

BOARD OF EDUCATION OF HARFORD COUNTY

INFORMATIONAL REPORT

DECISION ON

**PHILOSOPHY OF EDUCATION
POLICY NO. 04-0001-000**

**CURRICULUM DEVELOPMENT
POLICY NO. 04-0002-000**

**UTILIZATION OF CURRICULUM MATERIALS
POLICY NO. 04-0003-000**

**CURRICULUM DESIGN BASIC PROGRAMS
POLICY NO. 04-0004-000**

**REVIEW AND SELECTION OF INSTRUCTIONAL MATERIALS
POLICY NO. 04-0005-000**

**EDUCATIONAL ACCOUNTABILITY – OPERATION
AND MANAGEMENT OF SCHOOLS
POLICY NO. 04-0007-000**

APRIL 13, 2015

Background Information:

The Board maintains a manual which sets forth the various policies of the Harford County Public Schools. The manual contains policies which are either required by federal and state law and regulation or which are, in the Board's judgment, necessary and appropriate in order for the school system to operate in a lawful, appropriate and effective manner. Included among such policies are those entitled:

04-0001-000 Philosophy of Education
04-0002-000 Curriculum Development
04-0003-000 Utilization of Curriculum Materials
04-0004-000 Curriculum Design - Basic Programs
04-0005-000 Review and Selection of Instructional Materials
04-0007-000 Educational Accountability-Operation and Management of Schools

Discussion:

In accordance with Board policy and direction, all sections of the Board Policy Manual are under revision. Included within the Instruction section are the following policies which were reviewed by the Board Policy Review Committee ("BPRC") at its November 24, 2014 meeting.

04-0001-000 Philosophy of Education

The proposed revisions regarding this policy align with the vision and mission statement of HCPS and are more directly connected with teaching and learning as it currently occurs within HCPS curricula.

At the Board's business meeting of March 10, 2015, this policy was reviewed by the Board for possible approval at a future meeting. The policy was posted for public comment and no comments have been received.

The BPRC recommends that this policy, as revised, be approved by the Board.

04-0002-000 Curriculum Development

The proposed revisions regarding this policy are intended to bring the policy into alignment with current Board policy format.

At the Board's business meeting of March 10, 2015, this policy was reviewed by the Board for possible approval at a future meeting. The policy was posted for public comment and no comments have been received.

The BPRC recommends that this policy, as revised, be approved by the Board.

04-0003-000 Utilization of Curriculum Materials

The proposed revisions regarding this policy are intended to bring the policy into alignment with current Board policy format. Language has been added to ensure the fidelity of the implementation of approved instructional programs, student activities and/or school-related experiences. It is proposed that the policy be retitled to Curriculum Development: Implementation.

At the Board's business meeting of March 10, 2015, this policy was reviewed by the Board for possible approval at a future meeting. The policy was posted for public comment and no comments have been received.

The BPRC recommends that this policy, as revised and retitled, be approved by the Board.

04-0004-000 Curriculum Design - Basic Programs

This policy is recommended for deletion as it duplicates language in the Education Article of the Maryland Code of Regulations ("COMAR") and/or contains language which is addressed in other

Board policies, namely, Curriculum Development and Oversight and Curriculum Development: Implementation. Attached are the following state laws and regulations which the policy duplicates in whole or in part.

1. Education Article Section 4-111.
2. State Board of Education Regulation Title 13A.04.01.01-13A.04.18.02.

At the Board's business meeting of March 10, 2015, this policy was reviewed by the Board for possible approval at a future meeting. The policy was posted for public comment and no comments have been received.

The BPRC recommends that the Board delete the policy.

04-0005-000 Review and Selection of Instructional Materials

This proposed revised policy contains language provisions which are intended to ensure that instructional materials utilized in the classroom complement and expand HCPS approved curricula. Digital media have been included in the language of the revised policy.

At the Board's business meeting of March 10, 2015, this policy was reviewed by the Board for possible approval at a future meeting. The policy was posted for public comment and no comments have been received.

The BPRC recommends that this policy, as revised, be approved by the Board.

04-0007-000 Educational Accountability – Operation and Management of Schools

This policy is recommended for deletion as it duplicates language in the Education Article COMAR. Attached are the following state laws and regulations which the policy duplicates in whole or in part.

