

General Policy Statement

In its relationship with the instructional program, the board hopes to make its finest contribution to education in our community. The board sees itself supporting and supplementing the efforts of the faculty, not trespassing.

Fine teachers, administrators and other instructional personnel need several kinds of important help from laymen. Most important of all they need to know what we expect our children and youths to learn. Accordingly, we set up and keep an eye on purposes for our schools.

We are interested too, in supporting the staff's continuing efforts to improve the instructional program, assuming that there is always room for improvement.

Finally, and of extreme importance, is to have the staff present us with evidence of achievement, or lack of achievement, of our students with respect to educational goals of the district as approved by the board. It is clear that factual evidence of the productivity of our schools is the board's best device for evaluating our educational system, for guiding improvement efforts, and for fostering approval of schools.

Policy Adopted: 12/75

Policy Reviewed: 9/1/88

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Objectives of the Instructional Program

The board recognizes that it has responsibility for educating all students in the district who are capable of learning, regardless of their abilities, race, color, or national origin. It recognizes that the entire person comes to school, and that the school cannot well ignore their health, character and total personality development. However, it also recognizes that the school cannot assume complete responsibility for the total development of the student. This responsibility must be shared by the home and total community with its various organizations and environmental conditions.

The board thus recognizes that the school is but one of several institutions in our society and community responsible for the educational development of our students. The primary responsibility of the district should be the achievement of those educational goals, which are uniquely those of the school and for which the other institutions of our society and community do not assume major responsibility.

The board believes that the most important educational task assigned to the school is that of maximum intellectual development of students. Including the development of their intellect to the solution of the problems of citizenship in a democratic society. Therefore, this district will concentrate its resources and develop an educational program to discharge this most important responsibility.

The board further recognizes, however, that if the education of its students is to be complete, the educational tasks of other community institutions must be supported and reinforced. Thus, the district shall assume shared responsibility for the physical, social -emotional and ethical-moral development of its students.

Consistent with the above statement of priorities, the school district shall assume primary responsibility for an equal opportunity for each student toward his maximum achievement of the following educational goals:

1. An inquiring mind, with a continuing desire for knowledge and maximum educational effort, including the development of effective study skill and habits.
2. The ability to think clearly and accurately, draw conclusions, make decisions and take action based on evidence.
3. Proficiency in the use of the basic tools of learning in functional problem solving and in the acquisition of information, facts and knowledge about the world and its people.
4. Proficiency in the skills of communication, including the ability to express himself/herself clearly and accurately, both in writing and speech and the ability to listen

effectively and critically.

5. Understanding of an individual, their nature, environment, and relationship to the society in which student lives with emphasis on their responsibilities and rights as a citizen including the study of history, geography, civics, economics and the arts.

6. Knowledge of science and proficiency in the use of the scientific method of problem solving.

7. Knowledge of mathematics and proficiency in the use of the fundamental process of quantitative reasoning and expression.

In keeping with these principles, the school district shall also be concerned with and assume shared responsibility by providing instructional activities that supplement the efforts of other institutions and community agencies toward the attainment of:

1. The power of personal discipline and moral integrity without which education is mere training.

2. The information, guidance and training necessary to help students make wise educational and occupational choices.

3. The health, both physical and mental of each individual student with an aim to participation in physical game skills.

4. The social and moral competence of each student toward responsible membership in our democratic society.

5. The knowledge and practice of personal and community safety.

6. The active interest of each student in aesthetic experiences with the skills and attitudes necessary for satisfying self-expression in the creative arts.

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