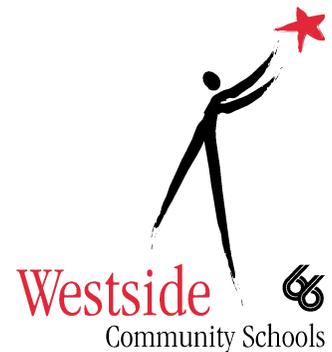


School Board Executive Summary

Topic: New High School Courses (2018-2019 school year)

Date: November 6, 2017

Prepared and Presented by: Mr. Jim Sides, Director of Curriculum & Assessment
Mr. Jay Opperman, Principal Westside High School



- Recommended Action:**
- Information Only
 - Presentation/Discussion
 - Discussion/Action by Board of Education
 - Presentation/Action Next Meeting

Recommendation(s): None at this time.

Purpose: Presentation of new course offerings at Westside High School for the 2018-2019 school year.

Background: New course proposals at Westside High School go through a formal four-phase process. Types of courses include the following: New, Replacement, Restructured/Extension, Partnership with Another District, and Dual Enrollment with Metro Community College.

Names of proposed new classes for 2018-2019 and associated departments are as follows:

Fine Arts

- Digital Art
- AP Portfolio (2D, 3D, Drawing)

English

- Adolescent Literature
- Film and Literature Appreciation

Media

- Sports Journalism

Special Services

- Reading Strategies 1 - Foundations
- Reading Strategies 2 - Adventures
- Reading Strategies 3 - Mastery

Health/Physical Education

- Sports Performance 1, 2, and 3
- Medical Terminology 1 & 2 Online - Metro CC (Dual Enrollment)
- Public Health-Youth Industry Certificate - Metro CC (Dual Enrollment)

Business

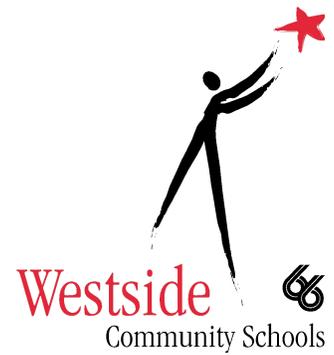
- School of Entrepreneurship

Career Academy (Partnership with Papillion-La Vista Community Schools)

- Zoo Academy (US Government-Zoo; H English 3-Zoo; Zoology-Zoo; Zoo Work Experience, and Zoo Orientation)

Attachment(s): Powerpoint presentation

School Board Executive Summary



Topic: Library Update

Date: November 6, 2017

Prepared and Presented by: Mr. Jim Sides, Director of Curriculum & Assessment
Ms. Theresa Gosnell, Westside High School Librarian
Ms. Deb Saetveit, Westside Middle School Librarian
Ms. Kelly Kenny, Hillside Elementary Librarian

Recommended Action:

- Information Only
- Presentation/Discussion
- Discussion/Action by Board of Education
- Presentation/Action Next Meeting

Recommendation(s): None at this time.

Purpose: To provide an overview of Westside Community Schools' library program.

Background:

Mission: The Mission of the Westside Community Schools Libraries is to be an integral part of the student learning process, to promote lifelong learning in a global society, to foster the skills necessary to become proficient and discerning consumers of information and to encourage reading for pleasure.

Philosophy: In Westside Community Schools, the library is a vital and integral hub of the school, regardless of its physical location, and as a result, reflects the philosophy and goals of the school and the district. The librarian serves as an instructional partner with the classroom teacher to teach students to be "critical thinkers, enthusiastic readers, skillful researchers and ethical users of information."

Collection Development: Library collections are built to support our students and staff in all areas of curriculum. District librarians utilize their professional judgement and a multitude of resources to acquire new materials.

Interlibrary Loan: In an effort to support our students, WCS librarians utilize interlibrary loan with other schools in the district. Staff working on advanced degrees have access to a larger interlibrary loan network.

Websites:

- [Westside Elementary Website](#)
- [Westside Middle School Website](#)
- [Westside High School Website](#)

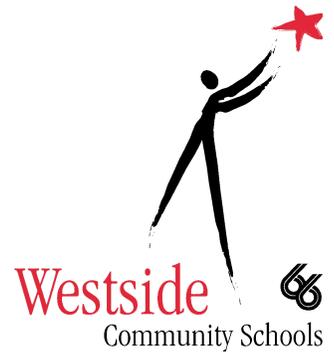
Attachment(s): Powerpoint

School Board Executive Summary

Topic: Sale of \$10M Tax Anticipation Notes (taxable interest)

Date: November 6, 2017

Prepared by: Bob Zagozda, Chief Financial Officer



Recommended Action:

- Information Only
- Presentation/Discussion
- Discussion/Action by Board of Education
- Presentation/Action Next Meeting

Recommendation: To approve the Bond Resolution authorizing the sale of \$10M Tax Anticipation Notes (taxable interest).

Background: Now that the Learning Community Common Levy has been discontinued, the share of our revenue that will be received from property taxes will increase greatly and, with that, the increased concentration into the April and August payments from the county. Therefore, we will issue these short-term notes to cover the difference in the timing of payment and receipt of taxes. They will be paid back within this fiscal year. Because Nebraska governmental subdivisions are only allowed to issue up to \$10M of debt with non-taxable interest each calendar year, and since we're issuing \$10M of new building project bonds as non-taxable, these notes will be issued with interest taxable to the purchaser.

The terms specify that the Purchaser's discount is a maximum of 0.80%, the purchase price will not be less than 96% of the specified principal amount, and that the true interest cost shall not exceed 2.75%.

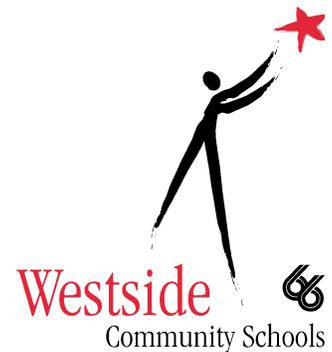
Attachment: None

School Board Executive Summary

Topic: Board Policy #2235 - Conducting Research

Date: November 6, 2017

Prepared and Presented by: Dr. Mark Weichel, Assistant Superintendent
Alison McGinn, Administrative Counsel



Recommended Action:

- Information Only
- Presentation/Discussion
- Discussion/Action by Board of Education
- Presentation/Action Next Meeting

Recommendation(s): None at this time. This is first presentation to the BOE. Action will be requested at next board meeting.

Purpose: Proposed changes to board policy #2235 revises current wording to:

1. Define District research vs. student research. Under the Protection of Pupil Rights Amendment (PPRA), research that is conducted, administered, or distributed by a school is subject to certain notice and opt-in/out provisions.
2. Surveys that are created by students, such as for a school newspaper or other class, but that are not administered or distributed by any staff member or via any school technology, are not covered by the PPRA, but rather are subject to rules governing school-sponsored activities including the school's ability to regulate activities that are inconsistent with the District's educational mission or for any valid educational purpose or reason (Board Policy 5470).
3. Research that is prepared by students, but that is requested to be distributed or administered by the school, is District research and subject to PPRA requirements.

