

STUDENTS AND LEARNING

WE BELIEVE. . . .

That students are unique in many respects and that maximum growth is achieved when individual needs are recognized and responded to.

That the acquisition of basic academic skills and applied life skills are the right of, and the responsibility of each student.

That student learning is enhanced by a positive and supportive atmosphere.

That students are better able to learn when they have a positive image of themselves as learners.

That wanting to learn is a natural drive for humans and that under proper conditions, students will be motivated intrinsically to learn and achieve.

That students must be treated fairly and with respect in a setting that provides for discipline, clearly defined rules and guidance.

That students should be challenged to maximize their potential.

That students must learn to be good decision-makers and to be responsible for their actions.

TEACHERS AND TEACHING

WE BELIEVE. . . .

That teaching is a very important profession; a profession that requires talented individuals who are committed to ongoing professional growth.

That a positive and healthy self-image enhances the teacher's ability to help students.

That teachers who are empathetic, who are good communicators, and who have a healthy rapport with students, are better able to meet student needs.

That teachers are responsible for planning and promoting a positive, supportive, and motivational classroom climate.

That teachers should recognize and react to individual student needs as well as to group needs.

That teachers and administrators are important role models for students.

That teachers should be involved in the decision-making process of the school relating to the development, implementation, and evaluation of the instructional program.

SCHOOLS AND THE SCHOOL DISTRICT

WE BELIEVE. . . .

That all school and district decisions should be based upon the mission of the school, which is the education of students.

That schools should be structured in a manner that helps students to mature, to become responsible for their behavior, and to become lifelong learners.

That the district should insist on an orientation toward quality and excellence at all levels of the organization.

That the district should promote a positive learning and working environment and a team approach to management.

That open and accurate communication between role groups and between the school and community is critical to an effective school and an effective district.

That the district should continue to improve through planning for the work of tomorrow, through staff development, and through responsible experimentation and innovation.

That all support systems in the school and district earn their right to exist by providing support to the teaching-learning process.

That educating a child is the joint responsibility of the school and the parent, and that schools require parental support to be most effective.

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