



**Parent/Student Handbook
Kindergarten - 5th Grade
2024-2025**

**Parent Information
District Policies & Rules**

Welcome to Millard

Dear Students and Parents:

On behalf of the faculty and administration we welcome you to another school year. Education in Nebraska is rooted in academics and nowhere is that more true than in Millard Public Schools. We believe that high expectations promote higher achievement and that excellence is worth the investment. We look forward to helping your children reach their learning potential and achieve their educational goals in the upcoming year.

This handbook contains information of value to every student and parent. You will find information about our curriculum and approaches to teaching and learning including the materials we use and the standards we teach. This handbook also contains explanations of District regulations and procedures necessary for our District to run smoothly and efficiently. Students and their parents are responsible for knowing the rules, regulations, and procedures covered in the handbook.

If you are ever in doubt and have questions about our programming or your child's experience please ask a classroom teacher, speak to the building principal, or contact my office. We are here to help you!

Sincerely,

Andrew DeFreece
Director of Elementary and Early Childhood Education
Millard Public Schools

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BOARD OF EDUCATION

The Millard Board of Education is elected by voters of the Millard Public Schools District to represent the community in governing the school system. Members are elected at large for four-year terms.

Meetings are held on the first and third Monday of each month at 6:00 PM at the Don Stroh Administration Center, 5606 South 147th Street. All meetings are open to the public. Time is allotted at each meeting for questions from the audience.

Millard Board of Education

Stacy Jolley

Mike Kennedy

Amanda McGill Johnson

Mike Pate

Linda Poole

Lisa Schoenberger

Administration

Dr. John Schwartz - Superintendent

The Millard School District does not discriminate on the basis of race, color, religion, national origin, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws in admission to or access to or treatment of employment, in its programs and activities. The following person has been designated to handle inquiries regarding the discrimination and harassment policies: Associate Superintendent of Human Resources, 5606 South 147 Street, Omaha, NE 68137 (402) 715-8200. The Associate Superintendent of Human Resources may delegate this responsibility as needed. Complaints by school personnel or job applicants regarding unlawful discrimination or unlawful harassment shall follow the procedures of District Rule 4001.2. School personnel or job applicant complaints regarding sexual harassment shall follow the procedures of District Rule 4001.3. Complaints by students or parents regarding unlawful discrimination or unlawful harassment shall follow the procedures of District Rule 5010.2. Student or parent complaints regarding sexual harassment shall follow the procedures of District Rule 5010.3.

School Directory

Elementary Schools		
<u>Abbott</u> 1313 N. 156 St., Omaha, 68118 • 715-2900	<u>Ackerman</u> 5110 S. 156 St., Omaha, 68135 • 715-8420	<u>Aldrich</u> 506 N. 162 Ave., Omaha, 68118 • 715-2020
<u>Black Elk</u> 6708 S. 161 Ave., Omaha, 68135 • 715-6200	<u>Bryan</u> 5010 S. 144 St., Omaha, 68137 • 715-8325	<u>Cather</u> 3030 S. 139 Plz., Omaha, 68144 • 715-1315
<u>Cody</u> 3320 S. 127 St., Omaha, 68144 • 715-1320	<u>Cottonwood</u> 615 Piedmont Dr., Omaha, 68154 • 715-1390	<u>Disney</u> 5717 S. 112 St., Omaha, 68137 • 715-2350
<u>Ezra Millard</u> 14111 Blondo St., Omaha, 68164 • 715-2955	<u>Harvey Oaks</u> 15228 Shirley St., Omaha, 68144 • 715-1386	<u>Hitchcock</u> 5809 S. 104 St., Omaha, 68127 • 715-2255
<u>Holling Heights</u> 6565 S. 136 St., Omaha, 68137 • 715-8330	<u>Montclair</u> 2405 S. 138 St., Omaha, 68144 • 715-1295	<u>Morton</u> 1805 S.160 St., Omaha, 68130 • 715-1290
<u>Neihardt</u> 15130 Drexel St., Omaha, 68137 • 715-8360	<u>Norris</u> 12424 Weir St., Omaha, 68137 • 715-8340	<u>Reagan</u> 4400 S. 198th Ave., Omaha, 68135 • 715-7100
<u>Reeder</u> 19202 Chandler St., Gretna, 68028 • 715-6420	<u>Rockwell</u> 6370 S. 140 Ave., Omaha, 68137 • 715-8246	<u>Rohwer</u> 17701 F. St., Omaha, 68135 • 715-6225
<u>Sandoz</u> 5959 Oak Hills Dr., Omaha, 68137 • 715-8345	<u>Wheeler</u> 6707 S. 178 St., Omaha, 68135 • 715-6250	<u>Willowdale</u> 16901 P. St., Omaha, 68135 • 715-8280
<u>Upchurch</u> 8686 S. 165 th St., Omaha, 68136 • 715-7150		
Middle Schools		
<u>Andersen MS</u> 15404 Adams St., Omaha, 68137 • 715-8440	<u>Beadle MS</u> 18201 Jefferson St., Omaha, 68135 • 715-6100	<u>Central MS</u> 12801 L St., Omaha, 68137 • 715-8225
<u>Kiewit MS</u> 15650 Howard St., Omaha, 68118 • 715-1470	<u>North MS</u> 2828 S. 139 Plz., Omaha, 68144 • 715-1280	<u>Russell MS</u> 5304 S. 172nd St., Omaha, 68135 • 715-8500
High Schools		
<u>Keith Lutz Horizon High School</u> 5300 George B. Lake Pkwy, Omaha, 68022 • 715-8468	<u>Millard North High School</u> 1010 S. 144 St., Omaha, 68154 • 715-1365	<u>Millard South High School</u> 14905 Q St., Omaha, 68137 • 715-8268
<u>Millard West High School</u> 5710 S. 176 Ave., Omaha, 68135 • 715-6000		

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Parent Information

District Website: www.mpsomaha.org

Campus Hours

Elementary buildings begin at 8:30 a.m. dismissal at 3:30 p.m. On Wednesdays students are dismissed at 2:30 p.m. with the exception of Abbott Elementary. Abbott Elementary hours are Monday through Friday 8:20 a.m. dismissal at 3:10 p.m. Students who start school at 8:30 a.m. should not be on campus earlier than 8:15 a.m. and no later than 3:45 p.m. unless they are in a supervised activity. For Abbott Elementary students should not be on campus earlier than 8:05 a.m. and no later than 3:25 p.m.

Transportation

Millard Public Schools partners with Student Transportation of America to provide busing for students. Elementary busing is provided to students who live more than two miles from their home school. Parent pay options are available for middle and high school students. Students transferring within the district, attending a program of choice or optioning into the district from another district must provide their own transportation.

For additional information, please click on the following link: [Transportation](#)

Kindergarten

The Millard Kindergarten program is a full day program. There are no half-day offerings. Kindergarten round-up is designed to acquaint next year's kindergarten students and their parents with school programs and facilities. This is usually held in the spring.

Round-up consists of three parts: parent meetings, vision and hearing screenings, and time in the classroom for the children. During the time next year's kindergarten students are at round-up, children currently enrolled in kindergarten do not attend school. Children must turn 5 years of age by July 31st of the school year they will attend.

Pets at School

Due to the danger of students being bitten by pets or pet allergies, the schools discourage the practice of bringing pets to school. The schools cannot assume responsibility for accidents. Please be informed that the Millard Public Schools' insurance coverage does not include liability if an animal is brought onto school grounds and would harm or injure a child or adult. In case of such an incident, the pet owner is personally liable for any damages or lawsuit. The Humane Society will be called when stray or unleashed animals are on school grounds during school hours.

