

Policy Code: 3000 Goals and Objectives of the Educational Program

It is the goal of the board that every student be provided the opportunity to receive a sound basic education and graduate from high school prepared for work, further education, and citizenship. The mission of the Chapel Hill-Carrboro City Schools is to empower all students to acquire the knowledge, skills, and insights necessary to live rewarding, productive lives, prepared to contribute to the global community. Chapel Hill-Carrboro City Schools is committed to being a district that is recognized for educational excellence and equity, providing a rigorous, innovative educational program that supports and challenges each student to achieve at a high level and graduate from high school prepared for the future. The board believes the district can reach its vision only if achievement is raised for all students, opportunity gaps are closed, and institutional barriers that prevent students from reaching high levels of success are eliminated. This will be accomplished by developing institutional policies, practices, and programs that create a climate of equity and acceptance that respects, values, and responds to the diversity of all its members.

The Board recognizes the critical role of parents, governmental and nonprofit agencies, businesses, and the community in helping individual students and the school district meet educational goals. A successful educational program also depends on innovation at the district and individual school level; therefore, the Board is committed to the development and implementation of quality school improvement plans necessary to ensure the educational success of their students.

The Board recognizes its responsibility to set high expectations for each child to learn, achieve, and fulfill his/her potential. In addition to providing a basic education program as prescribed by the State Board of Education, the board believes that the educational program also must ensure every student achieves high levels of success in a rigorous course of study designed to prepare them to stay ahead of international competition and for challenging curriculum beyond secondary school.

Vision for Instruction and Student Engagement

Our school district is committed to providing high-quality instruction that engages and empowers every student to achieve academic success and develop essential life skills. We believe in fostering a learning environment that is inclusive, innovative, and responsive to the diverse needs of our students. We recognize that student engagement is a critical factor in the learning process. We define student engagement as active participation, curiosity, and enthusiasm in the classroom. We are dedicated to creating a positive and inclusive learning atmosphere that motivates students to become self-directed learners.

To support and guide the district's vision for instruction and student engagement, the board has established the following priorities for the educational program:

1. that students develop sufficient ability to read, write, and speak the English language and a sufficient knowledge of fundamental mathematics and physical science to function in a complex and changing society;
2. that students develop sufficient knowledge of geography, history, and basic economic and political systems to make informed choices with regard to issues that affect the student personally or affect the student's community, state, and nation;
3. that students develop sufficient academic, career, and technical skills to successfully engage in post-secondary or advanced or highly skilled career and technical education and to compete on an equal basis with others in further formal education or gainful employment in contemporary society;

4. that the Gifted Education program nurtures the exceptional talents and potential of students and provides challenging, enriching, and tailored educational experiences that promote their intellectual growth, creativity, and social-emotional development, which is also the expectation for all students.

5. that the Exceptional Children's program is specially designed to meet the unique needs of children with special needs by providing tailored educational experiences, personalized support, and inclusive learning environments that foster growth, achievement, and overall well-being, which is also the expectation for all students.

6. that the Multi-Language Learner program provides high-quality language acquisition instruction, comprehensive academic support, culturally responsive materials, and language resources to ensure that learners have nurturing environments that promote language proficiency, academic success, and full participation in our diverse educational community, which is also the expectation for all students.

In order to meet the district's visions, the board has established the following goals.

1. All students will graduate prepared for the 21st Century as high-achieving learners, possessing:

- ? world language skills,

- ? global awareness,

- ? competencies in the use of current technology to access and demonstrate new knowledge and skills,

- ? skills to communicate effectively and appropriately for a variety of purposes,

- ? experiences that foster self-expression and creativity,

- ? critical thinking, problem-solving skills,

- ? the ability to work effectively as a member of a diverse team,

- ? an appreciation of the arts,

- ? skills needed for success as a lifelong learner to be competitive in a constantly changing international environment.

