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Policies 600 Instruction

Policy 601

General Philosophy and Objectives

The mission of the district is "as a progressive, suburban school district, the Elkhorn Public Schools unites students, families, educators and community to develop responsible, lifelong learners through educational excellence." The objectives of the education program are to help each student develop a sound background in academic fundamentals, to assume an increasing responsibility for his/her self-development, to become aware of individual rights and differences and to learn responsible behavior as an individual and a citizen. The Board supports this mission by establishing these Instructional Policies.

Proposed: October 1996
Approved: December 9, 1996
Revised: August 14, 2006

602 General Organization

Policy 602.01

School Calendar

In a regular meeting held no later than the second Monday of May, the Board, upon the recommendation of the Superintendent, shall adopt and publicize a school calendar for the ensuing year.

The school calendar will provide for a minimum of 1080 instructional hours at the secondary (6-12) level and 1032 hours at the elementary (K-5) level. The instructional hour is defined as that time when students are under the supervision of a certified staff member from the time school is scheduled to begin until the time when school is scheduled to end each day. The regular time scheduled for each student's lunch shall be excluded from instructional program time. Activities included in the instructional hour will be class-related field trips, contests, fairs, assemblies, leadership workshops, career and academic counseling, passing and recess time, and other academic-related events authorized by the administration and Board.

All students will be required to be in attendance during this instructional time unless excused in compliance with school attendance policy. It shall be the responsibility of each building principal to see that an appropriate instructional program is scheduled for each student. This schedule shall provide for the best use of each individual student's time.

Only in extraordinary situations shall travel time to athletic or other non-academic events be taken from the regularly scheduled school day. Elkhorn schools will not be dismissed for state tournament events. Students may attend these events if they follow Parent-Student Handbook procedures for pre-planned absences.

Sufficient time shall be built into the school calendar to allow for time lost when school is dismissed under emergency conditions. The district will publish the make-up days with each school calendar that will be required if emergency conditions cause excessive loss of school time.

Approved: November 10, 1992
Revised: December 9, 1996
Revised: January 9, 2006
Revised: August 14, 2006

Policy 602.02

School Day

The school day shall be arranged and scheduled by the administration within the limitations of school facilities and requirements of state law and regulations so as to offer the greatest educational return for the time spent. Each member of the staff is expected to be on duty before and after regular school hours to plan and carry out individual professional responsibilities and/or meet with students/parents.

Approved: November 10, 1992

Revised: December 9, 1996

Revised: August 14, 2006

Policy 602.03

Closed Campus

The campuses of the district are closed and students, after arrival for morning classes, will not without permission of the principal (for multiple or dual enrollment, for example), leave the campus for any purpose until they have completed their school requirements for the day.

Proposed: August 14, 2006

Policy 602.04

Emergency School Closings

The closing of schools because of extreme weather or other emergencies will be announced on radio stations in the area. Such announcements will be made as soon as possible.

In the case of an emergency closing during the school day, an attempt will be made to give ample warning of the dismissal before sending students home.

Normal school hours will be followed during a tornado watch. In most cases, students will not be sent home when severe storms occur or when tornado warnings are received. They will be released from school only after the all-clear signal, or if there appears to be sufficient time for them to reach home before a storm hits. Students will be released to parents only during severe storms or tornado warnings unless there is authorization from the student's parents for other arrangements.

The superintendent will develop rules and regulations to be followed in the case of school cancellation or early dismissal. This information will be communicated to parents annually.

Approved: November 10, 1992
Revised: December 9, 1996
Revised: August 14, 2006

EMERGENCY SCHOOL CLOSINGS

Two weather situations may occur that would cause school to be dismissed:

1. If weather conditions exist that would jeopardize the safety of students coming into school, school will either be canceled for the day or will start at a later time.
2. If severe weather conditions develop when students are in school, a decision will be made as early as possible to dismiss for the remainder of the day.

If either of these situations occur, announcements will be made on radio stations KFAB (AM 1110) and KKAR (AM 1290), and television stations WOWT, KMTV and KETV. If school is to have a delayed start or to be canceled announcements will begin on these stations at approximately 6:30 am. Early dismissals due to severe weather will be announced as soon as this decision has been made.

STAFF DUTY RESPONSIBILITIES DURING INCLEMENT WEATHER

The procedures below are in effect as of December 13, 1996.

Winter weather in Nebraska will at times require the closing of school for students due to unsafe travel conditions.

The decision to close school for students because of severe weather conditions will be made by the superintendent and communicated to major radio stations by 6:00 AM. Based upon road conditions a decision will be made to have all teaching staff report or to have only emergency staff report. The staff members will be notified via phone calling trees as early as possible. Under no conditions will any hourly staff member be paid for hours not worked on a day when school is closed for inclement weather.

1. If severe weather makes travel extremely difficult, only emergency staff will be expected to report. **Emergency Staff** includes:
 - Designated Central Office Staff
 - Administrators
 - Building Secretaries (as designated by building principals)
 - Custodians
 - Maintenance Personnel

Emergency staff will report at regular times. This is very important as some students may not hear the closing information and may attempt to come to school.

2. If road conditions are passable, all **teaching staff members** will be expected to report. This decision will be made by 7:30 AM and communicated to all teachers by phone calling trees. Teaching staff members will be on duty from 9:30 AM to 3:30 PM. This time will be for working in rooms, planning, organization, record keeping, professional development or other related responsibilities. Teacher assistants and van drivers are not expected to report when there is an emergency school closing.

If, in the judgment of any teaching staff member, the road conditions (snow, drifts, ice) prohibit getting to school safely, the teaching staff member will be expected to notify his/her administrator and to make arrangements with that administrator to make up the contract day (six hours in at least three hour increments) prior to the last student day of the school year.

Adopted: December 9, 1996
Revised: August 14, 2006
Revised: May 12, 2008

603 Curriculum Development

Policy 603.01

Curriculum Development and Adoption

Curriculum development shall be an ongoing process in the district. Each curriculum area shall be reviewed and revised when necessary according to the timelines set out by the superintendent. These timelines will provide for periodic review of each curriculum area. It shall be the responsibility of the superintendent to keep the board apprised of necessary curriculum changes and revisions and to develop administrative regulations for curriculum development and recommendations to the board.

Curriculum of the school district must be recommended by the superintendent and approved by the board prior to implementation.

The superintendent and certificated staff of the district are responsible for developing and implementing the program of instruction in accordance with the provisions of the constitution of the State of Nebraska, the acts of the legislature, the rules and regulations of the State Board of Education and the curriculum, policies and regulations of the board.

Legal Ref.: NDE Rule 10
Approved: November 10, 1992
Revised: December 9, 1996
Revised: August 14, 2006

Policy 603.02

Curriculum Resources

The district shall provide administrators and certificated staff with curriculum materials covering and supporting all curriculum and instructional programs approved by the Board.

The policy of the district shall be to allocate district human resources, instructional programs, curriculum materials and instructional supplies among the attendance centers on a comparable basis. The district shall strive to maintain a balance of human resources, instructional programs, curriculum materials, and instructional supplies so that deviation among attendance centers is minimal. Unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year shall not be included as a factor in determining comparability of services.

Approved: November 10, 1992
Revised: December 9, 1996
Revised: August 14, 2006

Policy 603.03

Curriculum Guides and Standards

The Elkhorn Board of Education adopts the academic content standards of the Nebraska State Board of Education. Curriculum guides and course outlines will be written for all courses offered in the district and will include the Nebraska Academic Standards as adopted by the State Board of Education. Teachers are expected to adhere closely to academic standards and the course of study adopted by the district. Information regarding academic standards, curriculum guides, and course offerings will be made available to all students and interested district patrons, on the district web-site and upon request. The Elkhorn Board of Education may adopt additional local or national standards that are the same as, equal to, or more rigorous than the Nebraska Standards if necessary and prudent.

Leg. Ref.: NDE Rule 10

Proposed: October 1996
Approved: December 9, 1996
Revised: August 14, 2006
Revised: January 18, 2010

Policy 603.04

Curriculum Evaluation

On a defined schedule as adopted by the board, the superintendent shall direct a systematic review of each curriculum area for the purpose of identifying strengths, and weaknesses. After this review the curriculum guide for the area of study will be revised and, if needed, new curriculum resources identified and acquired within the resources of the district.

Proposed: August 14, 2006

604 Instructional Curriculum

Policy 604.01

Basic Instructional Program

The basic instructional program shall include the courses required for each grade level by the Nebraska Department of Education.

The basic weekly instructional program of students enrolled in the elementary grades (Kindergarten through fifth grade) shall include reading and language arts, mathematics, social studies, science, health, career awareness, world languages, physical education, art, and music. Writing skills shall be incorporated in all curricular areas.

The basic yearly instructional program of students enrolled in the middle grades (sixth through eighth grade) shall include reading, language arts, mathematics, social studies, science, health, world languages, art, music, and physical education. Writing skills shall be incorporated in all curricular areas. Exploratory experiences shall be offered in career education, world languages, and technology education.

The basic instructional program of students enrolled in the high school grades (ninth through twelfth grade) shall consist of a minimum of 400 instructional units including language arts (60 units), social science (40 units), mathematics (40 units), science (40 units), world language (20 units), career education (80 units), personal health and physical fitness (20 units), and visual and performing arts (40 units). Writing skills shall be incorporated in all curricular areas. The instructional program shall include computer education.

Each instructional program shall be carefully planned for optimal benefit taking into consideration the financial condition of the school district and other factors deemed relevant by the board or superintendent. It shall be the responsibility of the superintendent and/or designee to develop administrative regulations stating the required courses and optional courses for the elementary, middle and high school grade programs.

Legal Reference: NDE Rule 10
 20 U.S.C. § 1232h (1994)
 34 C.F.R. Pt. 98 (1996)

Cross Reference: 102 Educational Philosophy of the District
103 Equal Educational Opportunity
104 Educational and Operational Planning
603 Curriculum Development

Adopted: October 11, 1996
Revised: August 14, 2006

Policy 604.02

Special Education

The board recognizes some students have different educational needs than other students. The board shall provide an appropriate education program and related services to students identified in need of special education. The special education services will be provided from birth until the appropriate education is completed, age twenty-one or to maximum age allowable in accordance with the law. The appropriate education for each student shall be written in the student's Individualized Education Program (IEP).

Special education students shall be required to meet the requirements stated in board policy or in their IEPs for graduation. It shall be the responsibility of the superintendent to provide or make provisions for appropriate special education and related services.

Children from birth through age 5 meeting the identification and verification procedures shall be provided special education services within the public education system. The school district shall work in conjunction with the appropriate education agencies to provide services, at the earliest appropriate time, to children with disabilities. This shall be done to ensure a smooth transition of children entitled to early childhood special education services.

Ref.: NDE Rule 51, U.S. Office of Civil Rights Section 504-D
Approved: November 10, 1992
Revised: December 9, 1996
Revised: August 14, 2006

Policy 604.03

Multicultural Education

Students shall have an equal opportunity for a quality education without discrimination, regardless of their race, religion, color, sex, marital status, national origin or disability.

The educational program shall be free of discrimination and provide equal opportunity for the students. The educational program shall foster knowledge of, and respect and appreciation for the culture, history and contributions of diverse cultural groups including, but not limited to, African Americans, Hispanic Americans, Native Americans, and Asian Americans. It shall place special emphasis on human relations and sensitivity toward all races.

The board shall adopt a written plan for the incorporation of multicultural education in all curriculum areas and at all grades. Consideration of multicultural education shall also be included in the school improvement process. The board shall evaluate the multicultural plan at least every five years. The superintendent will annually report the status of the multicultural education program to the board.

Legal Reference: Neb. Statute 79-719 et seq.
 NDE Rule 10.004.01A3
 NDE Rule 16

Cross Reference: 103 Equal Educational Opportunity
 600 Goals and Objectives of the Education Program

Approved: December 9, 1996
Revised: August 14, 2006

Administrative Rules
and Procedures to
Implement
Policy 604.03

Multicultural Education Program

The objectives of the Elkhorn Public Schools multicultural education program will be:

1. To select materials and methods that will eliminate bias and stereotypes in the district.
2. To conduct inservice programs as required for staff emphasizing multicultural approaches and perspectives.
3. To encourage all students to grow in self esteem while understanding and developing their academic potential.
4. To create opportunities for all students and staff to understand and respect the racial and cultural diversity and independence of all members of American society.

Procedures for infusion of multicultural education into the K-12 curriculum shall comply with state law and include activities which:

1. Affirm the culture, history and contributions of groups that shall include, but not be limited to, African Americans, Asian Americans, Hispanic Americans and Native Americans.
2. Challenge and eliminate racism, prejudice, bigotry, discrimination and stereotyping based on race.
3. Value multiple cultural perspectives.
4. Provide all students with opportunities to view themselves in the educational environment in a positive manner on a continuing basis.

The superintendent shall annually at the regular January Board meeting report on the status of the district multicultural program.

Approved: December 9, 1996

Revised: August 14, 2006

Policy 604.04

Health Education

The district shall provide students with comprehensive health education in compliance with state and federal law. The purpose of the health education program is to help each student protect, improve and maintain physical, emotional and social well-being.

The health education program will include family life and sex education to help students acquire factual knowledge, skills, attitudes and values. The Board endorses the position of current medical research that school age family life and sex education be abstinence based. The family life and sex education curriculum shall be approved by the Board. Parents/guardians shall have the opportunity to inspect the sex education curriculum and materials and to file a written request to the principal to withdraw their students prior to instruction. The written request shall include a proposed alternate activity or study acceptable to the principal.

The Board also directs the administration to include in the health education program instruction as to the physiological, psychological, and sociological aspects of drug use, misuse and abuse. The objective of this instruction shall be the prevention of substance abuse. Time, materials and community resources shall be allocated to the benefit of the health education program.

Legal Ref.: 79-714

Cross Ref.: 507.10 Student Wellness Policy

Approved: November 10, 1992

Revised: December 9, 1996

Revised: August 14, 2006

Policy 604.05

Public Performances and Exhibits

Assemblies, public programs, public performances and exhibits by students have an important place in a well-rounded educational program. The superintendent shall develop rules and procedures consistent with the educational goals of the district regulating assemblies, programs and performances.

Approved: November 10, 1992
Revised: December 9, 1996
Revised: August 14, 2006

Administrative Rules
and Procedures to
Implement Policy 604.05

Due to the inherent impressionability and increasing diversity of students in the Elkhorn Public Schools, it shall be the responsibility of the superintendent and all district staff members to ensure that learning activities, student exhibits and student programs shall conform to the following:

1. The activity or program must have a secular purpose.
2. The principal or primary effect of the activity or program must be one that neither advances nor inhibits religion.
3. The activity or program must not foster an excessive governmental entanglement with religion.

A Secular Purpose

Schools must advance education. There should be an educational purpose for every lesson, activity or program. District staff members should avoid any religious instruction that inhibits or advances religion. Activities should be planned to be inclusive and pluralistic. If students create a religious product (picture, painting or story) of their own free will, it should be accepted and displayed as any other student work. The staff member shall not, however, direct or assign such a project as this would be viewed as promoting a religious perspective.

Religion in the Curriculum

1. It is permissible to teach about religion in the public schools. Religion may be presented as part of a secular education program with the goal of teaching students about the role of religion in the historical, cultural, economic and social development of civilization. Religion must be discussed in a neutral, objective, balanced and factual manner.
2. Religious books/documents (e.g., the Bible) may be studied as literature, but not as religious doctrine. The lessons using religious books/documents must be secular, religiously neutral and objective.

