

Board Policy 2000: Instruction Policy Guiding Principles**Status:** Adopted

Original Adopted Date: June 2104 | **Last Revised Date:** July 14, 2025 | **Last Reviewed Date:** June 12, 2025

The Board adopts policies governing student instruction. In doing so, the Board prioritizes the following principles, aims, and values:

1. Foster District students' self-discovery, self-awareness, and self-discipline;
2. Cultivate in students a love of learning;
3. Help students develop sensitivity to the needs and values of others as well as awareness of and appreciation for cultural diversity as well as individual group differences;
4. Stimulate intellectual curiosity and growth;
5. Equip students with the literacy skills they will need throughout their K-12 education and beyond;
6. Ensure students have the knowledge and skills they need in science, technology, engineering, mathematics (STEM), and career/technical fields;
7. Set high academic expectations for all students.
8. Provide fundamental instruction in career concepts and skills;
9. Prepare students to succeed in post-secondary education and in self-directed lifelong learning;
10. Ensure students are taught the adult living skills they will need to thrive;
11. Support students in developing the knowledge and abilities they will need to achieve their goals;
12. Provide opportunities for each student to strive for excellence and instill a desire to reach their fullest potential;
13. The Board will work to improve student achievement and help each student achieve at a high level;
14. Ensure students develop the social and emotional skills necessary to understand and manage their emotions, achieve their goals, and build positive relationships with others;
15. Ensure students master critical thinking skills and equip students to be informed and contributing citizens;
16. Ensure instruction is free of any sexual, cultural, ethnic, or religious bias;
17. Meet the needs of all students, regardless of factors such as the following;
 - A. Race
 - B. Color;
 - C. National origin or ancestry;
 - D. Sex, gender identity, or sexual orientation;
 - E. Ethnicity;
 - F. Age;
 - G. Language barrier;
 - H. Religious beliefs;
 - I. Disability;
 - J. Economic or social conditions; or
 - K. Actual or potential marital or parental status; or

- L. Status as a homeless child;
- 18. Involve parents/guardians in the education of their child;
- 19. Provide parents with a voice in setting the District’s instructional aims and approaches;
and
- 20. Tailor planning, instruction, and assessment to serve each student’s needs, strengths, and interests.

Cross References

Code	Description
2100	Curriculum Development and Assessment