

INSTRUCTIONAL GOALS AND OBJECTIVES

I. Generally

The school environment should be responsive and conducive to learning. The physical environment facilitates and enhances the learning experiences available to each student. A responsive environment includes competent, dedicated teachers using a variety of techniques and a classroom atmosphere where students can function and develop according to their abilities. Safety, physical comfort, and appearance also are vital environmental components.

The School Board develops and implements a program of instruction for grades kindergarten through 12 that is aligned to the Standards of Learning established by the Virginia Board of Education (VBOE) and that meets or exceeds VBOE requirements. The program of instruction emphasizes reading, writing, speaking, mathematical concepts and problem solving, proficiency in the use of computers and related technology, computer science and computational thinking, including computer coding, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or training in a career or technical field; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

II. Standards of Quality -Educational Objectives

The School Board also implements:

1. Programs in grades kindergarten through grade 3 that emphasize developmentally appropriate learning to enhance success;
2. Programs based on prevention, intervention, or re-teaching (remediation) designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school; such programs shall include components that are research-based;
3. Career and technical education programs incorporated into the kindergarten through grade 12 curricula;
4. Educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to Virginia Code § 22.1-200.03;
5. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law;

- 47 6. Early identification of gifted students and enrollment of such students in
48 appropriately differentiated instructional programs;
- 49 7. Educational alternatives for students whose needs are not met in programs prescribed
50 elsewhere in the Standards of Learning (consistent with the ACPS Multi-Tiered
51 System of Supports);
- 52 8. Adult Education programs for individuals functioning below the high school
53 completion level;
- 54 9. A plan to make achievement for students who are educationally at-risk a Division-
55 wide priority that shall include procedures for measuring the progress of such
56 students;
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- 58 10. An agreement for post-secondary degree attainment with a community college in
59 Virginia specifying the options for students to complete an Associate’s Degree or a
60 one-year Uniform Certificate of General Studies from a community college
61 concurrent with a high school diploma; such agreement shall specify the credit
62 available for dual-enrollment courses and Advanced Placement courses with
63 qualifying exam scores of “3” or higher;
- 64 11. A plan to notify students and their parents/guardians of the availability of dual-
65 enrollment and Advanced Placement classes; career and technical education
66 programs, including internships, externships, apprenticeships, credentialing programs,
67 certification programs, licensure programs, and other work-based learning
68 experiences; the International Baccalaureate Programme, and Academic Year
69 Governor’s School Programs; the qualifications for enrolling in such classes,
70 programs and experiences; and the ability to take Advanced Placement exams at
71 reduced or no cost; this plan shall include notification to students and
72 parents/guardians of the agreement with a community college in Virginia to enable
73 students to complete an associate’s degree or a one-year Uniform Certificate of
74 General Studies concurrent with a high school diploma;
- 75 12. Identification of students with Limited English Proficiency and enrollment of such
76 students in appropriate instructional programs, which may include dual language
77 programs whereby students receive instruction in English and in a second language;
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- 79 13. Early identification, diagnosis, and assistance for students with needs in reading and
80 mathematics and provision of instructional strategies and reading and mathematics
81 practices that benefit the development of reading and mathematics skills for all
82 students;
- 83 14. Incorporation of art, music, and physical education as a part of the instructional
84 program at the elementary school level;
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- 86 15. A program of physical activity available to all students consisting of at least:
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 - 88 • 60-90 minutes per week of physical education instruction, in addition to daily
89 recess and active classroom learning for elementary students;
 - 90 • 210 minutes per week of health/physical education instruction for middle school
91 students;
 - 92 • An average of 180 minutes of instruction per week for students enrolled in high
school health/physical education classes; and

- 93 • With the goal of at least 220 minutes per week on average during the regular
94 school year. (Physical education is not required for 11th and 12th grade students.)
95 such program may include any combination of (i) physical education classes, (ii)
96 extracurricular athletics, (iii) recess, or (iv) other programs ;
- 97 16. A program of student services for grades kindergarten through grade 12 that shall be
98 designed to aid students in their educational, social, and career development;
- 99 17. The collection and analysis of data and the use of results to evaluate and make
100 decisions about the instructional program; and
- 101 18. A program of instruction in each government course in the school division on all
102 information and concepts in the civics portion of the U.S. Naturalization test.
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104 **III. Standards of Quality - Programs and Services**

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106 The School Board commits itself to providing programs and services as stated in the
107 Standards of Quality so every ACPS student may develop the skills necessary for success
108 in school, preparation for life, and for reaching their full potential.
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110 **A. Notification of Plans to Assess**

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112 Prior to administering standardized assessments or screenings for determination of at-
113 risk learners, ACPS notifies each student's parent/guardian using an annual, Division-
114 level notification letter. The letter communicates the purpose of the relevant
115 assessment(s) and the approximate timeline for delivery, and is translated into the
116 four, major Division-wide languages (English, Spanish, Arabic and Amharic).
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118 **B. Notification of Assessment Results**

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120 In accordance with Va. Code § 22.1-215.2, timely written notification is provided to
121 the parents/guardians of any student who:

- 122 • Undergoes literacy screening and/or Multi-Tiered Systems of Support (MTSS)
123 screening and services; or
- 124 • Does not meet the benchmark or who is identified as at risk on any assessment
125 used to determine at-risk learners in preschool through grade 12. The
126 notification(s) includes all related assessment scores and subscores and any
127 intervention plan that results from such scores or subscores; or
- 128 • Receives reading intervention services. Parents/guardians of each student who
129 receives reading intervention services are notified before the provision of services
130 begin.

131 **C. Notification of Intervention and Support Plans**

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134 For students who do not meet the benchmark or who are otherwise identified to be at
135 risk based on a standardized or other assessment used to determine at-risk learners:

- 136 • Any intervention or support plans are communicated to the student's parent/
137 guardian in writing;
- 138 • The student's progress is monitored throughout the provision of services; and

- Those who receive reading intervention services (grades K-3) or algebra readiness intervention services (grades 6-9) based on their diagnostic test results, are assessed again at the end of that school year. ACPS reports the results of such Virginia Department of Education (VDOE)-approved reading and algebra-readiness diagnostic tests to VDOE annually.

146 Adopted: January 9, 1997

147 Amended: July 1, 2005

148 Amended: September 17, 2015

149 Amended: October 27, 2016

150 Amended: November 4, 2021

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152 Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-23.3, 22.1-215.2, 22.1-
153 253.13:1.

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156 Cross Refs.: IGAD Career and Technical Education Program

157 IGBE Remedial and Summer Instructional Program

158 IGBI Advanced Placement and Dual Enrollment Classes

159 JHCF Student Wellness