

Instructional Alignment Framework
Standards of Service
2024-2025

Elementary Schools

The following information outlines the expectations for providing the minimum standards of service for each grade band. These expectations are to be used to inform planning, scheduling, and staffing of the school’s educational program designed to address the needs of all students and meet college- and career-ready course progression across all APS schools.

District	Regular Daily Instruction
Teaching and Learning	
A. Grading <u>(Administrative Regulations Expectations)</u> - Academic Grades - Core Content - Extended Core Content - Non-Academic Grades - Progress Reports - Report Cards	Grading - Assign a minimum of eight (8) grades, for each subject, per quarter (approximately every 9 weeks); evenly distributed across the grading period in order to consistently reflect student progress towards mastery of the standards. - Assign a minimum of one (1) grade, every two weeks, per extended core class that meets only once per week (e.g. elementary school art, music, physical education, and world language). - Assign a minimum of eight (8) grades per quarter course (core or extended core) that meets daily. - Evaluate ES students’ work habits (non-academic goals) based on age-appropriate competencies, which may include, but are not limited to, conduct, citizenship, class participation, preparation, punctuality, meeting deadlines, neatness, organization, etc. - Distribute interim progress reports at least four (4) times per year - 4.5 weeks into the school year and midway between report card issuance dates. - Distribute report cards after the end of each quarter
B. Core Content Offerings - Math - Literacy-ELA - Science - Social Studies Note: The Core Offerings are required.	Core Content Offerings Math (K-3)* 300 minutes/weekly - Standards-aligned - Procedural Skill & Fluency and Rigor: Conceptual Understanding & Application *3rd Grade minutes for Tier 2-Tier 4 Schools Math (4-5)* 375 minutes/weekly - Standards-aligned - Procedural Skill & Fluency and Rigor: Conceptual Understanding & Application *3rd Grade minutes for Tier I Schools

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- **Literacy-ELA (K-3)***
 - **600 minutes/weekly**
 - Standards-aligned
 - Explicit Reading Instruction and Explicit Writing Instruction Daily
 - Phonics Instruction using Flyleaf - Daily for All Schools
 - [Heggerty Resource](#)
 - Implementation of Orton-Gillingham Methodology by trained teachers in Title-I Schools
 - *3rd Grade minutes for Tier 2-Tier 4 Schools
- **Literacy-ELA (4-5)***
 - **450 minutes/weekly**
 - Standards-aligned
 - Explicit Reading Instruction and Explicit Writing Instruction Daily
 - *3rd Grade minutes for Tier I Schools
 - [Heggerty Resource](#)
- **Science (K-2)**
 - **125 minutes/weekly**
 - Standards-aligned
 - 3-D Framework: Core Ideas; Crosscutting Concepts; Science & Engineering Practices
- **Science (3)**
 - **165 minutes/weekly**
 - Standards-aligned
 - 3-D Framework: Core Ideas; Crosscutting Concepts; Science & Engineering Practices
- **Science (4-5)**
 - **200 minutes/weekly**
 - Standards-aligned
 - 3-D Framework: Core Ideas; Crosscutting Concepts; Science & Engineering Practices
- **Social Studies (K-2)**
 - **75 minutes/weekly**
 - Standards-aligned
 - Inquiry-based

