

PHILOSOPHY OF EDUCATION

District Mission Statement

Peyton School District is a community partnership between students, staff, families, and patrons; providing an educational opportunity for individuals to attain their potential in a safe and trusted, family-like environment.

Education is a process of experiencing both concrete and abstract situations which enables the human mind to develop a system for comparing and judging each succeeding experience.

We, in the Peyton School District # 23 JT view education as a process which enables an individual to develop a clearer understanding of his/her self, his/her environment and the relationship and inter-relationship between the two.

The school is part of a child's educational experience. The objectives which the school fosters by means of the curriculum are often variable in content as well as priorities depending on the community in which developed.

The Peyton Board of Education Believes:

1. For an individual to exist in society he/she must develop certain fundamental skills and acquire particular tools of learning which will enable him/her to make decisions and think creatively, based upon facts and critical thinking, utilizing the base of experience to which the individual has been exposed. This is the primary function of formal education.
2. Education should be designed to aid in developing within each individual a knowledge and practice of sound mental, physical, and emotional health principles. Each child is unique, with individual needs, interests and abilities.
3. Education should aid in developing within each child a positive self-image. It should help in giving him/her an understanding of themselves and their environment, and the relationship and inter-relationship between the two.
4. The educational program should aid in promoting within each child an appreciation and an understanding of the organization and beauty of the world in which we live and for the necessity for structure within society.
5. It would create within each child a desire and quest for knowledge.
6. It should promote within each child an insistence upon quality in all things, material and otherwise, and pride in a job well done.
7. Formal education can be thought of as a series of skills, concepts, and specific information to which an individual is exposed in an organized manner. The skills are

organized in progressive steps. Each individual is expected to gain a degree of mastery of these skills prior to advancing to the next step.

8. Formal education should not be construed as, nor undertaken as, a replacement for the home, church or society in general, in which the child develops his/her own “positive self-image,” by which the child can sense his/her own worth and dignity as an individual.

Goals of the Peyton School District # 23 JT can be described in terms of the elementary, junior high, and high School programs.

Elementary School Program:

Elementary Mission Statement

Peyton elementary School and the supporting community are committed to outstanding student achievement by educating and nurturing all children in a safe, challenging, and rewarding place.

Upon entering the elementary school, each child should begin his/her experience in groups for the purpose of building the foundation for all successive learning experiences. Learning should not be left to chance. At each age level there will be a planned curriculum based on consideration of sound research in child development and of discoveries made on how learning takes place. Since all relations are with society, an individual is constantly measured in relationship to the abilities, actions, and accomplishments of the people around him/her. The education program in the Peyton School District # 23 JT should be pursued in a similar competitive atmosphere, including comparative grading of each youngster against established criteria.

In the early years of a child’s life, he/she should be helped to become an accepted, contributing group member. He/she should be helped to acquire the learning of numbers, reading, writing, and other forms of communications as well as to develop for themselves a degree of independence in using the skills involved. Art, dramatics, rhythms literature, music, science, and crafts should be introduced to the child for the purpose of developing a deepening appreciation of his/her cultural heritage, and to give him/her a variety of media for self expression. The child should be encouraged to form and maintain a favorable attitude toward school life and to understand the opportunities it offers them for learning.

Every effort should be made to help each child make the best use of his/her intelligence in gaining information and skills necessary for academic, social, and economic literacy and in building attitudes, human relationships, ideals and beliefs consistent with the principals of living in a democratic society. Good mental and physical health should be encouraged. Study, evaluation and testing should be continuously employed to measure progress and success and indicate where more help or more challenge is needed. Provisions should be made to assure each child’s maximum continuous progress.

In later years of elementary school, each child should be helped to build upon his/her previous experiences; to improve and increase his/her communicative skills; to reach beyond the home, school, and community concepts to develop understandings of his/her state, nation, and world; to become more responsible as a contributing group member; to use his/her growing independence to his/her own advantage and to the advantage of

others in socially acceptable ways. In reading, he/she should be helped to expand his/her sight vocabulary, to increase his/her power to attack new words, to develop fluency, comprehension, and accuracy. He/she should be encouraged to turn to reading as a source of information and pleasure. He/she should be helped to use reference materials and library resources. He/she should be encouraged to see a need for critical reading and to improve his/her taste in reading.

In other language areas, the child should be helped to increase his/her power to transfer his/her thoughts to others through clear, appropriate speech and legible, accurate writing. All content fields of the curriculum should be used to provide realistic experience and practice in the art of communication.

Many fundamental skills in the process of arithmetic began earlier, and are clinched at the upper elementary levels. As previously indicated, new processes should be developed in sequence from concrete, direct experience in the use of abstractions. Much attention should be given to problem solving in connection with meaningful situations and to acquiring skill and accuracy in handling the basic number concepts. The school administration should establish guides in all fields determining the course to be followed by teachers in teaching a planned curriculum.