The Regulation to Board Policy 2235 has been updated to reflect the responsibilities of the Assistant Superintendent for Teaching and Learning in the administration of the policy.

Attachment(s): Board Policy #2235 and Board Regulation 2235R (redline)

CONDUCTING RESEARCH

The Board of Education supports evaluation and research to improve educational practices and services. All research shall be conducted in a manner that protects the rights of students and parents, minimizes the impact on classroom instruction, and complies with the Protection of Pupil Rights Amendment, including applicable notification, inspection, and consent or opt-out requirements.

Definitions

District Research. “District Research” is research that is:

1) Conducted by District staff in the performance of their duties and responsibilities as employees of the District or in connection with their graduate/educational studies; ~~it also includes research~~

2) Conducted on behalf of the District under a contract or an agreement with outside individuals or organizations; or

3) A student-created survey (such as for school newspaper/media or class projects) but only if the survey is administered or distributed to students by a District staff member, or is sent from the District to students through District communication methods (e.g., District e-mail), or through any other means of District administration or distribution.

District Research shall require pre-approval as described in the accompanying regulation and must comply with the notice and opt-out provisions stated herein.

Student Surveys. A request by a student made directly to other students who attend the same school building to participate in a student-created survey is not District Research but rather is a “Student Survey.” Student Surveys are not subject to the approval process or to the parental notice/opt-out requirements applicable to District Research and External (Third-Party) Research contained in this Policy and regulation.

A Student Survey (whether paper or electronic) must state that it is a student-created survey at the top of the first page, identify the class and/or project for which it was prepared, and state that participation in taking the survey is entirely voluntary and not required.

Student Surveys for school-sponsored publications, productions and activities are subject to the provisions contained in Board Policy 5470 and all other applicable policies and procedures.

External (Third-Party) Research. External (third-party) research is any research by individuals or organizations that does not fall within the definition of District Research or Student Research. The Superintendent or designee shall review all proposals to conduct external research. External research is permitted only upon the prior approval of the Superintendent or

designee as described in the accompanying regulation.

Parental Consent/Opt-Out of Participation in **District or External (Third-Party) Research**

1. Prior Written Consent for U.S. Dept. of Education Funded Surveys.

Prior written consent from a parent (as defined under the PPRA) ~~eligible student~~ is required before a student may take part in any survey that is funded, either in whole or in part, by U.S. Department of Education funds, and seeks to elicit from the student any of the following “Protected Information” set forth in the Protection of Pupil Rights Amendment:

- a. Political affiliations or beliefs of the student or the student’s parent
- b. Mental and psychological problems of the student or student’s family
- c. Sex behaviors or attitudes
- d. Illegal, anti-social, self-incriminating, or demeaning behavior
- e. Critical appraisals of other individuals with whom students have close family relationships
- f. Legally recognized privileged or analogous relationships, such as those of lawyers physicians, or ministers
- g. Religious practices, affiliations, or beliefs of the student or the student’s parent or
- h. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)

Notification shall be made directly to parents/~~eligible students~~ by way of U.S. mail or other means of direct notification and shall comply with the requirements of the PPRA.

2. Prior Notice to Parents and Right to **Inspect / Opt-Out.**

Notification, and the right to **inspect prior to administration** ~~opt-out of participation~~, will be given to parents /~~eligible students~~ who are scheduled to participate in:

- Any ~~survey~~ **District Research** (not funded by U.S. Dept. of Education funds) that seeks to elicit any item of Protected Information (set forth in ~~paragraph 1(a) through (h)~~ above); and
- Any **Third-Party Research** (~~non-District~~) ~~survey~~.

Notification shall be made directly to parents/eligible students by way of U.S. mail or other means of direct notification, and shall comply with the requirements of the PPRA.

Parents thereafter have the right to opt their child(ren) out of participation in any research that seeks to elicit any item of Protected Information set forth above, whether it be District Research (not funded by the U.S. Dept. of Education) or External (Third-Party) Research.

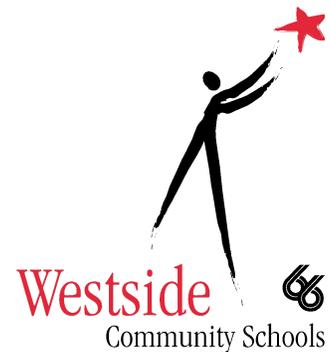
Legal Reference: 20 USC 1232h (Protection of Pupil Rights Amendment)

Cross-Reference: Board Policy 5700 (“Parental Involvement and Participation”).

POLICY ADOPTED: December 1, 2008

POLICY AMENDED: _____

School Board Executive Summary



Topic: District Evaluation Document

Date: November 6, 2017

Prepared and Presented by: Dr. Enid Schonewise, Asst. Supt, Human Resources
Dr. Greg Betts, Director of Professional Learning

Recommended Action:

- Information Only
- Presentation/Discussion
- Discussion/Action by Board of Education
- Presentation/Action Next Meeting

Recommendation(s): Board approval of changes made to the District's 2017-2018 Certified Staff Evaluation and Supervision process.

Purpose: The purpose is to obtain Board approval, as needed by NDE, for any changes made to the Certified Staff Evaluation and Supervision process. Specifically, we will discuss the date and language changes made for the 2017-2018 school year from our last updated version in 2015.

Date and Language Updates to the 2015 Evaluation and Supervision Process

1. NCS (New Certified Staff) changed to LEA (Lighthouse Educator Academy)
2. Professional Teaching Standards submitted by September 15th instead of September 6th
3. Mid-Year Learning Goal changed from February 16th to February 15th.
4. Wording changed from end of the school year to May 31st
5. Removed Merit Reflection Form because Merit process has changed.
6. Dean/Teacher Leader – Teacher Observation Template removed because the template did not support their role.

Overview of the Evaluation System

The system is based on the work of Charlotte Danielson outlined in her 2nd edition 2007 book Enhancing Professional Practice: A Framework for Teaching and The Framework for Teaching Evaluation Instrument – 2013 Edition. Additionally, the original evaluation document was based on the work of Madeline Hunter and the Essential Elements of Instruction. The newly adopted evaluation system is aligned with the seven Nebraska Teaching Standards, which were the basis of our most recent instrument. The intent of these changes allows the evaluation instrument to focus on the key areas of teaching in a clear format for administration and staff.

Danielson's four domains of teaching:

- Domain 1: Planning and Preparation
- Domain 2: Learning Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

The seven Nebraska Teaching Standards are:

Standard 1: Foundational Knowledge

The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide all students with effective opportunities for learning, development, and achievement.

Standard 2: Planning and Preparation

The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develops rigorous and relevant instruction for all students that supports the growth of student learning, development, and achievement.

Standard 3: The Learning Environment

The teacher creates and maintains a learning environment, which fosters positive relationships and promotes active student engagement in learning, development, and achievement.

Standard 4: Instructional Strategies

The teacher intentionally uses a variety of effective instructional strategies to ensure growth in student achievement.