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| | <ul style="list-style-type: none">▪ Content; Enduring Themes; Information Processing Skills; Map & Globe Skills▪ Gallopade▪ Social Studies (3)<ul style="list-style-type: none">▪ 165 minutes/weekly▪ Standards-aligned▪ Inquiry-based▪ Content; Enduring Themes; Information Processing Skills; Map & Globe Skills▪ Gallopade▪ Social Studies (4-5)<ul style="list-style-type: none">▪ 200 minutes/weekly▪ Standards-aligned▪ Inquiry-based▪ Content; Enduring Themes; Information Processing Skills; Map & Globe Skills▪ Gallopade |
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C. Extended Core Offerings • World Languages • Fine/Visual Arts • Physical Education • Health Extended Core Offerings are required. Flexibility is granted only in the following areas: grade levels, course offerings, and instructional minutes. Decisions made must be in alignment with the cluster plan, signature program requirements, high school programming, and discussed with and approved by your respective Associate Superintendent. Note: To achieve our goal of developing the whole child, it is vital that our students have access to the learning experiences found in the arts, world languages, physical education, and health.	Extended Core Offerings • World Languages ▪ Minimum Requirements • Implementation of district-provided instructional resources and instructional proficiency-based practices. • Teacher participation and engagement in monthly district World Languages PLCs • Non-IB Schools only: Exposure Model: minimum of 30 min segment/week from an in-person teacher certified in the world language; schools may select beginning grade level which must include 5th grade to support program articulation into middle school • IB-PYP schools: Proficiency Model: minimum of 90 min/week from teacher certified in the world language; starting in Gr. 2 • Fine/Visual Arts ▪ Recommended Practices, <u>not</u> Requirements ▪ Visual Arts - 40 minutes/week ▪ General Music - 40 minutes/week ▪ Performing Arts Extensions • Band - 40 minutes, twice/week • Orchestra -40 minutes, twice/week • Dance - 40 minutes/week • Theatre - 40 minutes/ week ▪ Certified arts teachers (highly recommended) ▪ STEAM Schools: Arts integration should be evident in arts courses and core content courses • Physical Education (PE) - Each school containing any grade K-5 shall provide a minimum of 90 contact hours of instruction at each grade level K-5 in health and physical education. ○ Requirement ▪ Recess: House Bill 1283 states that beginning in the 2022-2023 school year, each elementary school will schedule recess for all students in kindergarten and grades one through five every school day, with the following exceptions: • Days where a student has had physical education (PE) or structured activity time or • If reasonable circumstances impede such recess, such as: ○ inclement weather when no indoor space is available ○ assemblies or field trips exceeding their scheduled duration ○ conflicts occurring at the scheduled recess time over which the classroom teacher has no control ○ emergencies, disasters, or acts of God ■ Each elementary school is encouraged to include an average of 30 minutes per day of supervised unstructured activity time, preferably outdoors. ■ Breaks may not be withheld from students for disciplinary or academic reasons.
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	▪ Recommended Practices, <u>not</u> Requirements • 60 contact minutes (Two 30 -minute periods/week; Gr. K-5) • Certified PE teacher (highly recommended) • Health- Each school containing any grade K-5 shall provide a minimum of 90 contact hours of instruction at each grade level K-5 in health and physical education. ▪ Requirement ▪ In accordance with State Board of Education Rule 160-4-2-.12, alcohol & tobacco, vapor products, and other drug-use education shall be provided to students on an annual basis. ▪ In accordance with SENATE BILL 401, schools should annually provide age-appropriate sexual abuse and assault awareness and prevention education in kindergarten through grade 9. ▪ Recommended Practice, not Requirement • 30 minutes/week
D. Content-Aligned Curriculum Mapping (Scope & Sequence with Pacing Guides) • Learning targets w. aligned assessments • Instructional practices • Embedded assessments • Instructional resources • Differentiated learning supports (SpEd, ESOL, struggling learners, etc.)	Content-Aligned Curriculum Mapping (2024-2025 Scope & Sequence with Pacing Guides) • Use of selected and required curriculum to fidelity • APS' Definition of Instructional Planning is evident in independent planning and collaborative weekly and unit planning PLC meetings • Know/Do/Show charts • Learning targets with aligned assessments • Instructional practices • Embedded assessments • Instructional resources • Differentiated learning supports (SpEd, ESOL, struggling learners, etc.)
E. Instructional Materials/ Resources • Instructional materials aligned to the standards • District-approved menu of aligned resources	Instructional Materials/ Resources • Use of selected and required curriculum to fidelity • Instructional materials aligned to the standards and requisite concepts/skills • District-approved menu of aligned resources • Flyleaf for daily phonics instruction (daily) K-3 • Units of Study • Curricular Guidebooks • PBL and Inquiry/Concept Units to support Signature Programming

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	*3rd Grade minutes for Tier 2-Tier 4 Schools
F. Balanced Assessment System - Universal Screener - NWEA MAP and MAP Fluency - Classroom assessments - Common assessments - District benchmark assessments - Summative assessments - Data-driven instruction (DDI) methodology	Balanced Assessment System - All district required assessments (e.g., District common assessments, interim assessments, universal screener) are implemented - Universal Screener Three Times a Year - NWEA MAP and MAP Fluency for Reading and NWEA MAP Math three times per year - Classroom assessments - Summative assessments APS' Definition of Data-Driven Instruction (DDI) is evident in classrooms, PLCs, coaching, and SLT actions
G. Early Learning – PreK Instructional Domains - Physical Development & Motor Skills - Social & Emotional Development - Approaches to Play & Learning - Communication, Language & Literacy - Cognitive Development & General Knowledge - Literacy and numeracy PreK-3 alignment - Social Emotional Learning (SEL) alignment	Early Learning (if applicable) - Instructional Day - Some standards and skills are embedded within transitions i.e. Social Emotional Learning/Approaches to Play - Physical Development & Motor Skills - Music & Movement - Outdoor Play - Maximum of 30 min. gross motor play/recess - Social & Emotional Development - Opening Circle (Second Step) - Closing Circle - Transitions - Approaches to Play & Learning - Center Time – 60 minutes, uninterrupted - Communication, Language & Literacy - 30 min/daily - Large Group Literacy - Story Time - Phonological Awareness - Alphabet Knowledge - Concepts of Print - Emergent Writing - Cognitive Development & General Knowledge - 30 min/daily - Math Circle - Science and Social Studies Integration 1:1 Instruction - Teachers will offer 1:1 instruction during the 30 minutes of added instructional time. Each student should receive 1:1 instruction at least once a week.

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	○ Intervention Block- Vary by school <i>*Note: DECAL funding supports 6.5 hours within a Georgia Pre-k daily schedule with naptime as non-instructional time.</i> ● Naptime - 60 min/daily <i>*Note: The components of the Pre-K schedule may cover multiple instructional domains.</i> ● Required Assessments ○ Work Sampling Online ○ Brigance- HeadStart Sites ○ Kindergarten Readiness Inventory ● Alignment & Transition ○ PK-3 literacy alignment ○ PK-3 numeracy alignment ○ SEL alignment ○ Plan for effective school transition for rising K students (from APS PK and early learning providers) ● Head Start Sites, Only ○ Daily oral hygiene ○ Daily health checks ○ Monthly health and safety checks ○ Four total parent conferences ○ On-going wraparound services ● IB and STEM/STEAM Schools--Pre-K students and teachers must be included in all PYP program expectations and STEM instructional practices ● DLI Schools - DLI Pre-K align with 50/50 program model and Pre-K students and teachers must be included in all DLI expectations and instructional practices. DLI Pre-K teachers and paraprofessionals must demonstrate Advanced-Mid or higher proficiency in both English and Spanish <i>May need to be adapted depending on State/Federal regulations.</i>
H. Gifted & Talented ● State-approved delivery models ● District-approved menu of resources	Gifted & Talented ● State-approved delivery models: Resource, Cluster Grouping, or Collaborative Teaching ● District-Approved Menu of Resources
I. ESOL (English to Speakers of Other Languages) ● Compliance with state, federal, and LEA regulations ● Adherence to 30-day rule for newly enrolled students	ESOL Instructional Program ● In compliance with state, federal, and LEA regulations, all identified English Learners (ELs) are required to receive the ESOL instructional program for the entire school year. Per federal law, ELs who qualify for special education must receive the ESOL instructional program from the ESOL teacher unless the IEP team determines English language development will be provided by Special Education and notes that additional language support in the IEP. ● State-approved delivery models: Push In, Scheduled ESOL, Sheltered Core Content, Pull Out, Dual Language Immersion (DLI program schools only), Resource Center/Lab

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• Schedule ALL identified ELs for ESOL program for entire year • State-approved delivery models • State-required minimum number of instructional minutes, daily unless approved in advance • District-approved resources • Implementation of ESOL WIDA standards and ESOL instructional practices and elements • Integration of Ellevation Strategies • Use of parent-preferred language for school-home communication	(Use of this model requires prior approval from Director of Multilingual Programs & Services) • State-required minimum number of instructional minutes: K-5 = 45 minutes/day or 225 minutes/week. Grades 4th - 5th <u>may</u> receive an additional 45 minutes/day for a total of 90 minutes/day or 450 minutes/week. • ESOL teacher allocation is formula-based and determined by the number of ELs at the school. All ESOL teachers must have a full teaching load supporting ELs directly in the classroom in alignment with their FTE. • All ESOL instruction must be daily unless authorized in advance by District ESOL. • ESOL teacher participation and engagement in all district ESOL PLCs and Title III professional learning • ESOL teacher participation in grade level PLCs, IEP meetings, MTSS meetings, and any other meetings reviewing EL progress • Implementation of District ESOL-approved resources • ESOL instructional elements for all ESOL lessons: WIDA Standards Framework with appropriate content GPS, Content Objective, Language Objective, Formative Assessments, appropriate scaffolds and supports to ensure access to grade-level standards • Embed Ellevation Strategies into Instructional Planning for all teachers with ELs • Supplemental programs for ELs who require native language supports or intensive literacy development: ○ Imagine Learning (Cantonese, Japanese, Russian, Somali, Tagalog) ○ Lexia Learning (Arabic, French, Haitian-Creole, Korean, Mandarin, Portuguese, Spanish, or Vietnamese) • Supplemental program for newcomer or other ELs who require who require oracy development: ○ Lexia English
J. Social Emotional Learning (SEL) • Explicit instruction • District-approved menu of resources • SEL Team (must include, but not limited to administrator, counselor, & teacher) • Monthly team meetings	SEL • 60 minutes/weekly – ○ One explicit lesson per week using the Second Step Curriculum ○ One daily community gathering lesson ○ Child Protection Unit (Erin’s Law Requirement) • Integration of SEL competencies and learning standards into instruction and Signature Programming through the use of strategies such as collaborative structures, student voice & choice, instructional planning for cultural responsiveness, and opportunities for critical thinking and self-reflection • Reinforcement of SEL skills and competencies embedded in classroom rituals and routines through use of strategies such as essential agreements, check-ins, brain breaks, mindfulness, peace corners, restorative practices etc... • SEL Team (must include, but not limited to administrator, counselor, & teacher representatives) • Monthly Team Meetings • District-approved menu of vetted resources
KL. Signature Programs • Authorization/Certification • Staffing • Professional Learning	Signature Programs • All schools are actively progressing towards (re)authorization and/or (re)certification • A dedicated, full-time, school-based specialist with at least 75% of time reserved for signature program implementation has been hired. • Compliance with authorizing organizations (IBO or GaDOE) for signature programs

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Curriculum Implementation	- Implement inquiry and standards-based units that meets minimum requirements and frequency of the authorizing/certifying agency - Staff participate in at least 90+ minutes of targeted, signature program-specific professional learning per month - Adherence to Signature Program specific standards of service: International Baccalaureate and STEM/STEAM
L. Dual Language Immersion - Compliance with all APS DLI Program Assurances - State-approved delivery model for ESOL for two-way DLI programs - District-approved resources	Dual Language Immersion (DLI) - Implementation of 50-50, two teacher DLI program model with daily instruction in both languages for equal parts of the day. - English Partner teacher is ESOL teacher of record for two-way program schools and must hold ESOL Endorsement. - Spanish Phonics Instruction (Estrellita) provided at minimum of 20 minutes/day in K-2nd - Division of Literacy block in English and Spanish to support Biliteracy - Core Content Offerings are divided between English and Spanish Partner teachers. Spanish: Math, Spanish Language Arts, Science with content reinforcement for Social Studies English: ELA, Social Studies, with daily content reinforcement in Math and Science - Implementation with fidelity of district-approved Spanish DLI resources and curriculum - DLI staff participation and engagement in monthly district DLI PLCs and DLI professional learning - Weekly collaboration and co-planning between DLI partners and monthly DLI PLCs for vertical planning
Student Services	
M. Multi-Tiered System of Supports (MTSS) - Problem-solving Response to Intervention (RTI) methodology with data-based decision-making - Tiered intervention support facilitated structured intervention plans - Student Support Team process - District supported menu of interventions and progress monitoring tools	Multi-Tiered System of Supports (MTSS) - Schools will implement the Problem-solving RTI methodology with data-based decision-making. - All intervention plans for students receiving Tier 3 interventions will be placed in Infinite Campus. - Student Support Teams (SST) meet on each student receiving Tier 3 interventions at least every 8 weeks. - All students receiving Tier 2 and Tier 3 interventions should be monitored on their progress biweekly/weekly. - Schools will follow the district supported menu of interventions and progress monitoring tools. - MTSS Contacts will attend the monthly PD sessions offered by the district MTSS Department. - All interventions implemented are evidence based. - Schools will submit and implement a school wide behavior plan documenting school wide behavior, attendance, and engagement practices.
N. Whole Child - Whole Child Intervention Team Meetings - Cycle of Support	Whole Child - Schools will implement a Whole-Child system of support that ensures social-emotional learning, behavior, and wellness for all students. - A weekly Whole Child Intervention Team Meeting is implemented, and all documentation is uploaded monthly. - Various school support team members attend and participate in the Whole Child and Intervention Team Meeting.

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	Wrap-around support is available, staffed appropriately, and implemented in alignment with best practices and service delivery expectations established by the district.
O. Early Intervention Program (EIP) - Remediation Support in Reading & Mathematics - State-approved delivery models utilizing class size reduction	Early Intervention Program (EIP) 225 minutes/weekly per content area K-3rd 250 minutes/weekly per content area 4th & 5th Standards-aligned - R/ELA: Structured Literacy - Math: Fluency & Conceptual Understanding & Application Remediation of Foundation Skills
P. Special Education - Compliance of federal, state, and LEA regulations - District-approved menu of SpEd resources	Special Education - Compliance of federal, state, and LEA regulations - All identified English Learners (EL) are required per federal law to receive both ESOL and Special Education - District-approved menu of SpEd resources - IB Schools-students and teachers must be included in all Primary Years Programme expectations
Q. Inclusive Practices - Compliance of the IEP goals - Master schedule reflects co-teaching sections in core subject areas - Common planning for co-teaching partners - Communication and classroom structures reflect the co-teaching partnership (letters to parents, report cards, parent conferences, etc.)	Inclusive Practices - Compliance of the IEP goals - Master Schedule reflects co-teaching sections in core subject areas - Weekly common planning for co-teaching partners - Communication and classroom structures reflect the co-teaching partnership (letters to parents, report cards, parent conferences, etc.)
R. Health Services - Georgia School Health Law (local and federal) - School Health Partners - School Health Community Resources - Health and Safety	Health Services - Immunization assessment for compliance required for all student enrollment and attendance - Vision and hearing screenings performed - State reporting of immunization assessment findings for Pre-K and Kindergarten - School Health partners to support students for vision, school health clinics, mobile health clinics, telehealth, vaccination events, and community health access to care - Local and State mandatory reporting - Relevant health initiatives i.e., stop the bleed, lupus foundation, prevent blindness, vision to learn, telehealth expansion

