

**REGIONAL SCHOOL UNIT No. 67**

**DISTRICT MISSION AND VISION/EDUCATIONAL PHILOSOPHY**

The R.S.U. No. 67 Board of Directors hereby adopts the following mission and vision and educational philosophies in order to provide the context for decision-making, as well as compliance with Maine's system of LEARNING RESULTS:

**MISSION AND VISION STATEMENT, K-12**

**MISSION:** R.S.U. No. 67 strives to provide a safe, caring, supportive educational environment which empowers all individuals to fulfill their unique potential as lifelong learners and to become responsible, contributing citizens in an ever-changing global society.

In order to fulfill this mission...



**STUDENTS** will be actively engaged in their own learning by


- attending school regularly;
- seeking opportunities to develop intellectually, physically, emotionally, and socially;
- setting goals, working to achieve those goals, and assessing their progress;
- becoming independent, informed thinkers capable of solving problems creatively;
- communicating effectively with peers, staff, and administration;
- contributing positively to their families, schools, and communities;
- accepting responsibility for their decisions; and
- modeling responsible, courteous behavior and positive attitudes.




**PARENTS/GUARDIANS** will work as partners with the schools to improve the education of their children by

- ensuring that their children attend school regularly;
- providing a home environment that supports learning;
- encouraging children to do their best work in a timely manner;
- communicating effectively with the schools about their child's progress;
- supporting learning with appropriate resources;
- supporting school programs and district policies;
- accepting responsibility for their decisions; and
- modeling responsible, courteous behavior and positive attitudes.

**REGIONAL SCHOOL UNIT No. 67**

 STAFF will promote high expectations for all students as they facilitate active learning by

- providing a school environment that supports learning;
- using varied and developmentally appropriate methods of instruction and assessment;
- helping students set goals and encouraging them to do their best work;
- communicating effectively with parents/guardians;
- working collaboratively with others to meet the needs of diverse learners;
- modeling lifelong learning as they set professional goals, work to achieve those goals, and assess their progress;
- accepting responsibility for their decisions; and
- modeling responsible, courteous behavior and positive attitudes.


 THE ADMINISTRATION will provide educational leadership by


- recruiting and supporting staff who are highly qualified and enthusiastic about doing what they are hired to do;
- establishing, revising, and implementing district policies;
- managing resources efficiently and effectively;
- communicating effectively with all stakeholders;
- holding themselves and all staff accountable for fulfilling professional responsibilities;
- promoting and supporting the professional growth of the staff;
- modeling lifelong learning as they set professional goals, work to achieve those goals, and assess their progress;
- staying abreast of educational trends and planning for the future;
- accepting responsibility for their decisions; and
- modeling responsible, courteous behavior and positive attitudes.


 THE SCHOOL BOARD will represent the citizens of the district by


- staying informed of needs and circumstances within the schools;
- setting policy and approving programs that promote high-quality education;
- hiring qualified professional staff;
- supporting adequate funding for the total school program;
- accepting responsibility for their decisions; and
- modeling responsible, courteous behavior and positive attitudes.

**REGIONAL SCHOOL UNIT No. 67**

-  THE COMMUNITY will support school programs by
- staying informed of the district’s needs and working collaboratively to meet those needs;
  - utilizing services provided within the district as needed;
  - accepting responsibility for their decisions; and
  - modeling responsible, courteous behavior and positive attitudes.

-  STATE AND NATIONAL EDUCATIONAL AGENCIES AND ELECTED LOCAL GOVERNMENT OFFICIALS will support the educational goals of the district by
- considering the educational challenges of local communities;
  - providing resources and technical assistance;
  - allocating adequate and equitable funding;
  - accepting responsibility for their decisions; and
  - modeling responsible, courteous behavior and positive attitudes.

-  CURRICULUM, INSTRUCTION, AND ASSESSMENT will
- be student-centered and responsive to the unique needs of all learners;
  - reflect high standards and research-based practices;
  - inspire enthusiasm for learning; and
  - be reviewed and revised regularly to meet changing needs.

-  DISTRICT FACILITIES will provide a well-maintained and safe environment which
- supports teaching and learning and promotes healthful living;
  - meets the needs of programs held within them; and
  - is accessible to the community.

