

PHILOSOPHY

As part of its responsibility to establish a guiding vision for the District, the Board of Education shall develop and regularly review a set of fundamental principles which describes the District's beliefs, values or tenets. The Board and District staff shall incorporate this philosophy in all District programs and activities.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 6010 - Goals and Objectives)

(cf. 9000 - Role of the Board)

It is the philosophy of the District that:

1. All students can learn and are entitled to a challenging, broad-based curriculum.
2. Lifelong learning is important to all.
3. Our nation's destiny lies with our children; their potential is our greatest resource; their development is our highest priority.
4. The success of democracy depends upon a well-educated populace whose members value patriotism and understand and exercise the rights and responsibility of citizenship.
5. Parents are their children's first and most influential teachers.
6. Honesty, responsibility, trustworthiness, respect, fairness, integrity, hard work and self-discipline are essential values.
7. The richness of this District, and of our society, is enhanced by diversity, and through increased understanding, we achieve greater unity.
8. All members of the community share responsibility to be actively involved in the educational experience.
9. All members of the community are valued and will be treated with respect.
10. Open communication, problem solving, and commitment to continuous improvement are essential to the achievement of excellence.

11. Schools should be safe, orderly, inviting and enjoyable.
12. Schools should be accountable to the community.
13. All students have the opportunity to benefit from school services that address their individual needs.

Legal Reference:

EDUCATION CODE

51002 Local development of programs based on stated philosophy and goals

51019 Definition of philosophy

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996