Specialized Programs

There are many special programs at the elementary level. Contact your child's school about programs they provide. District programs provided include: Special Education, Special Education Child Find, Psychological Services, High Ability Learners, Literacy Intervention, English Learner, Band at grade 5, and Strings at grade 4 and 5. In addition to the specialized programs offered at your neighborhood school, we also offer programs of choice to include:

- *Core Knowledge* - Core Knowledge provides cultural literacy, sequential learning and a challenging curriculum through direct instruction of Spalding Phonics, Shurley Grammar, Saxon Math, Open Court Reading, and the Core Knowledge content Sequence.
- *Montessori* - Montessori fosters rigorous, self-motivated growth for children in all areas of development; cognitive, interpersonal, and physical. Learning is hands-on, inquiry-based and is guided by Montessori trained teachers in multi-age classrooms.
- *Primary Years Programme* - Primary Years Programme nurtures a balanced learner with the knowledge, skills, and confidence to succeed. This is accomplished through inquiry-based classrooms where students can question, explore, practice, reflect, respond, and be engaged in learning.

Student Photographs

Students' pictures will be taken early in the fall by a commercial photographer, as a service to parents. Students may purchase these photographs, but there is no obligation to do so.

Inclement Weather

When the weather turns bad, please check your emails, texts and calls for a message from the district. If the school day needs to change because of the weather, we will let you know as soon as the decision is made. We try to make the call the day before. Sometimes the forecast is uncertain, and it is an early morning decision.

We apologize for these early morning interruptions, but because many sports, activities and classes at our schools start so early, we want to reach you as soon as possible. Information will also be posted on the district website and on the district social media and sent to the local news.

A Remote Learning Day

There are no set zoom times on remote learning days! You may do the work on your own time at your own pace.

- Teachers have directed students where to find their remote assignments.
- Teachers will be available by email for questions and help throughout the day.
- For every snow day, an extra day will be given for the work to be completed. We understand students' situations vary on snow days. They will have time beyond the snow day to complete their work.
- Teachers are asked to consider the time commitment of students with a full course load and keep the entire amount of time to complete all of the coursework for a full course load to 4 hours or less for high school students, 3 hours or less for middle school students and 2 hours or less for elementary students. The 4 hours at the high school level would equate to 30 minutes per class on a traditional schedule and 60 minutes per class on a block schedule.

A Two Hour Late Start

Two hour late starts can be very beneficial to let the sun come up, the roads warm up and to avoid rush hour traffic. All schools start two hours later than their regular start times. On Mondays, middle schools will start at 9:55 a.m. and high schools will start at 10 a.m.

- Start times for two hour late starts are as follows:
 - Elementary - 10:30 a.m. *Abbott Elementary - 10:20 a.m.
 - Middle School - 9:55 a.m. *Including Mondays
 - High School - 10:00 a.m. *Including Mondays
- Buses will run two hours late based on the regular Tuesday through Friday schedule.
- Millard Academy students should not report to their academy but instead, go to their home school.
- Morning preschool is canceled when the District has a late start. All other preschool times remain the same.

A Canceled Day

On a day when school is canceled, schools are closed and no work is assigned.

Three options are available for inclement weather. The district may call one of the following:

Tornado Warnings – The Office of Civil Defense has assisted each school principal in developing safety procedures to be followed in case of tornado warnings. Tornado drills are held periodically.

Elementary Curriculum

The purpose of the Curriculum Handbook is to provide parents with information that connects the curriculum to the objectives. The objectives list the specific skills that are taught at this grade level. This list will help parents identify what has already been taught and what is yet to come.

Philosophy

The Millard Public Schools Kindergarten Program is founded on the philosophy of high academic expectations for each student as they progress through the kindergarten grade enabling objectives. Kindergarten classes provide the essential skills for learning and thinking that will enable students to become enthusiastic lifelong learners. It provides students with a strong, nurturing learning environment that fosters the development of the “Academic Skills and Applications / College and Career Readiness Skills” as identified in the Millard Education Program.

Overview

Standards and indicators describe what students are expected to know and be able to do by the end of the school year. Grade level standards and indicators may be accessed using the links below:

Kindergarten	1st Grade	2nd Grade
3rd Grade	4th Grade	5th Grade

- ENGLISH LANGUAGE ARTS focuses on the scientifically research-based components of phonemic awareness, phonics, vocabulary, fluency, and text comprehension as a part of each day’s instructional format. Writing, grammar, spelling, handwriting, speaking, and listening are also integrated daily. A literacy-rich environment provides students with meaningful reading, writing, speaking, listening, and multiple literacy activities.
- MATHEMATICS focuses on building a deep understanding of concepts within four comprehensive strands: Number, Algebra, Geometry, and Data. Through high expectations and strong supports, students learn to communicate, represent, and make connections with all math concepts through critical thinking, authentic problem solving, mathematical reasoning, and perseverance.
- SCIENCE education in Millard Public Schools is designed to develop the knowledge, skills, and habits of mind to help our students become scientifically literate and civically minded. Learning experiences intentionally intertwine science content knowledge with critical thinking tools and practices that are used by scientists and engineers. This is often referred to as three-dimensional (3D) teaching and learning. 3D instruction is grounded in research from cognitive science and developmental psychology.

- This approach to teaching and learning helps students move from surface level knowledge where children learn about discrete facts to deep understanding of science content that gives students the knowledge, skills, and behaviors necessary for figuring out their world.
- SOCIAL STUDIES emphasizes learning and applying the disciplines of history, economics, geography, and civics to prepare students to be productively engaged citizens in a culturally diverse and democratic society.
- HEALTH education emphasizes physical, emotional, and social wellbeing. Students are given learning opportunities to develop, apply and sustain healthy attitudes and behaviors throughout their lives. Themes include Health Promotion, Personal Health, and Interpersonal Communication Skills.
- COUNSELING ensures that all students acquire the knowledge, attitudes, and skills necessary for academic success, college and career readiness, and social/emotional development.
- MUSIC includes experiences in singing, movement, basic theory, and playing rhythmic and melodic instruments and is taught by a music specialist.
- PHYSICAL EDUCATION is taught by a physical education teacher and addresses skills and knowledge related to spatial orientation and body image as well as fitness and sportsmanship.
- ART provides students with experiences to build skills in the artistic process while working with 2D, 3D, and digital projects.
- COMMUNICATION AND INFORMATION SYSTEMS (Digital Learning) focuses on digital citizenship and computer science skills that are taught by the classroom teacher and/or teacher librarian.
- COLLEGE AND CAREER READINESS SKILLS are integrated on a daily basis as students learn to work and interact with other students and adults in positive and productive ways.
- Clearly defined learner outcomes and enabling skills for students are measured by periodic assessments of students' growth and progress in all curricular areas.
- High expectations are held for all students to grow and develop to their greatest potential.
- Rules of respect for one another and responsibility for oneself are stressed. Students listen to one another, solve conflicts and become sensitive to the feelings of others.
- Parents and teachers work together as partners in the educational decision-making process for students.

Curriculum Descriptors

English Language Arts – The *McGraw Hill Reading Wonders* program combines the five essential components of a scientifically research-based reading program. These components include: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Children are provided a variety of experiences to promote reading success, critical thinking, empowerment, and choice. Teachers work with students in small groups and individually, in addition to whole class and work station experiences. Students will engage in close reading, discourse, deeper thinking, writing about reading, and digital technology opportunities.

Millard-developed Units for Writing are based off of a Writer’s Workshop model. These units include a variety of modes of writing that embed the writing process, 6-Traits, and student choice to help students communicate information and ideas to multiple audiences for a variety of purposes.

In addition, students receive direct instruction in spelling, grammar, and handwriting. The *McGraw Hill Handwriting Program* is used for manuscript and cursive writing. Students also receive instruction in the areas of speaking and listening.

Mathematics is taught using the *Into Math* curriculum. This program is designed to focus on the major work of each grade level based on a progression of topics within number, algebra, geometry, and data. These progressions form learning pathways designed to build a foundation of conceptual understanding and procedures. Opportunities for application are embedded throughout instruction. Through a lesson design based on research-based effective practices, students are encouraged to communicate, think critically, reason, and problem solve in a variety of ways.

Science - We utilize instructional resources from *Amplify Science* to achieve our science standards. Every elementary grade explores topics from the domains of Life, Physical, Earth & Space, and Engineering Sciences. Students apply their literacy and mathematics skills in relevant and authentic ways as they construct scientific literacy. Coherent learning progressions from kindergarten through twelfth grades allow students to continually build on and revise their knowledge and abilities.

Social Studies education prepares students to become engaged citizens in local, national, and global societies. In fourth grade, *The Nebraska Adventure*, published by Gibbs-Smith Education, is the resource used to teach the topics of history, geography, economics, and civics. All other elementary grades utilize *Social Studies Alive!*, published by Teachers’ Curriculum Institute.

Health instruction focuses on physical, emotional and social wellbeing. Curriculum materials include *Sanford Harmony* and *McGraw-Hill Health and Wellness*.

Counseling curriculum promotes positive well-being and personal success by focusing on social and pre-academic skills to support their transition to kindergarten and by teaching important knowledge and skills for successful learning in school and throughout life. In addition, students will practice interpersonal skills to help them understand and respect themselves and others, and will begin their investigation of the world of work.

Art is essential for students to understand our world and each other. Art education fosters students' visual and emotional communication through authentic self-expression, exploration, and reflection. Through active participation in the artistic process, students will cultivate creative thinking, risk-taking, and open-ended problem-solving skills. **Kindergarten Art** uses *Explorations in Art* curriculum by Davis Publications. The four areas of art education include: Create, Present, Respond, and Connect. **First-fifth Grade Art** uses the *FLEX* and *PRO* curriculum by The Art of Education University. The four areas of art education include: Create, Present, Respond, and Connect.

Music

General Music - Music includes students singing, moving, basic theory, and playing rhythmic and melodic instruments using the GamePlan and Purposeful Pathways instructional resources. Lessons and activities are based on the Nebraska standards for Music Education which include experiences in the areas of creating, responding, and performing music within the classroom setting.

Orchestra - Students have the option to join the MPS Orchestra program in 4th grade. Students can choose to play violin, viola, cello, or double bass. Fundamental instrument playing skills, music theory, and expression are taught using the Millard Public Schools Orchestra Method Books.

Band - Students have the option to join the MPS band program in 5th grade. Students can choose from flute, oboe, clarinet, saxophone, trumpet, horn, trombone, baritone, tuba, or percussion. Fundamental instrument playing skills, music theory, and expression are taught using the Sounds Innovations for Concert Band instructional resource.

Physical Education consists of five areas and meets two or three times each week:

1. **Skills:** Students will demonstrate competency in a variety of motor skills and movement patterns.
2. **Knowledge:** Students will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
3. **Active Lifestyle and Fitness:** Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of exercise and fitness.
4. **Responsible Behavior:** Students will exhibit personal and social behavior that respects self and others.
5. **Awareness:** Students will recognize the value of exercise for health, enjoyment, challenge, self-expression and/or social interaction.

Communication and Information Systems (Digital Learning)

Communication and Information Systems provides students with opportunities to develop, utilize, and evaluate appropriate digital citizenship, essential technology, and computational skills by the use of emerging technologies to thrive in a diverse, digital world. During the elementary years, students will engage with technology and digital resources across content areas through various learning activities, experiences, and tools.

The Communication and Information Systems standards are written in grade bands so students in grades K-2 and 3-5 will acquire these skills throughout their K-5 experience. These standards include technology awareness, digital footprint & identity, relationships & communication, computing systems, networks & the internet, data & analysis, algorithms & computer programming, impacts of computing, and input technology.

College and Career Readiness Standards and Indicators

Preparing students for college and career begins in our Preschool programs and continues throughout all elementary and secondary programs. The Millard Public Schools College and Career Readiness Standards align with the eleven standards identified in Nebraska Standards for Career Ready Practice. The Millard PK-12 College and Career Readiness standards include five comprehensive standards with indicators identified for each standard. These standards are Critical Thinking and Problem Solving Skills, Creativity and Innovation, Collaboration and Teamwork, Communication Skills, and Citizenship and Personal Responsibility.

These standards are written in grade bands (PK-5, Grades 6-8 and Grades 9-12) so students will acquire these skills throughout their PK-12 experience. Teachers share information about students' development of these skills at parent teacher conferences and on the report card through the section entitled College and Career Readiness.

Student Evaluation and Assessment

Children are evaluated on their strengths and areas for growth throughout the year. Information is shared with parents during two conferences and on quarterly report cards. Parents are encouraged to contact their child's teacher when questions arise throughout the year.

The Millard Public School Board of Education, through Policy 6301 and its accompanying rules, establishes the expectation of the Millard comprehensive student assessment system to be aligned with our written and taught curriculum in order to:

1. Monitor the progress of students in a program, school or the district
2. Aid in planning and providing classroom instruction appropriate to student needs
3. Assist in making decisions about placement of students
4. Provide information for program monitoring, management, and evaluation.

Assessment System

Millard's Department of Data, Assessment, Research and Evaluation (DARE) leads, designs, and organizes testing. Assessment is key to Millard because it allows teachers and staff to make data-informed decisions. DARE focuses on providing:

- Variety of high quality assessments to meet numerous purposes
- Minimal testing time, thus maximum teaching time
- Ethical and appropriate testing practices
- Test administration training
- Assurance of test security
- Timely communication of results

The Millard Public Schools establishes the expectation that the Millard comprehensive student assessment system be aligned with our written and taught curriculum in order to:

- Monitor student progress and level of College and Career Readiness
- Monitor the progress of students in a program, school, or the district
- Aid in planning and providing classroom instruction appropriate to student needs
- Assist in making decisions about student placement

- Provide information for program monitoring, management, and evaluation

For additional information, please click on the following link: [Millard Assessment System](#)

The following procedures have been established to provide a system for receiving, considering and acting upon complaints regarding school personnel.

I. INFORMAL RESOLUTION

- A. Reasonable efforts shall be made to address the concerns and issues raised in any complaint regarding school personnel at the earliest stage, and to reach an acceptable resolution through the informal process.
- B. In an effort to resolve all concerns and issues at the earliest stage and through informal methods and procedures, any complaint regarding a certificated staff member shall be first referred to the certificated staff member. Complaints regarding any classified staff shall be presented to the supervising certificated staff member, if any, or to the building principal.
- C. When a certificated staff member receives a complaint, he/she will immediately address the concerns and/or issues by initiating an informal conference with the complainant, thereby providing an opportunity for a discussion and informal resolution of the concerns or issues raised in the complaint. Nothing in this Rule shall be construed to limit the involvement of the administration in addressing and resolving any concerns or issues through the informal process.
- D. If the complainant's concerns and/or issues are not resolved by the certificated staff member the complainant shall be referred to the building principal who will initiate an informal conference with the complainant, thereby providing an opportunity for a discussion and informal resolution of the complainant's concerns and issues.
- E. If the complainant's concerns and/or issues are not resolved by the building principal the complainant shall be referred to the building principal's supervisor who will initiate an informal conference with the complainant, thereby providing an opportunity for a discussion and informal resolution of the complainant's concerns and issues.
- F. When a complaint concerning school personnel is made directly to the Board as a whole, the complaint shall be referred to the Superintendent.
- G. When a complaint concerning school personnel is made to an individual Board member, the Board member may explain the process for complaints regarding school personnel as provided herein, or refer the complaint to the Superintendent.

II. FORMAL RESOLUTION

- A. In the event that the initial informal handling of the complaint or concern is unsuccessful in satisfactorily addressing and resolving the concerns and/or issues of the complainant, the building principal's supervisor shall advise the complainant that the complainant may pursue formal complaint procedures by submitting the complaint in writing to the building principal

requesting that the matter be processed as a formal complaint. Failure to submit the complaint in writing within seven (7) days shall constitute an abandonment of the complaint.

- B. The formal written complaint must be signed, contain a complete statement of the facts constituting the complaint, and state the relief sought.
- C. When a building principal receives a written complaint, the building principal will notify the building principal's supervisor. The building principal will then draft a written response to the complaint and forward the response to the complainant, and also forward the complaint and their written response to the Executive Director of Human Resources.
- D. Upon receipt of a written complaint and the building principal's response, the Executive Director of Human Resources may schedule a formal conference with all or any of the following: the certificated staff member, the building principal, the building principal's supervisor, and the complainant, at which time the complainant's concerns and/or issues shall be discussed. The Executive Director of Human Resources may undertake any needed investigation relating to the complaint and will thereafter render a written final disposition of the complaint within ten (10) school days of the formal conference.
- E. If the complainant desires to have the disposition of the Executive Director of Human Resources reviewed by the Superintendent, then the complainant must submit a written request for review within five (5) school days of receipt of the disposition by the Executive Director of Human Resources. The written request for review shall be submitted to the Executive Director of Human Resources who will forward to the Superintendent the complaint, the building principal's response, the Executive Director of Human Resource's written disposition, and the request for review.
- F. Upon receipt of a request for review, the Superintendent will review the complaint, the building principal's response, and the written disposition of the Executive Director of Human Resources, and the Superintendent may undertake any such investigation deemed appropriate. Thereafter, the Superintendent will render a written disposition of the complaint within ten (10) school days of his/her receipt of the request for review. The decision and disposition by the Superintendent shall be final and binding.
- G. Complaints regarding instructional materials shall follow the procedures of District Rule 1310.2. Complaints regarding inappropriate conduct by school personnel or regarding child abuse or neglect as a result of the conduct of school personnel shall follow the procedures of District Rule 4163.3. Complaints and grievances by school personnel or job applicants regarding discrimination or sexual harassment shall follow the procedures of District Rule 4001.2. Complaints and grievances by students or parents regarding discrimination or sexual harassment shall follow the procedures of District Rule 5010.2.

Complaints: Instructional Materials

1310.2

The following procedures have been established to provide a system for receiving, considering and acting upon complaints regarding instructional materials used by the District. In carrying out these procedures in a professional and efficient manner, written records will be developed, maintained and documented at each level of the procedure.

- I. In the interest of establishing communications with, and providing information for, the party who has a question or concern about materials utilized by the school(s), a complaint form must be obtained from, and returned to, the building where the material is being utilized.
- II. Upon request for a complaint form, the building principal shall immediately address the concerns and/or questions by scheduling an initial conference between the individual with the concern and the teacher utilizing the resource, thereby providing an opportunity for an explanation of how the material is being utilized in the program. If it is determined that the concerned party is seeking only his/her student's exclusion from specific instructional materials and desires alternative resources (Form A-1), the student may be excused from using those items challenged and will, when feasible, be assigned alternative materials of equal merit.
- III. If, following the initial conference, the concerned party so chooses to pursue the formal complaint procedure, Form B-1 shall be provided to the complainant. The questions on Form B-1 should be answered as completely as possible. It must be signed and the complaint must be identified in such a way that a proper reply will be possible. Form B-1 must then be returned to the principal from whom it was obtained.
- IV. Upon receipt of the completed complaint form, the principal will immediately schedule a formal teacher/principal/complainant conference at which the questions of the complainant will be addressed. Due to the importance of resolving the concern at the building level, this conference is essential. Failure of the complainant to participate in a formal conference will result in the discontinuance of the complaint procedure.
- V. The building principal will notify the Associate Superintendent for Educational Services of any failure to resolve issues or concerns. The Associate Superintendent for Educational Services will determine whether the complaint should be considered a building or a district issue and whether a building or a district review committee should be activated to re-evaluate the materials. The use of challenged material by class, school, or district shall not be restricted until final disposition has been made by the appropriate review committee, but individuals may be excused from using challenged materials.
- VI. If deemed appropriate, a building review committee will be established within ten (10) school days of the notification of the Associate Superintendent for Educational Services of the failure to resolve the issue except in those instances where the complaint is received late in the school year and adequate time and staff are not available for conducting a thorough study. In those instances, the complainant will be notified and the complaint will receive immediate consideration dependent upon the availability of staff and data for committee deliberation.