**REGIONAL SCHOOL UNIT No. 67**

**PHILOSOPHY OF EDUCATION, K-12**

R.S.U. No. 67 is a community that works together to accomplish a common purpose (mission): **...to provide a safe, caring, supportive educational environment which empowers all individuals to fulfill their unique potential as lifelong learners and to become responsible, contributing citizens in an ever-changing global society.**

R.S.U. No. 67 recognizes its responsibility to respond to differing student backgrounds, aptitudes, interests, attitudes, and aspirations. It offers, therefore, varied curricula and programs; provides safe and appropriate facilities, resources and services; and uses instructional and assessment strategies that address a variety of learning styles and research-based practices. To ensure that all students learn to the best of their abilities and at appropriate developmental levels, the district strives to recruit, hire, and retain staff members who respond sensitively to students' needs and who work diligently to help them achieve expectations set for them. The district also promotes and supports positive school cultures that encourage innovation, professional growth, and the acquisition of technological skills necessary to meet those needs.

To create and foster a climate of trust and respect, R.S.U. No. 67 strives to be a shared decision-making organization that communicates effectively with all stakeholders. Stakeholders, therefore, are encouraged to share in the learning process; to visit classrooms; and to engage in creative, constructive conversation regarding all aspects of a student's educational experience. Such collaboration—coupled with periodic, consistent, system-wide assessment of individual students and curricula—is a vital part of maintaining quality educational opportunities for all.

**PHILOSOPHY OF EDUCATION, K-4**

The natural learning process that begins at home and in pre-school continues in the early-kindergarten program\* through Grade 4. In a safe, educationally challenging environment, students continue to explore and interact with their surroundings in

**REGIONAL SCHOOL UNIT No. 67**

order to expand and enhance knowledge, skills, and attitudes and to acquire a love of learning. This process is developmental; proceeds at an individual pace; and includes learning to take responsibility for the consequences of one's decisions. As students work individually and collaboratively, they are taught to respect themselves, other students, adults, and the environments in which they work and play.

Believing that all students can learn, educators provide a curriculum solidly based in language arts and mathematics, extended to and integrated with the sciences and humanities. This integrated curriculum provides the necessary foundation for subsequent learning, supports the students' search for meaning, broadens their understanding of the world, promotes problem-solving, and creates an awareness of current technologies. As facilitators of learning, educators provide stimulating, safe, and positive learning environments and employ varied instructional methods that encompass curricular expectations and student interests. Educators also provide students the freedom to express and discuss their ideas creatively and opportunities to develop thinking and problem-solving skills. To do so, educators and students need timely access to adequate, appropriate, and equitable resources; current information and technology; and the skills to utilize resources, information, and technology effectively.

Each learning day includes time for students to grow intellectually, emotionally, physically, and socially. This whole-person, student-centered approach continues as students are flexibly grouped for various learning activities. When appropriate, students are asked to demonstrate what they know and can do by completing meaningful tasks, reflecting on and taking pride in the results of their work, and applying new learning to subsequent experiences. Student accomplishments are recognized whenever and wherever they occur.

Educators, K-4, consider effective communication between the home and the school an important part of a child's first years in education. Educators and parents/guardians endeavor to set high expectations for students and hold students

**REGIONAL SCHOOL UNIT No. 67**

accountable for their work. All stakeholders are encouraged to share learning; to visit classrooms; and to engage in creative, constructive conversation regarding all aspects of a student's educational experience. Such collaboration—coupled with periodic, consistent, system-wide assessment of individual students and curricula—is a vital part of maintaining quality educational opportunities for all.

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\*The R.S.U. No. 67 early-kindergarten program is an important part of the total school program for developmentally young children who need additional time and support to develop socially, emotionally, physically, and academically. Recognizing that children develop in different ways and at different rates, teachers of early-kindergarten students introduce topics from all the content areas of the curriculum with the knowledge that these topics will be dealt with in greater depth during the kindergarten year.