3. Students may be excused from classes/activities/performances to which they/or their parents/guardians object on religious grounds.

Religious Holidays

1. Teachers may teach about religious holidays as part of an objective and secular educational program. Celebrating religious holidays in the form of religious worship or other similar practices is prohibited. The study of holidays should reflect the diverse heritage of the United States.

Administrative Rules and Procedures to Implement Policy 604.05 - Continued - Page 2

2. Religious symbols, such as crosses, creches or menorahs may be used as teaching aids in the classroom provided that the symbols are displayed as an example of the cultural and/or religious heritage of the holiday and are temporary in nature. If put on a bulletin board, religious symbols may be viewed as promoting a certain religious perspective. (Christmas trees, Santa Claus and Easter eggs and bunnies are considered to be secular, seasonal symbols and may be displayed as teaching aids provided they do not disrupt the instructional program for students.)

3. Music, art, literature and drama with religious themes may be included in teaching about holidays, provided that they are presented in a religiously neutral, prudent and objective manner and related to sound, secular educational goals.

Religion Neutral Programs

1. Religious music or drama may be included in school events which are part of a secular program of education. The content of school special events, assemblies, concerts and programs must be primarily secular, objective and educational and not focus on any one religion or religious observance. Such event should not promote or denigrate any particular religion, serve as a religious celebration or become a forum for religious devotion.

2. School music programs may include some religious songs provided the content features mostly secular songs and that the concert as a whole is primarily educational, secular, objective and non-denominational.

3. Music educators should exercise caution and good judgment in selecting religious music for study and programming for public performances. The following questions should be addressed in the planning for any public program:

- a) Is the music selected on the basis of its musical and educational value rather than its religious context?
- b) Are the traditions of diverse peoples shared and respected?
- c) Has excessive use of religious music, religious symbols or scenery, and performances in devotional settings avoided?

- d) Is the role of music selected one of neutrality, neither promoting nor inhibiting religious views?
- e) Does the music selected provide a varied and balanced experience for students in studying and performing music of diverse styles, periods and cultures?

Administrative Rules and Procedures to Implement Policy 604.05 -Continued - Page 3

Objections to Learning Activities, Student Exhibits and Student Programs

Any student, parent/guardian, resident or employee of the school district may formally challenge learning activities, student exhibits and student programs on the basis of appropriateness and compliance with the above guidelines. Such objections shall follow the procedures outlines in Policy 606.02.

Sources include: Lemon v. Kurtzman, 403U.S.602 (1971); Florey v. Sioux Falls Dist. 49-5, 619F.2d1311(8th Cir.1980), cert. denied, 449U.S.987 (1980); Music Educators conference (1987)

Approved: July 10, 2000
Revised: August 14, 2006

Policy 604.06

Teaching Controversial Issues in the Classroom

In participating in a rigorous academic curriculum and in training for effective citizenship, students may occasionally study controversial subjects, materials or issues. The board believes students should have an opportunity to reach their own decisions and beliefs about conflicting points of view. The study of controversial subjects, materials or issues, therefore, shall be undertaken recognizing the student's opportunity to:

1. Study, at an appropriate developmental and maturity level, controversial subjects, materials or issues within the context of Board approved curriculum,
2. Have free access to relevant and appropriate information, including the materials that circulate freely in the community,
3. Study under competent instruction in an atmosphere free from bias and prejudice, and
4. Form and express opinions on controversial subjects, materials or issues in a non-disruptive manner, involving a variety of sources, including the home, and without jeopardizing the student's relationship with teachers, the school or the home.

It shall be the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views or biased positions in the classroom or through teaching methods. It shall be the responsibility of the principal to ensure academic freedom is allowed but not abused in the classroom.

Proposed: October 1996
Approved: March 10, 1997
Revised: August 14, 2006

Administrative Rules
and Procedures to
Implement Policy 604.06

Teaching Controversial Issues in the Classroom

Selection of supplemental instructional materials shall comply at all times with the guidelines of Policy 606.01 Instructional Materials Selection. In no event shall age inappropriate material be provided to or shown to students. Additionally, prior to the use of controversial supplemental instructional material (such as the use of an R-Rated video/movie in an elective junior or senior class), the teacher shall secure the approval of each of the following:

- 1) Building Principal,
- 2) Curriculum Committee of the Board.

Each of the parties listed above shall review the material, along with a proposal from the teachers that has selected the materials explaining the need to use controversial instructional materials. Each of the parties shall provide to the Superintendent a written opinion with respect to each of the following:

- 1) How is the controversial material appropriate to attain the curriculum objectives of the course of study prescribed for the class in which it is being used?
- 2) What are the clock hours of classroom time committed to the use of the controversial materials and is this use of time appropriate to the attainment of the curriculum objectives of the course of study prescribed for the class in which it is being used?
- 3) Is the controversial material appropriate to the ages of the various students in the class?
- 4) In the collective opinion of the reviewing party, is the controversial material appropriate for use in the class for which it is proposed?

Once approved by each of the parties above, the teacher must notify parents/legal guardians in writing of the use of the potentially controversial instructional material each time the materials are to be used.

This written notice shall be provided to parents/legal guardians not less than 14 calendar days prior to the proposed use of the materials and shall include the following: 1) A statement of the materials to be used and an explanation of the applicability of the materials to the curriculum; 2) Parents/legal guardians shall be given a choice of an educationally equivalent alternative assignment or alternative materials that could be used by students;

Administrative Rules and Procedures to Implement Policy 604.06 - Continued - Pg. 2

3) A date/time for parents/guardians to have the opportunity to inspect the materials before the use of the materials; and 4) Positive, written, parent/legal guardian permission for the student to be presented the potentially controversial instructional materials.

Proposed: October 1996
Revised: December 9, 1996
Revised: August 14, 2006

605 Alternative Instructional Programs

Policy 605.01

Multiple Enrollment

Students enrolled in their Junior or Senior year at the high school may enroll simultaneously with an institution of higher learning. The student must meet the prerequisite requirements as established by the other institution and must provide the written approval for enrollment from the institution. Students must also enroll in the necessary classes established by the Board to complete graduation requirements. The combined enrollment of both institutions must be equal to at least six credits per semester.

The District will be responsible for tuition and fees for credits necessary to meet high school graduation requirements only when these courses are not available at Elkhorn High School. The District will pay the cost of tuition and class fees (not to exceed per class the cost of in-state tuition and class fees for a three credit course at the University of Nebraska-Omaha) for High Ability Learner students who qualify under the guidelines set forth in the district high ability learner program in core subject areas (Language Arts, Math, Science and Social Studies). High ability learner students must also have enrolled in and passed the highest level of curriculum offerings in a specific EHS core area. Any cost associated with this multiple enrollment outside of tuition and class fees will be the responsibility of the student.

For any student involved in a multiple enrollment that does not meet the guidelines listed above, all costs associated with the multiple or dual enrollment will be the responsibility of the student.

Post secondary credit may be used as credit toward graduation at the rate of one (1) high school credit hour for every three college credit hours completed (or 4.5 college credit hours if based on a tri-semester schedule) from an accredited institution. Courses will be included on the student's high school transcript. All multiple enrollment courses listed on the high school transcript will receive a pass/fail grade and will not be factored in the calculation of the student's final G.P.A.

Approved: November 10, 1992
Revised: December 9, 1996
Revised: May 14, 2001
Revised: August 14, 2006

Policy 605.02

Program for High Ability Learners

The District recognizes the individual characteristics of students and strives to advance, to the fullest, all aspects of each student's development.

High ability learners in the district are those students who give evidence of high performance capability in such areas as intellectual/academic, creative or artistic capacity and who require accelerated or differentiated curriculum programs in order to develop those capabilities fully.

The board directs the superintendent to develop selection methods, regulations, and procedures to ensure that appropriate programs, within budgetary limitations, are provided for the high ability learners. The board also expects the superintendent and staff to inform patrons of the District about available high ability learner program options.

Legal Ref.: 79-1107-1108.3
NDE Ref: Rule 3
Approved: November 10, 1992
Revised: December 9, 1996
Revised: September 14, 1998
Revised: August 14, 2006

Policy 605.03

Religious Based Exclusion

Parents who wish to have their child excluded from a school program because of religious beliefs must inform the teacher and/or principal. The board authorizes the administration to allow the exclusion if it is not disruptive to the education program and it does not infringe on a compelling state or educational interest. Further, the exclusion must not interfere with other school district operations.

In notifying the teacher/principal, the parents shall abide by the following:

1. The notice shall be in writing;
2. The objection shall be based on religious beliefs;
3. The objection shall state which activities or studies violate their religious beliefs;
4. The objection shall state why these activities or studies violate their religious beliefs;
and
5. The objection shall state a proposed alternate activity or study.

The principal shall have discretion to make this determination. The factors the principal shall consider when a student requests to be excluded from a program or activity because of religious beliefs include, but are not limited to, staff available to supervise a student who wishes to be excluded, space to house the student while the student is excluded, available principal-approved alternative course of study or activity while the student is excluded, number of students who wish to be excluded, whether allowing the exclusion places the school in a position of supporting a particular religion, and whether the program or activity is required for promotion to the next grade level or for graduation.

Students who are allowed to be excluded from a program or activity which violates their religious beliefs shall be required to do an alternate supervised activity or study.

Cross Reference:	604	Instructional Curriculum
	604.05	Public Performances and Exhibits
	607.03	School Ceremonies and Observances

Proposed: August 14, 2006

Policy 605.04

English as a Second Language

The curriculum of the district will be offered in English and the Board believes that a primary goal of the district is to have each child become proficient in the use of the English language. At the same time, however, the Board recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language due to national origin or non-English speaking environments excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. The board directs the administration to develop and implement procedures which:

- Appropriately identify and evaluate students with limited English proficiency (LEP). Limited English proficient students are those whose native/home language is a language other than English and whose English language skills of listening, speaking, reading and writing are not developed to a level at which they can achieve challenging performance standards in a regular classroom.
- Determine the appropriate instructional environment for LEP students.
- Monitor progress of students receiving English as a Second Language (ESL) or English Language Learner (ELL) instruction in order to determine their readiness for the mainstream classroom environment.
- Establish professional standards for staff members who teach bilingual or English as a Second Language programs and provide development opportunities for staff members when needed.

Where feasible, the district may provide support for the student's use of the native language while developing English language skills.

Legal Reference: Title VI, Civil Rights Act of 1964.
20 U.S.C. §§ 1701 et seq.

Cross Reference: 103 Equal Educational Opportunity
601 General Philosophy and Objectives

Approved: December 9, 1996
Revised: August 14, 2006

606 Instructional Materials

Policy 606.01

Instructional Materials Selection

The Board recognizes that appropriate texts, library reference materials, maps and globes, laboratory equipment, audiovisual equipment, computer hardware and software, art supplies, athletic equipment, current periodicals, standard tests and questionnaires, and similar materials are the tools of the teaching profession. The materials selected for use in the curriculum of the District should present subject matter in the most effective manner consistent with the school district's philosophy of education. The teaching staff will serve on curriculum committees and meet with the administration for the purpose of recommending improvements in curriculum and materials. Recommendations and/or modifications are reviewed by the Board Curriculum Committee and forwarded to the total Board for approval.

The Board agrees that at all times the schools should be as well equipped and maintained as may be possible within existing financial limitations. Each student should be provided a basic text in each field of study.

The use of audiovisual materials and computer software shall be exclusively for classroom, auditorium, or laboratory exhibition in the course of classroom instruction or related educational activities.

Approved: November 10, 1992
Revised: December 9, 1996
Revised: August 14, 2006

Administrative Rules
and Procedures to
Implement
Policy 606.01

Instructional Materials Selection

Instructional materials selection shall be a cooperative, continuing process in which administrators, teachers, media specialists and students shall participate. Materials selected for use in the Board approved curriculum should present subject matter in the most effective manner consistent with the school district's philosophy of education. Basic factors influencing selection shall be curriculum, reading interests, maturity and background of student users and the quality and overall appropriateness of available material.

GUIDELINES:

The following guidelines and principles will be adhered to in the selection process used for all curricular materials:

1. Relation to the Curriculum - materials should be selected for their contribution to the implementation of the school's curriculum.
2. Relation to Existing Collection - the materials should make a contribution to the balance of the curricular materials for which they are selected.
3. Interest and Appeal - the content and style of the materials should appeal to the interests of those who use them.
4. Accuracy and Authenticity - the content of materials should be valid, reliable, and complete.
5. Authority - consideration should be given to the qualifications, reputation, and significance of those responsible for creating the material.
6. Comprehension - material should be presented in a well organized fashion and readability and comprehension levels should correspond to grade level where it will be used.
7. Cultural Pluralism - materials should depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

- Respect for and awareness of the contributions of various groups should be fostered.
8. Whole vs. Part - each item should be approached from a broad perspective, looking at the work as a whole and judging controversial elements in context rather than as isolated parts. For example, materials containing some profanity, sexual terminology or violence should be judged on universal merit and/or realistic treatment of life and not automatically disqualified for vulgar or offensive references.
 9. Recency - as mandated by federal and state law, copyrighted material should be purchased within prescribed parameters. (Public Law 96-517, NRS 79-214)

Administrative Rules and Regulations to Implement Policy 606.01 Continued - Pg. 2

10. Quality of Writing - material should be acceptable mechanically and artistically with each element combining to form an aesthetically pleasing whole. Material should stimulate growth in factual knowledge or literary appreciation.
11. Technical and Physical Qualities - materials considered should be attractive, durable, appropriate size, suitably illustrated, and of high quality to be considered for adoption.
12. Cost - a competitive and appropriate cost within the parameters of the school district budget should be sought.
13. Treatment of controversial Issues - materials on controversial issues should be selected to represent the fullest possible range of contrasting points of view, to provide all sides of an issue.
14. Treatment of Religion - materials about religion should be chosen to explain, not to indoctrinate.
15. Treatment of Human Development - materials on human physiology, physical maturation, or personal hygiene should be accurate and objectively presented.
16. Treatment of Biased Materials - materials which unfairly, inaccurately, or viciously treat a particular race, sex, ethnic group, age group, religion, etc., shall not be used unless there exists a legitimate educational purpose...such as analysis, observation, historical development or interpretation - for the use of such materials.
17. Maturity Level of Students - materials should be appropriate to the age, development and maturity level of students.

Supplemental Instructional Materials Selection and Use

Selection of supplemental instructional materials shall comply at all times with the guidelines of Policy 606.01. In no event shall age inappropriate material be provided to or shown to students. Additionally, prior to the use of controversial supplemental instructional material (such as the use of an R-rated video/movie in an elective junior or senior class), the teacher shall secure the approval of the building principal who shall

review both the material and a written proposal from the teacher who has selected the materials. The written proposal shall address:

1. How the controversial material is appropriate to attain the curriculum objectives of the course of study prescribed for the class in which it is being used.
2. The clock hours of classroom time needed to use the controversial materials.
3. The appropriateness of the controversial material to the ages of the students in the class.

Administrative Rules and Regulations to Implement Policy 606.01 Continued - Pg. 3

If approved by the building principal, the teacher must notify parents/legal guardians in writing of the use of the potentially controversial instructional material each time the materials are to be used.

