

6004 Curriculum Development

The board of education jealously guards its right, prerogative, and discretion to exercise local control of the curriculum development of the district to the greatest extent permitted by state and federal law, and has no intention of ceding such right, prerogative, or discretion.

The superintendent or his/her designee shall be responsible for providing and directing system-wide planning for curriculum, instruction, assessment and staff development.

The curriculum shall be standards-driven and accountability-based. The district's academic content standards shall be those required by the Nebraska State Board of Education in the subject areas of reading and writing (language arts), mathematics, and science only. The curriculum shall be articulated to include all programs and grade levels offered within the district, K-12 and, if applicable, shall include a preschool program. The curriculum shall reflect the comprehensive plan of the school district. All professional staff members are responsible for implementing the curriculum.

The superintendent or his/her designee will present this curriculum to the board for approval or modification.

The superintendent shall be responsible for establishing curriculum guides to articulate and coordinate the written curriculum, and to provide consistency of the written curriculum from one level of the district to the next. Curriculum guides shall provide for the development of the school district's curriculum and shall set academic standards, identify essential educational outcome criteria, and provide for the implementation, monitoring and evaluation of student learning.

Teachers are responsible for following the curriculum guides and teaching the written curriculum. Principals are responsible for monitoring the curriculum and evaluating teachers to ensure that they are teaching in compliance with the curriculum guides and written curriculum. The superintendent and his/her designee shall ensure that principals monitor the curriculum and evaluate teachers.

Curriculum and Textbook Adoption Schedule

The District will review curriculum and adopt associated textbooks on the following schedule. The schedule will be reviewed and updated each year.

AHPS Continuous Curriculum Review Process

| Phase | 2023-24 School Year | 2024-25 School Year | 2025-26 School Year | 2026-27 School Year | 2027-28 School Year | 2028-29 School Year | 2029-30 School Year |
|---|--|--|--------------------------------------|--------------------------------------|--------------------------------------|------------------------|--|
| 1 - Research & Recommend Purchases | Lang. Arts, Speech | Science, Health | Phys. Educ., Foreign Lang., Business | Social Studies | Math | Art, Music | Ag Educ., Guidance, FCS, Industrial Tech |
| 2 - Review/Revise Curriculum Guide | Ag Educ., Guidance, FCS, Industrial Tech | Lang. Arts, Speech | Science, Health | Phys. Educ., Foreign Lang., Business | Social Studies | Math | Art, Music |
| 3 - Educational Resources/Materials Evaluation | Art, Music | Ag Educ., Guidance, FCS, Industrial Tech | Lang. Arts, Speech | Science, Health | Phys. Educ., Foreign Lang., Business | Social Studies | Math |
| 4 - Implement Curriculum Revisions, Textbook & Materials, Professional Development & Inservice | All PK-12th Grade Teachers implement curriculum revisions and new curriculum materials | | | | | | |

Adopted on: _____

Revised on: _____

Reviewed on: _____

6005
Academic Credits and Graduation

To participate in commencement exercises or receive an Arapahoe Public Schools diploma a student graduating in 2022 and thereafter must fully complete all requirements for graduation prior to the official commencement exercises, and complete other administrative requirements or conditions. Students who graduate from Arapahoe Public Schools must accumulate 240 hours. The total graduation requirements must include the following core curriculum:

| | |
|--|-------------------|
| Science | 30 Semester Hours |
| 1. Life Science | |
| 2. Physical Science | |
| Mathematics* | 30 SemesterHours |
| Social Studies | 30 Semester Hours |
| 1. World Geography/World History/Sociology | |
| 2. American History | |
| 3. American Government | |
| Language Arts | 30 Semester Hours |
| 1. English I, Basic English 9 | |
| 2. English II, Basic English 10 | |
| 3. English III, Basic English 11 | |
| 4. English IV, Basic English 12* | |
| Vocational Education | 20 Semester Hours |
| 1. Business Area – 10 Credits | |
| 2. Industrial Arts, Vocational Agriculture*, Family & Consumer Science – 10 Credits | |
| Physical Education or Fine Arts | 10 Semester Hours |
| 1. Physical Education, Art, Music, Speech | 5 Semester Hours |
| Speech | |
| 1. Beginning Speech | |

Comprehensive Health, Careers and Drug Education
1. Comp. H, C, & D

5 Semester Hours

Basic Computer Keyboarding and Operations
1. Computer Applications or Basic Computer

5 Semester Hours

* Upper level courses may be taken for dual credit

Classes graduating prior to 2022 will be required to fulfill the graduation requirements in the 2017-18 Board

Early Completion Plan

Arapahoe Public Schools supports the concept of early completion as a means of accelerating students toward the achievement of lifetime plans. Guidelines will be developed by the administration for students to be eligible for early graduation. Such guidelines will be reviewed and distributed on a regular basis.

Adopted on: _____

Revised on: _____

Reviewed on: _____

6008
Class Rank

Student class rank shall be determined by using a numeric grade point average derived from all classes graded on a numeric basis beginning with the student's initial high school enrollment. To be included in the class ranking, a student must have received a numeric grade for each core curriculum class in which he/she was enrolled. For the purposes of this policy, core curriculum shall include all courses in the areas of language arts, mathematics, science, and social studies, with exceptions noted in the AHPS course Registration Handbook.

Students who transfer into the school district will be eligible to be included in class ranking after two semesters of attendance at AHPS.

Students who transfer into the school district in middle of their senior year will be eligible to be included in class ranking, although a mid-year transfer will not displace the ranking of a student who has not transferred mid-year. In those circumstances there will be two students holding the relevant class ranking. Mid-year transfer students will not be eligible to receive senior awards such as valedictorian and salutatorian unless the student has been enrolled in the district's high school for the last two semesters.

Adopted on: _____
Revised on: _____
Reviewed on: _____

6009

Grade Placement and Academic Credits of Transfer Students

Subject to a determination on grade placement based on the criteria set forth below, a student transferring from an accredited school generally will be placed at the grade level that is comparable to the placement in the school from which the student is transferring. Temporary placement may be made until a student's records are received to verify the placement.

Elementary Level Students

The appropriate level of placement for elementary level students may be determined by, but not limited to, consideration of the following information:

- Chronological age
- Previous public school or private school experience
- Diagnostic test data
- Achievement test data
- Criterion-referenced test data

Secondary Level Students

The appropriate level of placement for secondary students may be determined by, but not limited to, consideration of the following information:

- Chronological age
- Previous public school or private school experience and transcript
- Standardized achievement test data
- Criterion-referenced test data
- Final examination test data
- Diagnostic test data

The district will accept credits toward graduation that were awarded by an accredited school district and which, in the professional judgment of the administrative team, are sufficiently rigorous and comparable to the district's offered courses of study. A student transferring into the school district in grades 9-12 will be responsible for meeting all graduation requirements in order to be awarded a diploma from the district.

Students who transfer from an exempt (home) school and/or a non-accredited school will not be awarded credits from that system to be counted toward high school graduation requirements.

The district administration, in conjunction with the building principal, will determine the appropriate grade level/credit status of a student transferring from a foreign country.

Adopted on: _____

Revised on: _____

Reviewed on: _____

6010
Special Education

All children with verified disabilities who are eligible for special education services are entitled to a free appropriate public education and an equal opportunity for education according to their needs. The district will follow state and federal law as well as the rules and protocols created by the Nebraska Department of Education and the United States Department of Education in identifying, evaluating, verifying and serving students who may be entitled to rehabilitation or special education services.

The school district shall provide special education and rehabilitative services only to children with verified disabilities and qualifying conditions.

Adopted on: _____

Revised on: _____

Reviewed on: _____

6011
Fire Instruction and Prevention

The school district will provide regular periods of instruction in fire danger and fire prevention, and will observe State Fire Day.

Adopted on: _____

Revised on: _____

Reviewed on: _____

6012
Flag Display and Patriotic Observances

The district shall display the flags of the United States of America and the State of Nebraska prominently on the grounds of every school building each day that school is in session.

Each building principal shall be responsible for the care and display of the flags at his/her assigned building, and shall adhere to the rules and customs pertaining to the use and display of the flags as set forth in the United States Code.

Each day, at the time designated by the building administrator, staff shall ensure that students in grades K-12 will be led in the recitation of the Pledge of Allegiance in the presence of the flag of the United States of America. Pupil participation in the recitation of pledge shall be voluntary. Pupils who elect not to participate shall sit or stand silently and must respect the rights of those students choosing to participate.

Adopted on: _____

Revised on: _____

Reviewed on: _____

6013

Teaching Controversial Issues

The ability to discuss, listen, and dissent are essential elements of responsible citizenship. The school district encourages students to develop skills in analyzing issues, respecting the opinion of others, distinguishing between fact and opinion, considering all pertinent factors in reaching decisions, and arriving at group decisions.

Teachers may teach or lead discussions about controversial issues if they comply with the criteria contained in this policy. Controversial issues may be questions, subjects, or problems which can create a difference of opinion. They can include issues which may have political, social, environmental, or personal impacts on pupils and/or the wider community: locally, nationally or internationally. Often they have no easy answer, in part, because solutions may be based on an individual's personal values and beliefs.

1. The issues discussed must be relevant to the curriculum and be part of a planned educational program.
2. Students must have free access to appropriate materials and information for analysis and evaluation of the issues.
3. The teacher must encourage students to consider and discuss a variety of viewpoints.
4. The topic and materials used must be within the range, knowledge, maturity, and competence of the students.
5. The teacher must inform parents and the building principal before discussing sensitive or controversial issues.
6. The teacher must keep detailed, documentary evidence to prove that both sides and/or all facts available were presented.
7. Teachers must refrain from advocating partisan causes, sectarian religious views, or selfish propaganda of any kind through any classroom or a school device. However, a teacher shall not be

prohibited from expressing a personal opinion as long as the student is encouraged to reach his/her own decision independently.

Teachers who are unsure of their obligations under this policy must confer with their principal prior to discussing controversial issues in the classroom.

Adopted on: _____

Revised on: _____

Reviewed on: _____

6016
Homebound and Off-Campus Instruction

The school district may provide a student with instruction in his or her home or other off-campus location under the following circumstances:

- if the student's IEP or 504 team determines that homebound instruction is appropriate;
- if the student is physically or mentally ill or injured and unable to attend regular classes and the superintendent or his/her designee had determined that a program of off-campus instruction is appropriate, after conferring with the student's parents, teacher(s) and/or physician; or
- under other circumstances which the superintendent deems to be appropriate.

Homebound and off-campus instruction may include a variety of in-person and distance learning services, as determined appropriate by the superintendent or relevant educational team. The superintendent or relevant educational team shall periodically review individual off-campus instructional programs and shall only continue them as long as they are educationally appropriate.

Adopted on: _____

Revised on: _____

Reviewed on: _____

**6018
Grades**

The school will report student grades and/or academic progress to parents at least four times per year. The superintendent or his/her designee shall develop and implement student grading guidelines to be used by teachers. The objective of grading guidelines shall be to quantify and report the academic achievement of each student.

Adopted on: _____
Revised on: _____
Reviewed on: _____

6020 Multicultural Education

In every curriculum area and at all grades, the school district will provide programs which foster and develop an appreciation and understanding of the racial, ethnic, and cultural heritage of all students. These programs will allow students to explore the history and contributions made by various ethnic groups and will emphasize human relations, sensitivity toward all races, and the rich diversity of the population of the United States. The district's multicultural education curriculum will be consistent with the district's responsibility under state law to ensure that youth are given the opportunity to become competent, responsible, patriotic, and civil citizens. The district's civics curriculum and multicultural curriculum will work together to make students fully aware of the liberties, opportunities, and advantages we possess and the sacrifices and struggles through whose efforts these benefits were gained.

Philosophy, Mission, and Program Goals. The school district respects and appreciates cultural diversity and seeks to promote the understanding of unique cultural and ethnic heritage. The district will promote the development of a culturally responsible and responsive curriculum. The school district's program will explore the attitudes, skills, and knowledge necessary to function in various cultures.

District Guides, Frameworks, or Standards. Appropriate district staff and/or committee(s) will review the school district curriculum guides, frameworks, or standards to determine that they appropriately incorporate multicultural education.

Selecting Appropriate Instructional Materials. Appropriate school district staff and/or committee(s) will review instructional materials and make a recommendation regarding those that are appropriate for the school district's multicultural education program.

Providing Staff Development. Appropriate school district staff and/or committee(s) will review the staff development provided for administrators, teachers, and support staff to determine that it includes appropriate multicultural education that is consistent with school district and program goals.

Periodic Assessment. Appropriate school district staff and/or committee(s) will periodically review the school district's multicultural

education program by reviewing the criteria in this policy to assess whether the school district is adequately and appropriately incorporating multicultural education in all curriculum areas in all grades.

Annual Status Report. The superintendent will provide the board with a report on the status of the school district's multicultural education program annually.

Adopted on: _____

Revised on: _____

Reviewed on: _____