

1 **St. Regis School District**

2
3 **INSTRUCTION**

2000
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4
5 Goals

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7 In 1975 the Montana Board of Public Education adopted the following definition of basic quality
8 education:

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10 A basic quality education is a process which can enable students to transform their
11 potential into actuality.

12
13 Further, the Board of Public Education identified eight (8) dimensions inherent to the definition.
14 Each is of equal importance; all are interrelated. To help students transform their potential into
15 actuality, schooling should enable them:

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17 1. To learn who they are becoming;
18 2. To find joy in learning;
19 3. To communicate ideas, knowledge, thoughts, and feelings;
20 4. To reason critically and creatively;
21 5. To assume social responsibility;
22 6. To further their creative ability;
23 7. To be effective in a changing world;
24 8. To develop personal responsibility.

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26 (Taken from 1975 Report to Legislature.)

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28 The Board of Trustees of St. Regis School District No. 1 concurs with this statement. However,
29 the trustees wish to describe the components of a quality education in the form of specific
30 instructional goals for the District's students. Instructional goals are defined as broad statements
31 of purpose designed to give general direction to educational practices, programs, and services.
32 Specific objectives for each course offering will be developed by administration.

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34 The District's instructional program should enable a student to:

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36 Sustain enthusiasm for learning now and in the future, and;
37 Acquire and effectively use BASIC ACADEMIC SKILLS, such as:

- 38 • Reading
39 • Writing
40 • Spelling
41 • Speaking
42 • Listening
43 • Mathematics
44 • Thinking
45 • Problem solving

Decision making

1. Examine and evaluate information.
2. Acquire useful study habits and skills.
3. Develop a positive sense of self-worth and self-respect and a feeling of success in relation to school experiences.
4. Recognize and weigh values and develop a commitment to act upon them.
5. Be creative and exercise independence and spontaneity.
6. Develop an awareness of:
 - Family
 - Neighborhood
 - Community
 - National heritage and history
 - Cultures of the world
 - Political systems
 - Economic systems
 - Citizenship responsibilities
 - Democratic ideals
 - Social change
 - Natural (physical) environment
- Develop an ability to get along with those with whom he/she lives and works.
- Develop an awareness and appreciation of the fine arts.
- Participate in fine arts activities, such as music, drama, speech, and visual arts.
- Develop practical skills for family living.
- Be aware of a variety of career possibilities, possess general knowledge of skills needed for specific careers, and develop pride in work.
- Understand and value requirements for physical and mental health.
- Understand how to effectively use leisure time and enjoy recreational activities.
- Develop basic sports skills and be prepared for lifelong sports.
- Develop and maintain a suitable level of physical fitness.
- Participate in programs especially designed for "gifted and talented" children, if he/she has been so designated.
- Receive guidance and counseling services as an important component of the educational experience.
- Have access to a variety of appropriate learning materials in the schools' libraries.
- Have an opportunity to participate in co- (extra-) curricular activities and intramural programs.
- Have an opportunity, if he/she excels in fine arts or athletics, to participate in select groups.

Legal Reference 10.55.701, ARM Board of Trustees

Policy History:

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Revised on: