

PHILOSOPHY OF EDUCATION

EB

Education is an individual, lifetime process by which we acquire knowledge, attitudes, and skills, which, will enrich our lives and make us more productive. It is important to understand that schools are not a panacea for all that an individual must learn. Learning is most effective when a partnership exists among the home, schools, and other community agencies.

There are several essential ingredients in a successful educational program. These include:

1. Outstanding teachers dedicated to helping students achieve their highest potential.
2. An encouraging and supportive home environment.
3. A well organized and disciplined school where the dignity and worth of each individual is recognized and the authority of those in charge is respected.
4. School buildings, which provide a pleasant physical environment.
5. An informed and supportive public, including parents, business community, political leaders, etc.
6. Dedicated and informed school board members.
7. Students with a commitment to becoming educated, and an understanding that education cannot be "given" to them, but requires work and effort on their part.
8. Educational programs, which are well rounded and provide for individual growth in all eight human maturities described in the Utah State Board of Education Curriculum Plan. (intellectual maturity, ethical-moral-spiritual maturity, emotional maturity, social maturity, physical maturity, environmental maturity, aesthetic maturity, productive maturity)
9. A school climate that provides students with positive experiences, which enhance their self-image. Students who have a positive attitude about themselves, and the learning process will be most successful.

The following assumptions are basic to this philosophy of education:

1. The first and most important "educational" institution in a child's life is the family. Schools are established by parents to aid them in teaching their children.
2. Every child has the right to a free public education with appropriate encouragement and opportunity to achieve his/her highest potential.

3. The greatest strength of American Public Education is local control, which makes the system responsive to the needs and desires of the people.
4. The public has a right to expect that education will instill in students the primary moral values and democratic ideals of our society. It is important to maintain a balance between meeting the needs of individual students and the expectations of society.
5. The most effective education is primarily a human interaction process not a mechanical process. Mechanical approaches to education such as programmed learning, computerized education, etc., should be used as a supplement, not a substitute. The most effective learning takes place in a give and take environment involving teachers and students.
6. Because education is a lifetime process, the facilities and expertise of our public education system, as far as possible, should be made available to the total community.
7. The primary responsibility of public education is to teach the basic skills of reading, speaking, writing, computation, etc. A broad and comprehensive curriculum is necessary to meet the needs of students, however, it is imperative that we not lose sight of our primary responsibility and short change students by watering down instruction in these basic skills.
8. Among the most important expected outcomes of education are:
 - a. Preparation for a career.
 - b. Preparation for democratic citizenship.
 - c. Acquisition of necessary skills for conducting personal lives such as balancing a checkbook, reading the newspaper, making responsible decisions, etc.
 - d. Enrichment of our lives through contact with a variety of activities and developing a wide range of interests.

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The District was established by the state legislature, under the authority contained in the Utah State Constitution, for the sole purpose of providing an education to the students of the District. While the establishment of the District also provides other services, such as caring for students during the school day, providing employment to the school staff, and providing facilities for the use of the community, all of these services are necessarily subordinate to the District's prime function of providing an education to students. The Board of Education is elected by the citizens of the community to ensure that this responsibility is accomplished. However, the Board recognizes that it cannot accomplish this objective unless all of the sectors of the school community also accept and perform their responsibilities. The Board considers the responsibilities of these elements of the school community to be essential:

- Students
 - Education is an opportunity provided to the children of the District by their community. The Board expects that all students will learn to recognize the value of this opportunity, and will therefore work diligently to help ensure that their maximum potentials are realized. The Board further expects that all students will recognize that their fellow students have the right to be educated, and will avoid any action that may interfere with their ability to exercise that right.
 - The Board believes that education should develop habits, attitudes, understanding, and skills necessary for a productive, satisfying life in society. Students should be taught to understand the duties and privileges of responsible citizenship as such duties and privileges relate to themselves as individuals and to the whole community. The vast changes brought about by increasing technology, population, and urbanization must also be taught. The input and support of the citizens of the community, and especially the professional staff, are solicited as the school community endeavors to develop the attitudes and abilities demanded in this age of rapid change.
- Staff
 - The Board fulfills its responsibility for the education of students by employing first a competent Superintendent, on whose recommendation it also employs a competent staff. As a condition of this employment, the Board expects each staff member's best efforts to be exerted toward the accomplishment of the educational objectives of the District. Because education is imparted primarily by teachers, the Board specifically places responsibility for maintaining and expanding educational ability on each teacher, to the end that each student may reach maximum potential and develop a sense of dignity and self-worth.
- Parents
 - The Board recognizes that the ultimate responsibility for the well-being of all children rest with their parents. All parents are expected to participate in the District's educational effort by ensuring maximum attendance of their children, by assuring that their children cooperate in the educational endeavor of the District, and by fostering an attitude in their children that recognizes the importance of education and life-long learning.
- Community
 - The resources necessary to provide education for students are provided by members of the community through their taxes and other supporting services. The Board's goal is that all members of the community, both individually and through their governmental, civic, and social organizations, will continue to support the educational activities of the District.

In consideration of the accomplishment of these responsibilities by each sector of the school community listed above, the Board of Education, with the concurrence of each individual board member, pledges its best efforts to ensure that the District is governed effectively and efficiently so that the goal of an appropriate and outstanding educational experience is available for all students of the District.