applicable fees or charges if there is room available on a bus on a regular route and the student is picked up or dropped off at a bus stop on the established route, except that if the bus stop on the established route is located within the boundaries of the student’s resident school district, the resident school district must also approve the transportation arrangement.

The parent or guardian of a nonresident open enrollment student who attends a school in the District may request to contract with the District for transportation. The Superintendent of Schools and Learning or his/her designee may evaluate such requests and may recommend that the Board approve such a transportation contract. If the Board approves such a contract, the District shall charge a fee reflective of the reasonable per student costs of the transportation except that the fee may be waived in whole or in part for any person who is unable to pay provided that the District determines that the final net actual cost to the District (after accounting for the amount of any waiver) does not materially exceed the average per student cost of transportation in the District. The Superintendent of Schools and Learning shall deny such a request for a parent contract if either (a) the Superintendent of Schools and Learning or his/her designee determines that there would be a significant administrative burden involved in arranging for or implementing the necessary transportation; or (b) the student would be transported to/from a location in the student’s resident school district and the resident school district does not consent to the District providing such transportation.

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.

**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.

**Resident Students Attending School Outside the District Request to Attend Course(s) in the Resident District**

Resident students attending school in a nonresident public district under full-time open enrollment may apply for admittance to the District for up to two (2) classes in accordance with the following:

1. The nonresident public school district and/or student shall be responsible for payment of all fees and costs associated with the course as is charged resident pupils.
2. In determining whether to permit such enrollment, the District shall consider:
   a. The student has met the standards for achievement for admission at that grade level as required by law and as established by the Superintendent of Schools and Learning or his/her designee and has met any established prerequisite for the course(s);
b. There is sufficient space in the grade, classroom or course;
c. Whether the program for which the student is open enrolled out of the District is available and/or offered by the District; and
d. Whether the class for which the student is requesting to enroll in the District is available and/or offered by the nonresident District.

3. The District may require the student and/or parent/guardian to sign and follow a behavioral/attendance agreement in order to be admitted or remain at the school. Students may have their admission revoked by the principal for failure to comply with their agreement. The parent/guardian may appeal this decision to the Associate Superintendent for PreK-16 within three (3) days of being notified of the revocation. During the appeal period, students would remain in the placement.

The Superintendent of Schools and Learning shall be responsible for developing administrative procedures for implementing this policy.

REVISED: December 14, 2015

Open Enrollment Procedures can be found in Board Rule 424 at: http://gg.gg/GBAPS-Board-Rule-424

ASSIGNMENT OF STUDENTS TO SCHOOLS (INTRADISTRICT TRANSFERS) (Board Policy 433)

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.

REVISED: December 14, 2015

**INTRADISTRICT TRANSFER PROCEDURES**

**(Board Rule 433)**

Under Board policy, District students are generally assigned to schools according to school attendance area boundaries. Parents/guardians may apply to transfer their child to another school in the District in accordance with applicable District procedures.

**A. Full-Day Program Intradistrict Transfer Option**

1. **Enrollment and Space Availability**
   a. Projected enrollment of resident students, including the projected number of occupied spaces in each grade, program or school for the subsequent school year, will be determined no later than December 31. Projections specific to individual classes may be made to the extent appropriate. Projected enrollment may include reserving spaces for expected growth in the number of students entitled to attend school in the District, to the extent appropriate, for a given class, grade, program, or school.
   b. The number of openings in a particular program for non-attendance area students will be determined using existing class size policies for a particular program or class, including consideration desired student-teacher ratios, overall building capacity, and the effect on enrollment levels on District expenditures relative to revenue. Such determinations shall be the number of students that can be accommodated without increasing District expenditures for staff or equipment. This includes all regular education and special education programs.

2. **Priorities for School Placement if the School or Grade has not been closed for Intradistrict Transfers or Interdistrict Open Enrollment**
   a. Students who presently attend a designated overcrowded school.
   b. Students making intradistrict transfer requests for enrollment in a nonattendance area school during the priority application period.
   c. Students who have applied to attend through interdistrict open enrollment and the secondary intradistrict transfer application period.