By the time the elementary school program is complete, most children should:

1. Have established favorable work and play relationships among peers and among adults with whom they live.
2. Accept limits for actions and have a willingness to act on suggestions.
3. Have learned to complete jobs undertaken, using desirable habits for study.
4. Show poise, self-control and self-direction suited to their age.
5. Be able to evaluate their own progress and see growth.
6. Have broadened interest and made a beginning toward the development of special abilities.
7. Have begun to develop aesthetic appreciations.
8. Be able to put ideas into legible writing, using accurate simple forms and pleasing language.
9. Spell correctly words commonly used in writing, and know how to use reference for others.
10. Express ideas clearly and distinctly, using both simple and colorful language, and have a fluency in speech.
11. Have an accumulated body of knowledge about the world they live in and its people.
12. Have beginning concepts of size and distance.
13. Have a foundation of science.
14. Have the ability to use a variety of sources of information books, community resources, and audio-visual aids.
15. Have an understanding of our number system and be able to apply fundamental facts to problem solving situations they meet in daily life.
16. Hold attitudes which foster learning, and promote good human relationships.

The groundwork for a child's future success is laid in elementary school. Therefore, these schools should seek to provide a dynamic practical program for children. Competent well-prepared teachers and administrators are essential. Leadership with

vision to pave the way to steady progress without losing sight of the realities of daily life is a prerequisite.

Middle School Program:

Middle School Mission Statement

Peyton Middle School will provide a well-balanced, educational experience that promotes:

- 1. A safe environment that encourages confidence in all students so that they will take risks to achieve their potential.*
- 2. A challenging academic curriculum to provide the skill necessary to meet future goals.*
- 3. The development of critical thinking and effective communication skills.*

The Middle School program should be an integral part of the total educational plan which seeks to provide for the personal-social development of the individual and at the same time educate for civic competence.

It aims at continuous growth from the elementary school to the senior high school, continuing these phases of the elementary school program which need extension and expansion and at the same time acquaint the pupil with the program and methods of the high school.

The Middle school should provide a wide variety of experiences and activities to aid the pupil in his/her personal, social, mental, and physical development commensurate with, and geared to, the known facts of the characteristics of this age group.

In order to meet the needs of the middle school students in the area of basic information and skills, a program of classroom studies should be set up. An extended period of time each day should be given to the general learning program which includes English and Social Studies. Within the period, functional units should be developed as the basis for class activities, and meaningful drills should be provided for each pupil. Fundamental skills and understanding should be emphasized throughout the programs.

All boys and girls should be acquainted with science and the influence of science on human life. Mathematics and foreign languages, computer literacy, commercial subjects, homemaking, shop, art, and music are additional areas of study.

Through school-wide guidance, pupils should be helped to grow in physical and mental health, and to identify their special skills and aptitudes.

All students should be encouraged to find mediums for self-expression in some kind of creative work.

Attitudes, appreciation's, and socially acceptable behavior should be the criteria by which school citizenship is measured.

The Middle school should accept as its major responsibility the helping of each student to successfully complete the prescribed course of study. It should maximize the child's

mental and emotional growth as much as possible. To this end, the staff must understand the adolescent and like him/her. Each student must be encouraged to excel for him or herself. They must know how to help each student successfully complete the course of study and to provide the extra challenge to the student that needs it. Cumulative records and standardized tests should be used in establishing the child's needs.

The classroom organization must be conducive to developing good work habits.

Knowing how to provide proper instruction; having ample practice materials on all levels represented by the class; imparting good work habits, using audio-visual aids, including magazines, newspapers, radio and television; relating school experiences to community life, are some of the skills recognized by all teachers as being fundamental.

The High School Program:

High School Mission Statement:

In partnership with our community, Peyton High School is committed to providing a creative, safe and supportive environment where students, staff and parents strive to provide opportunities to discover purpose, seek resources and create experiences for learning, personal growth and responsible citizenship.

The high school program should have as its primary aim the reinforcement of the skills provided by earlier learning experiences, broadening the base of experience with new subjects and developing good citizenship in the student as an individual and as a member of society.

The high school also has the responsibility for preparing some pupils for college, training others vocationally and technically, and offering a third group a variety of courses designed to equip them for useful citizenship and to help them find jobs in a competitive business and professional world.

The programs should, as far as facilities and personnel permit, provide for the continued growth and development of each child. The program should expect of each student the maximum achievement challenging each to the limit of his/her ability. The performance of each student will be measured by grading them against established criteria and in comparison to the rest of the students.

All programs should be continually evaluated and be subject to revision to meet the needs of those who will continue their education and those who will enter employment.

Revised date: 02/12

ADOPTED: 4/97