

# SPRINGFIELD SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: EDUCATIONAL GOALS

ADOPTED: March 16, 1995

REVIEWED: February 2005; November 2010  
February 2016

<ol style="list-style-type: none"> <li>1. Purpose Title 22 Sec. 4.4, 4.12, 4.13</li> <li>2. Authority Title 22 Sec. 4.12, 4.13</li> </ol>	<p style="text-align: center;">102. EDUCATIONAL GOALS</p> <p>The Board of School Directors (“Board”) of Springfield School District (“District”) recognizes that education is a vital function of the state and community. The community should be encouraged to participate in the establishment of the educational goals established for this District.</p> <p>The Board shall establish educational goals for the District. Such goals will consider suggestions by representatives of the community, students, District personnel, and members of the Board.</p> <p><u>Academic Goals</u></p> <p>As a foundation for its education program, the Board adopts the following academic goals, which will be used as the foundation for the development of student learning outcomes to be attained by students as a requirement for graduation from high school:</p> <ol style="list-style-type: none"> <li>1. Communications: <p>Each student shall become proficient in reading, writing, listening, speaking, understanding, interpreting, analyzing and synthesizing information.</p> </li> <li>2. Mathematics: <p>Each student shall become proficient in the use of varied mathematical processes and applications to solve challenging problems and to create new ways of understanding information.</p> </li> <li>3. Science and Technology: <p>Each student shall become proficient in applying the processes of analysis, synthesis and evaluation to the solution of challenging scientific problems in the application and understanding of technology in society.</p> </li> </ol>
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	<p>4. Environment and Ecology:</p> <p>Each student shall understand the environment and the student's ecological relationship with it in order to recognize the importance of the quality of life in a healthy and balanced environment.</p> <p>5. Citizenship:</p> <p>Each student shall understand local, state and United States history, geography, systems of government and economics and their relationship to the history, geography, stems of government and economics of other countries in the world and shall acquire and have opportunities to practice, in the school and in the community, the skills necessary for active participation in civic life.</p> <p>6. Arts and Humanities:</p> <p>Each student shall understand and appreciate the breadth of human accomplishment through the arts and humanities and shall have opportunities to practice creativity of thought and action and to demonstrate talent in the arts.</p> <p>7. Career Education and Work:</p> <p>Each student shall explore varied career options and develop the skills and work habits needed to be a productive, contributing member of society and the understanding that life-long learning is necessary to maintain those behaviors, skills and attitudes.</p> <p>8. Wellness and Fitness:</p> <p>Each student shall acquire and use the knowledge and skills necessary to promote individual health and wellness.</p> <p>9. Family Consumer Issues:</p> <p>Each student shall understand and apply principles of money management, consumer behavior and child health to provide for personal and family needs.</p> <p>10. Appreciating and Understanding Others:</p> <p>Each student shall gain knowledge of various cultures in order to foster an appreciation of the dignity, worth, contributions and equal rights of all people.</p>
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11. Personal, Family and Community Living:

Each student shall acquire and use the knowledge, skills and attitudes needed for personal, and family living in the context of the immediate and the larger community.

12. Computer Technology:

Each student shall utilize and understand the use of computer technology skills to include, but not limited to: the use of word processing, spreadsheets, graphic presentation software, and the Internet.

Learning Goals

The Board is also committed to providing instruction throughout the curriculum in the following goals which will not be used as a basis for state assessment:

1. Self-Worth:

Our schools will help students develop capabilities, talents, self-understanding and a feeling of self-worth and acknowledge students for effort and achievement.

2. Information and Thinking Skills:

Our schools will help students develop the skills necessary to locate and manage information, solve problems and make decisions, including the processes of analysis, synthesis, creativity and evaluations.

3. Learning Independently and Collaboratively:

Our schools will encourage students to become independent life-long learners and to collaborate with others in developing knowledge, skills and new ideas.

4. Adaptability to Change:

Our schools will prepare students to grow and develop in a world in which change is normal and constant.

5. Ethical Judgment:

Our schools will teach students the importance of making ethical judgments for the common good.

6. Honesty, Responsibility and Tolerance:

Our schools will teach students the need for honesty, integrity, individual responsibility and tolerance.

Curriculum Review

All curriculum shall be published on the District website and available for review of hard copy in the Offices of the Directors of Teaching and Learning.

Exemption From Instruction

Parents/Guardians have the right to have their children excused from specific elements of instruction which conflicts with the parent's/guardian's or student's religious beliefs. This provision also applies to students age eighteen (18) or older. Each written request must state the specific elements of instruction from which the student is to be excused due to conflicts with religious beliefs of the parent/guardian or student. This exemption does not include required reading or specific learning outcomes or required testing programs. Students excused from instruction are required to achieve learning outcomes established by the District and that are necessary for graduation.

It is the responsibility of the student to request permission to leave class when the specific instruction objected to is being presented. Teachers should excuse the student when asked, provided that they have a copy of the written request and that the request adequately describes the instruction about to take place. Teachers are not to initiate any action concerning a student leaving class for this purpose.

It is the responsibility of the person submitting the request to designate replacement educational activities in which the student should engage during the time of excusal. Replacement activities must be consistent with the goals set for the course and shall not require the school district to provide additional educational resources. The building principal will determine where the student will report during the time the student is excused.

References:

State Board of Education Regulations – 22 PA Code Sec. 4.3, 4.4, 4.11, 4.12, 4.13

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***This policy is superseded by all current federal and state laws and mandates.***

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