

III. FUNDAMENTAL PRINCIPLES

- A. The school has long been viewed as a basic social instrument in obtaining our traditional American goals of equal opportunity for personal fulfillment.
- B. The presence of children in all schools from varied racial, cultural and/or socio-economic backgrounds is an important element in the preparation of young people for participation in the social and political affairs of our democracy.
- C. In forming school policies, every educationally sound action should be taken to insure not merely passive tolerance but active acceptance of and genuine respect for children from every segment of the community.
- D. Public schools must make certain that in all their policies and practices the dignity of each child be respected regardless of ethnic, racial, or religious backgrounds. They must also be certain that in all their acts they transmit the belief and conviction that all children should be educated to their fullest potential and that no group or school in any manner should be regarded as inferior or superior.
- E. A community school offers important educational values which should not be overlooked. The relation between the school and the community with which it is identified can in many cases offer important educational values and lead to more effective participation by parents and other citizens in the support and guidance of the school. Yet, when a community school becomes exclusive in fact or spirit, i.e., is being reserved for certain community groups, to the exclusion of others, it does not serve the purpose of democratic education.