

Curriculum Review Program

AR-6210

The McPherson County Schools curriculum review program provides for a systematic review of the total K-12 curriculum. The objectives of the program are as follows:

- (a) To maintain current and up-to-date curriculum materials and delivery methods;
- (b) To improve teaching techniques, based on the most current research on teaching effectiveness available, emerging technologies, and/or the emerging needs of students;
- (c) To provide for staff planning;
- (d) To make the curriculum review process more meaningful to staff because of an established, publicized, and uniform procedure;
- (e) To provide adequate time for selection of curriculum materials;
- (f) To provide for long-term budget planning;
- (g) To establish a coordinated K-12 curriculum guided by scope and sequence to ensure uniformity across grade levels;
- (h) To establish a responsible role for staff and school district administration in the development of the school district's curriculum;
- (i) To ensure that the school curriculum is based on the school district's educational philosophy; and
- (j) To comply with changes to local, state, or federal statutory law, rules, or regulations.

Responsibilities

The board of education shall be responsible for the adoption of an educational philosophy intended to provide an appropriate education for all students. In support of the educational philosophy, the board of education shall:

- (a) Approve the curriculum;
- (b) Provide adequate and appropriate resources to support the approved curriculum;
- (c) Provide resources for appropriate staff in-service programs; and
- (d) Adopt a curriculum review program.

The superintendent of schools shall:

- (a) Administer the curriculum approved by the board of education;
- (b) Recommend budgetary obligations in support of the curriculum;
- (c) Recommend appropriate staff in support of the curriculum;
- (d) Ensure compliance with all state and federal laws, rules, regulations, accreditation standards, and board of education policies;
- (e) Ensure appropriate curriculum coordination with appropriate parties;
- (f) Administer the curriculum review program by appointing staff to curriculum review committees and evaluating the curriculum review process;
- (g) Facilitate the curriculum review process;
- (h) Provide necessary in-service training to staff on the curriculum review process;

- (i) Monitor the progress of the curriculum review committee, providing guidance and assistance as necessary; and
- (j) Ensure that appropriate timelines have been adopted by each curriculum review committee.

School district employees shall:

- (a) Support the curriculum approved by the board of education;
- (b) Provide professional expertise in curriculum content and organization; and
- (c) Participate in the process of serving on curriculum review committees.

Curriculum review committees shall be appointed by the superintendent to conduct curriculum reviews of each curriculum area. Such committees may be assisted by the guidance counselor, media coordinator, technology coordinator, and special education coordinator. Each committee shall select its own chairperson and, in cooperation with the school district administration, shall establish annual timelines to accomplish the assigned tasks as identified in the curriculum rotation plan. The school district administration is responsible for ensuring that the work of the committees progresses in a timely fashion. During the review process, committees shall:

- (a) Assess the current curriculum for what is presently being taught, including a review of the present scope and sequence;
- (b) Survey other schools of similar size;
- (c) Review literature to determine current practices and the latest trends;
- (d) Review the school district's philosophy and goals;
- (e) Ascertain the accreditation requirements set by the Nebraska Department of Education and the North-Central Association;
- (f) Assess student needs and interests;
- (g) Identify the strengths and concerns of the present curriculum;
- (h) Review instructional materials and arrange instructional material presentations;
- (i) Consult with the Nebraska Department of Education, state colleges and universities, and other professional organizations for ideas and trends; and
- (j) Prepare a curriculum guide which shall consist of the following:
 - (1) Mission and goals, including writing objectives, multicultural objectives, special education objectives, enrollment objectives, and general objectives;
 - (2) Concepts by grade level;
 - (3) Scope and sequence; and
 - (4) Resources, including primary, special education, enrichment, and multicultural.

Definitions of Terms

"Assessment" shall consist of the following activities:

- (a) Reviewing philosophy, goals and objectives, materials, teaching strategies, evaluation procedures, and student learning;
- (b) Determining national trends;

- (c) Reviewing accreditation reports;
- (d) Conducting curriculum mapping (determining what teachers are presently doing);
- (e) Reviewing student achievement;
- (f) Conducting visitations;
- (g) Identifying discrimination practices;
- (h) Establishing a timeline for the curriculum review process; and
- (i) Defining responsibilities of the curriculum review committee, teachers, and principals.

“Program development” shall consist of the following activities:

- (a) Defining goals and objectives;
- (b) Developing scope and sequence;
- (c) Establishing material selection criteria;
- (d) Selecting materials;
- (e) Preparing course descriptions;
- (f) Identifying teaching strategies, if appropriate;
- (g) Preparing staff development plans;
- (h) Writing curriculum guides; and
- (i) Presenting proposed curriculum guides to the board of education.

“Implementation” shall consist of the following activities:

- (a) Scheduling staff development (continuation from program development);
- (b) Designing an evaluation and monitoring system; and
- (c) Requesting instructional materials.

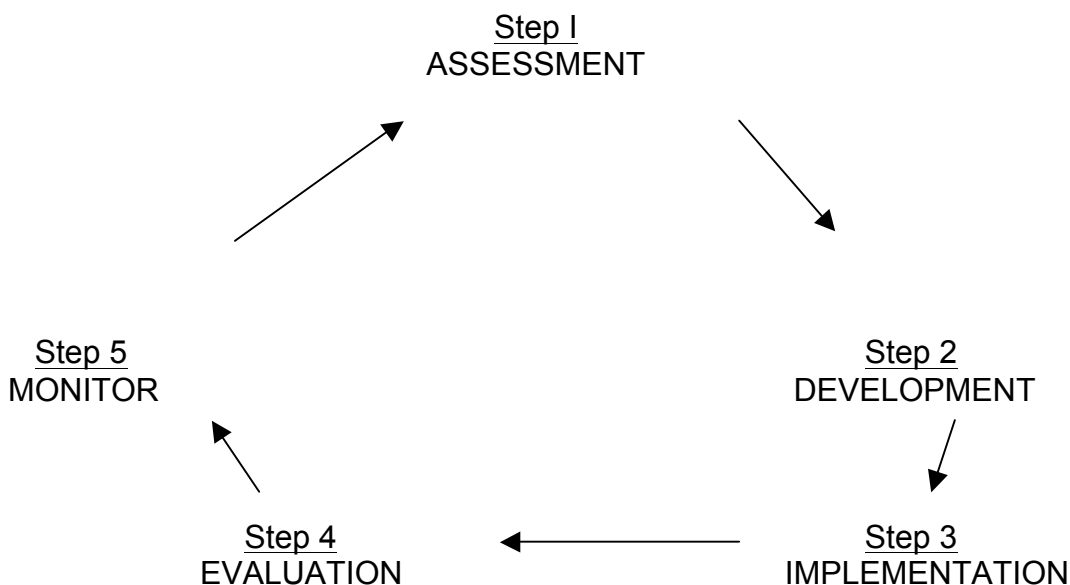
“Evaluation” of program development and implementation shall consist of determining the following:

- (a) Whether the goals and objectives are clearly stated for each course, program, or activity;
- (b) Whether the goals and objectives stated for each course, program, or activity clearly relate to the goals and objectives of a particular discipline;
- (c) Whether the standards for evaluation of individual learners are clearly defined, and whether procedures to be used for assessment are clearly indicated;
- (d) Whether the planned goals, objectives, content to be covered, learning activities to be used, and materials to be used demonstrate an awareness of educational knowledge and practice appropriate to the course, program, or activity;
- (e) Whether provisions are made for assessment and evaluation of instructional effectiveness;
- (f) Whether planned content is regularly reviewed for appropriateness to the nature and needs of learners, the community, and society; and
- (g) Whether the planned resources, time, space, facilities, equipment, staff, and materials are adequate to the stated goals and objectives of each course, program, or activity.

“Monitoring” shall consist of the following activities:

- (a) Adjusting goals and objectives;
- (b) Modifying program content and use;
- (c) Assessing student and teacher interest;
- (d) Providing public information; and
- (e) Updating course descriptions.

CURRICULUM REVIEW MODEL



K-12 CURRICULUM ROTATION PLAN

Note: Aligned with NDE Curriculum Standards Dates.

YEAR	ASSESSMENT	DEVELOPMENT	IMPLEMENTATION	EVALUATION	MONITORING	EVALUATION
2015-2016	Health & PE Science	Vocational Activities	Math	Fine Arts Technology	Social Studies	Language Arts
ongoing	Language Arts	Health & PE Science	Vocational Activities	Math	Fine Arts Technology	Social Studies
2016-2017	Social Studies	Language Arts	Health & PE Science	Vocational Activities	Math	Fine Arts Technology
2014-2015	Fine Arts Technology	Social Studies	Language Arts	Health & PE Science	Vocational Activities	Math
2013-2014	Math	Fine Arts Technology	Social Studies	Language Arts	Health & PE Science	Vocational Activities
ongoing	Vocational Activities	Math	Fine Arts Technology	Social Studies	Language Arts	Health & PE Science

Vocational Activities include business, agriculture, industrial technology, home economics, and cooperative education. Support services, including special education, guidance counseling, media, technology, and activities/athletics shall be continuously reviewed. All curriculum reviews shall include programs of enrichment, writing, multicultural, and special needs.

Steps for Adding New Courses or Implementation of Experimental or Innovative Programs **AR-6215**

The following steps shall be followed in the adoption of new courses or implementation of experimental or innovative programs:

- (a) Identification of the goals, specific components, and criteria desired in the program based on staff input;
- (b) Prioritizing of goals, components, and criteria identified;
- (c) Selection of a screening or steering committee to direct the study;
- (d) Development of a budget and timeline for the implementation of the proposed program;
- (e) Presentation of the program and its anticipated goals to the board of education for the board's preliminary approval;
- (f) In-servicing of the screening or steering committee through the review of available materials and visitations to schools with similar programs;
- (g) Review of available materials from book representatives and other sources;
- (h) Presentation of the proposed program to the board of education for its approval. This presentation should review the available material and the estimated cost for implementation of the program, including the cost for additional personnel, textbooks, and supplies;
- (i) In-servicing of the staff;
- (j) Final identification of the textbooks and supplies needed for the program;
- (k) Development of curriculum guides;
- (l) Implementation of the program
- (m) Three-month and nine-month reviews of the outcome of the program and the identification of changes needed, with a report to the board of education after the nine-month review.

Refer to Policy 6210, Curriculum Changes and Curriculum Guides, and Policy 6215, Experimental/Innovative Programs.

Concussions: Return to Learn Protocol

AR-6283

Students who sustain a concussion and return to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

The school district adopts the Nebraska Department of Education guidance entitled “Return to Learn: Bridging the Gap from Concussion to the Classroom” as its return to learn protocol, with the recognition that each student who has sustained a concussion will require an individualized response. The guidance includes, but is not limited to, the following Return to Learn protocol.

Concussion Management Team (CMT) Return to Learn Protocol

The CMT ensures that every student who suffers a concussion is monitored for a safe return to activity.

1. Concussion occurs. If at a school sporting event or other school activity, family is notified of possible concussion.
2. Encourage parent to obtain medical confirmation of concussion from a licensed health care provider.
3. Parent signs Release of Information form allowing the school to be notified of concussion by the health care provider and for information sharing.
4. CMT contact person notified of concussion by parent, coach, athletic trainer, or health care provider.
5. CMT contact person informs appropriate school personnel (teachers, school nurse, athletic trainer, coaches, etc.) of concussed student and specifies general accommodations from health care provider, if available.
6. CMT implements a gradual Return to Learn Protocol based on the individual needs of the student. (Refer to Return to Academics Progression form.)
7. CMT documents physical, cognitive, behavioral and emotional symptoms of concussed student and assesses the student’s needs based on symptoms. (Refer to Post-Concussion Symptom Checklist).
8. CMT designs individual academic adjustment/accommodation plan with appropriate school staff and works with SAT process to coordinate academic adjustments/accommodations during recovery (about 2-3 weeks) and reviews with student and family.
9. CMT and teachers monitor the effectiveness of adjustments, accommodations, and symptoms of concussion and report progress/recovery data and results regularly to CMT contact person. Data on progress/recovery is shared with the student and family. The family tracks and regularly reports progress on physical, cognitive sleep, and emotional symptoms to CMT.
10. CMT makes adjustments and readjustments to individual plan until student no longer has special needs in the classroom resulting from the concussion. Student progress and updates are communicated to appropriate school staff, student, and family.

11. CMT and family agree the student is symptom free and function is “back to baseline” in the classroom.
12. Student returns to the classroom full-time with no adjustments or accommodations.
13. Parents/guardian deliver medical clearance from the healthcare provider to the CMT and parent provides written permission for the Return to Play Progression to begin.
14. Student begins Return to Play Progression after a successful Return to Learn.
15. CMT ensures that the concussion date and adjustment for Return to Learn are documented in the student’s file.

Textbooks and Workbooks

AR-6405

All new, old, and rebound textbooks and workbooks shall be stamped with the school district stamp and include the price of the book, the date of purchase, and the book's number.

Classroom teachers shall maintain an inventory list of all textbooks and workbooks designated for use during a school year. Such list shall be provided to the superintendent of schools for the purpose of compiling the school district's list of books used. The list shall include the title (including edition and copyright date), publisher, number of books, and the number available for the textbook loan program.

Textbooks and workbooks shall be checked out to students, and a record shall be kept of the assigned books and the condition of each book. Students shall be responsible for their assigned books. When books or other school district-owned items are called in or returned by students, fines may be assessed for items that are lost, abused, or exhibit excessive wear. Fines may vary according to the cost of the item, the year it was purchased, and the amount of damage.

Legal Reference: Neb. Rev. Stat. § 79-737

Loaning Textbooks

AR-6405.1

Any request for the loan of textbooks shall be made by the parents or legal guardian of a private school student or a parent representative on the Nebraska Department of Education Form #22-001. Requests must be made on or before January 15 of the year prior to the year in which the textbooks will be used. The parents or legal guardian shall specify the copyright edition is multiple copyright editions are available. The school district shall limit the loan each year to ten textbooks per student for grades K-6 and eight textbooks per student for grades 7-12.

Textbooks shall be returned within fifteen (15) days after the close of the public school year classes. Textbooks shall be returned undamaged, except for normal wear and tear. The parents or legal guardian shall be responsible for any damaged textbooks. The board of education reserves the right to loan books to parents or legal guardians who have failed to reimburse the school district for lost or damaged books.

Legal Reference: 92 NAC 4 001 to 004

McPherson County Schools

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

ADMINISTRATORS, FACULTY AND STAFF AGREEMENT

In order to make sure that all members of McPherson County Schools community understand and agree to these rules of conduct for use of the e-mail and Internet systems of the school district, the McPherson County Schools District asks that you, as an administrator, faculty member, or staff member user, sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the McPherson County Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of McPherson County Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the McPherson County Schools, any of its employees, or any institution providing network access to McPherson County Schools responsible for the performance of the system or the content of any material accessed through it.

Employee's Name _____

Employee's Signature _____ Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.

McPherson County Schools

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

STUDENT'S AGREEMENT

In order to make sure that all members of McPherson County Schools community understand and agree to these rules of conduct, McPherson County Schools asks that you as a student user sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the McPherson County Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of McPherson County Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the McPherson County Schools, any of its employees, or any institution providing network access to McPherson County Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Student's Signature _____ Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.

McPherson County Schools

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

PARENT'S AGREEMENT

In order to make sure that all members of McPherson County Schools community understand and agree to these rules of conduct, we ask that you as a parent/guardian sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by McPherson County Schools. As parent or guardian of the student named below, I grant permission for my son or daughter to access networked computer services such as electronic mail (e-mail) and the Internet. I understand that this free access is designed for educational purposes. I also understand that individuals may be held liable for violations of those Terms and Conditions. However, I also recognize that it is impossible to restrict access to all controversial materials and I will not hold McPherson County Schools responsible for materials acquired or sent via the network.

I agree not to hold the McPherson County Schools, any of its employees, or any institution providing network access to McPherson County Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Parent's Signature _____ Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.

Request for Reconsideration of Media

AR-6415

Media consists of many type of print and non-print materials, i.e., books, films, video tape, CDs and DVDs, filmstrips, tape recordings, study prints, pictures, transparencies, and all other printed or published items. Please list the material you are requesting to be reviewed.

Type of Media: _____

Name of Item: _____

Publisher or Producer: _____

Date of Publication: _____

Name of person, organization (group), or community seeking reconsideration:

Address:

Street	City	State	Zip
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Telephone No: _____ Date of Complaint: _____

The following is to be answered after the complainant has read, viewed, or listened to the material.

1. Did you read, view, or listen to the complete item?

Yes _____ No _____

2. How was the item acquired? (assignment, free selection, from a friend, etc.)

3. Is the item a part of a set or series?

Yes _____ No _____

If yes, did you read, view, or listen to the entire set or series?

Yes _____ No _____

4. What did you find objectionable regarding the item? (Be specific)

5. How did you react to the objectionable part of the item?

6. Were there good sections included in the item?

Yes _____ No _____

If yes, please list them:
