Policy 0100: Philosophy **Status:** ADOPTED

Original Adopted Date: 11/01/1986 | **Last Revised Date:** 07/01/2017 | **Last Reviewed Date:** 07/01/2017

In order to establish and support a guiding vision for the district, the Governing Board shall develop, articulate, and regularly review an overarching set of fundamental principles which describe the district's core beliefs, values, and tenets. The Board and district staff shall incorporate these principles into all programs, activities, and operations of the district.

It is the philosophy of the district that:

1. 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.

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 have the capacity to guide students toward individual achievement and growth, and have a direct and powerful influence on student learning and life experiences.

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

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.

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.

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 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.

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, and contribute to the effectiveness of the governance team.

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.

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.

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.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 51002	Local development of programs based on stated philosophy and goals
Ed. Code 51019	Definition of philosophy
Ed. Code 51100-51101	Parental involvement

Management Resources	Description
CSBA Publication	Defining Governance, Issue 2: Governing Commitments, Governance Brief, February 2014
CSBA Publication	Governing to Achieve: A Synthesis of Research on School Governance to Support Student Achievement, August 7, 2014
CSBA Publication	The School Board Role in Creating the Conditions for Student Achievement: A Review of the Research, May 2017
Website	CSBA District and County Office of Education Legal Services
Website	CSBA

Website	National School Climate Center

Cross References

Code	Description
0000	Vision
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
0415	Equity
1000	Concepts And Roles
2000	Concepts And Roles
2120	Superintendent Recruitment And Selection
2210	Administrative Discretion Regarding Board Policy
3000	Concepts And Roles
3290	Gifts, Grants And Bequests
3312	Contracts
3511.1	Integrated Waste Management
3511.1	Integrated Waste Management
4131	Staff Development
4231	Staff Development
4331	Staff Development
5131.2	Bullying
5131.2	Bullying
5137	Positive School Climate
5148	Child Care And Development
5148	Child Care And Development
6020	Parent Involvement
6020	Parent Involvement
6162.8	Research
6162.8	Research
9000	Role Of The Board
9005	Governance Standards
9240	Board Training
9310	Board Policies