

EDUCATIONAL PHILOSOPHY

Policy – Educational Objectives

Code No. 102

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The Board of the Keokuk Community Schools believes that every student should receive a comprehensive education in a caring, nurturing environment with the expectation that every child can learn successfully while being actively engaged in activities of appropriate challenge.

Although the Board recognizes that many students will complete the traditional program, special instruction and extended time shall be provided so that the opportunity for the students to succeed will be increased.

The Board has determined that the teaching of reading shall have the highest priority. To complement the child's learning to read, the Board expects every child to have an opportunity to write daily. In addition, a comprehensive program of studies shall be offered as indicated in Board Policies 600-605.5 to assure that all students will be encouraged to complete a broad based, thirteen year program.

To assure that the program is comprehensive and consistent, written standards and grade level indicators shall be developed as appropriate for each program and/or class. The Board believes horizontal and vertical coordination in a multicultural, nonsexist curriculum is essential.

In addition to the academic program, the Board believes that an activities program should be implemented which stresses participation, skills development, and competition. The Board encourages cooperation between the school and other community based learning experiences (i.e., library, Y, 4H, scouts, dancing, and music.)

The Board believes that the attainment of basic educational competencies and important societal concepts must be a strong and unified goal of the first thirteen years of formal education. The elements of these competencies and concepts should be, but are not limited to: the ability to use language, to think, and to communicate effectively; to reason logically; to use mathematical knowledge and methods to solve problems; to use abstractions and symbols; to apply and to understand scientific knowledge and methods; to utilize technology and to understand its limitations; to acquire an understanding of American social, political, cultural, and economic life (and the inter-relationships of these areas); to express one's self through the arts and to understand the artistic expressions of others; to appreciate other languages and cultures; to understand spatial relationships; to apply knowledge about health, nutrition, physical activity and use of leisure time; to develop the ability to understand and to use study skills; to understand the environment and its relationship to the survival of man; to participate in career exploration; to understand the importance of and to practice positive interpersonal relationships; to acquire the capacity to meet unexpected challenges; to make informed value judgments; to have experience with cooperation and conflict resolutions in groups; to have experiences with leadership applications; to possess attitudes, personal habits, and a realistic positive attitude toward one's

self (positive self-image) that contribute to the development of a dependable, responsible, adaptable, and informed worker and citizen; to recognize and to use one's full learning potential; and to prepare to go on learning for a lifetime.

The Board believes that to enhance the development of these general competencies and concepts, support is needed which includes a well qualified staff providing a positive learning climate and capable of contributing to the curricular and extracurricular programs; strong, progressive, and innovative administrative leadership; an adequate physical plant and equipment; updated textbooks and supplementary instructional materials maintained in good condition; a safe, efficient transportation system; a lunch program providing nutritious meals; a formative and summative evaluation program for student achievement, program effectiveness, and employee effectiveness; participation in the educational program by parents; a broad based volunteer program; formal support groups including parent associations, advisory councils, and booster groups; attention to the educational needs of all ages; monthly, quarterly, and annual reports and information publications to keep the community informed of the business, achievements, problems, and inner workings of the school—specifically, reports in areas of finance, attendance, discipline, hot lunch, scholastic and extracurricular activity.

The Board believes each student should have the opportunity to master at his/her own achievement level, the essentials of education as presented in the areas of general competencies and concepts. A variety of curricular approaches is a condition that is necessary in recognizing differences in abilities and interests of students.

The Board believes that improved instruction and articulation will result from the adoption of these general competencies and concepts. Attainment of the goals embodied in these competencies and concepts will provide the opportunity to acquire knowledge, skills, and attitudes necessary to become an effective citizen, to obtain satisfying employment, and to have access to a post secondary education.

Legal Reference Code of Iowa

Cross Reference:

- 600 Educational Program Statement of Guiding Principles
- 601 General Organization
- 602 Programs of Instruction Instructional Arrangements
- 603 Services
- 604 Pupil Progress

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