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	Health response to emergency situations and public health emergencies i.e., COVID-19, emergency preparedness in the school environment
S. Student Assignment + Records - SBOE Rule 160-5-1-.14 Transfer of Student Records - SBOE Rule 160-5-1-.28 Student Enrollment and Withdrawal - APS Standard Protocols	Student Enrollment - Students should be enrolled within 24-48 hours of receipt of a completed enrollment application and all required documents - Conditional Enrollments should be issued, handled, and resolved according to the Conditional Enrollment Protocol Student Records Management - Upon request from another K-12 school, student records for withdrawing students should be transferred via Scribbles (External) or JotForm (Internal) within 3 business days (stand best practice) and no later than 10 days (State Rule). - Student Permanent Record Files should be maintained and secured according to APS Student Records Management Best Practices.
T. School Counseling Use of Counselor Time O.C.G.A. § 20-2-182(c)	Academic Development - Assist students with transitions, such as moving from one grade to another or transitioning to a new school - Provide age-appropriate classroom lessons on topics such as test taking skills, study skills and time management as part of monthly core classroom lessons - Collaborate and consult with teachers to support academic achievement College/Career Readiness - Provide age-appropriate classroom lessons on topics such as the relationship between school and future career opportunities as part of monthly core classroom lessons - Develop career awareness and exploration activities Social and Emotional Development - Use appropriate tools to assess students' social and emotional needs - Provide age-appropriate classroom lessons on topics such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making as part of monthly core classroom lesson
U. Social Work Services - McKinney-Vento Act –HB 855: Compliance of Federal & State Regulations regarding students and families experiencing homelessness and who are in foster care O.C.G.A. § 20-2-690.1: Compliance of State Law regarding Student Attendance - Jason Flatt Act- O.C.G.A. § 19-7-5 (2016)- O.C.G.A. § 16-5-46 (2022): Compliance of Federal and State Regulations as	Social Work Services McKinney-Vento & Foster Care - Reverification of students experiencing homelessness completed by August 15th of each school year - Immediately assess whether exposure to trauma has had or is likely to have an adverse impact on the educational performance of students in foster care. This can be addressed through a WIC meeting and the Trauma-Informed Education Support (TIES) Plan must be completed and uploaded to the APS portal shared Attendance - Tier 1: By September 30th of each school year, complete the Comprehensive Schoolwide Attendance & Behavior Plan and upload to the APS portal shared - Tier 2: 5-Day Letter is mailed to parents/guardians when students have 5 days of unexcused absences and schools have not received the hand-written note/doctor's excuse (per state law) - Tier 2: Attendance Ambassadors provide supports and interventions (i.e., making weekly contacts with their assigned parents/guardians to determine the reason for the absence, problem-solve to develop the intervention plan, etc.) ---per state law. This can be done in-person, by phone conference, or virtually. - Tier 3: Referral to social workers to implement intensive interventions (i.e. collaborative interventions and supports with Truancy Prevention Intervention and/or Homeless Education Social Workers, referral to DFCS/Court, identify Top 20 Students and facilitate a focus group, etc.) Safety

