

**1000 Milford School District Mission Statement,
Philosophy of Education, and Goals**

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1000 - MILFORD SCHOOL DISTRICT VISION STATEMENT, MISSION STATEMENT, BELIEF STATEMENTS AND PHILOSOPHY OF EDUCATION, AND GOALS

1001 SCHOOL BOARD VISION STATEMENT 1001

It is the vision of the Milford School Board that:

Schools, community, families and students are engaged in a dynamic educational system that produces successful students.

Revised June 19, 2006

1005 MISSION STATEMENT 1005

To provide a quality education that challenges all students to succeed.

Revised June 19, 2006

1006 BELIEF STATEMENTS 1006

- Education is a shared responsibility of the individual, family, school and community.
- High expectations challenge people to higher levels of performance.
- All people are expected to act with reason, respect and responsibility.
- It is essential to appreciate diversity and value the contributions of others.
- Education should be appropriate to the cognitive, social and emotional needs of students.
- Teachers and others who support a child's education are valuable assets.
- District resources must be used as efficiently and effectively as possible.

Adopted June 19, 2006

Our schools exist for the students. We recognize students as individuals with unique needs, attitudes, and abilities. We are committed to providing an environment which makes each student aware of his potential, encourages self discipline, a positive self-image and permits a wide selection of choices for continued development.

The curriculum is designed to generate learning opportunities emphasizing academic achievement, as well as the qualitative aspects of personal and social development appropriate to the needs and developmental levels of individuals. We recognize there are essential skills that must be achieved by all students to function effectively as an adult.

Teachers are the focal points in creating the environment conducive to guiding individuals to reach their potential and to achieve the District's educational goals. They are committed to the responsibility of utilizing resources and applying varied methodologies and programs found most useful to the individual students served.

The professional staff views itself an integral functioning component of the community. Although responsive to the needs and sentiments of the community, the professional staff provides the leadership and direction in meeting a commitment to the spirit of learning.

It is the ultimate concern of students, faculty, and administration that there be continuous, intelligent and open communication at all levels of the community and school. It is imperative to maintain this rapport in order to establish appropriate curriculum and policies affecting students, staff, and community.

Education is designed to produce confident, responsible students who enjoy learning. Students are educated to become sensitive and sound human beings, whole people intellectually, emotionally, physically, culturally, and socially, enabling them to function responsibly in a democratic society.

Adopted March 1989

The School Board encourages the use of community resources to assist in furthering the educational programs of its schools. The Board expects that schools will encourage parent involvement at all age levels through parent educational activities and programs, frequent communication of both school and individual student performance and progress, and support for civic and business partnerships and collaboration. Schools shall work with community resources effectively to assist in advancing student knowledge and skills for success in preparing children for school, while in school, and transitioning to employment or further education.

Reference:

NH Code of Administrative Rules, Section Ed 306.04(k)

Adopted: 10/2010

1. Education should be designed to produce confident, responsible students who enjoy learning.
2. Communication between grade levels, teachers, and administrators and with the community should be kept open in order to facilitate the improvement of curriculum and instruction for the students.
3. The School District should explore alternate methods of instruction in order to meet each student's needs and support this application in the development of services for students.
4. Students should be given the opportunity to become sensitive and sound human beings, whole people emotionally, physically, and intellectually,
5. Students should be equipped with the skills necessary to communicate effectively.
6. Students should be prepared to participate as concerned, active citizens and productive members of society.

Adopted March 1989

1020 ELEMENTARY SCHOOL PHILOSOPHY OF EDUCATION 1020

The Milford Elementary School is the beginning of a lifelong process of education for each child. The primary goal of the Elementary School is to promote the optimum development of each child according to his/her own ability, as an individual and as a member of a democratic society. We are responsible to create an atmosphere conducive to learning, encourage self-discipline, respect, and a desire to learn.

We are committed to providing a program of academic and social development which ensures challenge and success for each child. All available means and resource personnel are employed to understand the growth and assist in the development of every child in our school. Our concern is with the total child, and we strive to meet his/her intellectual, social, physical, and emotional needs.

In order to fulfill our commitment to the democratic principle of equal education for all students, staff members are encouraged to maintain open communication at all levels. This continuous open communication results in the establishment of appropriate curriculum and policies affecting the students, staff, and community.

