

**Final Interpretations
End Statement 1.0
Douglas County School District
Board of Education
Acceptance: September 19, 2006**

End Statement 1.0

Douglas County School District Students acquire the knowledge and abilities to be responsible citizens who contribute to our society.

Interpretation of the End Statement 1.0

I have interpreted **“Douglas County School District”** as meaning all public neighborhood, alternative, charter and option schools within the geographic boundaries of Douglas County School District.

I have interpreted **“Students”** as meaning all preK-12th grade students who have been enrolled for a minimum of 12 consecutive months in a DCSD school.

I have interpreted **“acquire the knowledge and abilities”** as the demonstration of the essential skills of executive limitation 2.1 (reading, writing, listening, speaking, reasoning and mathematics), the understanding of the core body of knowledge detailed in executive limitation 2.2 and the demonstration of the sub-ends 1.1-1.6 of this End Statement.

I have interpreted **“responsible citizens”** as those students who consistently demonstrate the sub-ends 1.1-1.6.

I have interpreted **“contribute”** as giving or doing to achieve a specific positive purpose or goal.

I have interpreted **“our society”** to be inclusive of the school environment, school buses, school sponsored athletics, activities, and events as the local, national or international community.

Sub End Interpretations

1.1 Students are able to think critically, using reason and logic when facing decisions about what to believe or do. Students will:

- Identify alternatives
- Consider creative solutions
- Marshal relevant evidence
- Judge the credibility of sources
- Analyze and synthesize credible evidence
- Define terms in their appropriate context
- Identify and evaluate assumptions, reasons and conclusions
- Ask appropriate clarifying questions
- Develop and defend a well reasoned position
- Construct appropriate tests or experiments
- Draw conclusions that are justified

No further interpretation needed.

1.2 Students embrace universal ethical principles such as honesty, integrity and justice.

- Students demonstrate behavior that respects the rule of law.
- Students demonstrate altruistic responsibility to their family, fellow citizens and global community.
- Students critically evaluate short- and long-term consequences when making personal free-will choices.

I have interpreted “**demonstrate**” as to display or show with consistency.

I have interpreted “**embrace universal ethical principles**” to mean that our students will conduct themselves according to commonly agreed upon standards understood by everyone and that these standards will minimally include “**honesty, integrity and justice.**”

I have further interpreted “**honesty, integrity and justice**” to mean that our students will conduct themselves with truthfulness, fairness and reasonableness in the way they treat others or when facing decisions about the right thing to do.

- I have interpreted “**demonstrate behavior that respects the rule of law**” to mean that students will give consideration and thought to agreed upon conduct as described in the school district code of conduct, local municipalities, Colorado and federal laws before engaging in actions that violate these governing ideals.
- I have interpreted “**altruistic responsibility to their family, fellow citizens and global community**” as putting the good of others before one’s self.
- I have interpreted “**critically evaluate short- and long-term consequences when making personal free-will choices**” to mean that students will exercise an understanding of both immediate and more distant outcomes as they make independent decisions for themselves.

1.3 Students demonstrate the self-motivation and resourcefulness to continue their learning.

Interpretation

I have interpreted **“self-motivation”** as an interest or enthusiasm for learning.

I have interpreted **“resourcefulness”** as the ability to carry out a plan.

I have interpreted **“continue learning”** as the use of knowledge and skills beyond the daily lesson as well as into post secondary opportunities.

1.4 Students apply what they have learned. They go beyond merely knowing to using their knowledge and skills productively.

I have interpreted **“apply what they have learned. They go beyond merely knowing to using their knowledge and skills productively”** to mean that our students will put into action the information, ideas, truths and facts they have acquired through the essential skills and core body of knowledge to do or create something of positive value.

1.5 Students develop and demonstrate leadership skills. They are influential in creating a vision of what the future can be.

Interpretation

I have interpreted **“leadership skills”** as the ability to guide, direct or influence others both in the school environment and in the local, national or international community.

I have interpreted **“influential in creating a vision of what the future can be”** as bringing about a positive change in beliefs and/or actions in anticipation of what is yet to come.

1.6 Students take ownership and accept responsibility for their well-being. Students have the knowledge, skills and ability to make educated choices concerning their social, emotional, and physical health. Students demonstrate: acceptable social interactions based upon respect for self, others and property; positive self-esteem through achievement; proper nutrition, exercise, and healthy physical development.

Interpretation

I have interpreted **“take ownership and accept responsibility for their well-being”** as meaning our students will be accountable for the decisions made that impact their overall health.

I have interpreted **“knowledge, skills and ability to make educated choices concerning their social, emotional, and physical health”** to mean our students will consistently demonstrate the [District K-12 content standards and checkpoints](#) of health education.

- ✓ The student knows how to maintain mental, social and emotional health and how these relate to family health.
- ✓ The student knows essential concepts and practices concerning injury prevention and personal safety.
- ✓ The student understands essential concepts about nutrition and diet.
- ✓ The student knows how to maintain and promote personal health in order to prevent and control disease.
- ✓ The student understands aspects of substance use and abuse.
- ✓ The student understands concepts of growth and development.

I have interpreted “**demonstrate: acceptable social interactions based upon respect for self, others and property**” as behavior that does not violate our district code of conduct under [policy JKD/JKE](#).

I have interpreted “**positive self-esteem through achievement**” to mean that our students will have self worth through their successful accomplishment of tasks.

I have interpreted “**proper nutrition, exercise, and healthy physical development**” as the consistent demonstration of the [district content standards and checkpoints](#) in physical education.

- ✓ The student understands and applies the social and personal responsibility associated with participation in physical activity.
- ✓ The student understands and applies the benefits of participating in physical activities which promote fitness and a healthy lifestyle.
- ✓ The student understands and applies movement concepts and principles in the development of motor skills.