

BOARD OPERATIONS

Series 100

Policy Title . . . EDUCATIONAL GOALS

Code No. 111

I. OUR FRAME OF REFERENCE

It is believed that, in establishing and supporting a school system for all the people, the people want the school as a public institution to provide insofar as possible the following:

1. A well qualified and efficient staff of teachers of such character that if a child should become like any one of the teachers, the parents and others would be proud of the child.
2. Physical plant and equipment adequate to meet the most exacting needs of every learner, the like of which separate families could not provide.
3. Experience for effective learning, the like of which the best home alone could not provide.
4. An educational leadership which courageously and ably leads to continuous school improvement.

II. OBJECTIVES OF EDUCATION IN THE BURLINGTON AREA SCHOOL DISTRICT

The Burlington Area School District is looked upon as an ever changing social community where young people live. Here they are provided opportunities to determine and to work toward goals that are purposeful and significant to them. They are given experiences which are designed to develop their talents and characteristics and which are essential to a wholesome child life. Subject matter is thought of in terms of units of living and learning.

We believe in every experience the whole child must be considered; the mental, physical, moral, spiritual, emotional, and social being.

In teaching, as in parenthood, we must start where the child is. We must provide challenges for the child according to his/her abilities. We should not expect all children to develop at the same rate. The school program must be adjusted to the child's needs, interest, abilities, and rate of growth in intellectual as well as physiological qualities.

A. Goals of Human Relationships

In order to develop in children attitudes and proficiencies for wholesome human relationships, it is essential:

1. The develop cooperative understandings and effort in work and play with others.

2. To provide enjoyable experience which will produce for them wholesome, sincere friendships.
3. To develop the realization that family relationships influence the manner in which an individual conducts himself/herself in a group, since consideration for others is the core of good living.
4. To help cultivate an appreciation and regard for the interrelationships of individuals and groups in the home, the schools, the community, the state, the nation, and the world in preparing for the democratic way of life.

B. Goals of Self-Realization

In order that our children may become all that their talents promise for them, it is essential:

1. To supply experiences that will create a desire for lifelong learning and a desire to search for truth.
2. Reading and writing be recognized as the heart of the district's curriculum with appropriate emphasis provided by every teacher.
3. To help them learn to be critical thinkers in order to effectively solve problems of the real world.
4. To teach how to read and write effectively, and to speak the English language clearly.
5. To assist in developing logical thinking ability in order to solve mathematical problems and problems of daily living.
6. To help cultivate the ability to observe and to listen.
7. To help them understand the basic facts of health and disease.
8. To assist them in cultivating an appreciation for beauty and an appreciation for our cultural heritage.
9. To guide them in learning how to make worthwhile use of their leisure time.
10. To assist them in acquiring a scientific attitude toward living forms and resources in their environment.
11. To foster an understanding of the interrelationships existing between people and the environment.
12. To inspire them to determine worthy goals for living and to guide them toward achievement of those goals.

C. Goals of Civic Responsibility

In order that our children may learn that liberty with security demands civic responsibility, it is essential:

1. To give immediate and continuing attention to the promotion of peace.
2. To lead them to acquire attitudes of tolerance and desires for understanding.
3. To offer opportunity and help in developing qualities of good leadership.

4. To help them develop the ability to carry out responsibilities without constant direction.
5. To assist them in learning to operate in groups as a working Democracy where students can be taught respect for law, for civic duties, and for honest difference of opinions.
6. To give them practice in the procedures of democracy so that as citizens they may have courage, unselfishness and a fine sense of honor.
7. To help them comprehend and practice the basic elements of world understanding, tolerance and goodwill.

D. Goals of Economic Efficiency

In order that young people may acquire a sense of economic accountability and productive efficiency, it is essential for the school:

1. To provide training for them to become intelligent consumers as well as efficient producers.
2. To help them understand the requirements and opportunities of various occupations.
3. To lead them to feel the dignity of labor in all fields.
4. To help them feel the satisfaction that comes from good workmanship.
5. To provide guidance in choosing an occupation best suited to their individual aptitudes and potentialities, and to those skills in which they can achieve, maintain, and improve efficiency.
6. To provide the opportunity to receive training for college entrance or employment in the home, industry, science or business.
7. To help them gain an appreciation for interdependence of workers and for what their work means to other people.
8. To assist them in planning the economics of their own lives.
9. To show them how to use purposeful thinking and wholesome ideals in deciding what is of first value.
10. To assist them in developing a discriminating sense of values for guiding their own expenditures, in seeking information and in acquiring skill as buyers, and in taking appropriate measures to safeguard the interests of themselves and also the interests of those dependent upon them.

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