

TROY SCHOOL DISTRICT #287

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**POLICY - 0000 SERIES
INTRODUCTION**

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District Policy

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This Troy School District Policy Manual contains the ongoing directives of the Board of Trustees of Troy School District #287 to the employees, students, and other individuals related to the Troy School District.

These policies, or their predecessors, have been derived from:

- United States Federal Law
- Idaho State Law and Administrative Procedures
- Recommendations from Eberharter-Maki & Tappen, PA
- Recommendations from the Idaho School Boards Association
- Recommendations from District Administration
- Recommendations from other sources, such as Trustees, teachers, students, and patrons.

The Superintendent is directed to create, maintain, and administer appropriate procedures to carry out these policies.

Policies may be revised according to the process contained herein.

Policy History:

Adopted on: 12/14/09

Revised on:

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Statement of Guiding Principles

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An educational philosophy is a statement which in general terms describes the aims, purposes, and objectives which the School Board hopes to achieve. An educational philosophy helps create a framework which assists the School Board and professional staff to make decisions on specific situations and assess programs. It also allows the members of the school system to discharge their assigned duties with positive direction.

In turn, goal statements regarding the purposes and functions of the School District can be developed from the framework of the educational philosophy.

Policy History:

Adopted on: 1/8/07

Revised on:

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Educational Philosophy

0102

The Board of Trustees believes that this School District should provide the finest administrative, instructional and operating staffs, and the finest physical facilities it can obtain with the limitations of the community's ability and willingness to furnish financial support.

The Board believes that it is the responsibility of the schools to provide learning opportunities for all children of school age in the community, and for adult members of the community when such opportunities are desired by a reasonable number of persons.

The Board believes that, so far as is administratively and economically feasible, each student should be treated as an individual with his or her own particular capabilities, aptitudes, and personality. The student should be an active participant in the learning process, and not simply a passive observer of knowledge. He or she should learn where to look for and how otherwise to acquire information.

It is the function of the educational process to provide each student with opportunities for obtaining the knowledge, experience, and skills which careful study indicates will best prepare him or her to assume a position in the competitive adult society and will permit him or her to make his or her greatest individual positive contribution to society and to himself. For some students, this will mean thorough preparation for further formal education. For others, it will mean basic general information plus the attainment of certain vocational skills and experience.

The Board believes each student, regardless of whether he or she chooses a vocation or further formal education, should have satisfactorily completed a basic course of study as outlined in the current Board policy before being awarded a high school diploma.

Policy History:

Adopted on: 1/8/07

Revised on:

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Educational Goals

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Our Frame of Reference

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

1. A well-qualified and efficient corps of teachers of such character that if a student should become like any one of the teachers, the parents and others would be proud of the student.
2. Facilities and equipment adequate to meet the most exacting needs of every learner.
3. Experience for effective learning.
4. An educational leadership which courageously and ably leads to continuous school improvement.

This 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 experience which is designed to develop talents and characteristics essential to a wholesome child life. Subject matter is thought of in terms of units of living and learning.

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

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

Objectives of Human Relationships

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

1. To develop cooperative understanding and effort in work and play with others.
2. To provide enjoyable experiences that will produce wholesome, sincere friendships.
3. To develop the realization that family relationships influence the manner in which an individual conducts himself or 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.

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Educational Goals (continued)

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Objectives of Self-Realization

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

1. To supply experiences that will create a desire to learn and a desire to search for truth.
2. To teach how to read and to write effectively, and to speak the English language clearly.
3. To assist in developing logical thinking ability in order to solve mathematical problems and problems of daily living.
4. To help cultivate the ability to observe and to listen.
5. To help them understand the basic facts of health and disease.
6. To assist them in cultivating an appreciation for beauty and an appreciation for our cultural heritage.
7. To guide them in learning how to make worthwhile use of their leisure time.
8. To guide them in acquiring a scientific attitude toward living forms and resources in their environment.
9. To foster an understanding of the interrelationship existing between a person and his or her environment.
10. To inspire them to determine worthy goals for living and to guide them toward achievement of those goals.

Objectives of Civic Responsibility

In order that our students 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 differences of opinion.

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Educational Goals (continued)

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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 good will.

Objectives of Economic Efficiency

In order that our students 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 help them 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, agriculture, 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 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.

Policy History:

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Revised on: