

## **Bylaws Article 3 • ENDS WE SEEK**

- 3.1 Integral education. Children and youth practice personal fulfillment and engagement in society, in a school program of respect for self-determination, and trust in an inborn tendency to self-actualize.
  - 3.1.1 Opportunity. Students have abundant opportunity for personal fulfillment and societal engagement.
    - a. Community. Students experience fellowship, common culture, collective self-governance, and shared responsibility.
    - b. Order. Students experience safety, order, and access to community resources.
    - c. Knowledge. Students have opportunity to develop knowledge and skills in self-chosen domains.
    - d. Staff. Students experience adults who dependably steward the program's facilities, finances, and business; facilitate student access to resources; exemplify mature practice of personal fulfillment and societal engagement; and anchor school culture to values of interpersonal respect and trust in the natural impulse to self-actualize.
  - 3.1.2 Growth. Students grow in many dimensions, such as physical, intellectual, emotional, social, and spiritual.
    - a. Personal fulfillment. Students increasingly actualize personal potentials, and seek satisfaction in self-chosen domains of activity, knowledge, and skill.
    - b. Engagement in society. Students develop increasingly fulfilling ways of participating in culture, community, and society.
  - 3.1.3 Self-determination. Students enjoy natural rights of life, liberty, and pursuit of happiness, paralleling adult experience in the community beyond school.
    - a. Civil liberties. Students enjoy civil liberties such as freedoms of speech, press, thought, attention, religion, privacy, movement, association, and peaceable assembly.
    - b. Curriculum. Students are free of curricular coercion.
  - 3.1.4 Governance. The daily school program is self-governing, with authority and responsibility shared among the governed, students and staff alike.
    - a. Voice. All members of the daily school program—students and staff—enjoy equal rights of voice and vote in matters of governance and the common good.
    - b. Rule of law. All members of the daily school program are subject to the authority of school government according to duly adopted laws that are publicly disclosed in writing.
    - c. Responsibility. All members of the daily school program share responsibility for the common welfare.
    - d. Protection. All members of the daily school program enjoy equal protection and due process under school law.
- 3.2 Outreach. Parents, educators, public policymakers, and the general public have access to information about the school and integral education, sufficient to facilitate understanding, replication, and adaptation.