

Policy Information

Series 7000 - Instruction

Instructional Goals

Policy # 7100, 1.0

POLICY

1995

7100

Instruction

SUBJECT: INSTRUCTIONAL GOALS

The instructional goals of the Board of Cooperative Educational Services are based upon the philosophy statement contained in the By-Laws Section. Additionally, the BOCES accepts the goal statements adopted by the New York State Board of Regents, and presents them, as did the Regents, as a statement of responsibility, but not in any specific priority ranking.

They are:

1. Mastery of the basic skills of communication and reasoning essential to live a full and productive life.
2. Ability to sustain lifetime learning in order to adapt to the new demands, opportunities, and values of a changing world.
3. Ability to maintain one's mental, physical, and emotional health.
4. Understanding of human relations - respect for and ability to relate to other people in our own and other nations - including those of different sex, origins, cultures, and aspirations.
5. Competence in the processes of developing values - particularly the formation of spiritual, ethical, religious, and moral values which are essential to individual dignity and humane civilization.
6. Knowledge of the humanities, social sciences, and natural sciences at a level required to participate in an ever more complex world.
7. Vocational competence necessary to secure employment commensurate with ability and aspiration and to perform work in a manner that is gratifying to the individual and to those served.
8. Knowledge and appreciation of our culture and capacity for creativity, recreation, and self- renewal.
9. Understanding of the processes of effective citizenship in order to participate in and contribute to the government of our society.
10. Knowledge of the environment and the relationship between one's own acts and the quality of the environment.

The Genesee-Livingston-Steuben-Wyoming BOCES accepts the reality that these goals are shared by the family, religious institutions and the community at large. Therefore, the attainment of these goals is a common responsibility. It would be logical to judge the BOCES by its effort to attain these goals, but illogical to evaluate the BOCES and its staff solely by the success or failure of the attainment of these goals by

individual students.

Board Approved
7/18/95

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