This written notice shall be provided to parents/legal guardians not less than 14 calendar days prior to the proposed use of the materials and shall include the following:

1) A statement of the materials to be used and an explanation of the applicability of the materials to the curriculum; 2) Parents/legal guardians shall be given a choice of an educationally equivalent alternative assignment or alternative materials that could be used by students; 3) A date/time for parents/guardians to have the opportunity to inspect the materials before the use of the materials; and 4) Positive, written, parent/legal guardian permission for the student to be presented the potentially controversial instructional materials.

In addition to the above procedures, potentially controversial materials that are used in the classroom may be considered for addition to the relevant district curriculum guide subject to the formal review of the Board when this curriculum area is up for readoption. Any such materials shall not be presented to any student without positive written parental/guardian permission.

Approved: November 10, 1996
Revised: December 9, 1996
Revised: March 10, 1997
Revised: August 14, 2006

Policy 606.02

Objections to Instructional Material

The Board understands that despite the care exercised in the curriculum materials selection process, objections to certain instructional materials may occur. All avenues to resolve the issue should be made according to administrative procedures, rules, and regulations before being brought to the board. The use of challenged materials should not be restricted until a final decision has been reached. The Board decision is final in all cases that are not resolved at the administrative level.

Approved: November 10, 1992
Revised: December 9, 1996
Revised: August 14, 2006

Administrative Rules
and Procedures to
Implement
Policy 606.02

Objections to Instructional Material

Any student, parent/guardian, resident or employee of the school district (hereinafter referred to as the complainant) may formally challenge instructional materials used in the district's educational program on the basis of appropriateness. The procedure for the reconsideration of instructional materials used in the curriculum of the Elkhorn Public Schools is as follows: The challenged material will remain in use until a final decision is rendered. At any time in this process where appropriate forms are not filed or appropriate steps are not followed the objection is voided.

1. The initial complaint (concern/question) should be directed to the classroom teacher and a conference held with the teacher, complainant and principal to discuss the situation. At this conference, the classroom teacher and/or principal shall explain the material being used in light of relevant school district philosophy and state rules and regulations, relevant Board of Education materials selection policies and procedures, and the use of the materials in, and its relevance to, the curriculum. Upon completion of this conference one of the following options should be exercised:

- A. The complainant and teacher, through their discussion, informally solved the problem. The teacher should document this and give to the building principal.
- B. The problem is not resolved. Depending on the timeliness of the objection, the complainant may be offered an alternative source or a substituted activity. The teacher and complainant should file the Request for Substitution of Instructional Material (Form A) with the building principal and the Assistant Superintendent for Curriculum.
- C. The complainant decides the material should be reconsidered for use in the curriculum. At this point the complainant should be handed a Request

for Reconsideration of Instructional Material form (Form B). The complainant should complete the form and leave it with the building principal.

2. The building principal will forward the request to the superintendent. The Superintendent will contact the complainant to discuss the issue and, if there is no resolution, the superintendent will convene a Material Review Committee.

3. The Material Review Committee will be composed of two parents, one administrator, one teacher, one media specialist and one student. The Material Review Committee shall function at the call of the superintendent upon receipt of a Request for Reconsideration of Instructional Material. The Material Review Committee shall
Administrative Rules and Regulations to Implement Policy 606.02 Continued - Page 2

proceed to study thoroughly the challenged material in light of the specific objections listed in the Request for Reconsideration of Instructional Material; relevant aspects of school district philosophy, laws, rules or regulations; relevant board materials selection policies and procedures; the use of the materials in the curriculum; and professional reviews of the material. The committee shall weigh values and faults and form opinions based on the material as a whole rather than passages or sections taken out of context. The review of the challenged material shall be treated objectively and as an important matter. An opportunity for the person challenging the material to meet with the committee to share his/her opinion shall be provided. A similar opportunity shall be provided for the staff member(s) who selected the challenged material. The major criterion for the final decision is the appropriateness of the material for its intended educational use. After this review, the Material Review Committee will make a written recommendation regarding the challenged material to the superintendent.

4. The superintendent will receive the Material Review Committee recommendation, review the matter and decide the issue.

5. The superintendent will inform the complainant of the decision reached in writing.

6. If the complainant wishes to appeal the decision, they would need to make this request by letter to the superintendent within ten days. The reconsideration request would then be added to the next Board of Education meeting agenda.

7. The decision of the Board of Education would be final.

Approved: November 10, 1997
Revised: August 14, 2006

**ELKHORN PUBLIC SCHOOLS
REQUEST FOR SUBSTITUTION OF INSTRUCTIONAL MATERIAL**

Directions: Complainant is to complete Section I and submit entire form to Building Principal.

SECTION I:

Student's Name Grade Building Teacher

Type of Material: Book ___ Film ___ Filmstrip ___ Record ___ Other

Author:

Title

Publisher:

Specific nature of complaint:

* * * * *

SECTION II:
(To be filled out by the Principal - sent to complainant)

In place of this resource/unit, _____ will be expected to:
Student's Name

Principal's Signature Date

Copy 1 - Building Principal Copy 2 - Complainant Copy 3 - Teacher Copy 4 - Assistant Superintendent

FORM B
Policy Ref. 606.02

ELKHORN PUBLIC SCHOOLS

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIAL

Materials: Book ____ Film ____ Filmstrip ____ Record ____ Other

Author _____

Title _____

Publisher or producer (if known) _____

Request initiated by _____

Telephone _____ Address _____

Do you represent _____ Yourself
_____ Other group or organization

PLEASE RESPOND TO THE FOLLOWING. USE ADDITIONAL PAPER IF NEEDED.

1. Have you read/viewed this material in its entirety? _____
2. To what in the material do you object? (Please be specific, cite pages.)
3. What do you feel might result from the use of this material?
4. What would you like your school to do about this material?

5. In its place, what material would you recommend?

6. Do you desire to meet with the Materials Review Committee to discuss this material?
Yes _____ No _____

Signature of Complainant _____ Date _____

PLEASE SUBMIT THIS FORM TO THE BUILDING PRINCIPAL

Policy 606.03

Media Centers

The media center in each building shall provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served. Media centers shall provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards. Selection of materials for media centers shall comply with Policy 606.01 and will meet the minimum requirements of the Nebraska Department of Education.

Legal Ref.: NDE Rule 10
Approved: November 10, 1992
Revised: December 9, 1996
Revised: August 14, 2006

607 Instructional Arrangements

Policy 607.01

Class Size

The Board recognizes the relationship of staff utilization, class size and effective teaching. Accordingly, the Board shall annually review its goals on class size with the Superintendent and relevant committees.

The Board will establish class size goals with reasonable limits as recommended by the Superintendent following full discussion with instructional personnel, to the extent that budgetary resources permit.

Cross Ref: 502.03 Enrollment Option
Approved: November 10, 1992
Revised: December 9, 1996
Revised: August 14, 2006

Policy 607.02

Assignment

The principal of each building has the ultimate responsibility for assignment of students to classrooms.

In making the assignment, the principal shall consider the strengths and weaknesses of students and teachers, to allow for varying characteristics of each classroom. The

principal shall consider the individual request of parents for assignment of their children, but is not obligated to grant individual requests.

Plans for assignment of students within schools shall be approved by the superintendent.

Approved: November 10, 1992
Revised: December 9, 1996
Revised: August 14, 2006

Policy 607.03

Ceremonies and Observances

Commemoration of special days and events shall be arranged so that the effective observation of these occasions is a definite and valuable part of the school program. Such ceremonies or observances shall have a secular purpose and shall not advocate or sponsor a particular religion.

Students who do not wish to participate in these activities may be silent during the ceremony or observance or receive permission from the principal to be excused from the ceremony for religious reasons in compliance with board policy (605.03).

September 17 shall be designated as Constitution Day. The district shall hold an educational program (s) for all students on the United States Constitution each September 17 or when September 17 falls on a Saturday or Sunday, the Constitution Day shall be held during the preceding week.

