



**Boulder Valley School District**  
**File: IGA**  
**Adopted: date of manual adoption**  
**Revised and Adopted: June 10, 1993**

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**Associated Regulation: IGA-R**

## **BASIC INSTRUCTIONAL PROGRAM**

The educational program shall provide both formal studies to meet the general academic needs of all students and, to the extent possible, opportunities for individual children to develop specific talents and interests in more specialized fields.

An atmosphere shall prevail in which healthy growth is fostered, ability is recognized, and excellence encouraged, and in which a productive life is held before students as a model to emulate.

The various instructional programs shall be developed with the view towards maintaining balanced, integrated, and sequentially articulated curricula which will serve the educational needs of all school-aged children in the District.

In all instances, the curriculum shall meet the educational requirements established by state statutes and the State Department of Education. Additions or modifications to the curriculum will not be considered by the Board of Education unless they are congruent with District goals.

The program requirements are designed to provide a minimum program of study upon which individual schools may build a more complete program which meets the unique needs of students in their particular communities.

### **Elementary Program**

Primary emphasis in the elementary grades is placed on instruction in all basic skills: language arts, mathematics, science, and social studies. Communication and computation competencies are particularly essential for all students. Creativity is encouraged early in many subject areas. Music, art, physical education, health, and safety are introduced at an early level.

The content, scope, and sequence for courses, as well as time allotments and schedules, are described in administrative bulletins and regulations and in curriculum guides.

### **Middle School Program**

The middle school in the Boulder Valley School District strives to personalize education for its students by achieving a balance between academic and personal/social development. High expectations will be set for students to develop skills and gain essential information to enable them to continue their education successfully. At the same time students will be given support as they face the developmental challenges of adolescence. To this end, the instruction will emphasize certain essentials of successful middle level education, including interdisciplinary team organization, flexible scheduling, advisory programs, exploratory opportunities, instructional strategies appropriate to the age level of students, common learning environments, co-curricular opportunities, transitional emphasis, and an instructional program which balances high academic expectations with the unique developmental needs of early adolescents.

### **Senior High School Program**

The senior high school shall include a variety of courses in language arts, mathematics, science, social studies, foreign language, home economics, industrial arts, business education, health and physical education, vocational education, arts, and music.

Specific course requirements shall be developed by the administration, subject to Board approval. They shall be congruent with the District's educational goals and with the requirements of state law and the State Department of Education.

Current practice codified 1978

LEGAL REFS.: C.R.S. 22-1-104; 22-1-105

C.R.S. 22-1-108 through -111

C.R.S. 22-25-101 *et seq.*

CROSS REFS.: IKF, Graduation Requirements

**End of File: IGA**