3. **Preference Considerations**
   a. Students who have resided in the school's attendance area.
   b. Students who have resided in the school's attendance area in previous years but have moved after the application window.
   c. Siblings of students already attending the school requested.
   d. Students who reside in the District.
4. **Priority Application for Intradistrict Transfer Procedures (First student day in January to the last weekday in January)**
   a. Applications for transfer from nonattendance area students are to be submitted by a student's parent(s)/guardian(s) to the Associate Superintendent of PreK-16 or designee by the first student day in January and not later than 4:00 p.m. on the last weekday of January of the school year immediately preceding the school year in which the student wishes to attend. The application must be submitted on the application form provided by the District and will include a specific school or program request. Intradistrict transfer forms are available at all school offices and the district office building. A list of applicants will be available to schools through the District’s student information system. Requests based on extenuating circumstances will be accepted outside of the application window as outlined in these procedures.
   b. Priority applications for transfer from nonattendance area students submitted between the first student day in January and not later than the last weekday of January are to be acted upon prior to applications from non-resident students for full-time open enrollment.
   c. A committee consisting of the Associate Superintendent of PreK-16, the Executive Directors of Special Education and Pupil Services and Elementary and Secondary, the Director of English Language Learners, the Principal/Director of Preschool Programs, and the Student Database Manager will meet after the last workday in January and prior to considering applications submitted under full-time open enrollment and intradistrict transfer applications submitted after the last workday in January to (1) review intradistrict transfer applications using the acceptance/rejection criteria outlined in Board policy; and (2) determine which school or program, if any, the non-attendance area student could attend the following year if accepted.
      (1) If the application is for a special education student, the student’s Individualized Educational Program (IEP) must accompany the application and be reviewed by the Executive Director of Special Education and Pupil Services prior to any action by the committee.
      (2) If there are fewer applications than the number of spaces available, applications that meet acceptance criteria will be approved.
      (3) If there are more applications than spaces available for a particular grade or program, the following selection procedure shall be used:
         (a) A number shall be assigned to applicants meeting the preference considerations.
         (b) A number shall be assigned following the last number given in 4.c. (3) (a) to all other applicants and place the numbers in a container.
         (c) In the presence of at least one other staff member, conduct a blind drawing of the numbers and list each number drawn in the order they are drawn. The drawing is to continue until all numbers have been drawn.
         (d) Based on the results of the blind drawing, determine which applications are to be selected.
         (e) Maintain all applications in number order so that if an applicant who has been accepted fails to enroll by the deadline the first unaccepted student may enroll. Such applications shall receive priority for attendance over applications submitted under full-time open enrollment and intradistrict transfer applications submitted after the last workday in January.
   d. No later than the last weekday in April, the applicant shall be notified, in writing, of whether the application has been accepted and the specific school or program that the student may attend the following school year. If the application is rejected, the notice shall include the reason(s) for the rejection. The student’s attendance area school will be able to view the list of rejected applicants via the District’s student information system.
   e. The applicant must notify the Associate Superintendent of PreK-16 or his or her designee no later than the third Friday in May as to whether the applicant will be attending the non-attendance area school. Where the applicant declines such transfer, his or her application will be considered denied. Failure to notify the Associate Superintendent of PreK-16 as to whether the applicant will attend the non-attendance area school by the third Friday in May may result in the application being denied.
   f. The nonattendance area principal shall determine the awarding of transfer academic credit, academic assignment, or placement based upon completion of courses or grades in the student’s home school. The IEP team will make a determination regarding the appropriate placement for a student with a disability.

5. **Secondary Application Period for Intradistrict Transfer Procedures**
   a. Applications for transfer from nonattendance area students may be submitted by a student's parent(s)/guardian(s) to the Associate Superintendent of PreK-16 or designee from the day following the last weekday in January and not later than 4:00 p.m. on the last weekday of April of the school year immediately preceding the school year in which the student wishes to attend. The application must be submitted on the application form provided by the District and will include a specific school or
program request. Intradistrict transfer forms are available at all school offices and the district office building. A list of applicants will be available to schools via the District’s student information system. Requests based on extenuating circumstances will be accepted outside of the application window only as outlined in these procedures.

b. Applications for transfer from nonattendance area students submitted between the first weekday following the last weekday in January and not later than the last weekday of April are to be acted upon simultaneous with applications from non-resident students for full-time open enrollment.

c. A committee consisting of the Associate Superintendent of PreK-16, the Executive Directors of Special Education and Pupil Services and Elementary and Secondary, the Director of English Language Learners, the Principal/Director of Preschool Programs, and the Student Database Manager will meet after the last workday in April and prior to the first Monday in June to (1) review intradistrict transfer applications using the acceptance/rejection criteria outlined in Board policy and (2) determine which school or program, if any, the non-attendance area student could attend the following year, if accepted.

(1) If the application is for a special education student, the student’s Individualized Educational Program (IEP) must accompany the application and be reviewed by the Executive Director of Special Education and Pupil Services prior to any action by the committee.

(2) If there are fewer applications than the number of spaces available, applications that meet acceptance criteria will be approved.

(3) If there are more applications than spaces available for a particular grade or program, the following selection procedure shall be used:

(a) A number shall be assigned to applicants meeting the preference considerations.

(b) A number shall be assigned following the last number given in 5.c. (3) a) to all other applicants and place the numbers in a container along with the applications for full-time open enrollment.

(c) In the presence of at least one other staff member, conduct a blind drawing of the numbers and list each number drawn in the order they are drawn. The drawing is to continue until all numbers have been drawn.

(d) Based on the results of the blind drawing, determine which applications are to be selected. Those not selected shall be denied.

d. No later than the first Friday following the first Monday in June, the applicant shall be notified, in writing, of whether the application has been accepted and the specific school or program that the student may attend the following school year. If the application is rejected, the notice shall include the reason(s) for the rejection. The student’s attendance area school will also be notified.

e. The nonattendance area principal shall determine the awarding of transfer academic credit, academic assignment, or placement based upon completion of courses or grades in the student's home school. The IEP team will make a determination regarding the appropriate placement for a student with a disability.

6. Other

(a) The District will allow all students who are already attending a particular school in the District and their siblings to continue to attend that school for the remainder of the current school year when the student changes addresses causing them to have a new attendance area school.

(b) The District will allow a student to attend a nonattendance area school when required by law.

7. Athletic Participation. - Participants in interscholastic athletics must 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.

8. Recruiting Activities – School district employees will not initiate or participate in recruiting activities with any student outside of their respective attendance area. In like manner, high school athletes are discouraged from engaging in recruitment activities among any students. Enforcement will be by coaches, staff and administration. Alleged violations will be referred to the building principal and may result in disciplinary action of the professional staff and students involved.

9. Transfer of Students Back to Attendance Area School

(a) If an intradistrict transfer student becomes habitually truant, the District may prohibit the student from attending the nonattendance area school in the succeeding semester or school year.

(b) An intradistrict transfer student may be asked to sign and follow an attendance and/or behavioral agreement in order to be accepted and/or remain at the nonattendance area school. Students may have their transfer revoked by the nonattendance area principal for failure to comply with their agreement. The parent/guardian may appeal this decision to the Assistant Superintendent or designee within three days of being notified of the revocation of transfer. During the appeal period, students would remain in their present placement.
B. Enrollment in Individual Courses at Non-Attendance Area School(s) for Students in Grades 9-12

1. District high school students who are seeking to take a course(s) at a nonattendance area high school shall submit the required application to the nonattendance area school no later than seven (7) weeks prior to the date the courses are scheduled to commence. The application shall specify the courses that the student wishes to attend. All applications shall be reviewed and acted upon consistent with Board policies and established procedures.

2. The nonattendance area high school principal will consider the following factors in making a determination if a transfer is necessary and/or possible if a course is offered at only one of the high schools.
   a. A student wishes to take a course at another district high school because it is not offered at the student's attendance area high school.
   b. Space is available for the student in the course.
   c. Travel time between the two high schools is practical and time in the school day when the course is scheduled is practical.
   d. The student can provide his/her own transportation, unless transportation is specified on the student's IEP.

3. No later than one (1) week prior to the date the course is scheduled to commence, the nonattendance area high school principal or designee shall notify the applicant, in writing, of whether the application has been accepted. If the application is rejected, the notice shall include the reason for rejection. If accepted, the acceptance applies only for the following semester, school year or other session in which the course is offered.

4. The parent(s)/guardian(s) of a nonattendance area student accepted for enrollment shall notify the nonattendance area high school of the student's intent to attend a course in the nonattendance area high school prior to the date the course is scheduled to commence.

C. District Placement

1. Voluntary Transfer
   Any placement of students to schools outside of specified attendance areas will be made by the District only after considering the following:
   a. The Executive Director of Elementary or Secondary is designated as the responsible personnel to investigate the possibility of District placement after determination is made that a placement is necessary.
   b. Every effort will be made to assign all children from a family to the same school where requested by the parent/guardian.
   c. Students and parents/guardians affected by a District placement will receive priority consideration for any re-assignment to the original attendance area school.
   d. Parents/guardians of students affected by this policy will be notified as early as possible.
   e. When parents/guardians agree to a voluntary transfer from an attendance area, the District may provide transportation depending on the distance of the proposed school of attendance.
   f. Preference will be given to home attendance area students.