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well as district protocols regarding Student Safety (Suicide, Child Abuse, Human Trafficking, STARS-Crisis Team) Planning and Supports for Mental Health & Well-being	- Facilitate the Child Abuse/Suicide Prevention Training during pre-planning to ensure school staff are equipped to support students Day 1 - Redeliver Child Abuse training with specific focus on Human Trafficking by January 31st each school year - STARS Team: Student Support Personnel assigned to schools provide immediate support and interventions to identified schools to help return the school back to normal operations and help promote normative coping and natural healing process of students and staff Mental Health & Well-being - Identify office/room the therapist can meet with students confidentially on their caseload - Social worker is to hold weekly staffing meetings with the therapist to receive status updates of students referred - Certified Social Workers and Counselors facilitate Sources of Strength Curriculum with students identified needing support
V. Psychological Services - Compliance of federal, state, and LEA regulations - Academic and Behavioral Intervention - Mental Health Supports and Trainings	Psychological Evaluations and Reports - School Psychologists specialize in the evaluation and identification of students with disabilities. Their evaluations are utilized for special education and 504 eligibility purposes, recommendations for accommodations to meet students’ needs, and eligibility for the gifted program. - Identify office/room where school psychologist can evaluate students confidentially and write psychological reports - Ensure that psychological assessments and records are maintained in space that is unavailable to other school personnel, stakeholders, or students Intervention and Consultation - School psychologists act as consultations and assist MTSS contacts in identifying appropriate interventions and progress monitoring tools - School psychologists serve on Whole Child Intervention meetings during which referral for evaluation will be considered, provide consultative services prior to WCI meetings, and collaborate with school teams to identify specific WCI meetings that warrant their attendance - School psychologists are required team members for all initial referrals and eligibility meetings, with exception to meetings for students who only receive speech services - School psychologists are required to consult on all 504 eligibility meetings involving mental health impairments or DSM-5 diagnoses, with exception to ADHD (e.g. anxiety, depression, mood disorders) - School psychologists are required team members for all special education MDR meetings and all 504 MDR meetings involving students with mental health impairments or DSM-5 diagnoses - School psychologists provide individual and group skills-based counseling - School psychologists serve on school, cluster, and district-wide STARS (crisis intervention) teams - School psychologists provide trainings designed to help stakeholders understand the nature of students’ disabilities, ways to support students’ mental and academic growth, and appropriate interventions and accommodations
W. Student Discipline	Title IX Training - School-based Administrators who are assigned to serve as Title IX Investigators should complete annual training(s). Resources can be reviewed at any time and are uploaded via the SharePoint link below Student Discipline Resources - Schools are expected to utilize specific forms pertaining to the Student Code of Conduct and potential cases relating to Title IX on our Discipline SharePoint site - Schools are encouraged to adhere to the Discipline Hearing Timeline. Please note that a 10-day suspension is the max number of days but is not required when requesting a disciplinary hearing. Our goal is to always schedule the hearing within less than ten days unless time is needed for an MDR (Manifestation Determination Review).

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Instructional Technology	
AA. Instructional Technology • Innovative Teaching practices to support 21st Century Teaching and Learning • Equip teachers with the skills and strategies needed to prepare students for the workforce of the future	Instructional Technology Recommendations from the GADOE: https://lor2.gadoe.org/gadoe/file/010b8861-2c58-4627-8489-b3aba7ae66a2/1/21stCenturyTechStandardsTaskforceReport%20%284%29%20%281%29.pdf Technology learning standards to ensure all educators and students in Georgia have access to the following: • a 21st-century learning environment; • uniform standards for devices, networks, technology structure, bandwidth, and more; • technology inventory aligned to standards that create a common set of metrics; and • funding, resources, and support to minimize technology gaps. In addition to the GADOE recommendations, the APS Department of Instructional Technology supports the following: • Problem/project-based learning • Technology Instruction should move from Substitution to Redefinition on the SAMR Model when possible and when appropriate • Foster AI literacy by providing training, resources, and support for educators and students to effectively understand, integrate, and critically engage with AI tools and concepts in teaching and learning. • Modeling lessons, co teaching lessons, assisting teachers with lesson planning, observing teachers for effective integration of technology. • Instructional Technology job embedded professional development for all APS teachers and staff.
AB. Media Services • High Quality Media Services programming ◦ Annual program goals designed by certified School Library Media Specialists, Media Committee, and School Leadership Team	Media Services - For schools who have opted to retain a certified school library media specialist • Collaborative Planning: Media specialists collaborate with teachers to design and deliver instructional activities integrating media and technology resources. <i>Supported by Georgia SBOE Rule 160-4-4-.01: Media Programs, which require media specialists to work with teachers to improve student achievement.</i> • Curriculum Alignment: Resources and services are aligned with Georgia Standards of Excellence and local district curriculum. • Flexible Access: The media center operates on a flexible schedule, ensuring resources are available to meet instructional needs. <i>Mandated by Georgia SBOE Rule 160-4-4-.01, which prioritizes access based on instructional requirements.</i> • Inclusive Atmosphere: Creates a safe, welcoming environment that reflects Georgia's diversity and promotes equitable access to all learners. • Technology Integration: Provides modern technology and digital tools, aligning with the Georgia Technology Initiatives for K-12 education. • Research Skills: Media specialists teach students to locate, evaluate, and use information responsibly. <i>Aligned with Georgia Performance Standards for Information Literacy.</i> • Digital Citizenship: Promotes safe and ethical use of technology, ensuring compliance with the Children's Internet Protection Act (CIPA) for e-rate funding. • Copyright and Fair Use: Provides training on intellectual property laws, adhering to federal and state copyright policies. • Professional Leadership: Media specialists are part of school leadership teams, advocating for library programs that support student success. <i>Required by Georgia SBOE Rule 160-4-4-.01: Media Programs.</i>