Standard 5: Assessment

The teacher systematically uses multiple methods of assessment to measure student progress and to inform ongoing planning, instruction, and reporting.

Standard 6: Professionalism

The teacher acts as an ethical and responsible member of the professional community.

Standard 7: Vision and Collaboration

The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.

THE SUPERVISION PROCESS

Peter Senge (1990) identified five disciplines in his seminal book *The Fifth Discipline: the art and practice of learning organization*. Senge talks about personal mastery and team learning as two very important disciplines to systems thinking. These two disciplines apply

to the human resources critical in building a learning organization and Senge defined them in the following way:

- People with a high level of personal mastery are able to consistently realize the results that matter most deeply to them; in effect, they approach life as an artist would approach a work of art. They do that by becoming committed to their own lifelong learning.
- Team learning is where the intelligence of the team exceeds the intelligence of the individuals in the team and where teams develop extraordinary capacities for coordinated action. When teams are truly learning, not only are they producing extraordinary results but also the individual members are growing more rapidly than could have occurred otherwise.

Westside Community Schools seeks to become a learning organization where the collective intelligence is high and people work in a collaborative manner. Danielson and McGreal (2001) identified several factors that contribute to the nature of professional learning that will build capacity in staff members improving their ability to learn as a team. The factors identified were:

- Reflection on practice
- Collaboration
- Self-assessment and self-directed inquiry
- Community of learners

The teacher evaluation system is designed to foster personal mastery through reflection and collaboration with colleagues and administration. The system will ask staff to assess their own practice and performance as it relates to the District's mission, core beliefs, and overarching goals. Many of these activities, when added with other parts of our organizational systems, will naturally create a community of learners who utilize the best practices found in our profession and support their colleagues as they implement such practices.

"Many people are seeking an instrument that will diagnose, then will "tell us what to do." It is important that we remember this has not been accomplished in any profession that deals with the intricacies of a human being. The thermometer registers with considerable accuracy the temperature of the patient, but a doctor must decide which medication to use." *Madeline Hunter 1966*

Harvard researchers Robert Kegan and Lisa Laskow Lahey (2001) found that changing the conversation in an organization can have a profound impact on its culture and the day-to-day work of the people within it.

"Change in conversation, however, requires specificity of language. Many organizations settle for superficiality in language, using terms so ambiguously and loosely that they can mean very different things to different people. We have come to understand that not only a

common language, but also precision regarding the meaning of that language are crucial to the culture of discipline essential to effective schools and districts.” *Richard DuFour, Rebecca DuFour, and Robert Eaker Revisiting Professional Learning Communities at Work 2008.*

“Too many teacher decisions are made by forfeit—that is, by having too few alternatives available or by not recognizing that a decision can be made. This is all the more reason that we need to make these decisions consciously. Teaching should be considered a process by which teachers consciously make rational decisions with the intention of optimizing student outcomes. RJ Shavelson *the Psychology of Teaching Methods 1976*

CERTIFIED STAFF EVALUATION REQUIREMENTS

All staff, regardless of position in permanent supervision cycle and Lighthouse Educator Academy supervision cycle, has the following requirements:

1. Evaluation Planning Conference: Occurs with the evaluator by September 15
2. Professional Teaching Standards: Submit by September 15
3. Learning goals will be submitted by September 15 (except Lighthouse Educator Academy Year 1)
4. Mid-Year Learning Goals Report review: By February 15
5. Final Learning Goal report: By May 31st.
6. Building, District, and Individual Professional Development Record: Submitted by May 31st.
7. Total Job Performance and Professional Involvement Assessment: Evaluator must submit approval by May 31
8. Notice of deficiency, renewal due by state-mandated deadline
9. All formal observations will be followed by a feedback conference with the evaluator
10. Pre-Observation Form and Merit Reflection Form: Optional

The following are different requirements for staff in addition to the above evaluation process requirements.

New Certified Staff: First three years will be designated Lighthouse Educator Academy - Year 1, Year 2, and Year 3.

- Total Job Performance 1st Semester: January 31st
- Total Job Performance 2nd Semester: By May 31st
- Observation (Minimum of one per semester by the evaluator for a full class period)
- During the first year, Learning Goals for Lighthouse Educator Academy will be developed in Lighthouse Educator Academy trainings and submitted to the building evaluator and submit by January, 15 of the second semester.
- Lighthouse Educator Academy Years 2 and 3, Staff will submit their Learning Goals by September 15

Summative Permanent Certified Staff: At least twice in a six-year evaluation cycle
Observation = Instructional period (Minimum of two for the school year for a full class period)

Formative Permanent Certified Staff: Cycle placement during a six-year evaluation cycle when the individual is not on the Summative Permanent evaluation cycle.

School Board Executive Summary

Topic: Board Policy 5500 - Student Suggestions, Concerns and Complaints

Date: November 6, 2017

Prepared and Presented by: Alan Bone, Director of Student Services
Alison McGinn, Administrative Counsel



Recommended Action:

- Information Only
- Presentation/Discussion
- Discussion/Action by Board of Education
- Presentation/Action Next Meeting

Recommendation(s): Approve revisions to Board Policy 5500 as per discussions at the Board of Education meeting on October 16, 2017.

Purpose: Proposed revisions to Board Policy 5500:

1. Provides that where other board policies provide procedures for students and parents to raise complaints or file an appeal, such as for discrimination/harassment, for appeals under the Student Code of Conduct, and for complaints concerning specific staff members, those more specific policies apply and shall be followed;
2. For complaints for which there is no specific complaint or appeal process in Board policy, the complaint shall be addressed at the building by teachers or activity sponsors for resolution at the earliest level;
3. Matters not resolved by teachers or activity sponsors may be reviewed by the building principal, and thereafter by the Director of Student Services or the Assistant Superintendent for Teaching and Learning; and
4. Thereafter, if the matter is raised by a student or parent at a meeting of the Board of Education, the Board may decide, by a majority vote of the members present, either to consider the matter or refer it back to the administration for final determination.

The Regulation to Board Policy 5500 is being deleted by the administration.

Attachment(s): Board Policy 5500 redline

STUDENT SUGGESTIONS, CONCERNS AND COMPLAINTS AND GRIEVANCES

Students and parents shall follow the procedures set forth in specific board policies and procedures relative to the topic about which they wish to raise a concern or make a complaint. For instance, concerns about harassment, discrimination or retaliation students proceed under Policy 5330, appeals of student discipline matters are governed by Policy 5300, and concerns about staff members are governed by Policy 7190.

~~In the event a student or group of students wishes to appeal a decision made by a teacher or the administration, appropriate procedures described in the accompanying regulations shall be followed.~~

~~Students and parents shall be notified of these procedures in appropriate school publications. Provisions will be made so the appeal, if necessary, may succeed to the Superintendent and to the Board of Education. Appeals associated with student discipline shall follow the procedures outlined in Policy 5300.~~

For suggestions, concerns or complaints involving topics for which no complaint or appeal process is provided under Board policy, the issue should be addressed to the student's teacher or activity sponsor, with the goal of resolution at the lowest organizational level. If the matter cannot be resolved by the teacher or sponsor, it should be brought to the attention of the building principal. ~~The decision of the building principal shall be final.~~ If the matter is not resolved to the satisfaction of the student or parent, it may next be raised with the Director of Student Services or Assistant Superintendent for Teaching and Learning. If the issue is thereafter raised by a student or parent at a meeting of the Board of Education, the Board shall decide, by a majority vote of the members present, either to consider the matter or to refer it back to the administration for final determination.