2. Administrative Transfers
   The District reserves the right to enact administrative transfers of students between schools and/or programs at the initiative of an administrator under this Policy, provided that the specific transfer and/or transfer process has the express approval of the appropriate Assistant Superintendent.

   Before granting any administrative transfer that is not required by law, the Assistant Superintendent shall consider whether a balancing of equitable considerations relating to students whose internal transfer requests have been denied or who continue to wait for approval of a similar transfer request (e.g. same grade/school/program) weighs in favor of, or against granting the administrative transfer.

   No administrative transfer that the administration determines represents an attempt to avoid or gain an unfair advantage over the standard internal transfer process shall be granted.

   The Assistant Superintendent shall have the authority to revoke an administrative transfer.

D. Other Assignment of Students to Nonattendance Area School

1. The District will allow a student to attend a nonattendance area school if the parent(s)/guardian provide sufficient documentation (such as a contractor's agreement and deed) that the family will be moving into the requested area.
2. Students returning to the community from a correctional, treatment or rehabilitative setting may be assigned to a school other than the attendance area school. The Associate Director of Pupil Services should be consulted in these cases prior to the assignment.

General appeals, not otherwise specified in this rule, can be appealed to the Superintendent of Schools and Learning.

REVISED: December 14, 2015

FEES

The policy for all schools concerning fees for late entries shall require full fee charge up to the end of the first semester, and reduction to half beginning second semester.

Fees for a pupil withdrawing shall be prorated on a time basis up to the end of the first semester. There will be no refund after that date.

SCHOOL MEAL ACCOUNT CHARGES AND COLLECTIONS
(Board Policy 763)

I. PURPOSE
The Green Bay Area Public School District endeavors to maintain the fiscal integrity of the District’s food service program and to 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 may be authorized to charge items resulting in a negative balance in an amount up to $15.00, with payment due immediately upon notice of the 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 not 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.

Approved: June 19, 2017

PROCEDURES FOR SCHOOL MEAL ACCOUNT CHARGES AND COLLECTIONS
(Board Rule 763)

I. ACCESS TO SCHOOL MEALS AND OTHER FOOD SERVICE ITEMS

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, drop-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 is applied for each transaction. Additional information about the online account system can be obtained at http://www.gbaps.org/our_district/departments/food_service_department/online_account_information/ 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 food service 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.

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: [http://www.gbaps.org/our_district/departments/food_service_department](http://www.gbaps.org/our_district/departments/food_service_department) or contact the District’s Food Service Department office at (920) 391-2565.

B. This institution is an equal opportunity provider.

APPROVED: June 19, 2017

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: [http://gbaps.org/cms/One.aspx?portalId=484795&pageId=534451](http://gbaps.org/cms/One.aspx?portalId=484795&pageId=534451). 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

REVISION OF STUDENT EXPECTATIONS

Information is this book is current at the time of printing. The District reserves the right to reference current policy if updated after the printing of this document.

The Student Expectations Booklet will be reviewed periodically. If you wish to suggest changes, send them to the Superintendent of Schools and Learning, 200 South Broadway, Green Bay, WI 54303.
GREEN BAY AREA PUBLIC SCHOOLS
EXPECTATIONS BOOK RECEIPT AND ACKNOWLEDGEMENT

I have received the Expectations Book and agree to abide by all of the information contained therein. I further certify that if I have not understood any information in this document, I have sought and received an explanation of the information prior to signing this statement.

All students in household are required to complete. If additional space is needed please have student print name and graduation year, sign and date on back of this form.

(1) Participant’s Name (Please Print) ___________________________________________ Date: _______
Participant’s Signature ___________________________________ Graduation Year: ________

(2) Participant’s Name (Please Print) ___________________________________________ Date: _______
Participant’s Signature ___________________________________ Graduation Year: ________

(3) Participant’s Name (Please Print) ___________________________________________ Date: _______
Participant’s Signature ___________________________________ Graduation Year: ________

Parent/Legal Guardian Name(s) (Please Print) ___________________________________________ Date: _______

Parent/Legal Guardian Signature(s) ____________________________________________