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- **Community Partnerships:** Establishes partnerships with organizations such as Everybody Wins! Atlanta and Page Turners Make Great Learners to expand opportunities for students.
- **Promotion of Literacy:** Implements initiatives like the Helen Ruffin Reading Bowl, Race2Read, and author visits, in line with Georgia's literacy goals.
- **Balanced Collection:** Maintains a diverse collection that supports the curriculum, fosters cultural competency, and meets the needs of all learners.
Supported by Georgia SBOE Rule 160-4-4-.01, which requires local policies for the selection and removal of resources.
- **Weeding and Updating:** Ensures materials are current and relevant, following the district's media policy guidelines.
- **Accessibility:** Adheres to the Americans with Disabilities Act (ADA) by providing accessible resources for all students, ensuring that all students have the opportunity to select reading material at a minimum of two (2) per month.
- **Budget Management:** Allocates resources efficiently, in compliance with Georgia's Quality Basic Education (QBE) Act, which funds media programs.
- **Policy Development:** Implements policies for resource selection and reconsideration in line with SBOE Rule 160-4-4-.01.
- **Data-Informed Decisions:** Collects and analyzes usage data to improve services and demonstrate impact, aligning with GaDOE's strategic goals.
- **Teacher Training:** Provides professional development on integrating library and technology resources into classroom instruction.
Supported by Title II, Part A federal funding guidelines for professional growth.
- **Continuous Learning:** Media specialists engage in ongoing professional development to stay informed about best practices, as outlined in the Georgia Library Media Specialist Evaluation Instrument (SLEI).
 - District professional learning: July 2025, October 2025, February 2026, May 2026
- **Mentorship:** Assists in the professional growth of new media specialists and school staff, fostering leadership capacity.
- **Parental Engagement:** Develop resources to support literacy and technology use at home, aligned with Georgia's family engagement policies.
- **Library Promotion:** Uses newsletters, social media, and community events to showcase library services and programs.
- **Advocacy:** Communicates the impact of library services on student success to school boards, administrators, and the community.

Media Services - Recommended best practices for schools without a certified school library media specialist

- **Accessibility:** Ensures materials are made available for students including check out at a minimum of 2 books per student, per month
- **Flexible Access:** The media center operates on a flexible schedule, ensuring resources are available to meet instructional needs.
Mandated by Georgia SBOE Rule 160-4-4-.01, which prioritizes access based on instructional requirements.
- **Inclusive Atmosphere:** Creates a safe, welcoming environment that reflects Georgia's diversity and promotes equitable access to all learners.
- **Balanced Collection:** Maintains a diverse collection that supports the curriculum, fosters cultural competency, and meets the needs of all learners.
Supported by Georgia SBOE Rule 160-4-4-.01, which requires local policies for the selection and removal of resources.
- **Weeding and Updating:** Ensures materials are current and relevant, following the district's media policy guidelines.

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