

EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

Recognizing that individuals' abilities vary, the District accepts the responsibility of providing for each student the opportunity to obtain the best general education possible. In exchange for appropriate programs, the District's expectation is that each student will develop the essential skills requisite for responsible citizenship and a satisfactory quality of life.

The major correlates of the District's educational philosophy are:

ALL STUDENTS  
ARE LEARNERS

STRONG  
INSTRUCTIONAL  
LEADERSHIP

CURRICULUM/  
INSTRUCTION  
IS CHALLENGING

STAFF  
DEVELOPMENT IS  
ESSENTIAL

EFFECTIVE SCHOOLS  
ENCOURAGE  
PARTNERSHIPS

1. Believing that every child is a learner and is expected to succeed in school, the District pledges to remove any educational barrier that impedes the teaching/learning process.
2. Believing that more effective schools are characterized by strong instructional leadership from the building principal, the District embraces the concept of campus-based management practices.
3. Believing the basic curriculum should ensure that all students progress through a carefully structured sequential program, the District subscribes to the theory of mastery learning. The curriculum should accommodate the abilities and interests of a divergent student population.
4. Believing the key to successful student achievement is an effective faculty and staff, it is the District's expectation that each employee will possess a concern for children, an understanding of human development, a command of the subject matter taught, and a commitment to the task of teaching. The District assumes the responsibility for providing teachers and administrators with continuous training for effectiveness in the delivery of instruction and leadership.
5. Believing that teaching and learning is an ongoing, multi-dimensional process, the District encourages educational partnerships between its employees and the community it services. Parents' and patrons' support is requisite for all students to attain academic excellence.

In terms of the individual ability of students upon completion of high school, all students should:

1. Have intellectual discipline.
  - a. Knowledge of the traditionally accepted fundamentals, such as reading, writing, and arithmetic in early elementary grades, accompanied by studies in higher mathematics, sciences, history, English, and other languages in the upper grades.
  - b. Assume responsibility for personal decisions.
  - c. Demonstrate the ability to follow both verbal and written instructions.

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- d. Develop a positive attitude toward learning.
  - e. Develop good study habits.
  - f. Skill in the logical processes of search, analysis, evaluation, and problem solving.
  - g. Make personal decisions based on problem analysis.
  - h. Competence and motivation for continuing self-evaluation, self-instruction, and adaptation to a changing environment.
2. Have competence in personal and social relations.
    - a. A respect for all people's rights, property, beliefs, and cultures.
    - b. A positive self-attitude.
    - c. Ethical and moral standards of behavior.
    - d. Ability to accept personal and social changes.
    - e. A knowledge of basic human behavior (psychological, sociological, and cultural).
3. Have economic and occupational competence.
    - a. A developed and demonstrated positive attitude toward performing job responsibilities.
    - b. Occupational skills necessary to enter employment and advance in the free enterprise system and/or academic preparation for acquiring technical or professional skills beyond high school training.
    - c. Ability to select a career based upon personal interest, abilities, and talents.
    - d. Competence and knowledge in the practical application of economic functions such as planning and budgeting, investing, personal banking, purchasing, and use of credit.
    - e. Knowledge and understanding of the free enterprise system and of the opportunities for individual participation and success in the system.
4. Have understanding of citizenship and the American political system.
    - a. Develop an attitude of respect for leadership positions, for authority, and for private and public property.
    - b. Defend the Constitution and political structure of the United States.

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- c. Knowledge and competence in judging the merits of comparative political systems with appreciation of democratic institutions, the American heritage, and the responsibilities, obligations, and privileges of citizenship.
  - d. Understand the American judicial and political system.
  - e. Demonstrate knowledge of governmental functions at the local, county, state, and national levels by participating in the elective process.
  - f. The skill for participating in the process of public and private political organizations and for influencing decisions made by such organizations.
5. Have physical and environmental health, ecological balance, and safety.
- a. Knowledge about the dangers to health from addiction to harmful practices or materials.
  - b. Knowledge about the requirements of personal hygiene, nutrition, and physical exercises essential to the maintenance of personal health and emotional well-being.
  - c. Competence in recognizing and preventing environmental, ecological and health problems.
  - d. Knowledge and experiences to provide information and develop values needed to perform daily activities free from injury and other losses.
  - e. Skill in sports and other forms of recreation which will permit life-long enjoyment of physical exercise.
6. Have competence and skill in creative and responsible use of leisure time.
7. Have appreciation of cultures, languages, and life style diversities and their corresponding aesthetic values.
- a. A perception of culture and beauty as expressed through literature, art, music, drama, and nature.
  - b. Knowledge and understanding of the history and contributions of past and present civilizations.
  - c. Study and learning in at least one of the major languages of the state other than English.
  - d. An understanding of bilingualism.