

CURRICULUM GOVERNANCE

This policy is to articulate Board governance standards in a way that addresses issues of curriculum control, direction, connectivity and equity, feedback and productivity so that all students will be assured of educational excellence and equity.

I. Control of the Curriculum

- A. There will be alignment of the written, tested and taught curriculum.
- B. The core curriculum will be accessible for all students to make continuous progress toward 12th grade graduation proficiencies. Proficiencies will be attained through the adherence to a spiraling K-12 curriculum that is performance-based and provides applied learning opportunities for students.
- C. The Board will adopt a comprehensive curriculum for grades K-12 that is designed and developed in accordance with national, state and local standards.
- D. District staff will share accountability for control of the curriculum through roles and responsibilities in specified job descriptions.

II. Direction of the Curriculum

- A. Curriculum will be written for all subject/learning areas.
- B. A Curriculum Review Cycle will be implemented to develop, revise and update academic curriculum.
- C. The Board will monitor the adoption of textbooks/resources in accordance with state law.
- D. The focus of curriculum is to emphasize academic content.

III. Connectivity and equitability of the Curriculum

- A. There will be strong predictability of the written curriculum from one level to another.
- B. Curriculum will be vertically articulated and horizontally coordinated.
- C. Staff will be involved in ongoing training to increase proficiency in the delivery of curriculum. Training is to be driven by District, site and individual professional development goals.

- D. Both training in and actual delivery of the curriculum is to be consistent across the district.
- E. There will be ongoing monitoring of the delivery of the curriculum for the purpose of improving the quality of instruction received by students of the Edmond Public Schools.
- F. Regardless of the school or teacher to which assigned, students are to receive equitable access to the District's adopted curriculum that corresponds with their grade level/course assignment.

IV. Curriculum Feedback

- A. The content of the District's program of assessment will align with written curriculum standards.
- B. The District program of assessment will measure student performance and provide feedback for curriculum design and development, curriculum delivery, and individual and group student performance compared to other groups of students nationally, within the state and locally (norm referenced).
- C. Annual performance reports will be made to the Board on program effectiveness including an analysis of student assessments to facilitate continual improvements in the curriculum and instruction provided students.

V. Productivity Support

- A. The District budget will support the continual improvement process of alignment of the written curriculum, the taught curriculum and assessment.
- B. Specific budget/resource allocations will be based upon curriculum priorities recommended by the superintendent/designee and approved by the Board.
- C. Budget allocations for ancillary services are to be consistent with the District's mission-critical task of supporting student learning.
- D. Resource support for District and site initiatives is to be based upon research-based and data driven strategic planning.

VI. Prohibition of Race and Sex Discrimination in Curriculum (written & aligned in accordance to 70 O.S. § 24-157(B))

- A. The board of education hereby directs that neither the district, nor any employee of the district shall teach or include in a course for students or employees the following discriminatory principles:
 - i. One race or sex is inherently superior to another race or sex,

- ii. An individual, by virtue of his or her race or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously,
 - iii. An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex,
 - iv. Members of one race or sex cannot and should not attempt to treat others without respect to race or sex,
 - v. An individual's moral character is necessarily determined by his or her race or sex,
 - vi. An individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex,
 - vii. Any individual should feel discomfort, guilt, anguish or any other form of psychological distress on account of his or her race or sex, or
 - viii. Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race.
- B. A "course" shall include any program or activity where instruction or activities tied to the instruction are provided by or within a public school, including courses, programs, instructional activities, lessons, training sessions, seminars, professional development, lectures, ~~sessions~~, coaching, tutoring or any other classes.
- C. Any individual may file a complaint alleging that a violation of enumerated items i-viii above in VI.A has occurred. In order for a complaint to be accepted for investigation, it must:
- a. Be submitted in writing, signed and dated by the complainant, including complaints submitted through electronic mail that include electronic signatures;
 - b. Identify the dates the alleged discriminatory act occurred;
 - c. Explain the alleged violation and/or discriminatory conduct and how enumerated items i-viii in VI.A have been violated;
 - d. Include relevant information that would enable a public school to investigate the alleged violation; and
 - e. Identify witnesses the school may interview. The school will not dismiss a complaint for failure to identify witnesses.
- D. The district hereby designates Randy Decker as the employee responsible for receiving complaints. The district will ensure that the employee is unbiased and free of any conflicts of interest. Complaints may be provided via telephone at 405-340-2800 and via email to randy.decker@edmondschools.net. This contact information shall also be accessible on the district's website.
- E. Upon receipt of a complaint, the complainant shall receive notification from the designated employee that the complaint has been received and whether it will be investigated within ten (10) days of receipt.

- F. The school district shall investigate all legally sufficient complaints and decide as to whether a violation occurred. The school district shall receive, process and investigate complaints in the same manner as all other complaints of discrimination. The investigation process shall be completed within forty-five (45) days of receipt of a claim. Within ten (10) days of resolution of the complaint, the designated employee shall report the resolution to the State Department of Education.
- G. No individual shall be retaliated against for (1) filing a complaint; (2) exercising any right or privilege conferred by referenced within 210:10-1-23 of the Accreditation Standards; (3) exercising any right or privilege secured by a law referenced in 210:10-1-23 of the Accreditation Standards. Any school employee who retaliates against a complainant may be subject to disciplinary action by the school district or by the State Board of Education.
- H. Any teacher or other school employee who files a complaint or otherwise discloses information that the employee reasonably believes is a violation of the prohibited concepts listed above shall be entitled to Whistleblower Protections.
- I. Any teacher or other school employee who, willfully, knowingly, and without probable cause makes a false report may be subject to disciplinary action by the school district or State Board of Education.