

INSTRUCTIONAL GOALS AND OBJECTIVES

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 shall develop and implement a program of instruction for grades kindergarten through 12 that is aligned to the Standards of Learning established by the Board of Education and that meets or exceeds the requirements of the Board of Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, 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.

Standards of Quality and Objectives

~~The School Board accepts the overall goals of public education as expressed by the Standards of Quality legislated by the Virginia General Assembly and implemented by State Board of Education regulations:~~

The School Board shall also implement:

1. Programs in grades kindergarten through grade 3 that emphasize developmentally appropriate learning to enhance success;:-
2. Programs based upon prevention, intervention, or 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;:-
6. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs;:-
7. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in the Standards of Learning (consistent with the ACPS Multi-Tier System of

Support);-

8. Adult Education programs for individuals functioning below the high school completion level.
9. A plan to make achievement for students who are educationally at-risk a division-wide priority that shall include procedures for measuring the progress of such students;:-
10. An agreement for post-secondary degree attainment with a community college in Virginia specifying the options for students to complete an Associate's Degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma; such agreement shall specify the credit for dual-enrollment courses and Advanced Placement courses with qualifying exam scores of "3" or higher;:-
11. A plan to notify students and their parents/guardians of the availability of dual-enrollment and Advanced Placement classes, the qualifications for enrolling in such classes and programs, and the availability of financial assistance;:-
12. Identification of students with Limited English Proficiency and enrollment of such students in appropriate instructional programs;:-
13. Early identification, diagnosis, and assistance for students with diagnosed needs in reading and mathematics and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students;:-
14. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level;:-
15. A program of physical fitness available to all students with the goal of at least 150 minutes per week on average during the regular school year; such programs to include a combination of physical education classes, extracurricular athletics, or other programs and physical activities deemed appropriate by the School Board;:-
16. A program of student services for grades kindergarten through grade 12 that shall be designed to aid students in their educational, social, and career development;:-
17. The collection and analysis of data and the use of results to evaluate and make decisions about the instructional program;:- and
- 17-18. A program of instruction in each government course in the school division on all information and concepts in the civics portion of the U.S. Naturalization test.

Standards of Quality - Programs and Services

The School Board commits itself to providing programs and services as stated in the Standards of Quality to an extent proportionate to the availability of state and local funding.

Adopted: January 9, 1997
Amended: July 1, 2005
Amended: September 17, 2015

Amended:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:1et seq.

~~8VAC20-131-10 et seq.~~

Cross Refs.: IGBI Advanced Placement and Dual Enrollment Classes
JHCF Student Wellness

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