Cross Reference:

Policy 5300 – Student Code of Conduct

Policy 5330 Students - Equal Educational Opportunity and Nondiscrimination and
5330R - Procedures for Reporting (Students, Parents and Others)

Policy 7190 - Raising Issues and Concerns About District Staff

POLICY ADOPTED: April 3, 1973

POLICY REVIEWED AND ADOPTED: April 9, 1987

POLICY REVIEWED AND ADOPTED: April 1, 1996

POLICY AMENDED: _____

STUDENTS

5500R

~~STUDENT COMPLAINTS AND GRIEVANCES~~

~~Students who have complaints or grievances concerning teacher or administrative actions unrelated to student discipline should proceed as follows:~~

- ~~1. The student(s) and/or his or her parent/guardian shall first attempt to resolve the issue with the parties directly involved.~~
- ~~2. If the issue is not resolved satisfactorily, the student(s) and/or his or her parent/guardian shall report the complaint in writing to the Principal or designated Assistant Principal of the school within 10 days of the incident in question. If the complaint is against actions of the Principal, the written complaint shall be filed with the Assistant Superintendent for Curriculum and Instruction.~~
- ~~3. The Principal, Assistant Principal or Assistant Superintendent for Curriculum and Instruction shall act on the grievance within 10 days of receiving the written complaint.~~
- ~~4. If the issue is not resolved to the satisfaction of the student(s) and his/her parents/guardians at the level of the Principal, Assistant Principal or Assistant Superintendent, the decision may be appealed to the superintendent within 10 days of receipt of the Principal's, Assistant Principal's or Assistant Superintendent's decision.~~
- ~~5. If the issue is not resolved to the satisfaction of the student(s) and his/her parents/or guardians by the Superintendent the issue may be presented to the Board of Education by following the procedures outlined in Policy 1280 Public Participation at Board Meetings.~~

~~REGULATION ADOPTED: April 1, 1996~~

CONDUCTING RESEARCH**District Research by ~~District Personnel~~ or by ~~Contracted Agency~~**

District Research to be conducted in a single building must be approved, in advance, by that building's principal or designee, and then by the ~~Associate~~ Assistant Superintendent for ~~Curriculum and Instruction~~ Teaching and Learning. District Research to be conducted in more than one building must be approved, in advance, by the ~~Associate~~ Assistant Superintendent for ~~Curriculum and Instruction~~ Teaching and Learning. A description of the research, including any instruments to be used, must be submitted to, and reviewed by, the appropriate administrator. The ~~Associate~~ Assistant Superintendent for ~~Curriculum and Instruction~~ Teaching and Learning will review the proposed project and notify the individual making the request of the project's approval or rejection.

District Research must comply with any applicable provisions for notification to parents and consent/opt-out contained in Board Policy 2235. Therefore, the following information must be submitted as part of the approval request **at least 45 days in advance of the requested date(s) of distribution**:

1. A summary of the proposed research, survey instruments, interview protocol, or assessment
2. A description of the requested participants **and a requested date (or time frame) for distribution**
3. A statement as to whether the research seeks to elicit information from students regarding any of the following eight areas, and if so, a specification of which are involved:
 - Political affiliations or beliefs of the student or the student's parent
 - Mental and psychological problems of the student or student's family
 - Sex behaviors or attitudes
 - Illegal, anti-social, self-incriminating, or demeaning behavior
 - Critical appraisals of other individuals with whom the student has a close family relationship
 - Legally recognized privileged or analogous relationships, such as those of lawyers physicians, or ministers
 - Religious practices, affiliations, or beliefs of the student or the student's parent
 - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)
4. A copy of any consent form required by a university or other third-party entity
5. A copy of any proposed written communication with the participants and/or parents

External (Third-Party) Research

Individuals or organizations seeking approval to conduct research, surveys, or tests involving the staff, students, or facilities of Westside Community Schools must submit the following to the Associate ~~Assistant~~ Superintendent for ~~Curriculum and Instruction~~ **Teaching and Learning**:

1. Request to Conduct Research Form (following this regulation) must be completed and submitted to the Associate ~~Assistant~~ Superintendent for ~~Curriculum and Instruction~~ **Teaching and Learning**, and must include:
 - a. The names, titles, addresses, contact information and affiliations of all researcher(s).
 - b. Identification of sponsoring or affiliated entities or organizations.
 - c. Identification of the source of the funding for the research, and a statement as to whether the research is funded in whole or in part by the U.S. Department of Education
 - d. Proposed beginning and ending dates. **Requests must be submitted at least 45 days in advance of the requested date(s) of distribution**
 - e. A description of requested research participants (e.g. students of a particular grade level, students at a particular school building, staff members, etc.)

2. A research proposal, signed by each researcher, containing each of the following:
 - a. Description of research.
 - A description of the research including the research questions and/or hypotheses being investigated
 - A sampling plan and/or the participant selection processes
 - A description of the interventions/treatments (if applicable) to be used, data collection and analysis procedures
 - A description of any potential value of the research findings to the District and/or to education in general
 - A description of any data (e.g., test score, demographic information) to be supplied by the District.

 - b. Facility and time requirements.
 - A description of the amount of teacher, student, and administrator time needed and the physical resources required, such as classrooms and access to facilities.
 - Potential interference with instructional time must be addressed.

 - c. Timeline. A timeline should outline projected dates for initiation and completion of the research and reporting of preliminary and/or final results to the school district and participants.

 - d. Research instruments.
 - A copy of all research instrument(s) and/or interview protocol(s) along with validity and reliability information, if available.
 - An estimate of the time required for participants to complete instrument(s) and/or interviews.
 - Acknowledgement that researchers understand that all research instruments such as questionnaires, surveys and interview protocols may be reviewed by

parents/guardians at any time, including in advance of their child's participation in the research.

- e. Information on protection of participants. Researchers must provide a detailed human subjects protocol that addresses issues of privacy and confidentiality, potential risks to participants, how those risks will be mitigated, and whether the research has received approval by the agency's or institution's Institutional Review Board.
- f. Information about items of protected information under the PPRA and proposed consent or opt-out forms.

(1) Researcher(s) must include in the proposal a statement as to whether the research seeks to elicit information from students regarding any of the following eight areas, and if so, a specification of which of the eight are involved:

- Political affiliations or beliefs of the student or the student's parent
- Mental and psychological problems of the student or student's family
- Sex behaviors or attitudes
- Illegal, anti-social, self-incriminating, or demeaning behavior
- Critical appraisals of other individuals with whom the student has a close family relationship
- Legally recognized privileged or analogous relationships, such as those of lawyers physicians, or ministers
- Religious practices, affiliations, or beliefs of the student or the student's parent
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)

(2) Consent. Prior written consent is required from parents/guardians of students, or directly from students if age 18 or over, if the research 1) is funded in whole or in part by the U.S. Department of Education **and** 2) seeks to elicit information from students regarding any of the above eight areas. A proposed informed consent form must be included in the Research Proposal.

