POLICY TYPE: EXECUTIVE EXPECTATIONS

POLICY TITLE: CURRICULUM

Fulfilling the mission of East Allen County Schools and achieving the learner outcomes specified in the Ends/Goals policies depends on the provision of an excellent curriculum and the associated textbooks, as well as supplementary and related materials. Accordingly, the Superintendent shall:

1. Provide, or allow to be provided, only a curriculum, textbooks, or other supporting materials that are consistent with Board policy.

2. Fully implement Board-approved programs, curricula, textbooks, and other curricular support materials.

3. Provide a report, by the second Board meeting in January of each calendar year, that lists each high school’s intended course offerings for the school year commencing the following autumn. This report must list separately each high school’s intended course offerings for the “One High School – Five Campuses” program.

4. Use appropriate and effective telecommunicative strategies, such as distance learning, to offer as many courses to each high school student as possible, consistent with the reasonable and prudent use of the budgetary and personnel resources of East Allen County Schools.

5. Implement a uniform class schedule for secondary schools that shall accommodate the following:

   A. Expansion of the high school curriculum offerings;

   B. The preservation of the 1 High School / 5 Campus concept;

   C. The college-level courses for high school and college credit, either by telecommunications or on campus program; and

   D. The reduction of secondary expenditures.
POLICY TYPE: EXECUTIVE EXPECTATIONS

POLICY TITLE: CURRICULUM

6. Perform the following tasks as part of the textbook adoption process:

A. Identify and contact as many organizations as may provide, at low cost or no cost to East Allen County Schools, reviews of public school textbooks. The search for such organizations shall be limited so that it requires reasonable time and effort to conduct. The organizations contacted shall be limited to those that are financially and organizationally independent of textbook publishing companies.

B. Transmit to each such reviewing organization, within five (5) working days of receipt, a list of Indiana-approved textbooks, along with requests for:

(1) Any available reviews of the Indiana-approved textbooks;

(2) Identification of any available corrected versions of Indiana-approved textbooks; and

(3) Permission to distribute copies of any reviews provided by the organization to any interested persons.

C. Deliver any and all reviews and information about corrected versions of textbooks to each member of a textbook adoption committee to whose duties the reviews and information are relevant.

D. During a thirty (30) day examination period prior to the Board meeting at which the adoption recommendation approval is an agenda item, have all recommended textbooks, other curricular materials, and reviews available at a single location for examination by any interested persons, between the hours of 8:00 a.m. and 4:00 p.m., Monday through Friday.

Policy Adopted 03/20/07
POLICY TYPE: EXECUTIVE EXPECTATIONS

POLICY TITLE: CURRICULUM

E. Nothing in this policy shall be interpreted or construed to mean that an unfavorable review by an outside organization disqualifies any textbook for adoption, or that a favorable review necessitates the recommendation of any textbook for adoption.

7. Provide a sex education program having the following characteristics:

A. The sex education program must unmistakably promote abstinence from sexual activity for unmarried persons, inform students of the possible adverse consequences of sexual activity among unmarried persons, and encourage students to seek out the advice and counsel of their parents or guardians concerning matters of sexual health and family planning.

B. The sex education program must not suggest, promote, or present any other contraceptive or prophylactic device, substance, or practice (including elective abortion) as an acceptable alternative to abstinence from sexual activity for unmarried persons. This policy does not forbid purely factual discussions of various contraceptive methods in the context of marriage, such as comparisons of their failure rates, side effects, and so on. This policy does forbid any encouragement of unmarried students to use any contraceptive methods or practices other than abstinence from sexual activity.

C. The sex education program must provide for male and female students to be separated during any sexually-explicit presentation.

D. The sex education program must not present or suggest the idea that homosexual practices are an acceptable alternative to heterosexual family life.

Policy Adopted 03/20/07
POLICY TYPE: EXECUTIVE EXPECTATIONS

POLICY TITLE: CURRICULUM

8. Provide a drug curriculum having the following characteristics:

   A. The drug curriculum must promote an understanding of the adverse consequences of the use of illegal drugs, and how to defend against inducements by others to use illegal drugs.

   B. The drug curriculum must not instruct students in methods of obtaining or using illegal drugs, other than for purposes of recognizing and avoiding illegal drugs and those who provide or consume them.

9. Provide an opportunity for students to study international and intercultural diversity focusing on the following areas of learning:

   A. United States and world history, including but not limited to the importance and influence of the economic conditions, predominant and dissenting movements in philosophy and religion, and the established and developing technologies characteristic of the times and places studied.

   B. Geography, including but not limited to map and place/name knowledge, natural resources, climate, and the influence of these factors on the economies, cultures, and ways of life where they are found.

   C. World Languages. Each student shall have the opportunity to become proficient in at least one world language other than English. Available resources shall be creatively used to provide world language instruction as extensively as possible to our students.

   D. The economics of international trade, including but not limited to the effects of intergovernmental trade agreements, international cartels, and international process and quality standards.

Policy Adopted 03/20/07