Legal Ref.: Neb. Rev. Stat. 79-705-8, NDE Rule 10,
70 Federal Register 55507 (Constitution Day)

Approved: November 10, 1992
Revised: December 9, 1996
Revised: August 14, 2006

Policy 607.04

Animals in the Classroom

Live animals will not be allowed in school district facilities except under special circumstances and only for an educational purpose. Permission from the principal and assumption of liability by the pet owner will be required of anyone wishing to bring an animal into school district facilities. Appropriate supervision of animals is required when animals are brought into the school district facilities.

The person bringing the animal must furnish transportation for the animal brought to school. Animals will not be allowed to travel to and from the student's attendance center on the school bus.

It shall be the responsibility of the principal to determine appropriate supervision of animals in the classroom.

Proposed: August 14, 2006

Policy 607.05

Student Production of Services and Materials

Materials and services produced by students at the expense of the school district are to be the property of the school district. Materials and services produced by students at the student's expense, except for incidental expense to the school district, are to be the property of the student.

It shall be the responsibility of the superintendent to determine incidental expense.

Cross Reference: 409.04 Certificated Employee Publication or Creation of Materials
504.19 Student Fees

Approved: November 10, 1992
Revised: December 9, 1996
Revised: August 14, 2006

Policy 607.06

Student Field Trips, Extended Co-curricular Trips

Educational field trips may be considered a part of the curriculum when such events contribute to the achievement of education goals of the school district. Field trips normally will be conducted within the school day and transportation will be provided by the school district only for trips that are curriculum related.

Extended field trips (out of the Omaha/Lincoln area or overnight trips) and all co-curricular club and organization trips must be planned well in advance and receive prior written permission of the principal and Activities Director. A district application form must be completed and submitted for all extended field trips. In authorizing extended field trips, the principal and Activities Director shall consider the educational benefits of the activity, the potential or actual loss of instructional time, the costs and who will bear the costs, the inherent risks or dangers of the activity and other relevant factors. The superintendent shall inform the Board of all approved extended field trips.

On all extended field trips involving athletics and activity competitions (FBLA, forensics, PowerDrive, etc.) an identified competition season (defining and limiting competitions) shall be on file with and approved by the Activities Director and Principal prior to the submittal of any application for an extended field trip.

On all field trips and extended field trips only Elkhorn students may participate and the discipline code, rules and regulations of the school district shall be in effect from the departure until return. Written parent permission is required for all field trips and extended field trips.

Approved: November 10, 1992
Revised: December 9, 1996
Revised: November 15, 2005

Revised: August 14, 2006

EXTENDED FIELD TRIP REQUEST FORM A (Policy 607.06)

This form must be completed and submitted at least 60 calendar days in advance of the trip and before the trip can be offered to students. Form B must be completed for final approval of the travel. When students who will be going on the extended field trip are known at the time of initial application, both forms may be completed and submitted for approval simultaneously. Only Elkhorn students and their sponsors may participate. The completed form(s) must be submitted to the Principal.

1. Provide a brief description of the trip, including how it relates to the curriculum and ways in which curriculum benefits will be documented:

2. Who will be participating (e.g. team members, club members, etc.)?

3. Anticipated number of student participants:

4. Sponsors:

<u>Names</u>	<u>Address</u>	<u>Phone Numbers</u>
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 - 1)
 - 2)
 - 3)

5. Describe any costs or financial benefit to sponsors:

6. Cost per student: _____ (Provide breakdown costs for transportation, lodging, registration, etc.)
7. Are students responsible for all costs? _____ If not, how is the trip being funded?
8. If the student is responsible for costs, what provisions have been made for students who cannot afford to participate?
9. Tour or travel agency, if applicable (attach a copy of the contract):
 Name:
 Address:
 Phone:

Extended Field Trip Application, Pg. 2

10. List references for this tour or travel agency, if applicable:
11. Itinerary: Include dates, times, cities, countries, hotels, residences and form of transportation for each day from the time of departure from Elkhorn to return.

<u>Date</u>	<u>Time</u>	<u>Destination</u>	<u>Lodging</u>	<u>Transportation</u>
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12. Insurance underwriter for tour or travel agency (if applicable):
13. Name of airline (if applicable):
14. Name of person completing this form:

Preliminary Approval of Form A: The signatures below are required prior to offering the travel opportunity to students and parents. For final approval, Form B must be completed.

Activities Director

_____ Date _____

Building Principal

_____ Date _____

EXTENDED FIELD TRIP REQUEST FORM B (Policy 607.06)

This form must be completed and signed by the Activities Director and the Building principal prior to final approval of the travel (attach additional sheets if necessary). Submit completed form to the Principal.

Student Name Grade M or F Parents/Guardian Ph.#'s Emergency Contact Ph. #'s

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Approval also requires that sponsors meet with parents to discuss the travel and review the Discipline Code (5130). Date of meeting

Any changes of sponsors listed previously on Form A? If so list below:

Add or Delete Name Address Phone Number

- 1.

2.

Approved by:

Activities Director

Date _____

Building Principal

Date _____

608 Instructional Services

Policy 608.01

Guidance Services

A comprehensive, developmental, K-12 guidance and counseling program will be an integral part of the total program of instruction. The guidance and counseling program shall assist all students in learning skills needed for academic success and for personal, social, educational and career development. District counselors shall provide a safe, confidential atmosphere wherein students can examine decisions related to self, education, career and interpersonal relationships. The guidance and counseling program shall include planned classroom, small group and individual activities.

Legal Ref.: NDE Rule 10

Proposed October 1996

Approved: December 9, 1996

Revised: August 14, 2006

Policy 608.02

Health Services

The purpose of the health services program shall be to develop in every student a sense of responsibility for the individual's own health and to understand good health principles.

The health services program shall include:

1. Periodic vision, hearing, dental and scoliosis screenings,
2. Daily observation of students' health by teachers and support staff,
3. Instruction in good health principles, and
4. Maintenance of a physical examination and an immunization record (measles, mumps, rubella, poliomyelitis, diphtheria, chicken pox, pertussis and tetanus) for every student.

Legal Ref.: 79-248, 79-222, 79-712

Proposed: October 1996

Approved: December 9, 1996

Revised: August 14, 2006

609 School Improvement Plan

Policy 609.01

School Improvement Process

The board supports building level school improvement processes and projects for the purpose of attaining higher educational achievement levels for the district's students. An important part of school improvement is the on-going evaluation of the curriculum and instructional program of the district. Programs will be evaluated with respect to both their effectiveness and efficiency as means of delivering student learning.

The superintendent shall develop guidelines by which the instructional staff will evaluate the instructional program on a periodic basis consistent with the school improvement process required by the Nebraska Department of Education.

Legal Reference: NDE Rule 10

Proposed: August 14, 2006

610 Testing

Policy 610.01

Assessment of Student Learning

The superintendent and/or designee shall develop, maintain, implement and report on an assessment program for the purpose of determining the overall progress of student learning in the district.

Proposed: August 14, 2006

District Assessment Program

1. State and District Assessments.

The Elkhorn Public Schools has adopted an assessment plan and has aligned the curriculum with the state approved content standards. The assessment plan includes a schedule and procedures for assessing success in achieving state standards.

Teachers are to clearly articulate the learning targets and align instruction to the learning targets within each of the content standards. Teachers are to give students instruction on the content prior to students being assessed on each content standard in order to provide learning opportunities for all students.

The assessments are to be conducted in accordance with the assessment plan schedule. Teachers are to conduct the assessments in a manner that assures it accurately assesses whether or not students are meeting the targets outlined by the content standards.

Assessment results are to be reported by the teachers in the manner and within the time directed by the administration or designee. The assessment data is to be used to meet state standards, to provide students and parents with information about student progress, to enhance school improvement planning, and to improve instruction. The assessment data is to be evaluated by teachers to monitor student learning and to improve instruction or terminate ineffective teaching practices to ensure students are being given the opportunity to meet the standards.