Adopted March 1989

1025 ELEMENTARY SCHOOL EDUCATIONAL GOALS 1025

1. To develop and improve the student's basic skills in communication, i.e., reading, language, oral and written expression, spelling and handwriting, mathematics, and the social sciences.
2. To develop the student's ability to think critically and learn to make decisions.
3. To encourage the student to develop effective work habits and self-discipline.
4. To promote for each student an intelligent curiosity and eagerness to pursue learning beyond the school environment.
5. To provide each student opportunity to develop aesthetic appreciation and self-expression in the creative arts areas.
6. To improve the student's physical and mental health through appropriate physical education and guidance programs.
7. To develop the student's positive self-image to act with confidence and self-responsibility.
8. To provide experiences for the student to develop the wise use of time, including constructive leisure pursuits.
9. To develop the student's awareness and appreciation of our domestic heritage concerning civic rights and responsibilities.
10. To promote the student's awareness, appreciation, and respect for human values and contributions of people, regardless of social, cultural, and ethnic differences.

Adopted March 1989

1030 MIDDLE SCHOOL PHILOSOPHY OF EDUCATION 1030

The Middle School education is a continuation of the development of social, emotional, physical, and intellectual growth, striving to meet the needs of a particular age group which is in a state of transition from childhood through adolescence.

We commit ourselves to an understanding of adolescence and dedicate ourselves to providing instructional guidance and activities designed to respond to the needs of each student.

We further commit ourselves to the democratic principle of equal education opportunities for all.

Adopted March 1989

1. To provide an environment and encouragement for students to adjust to the critical period of transition between elementary and high school.
2. To provide experiences so that all students may be able to make successful choices in their school and future careers.
3. To promote maximum individual achievement in the basic skills -- reading, oral and written expression, and mathematics.
4. To provide each student with the opportunity to acquire an understanding and respect for persons belonging to social, cultural, and ethnic groups different from their own.
5. To promote in each student a positive attitude toward the learning process, the goals of learning, and the continuance of education.
6. To provide for participation in the practical and creative arts areas as a skill building experience for later life.
7. To encourage student participation in various activities so that each may acquire an understanding and appreciation for leisure time and its utilization in adult life.
8. To encourage each student to achieve a level of skill development commensurate with his/her ability.
9. To develop the rational powers of the individual so that the student may think effectively and make decisions based on sound judgment.
10. To develop in each student the ability and desire to assume responsibility for his/her own learning.
11. To help each individual develop a positive self-image so that the student may function satisfactorily.
12. To make provisions for the ever-changing rapid physical, intellectual, emotional, and social growth of the student.
13. To promote an understanding of one's physical self and the environment in order to be able to appreciate and respect them.
14. To coordinate the Middle School program with the total educational program of the community.

Adopted March 1989

The mission of Milford High School is to educate individuals to be lifelong learners with the skills and thinking processes necessary to be responsible, contributing members of society in a changing world. The new Milford High School is a comprehensive high school which seeks to enhance its traditional offerings through integration and diversity of programs. Skills and competencies acquired at Milford High School prepare students for employment, further education, and daily life.

We believe that education is a journey of discovery. Milford High School provides a safe and nurturing environment with a knowledgeable staff committed to excellence, numerous opportunities for school involvement, attention to individual learning styles through various teaching methods, and firm academic and behavioral expectations. We are a school changing and growing with and for our students.

Adopted March 1989
Revised November 1992

The students will:

1. develop personal and career goals and objectives both short and long term
2. value individuality
3. respect the rights of others
4. be accountable and responsible for learning and behavior

The school will:

1. offer courses which meet the diverse needs of the student body
2. offer opportunities and guidance for working together as a team through classroom and co-curricular activities
3. offer opportunities for developing leadership skills through classroom and co-curricular activities
4. provide release time and budgetary support for professional development
5. provide a variety of co-curricular activities
6. promote community involvement

The administration and faculty will:

1. assist students in achieving academic and behavioral expectations
2. provide a secure and comfortable educational environment
3. provide opportunity for integration of disciplines
4. vary methodologies to meet the diverse learning styles of the students
5. broaden students' development by exposure to a variety of learning and teaching styles
6. provide independent and interdependent learning settings and activities
7. develop curriculum which includes both theory and application

Adopted March 1989
Revised November 1992

It is the policy of the Milford School Board that its schools include in their school program and/or educational environment elements of character and citizenship education. These elements shall be developed in consultation with school staff, administration, parents, and other representatives of the school community.

Basic elements of character and citizenship shall include self-discipline; self-respect; self-control; pursuant to Part Second, Article 83, New Hampshire Constitution, humanity, benevolence, and truth and honesty with self and others; integrity and justice; respect, courtesy, and human worth; responsibility to oneself and others; community service; and, pursuant to RSA 186:5, RSA 186:13 I and II, RSA 189:11, and RSA 189:23 II the rights and responsibilities of citizenship.

Approved December 13, 1993

Revised April 15, 1996