

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy			
	Organization for Instruction	Descriptor Term:	Descriptor Code:	Issued:
			I-190	7/95
		Reviewed:	Revised:	
	9/24	10/24		

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2 Some system-wide uniformity of organization is necessary to ensure efficient administration and quality
3 education for pupils. A reasonable degree of flexibility in the general framework, however, permits each
4 school to make adjustments and adaptations in order to fit local conditions and facilities.
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6 **ELEMENTARY SCHOOL PROGRAM, GRADES K – 5**

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8 The instructional program in the elementary school provides for emphasis on the basic skill areas of
9 language arts and mathematics. Additional skills and content are provided through the instructional areas
10 of social studies, science, health and safety, music, art and physical education.
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12 **KINDERGARTEN**

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14 A program is available for every child who is five years old. Emphasis is placed upon active learning in
15 a workshop atmosphere with an emphasis on the use of manipulative materials. The daily program
16 provides activities that are both stimulating and quiet, student-choice and teacher-directed, and large and
17 small groups. The use of state and locally adopted instructional materials is required. Skills and content
18 objectives are identified in Tennessee Academic Standards.
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20 **GRADES 1 – 5**

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22 Elementary teachers are responsible for the total instructional program. Skills and content objectives are
23 identified in Tennessee Academic Standards for each subject area. The curriculum shall be integrated
24 across subject areas, and the daily program shall be organized into flexible blocks of time. The use of
25 state and locally adopted instructional materials is required. Classes shall be self-contained and
26 heterogeneous. Classes in grades 3-5 may departmentalize by subject following an approved plan for
27 instruction.
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29 **MIDDLE SCHOOL PROGRAM, GRADES 6 – 8**

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31 The organization of the middle school provides for continued emphasis on the basic skills of learning and
32 assists pupils in making the transition from the elementary school to the high school. The middle school
33 offers specialized instruction in each subject area and, at the same time, includes exploratory courses and
34 activities.
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36 Middle school pupils are provided a home base, and the subject areas of language arts, social studies,
37 mathematics, and science are taught in the same area of the building by a team of teachers, each
38 specializing in one or more of the four subject areas. A group of approximately 120 pupils, divided into
39 four heterogeneously grouped classes, is assigned to each team of teachers. The use of state and locally
40 adopted instructional materials is required. Special area teachers instruct pupils in art, band, choral and
41 general music, physical education, health, computer technology, and group guidance. Reading and math
42 intervention are embedded in the school day as required by RTI² state policies.

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Beginning in the 2024-2025 school year, sixth grade students, at some point in middle school, will be required to complete a course in computer science education.¹

SECONDARY SCHOOL PROGRAM, GRADES 9 – 12

The guiding principle for organizational framework at the secondary level is to provide support for tailoring educational opportunities to the interests, needs, and aptitudes of the individual student. The use of state and locally adopted instructional materials is required. High schools are supported with an Academy Coach to bridge classroom and industry connections for student experiences and networking.

High schools in the 865 Academies will have a freshman academy and sophomore career-themed academies including a team of math, science, social studies, ELL, and English teachers, special education educators, the freshman counselor, and the freshman principal. The team will share a common set of heterogeneously grouped students and will meet regularly to plan Tier I student supports, career connections, and interdisciplinary connections to the 865 Ready Portrait of a Graduate.

ACCREDITATION

The Knox County Board of Education adheres to the principles and standards for secondary schools as outlined by the State of Tennessee Department of Education High school personnel, programs, schedules, materials, organizations, and physical facilities shall comply with current requirements in order to ensure that all Knox County secondary schools are accredited by the Tennessee State Department of Education.

PUPIL PLACEMENT

The criteria for placement of pupils in the secondary program should include the following sources:

- 1. Achievement and scholastic aptitude test data
- 2. Teacher recommendation
- 3. Scholastic grades
- 4. Course offerings and competency requirements
- 5. Career goals of the pupil
- 6. Parent and pupil preference

Legal Reference:

- 1. T.C.A. § 49-6-1010.

Approved as to Legal Form
By Knox County Law Director 8/16/2024
/Gary T. Dupler/Deputy Law Director