2. Achieving Valid Assessments.

Educators are responsible for maintaining the integrity of the assessments to ensure that assessments provide a valid measure of student progress and accomplishments. Educators are not to engage in any practice that may result in assessment results that do not reflect student learning, knowledge, skills or abilities in the area assessed.

For purposes of this policy, student assessments include both “standardized assessments” (including state assessments, district assessments, norm referenced tests, and evaluations conducted for special education eligibility) and “coursework assessments” (e.g., classroom tests, quizzes, and other evaluative tools used to assign grades).

The following specific assessment expectations and rules apply:

- a. Integrity of the Assessment Instrument. The integrity of the assessment instrument is to be maintained.
 - i. Standardized Assessments. Standardized assessment instruments are not to be made available to students at any time before the student takes the assessment. The assessment instrument is to be maintained in a secure manner.

- ii. Coursework Assessments. Coursework assessment instruments are to be periodically modified to keep the assessments current and prevent students from effectively using “test banks.” For coursework assessments that are given on a repeat basis to students at different times (e.g., a test that is given to students throughout the school day), the educator is to remind students to not share the content of the assessment with students who will be taking the assessment later.

b. Teaching for Success on Assessments.

It is appropriate for educators to prepare students to do well on assessments. This is to be accomplished in a manner that assures the assessment accurately reflects the student’s knowledge, and not simply test preparation.

- i. Teach the Content. Educators are to prepare students to do well on assessments by teaching the subject content. Educators are not to “teach to the test” by teaching based solely on the specific item content of the assessment. The content is to be taught to the students over an appropriate amount of time prior to the assessment. “Cramming” assessment content just before the assessment is to be taken is not appropriate. Review of content previously taught is appropriate.
- ii. Practice Tests. Educators are to prepare students by teaching general test taking skills. Educators are not to conduct reviews (drills), using actual items from the current form of a standardized test that will be administered to students. Educators are not to conduct reviews (drills) using items of identical format (for example, multiple choice) to the exclusion of other formats.

c. Conditions for Successful Assessments.

- i. Communications. Educators are to communicate to students and parents when assessments will be administered, the purpose of the assessment and how the assessment results will be used. Educators are to motivate students to do their best on assessments. Educators are to read and be familiar with assessment administration directions in advance and communicate the rules to students accurately and clearly.
- ii. Climate. Educators are to have sufficient assessment materials available (e.g., No. 2 pencils, if needed). The classroom is to be arranged to allow comfortable seating. Distractions are to be eliminated. Educators in nearby classrooms are to be informed that the assessment is to be administered so noises from neighboring classrooms are kept at a minimum. Activities or arrangements are to be made for students who finish early so such students do not cause a distraction to other students still taking the assessment.
- iii. Security. Educators are to monitor students while administering assessments to ensure students are complying with standards of academic

integrity. Students who violate standards of academic integrity are to be reported to the administration.

- d. Full Participation. Educators are to make efforts to have all eligible students take the assessments. A student will be exempted from assessments only if specifically required on that student's individual education plan (IEP).
- e. Assistance During Assessments.
 - i. Standardized Assessments. Educators are not to provide accommodations or assistance to students while a standardized assessment is being administered except as provided for in a student's IEP or ELL plan. Educators will **strictly** adhere to administration directions for all standardized tests (including district level assessments).
 - ii. Coursework Assessments. For coursework assessments, students may be allowed access to instructional materials or mechanical aids only when all students being given the assessment are given the aids and use of the aids does not hinder the students from learning the content of the lesson.
- f. Student Answers. Assessments are to reflect the students' work as submitted by the students. During the assessments, educators are to monitor students to make sure directions are being followed (e.g., students are using a No. 2 pencil on all "bubble" sheet assessments and completely erase mistaken answers and extra marks on "bubble" sheet assessments). Educators are not to change answers on a student's assessment sheet or otherwise participate in the submission of false or misleading assessment results.

All employees are to adhere to Nebraska's NeSA Security Procedures and report breaches in security to Superintendent or the Superintendent's assessment designee for report to the Nebraska Department of Education. Professionalism, common sense, and practical procedures provide the framework for testing ethics.

Violations of the rules and expectations set forth in this policy will be considered to be a breach of the District's standard of ethics and may result in disciplinary consequences. Educators are to report suspected violations of the expectation to the administration. The administration is to investigate and appropriately respond to violations of the expectations.

Legal Reference: NDE Rule 10.05; NDE Rule 27.004.02H and 004.03D
Adopted: August 14, 2006
Revised: November 14, 2011

611 Academic Achievement

Policy 611.01

Student Progress Reports

It shall be the responsibility of the superintendent and the professional staff to provide for the annual classification, reporting of progress, and maintenance of records for all students. These activities shall be carried out with careful and considerate treatment of all students, taking into account basic educational requirements and available facilities.

Parents shall be kept informed of student progress through: written communications, telephone calls, home visitations, report cards, web-based information systems, and/or conferences.

Approved: September 14, 1992

Revised: September 12, 1996

Revised: August 14, 2006

Policy 611.02

Homework

School homework is an important element in developing independent learning skills and is an integral part of the district academic program. A balance between home responsibilities, schoolwork and extra curricular activities is desirable. The assignment of homework is encouraged as beneficial to the student provided the following limitations are observed:

1. Homework should not interfere with the proper development of the student's health.
2. Homework should not interfere with the student assuming responsibilities in the home.
3. Homework should not take so much of the student's time that they are denied opportunities to engage in other activities.

Approved: November 10, 1992

Revised: December 9, 1996

Revised: August 14, 2006

Policy 611.03

Make-up Work

The superintendent and principals will establish regulations governing make-up work when students are absent, truant or suspended from school. Students are expected to complete assigned schoolwork in a timely manner regardless of the reason for the absence.

Approved: November 10, 1992

Revised: December 9, 1996

Revised: August 14, 2006

Elkhorn High School Make-up Work

Make Up Work for Excused (unplanned or preplanned) Activities Absences:

1. There is not always an equivalent way to duplicate the lectures, films, lab work and class interaction, among other things missed when a student is absent. These activities are vitally important and teachers may create, assign and grade activities for students that will compensate (as much as possible) for the material missed when the student was not in attendance.
2. Students are allowed to make up and receive full credit for all work missed during an excused absence. Tests and assignments announced prior to a student absence will be taken on, or will, at the teacher's discretion, to be done the day the student returns to school.
 - (a) In the case of unplanned absence such as illness, the student will be given the number of days he/she has been absent plus one day to complete missing work.
 - (b) In the case of preplanned absences (such as appointments, personal family plans, field trips, college visits, attendance at district and state activities, etc.) the student will make arrangements prior to the absence with his/her teachers. Teachers will establish deadlines and guidelines for work completion. Teachers have the latitude and are encouraged to have students make up their work prior to leaving whenever possible. When students will be gone for two or more days, they are required to obtain from the office, complete with each teacher, and submit to the office, a pre-release form which formally describes the deadlines and guidelines for work completion. Students who fail to make arrangements with their teachers prior to leaving could earn reduced credit and/or zeros for the missed work.
3. Assignments will be collected by the office to be sent home for students absent three days or more (when request is made by the student or parent/guardian). Students absent less than three days will be responsible for getting their own assignments upon their return to school.

Make Up Work for Unexcused Absences:

1. There is not always an equivalent way to duplicate the lectures, films, lab work and class interaction, among other things, which is missed when a student is absent. These activities are vitally important and teachers may create, assign and grade activities for students

that will compensate (as much as possible) for the material missed when the student was not in attendance.

Administrative Rules and Procedures to Implement - Policy 611.03 Continued - Page 2

2. A student who is truant/unexcused will be given the opportunity to complete classwork and examinations missed for 75% of the grade earned during the period of truancy.
3. All absences that are truant/unexcused will result in detentions being assigned, in-school suspension, or other interventions depending on the length of time missed and the frequency of the problem.

