

DISTRICT ORGANIZATION AND BASIC COMMITMENTS

EDUCATIONAL GOALS

102

INSTRUCTIONAL PURPOSES AND GOALS OF THE KIMBALL PUBLIC SCHOOLS

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

1. A well qualified and efficient corps of teachers.
2. A physical plant and materials adequate to meet the educational, physical and emotional needs of students.
3. Experiences for effective learning, the likes of which home alone could not provide.
4. An educational leadership which leads to continuous school improvement.

The Kimball Public 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 immediate and future goals that are purposeful and designed to develop their talents and characteristics essential to a wholesome child life, and which will allow them to adapt to an ever changing economic and social setting.

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

In education, we must start where the child is. We must provide challenges for the child according to his abilities. We should not expect all children to develop at the same rate. The school program must be adjusted to the child's needs, interests, abilities, and rate of growth.

The district shall provide curricular and co-curricular experiences through which individual students will have the opportunity to meet the following significant goals and objectives.

The goals of the district guide the establishment of board policies, the efforts of the local school system, and define the role of the schools.

The goals are established so that the students develop competence in those areas of life which are essential to individual and group living. The competence areas which are considered essential education goals are:

1. Communication
2. Computation and Science
3. Reasoning
4. Responsible Citizenship
5. Arts and Humanities

6. Physical and Mental Well-Being
7. Learning to Learn

Each of these education goals has a range of elements of varying degrees of measurement. Breadth in scope is needed in order that students of varying capabilities and interest might have alternative routes of reaching the goals. Each goal shall allow and encourage high degrees of mastery and yet be such that minimum objectives shall be reached by all.

Objectives

The following objectives give measurable definition and provide more specific direction to each of the goals.

Communication

Fundamental to learning is communication, including reading, writing, listening, speaking and observation. Each is important in and of itself. Together they allow individuals and groups to learn and develop. The Kimball schools shall teach each of the facets of communication.

Computation and Science

Society demands individuals who know and understand the realm of numbers--the use of finite measures and their creative potential. Kimball schools shall teach arithmetic and some of the higher levels of mathematics. Also, the school shall provide students with knowledge of emerging the potential means of data and other information processing.

Scientific means and inquiry are increasingly essential to quality living, the preservation of human ability to use the environment constructively and further exploration of the unknown. The school shall complement its teaching of mathematics and information processing with knowledge of and skills in the sciences. Kimball schools shall teach those sciences concerned with earth, life and atmosphere.

Logical thinking and self-understanding are important assets for persons in a democratic and progressive society. The Kimball schools shall teach students the skills of logic, inquiry, experimentation, and research. Also, schools shall assist students in (a) gaining confidence in their own abilities and talents; (b) learning to control and discipline their own desires, actions and habits; (c) becoming aware of their own potential, character, and abilities; (d) learning to rely upon their own judgments and abilities; and (e) forming accurate perceptions of themselves and others. These perceptions and understandings should lead to and emphasize ethics, rationality and reasoning.

Responsible Citizenship

Each individual has responsibilities toward society as well as self. Among these societal responsibilities are civic, economic and social responsibilities.

Good citizenship involves a thorough knowledge of history, tradition and heritage. This knowledge shall include the privileges, burdens and responsibilities handed down through generations. In addition to this knowledge, students shall be provided a variety of experiences in and out of school to practice or assume responsibilities for maintaining the good that exists in society and to seek to learn about those elements of our culture which might need change.

Economic competence is fundamental to society. Students shall have a basic understanding of production, consumption and finance. Kimball schools shall provide such an understanding as well as knowledge about the successes and failures of the various economic systems and of how to function in our system. Finally, schools shall assist students in recognizing potential vocational skills and in acquiring the preliminary knowledge and skill needed to develop specific vocational competence.

Each person is rapidly becoming more dependent on others and less self-sufficient. In such a society, schools shall teach students more about their own society and the various cultures and societies of the state, nation and world. Also, schools shall assist students in developing group skills which can enable individuals to relate more effectively to others.

Arts and Humanities

Students shall learn how to combine their intellectual and creative abilities. The Kimball schools shall expose students to the various art forms. In doing so, the schools shall assist each student in acquiring an appreciation of a variety of aesthetic values. They also shall expose students to the various elements of the humanities.

Physical and mental health are essential to a satisfactory life. The Kimball schools shall help students to understand and develop good health habits and physical development.

Learning to Learn

The changing interests of people, altering economic conditions and changing of vocations by persons indicate a clear need for schools to develop in students a desire for continued learning as well as the skills to do so. The Kimball schools shall teach students that learning is a lifelong process. Also, schools shall teach students how to identify and define a problem they wish to address, gather appropriate information relating to the problem, and develop discreet and logical alternative plans for solving the problem.

Goals/Objectives for Student Accomplishment

Definition of goals is a necessary step in program development. Equally necessary is a plan of assessment of accomplishment. Accordingly, the school district shall insure the progress for each student is assessed in a realistic and consistent pattern. School evaluation shall involve measures of how well individual students are progressing toward goals of the district and specific curricular objectives. Evaluation plans shall include more than standardized achievement tests. Measures shall deal also with effectiveness of communication, computation, reasoning, responsibility, arts and humanities, physical and mental well-being and learning to learn programs.

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