1. Education Article Section 5-401.
2. State Board of Education Regulation Title 13A.03.04.01-13A.03.04.07.

At the Board's business meeting of March 10, 2015, this policy was reviewed by the Board for possible approval at a future meeting. The policy was posted for public comment and no comments have been received.

The BPRC recommends that the Board delete the policy.

Attachments:

1. Current Board Policy 04-0001-000 entitled Philosophy of Education.
2. Proposed revised Policy 04-0001-000 entitled Philosophy of Education.
3. Current Board Policy 04-0002-000 entitled Curriculum Development.

4. Proposed revised Policy 04-0002-000 entitled Curriculum Development.
5. Current Board Policy 04-0003-000 entitled Utilization of Curriculum Materials.
6. Proposed retitled and revised Policy 04-0003-000 entitled Curriculum Development: Implementation.
7. Current Board Policy 04-0004-000 entitled Curriculum Design – Basic Programs.
8. Education Article Section 4-111 attached relative to the deletion of Curriculum Design – Basic Programs.
9. State Board of Education Regulation Title 13A.04.01.01-13A.04.18.02 attached relative to the deletion of Curriculum Design – Basic Programs.
10. Current Board Policy 04-0005-000 entitled Review and Selection of Instructional Materials.
11. Proposed revised Policy 04-0005-000 entitled Review and Selection of Instructional Materials.
12. Current Board Policy 04-0007-000 entitled Educational Accountability – Operation and Management of School.
13. Education Article Section 5-401 attached relative to the deletion of Educational Accountability – Operation and Management of School.
14. State Board of Education Regulation Title 13A.03.04.01-13A.03.04.07 attached relative to the deletion of Educational Accountability – Operation and Management of School.

Superintendent's Recommendation:

For the foregoing reasons, it is recommended:

- A. That the Board approve the Superintendent's recommendation that the proposed revised policy entitled Philosophy of Education be approved.
- B. That the Board approve the Superintendent's recommendation that the proposed revised policy entitled Curriculum Development be approved.
- C. That the Board approve the Superintendent's recommendation that the proposed revised and retitled policy entitled Curriculum Development: Implementation be approved.
- D. That the Board approve the Superintendent's recommendation that the policy entitled Curriculum Design – Basic Programs be deleted.
- E. That the Board approve the Superintendent's recommendation that the proposed revised policy entitled Review and Selection of Instructional Materials be approved.
- F. That the Board approved the Superintendent's recommendation that the policy entitled Educational Accountability – Operation and Management of School be deleted.

POLICY TITLE Philosophy of Education		
ADOPTION/EFFECTIVE DATE	MOST RECENTLY AMENDED 1/9/1989	MOST RECENTLY REAFFIRMED 5/6/2002
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY Instruction		

A Philosophy of Education for the Harford County Public Schools is a statement of the purposes and the nature of our public-supported educational enterprise. It expresses our beliefs and commitments concerning our schools--the learner, the teacher, the curriculum, and the educative process. Its function is to provide a framework from which policies, programs, procedures, and actions will continue to evolve to the benefit of our youth and our society.

The Educational Setting

Schools are established upon the basic tenet that public education is highly valued in our society. This is particularly true in Harford County. Education is a primary means by which all youth may experience opportunities for individual growth and by which they may acquire and assimilate the culture and the values of our democratic society. The extent to which the public schools of Harford County are valued is attested by our community's acceptance of its responsibility to support schools and to encourage improvement in the quality of our programs, personnel, and facilities.

The responsibility for educating youth in Harford County is shared by the home, religious organizations, the school, and other agencies. This is an understanding which is vital to the optimum development of our children. Recognizing that learning occurs in many settings, we firmly believe that each segment of society must assume responsibility to make a full contribution to its children and must simultaneously cooperate with all people and organizations to achieve this purpose. The school's role is to promote the learner's interest in, potential for, and skill in learning and also to help the learner acquire that knowledge and develop the basic skills and those behaviors which have personal, social, and cultural significance.

We must maintain and demonstrate the best qualities of our democratic society and culture, and we must continuously strive to improve that which exists. These are concepts which are recognized as fundamental to the progress of our youth. It is imperative that our youth develop clear and valid knowledge of both the physical and human factors which affect life and that they acquire the education which will enable each of them to pursue wise courses of action. The complex nature of our existence today, and the challenges inherent in social and technological change, and the need to educate students for living in the twenty-first century, require that our schools focus upon those learnings which will enable youth to meet the demands of today's world and to cope with the future.