Elkhorn Middle Level (Grades 6-8) Make-up Work

As students progress through the middle school, their academic requirements will increase and the level of difficulty of the class work will increase. In order to provide a better understanding of the classroom work, it will become necessary to assign work to be completed outside of the classroom.

Students will usually have time during the day in which they can begin their homework assignments. Planning and using their study time at school and at home will greatly reduce the amount of time spent working on assignments at home. It will be the student's responsibility initially to meet with the teachers when extra help is needed.

Parents are encouraged to consider other factors that influence homework completion. These factors include: activities outside of school (music lessons, athletics, clubs, classes, etc.); the thoroughness with which a student typically completes his or her work; and the time set aside for personal time and for school time (planning). A balance must be met so that the student is not overcome by either homework assignments or too many outside activities.

Middle school-age students benefit from involvement in activities, but a very high priority must also be placed on academic needs. **Teachers will require assignments as necessary**, but will keep in mind the balance that is needed by students to provide for their middle school experience. Parents should contact teachers directly to voice questions or concerns about homework assignments.

Teachers will set time aside after school for students to complete missing or incomplete assignments. Parents will be notified of this time so students can benefit from their extra help.

Assignments Sent Home:

Assignments can be requested on the **second day** of an extended illness. The following stipulations will be followed:

1. Parents must request assignments by 8:30 A.M. in order for assignments to be sent home on a given day.

2. Students who have been excessively absent will not receive assignments unless a doctor's verification of the full absence(s) is provided. This verification **must** indicate that the doctor is recommending that the student be at home. Verification of an office visit, a prescription, or a diagnosis of the illness is not sufficient.

Approved: December 9, 1996

Revised: August 14, 2006

Policy 611.04

Student Promotion/Retention

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, work habits, school behavior and organizational skills.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the teachers and the principal, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to the student's parents, but the final decision will rest with the school principal.

Students who cannot demonstrate proficiency at their grade levels will be considered for retention. Teachers must notify the principal of these students, make a recommendation to the principal concerning their promotion or retention, and hold a conference with parents. The principal may require remediation as a condition of promotion to the next grade level. Such remediation may include, but shall not necessarily be limited to, a mandatory summer program focused on the area(s) of deficiency or other such alternatives conducted by the district outside of the regular school day.

Leg. Ref. 79-526

Approved: May 14, 2001

Revised: August 14, 2006

Administrative Rules
and Procedures to
Implement Policy 611.04

RETENTION FOR STUDENTS IN GRADES K-8

If a teacher feels it is in the student's best interest to repeat a grade level, the following steps must be taken:

1. By mid-February, teachers of retention candidates will have made initial contact with parents.
2. By March 1 retention candidates will be referred to the principal for consideration for special services, counseling, and intervention.
3. By mid-April, a second parent contact will be made and data concerning the student's status and progress will be presented along with options (promotion, retention, summer school, schedule changes, etc.)
4. After the end of fourth quarter a conference including the principal, parents and teacher(s) will be held to review the school year and discuss options.
5. The principal will make the final determination and notify the parents/guardians by certified letter of the decision to retain or promote.

ELKHORN PUBLIC SCHOOLS RETENTION NOTICE

(This form must be filled out for all recommendations for retention whether the student is actually retained or not. Submit this form to the building principal by March 1.)

Date: _____

Student: _____

Present Grade Level: _____

The criteria used in making a recommendation of retention for this student include achievement, age, maturity, work habits, school behavior, and organizational skills.

Achievement (grades) -

Work Habits -

School Behavior (including attendance) -

Organizational Skills -

Age -

Maturity -

(Teacher Signatures)

Policy 611.05

Parent Conferences

Parent-teacher conferences will be held each semester at elementary, middle school and high school levels.

Parents, teachers, or principals may request a conference for students in grades kindergarten through twelve in addition to the scheduled conference time. Parents and students are encouraged to discuss the student's progress or other school-related matters with the student's teacher.

Proposed: August 14, 2006

Policy 611.06

Graduation Requirements

The Board may permit early graduation when specified standards are met and application has been made.

At the regular meeting in May, the Board shall be given the number of senior students who may not be eligible for graduation.

The professional staff shall consider and keep current their recommendations to the Board, through the administration, as to overall requirements for graduation.

Approved: September 14, 1992

Revised: September 12, 1996

Revised: August 14, 2006

Graduation, Separation, Requirements, Early Graduation

In order to graduate from Elkhorn Senior High School on or after 1995, a student must accumulate 42 credits (210 semester hours), which include the following:

- 8 credits (40 semester hours) of English
- 6 credits (30 semester hours) of Social Science
 - *Must include American History and American Government
- 6 credits (30 semester hours) of Mathematics
 - *Must include equivalent of Algebra 1-B beginning with Class of 2008
- 6 credits (25 semester hours) of Science
 - *Must include Biology
 - *5 credits of science required prior to the Class of 2015
- 2 credits (10 semester hours) of Physical Education
 - *P.E./Health is required in the freshman year.
- 1 credit (5 semester hours) of Technology
 - *Career Information Technology Course is required beginning with the Class of 2010
- 13 credits of electives

Any exceptions to the requirements must be approved by the high school administration.

One credit is granted for each class that meets for one period a day for the entire eighteen week semester.

One credit is the equivalent of 5 semester hours.

42 credits is the minimum standard required for graduation, the majority of students will far exceed this minimum. Course decisions should be based on individual goals rather than meeting the minimum standard.

Students receive .5 credits per semester as a student aide and may earn a maximum of one credit as a student aide (2 semesters). Additional aide credit beyond the maximum one credit will not count toward the accumulative graduation requirement of 42 credits.

All graduating seniors are required to go through the graduation ceremony. Unless early graduation procedures have been approved every senior going through the graduation ceremony must be in regular attendance during 2nd semester of their senior year.

Early Graduation

The District recommends that students complete all four years of high school coursework. However, students may graduate early if the following stipulations and procedures are met:

1. Students must have fulfilled all of their credits for graduation prior to the time they intend to graduate.
2. Students who graduate early will not be eligible to compete in any interscholastic activity, including sports, music, or any other club, organization, or intramurals as of the first day of second semester.
3. There will be only one graduation ceremony and it will be the 3rd week in May. Diplomas will also only be available at this time. Students who chose to graduate early are encouraged to return and participate in the ceremony with their graduating class.
4. Early graduates may participate in the Junior-Senior Prom as long as they comply with the rules set up by the school.
5. A student applying for early graduation can only use one semester of credit in any subject area from correspondence courses, night school, etc., to apply toward his or her accumulated number of credits.
6. A student applying for early graduation must show evidence of competency in writing by successful completion of a senior level course in literature/composition/AP English. CLEP tests or other tests may not be used to meet this requirement.

EARLY GRADUATION PROCEDURES:

1. The student will meet with the counselor to discuss application procedures and to review all graduation requirements between April 1 and May 1 of the year prior to the anticipated graduation.
2. The student will fill out an application form and return it to the counseling center by May 1.
3. A conference will be arranged with the parent(s) and their son or daughter. Both the principal and the counselor will be involved in the conference.
4. At that time, the student will be required to submit in writing the reasons for early graduation, the benefits to be derived, and the plans or goals of the student.
5. The counselors and the principal will then present the list of mid-term graduates and background information to the Board of Education. The Board of Education will act upon acceptance or denial of mid-term graduation at the June meeting of the Board of Education.
6. The principal and/or counselor will notify all applicants of approval or denial by July 1 prior to the anticipated mid-term graduation.
7. A student interested in graduating at the end of his/her junior year must submit a written application form prior to May 1 of his/her sophomore year and must comply with all of the requirements and procedures for mid-term graduation.

Approved: September 12, 1996

Revised: August 14, 2006

Revised: November 8, 2010