

### **Objectives of the Instructional Program**

The Board recognizes that it has responsibility for educating all students in the district, regardless of their abilities, race, color, national origin, or creed. It recognizes that the entire person comes to school and that the school cannot ignore the student's health, character, and total personality development. It is also recognized that the school cannot assume complete responsibility for the total development of the student. This responsibility must be shared by the home, church, and total community with its various organizations and environmental conditions. The Board thus recognizes that the school is one of several institutions in our society and community responsible for the educational development of our students and that the primary responsibility of the district should be the achievement of these educational goals which are uniquely those of the school and for which the other institutions in 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. Included in this is the development of their ability to apply their intellect to the solution of the problems of citizenship in a democratic society. The Board further recognizes 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 development, social/emotional development, and ethical/moral development of its students.

Because education is a life-long process, the educational program in this school district will provide both formal studies to meet the general academic needs of students, and opportunities for students to develop individual talents and interests that will help them progress in vocational, business, and other specialized fields.

In our schools, an atmosphere will prevail in which healthy growth is fostered, ability is recognized, and excellence encouraged, and in which a productive life is held before pupils as a model to emulate.

The various instructional programs will be developed so that each child, in his or her progression through the various grades of our schools, receives a balanced, varied, and sequentially organized education that will serve his or her educational needs and prepare him or her for a productive, useful life in society. Different abilities and interest levels will be served to meet this goal.

Consistent with the above statement of priorities, the district shall assume responsibility for and instruct each student toward his/her 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 skills 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 him/herself clearly and accurately, both in writing and speech, and the ability to listen effectively and critically;
5. Knowledge of human nature, human environment, and human relationships to the society in which we live. Emphasis will be on responsibilities and rights as a citizen including the study of history, geography, civics, economics, and the arts.

In keeping with these principles, the 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 physical and mental health 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.

Legal References: SDCL 13-3-48; 13-33-1; 13-33-11

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