(3) Opt-Out. If the research seeks to elicit information from students about any of the above eight areas, but is *not* funded in whole or in part by the U.S. Department of Education, notice and an opportunity to opt-out must be given to parents/guardians of students, or directly to students if age 18 or over. A proposed opt-out form must be included in the Research Proposal.

- g. Notification letter. A proposed notification letter to parents or participants, which includes the following information, must be attached to the proposal and must provide information sufficient for the parent or participant to make an informed decision regarding participation in the research:

- The purpose of the research
- The procedure to be followed, including a description of the participant's

involvement

- Anticipated benefits for general educational knowledge
- Possible physical, legal, psychological, or other risks
- Whether the participants will be personally identifiable and to whom
- The arrangements that are in place to protect the privacy of participants
- To whom results will be available and for what purposes
- The person to whom inquiries should be addressed before, during, and after the project
- A statement that the District is not conducting or sponsoring the research project
- If the research instrument or interview protocol will seek to elicit information on any one or more topics of protected information under the PPRA (see subparagraph f above), the notification letter must include a description of which topics of protected information are involved and provide a description of the parent's/guardian's/student's rights regarding prior consent or opt-out and the right to withdraw consent at any time
- That there will be no adverse consequences for participants/parents/guardians for not participating in the research

The ~~Associate~~ **Assistant** Superintendent for ~~Curriculum and Instruction~~ **Teaching and Learning** will review the application, and among other things, consider:

1. The extent to which the research would have direct application for improvement of educational practices within the District or is otherwise of educational interest to the District.
2. The purpose of the research.
3. The content of the surveys, questionnaires, or interview protocols.
4. The extent to which the research would interfere with the educational program and/or instruction of students and the required time involvement to be placed on District staff.
5. The extent to which provisions have been made to guarantee the confidentiality and privacy of participants.

A summary of research results must be sent to the ~~Associate~~ **Assistant** Superintendent for ~~Curriculum and Instruction~~ **Teaching and Learning** upon its completion and prior to publication or other dissemination. The researcher(s) must obtain permission from the ~~Associate~~ **Assistant** Superintendent for ~~Curriculum and Instruction~~ **Teaching and Learning** or designee if Westside Community Schools will in any way be identified in released oral or written findings (such as in a research paper, thesis or dissertation, conference presentation, or public media report), and the ~~Associate~~ **Assistant** Superintendent for ~~Curriculum and Instruction~~ **Teaching and Learning** or designee must be provided with all documentation for review prior to release and/or publication to the public.

Regulation Adopted: December 1, 2008

Regulation Amended: _____

Westside Community Schools
External (Third Party) Request to Conduct Research

Form 1

Provide the name, title, address, contact information and affiliation for each researcher:
(Use additional blank sheets if more than three researchers are involved.)

1.

2.

3.

Sponsoring or affiliating entity/organization:

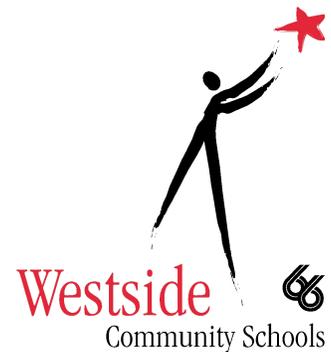
Proposed beginning date

Planned completion date

Description of requested participants:

Attach all information described required in the accompanying Regulation 2235R.

School Board Executive Summary



Topic: Library Update

Date: November 6, 2017

Prepared and Presented by: Mr. Jim Sides, Director of Curriculum & Assessment
Ms. Theresa Gosnell, Westside High School Librarian
Ms. Deb Saetveit, Westside Middle School Librarian
Ms. Kelly Kenny, Hillside Elementary Librarian

Recommended Action:

- Information Only
- Presentation/Discussion
- Discussion/Action by Board of Education
- Presentation/Action Next Meeting

Recommendation(s): None at this time.

Purpose: To provide an overview of Westside Community Schools' library program.

Background:

Mission: The Mission of the Westside Community Schools Libraries is to be an integral part of the student learning process, to promote lifelong learning in a global society, to foster the skills necessary to become proficient and discerning consumers of information and to encourage reading for pleasure.

Philosophy: In Westside Community Schools, the library is a vital and integral hub of the school, regardless of its physical location, and as a result, reflects the philosophy and goals of the school and the district. The librarian serves as an instructional partner with the classroom teacher to teach students to be "critical thinkers, enthusiastic readers, skillful researchers and ethical users of information."

Collection Development: Library collections are built to support our students and staff in all areas of curriculum. District librarians utilize their professional judgement and a multitude of resources to acquire new materials.

Interlibrary Loan: In an effort to support our students, WCS librarians utilize interlibrary loan with other schools in the district. Staff working on advanced degrees have access to a larger interlibrary loan network.

Websites:

- [Westside Elementary Website](#)
- [Westside Middle School Website](#)
- [Westside High School Website](#)

Attachment(s): Powerpoint

School Board Executive Summary

Topic: New High School Courses (2018-2019 school year)

Date: November 6, 2017

Prepared and Presented by: Mr. Jim Sides, Director of Curriculum & Assessment
Mr. Jay Opperman, Principal Westside High School



- Recommended Action:**
- Information Only
 - Presentation/Discussion
 - Discussion/Action by Board of Education
 - Presentation/Action Next Meeting

Recommendation(s): None at this time.

Purpose: Presentation of new course offerings at Westside High School for the 2018-2019 school year.

Background: New course proposals at Westside High School go through a formal four-phase process. Types of courses include the following: New, Replacement, Restructured/Extension, Partnership with Another District, and Dual Enrollment with Metro Community College.

Names of proposed new classes for 2018-2019 and associated departments are as follows:

Fine Arts

- Digital Art
- AP Portfolio (2D, 3D, Drawing)

English

- Adolescent Literature
- Film and Literature Appreciation

Media

- Sports Journalism

Special Services

- Reading Strategies 1 - Foundations
- Reading Strategies 2 - Adventures
- Reading Strategies 3 - Mastery

Health/Physical Education

- Sports Performance 1, 2, and 3
- Medical Terminology 1 & 2 Online - Metro CC (Dual Enrollment)
- Public Health-Youth Industry Certificate - Metro CC (Dual Enrollment)

Business

- School of Entrepreneurship

Career Academy (Partnership with Papillion-La Vista Community Schools)

- Zoo Academy (US Government-Zoo; H English 3-Zoo; Zoology-Zoo; Zoo Work Experience, and Zoo Orientation)

