

Lincoln County School District

Code: **AD**
Adopted: 6/23/81; 8/23/81;
9/27/88
Revised/Readopted: 7/9/02
Orig. Code(s): 6400; 6500; 6600

Educational Philosophy

The Board believes education should be shaped by purposes rather than by forces.

Elementary School

Recognizing that the social, intellectual, physical and emotional needs of the maturing child may be impacted by serving the child as a learner, the district shall provide an elementary school environment which shall offer an aligned and articulated curriculum that is written, taught and tested to include, but not be limited to, the areas of reading, writing, spelling, math, health education, music, art, physical education, science and social studies.

The district shall endeavor to meet the physical, social, emotional and intellectual needs of students (ages 6-10) by staffing the elementary school with skilled teachers who will offer instruction based on best research and practices related to student learning.

Middle School

Recognizing that major physical and social changes are experienced by pre- and early adolescents, the district shall provide the middle school environment to ease transition from childhood to full adolescence and to offer the student an opportunity to:

1. Organize his/her knowledge of social and physical reality;
2. Learn to work well in peer groups;
3. Become an independently functioning person.

The middle school shall provide an aligned and articulated curriculum that is written, taught and tested in the areas of reading, writing, spelling, math, health education, music, art, physical education, science and social studies. The district shall endeavor to meet the physical, social, emotional and intellectual needs of intermediate students (ages 10-14) by staffing the middle school with skilled teachers who will offer instruction based on best research and practices related to student learning.

Secondary Schools

In order to develop an educational program of the highest quality, the district commits the secondary schools to the following beliefs about students, their relation to society, the nature of the educational process and the role of the school in preparing students for successful living in society.

Students

1. We believe that all students share a fundamental equality by virtue of their humanity. Therefore, we believe that each student is unique in his/her own abilities and achievements, in his/her own heredity and environment, in his/her own character and temperament, in his/her own dependence upon society and in his/her own concept of self.
2. We believe that the dignity of the human being implies that every student possesses the right to an education appropriate to his/her own unique needs. The responsibility to participate in education must be consistent with obligations to self and society.

Society and the Public Schools

1. We believe that our society is responsible for the education of each of its members.
2. We believe that the public schools are institutions established by society to educate the children of that society.

Educational Process

1. We believe that education is a deliberate and systematic process implemented through instruction and the well-balanced development of all the capacities of the human being - physical, social, intellectual, emotional, aesthetic and moral. The development of these capacities is directed toward worthwhile objectives of the individual and society in which each person lives.
2. We believe that an education which is appropriate to the needs of each student requires the development of these characteristics:
 - a. The Learning Process - Providing a curriculum which:
 - (1) Assumes that learning is an individual process;
 - (2) Helps teachers become responsive to the needs of each student;
 - (3) Requires successful, relevant learning experiences for every student, regardless of his/her individual differences;
 - (4) Is aligned and articulated from K-12;
 - (5) Is written, taught and tested.
 - b. The Teaching Process - Using a curriculum which:
 - (1) Recognizes that there are many approaches to learning that are valid and worthy of encouragement;
 - (2) Makes provision for school-directed activities that take place in the most appropriate settings, utilizing the most appropriate talent, materials and resources available;
 - (3) Recognizes that many educational experiences occur outside the classroom;
 - (4) Promotes sound, appropriate experimentation by staff and students that include innovations of merit;
 - (5) Is research based and uses best practices to improve student learning.

c. Educational Outcomes - Implementing a curriculum which:

- (1) Assists each student to develop his/her own physical, social, intellectual, emotional, aesthetic and moral capacities;
- (2) Develops the student's ability to organize, interpret and apply acquired knowledge to pertinent life situations;
- (3) Helps each student identify his/her own rights and responsibilities within that society;
- (4) Fosters an understanding and appreciation of our American heritage, producing a commitment to participate in the democratic process;
- (5) Provides knowledge and understanding of the various cultural heritages and promotes respect for diversity;
- (6) Makes every student aware of educational and work-related options that prepare him/her for productive work and enables them to take full advantage of the opportunities this society affords;
- (7) Encourages students to continue their intellectual curiosity beyond the conclusion of their formal education;
- (8) Provides opportunity for students to gain entry-level skills in selected professional-technical areas;
- (9) Fosters and encourages students to learn good health habits and personal wellness as a lifelong skill;
- (10) Fosters and encourages students to learn "just say no" habits to drugs and alcohol as a lifelong skill;
- (11) Fosters an awareness and appreciation of the arts;
- (12) Introduces an awareness and understanding of technology.

d. Evaluation - Appraising an educational program which:

- (1) Measures the degree of success by the quality of student progress toward the achievement of stated learning objectives;
- (2) Uses assessment results to improve curriculum and instruction.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)

[ORS 329.035](#)

[ORS 332.107](#)

[OAR 581-022-1020](#)

Cross Reference(s):

IF - Curriculum Development and Review