The purposes of education in Harford County are derived from the needs of our youth and from the nature of our society. The learner must be allowed and encouraged to manifest that personal development which is unique to his or her needs and which is consistent with responsible behavior toward others. Each student must also understand and appreciate his or her heritage in order to comprehend the present society, to become an effective part of it, and to influence the future positively. If public education is to have significance, our schools must provide those experiences which will enable each student to recognize and to appreciate his or her potential for learning; to strive for the development of individual capabilities; and to understand, to participate in, and to contribute to the society of which each is a part.

The Learner and Learning

Since the education of our youth is the reason for the existence of our schools, we believe that the primary educational emphasis must be given to the learner. Each person is unique--with needs which are both distinctively individual and common to others. Recognizing the value of such individuality, we believe that each student, regardless of personal attributes or limitations, has an interest in and a capacity for learning. The learner has a right to be provided with learning experiences which are appropriate to personal needs and to those of society. Therefore, we obligate ourselves to the learner--to recognize and to understand his or her unique nature, to promote individual worth and dignity, and to strive for educational success.

We believe that learning includes all of those experiences which influence the development of the learner. Through a variety of educational activities, the learner discovers that learning is possible; discovers how to learn; and discovers knowledge which is meaningful, realistic, and satisfying. As learning is pursued, the learner perceives, forms concepts, makes choices, and takes action. Through the processes of imitating, assessing, revising, creating, practicing, and reinforcing, the learner gradually acquires those behaviors and skills which are associated with and necessary for continued development. To achieve the purposes of public education, learning must include those processes and experiences by which the learner's perceptions become increasingly accurate; by which concepts, goals, and values become more mature and meaningful; by which decisions reflect increased intellectual attainment; and by which actions more frequently produce personally satisfying and socially acceptable results.

We believe that the goals of learning must be consistent with the needs of the learner and the nature of society. The learner should be concerned with intellectual achievement; with the acquisition of skills fundamental to everyday living; with the development and maintenance of a continued interest in learning; and with the understandings, attitudes, and values involved in our democratic way of life. Through a variety of planned learning activities and experiences, the learner is guided toward the fulfillment of his or her potential.

The Teacher and Teaching

We believe that teaching includes everything which influences the learner as a consequence of his or her association with and direction by the teacher. What the teacher is and what the teacher does determine his or her influences on the learner. Therefore, effective teaching demands that each teacher be a primary contributor in the educative process.

The teacher's role in the teaching--learning process is to exemplify the best qualities of our democratic society and culture; to demonstrate the worth of continuous learning; and to plan, promote, and guide the learning of our students. This requires that the teacher develop basic understandings, engage in analysis according to these understandings, and plan actions consistent with this analysis. The understandings which each teacher must have include those of the nature of individuals; the nature and process of learning; the process of change; the processes of motivation, communication, and evaluation; the concepts and skills within the subject matter; and the interaction of these elements. The teacher utilizes these understandings to discover the learner's needs, purposes, past learnings, and present performance and to develop appropriate learning experiences for each student. Consequently, the teacher's choice of actions must reflect continuous assessment and revision of all the factors affecting the learning situation.

Effective teaching must be carefully planned and must utilize appropriate processes. Planning must be based upon the teacher's mastery of the educative process, sensitivity to the learning environment, and understanding of the learner. The teacher must include opportunities for the student to use democratic procedures, to assess and clarify values, and to make decisions. In order to move the direction of learning toward our expressed purposes, it is imperative that the understanding of the human factors, the educative processes, the curriculum, and the interaction of all of these elements form the bases of our teaching.

The Curriculum

We believe that curriculum includes all of the experiences which children have under the guidance of school. A carefully planned instructional program is the heart of the curriculum. All school-related activities and experiences support, complement, and expand the instructional program. Within this concept of curriculum, that which the student learns, the means by which he or she learns, and the environment in which learning occurs are all vitally important.

