

**HOLMDEL TOWNSHIP PUBLIC SCHOOLS**  
**EDUCATIONAL PHILOSOPHY AND GOALS**

**EDUCATIONAL PHILOSOPHY**

The educational philosophy of the Holmdel Township Public Schools is to encourage students to develop their unique strengths and achieve their maximum potential.

The Holmdel Township Board of Education and its staff are committed to achieving educational excellence by:

- Building a strong foundation in literacy, numeracy, and subject matter knowledge;
- Providing a challenging academic program which develops students who are effective communicators, independent thinkers and creative problem solvers;
- Teaching students to develop skills and apply knowledge successfully to achieve their individual goals;
- Enabling students to participate in a rich educational experience which includes arts and athletics, as well as other co-curricular activities;
- Maintaining high expectations and encouraging responsibility and respect in every aspect of school life;
- Ensuring an active educational setting which encourages student commitment, staff dedication, parental involvement and community support; and
- Providing an environment which acknowledges the students' individual needs.

**GOALS AND OBJECTIVES**

The Holmdel Township Board of Education believes that state and national educational goals should be applicable for every child in the Holmdel Township Public School District:

1. All children should start school ready to learn.
  - a. The quality of local pre-school opportunities shall be enhanced for students through communication between the public schools and preschools.
  - b. Parent education programs shall be designed and implemented by the district to assist parents, as needed, in providing readiness experiences for their preschool children.
2. The district shall strive for a high school graduation rate of 100 percent.
  - a. The district shall provide appropriate programs for pupils who cannot succeed in the regular high school environment, including those students with disabilities.
  - b. The district shall provide dropout prevention programs for pupils at risk.
3. Pupils shall leave grades four, eight, and eleven having demonstrated competency in challenging subject matter including reading, writing, mathematics, science, and social sciences (civics, history, and geography), health, physical education, world languages and fine, practical and performing arts.
  - a. The district shall implement state-approved curriculum content standards and appropriate assessments to enable pupils to succeed and to evaluate their performance.
  - b. The district shall provide staff development opportunities to ensure that teachers are adequately equipped to teach challenging and up-to-date subject matter and to implement effective teaching techniques.
4. Pupils shall learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
  - a. The district shall provide students with experiences in higher level thinking, information processing, the responsibilities of citizenship, and employability skills.
  - b. All pupils shall demonstrate competency in the subject areas of health, physical education, at least one experience in the fine, practical or performing arts, and career education.

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- c. All pupils shall acquire knowledge about racial, cultural, ethnic and religious diversity.
  - d. The district shall provide appropriate opportunities for academically talented and gifted students to enable them to reach their full potential.
5. All pupils shall increase their achievement levels in science and mathematics to contribute to our country's ability to compete academically with all other countries of the world.
- a. The district shall revise its curriculum offerings in science and mathematics according to state standards as they are developed.
  - b. The district shall provide staff training in the teaching of mathematics and science at grades K-12 to increase teachers' understanding of and ability to teach these subjects.
6. Every graduate shall be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Business and industry shall be encouraged to collaborate with educational agencies to design and increase access to distance learning and interactive technology.

7. District schools shall be free of drugs, alcohol, violence, and the unauthorized presence of firearms and offer a safe, disciplined environment conducive to learning.
- a. The district shall develop partnerships with parents to establish the responsibilities of each to create and maintain safe and healthy educational environments for all pupils.
  - b. The district shall provide programs and staffing to deal with pupils at risk.
  - c. The school and community shall expand their cooperative efforts to create drug and violence-free environments.
  - d. All students shall develop a positive and realistic view of self and learn to use effective interpersonal skills.
8. The staff will have access to programs for the continued improvement of their career-related skills and will have the opportunity to acquire the knowledge and skills needed to instruct and prepare students for the twenty-first century.

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9. The district and its schools will promote partnerships that will encourage parental and community involvement and participation in enhancing the social, emotional and academic growth of children.

The Board shall develop, in consultation with the Superintendent and teaching staff members, a written educational plan for the district. This plan shall be reviewed and adopted annually and shall include:

1. Written educational goals;
2. An assessment of pupil needs;
3. Specific annual objectives based on identified needs and action plans to implement them;
4. Standards for assessing and evaluating the achievement of objectives;
5. The establishment of reasonable pupil minimum proficiency levels in the basic reading, writing and mathematics skills;
6. An educational program consistent with these goals, objectives, standards and needs; and
7. An evaluation of pupil progress.

**Source:** Regular Board Meeting

**Date:** August 20, 1986

**Revised:** March 22, 1995

**Revised:** August 20, 1997

**Revised:** September 27, 2000

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<b>Legal References:</b>	<u>N.J.S.A.</u>	18A:7A-5	Major elements; guidelines
	<u>N.J.S.A.</u>	18A:33-1	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.A.C.</u>	6:8-1.1	Words and terms defined
	<u>N.J.A.C.</u>	6:8-2.1	State educational goals
	<u>N.J.A.C.</u>	6:8-4.3	Quality assurance
	<u>N.J.A.C.</u>	6:8-4.4	School-level planning
	<u>N.J.A.C.</u>	6:8-9. <u>et seq.</u>	Educational improvement plans in special needs districts

### Manual for the Evaluation of Local School Districts (June 1993)

P.L. 103-227, Goals 2000; Educate America Act (Pro-Children Act of 1994)

### **Possible**

### **Cross References:**

*1100	Communicating with the public
*1120	Board of education meetings
*1230	School-connected organizations
*1600	Relations between other entities and the district
*2131	Chief school administrator
*2240	Research, evaluation and planning
*3542	Food service
4010	Goals and objectives
*4111	Recruitment, selection and hiring
*4116	Evaluation
*4131/4131.1	Staff development; inservice education/visitations/conferences
*4211	Recruitment, selection and hiring
*4231/4231.1	Staff development; inservice education/visitations/conferences
*5113	Absence and excuses
*5120	Assessment of individual needs
*5124	Reporting to parents/guardians
6000	Concepts and roles in instruction
6011	Thorough and efficient/QEA
*6140	Curriculum adoption
*6141	Curriculum design/development
*6142	Subject fields

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### **Possible**

<b>Cross References:</b> (Con't.)	*6145	Extracurricular activities
	*6147	Standards of proficiency
	6152	Grouping
	*6156	Instructional planning/scheduling
	*6160	Instructional services and resources
	*6162.4	Community resources
	*6164.2	Guidance services
	*6164.4	Child study team
	*6171.1	Remedial instruction
	*6171.2	Gifted and talented
	*6171.4	Special education
	*6300	Evaluation of the instructional program

\*Indicates policy is included in the Critical Policy Reference Manual.

