

## OBJECTIVES OF THE INSTRUCTIONAL PROGRAM; INSTRUCTIONAL PHILOSOPHY

1:0 Conditions

- 1:1 No single document currently exists which spells out the instructional philosophy of the school system. The basic instructional philosophy should form the framework upon which the instructional program should hang.

2:0 Policy Purposes

- 2:1 To specify the basic instructional philosophy underlying the entire school system, the underlying instructional mission, and the agreed upon assumptions with respect to the basis of the instructional program and its implementation in the Town of Fairhaven.

3:0 Policy Statements

- 3:1 We believe that each student is unique and therefore all students do not have the same learning needs.
- 3:2 We believe that all students do not learn best in the same manner, but that the type and mode of instruction most appropriate to the individual learning needs of students should be employed.
- 3:3 All children do not learn at the same rate nor do they progress through a curriculum sequence at the same rate.
- 3:4 The curriculum of the school district should be expressed in statements which describe the hoped for changes in student behavior in terms of objectives which have been developed within each discipline. These objectives should describe what the student learns as opposed to what teacher's teach (results versus material presented).
- 3:5 All students should move through curriculum sequences (performance objectives) at a comfortable rate of speed and on an individualized basis as possible.
- 3:6 The major responsibility for children learning (or for the curriculum being implemented) rests with the building staff under the leadership of the building principal. This responsibility may be further delegated to smaller units of decision-making (e.g., department heads, teams, specialists, grade level groups, etc.), but the school unit constitutes the most readily identifiable unit for determining accountability for program implementation.
- 3:7 All staff persons, including department chairpersons, specialists, central office personnel, special needs staff, etc., shall assist building faculty with methods and procedures, which will insure effective implementation of the stated curriculum, but responsibility for that implementation rests with building staff.

4:0 Professional Action Directions

- 4:1 Instructional personnel, department heads, team leaders, and building principals shall conform all instructional groupings and curriculum sequences to the foregoing statements of instructional philosophy.
- 4:2 The Superintendent of Schools shall promulgate whatever administrative regulations he may feel necessary to implement the instructional philosophies heretofore stated.
- 4:3 All personnel--professional, classified, aides, and tutors--shall be accountable for the proper performance of their duties in conformity to the basic principle that the major and primary mission of the school system is for the proper placement and instruction of students for learning.
- 4:4 All jobs, job descriptions, and employment categories shall assume a responsibility for conformity to the instructional philosophy as a basic statement of the "prime mission" of the school system.

Adopted: March 1, 1978