

PHILOSOPHY

~~As part of its responsibility~~In order to establish and support a guiding vision for the district, the Governing Board of Trustees shall develop, articulate, and regularly review an overarching set of fundamental principles which ~~describes~~describe the district's core beliefs, values ~~or, and~~ tenets. The Board and district staff shall incorporate ~~this philosophy in~~these principles into all ~~district~~ programs ~~and~~ activities ~~-, and operations of the district.~~

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 9000 - Role of the Board)*

It is the philosophy of the district that:

- ~~• We are a unified school district, working together to provide an optimal K-12 experience for our students.~~
- ~~• Our focus is student-centered and forward-looking to meet the needs of individual students.~~
- ~~• Our role is to develop academically capable students who are socially responsible.~~
- ~~• Continuous school improvement is necessary to meet the needs of students in a changing economy and society.~~
- ~~• We are accountable to our public for setting clear expectations and aligning our fiscal and human resources to meet our goals.~~
- ~~• There is strength in diversity.~~
- ~~• Quality educational opportunities must be differentiated to meet the needs of individual students.~~
- ~~• Learning occurs best in a safe and nurturing environment.~~
- ~~• Decisions will be fair, equitable, and transparent.~~

A highly1. All students can learn and succeed.

2. Every student should have an opportunity to receive a quality education regardless of his/her social, cultural, or economic background.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

3. Every student in the district has a right to be free from discrimination, harassment, intimidation, and bullying, as prohibited by law or district policy.

4. The future of our nation and community depends on students possessing the skills to be lifelong learners, collaborative and creative problem solvers, and effective, contributing members of a global and technologically advanced society.

• 5. Highly skilled and dedicated teachers and educational support staff ~~has a~~ have the capacity to guide students toward individual achievement and growth, and have a direct and powerful influence on ~~students' lives and~~ student learning and life experiences.

• ~~Commitment from students, home, school, and community is essential to student success.~~

• ~~Active communication informs, engages, inspires, and builds alliance with the entire community.~~

6. A safe, nurturing environment and positive school climate are necessary for learning, academic achievement, and student development.

*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

7. Parents/guardians have a right and an obligation to be engaged in their child's education and to be involved in the intellectual, physical, emotional, and social development and well-being of their child.

*(cf. 6020 - Parent Involvement)*

8. The needs of the whole child must be addressed, as the ability of children to learn is affected by social, health, and economic conditions and other factors outside the classroom.

BP 0100(b)

## **PHILOSOPHY (continued)**

A-9. Early identification of learning and behavioral difficulties and timely and appropriate support and intervention contribute to student success.

10. Students and staff are encouraged and motivated by ~~high level~~ of ~~communication~~ expectations and recognition for their accomplishments.

11. School improvement is a dynamic process requiring flexibility and innovation to meet the needs of students in a changing world.

12. Professional development for the Board and district staff is essential for the growth and success of the district and its students.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

*(cf. 9240 - Board Training)*

13. The diversity of the student body and school staff enriches the learning experience, promotes cultural awareness and acceptance, and serves as a model for citizenship in a global society.

14. A common set of norms and protocols is crucial to effective governance.

- 15. Communication, trust, respect, collaboration, and teamwork strengthen the relationship among Board members and between the Board and Superintendent-contributes to effective decision-making, and contribute to the effectiveness of the governance team.

- ~~The district appreciates, welcomes, and encourages responsive, knowledgeable, proactive leaders.~~

16. The community and district are inextricably connected partners, wherein the community's engagement in issues that impact the schools enhances the district's programs and student learning.

*(cf. 1000 - Concepts and Roles)*

17. Two-way communication with all stakeholders is essential for establishing continuity, support, and shared goals both within the district and with the surrounding community.

18. The Board has a responsibility to advocate on behalf all students, keep current on legislative issues affecting education, and build positive relationships with local, state, and federal representatives.

19. A fiscally sound budget which is reflective of the district's vision is imperative to the financial stability of the district and to the attainment of its goals.

BP 0100(c)

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**PHILOSOPHY** (continued)

20. Responsibility for district programs and operations is shared by the entire educational community, with ultimate accountability resting with the Board as the basic embodiment of representative government.

*Legal Reference:*

EDUCATION CODE

*51002 Local development of programs based on stated philosophy and goals*

*51019 Definition of philosophy*

*51100-51101 Parental involvement*

*Management Resources:*

CSBA PUBLICATIONS

*Maximizing School Board Leadership: Vision, 1996*

*The School Board Role in Creating the Conditions for Student Achievement: A Review of the Research, May 2017*

*Governing to Achieve: A Synthesis of Research on School Governance to Support Student Achievement, August 7, 2014*

*Defining Governance, Issue 2: Governing Commitments, Governance Brief, February 2014*

WEB SITES

*CSBA: <http://www.csba.org>*

*National School Climate Center: <http://schoolclimate.org>*

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