**PHILOSOPHY OF EDUCATION, 5-8**

Middle-level students are in a unique period of transition from childhood to adolescence. The school community, therefore, needs to be knowledgeable about this transition and about the most effective and current methods of teaching this age group. By working in close partnership with students and their families or other support systems, the school community recognizes and respects students as individuals and helps them reach their potential—physically, intellectually, emotionally, and socially.

All students can learn and must be prepared to meet the demands and opportunities of the future in a global society. This preparation crosses all subject areas and is balanced with opportunities to participate in a variety of appropriate co-curricular activities. Students are encouraged to accept themselves, to be sensitive to differences between themselves and others, to develop positive attitudes and appropriate standards of healthful behavior, and to be responsible for their actions.

Students learn best when they work within educational settings and time frames that honor individual learning styles and that allow them to make choices, work

**REGIONAL SCHOOL UNIT No. 67**

respectfully with one another, and accomplish assigned tasks. As facilitators of such learning, educators strive to maintain safe, stimulating, and supportive learning environments. Both educators and students, therefore, need timely access to adequate, appropriate, and equitable resources; current information and technology; and the skills to utilize resources, information, and technology effectively. Students are asked to demonstrate knowledge and skills by completing meaningful tasks through inquiry, problem solving, and healthful risk taking. In addition, students are asked to reflect on and take pride in the results of their work, and to apply new learning to subsequent experiences. Student accomplishments are recognized and celebrated regularly.

Educators, 5-8, consider effective communication between the home and the school an important part of a student's educational success. Together, educators and families/other support systems endeavor to set high expectations for students and hold students accountable for their work. All stakeholders are encouraged to share learning; to visit classrooms; and to engage in creative, constructive conversation regarding all aspects of a student's educational experience. Such collaboration—coupled with periodic, consistent, system-wide assessment of individual students and curricula—is a vital part of maintaining quality educational opportunities for all.

**PHILOSOPHY OF EDUCATION, 9-12**

Mattanawcook Academy has a unique heritage and environment which it seeks to share, preserve, and transcend as it strives to fulfill the district's mission: **...to provide a safe, caring, supportive educational environment which empowers all individuals to fulfill their unique potential as lifelong learners and to become responsible, contributing citizens in an ever-changing global society.** To this end, the school endeavors to meet the educational needs of all students by recognizing and responding to diverse student aptitudes, interests, skills, and values; by offering a varied curriculum; and by using instructional and assessment strategies that address a

**REGIONAL SCHOOL UNIT No. 67**

variety of educational learning styles and research-based practices. The school maintains high expectations of all students and encourages them to become lifelong, self-directed, self-assessing learners. Raising the aspirations of students is an essential part of helping them realize their full potentials and must be done within the context of changes that will undoubtedly occur in all areas of their lives.

Educators act as facilitators of learning; use varied instructional methods and settings designed to engage students in relevant, active learning; and strive to maintain a safe and productive environment for learning. To do so, educators and students need timely access to adequate, appropriate, and equitable resources; current information and technology; and the skills to utilize resources, information, and technology effectively. Because students must be prepared to assume responsibility as able decision-makers, wise consumers, and environmentally and politically conscious citizens, educators devote much time to preparing students to be informed, creative, and practical problem solvers. Class participation and collaboration are important parts of this process.

Although academic achievement in and across different content areas is the primary focus of the overall high-school curriculum, the whole student is important. The school, therefore, seeks to balance and to integrate curricular and co-curricular activities as much as possible and helps students develop positive self-images and self-reliance, as well as concern for the needs and well being of others. Part of that development includes students learning to take responsibility for their decisions, as well as learning to respect differences among people. The school recognizes and rewards student achievement in appropriate and varied ways.

Educators, 9-12, consider effective communication between the home and the school an important part of a student's educational success. Educators and parents/guardians endeavor to set high expectations for students and hold students accountable for their work. All stakeholders are encouraged to share in the learning process; to visit classrooms; and to engage in creative, constructive conversation

**REGIONAL SCHOOL UNIT No. 67**

regarding all aspects of a student's educational experience. Such collaboration—coupled with periodic, consistent, system-wide assessment of individual students and curricula—is a vital part of maintaining quality educational opportunities for all.

Legal References: 20-A MRSA § 6208-6209

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