2. All educators will provide an effective educational program for all students by:

- ? ensuring consistent, high-quality curriculum and engaging learning experiences,

- ? ensuring instruction effectively meets the needs of a diverse student population, including appropriate academic experiences, culturally responsive instruction, and English language development,

- ? using appropriate assessments to improve learning, and

- ? providing immediate and effective interventions to support students.

3. All learning environments will be safe, inviting, and respectful and promote character development and physical and mental health in which:

- ? students feel a sense of belonging and connectedness to their school,
- ? students feel supported by their teachers,
- ? parents, staff, and students have positive perceptions of the learning environment,
- ? every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices by developing skills and attitudes necessary for good mental, physical, and emotional health,
- ? every school focuses on helping students develop the
 - ? skills necessary for self-advocacy, self-direction, personal responsibility and accountability, and appropriate response to authority,
 - ? knowledge and skills necessary to become an effective citizen,
 - ? skills to make appropriate choices about activities and lifelong goals,
- ? every school fosters respect and appreciation for diversity, including race, color, religion, sex, gender, gender identity, sexual orientation, familial status, and national origin.

4. Classroom teachers are instrumental in promoting student achievement. The role and responsibilities of teachers in our district affirms our commitment to providing high-quality education and ensuring that every student can reach their full potential.

? Curriculum Delivery:

? Deliver instruction that aligns with the approved curriculum, educational standards, and the needs of students as outlined in the district's Curriculum and Instruction Management Plan.

? Engage students in meaningful and relevant learning experiences that promote critical thinking, problem-solving, and skill development.

? Classroom Management:

? Maintain a safe, inclusive, and respectful classroom environment conducive to learning.

? Implement fair and consistent classroom management practices that encourage positive behavior and address any disciplinary issues promptly and constructively.

? Student Assessment:

? Regularly assess student progress using a variety of assessment tools and methods.

? Provide timely and constructive feedback to students to support their growth and improvement.

? Differentiated Instruction:

? Recognize and respond to the diverse learning needs of students by adapting instructional strategies and materials as necessary.

? Provide appropriate accommodations and support for students with special needs or diverse backgrounds.

? Professional Learning:

? Engage in ongoing professional learning to stay current with best practices in education and enhance teaching skills.

? Collaborate with colleagues and participate in school-based professional learning communities.

? Communication:

? Maintain open and regular communication with students, parents, and guardians regarding academic progress, expectations, and classroom activities.

? Respond promptly to parent and guardian inquiries and concerns.

? Cultural Integrity:

? Foster an inclusive classroom environment that respects and values diversity, promoting cultural sensitivity and understanding among students.

? Professional Conduct:

? Demonstrate professionalism, integrity, and ethical behavior at all times, serving as a positive role model for students.

? Adhere to all school district policies, rules, and regulations.

? Collaboration:

? Collaborate with colleagues, administrators, and other stakeholders to support a cohesive and effective educational community.

? Engage in collaborative decision-making and contribute to school improvement efforts.

These goals and objectives of the educational program, as outlined in the Chapel Hill-Carrboro City Schools' Strategic Plan, will be used to guide the board and all members of each school community in all of their duties.

This policy will be reviewed periodically to ensure its alignment with the evolving needs and goals of the school district, as well as any relevant changes in educational best practices and regulations.

Legal References: [G.S. 115C art. 8 pt.1](#); [115C-12\(32\)](#), [-12\(39\)](#), [-36](#), [-47\(1\)](#), [-151](#); State Board of Education Policies [GRAD-006](#), [SCOS-016](#); [S.L. 2015-241](#), Sec. 8A.2.; *Leandro v. State*, 346 N.C. 336 (1997)

Cross References: Board Authority and Duties (Policy 1010), Curriculum Development (Policy 3100), Selection of Educational Resources (Policy 3200), Counseling Program (Policy 3610),

Adopted:

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Chapel Hill-Carrboro Schools