In determining what our curriculum should be, we must strive to know the learner--what each needs and how each learns. In addition, we need to know what knowledge and skills have value for each student, as well as what other factors and forces have influence upon him or her. The curriculum should be planned to include opportunities for the student to acquire and use information; to develop skills, appreciations, attitudes, and abilities; to assimilate values; and to develop the processes of thinking which will enable each student to make wise decisions. The relationships which exist within the content, structure, and method of each discipline; between disciplines; and in all phases of the curriculum must

reflect our basic philosophy and objectives. The changing nature of society and the rapid expansion of knowledge demand that the curriculum undergo continuous revision to provide learning experiences which are compatible with the goals of an effective educational program.

We believe that the curriculum evolves from the interaction of students, educators, and the public. The process of curriculum development includes the continuous assessment and revision of present programs and practices, the exploration of and experimentation with new ideas, and the implementation of curricular change. In working with students, each teacher has the responsibility to implement and improve the curriculum. Principals and instructional staff share this responsibility. Educational authorities, community leaders, and professional organizations help to establish trends and bring new information and techniques to the attention of those who develop the curriculum. Effective communication among all groups concerned is necessary to provide for the most appropriate curriculum development.

Implementation

Since the function of this statement of philosophy is to provide a framework for our school policies, programs, and procedures, all professional personnel are obligated to work toward its successful implementation. Our philosophy must be reflected in all that we do to serve our youth--in teaching, in curriculum development, in the formulation of policies and procedures, in the assessment of the effectiveness of schools, in our relationships with students and public, and in all school-related activities. This makes it imperative that all professional personnel acquire a thorough knowledge of this philosophy and its practical implications. These philosophic principles must be integrated into all classroom experiences that are planned and conducted for the youth of Harford County.

The degree to which beliefs of the school system are realized is contingent upon the level of fiscal support received by the school system, the efforts of school personnel, the student and his/her parents, and many other factors which enhance the effectiveness of the school system.

Board Approval Acknowledged By:

Patricia L. Skebeck, Secretary and Treasurer
Board of Education of Harford County

Policy Action Dates		
ACTION	DATE	
Amended	1/9/1989	
Reaffirmed	5/6/2002	

Responsibility for Policy Maintenance & References		
LAST EDITOR/DRAFTER NAME Unknown		JOB POSITION OF LAST EDITOR/DRAFTER Unknown
PERSON RESPONSIBLE		JOB POSITION OF PERSON RESPONSIBLE
DESIGNEE NAME N/A		JOB POSITION OF DESIGNEE N/A
REFERENCE 1 TYPE	REFERENCE 1 NO.	REFERENCE 1 DESCRIPTION
REFERENCE 2 TYPE	REFERENCE 2 NO.	REFERENCE 2 DESCRIPTION
REFERENCE 3 TYPE	REFERENCE 3 NO.	REFERENCE 3 DESCRIPTION
REFERENCE 4 TYPE	REFERENCE 4 NO.	REFERENCE 4 DESCRIPTION
REFERENCE 5 TYPE	REFERENCE 5 NO.	REFERENCE 5 DESCRIPTION
POLICY NUMBER PRIOR TO NOVEMBER 1, 2005: Instructional Program .03.05.001		

POLICY TITLE: Philosophy of Education		
ADOPTION/EFFECTIVE DATE:	MOST RECENTLY AMENDED: 1/9/1989	MOST RECENTLY REAFFIRMED: 5/6/2002
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Instruction		

- I. Purpose
The purpose of this policy is to set forth HCPS beliefs related to the learner, the teacher, the curriculum, and the educative process.
- II. Definitions
 - A. The Learner
An individual who perceives, forms concepts, makes choices, and takes action gradually acquiring those behaviors and skills which are associated with and necessary for continued development.
 - B. The Teacher
A professional responsible for orchestrating learning throughout the educative process.
 - C. The Curriculum
A planned and approved instructional program.
 - D. Education
Education is a primary means by which all young people may experience opportunities for individual growth and by which they may acquire and assimilate the culture and the values of our democratic society.
- III. Policy Statement
 - A. The philosophy of education of Harford County Public Schools shall be aligned with the vision and mission statements of the Board of Education. ~~Strategic Plan and the beliefs statements contained thereunder.~~
 - B. The above philosophy shall be reflected in all that we do to serve our youth – in teaching, in curriculum development, in the formulation of policies and procedures, in the assessment of the effectiveness of schools, in our relationships with students and public, and in all school-related activities.
 - C. The Learner