



Book	Policy Manual
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2131 - EDUCATIONAL OUTCOME GOALS AND EXPECTATIONS

In fulfillment of The District's ~~Since the~~ mission ~~of the District is~~ to provide a quality education for all of the students, the Board ~~of Education~~ believes the mission is being accomplished when students confirm that they have achieved the following educational goals.

Academic Skills and Knowledge

- A. Basic skills including the ability to read, write, spell, perform basic arithmetical calculations, learn by reading and listening, and communicate by speaking and writing.
- B. Analytical skills including the ability to think rationally, solve problems, use various learning methods, gather and analyze information, make critical and independent judgements and argue persuasively.
- C. A basic body of knowledge that includes information and concepts in literature, fine arts, mathematics, natural sciences, including knowledge of the elements of agriculture and the conservation of natural resources, and social sciences, including knowledge of the right and responsibilities of the family as a consumer, cooperative marketing and consumers' cooperatives.
- D. The skill and attitudes that will further lifelong intellectual activity and learning.
- E. Knowledge in computer science, including problem-solving, computer applications, and the social impact of computers.

Vocational Skills

- A. An understanding of the range and nature of available occupations and the required skills and abilities.
- B. Preparation to compete for entry-level jobs not requiring postsecondary school education.
- C. Preparation to enter job-specific vocational training programs.
- D. Positive work attitudes and habits.

Citizenship

- A. An understanding of the basic workings of all levels of government, including the duties and responsibilities of citizenship.
- B. A commitment to the basic values of our government, including by appropriate instruction and ceremony the proper reverence and respect for and the history and meaning of the American flag, the Declaration of Independence, the U.S. Constitution, and the constitution and laws of the State.

- C. The skills to participate in political life.
- D. An understanding of the functions of organizations in society.
- E. Knowledge of the role and importance of biological and physical resources.
- F. Knowledge of State, National, and world history.
- G. An appreciation and understanding of different value systems and cultures.
- H. An understanding, at all grade levels, of human relations, particularly with regard to American Indians, Black Americans, and Hispanics.

Personal Development

- A. The skills needed to cope with social change.
- B. Knowledge of the human body and the means to maintain lifelong health, including:
 1. knowledge of the theory and practice of physical education, including the development and maintenance of physical fitness;
 2. knowledge of the nutritive value of foods, as outlined in the Dietary Guidelines of Americans, and knowledge of the role of a nutritious diet in promoting health, preventing chronic disease, and maintaining a healthy weight. ~~true and comparative vitamin content of food and healthy values of dairy products and their importance for the human diet;~~
 3. knowledge of physiology and hygiene, sanitation, the effects of controlled substances consistent with ch. 161 and alcohol upon the human system, symptoms of disease and the proper care of the body. No student may be required to take instruction in human growth and development, self-esteem, responsible decision-making, interpersonal relationships, sexual activity, human sexuality, reproduction, contraception, family life, parenting, sex stereotypes and protective behavior if his/her parent files with the teacher or principal a written request that the student be exempted. Instruction in physiology and hygiene shall include instruction on sexually transmitted diseases and shall be offered in every high school.
 4. awareness about drug abuse, including prescription drug abuse, and prevention.-
- C. An appreciation of artistic and creative expression and the capacity for self-expression.
- D. The ability to construct personal ethics and goals.
- E. Knowledge of morality and the individual's responsibility as a social being, including the responsibility and morality of family living and the value of frugality and other basic qualities and principles referred to in article I, section 22, of the constitution insofar as such qualities and principles affect family and consumer education.
- F. Knowledge of the prevention of accidents and promotion of safety on the public highways, including instruction on the relationship between highway safety and the use of alcohol and controlled substances under ch. 161.
- G. The skills needed to make sound decisions, knowledge of the conditions which may cause and the signs of suicidal tendencies, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances consistent with chapter 161 and knowledge of the available community youth suicide prevention and intervention services. Instruction shall be designed to help prevent suicides by students by promoting the positive emotional development of students.
- H. Knowledge of effective means by which students may recognize, avoid, prevent and halt physically or psychologically intrusive or abusive situations which may be harmful to students, including child abuse, sexual abuse, and child enticement. Instruction shall be designed to help students develop positive psychological, emotional, and problem-solving responses to such situations and avoid relying on negative, fearful, or solely reactive methods of dealing with such situations. Instruction shall include information on available school and community prevention and intervention assistance or services and shall be provided to students in elementary schools.

The Board believes that all students in this District will be able to demonstrate these learnings at a level that is commensurate with their age and capabilities.

The District Administrator is charged with the responsibility for providing, through the District's curriculum and appropriate administrative guidelines, opportunities for each student to accomplish these goals as well as a valid means for assessing the extent to which each is accomplished.

Student achievement of these educational goals represents the Board's highest priority. It should be the highest priority, as well, for the administration and for all members of the staff.

Values

It is part of the **Strategic Plan** of the Shiocton School District that a common core of values shall be identified that provide a basis for the District's curriculum.* Clearly, the instilling of values in a young person is primarily the responsibility of families. But it should also be a shared responsibility of schools, communities, religious groups, service clubs, and other institutions to instill basic, essential values in our youth. Upon leaving school, then, each student will hopefully have developed both a sense of character and a personal and civic responsibility according to the following commonly accepted set of core values:

- A. ***Honesty**-Each person carries out his/her civic responsibilities carefully and with integrity, never claiming credit for someone else's work and being willing to acknowledge wrongdoing. Students and staff share their ideas openly, in a climate of trust and open-mindedness, with confidence that what is written and spoken is honestly expressed and that all people are trustworthy.
- B. ***Respect**-Each person responds positively to the ideas and needs of others without dismissing or degrading them and at the same time recognizes that everyone has self-worth. Differences among people are accepted and all members of the community are able to accept both praise and constructive criticisms from others. While affirming individual freedom, the rights of the group are also fully honored.
- C. ***Responsibility**-Each person realizes that he/she is responsible for his/her own actions and thus is accountable for his/her behavior. Each person must also have a sense of duty to fulfill willingly the tasks he/she has accepted or has been reasonably assigned. A responsible person is responsive to the needs of his/her community, State, and Nation.
- D. ***Compassion**-Each person is considerate and caring. There is recognition that everyone, from time to time, feels hurt, confused, angry, or sad. Instead of ignoring such conditions, people reach out to one (1) another at an appropriate time and manner. In the case of conflict, members of the community seek reconciliation and try to understand each other, even to forgive.
- E. ***Self-Discipline**-Each person agrees to live within limits, not only to the ones mutually agreed upon, but above all, to those established personally. Self-discipline applies to the wise use of time and resources and is exercised in all aspects of relationships with others, especially in the way people communicate with one (1) another. Self-discipline reflects habits of good moral living.
- F. ***Perseverance**-Each person is diligent, with the inner strength and determination to pursue well-defined goals. It does matter that a task once begun be completed to the best of one's ability. To persevere teaches not only discipline but also rewards as well. Each person pushes hard to complete assignments, and members of the community are willingly supportive in the completion of the assignments.
- G. ***Giving**-Each person discovers that one (1) of life's greatest satisfactions comes from giving to others and recognizes that talents should be shared through service. As members of the larger community, each one (1) should freely look for opportunities to respond positively to the needs of others without expectation of reward.

[Revised 10/1/18](#)

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Legal 118.019(2)(3)(4), Wis. Stats

Last Modified by Nichole Schweitzer on September 28, 2018