

Emery County School District



Policy: IHA—Basic Instructional Program

Date Adopted: 20 April 1988

Current Review / Revision: **First Reading 9 September 2026**

~~The Board believes that education is a lifelong process. Therefore, the educational program in the Emery District will provide formal studies to meet the general academic requirements established by the State Board of Education and the District, and opportunities for individual students to develop specific talents and interests in applied technology and other specialized fields and grow toward becoming self-directed learners.~~

~~The Board subscribes to the philosophy that well-developed basic skills in math, computers, and reading, including the ability to spell, speak and write intellectually, are essential in our society. It will adopt specific requirements to ensure that our high school graduates are sufficiently competent in these essential skills.~~

~~The various instructional programs will be developed with the view toward maintaining balanced, integrated, and sequentially articulated curricula which will serve the educational needs of all students in the District.~~

~~At all levels, provisions will be made for a wide range of individual differences in student abilities and learning rates through use of a variety of materials, adjustments in programs, and courses adapted to special needs of students.~~

~~The curriculum will meet those requirements established by state law and the State Board of Education.~~

~~The course offerings shall comply with the core curriculum established by the State Board of Education.~~

~~Under the direction of the superintendent, all schools shall design curriculum and instructional strategies to insure student mastery of the approved curriculum and provide students with an appropriate educational experience at all levels. The District administration will maintain a current list of approved curriculum courses and the program requirements at each grade level of instruction.~~

The Board recognizes education as a lifelong process essential for personal success and civic responsibility. Emery School District is dedicated to preparing all students for postsecondary education, modern workforce entry, and active citizenship as outlined in the Emery Portrait of a Graduate. The District provides rigorous academic instruction aligned with Utah State Board of Education (USBE) standards, alongside robust opportunities in Career and Technical Education (CTE), STEM, digital literacy, and specialized fields to encourage self-directed, lifelong learners.

The Board emphasizes foundational competence in language arts, mathematics, the sciences, the arts, and information communication technology. Instructional programs will explicitly incorporate durable skills including critical thinking, effective communication, resilience, personal responsibility, work ethic, civics and citizenship. Opportunities for innovation, leadership, participation, concurrent enrollment, and professionalism are additional areas of critical focus that accord high school students experiences that are preparatory and support future readiness for post high school outcomes.

Curriculum Structure and Alignment

State Compliance: District curriculum must meet or exceed all statutory requirements and the Utah Core Standards established by the USBE.

Articulated K–12 Framework: Instructional programs will follow a sequential, balanced, and integrated curriculum framework across all grade levels to support continuous student growth.

Specialized Pathways: The District will maintain diverse course offerings, including CTE pathways, concurrent enrollment, and specialized electives aligned with regional workforce needs and student interest.

Personalized Learning and Differentiation

To address individual learning needs, abilities, and paces, schools will employ evidence-based instructional strategies and multi-tiered systems of support (MTSS). Provisions, including specialized accommodations, accelerated coursework, adaptive learning technology, and program modifications will be made for special education, gifted, English language learner, and at-risk student populations.

Administrative Implementation and Oversight

Under the leadership of the Superintendent, district administration and school leaders shall:

- Design, refine, and monitor instructional practices to ensure student mastery of approved standards.
- Utilize valid assessment measures to evaluate academic proficiency and adjust instruction accordingly.
- - Schools will effectively utilize an early release schedule to collaborate weekly for the purpose of reviewing student performance data and instructional practice within the Professional Learning Communities framework and practice.
- Maintain and publish an updated catalog of approved courses, graduation requirements, and grade-level learning expectations accessible to parents and students.

Previous Revision - 17 June 1998