

M.S.A.D. #12 POLICY INSTRUCTIONAL GOALS AND OBJECTIVES

The Forest Hills School System is a community of learners comprised of students, staff, parents, and community members. We work together to accomplish our common mission. No matter what our ages, we show responsibility for helping each other grow and learn. Classroom walls dissolve as we bring needed resources from the community into our schools and we go out into the community to expand our learning. All decisions reflect our Mission, Values, Outcomes and Beliefs.

Parents are partners. Teachers communicate frequently and directly with them regarding student performance. Parents are involved in the schools as volunteers, advisors, resource persons, and decision makers. The public attends an annual school meeting to witness exhibitions of student performance and to discuss the educational performance of our schools. Businesses work closely with the school providing support and opportunities for work study, employment, and retraining. School board meetings focus on improving the conditions of learning and teaching.

Businesses are partners. We celebrate the relationships and business partners who work with us to make our school the very best small school in the state.

Our school is a center for community learning. We also communicate frequently with a wider network through the electronic exchange of data. All learners tap libraries from around the nation and, increasingly, around the world. We are working to provide laptops to all students in grades 5-12, we now have the capability of offering our high school students access to courses via a new ATM (asynchronous transfer mode) delivery system which provides two way audio and visual links to other schools from our school. The same system will enable our elementary students to take virtual field trips practically anywhere in the world and enables local people to participate in educational experiences without leaving the area.

We are flexible in our solutions to problems. We offer year round choices for students, parents and staff in order to expand the opportunities for learning and success. The regular school day is flexible to accommodate a variety of different schedules. In the evening, the building is filled with classes to satisfy the learning needs of all community members and to eliminate illiteracy.

Forest Hills School is characterized by a climate of trust and respect. We encourage responsible risk taking, experimentation and innovation. We nurture a child's curiosity and imagination and encourage the development of each student's unique identity.

Exploring ideas, forming questions, and seeking answers characterize a student's day. We define literacy broadly. We celebrate the varied expertise among us, encouraging leaders to emerge from all sectors of the local area.

We focus on identified student outcomes and concentrate on how well students learn rather than what they learn. This focus influences the way we group students, design daily schedules, develop curriculum, and assess student achievement. We continually work to improve our group skills and major decisions are made by consensus. We make decisions involving staff, parents and students as appropriate.

Every school board member, parent, teacher, and administrator accepts the responsibility that all children entering kindergarten graduate from high school having attained the Life Role Outcomes. Each student knows that caring adults know his/her strengths, weaknesses, worries, and dreams. A system is in place to assist students who are not progressing satisfactorily. Children are screened by age 3 or earlier and learning difficulties are addressed. Real failure is extremely rare. We, as a staff and community, realize that personalization of student learning is a necessary condition for the efficient and effective teaching of each student.

In Forest Hills School we are each accountable for the quality of our own work. We demand everyone's best work, knowing that quality is essential to our success.

It is our expectation a student exiting Forest Hills School will demonstrate a core of basic knowledge in order to become a life-long learner who: *Uses positive core values to create a personal vision; Acts creatively, responsibly, and independently; Takes healthy risks, and responds to challenges effectively; Demonstrates the ability to self-assess and self-adjust by reflecting upon past experiences and examining exemplary standards; Anticipates and adapts quickly to change; Solves problems by accessing and analyzing information from a variety of sources; and Applies appropriate learning strategies best suited to the learning situation.

A dependable individual who: *Creates a balanced life by managing time effectively in order to satisfy emotional, physical, spiritual, and social needs; Respects and appreciates self and others; Interacts and adapts with compassion and sensitivity in changing relationships; Collaborates with empathy, flexibility and trust as a partner, friend and team member; and Expresses self authentically.

An involved citizen who: *Performs services as a stakeholder in the well-being of the community; Practices tolerance and respects the rights of others; Analyzes, evaluates and articulates issues; Participates in the government process in an informed manner; Respects laws and regulations and participates in their change; Acts as a steward of community resources; and Respects our democratic heritage.

A creative, active participant who: *Makes healthy lifestyle choices; Incorporates fun and play into life; Engages in the arts, music and the humanities; and Honors the freedom of artistic expression.

A global citizen who: *Promotes human rights; Balances personal rights with personal responsibilities; Identifies the nature and roots of prejudice in him/herself and others as well as the way prejudice contributes to injustice.

Forest Hills Core Values

Honesty—Honest people are truthful and sincere and communicate free of any intent to deceive; they recognize that truthfulness is the basis of good relationships.

Integrity—People with integrity behave in an ethical manner that is consistent with their beliefs and principles.

Trustworthiness—People worthy of trust keep promises, fulfill commitments, and abide by the spirit and letter of an agreement.

Loyalty—Loyal people demonstrate commitment in good times and bad.

Fairness—Fair people are committed to justice, the equal treatment of individuals, and tolerance and acceptance of diversity.

Caring—Caring people show concern for the well-being of themselves, others and the environment.

Respect—Respectful people have confidence in their own beliefs and values and acknowledge, understand, and support the rights of others to express their beliefs and opinions.

Citizenship—Responsible citizens contribute to the community locally and globally in active, positive and creative ways and encourage the participation of others through cooperation and contribution.

Pursuit of Quality—People who pursue quality take pride in their work, give their best efforts, reflect on the results of their work, and apply this new learning to subsequent tasks.

Responsibility—Accountable, responsible people know, understand, consider, and accept the impact and consequences of their personal actions and decisions.

Positive Self-Esteem—People with positive self-esteem value themselves, think independently and make good choices based on their own ultimate well-being.

Legal Reference: 20-A MRSA § 6208-6209

Cross Reference: AD - Educational Philosophy/Mission
ADAA - School System Commitment to Ethical and
Responsible Behavior
ADF - School District Commitment to Learning Results

Adopted: September 13, 2005