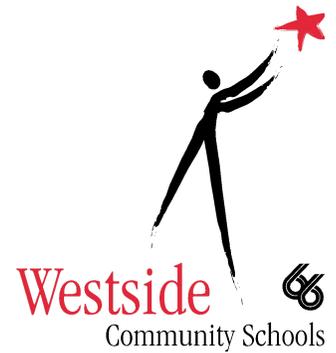
Attachment(s): Powerpoint presentation

School Board Executive Summary

Topic: Sale of \$10M Tax Anticipation Notes (taxable interest)

Date: November 6, 2017

Prepared by: Bob Zagozda, Chief Financial Officer



- Recommended Action:**
- Information Only
 - Presentation/Discussion
 - Discussion/Action by Board of Education
 - Presentation/Action Next Meeting

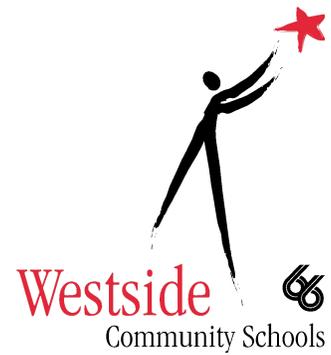
Recommendation: To approve the Bond Resolution authorizing the sale of \$10M Tax Anticipation Notes (taxable interest).

Background: Now that the Learning Community Common Levy has been discontinued, the share of our revenue that will be received from property taxes will increase greatly and, with that, the increased concentration into the April and August payments from the county. Therefore, we will issue these short-term notes to cover the difference in the timing of payment and receipt of taxes. They will be paid back within this fiscal year. Because Nebraska governmental subdivisions are only allowed to issue up to \$10M of debt with non-taxable interest each calendar year, and since we're issuing \$10M of new building project bonds as non-taxable, these notes will be issued with interest taxable to the purchaser.

The terms specify that the Purchaser's discount is a maximum of 0.80%, the purchase price will not be less than 96% of the specified principal amount, and that the true interest cost shall not exceed 2.75%.

Attachment: None

School Board Executive Summary



Topic: 2018 Caucus
Certification of Vacancies for Board of Education
Authorization to Proceed with Board of Education Caucus
Approval of 2018 Caucus Rules and Regulations

Date: November 6, 2017

Prepared by: Alison McGinn, Administrative Counsel

Recommended Action:

- Information Only
- Presentation/Discussion
- Discussion/Action by Board of Education
- Presentation/Action Next Meeting

Recommendations: Requesting Board approval on the following motions for the 2018 Caucus:

- Certification of Vacancies for Board of Education
- Authorization to Proceed with Board of Education Caucus
- Approval of Proposed Caucus Rules and Regulations from Caucus Committee

Purpose: The Caucus Committee met on Thursday, October 26, 2017. Public notice of the meeting was given. The Committee determined that Charlie Liakos will serve as Committee Chairperson, and Deb Kruse will serve as Co-Chairperson.

The Caucus Committee recommends:

- **Caucus Location:** Westside High School
- **Caucus Date and Time:** February 1, 2018 - 7:00 p.m.
- **Backup Date (weather):** February 8, 2018
- **Deadline for candidate submission of letter of intent:** December 29, 2017 at 4:00 p.m. (Central Time)
- **Early Voting Day of Caucus:** 9:00 a.m to 5:30 p.m. @ Westside High School

Attachment(s): Proposed 2018 Caucus Rules & Regulations

School Board Executive Summary

Topic: Board Policy #2235 - Conducting Research

Date: November 6, 2017

Prepared and Presented by: Dr. Mark Weichel, Assistant Superintendent
Alison McGinn, Administrative Counsel



Recommended Action:

- Information Only
- Presentation/Discussion
- Discussion/Action by Board of Education
- Presentation/Action Next Meeting

Recommendation(s): None at this time. This is first presentation to the BOE. Action will be requested at next board meeting.

Purpose: Proposed changes to board policy #2235 revises current wording to:

1. Define District research vs. student research. Under the Protection of Pupil Rights Amendment (PPRA), research that is conducted, administered, or distributed by a school is subject to certain notice and opt-in/out provisions.
2. Surveys that are created by students, such as for a school newspaper or other class, but that are not administered or distributed by any staff member or via any school technology, are not covered by the PPRA, but rather are subject to rules governing school-sponsored activities including the school's ability to regulate activities that are inconsistent with the District's educational mission or for any valid educational purpose or reason (Board Policy 5470).
3. Research that is prepared by students, but that is requested to be distributed or administered by the school, is District research and subject to PPRA requirements.

The Regulation to Board Policy 2235 has been updated to reflect the responsibilities of the Assistant Superintendent for Teaching and Learning in the administration of the policy.

Attachment(s): Board Policy #2235 and Board Regulation 2235R (redline)

CONDUCTING RESEARCH

The Board of Education supports evaluation and research to improve educational practices and services. All research shall be conducted in a manner that protects the rights of students and parents, minimizes the impact on classroom instruction, and complies with the Protection of Pupil Rights Amendment, including applicable notification, inspection, and consent or opt-out requirements.

Definitions

District Research. “District Research” is research that is:

1) Conducted by District staff in the performance of their duties and responsibilities as employees of the District or in connection with their graduate/educational studies; ~~it also includes research~~

2) Conducted on behalf of the District under a contract or an agreement with outside individuals or organizations; or

3) A student-created survey (such as for school newspaper/media or class projects) but only if the survey is administered or distributed to students by a District staff member, or is sent from the District to students through District communication methods (e.g., District e-mail), or through any other means of District administration or distribution.

District Research shall require pre-approval as described in the accompanying regulation and must comply with the notice and opt-out provisions stated herein.

Student Surveys. A request by a student made directly to other students who attend the same school building to participate in a student-created survey is not District Research but rather is a “Student Survey.” Student Surveys are not subject to the approval process or to the parental notice/opt-out requirements applicable to District Research and External (Third-Party) Research contained in this Policy and regulation.

A Student Survey (whether paper or electronic) must state that it is a student-created survey at the top of the first page, identify the class and/or project for which it was prepared, and state that participation in taking the survey is entirely voluntary and not required.

Student Surveys for school-sponsored publications, productions and activities are subject to the provisions contained in Board Policy 5470 and all other applicable policies and procedures.

External (Third-Party) Research. External (third-party) research is any research by individuals or organizations that does not fall within the definition of District Research or Student Research. The Superintendent or designee shall review all proposals to conduct external research. External research is permitted only upon the prior approval of the Superintendent or

designee as described in the accompanying regulation.

Parental Consent/Opt-Out of Participation in **District or External (Third-Party) Research**

1. Prior Written Consent for U.S. Dept. of Education Funded Surveys.

Prior written consent from a parent (as defined under the PPRA) ~~eligible student~~ is required before a student may take part in any survey that is funded, either in whole or in part, by U.S. Department of Education funds, and seeks to elicit from the student any of the following “Protected Information” set forth in the Protection of Pupil Rights Amendment:

- a. Political affiliations or beliefs of the student or the student’s parent
- b. Mental and psychological problems of the student or student’s family
- c. Sex behaviors or attitudes
- d. Illegal, anti-social, self-incriminating, or demeaning behavior
- e. Critical appraisals of other individuals with whom students have close family relationships
- f. Legally recognized privileged or analogous relationships, such as those of lawyers physicians, or ministers
- g. Religious practices, affiliations, or beliefs of the student or the student’s parent or
- h. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)

Notification shall be made directly to parents/~~eligible students~~ by way of U.S. mail or other means of direct notification and shall comply with the requirements of the PPRA.

2. Prior Notice to Parents and Right to **Inspect / Opt-Out.**

Notification, and the right to **inspect prior to administration** ~~opt-out of participation~~, will be given to parents /~~eligible students~~ who are scheduled to participate in:

- Any ~~survey~~ **District Research** (not funded by U.S. Dept. of Education funds) that seeks to elicit any item of Protected Information (set forth in ~~paragraph 1(a) through (h)~~ above); and
- Any **Third-Party Research** (~~non-District~~) ~~survey~~.

Notification shall be made directly to parents/eligible students by way of U.S. mail or other means of direct notification, and shall comply with the requirements of the PPRA.

Parents thereafter have the right to opt their child(ren) out of participation in any research that seeks to elicit any item of Protected Information set forth above, whether it be District Research (not funded by the U.S. Dept. of Education) or External (Third-Party) Research.

Legal Reference: 20 USC 1232h (Protection of Pupil Rights Amendment)

Cross-Reference: Board Policy 5700 (“Parental Involvement and Participation”).

POLICY ADOPTED: December 1, 2008

POLICY AMENDED: _____

CONDUCTING RESEARCH**District Research by ~~District Personnel or by Contracted Agency~~**

District Research to be conducted in a single building must be approved, in advance, by that building's principal or designee, and then by the Associate Assistant Superintendent for Curriculum and Instruction Teaching and Learning. District Research to be conducted in more than one building must be approved, in advance, by the Associate Assistant Superintendent for Curriculum and Instruction Teaching and Learning. A description of the research, including any instruments to be used, must be submitted to, and reviewed by, the appropriate administrator. The Associate Assistant Superintendent for Curriculum and Instruction Teaching and Learning will review the proposed project and notify the individual making the request of the project's approval or rejection.

District Research must comply with any applicable provisions for notification to parents and consent/opt-out contained in Board Policy 2235. Therefore, the following information must be submitted as part of the approval request **at least 45 days in advance of the requested date(s) of distribution**:

1. A summary of the proposed research, survey instruments, interview protocol, or assessment
2. A description of the requested participants **and a requested date (or time frame) for distribution**
3. A statement as to whether the research seeks to elicit information from students regarding any of the following eight areas, and if so, a specification of which are involved:
 - Political affiliations or beliefs of the student or the student's parent
 - Mental and psychological problems of the student or student's family
 - Sex behaviors or attitudes
 - Illegal, anti-social, self-incriminating, or demeaning behavior
 - Critical appraisals of other individuals with whom the student has a close family relationship
 - Legally recognized privileged or analogous relationships, such as those of lawyers physicians, or ministers
 - Religious practices, affiliations, or beliefs of the student or the student's parent
 - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)
4. A copy of any consent form required by a university or other third-party entity
5. A copy of any proposed written communication with the participants and/or parents

External (Third-Party) Research

Individuals or organizations seeking approval to conduct research, surveys, or tests involving the staff, students, or facilities of Westside Community Schools must submit the following to the Associate ~~Assistant~~ Superintendent for ~~Curriculum and Instruction~~ **Teaching and Learning**:

1. Request to Conduct Research Form (following this regulation) must be completed and submitted to the Associate ~~Assistant~~ Superintendent for ~~Curriculum and Instruction~~ **Teaching and Learning**, and must include:
 - a. The names, titles, addresses, contact information and affiliations of all researcher(s).
 - b. Identification of sponsoring or affiliated entities or organizations.
 - c. Identification of the source of the funding for the research, and a statement as to whether the research is funded in whole or in part by the U.S. Department of Education
 - d. Proposed beginning and ending dates. **Requests must be submitted at least 45 days in advance of the requested date(s) of distribution**
 - e. A description of requested research participants (e.g. students of a particular grade level, students at a particular school building, staff members, etc.)

2. A research proposal, signed by each researcher, containing each of the following:
 - a. Description of research.
 - A description of the research including the research questions and/or hypotheses being investigated
 - A sampling plan and/or the participant selection processes
 - A description of the interventions/treatments (if applicable) to be used, data collection and analysis procedures
 - A description of any potential value of the research findings to the District and/or to education in general
 - A description of any data (e.g., test score, demographic information) to be supplied by the District.

 - b. Facility and time requirements.
 - A description of the amount of teacher, student, and administrator time needed and the physical resources required, such as classrooms and access to facilities.
 - Potential interference with instructional time must be addressed.

 - c. Timeline. A timeline should outline projected dates for initiation and completion of the research and reporting of preliminary and/or final results to the school district and participants.

 - d. Research instruments.
 - A copy of all research instrument(s) and/or interview protocol(s) along with validity and reliability information, if available.
 - An estimate of the time required for participants to complete instrument(s) and/or interviews.
 - Acknowledgement that researchers understand that all research instruments such as questionnaires, surveys and interview protocols may be reviewed by

parents/guardians at any time, including in advance of their child's participation in the research.

- e. Information on protection of participants. Researchers must provide a detailed human subjects protocol that addresses issues of privacy and confidentiality, potential risks to participants, how those risks will be mitigated, and whether the research has received approval by the agency's or institution's Institutional Review Board.
- f. Information about items of protected information under the PPRA and proposed consent or opt-out forms.

(1) Researcher(s) must include in the proposal a statement as to whether the research seeks to elicit information from students regarding any of the following eight areas, and if so, a specification of which of the eight are involved:

- Political affiliations or beliefs of the student or the student's parent
- Mental and psychological problems of the student or student's family
- Sex behaviors or attitudes
- Illegal, anti-social, self-incriminating, or demeaning behavior
- Critical appraisals of other individuals with whom the student has a close family relationship
- Legally recognized privileged or analogous relationships, such as those of lawyers physicians, or ministers
- Religious practices, affiliations, or beliefs of the student or the student's parent
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)

(2) Consent. Prior written consent is required from parents/guardians of students, or directly from students if age 18 or over, if the research 1) is funded in whole or in part by the U.S. Department of Education **and** 2) seeks to elicit information from students regarding any of the above eight areas. A proposed informed consent form must be included in the Research Proposal.

(3) Opt-Out. If the research seeks to elicit information from students about any of the above eight areas, but is *not* funded in whole or in part by the U.S. Department of Education, notice and an opportunity to opt-out must be given to parents/guardians of students, or directly to students if age 18 or over. A proposed opt-out form must be included in the Research Proposal.

- g. Notification letter. A proposed notification letter to parents or participants, which includes the following information, must be attached to the proposal and must provide information sufficient for the parent or participant to make an informed decision regarding participation in the research:

- The purpose of the research
- The procedure to be followed, including a description of the participant's

involvement

- Anticipated benefits for general educational knowledge
- Possible physical, legal, psychological, or other risks
- Whether the participants will be personally identifiable and to whom
- The arrangements that are in place to protect the privacy of participants
- To whom results will be available and for what purposes
- The person to whom inquiries should be addressed before, during, and after the project
- A statement that the District is not conducting or sponsoring the research project
- If the research instrument or interview protocol will seek to elicit information on any one or more topics of protected information under the PPRA (see subparagraph f above), the notification letter must include a description of which topics of protected information are involved and provide a description of the parent's/guardian's/student's rights regarding prior consent or opt-out and the right to withdraw consent at any time
- That there will be no adverse consequences for participants/parents/guardians for not participating in the research

The ~~Associate~~ **Assistant** Superintendent for ~~Curriculum and Instruction~~ **Teaching and Learning** will review the application, and among other things, consider:

1. The extent to which the research would have direct application for improvement of educational practices within the District or is otherwise of educational interest to the District.
2. The purpose of the research.
3. The content of the surveys, questionnaires, or interview protocols.
4. The extent to which the research would interfere with the educational program and/or instruction of students and the required time involvement to be placed on District staff.
5. The extent to which provisions have been made to guarantee the confidentiality and privacy of participants.

A summary of research results must be sent to the ~~Associate~~ **Assistant** Superintendent for ~~Curriculum and Instruction~~ **Teaching and Learning** upon its completion and prior to publication or other dissemination. The researcher(s) must obtain permission from the ~~Associate~~ **Assistant** Superintendent for ~~Curriculum and Instruction~~ **Teaching and Learning** or designee if Westside Community Schools will in any way be identified in released oral or written findings (such as in a research paper, thesis or dissertation, conference presentation, or public media report), and the ~~Associate~~ **Assistant** Superintendent for ~~Curriculum and Instruction~~ **Teaching and Learning** or designee must be provided with all documentation for review prior to release and/or publication to the public.

Regulation Adopted: December 1, 2008

Regulation Amended: _____

Westside Community Schools
External (Third Party) Request to Conduct Research

Form 1

Provide the name, title, address, contact information and affiliation for each researcher:
(Use additional blank sheets if more than three researchers are involved.)

1.

2.

3.

Sponsoring or affiliating entity/organization:

Proposed beginning date

Planned completion date

Description of requested participants:

Attach all information described required in the accompanying Regulation 2235R.

School Board Executive Summary

Topic: Board Policy 5500 - Student Suggestions, Concerns and Complaints

Date: November 6, 2017

Prepared and Presented by: Alan Bone, Director of Student Services
Alison McGinn, Administrative Counsel



Recommended Action:

- Information Only
- Presentation/Discussion
- Discussion/Action by Board of Education
- Presentation/Action Next Meeting

Recommendation(s): Approve revisions to Board Policy 5500 as per discussions at the Board of Education meeting on October 16, 2017.

Purpose: Proposed revisions to Board Policy 5500:

1. Provides that where other board policies provide procedures for students and parents to raise complaints or file an appeal, such as for discrimination/harassment, for appeals under the Student Code of Conduct, and for complaints concerning specific staff members, those more specific policies apply and shall be followed;
2. For complaints for which there is no specific complaint or appeal process in Board policy, the complaint shall be addressed at the building by teachers or activity sponsors for resolution at the earliest level;
3. Matters not resolved by teachers or activity sponsors may be reviewed by the building principal, and thereafter by the Director of Student Services or the Assistant Superintendent for Teaching and Learning; and
4. Thereafter, if the matter is raised by a student or parent at a meeting of the Board of Education, the Board may decide, by a majority vote of the members present, either to consider the matter or refer it back to the administration for final determination.

The Regulation to Board Policy 5500 is being deleted by the administration.

Attachment(s): Board Policy 5500 redline

STUDENT SUGGESTIONS, CONCERNS AND COMPLAINTS AND GRIEVANCES

Students and parents shall follow the procedures set forth in specific board policies and procedures relative to the topic about which they wish to raise a concern or make a complaint. For instance, concerns about harassment, discrimination or retaliation students proceed under Policy 5330, appeals of student discipline matters are governed by Policy 5300, and concerns about staff members are governed by Policy 7190.

~~In the event a student or group of students wishes to appeal a decision made by a teacher or the administration, appropriate procedures described in the accompanying regulations shall be followed.~~

~~Students and parents shall be notified of these procedures in appropriate school publications. Provisions will be made so the appeal, if necessary, may succeed to the Superintendent and to the Board of Education. Appeals associated with student discipline shall follow the procedures outlined in Policy 5300.~~

For suggestions, concerns or complaints involving topics for which no complaint or appeal process is provided under Board policy, the issue should be addressed to the student's teacher or activity sponsor, with the goal of resolution at the lowest organizational level. If the matter cannot be resolved by the teacher or sponsor, it should be brought to the attention of the building principal. ~~The decision of the building principal shall be final.~~ If the matter is not resolved to the satisfaction of the student or parent, it may next be raised with the Director of Student Services or Assistant Superintendent for Teaching and Learning. If the issue is thereafter raised by a student or parent at a meeting of the Board of Education, the Board shall decide, by a majority vote of the members present, either to consider the matter or to refer it back to the administration for final determination.

Cross Reference:

Policy 5300 – Student Code of Conduct

Policy 5330 Students - Equal Educational Opportunity and Nondiscrimination and
5330R - Procedures for Reporting (Students, Parents and Others)

Policy 7190 - Raising Issues and Concerns About District Staff

POLICY ADOPTED: April 3, 1973

POLICY REVIEWED AND ADOPTED: April 9, 1987

POLICY REVIEWED AND ADOPTED: April 1, 1996

POLICY AMENDED: _____

STUDENTS

5500R

~~STUDENT COMPLAINTS AND GRIEVANCES~~

~~Students who have complaints or grievances concerning teacher or administrative actions unrelated to student discipline should proceed as follows:~~

- ~~1. The student(s) and/or his or her parent/guardian shall first attempt to resolve the issue with the parties directly involved.~~
- ~~2. If the issue is not resolved satisfactorily, the student(s) and/or his or her parent/guardian shall report the complaint in writing to the Principal or designated Assistant Principal of the school within 10 days of the incident in question. If the complaint is against actions of the Principal, the written complaint shall be filed with the Assistant Superintendent for Curriculum and Instruction.~~
- ~~3. The Principal, Assistant Principal or Assistant Superintendent for Curriculum and Instruction shall act on the grievance within 10 days of receiving the written complaint.~~
- ~~4. If the issue is not resolved to the satisfaction of the student(s) and his/her parents/guardians at the level of the Principal, Assistant Principal or Assistant Superintendent, the decision may be appealed to the superintendent within 10 days of receipt of the Principal's, Assistant Principal's or Assistant Superintendent's decision.~~
- ~~5. If the issue is not resolved to the satisfaction of the student(s) and his/her parents/or guardians by the Superintendent the issue may be presented to the Board of Education by following the procedures outlined in Policy 1280 Public Participation at Board Meetings.~~

~~REGULATION ADOPTED: April 1, 1996~~