

## Instructional Objectives

*(It is not always in the best interest of the district to have objectives in policy.)*

The district's high schools have the responsibility to build upon the effective schooling practices initiated and developed at the elementary and middle school levels. They must continue to meet the intellectual, social, emotional and physical needs of students. The high schools in the district will be guided in this effort by these mutually complementary beliefs about high school education:

1. High school educators have as their primary responsibility student learning and the preparation of all students for post-high school education;
2. High school students should learn a common core of values, skills and knowledge;
3. High school staff members should value and support each student and assist him/her in developing and maintaining high self-esteem and a positive self-concept;
4. High school staff members deserve and require continuing opportunities for involvement in school decision making and individual professional development.

Further, as a result of these beliefs, the district shall strive to achieve the following goals:

1. Each student will have at least one adult who has a sense of responsibility for that student;
2. All students of the district will graduate from high school;
3. All students of the district will receive assistance in designing and implementing an educational plan for their post-high school years;
4. An increasing percentage of district graduates will pursue and achieve baccalaureate degrees;
5. All teachers, counselors and administrators will be provided a variety of educational alternatives to use with individual students.

The district's middle schools have a specific responsibility to meet the unique intellectual, social, emotional and physical needs of early adolescents. Effective middle-level education must address the diverse needs of young people at varying stages of development and provide equitable opportunities for all to experience success in school. In addition, middle school staff members must possess particular skills and receive appropriate training to work effectively with students at this level. Faculty should be involved in the development of instructional and activity programs which emphasize strong academic preparation as well as the personal and social needs of adolescents.

Specifically, the district will provide programs which contain the following essential features of middle-level education:

1. **Emphasis on the Individual Student** – Increased participation and recognition for all students throughout the program is an important goal as the middle-level school plays a crucial role in the coordinated K-12 effort to enable students to be successful;
2. **Appropriate Core Curriculum/Learning Skills** – A common core of values, skills and knowledge will be required of all students as well as mastery of the learning skills necessary for future study;
3. **Integrated or Interdisciplinary Instruction** – Instruction in all areas will reflect the relationship among disciplines and reinforce essential learning skills. Teaching teams will engage in joint planning and sharing of knowledge concerning both students and the curriculum;
4. **Program Options and Exploratory Experiences** – A variety of opportunities and choices within the elective program, the activity program and within the classroom itself will be made available to middle-level students;
5. **Appropriate Teaching Strategies** – Considering the diverse needs and high-energy levels of middle-level students, instruction will include active learning, peer interaction and variety;
6. **A Strong Guidance Structure** – Guidance is a schoolwide function in which all staff members work cooperatively for the academic, personal and social development of students. Each staff member should value and support each student and assist him/her in developing and maintaining high self-esteem and a positive self-concept. In addition, each student will have the active support and help of an adult advocate through the homeroom program;
7. **Opportunities for Physical Activity** – An intramural/activity program, physical education experiences and “hands-on” learning allow constructive outlets for early adolescents and promote noncompetitive participation and skill development;
8. **Transition** – The middle school will ensure that students experience a smooth transition between elementary and high school by coordinating learning experiences and promoting communication both within and among schools.

The elementary schools have a responsibility to establish a safe, nurturing environment within which students and staff experience a sense of self-worth, share a mutual respect and achieve success. The elementary schools in the district will be guided by the following implications:

1. The school will promote physical and emotional safety and positive self-esteem for each member of the school community;
2. The school will provide instruction and modeling of social skills and universal values to promote positive interpersonal relationships;
3. The school will provide information on resources for prevention, identification and intervention for all students;

4. The school will provide an environment that encourages positive staff and student risk-taking.

The elementary schools will value and support early childhood education, kindergarten through grade 3, as the foundation for all learning. The elementary schools will be guided by the following implications:

1. The school will support kindergarten and early childhood education opportunities and provide early childhood education based on the effective principles, practices and strategies embedded in a developmentally appropriate program;
2. The school will support an early childhood education program that actively involves and supports parents as partners in the social, emotional, physical and educational development of their children;
3. The school will support early childhood education by recognizing and promoting the concept of the neighborhood school as a center for coordinated social services.

The elementary schools will provide instruction in an effective and meaningful way allowing students to fulfill their immediate potential and become lifelong learners and assure a curriculum that prepares students for the future. The elementary schools in the district will be guided by the following implications:

1. The district will assure that schools are responsive to the personal academic, physical, social and emotional needs of each student;
2. The school will provide learning environments which are responsive to the personal academic, physical, social and emotional needs of each student;
3. The district will provide a variety of instructional materials and strategies to convey the curriculum;
4. The district will provide the resources for staff and students to effectively utilize and manage informational technologies as a tool for learning;
5. The school will integrate technology to enhance and improve instruction in all areas of curriculum;
6. The district and the school will assure staff development to support instruction and curriculum;
7. The school will maximize the potential of students with special academic, physical and/or emotional needs by providing service in the least restrictive environment;
8. The district will support diversity in program as well as funding which reflect community needs and expectations.

The elementary schools will encourage and model an awareness, understanding, respect and acceptance for individual and cultural differences in preparing students to live in an interdependent world community. The elementary schools in the district will be guided by the following implications:

1. The school will create an awareness, understanding and respect for individual and cultural differences while affirming the principles and ideals of multicultural education;

2. The district will strive to attract, train and support staff who reflect American society's pluralistic nature;
3. The school will respect languages, belief systems, values and lifestyles of cultural groups as different rather than deficient.

The elementary schools will provide leadership in coordinating public and private resources to better meet the needs of students. The elementary schools in the district will be guided by the following implications:

1. The school will facilitate extended child care at all sites;
2. The schools will utilize existing community resources as well as explore additional opportunities to work cooperatively with local businesses and other outside agencies for the benefit of students and the community at large.

The elementary schools are responsible for communicating educational programs and priorities while remaining responsive to their neighborhood and to the community at large.

The elementary schools in the district will be guided by the following implications:

1. The schools will establish a partnership with all families in the school, not just those most easily available;
2. The school will view parents and other community members as collaborators in the educational process with a strong complementary role to play in student's learning and behavior.

**END OF POLICY**

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**Legal Reference(s):**

[ORS 329.025](#)  
[ORS 329.125](#)  
[ORS 336.067](#)

[OAR 581-022-1020](#)  
[OAR 581-022-1030](#)  
[OAR 581-022-1210](#)

[OAR 581-022-1340](#)