- VII. If the issues or concerns are of district-wide significance, a district review committee will be established within ten school days of the notification of the Associate Superintendent for Educational Services of the failure to resolve the issue except in those instances where the complaint is received late in the school year and adequate time and staff are not available for conducting a thorough study. In those instances, the complainant will be notified and the complaint will receive immediate consideration dependent upon the availability of staff and data for committee deliberation.
- VIII. In the deliberations of the challenged materials, the review committee shall consider the educational philosophy of the District, the professional opinions of other teachers of the same subject and of other competent authorities, reviews of the materials by reputable bodies, the teacher's own stated objectives in using the materials, and the objections of the complainant.
- IX. The findings of the building review committee and/or the District review committee shall be a matter of written record and transmitted to the Superintendent and the Associate Superintendent for Educational Services who will determine how interested parties shall be notified. The decision, based on the findings, will be communicated to the complainant no later than thirty (30) school days from the initiation of the review committee procedure except in those instances where more extensive study is warranted.

Public Access to School Materials and Documents

6810.1

- I. Any documents or other materials requested for examination will be made available during the hours and days when the offices of the school or other district facilities are open. Requests by parents or guardians to examine the materials being used or planned for use in teaching their son/daughter will be honored but, to avoid interruption of the classroom environment, parents will follow those procedures listed in items II–IV (below). Requests, other than those from parents or guardians, shall be made in writing and shall state with as much specificity, as is reasonable, a description of the documents and materials which are requested to be examined.
- II. Persons making the request will be provided facilities where the examination can be made and where the examining person or persons can make such memoranda and abstracts as may be desired.
- III. Request for copies of documents and other materials will be provided by the District subject to the following conditions:
 - A. No documents or other materials which are subject to a copyright or subject to copyright laws shall be copied; and
 - B. Requests for copies shall be submitted on forms provided by the District. The District will provide the copies within a reasonable time and whenever the work required to make the copies does not interfere with the ordinary transaction of the business of the District or interfere with the conduct of the District's educational programs.
- IV. When the District provides copies of documents or other materials, the copies will be provided if the person making the request agrees to pay the District the charges established for providing copies. Charges will be a reasonable estimate of the cost of the materials, and employees time in making the copies and a reasonable charge for the use of the copying machine or machines. The charges will be established from time to time and the person or persons making the request shall be notified of the charges at the time the request to the District is made.

Request for Exclusion

6810.2

Parents or guardians may make a formal, written request that their child or ward be excused from the use of a given book, instructional unit or particular literary work. The request may be granted only if the subject of the request is determined by the District to be contrary to the personal convictions of the parent or guardian concerning the philosophical or ideological content of the educational materials or portions thereof to which the request is directed.

Any student for which the request is granted shall be assigned to educational activities or resources which are as near as reasonably possible to the educational outcomes of the educational materials from which the student is excused.

In the event a parent or guardian may request that their child or ward be excused from an entire course, the request may be granted only if the District determines that the content of the entire course appears to be contrary to the personal, philosophical or ideological convictions of the individual making the request.

Any student for which the request is granted shall be assigned to a curriculum subject which is related as closely as possible to the educational outcomes of the course from which the student is excused.

No request shall be granted if the request is only to change courses for reasons of personal convenience, desires, or personal preference, or to merely substitute one course for another.

Parents may suggest, through formal complaint procedures, that a given book, instructional unit, literary work, or course be excluded from the curriculum for all students.

The building principal or primary administrator in a building shall be responsible for informing parents or guardians of their rights of request and exclusion by including such a statement in the student handbook for which the principal or other administrator is responsible.

Forms for requesting exclusion from curriculum materials or courses are available from Educational Services.