

SCHOOL DISTRICT OF WAUZEKA-STEUBEN**DISTRICT MISSION AND PHILOSOPHY****General Philosophy of the School District of Wauzeka-Steuben**

We believe in educating every student according to his/her needs and abilities. We recognize the worth of every human being regardless of race, national origin, or class in society. We must constantly reevaluate our program in terms of its effectiveness in providing for the needs of a student body reflecting a wide range of ability and achievement. Students of high ability need enrichment of program and opportunities to engage in activities which challenge their capabilities. Students of limited ability should have the experience of success in reaching attainable goals.

We consider concepts such as democracy, citizenship, and esthetics as terms open to interpretation. In the interrelations of student and faculty, the District must seek democratic ideals in the day-to-day academic and social program. Democracy is more effectively taught through example and practice than through earnest lecturing. The teacher who enjoys and respects young persons, who is honest and sincere with them, will do much to create an enduring respect for democratic ideals. We believe that reasoned approaches and study of opposing social and political philosophies within our world community are effective methods of strengthening the democratic system. Thus, we value open discussion of different points of view on issues that pertain to the school, the community, or the nation. To that end, we shall endeavor to stimulate dialogue among students and faculty.

The student must learn self-discipline and assume the responsibility for learning and understanding if (s)he is to acquire self-confidence. We stress the student's need for self-realization. By acquiring the ability to listen, to follow directions, and to learn to study effectively, s/he will question, and will relate experiences that bring satisfaction. Helping the student to find pleasure in the study of the humanities, science, and business is a primary obligation of the District and every teacher. We must provide experiences, which will develop the student's interest and enable the student to understand the relationships of these areas to his/her daily life.

We recognize that the individual student is influenced by many outside agencies, such as family, social peer groups, and religious organizations. The school should use all opportunities available to improve the quality of education by enlisting the support of these agencies and offering District help in the constructive efforts of the community. We should reinforce the positive influences gathered from outside employment, travel, and participation in community activities. To this end, we need a flexible approach in planning curriculum and organizing classroom work.

We recognize an obligation to help students meet personal needs by providing an atmosphere of emotional security; we also realize it is not the function of a public school to handle aggressive behavior of the emotionally maladjusted.

We believe that education is a continual process of learning from the beginning to the end of life, involved with the development of the whole person. Teachers must communicate the excitement and pleasure, which the discovery of new insight can bring to the mature person and present education as a means of personal growth and self-fulfillment.

We believe the student's acceptance of self as a worthy human being is the essential element in attaining maturity and self-direction. If a student is to attain feelings of self-worth, (s)he must find his/her motivation in striving for attainable and desirable goals, rather than in seeking to avoid punishment and failure. However, students often perform according to adult expectations and the teacher must be ever mindful not to expect too little from any given student.

Recognizing the rapidity of technological change, we must maintain flexibility in planning the curriculum to meet student needs. Rapid change brought on by technological progress means that all students need to be prepared for the possibility of vocational displacement and personal readjustment. They must be introduced to the educational and social resources of their communities that will enable them to cope with this rapid change. We strive to prepare our students to exert control over the society in which they will live. To do this, we must provide understanding of the origins of social change, insights into the development of cultures, and into growth of democratic process. Change will take place and they, the students - the future citizens, will need to utilize orderly channels to make change a force for the good of society and the individual.

Legal References:**Cross References:****Adoption Date: pre 1976****Date Revised: 3/21/2016****Date Reviewed: 3/17/2014**