

DESCRIPTOR TERM: Instructional Program	Millard District Policy File Code: 5060 Approved: 10-13-22
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MIDDLE SCHOOL PROGRAM OF STUDIES

(for seventh and eighth grades)

A. Purpose

The middle school is designed to address the needs of the young adolescent. To effectively implement this responsibility, middle schools need effective leadership, meaningful standards, a balanced curriculum, sufficient means, and a competent staff.

B. 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. The essential elements represent the core knowledge, skills, and competencies all students should learn to be effective and productive members of society
2. The Board shall annually review staff data to identify areas of strength and areas of needed improvement. Based upon the findings of the review, the District shall make necessary adjustments to the instructional programs.

C. Term of Instruction

1. The middle schools 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 grades 5-8 is five and one-half hours/daily or 990 hours/year, exclusive of lunch periods.

D. Curriculum

1. The district's curriculum shall at least meet the minimum requirements of state law and State Board rules. Those minimum requirements are to contain the essential elements of each subject at appropriate grade levels. The essential elements represent the core knowledge, skills, and

competencies all students should learn to be effective and productive members of society. The district may add elements at its discretion, but shall not delete or omit instruction in the essential elements.

2. In addition, the District shall provide character education in connection with regular schoolwork, through an integrated curriculum approach. Instruction in this area shall emphasize honesty, temperance, morality, courtesy, obedience to law, respect for and an understanding of the constitutions of the United States and the state of Utah, the essentials and benefits of the free enterprise system, respect for parents and home, and the dignity and necessity of honest labor and other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students for a richer, happier life.

[Utah Code § 53G-10-204 \(2021\)](#)

3. A student in grades 7-8 is required to earn a minimum of fourteen (14) units of credit to be properly prepared for instruction in grades 9-12. The following are the general Utah Core requirements and units of credit that students in grades 7-8 shall complete:

- a. English Language Arts (2.0 units of credit);
- b. Mathematics (2.0 units of credit, including Math 7 and Math 8);
- c. Science (2.0 units of credit);
- d. Social Science (1.5 units of credit)
- e. The Arts (1.0 unit of credit from the following):
 - (1) Visual Arts;
 - (2) Music;
 - (3) Dance; or
 - (4) Theatre.
- f. Physical Education (1.0 unit of credit);
- g. Health Education (.5 unit of credit);
- h. College and Career Awareness (1.0 unit of credit);
- i. Digital Literacy (.5 unit of credit); and
- j. Electives (2.5 units of credit).

[Utah Administrative Rule R277-700-5 \(2018\)](#)

3. Human Sexuality instruction shall be presented in the middle school. This state-prescribed course provides instruction and information to students about sexual abstinence, human reproduction, reproductive anatomy, physiology, pregnancy, marriage, childbirth, parenthood, contraception, HIV/AIDS, and other sexually transmitted diseases. Instruction stresses the importance of abstinence from all sexual activity before marriage and fidelity after marriage as methods of preventing sexually transmitted diseases. The curriculum and education shall also stress personal skills that encourage individual choice of abstinence before marriage and fidelity within marriage. Parents may choose not to have their students participate in this instruction in its entirety or portions thereof. Outside of these state prescribed courses, no instruction regarding lifestyle choices, gender, or sexuality and other such complex issues shall be given in the middle school.

At no time shall instruction regarding lifestyle choices, gender, or sexuality and other such complex issues be given. It shall be the position of the board that such issues are best handled within the home.

[\(See Millard School District Human Sexuality/Maturation Policy File Code: 5170\)](#)

4. The Millard Board of Education may make exceptions to the above requirements upon the recommendation of the principal and the superintendent.
5. 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:
 - i. participation in the pledge of allegiance is voluntary and not compulsory; and
 - ii. 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 § 53G-10-304 \(2020\)](#)

E. 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. Language Arts,
 - b. Mathematics,
 - c. Science, and
 - d. Writing in grade 8.
4. Instruction shall be structured to accommodate individual student needs. Schools and teachers shall make provisions for remediation for all 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. A student may demonstrate competency to satisfy course requirements consistent with [R277-705-3](#).
7. 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.

[Utah Administrative Rule R277-700-7 \(2020\)](#)

F. Extracurricular Activities:

Young adolescents need a safe environment for experimentation. All extracurricular activities sponsored by the middle school shall be inclusionary. Opportunities are provided for all who wish to participate regardless of skill level.

G. 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

H. Student Parent Educator Conferencing

1. 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. Plan for College and Career Readiness means a plan developed by a student and the student's parent, in consultation with school counselors, teachers, and administrators that:
 - a. is initiated at the beginning of grade 7;
 - b. identifies a student's skills and objectives;
 - c. maps out a strategy to guide a student's course selection; and
 - d. links a student to post-secondary options, including higher education and careers.

[Utah Code § 53E-2-304\(2\)\(b\)\(i\) \(2019\)](#)

The Plan for College and Career Readiness (PCCR), developed during conferencing, shall utilize reliable, useful, and timely data on student progress and goals which will facilitate student planning. Continual assessment of student progress and goals is the key to the PCCR process. PCCRs are developed for each student in grades 7-8.

2. Middle schools will adhere to the following conferencing standards:
 - a. Conferences shall be held at least once yearly. In addition, seventh graders will have one group meeting with a counselor for college and career planning. Eighth graders will meet individually with a counselor once as well for the same purpose.

- b. Earnest effort and reasonable accommodation shall be made to ensure that all parents/guardians and students attend 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 a PCCR is prepared for every student.
- 3. Time spent during the school day to implement conferencing is considered part of the school term of instruction. Conferences may only be held for a total of three full school days or a maximum of 16.5 hours for the school year.
 - 4. A parent may request conferences with school personnel in addition to the Student Parent Teaching Conferences at any time.
[Utah Code Ann. § 53G-6-803 \(8\)\(2020\)](#)

I. Acceleration/Retention of Students

- 1. Effort shall be made to assure that students move through the school system in a continuous manner. Educators shall plan data-driven instruction to best meet the individual needs of students.
- 2. Suggestions for acceleration or retention of a student, which will place that student in a learning environment other than with own-age peers, can be made by an educator or parents/guardians. Prior to making a recommendation for acceleration or retention of a student, involved parties shall meet to discuss the consequences involved in such decisions. Written recommendations, stating detailed reasons, accompanied by supportive documentation, shall be prepared by the school principal. Final determination concerning acceleration/retention at the school level is made by the school principal. Parents have the right to appeal any decision made at the school level to the Superintendent of Schools. Final appeal may be made to the Board of Education.