

DESCRIPTOR TERM: Instructional Program	Millard District Policy File Code: 5050 Approved: 05-11-17
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Elementary Program of Studies **(for Kindergarten through Sixth Grade)**

Purpose

The primary goal of education in the Millard School District is the development of motivated, enlightened, responsible, and capable citizen-scholars. To achieve this ultimate goal, we must have a vision of educational excellence that is scientifically researched based and which supports individual achievement and diversity.

The elementary school program reaches the greatest number of students, for a longer period of time, during the most formative years of the school experience. This unparalleled responsibility makes it imperative that the elementary program of studies be provided with effective leadership, meaningful standards, a balanced curriculum, sufficient means, and a competent staff.

A. Instructional Goals, Objectives, and Evaluation

1. The district shall provide a well-balanced curriculum in accordance with state law and Utah State Board of Education rules. Effective instruction shall be delivered to all enrolled students. Instruction shall be provided in the essential elements of each subject at appropriate grade levels.
2. The Millard School District Board of Education hereafter referred to as “the Board”) shall annually review data, including the results of state and district assessments, regarding student progress and identify areas of needed improvement. Based upon the findings of the review, the District shall make necessary adjustments to the instructional programs.
Utah Code Ann. § 53A-1-605(4) (2015)
Utah Code Ann. § 53A-1a-108.5 (2002)

B. Term of Instruction

1. The elementary program of the district shall be in operation for at least 176 instructional days, as required by Utah law.
2. The length of the school day for Kindergarten shall be at least two and one-half hours/daily or 450 hours/year, exclusive of lunch period.

- a. The Board may designate up to twelve (12) instructional days at either or both the beginning or end of the school year for assessment of students entering or completing Kindergarten.
- b. Assessments shall be conducted by qualified school employees. The assessment time per student must be adequate to justify the amount of instructional time used for assessment.
- c. Such action must be taken in a properly noticed public meeting and the parents or guardians of these students shall be given notice and an explanation of the assessment well in advance of the assessment period.

[Utah Administrative Rule R277-419-8.C (2012)]

3. The length of the school day for students in first through sixth grade shall be at least five and one-half hours/daily or 990 hours/year, exclusive of lunch periods.

C. Curriculum

1. The district's curriculum shall at least meet the minimum requirements of state law and State Board rules. The district may add elements at its discretion, but shall not delete or omit instruction in the essential elements.
Utah Administrative Rule R277-700-46 (2016)
2. The Utah Core Standards and a general core curriculum for the Millard School District in grades K-6 shall consist of:
 - a. English Language Arts;
 - b. Mathematics;
 - c. Science;
 - d. Social Studies;
 - e. The Arts:
 - (1) Visual Arts;
 - (2) Music;
 - (3) Dance; or
 - (4) Theatre.

- f. Health Education;
- g. Physical Education;
- h. Educational Technology; and
- i. Library Media.

Utah Administrative Rule R277-700-4 (2016)

3. Through an integrated curriculum, students shall be taught in connection with regular school work:
- (a) honesty, integrity, morality, civility, duty, honor, service, and obedience to the law;
 - (b) respect for and an understanding of the Declaration of Independence and the constitutions of the United States and of the state of Utah;
 - (c) Utah history, including territorial and pre-territorial development to the present;
 - (d) the essentials and benefits of the free enterprise system;
 - (e) respect for parents, home, and family;
 - (f) the dignity and necessity of honest labor; and
 - (g) other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students to recognize and accept responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the constitution.

[Utah Code Ann. § 53A-13-109(3) (2014)]

4. The Pledge of Allegiance to the flag shall be recited once at the beginning of each day in each public school classroom in the state, led by a student in the classroom, as assigned by the classroom teacher on a rotating basis.
- (a) Students shall be informed by posting a notice in a conspicuous place that the student has the right not to participate in reciting the pledge.
 - (b) A student shall be excused from reciting the pledge upon written request from the student's parent or legal guardian.
 - (c) At least once a year students shall be instructed that:

- (1) participation in the pledge of allegiance is voluntary and not compulsory; and
- (2) not only is it acceptable for someone to choose not to participate in the pledge of allegiance for religious or other reasons, but all students should show respect for any student who chooses not to participate.

[Utah Code Ann. § 53A-13-101.6 (2012)]

D. Student Mastery and Assessment of Utah Core Standards

1. Millard School District shall ensure student mastery of the Utah Core Standards in all grades.
2. Informal assessment should occur on a regular basis to ensure continual student progress.
3. State Board or district approved end-of-level summative assessments shall be used to determine student mastery of the following:
 - a. English Language Arts,
 - b. Mathematics,
 - c. Science, and
 - d. Writing.
4. Instruction shall be structured to accommodate individual student needs. Schools and teachers shall make provisions for remediation for all elementary students who do not achieve mastery of the Utah Core Standards.
5. A student with a disability served by a special education program is required to demonstrate mastery of the Utah Core Standards. If a student's disability precludes the student from successfully mastering the standards, the student's IEP team, on a case-by-case basis, may provide the student an accommodation for, or modify the mastery demonstration, to accommodate the student's disability.
6. If parents object to a portion of a course or to a course in its entirety, the parents shall be responsible for the student's mastery of Utah Core Standards to the satisfaction of the school prior to the student's promotion to the next course or grade level.

D. Special Programs

As required by Utah State Board of Education regulations, state, and federal law, Millard School District shall implement services for students with special needs. The district's special needs programs include, but are not limited to:

1. Alternative Language Services
2. At-Risk/Dropout Reduction Services
3. Gifted and Talented Programs
4. Special Education

E. Student Parent Educator Conferencing

Student Parent Educator Conferencing is a cooperative effort involving students, parents/guardians and educators. This process is a partnership that focuses on the individual needs of each student. The Individual Learning Plan (ILP), developed during conferencing, shall utilize reliable, useful and timely data on student progress and goals to facilitate planning. Continual assessment of student progress and goals is the key to the ILP process.

1. Kindergarten through sixth grade programs will adhere to the following guidelines related to Student Parent Educator Conferencing:
 - a. Conferences shall be held at least twice each year.
 - b. Earnest effort and reasonable accommodation shall be made to ensure that all parents/guardians and students attend each of the conferences at a scheduled time and in a scheduled place.
 - c. The information discussed in the conference shall be provided to the parents/guardians and a copy (digital or otherwise) is placed in the student's folder that moves from grade-to-grade and site-to-site with the student.
 - d. The school principal is responsible for developing procedures to ensure that an ILP is prepared for every student.
2. Elementary Conferences shall include:
 - a. Identified accomplishments and strengths celebrating the student.
 - b. Relevant data regarding the student's progress.

- c. Improvement and/or challenge goals jointly developed by the student, educator and parents.
 - d. Student, educator and parent roles and responsibilities for managing and monitoring continued student development.
3. Time spent during the school day to implement School Parent Educator conferences is considered part of the school term of instruction. Such conferences may only be held for a total of three full school days or a maximum of 16.5 hours for the school year.
Utah Code Ann. § 53A-1a-106(2)(b)iv (2012)
 4. A parent may request conferences with school personnel in addition to the School Parent Educator Conferences at any time.
[Utah Code Ann. § 53A-1a-106(2)(b)v (2012)]

F. Acceleration/Retention of Students

1. Every effort shall be made to assure that students move through the school system in a continuous manner.
2. Recommendations for acceleration or retention of a student, which would place a student in a learning environment other than with same-age peers, can be made from an educator and/or parents/guardians. Recommendations for acceleration or retention, stating detailed reasons and accompanied by supportive documentation, must be in writing.
3. Final determination concerning acceleration/retention shall be made jointly by the parents/guardians, school personnel and the principal. Parents have the right to appeal any decision made at the school level to the Superintendent of Schools and/or the Board of Education.