Invest in Our Children, Financial Literacy Should Be Required in Selective Enrollment Schools

Every year, in Lincoln Square on the northwest side of Chicago, selective enrollment elementary schools proudly introduce some of the most brilliant students who read beyond their grade level, are great in mathematics, and outstanding in creativity, curiosity, and leadership potential. But despite academic success, one curriculum area of learning that remains to be recognized is financial literacy. In this world, children are exposed to financial decisions earlier than ever, from online purchases and digital gaming purchases to family discussions about money. It should no longer be sufficient for schools to focus strictly on the regular academics. In reality, intelligence alone does not just guarantee success; it is the ability to make informed financial choices. Students in selective enrollment programs, where the goal is not only to be successful in school to lead, are faced with the absence of financial education, which presents a missed opportunity to prepare the next generations for real-world responsibilities.

Traditionally, financial literacy has been considered a subject suitable for high school or adults. However, research increasingly indicates that attitudes and habits regarding money begin to form well before a student reaches their teenage years. The Council for Economic Education (2024) states in a study survey that students start to develop financial behaviors as early as age seven, and that early education significantly boosts their long-term confidence and decision-making regarding finances. For example, I truly believe that it can start earlier than age seven when you introduce money to children. I have an 18-year-old and a 4-year-old, and I've been teaching them about money since they were little. Showing them that saving at least 1 dollar can make a difference in how much they will have more than what they had the day before, and spending their money. My 5-year-old always asks about money and he buys something every time he goes to the store. In spite of evidence, numerous selective enrollment elementary schools, provides advanced courses in math, coding, and language arts, but failed to incorporate personal arts finance into their educational programs.

This gap is not a result of an unconcerned problem, but rather a misconception about the appropriate timing and methods for initiating financial education. By not realizing the importance of teaching financial responsibility until later grades, schools unintentionally pause the development of crucial skills that could help students from a young age and for the rest of their lives. Students enrolled in selective programs are in a great position to gain from early teaching in financial literacy. These skills already focus on leadership, problem-solving, and creativity, which naturally correspond with the principles of budgeting, saving, goal-setting, and economic awareness. Introducing financial literacy in elementary education does not take away from academic learning; rather, it improves it. Connecting financial concepts to mathematics, technology, and social studies, teachers can strengthen their abilities while preparing students to be successful.

Selective enrollment elementary schools should establish a mandatory financial literacy curriculum, as early financial education will instill lifelong responsibility, can potentially boost students' academic and emotional development. It satisfies the ethical obligation of schools to prepare their most gifted students for not only higher education but also the tough challenges of life. Selective enrollment elementary schools are considered symbols of only academic excellence and leadership development (National Financial Educators Council). These schools are only designed to discover and obtain the most capable young minds. True excellence in education must extend beyond academics. The moral foundation of a genuinely excellent school lies in its ability to prepare students not only to pass tests but also to live responsibly and lead meaningfully. From an ethical perspective, administrators of selective enrollment schools carry a significant responsibility: to ensure that students leave their schools not only with intellectual strength but also with the wisdom to make sound, ethical, and informed decisions. A required financial literacy course addresses this moral duty and demonstrates the integrity of schools that profess to prepare the child for success.

Education lacking financial insight leaves even the most capable students at risk. A child may master algebra or write great persuasive essays, yet still find themselves unprepared to manage a paycheck, save wisely, or understand debt. This moral gap is not a reflection of the student's abilities; it symbolizes a systemic shortcoming. Selective enrollment schemes often claim to 'prepare future leaders,' but great leadership requires accountability and foresight. Early instruction in financial literacy reinforces these ideals by associating responsibility with action.

When schools guide students in setting objectives, planning budgets, and making informed spending choices, they develop habits of discipline and ethical decision-making that go beyond financial matters. These are the same principles that administrators strive to promote through character education, honor codes, and leadership initiatives. Neglecting financial literacy within this moral framework results in a significant deficiency in students' ethical and personal growth.

Additionally, selective enrollment administrators are viewed as leaders in their districts and set the benchmark for educational excellence. Typically, leadership requires one to lead by example. When selective schools adopt new programs, other schools commonly follow suit. The accomplishments of financial literacy in these schools send a compelling message to neighboring districts: academic and practical life skills are not mutually exclusive; in fact, they support one another. According to the National Financial Educators Council (2024), schools that introduced financial literacy courses in early grades not only achieved better financial outcomes but also saw increased student engagement and increased problem-solving skills across various subjects. By supporting this initiative, administrators show both moral courage and professional vision traits that define authentic educational leadership.

An analyst may claim that elementary students are too young for such education or that financial discussions should be done by parents. However, this viewpoint overlooks the ethical obligation schools have to prepare students in a comprehensive manner. Families disagree significantly in their ability or willingness to teach financial responsibility. The assumption that every child receives sufficient financial guidance at home is both unrealistic and unfair. Schools exist correctly because education cannot depend solely on individual circumstances. Just as we do not expect parents to teach advanced mathematics or foreign languages, we should not expect them to carry the entire responsibility for financial education alone. The ethical duty lies with educators and administrators who develop a curriculum that promotes the collective good.

Furthermore, financial literacy encourages ethical citizenship. When students grasp the workings of financial systems, including how taxes support communities, how loans influence future earnings, and how savings help personal stability, they evolve into more accountable and responsible people in the world. They will be able to recognize that each choice they make has repercussions and that ethical decision-making contains not only honesty but also caution, fairness, and respect for resources. Financial literacy strengthens the link between individual accountability and collective welfare.

When you walk into any selective enrollment elementary school, you will witness potential all around students filled with curiosity, teachers inspiring young minds, and families placing their hopes for a brighter future in the hands of educators. These schools were established to foster excellence and promise. However, behind every enthusiastic student is a child who will one day encounter a world where every choice from college to career, from credit cards to rent, counts and is influenced by financial literacy. As administrators and teachers, they cannot overlook the emotional weight of this truth. The innocence of childhood will eventually give way to the realities of adulthood, and when that time comes, students will need more than intelligence; they will need resilience, confidence, and self-sufficiency. This emotional journey should've begun in preschool, and a financial literacy program can provide the emotional armor that every student deserves.

Selective enrollment schools take pride in developing leaders. When children learn about saving, investing, or contributing, they also gain patience, gratitude, and empathy. Financial literacy promotes sympathy and the recognition that financial decisions impact others, from family members to the wider community. Imagine a student who learns to contribute a portion of their allowance to a charity and save for a family outing. These minor lessons help emotional maturity and kindness. They connect responsibility with care and success with service lessons that extend well beyond the classroom. For administrators, encouraging emotional intelligence is a moral and professional success.

Financial literacy also extends to families; parents of students in selective enrollment programs frequently make sacrifices to secure their children's educational opportunities, enduring long commutes, seeking additional tutoring, or incurring extracurricular expenses. These families rely on administrators to provide not only academic excellence but also readiness for life. Financial literacy instruction reassures parents that their children will develop into independent adults who can manage the complications of the world. For lower-income families learning financial literacy becomes a generational gift. A child who learns financial responsibility can one day help stabilize a household, plan for college, or avoid predatory debt.

To share that knowledge is to remember hope, the kind of hope that education has always been meant to offer. In addition, financial literacy can help emotional gaps between students from different social class backgrounds. These programs often bring together students from different financial backgrounds, some of their parents own businesses, while others come from families living paycheck to paycheck. Without proper advice, these situations can cause insecurity and embarrassment. However, financial literacy classes can turn those differences into empathy and mutual respect. Students can learn that financial success is not mainly about right, but having knowledge, planning, and dedication. This message builds community and emotionally helps students through understanding rather than dividing them by circumstance.

Administrators, the emotional argument carries an even deeper moment: the legacy of the school itself. Each decision made in curriculum design sounds far beyond the present. When future generations look back on their education, will they remember a system that provides them only with academic knowledge? Or one that prepared them for life's emotional and financial realities? The pride of a selective enrollment institution should not rest solely on test scores or awards, but on the stories of graduates who live with confidence, balance, and gratitude. A financial literacy program makes that legacy possible. It gives administrators the power to shape not only minds but futures, futures that's filled with emotional strength and practical wisdom.

Without learning financial education, students risk entering adulthood unprepared for trials and tribulations that can hurt their well-being like crushing student loans, crazy spending, or financial dependency. Those bad decisions lead to feelings of failure or hurt and the most heartbreaking reality is that such pain is preventable. A few lessons on budgeting, saving, and planning could mean the difference between confidence and crisis. For administrators who have dedicated their lives to nurturing children's potential, allowing preventable hardship is emotionally unsustainable. Education should heal, not harm. To deny students the tools to manage their futures is, emotionally, a quiet betrayal of trust.

A financial literacy program is an act of compassion. It is known that while we cannot protect students from every hardship, we can give them the skills to face those hardships with strength and dignity. It tells students, "Your future matters, not just your grades, but your peace of mind as well." And when administrators lead with sympathy, they create a surge effect. Teachers feel supported, families will feel valued, and students feel seen. The emotional way of life in school shifts toward empowerment and care is exactly the kind of environment that encourages growth. Elementary schools with selective enrollment take pride in their data-driven excellence.

Admissions are based on quantifiable achievements, growth metrics, and the ability to master advanced academic subjects at an accelerated pace. Nevertheless, when it comes to preparing students for success in the real world, the data presents a disconcerting picture, one that logic necessitates administrators to address. Across the United States, financial illiteracy continues to afflict generations of otherwise intelligent and capable individuals. According to a 2024 study by the National Financial Educators Council, the average American adult loses more than $1,800 each year due to poor financial decisions, decisions that arise directly from a lack of essential financial education. For schools that are committed to academic rigor and lifelong success, the conclusion is evident: overlooking financial literacy is not just an oversight; it is a failure of logic and preparation.

Research consistently shows that financial habits start to form at an early age. Here's another study conducted by Cambridge University that revealed that children begin to develop their money habits as young as seven years old. So, it isn't just one research on what age children begin to develop money habits. Consequently, by the time students enter middle school, many of their perspectives on spending, saving, and risk are already set. Therefore, it is unreasonable to postpone the introduction of financial literacy education until high school. Selective enrollment elementary schools, with their advanced curricula and capacity to implement innovative programs, are ideally suited to incorporate these lessons early before bad financial habits can take hold. Just as these schools promote critical thinking and reading skills ahead of time, they should also encourage financial understanding. Introducing these concepts early enables students to perceive financial management not as a difficulty, but as an essential aspect of responsible living.

The case for financial literacy is also supported by clear economic and educational statistics states that have instituted mandatory personal-finance courses have substantially increased student access to financial education (Council for Economic Education; NGPF, 2023), and recent observational studies show required financial education can produce measurable improvements in young adults' financial outcomes—such as reduced default rates and improved financial well-being—though effects vary by program and may diminish over time. These findings are not simply theoretical; they reflect concrete life outcomes. If selective enrollment schools aim to cultivate future leaders and problem solvers, the logical progression is to equip those leaders with the ability to manage their personal and financial decisions cautiously.

Financial literacy also strengthens logical reasoning across various disciplines. When students learn to compute compound interest, analyze cost-benefit scenarios, or evaluate risk and reward, they are utilizing the same cognitive processes that are applied in mathematics, science, and even language arts. Instruction in financial literacy complements and boosts existing academic standards. It is not a distraction from core subjects, it is an improvement. Author William G. Gale from Brookings Institution (2024) reports that, "The integration of financial literacy into math curricula improves numeracy skills and applied reasoning".

Selective enrollment schools already emphasize advanced critical thinking; while incorporating financial concepts aligns naturally with the intellectual rigor that administrator's value most. From a curriculum design perspective, financial literacy is not an add-on, it is an amplifier.
From a more critical standpoint, financial literacy education also supports long-term institutional success. Schools that produce well-rounded, capable graduates improve their reputation, attract high-performing families, and strengthen community partnerships. Parents evaluating selective enrollment options increasingly seek evidence of "real-world readiness." By implementing financial literacy early, administrators meet this demand while demonstrating responsiveness to community expectations, a critical component of effective school leadership.

In an era where schools compete for enrollment and reputation, adopting a forward-thinking program supported by research offers a strategic advantage. Observers may argue that elementary students lack the maturity to comprehend financial concepts. Nevertheless, logic disproves this notion. Age-appropriate educational programs are already available and have shown to be effective. Programs such as Jump$tart's "Money as You Grow" and the FDIC's "Money Smart for Young People" series provide frameworks specifically designed for children aged 5–11, employing relatable examples like saving for a toy or distinguishing between needs and wants. These lessons encourage decision-making, delayed gratification, and goal-setting all vital cognitive skills that align with established learning standards. The cost of implementation is minimal when compared to the long-term benefits. From a resource allocation perspective, the return on investment is clear: for every dollar invested in financial literacy education, communities can realize up to $60 in long-term economic benefits through improved financial behaviors and reduced reliance on credit (NFEC, 2024).

Logic compels action when the advantages far exceed the costs. Also, selective enrollment administrators must adopt a comprehensive systems perspective. Schools serve as a representation of society, preparing students not only for individual success but also for public participation. Financially educated individuals are more likely to engage responsibly in economic systems accurately paying taxes, avoiding bankruptcy, and contributing to stable local economies. The U.S. Treasury's Office of Financial Education (2023) highlights that communities with higher financial literacy rates experience lower unemployment, greater home ownership, and fewer defaults. From a policy and leadership perspective, the inclusion of financial literacy aligns directly with national goals of economic stability and responsible citizenship. Administrators who prioritize this education are, in effect, investing not just in their students, but in their communities.

Selective enrollment elementary schools were established based on a direct serious ethical principle: that when talent isrecognized early and nurtured with care, it can lead to a brighter future. These schools are not just designed to improve academic performance; they aim to show excellence and to establish the standard for what public education can accomplish When vision aligns with responsibility. However, excellence lacks ethics and is ultimately empty. For school leaders, the ethical challenge of leadership lies not in preserving the existing state of affairs, but in taking decisive action when evidence and moral conviction call for change. Introducing a mandatory financial literacy course is one ethical necessity. It indicates a pledge of integrity, and dedication to providing every child, disregarding their background, with the crucial knowledge to live wisely, responsibly, and justly.

At the heart of educational ethics is a fundamental truth: schools influence the character of society. When administrators determine what children should learn, they are making moral decisions about the values of the next generation. Selective enrollment schools, with their focus on leadership and excellence, bear an even heavier ethical responsibility. Their graduates frequently become community leaders, the individuals who will make economic, civic, and moral choices that impact others. To release these students into the world without a grounding in financial responsibility is to overlook one of the most significant elements of human decision-making. A school that professes to prepare “leaders of tomorrow” cannot ethically disregard the skills that will be most essential in the future.

Selective enrollment schools often function as moral examples within their districts. Their actions inspire others to join along, this leadership role carries both privileges and responsibilities. It is no longer sufficient to showcase academic excellence; ethical leadership requires that administrators anticipate the future needs of students and act on it. The rising national concern regarding financial illiteracy is not a hypothetical issue; it is well-documented and urgent. According to the FINRA Investor Education Foundation (2023), merely 37% of Americans can accurately answer basic financial literacy questions, with the gap being even more pronounced among young adults. When public institutions fail to address these shortcomings, the effects are far-reaching: economic instability, personal debt, and increasing inequality. Administrators who take the initiative to incorporate financial literacy into the curricula not only demonstrate foresight but also moral courage, the kind that exemplifies educational integrity.

In twenty years, when alumni reflect on their education, will they remember a system that prepared them to handle life's complications or one that left them unprepared for its most common challenges? Students who go to schools carry more than just bookbags and work, they carry dreams they set for their families. For many parents, especially the ones who have worked hard to secure a spot in these schools, that hope indicates a brighter and more stable future for them. These families place their trust in administrators to uphold that hope so that their children come out successful. However, that truth requires us to confront the challenging reality of life: a student who is unprepared for the real-world financial situations may still fall short. The toll of such a failure, the anxiety, the frustration, the quiet disappointment is a burden that no family or educator should have to endure. Implying a mandatory financial literacy course is not just an academic adjustment; it is a compassionate drive that aims for safeguarding the very hope that motivates families to pursue selective enrollment schools in the first place.

Parents who choose to apply for their children to attend these schools often make sacrifices of their time, finances, and energy to provide their children with the best opportunities to be successful. They enroll their children in after-school programs, adjust their work schedules, squeeze time in to get their children, all because they believe there is a high potential of education in these schools. When education covers financial literacy, it expresses to parents: Their children's efforts are valued. The schools appreciate their sacrifices, and preparing your child for more than just tests and quizzes; but preparing them for life. The bond between school and home is deeply emotional because they both tie in together. It supports trust, gratitude, and pride. It also reassures families that their school is not only academically demanding but also emotionally committed to their children's futures. For students, the emotional advantages of financial literacy are equally important.

Selective enrollment students are frequently encouraged to pursue excellence to be the best, to achieve, to outdo other students. However, being under these expectations many children hide their quiet fear of failure. Financial literacy relieves that fear by providing empowerment. It instills in them a sense of control over doubts of life. When a child learns to establish financial goals, separate their wants and needs, or comprehend the concept of saving, they gain confidence that transcends monetary matters. They start to understand life as something they can navigate, rather than something that just occurs to them. This emotional confidence and sense of competence is essential for mental health and self-esteem. It shifts the focus of learning from simple performance to a sense of purpose.

The emotional argument for financial literacy also addresses the fundamental aspects of childhood: a time for learning, growth, and safe mistakes. When students learn about finances, they are learning to create a secure environment for them to make small financial decisions, while allowing them to experience both success and failure. This helps them with maturity, patience, reflection, and self-discipline. They serve as a reminder that learning about financial decisions and responsibility are together and is needed in life. Learning about financial literacy should not wait until high school or adulthood; they should be shared while children are still open-minded and eager to learn new things.

Selective enrollment elementary schools are established to achieve measurable excellence. They rely on evidence, data, and innovation to direct decision-making features effective educational leadership. However, when it comes to preparing students for adulthood, a logical inconsistency is revealed: while these schools demand academic excellence, they frequently overlook one of the most applicable life skills: financial literacy. The lack of a mandatory financial education class is not an academic issue; it is a matter of inefficiency.

In a time defined by data-driven accountability, the logical course of action for selective enrollment administrators is to implement a mandatory financial literacy curriculum. The evidence supporting this initiative is compelling, the cost minimal, and the long-term benefits both measurable and transformative. To begin with, financial literacy instruction boosts student performance in both cognitive and behavioral domains. According to research synthesized by the National Endowment for Financial Education (NEFE), school-based financial literacy programs consistently improve students' financial knowledge, confidence, and real-world decision-making skills. NEFE's national meta-analysis of more than 76 financial-education interventions found that financial literacy education produces significant, measurable gains in students' ability to apply financial concepts, manage money, and make informed economic choices. Moreover, programs that integrate mathematics and financial concepts — such as budgeting, interest-rate calculations, and cost-comparison lessons — have been shown to strengthen students’ applied numeracy skills, particularly in reasoning, estimation, and multi-step problem-solving.

Studies cited by NEFE and partner organizations (including FINRA and FiCycle) further demonstrate that contextualized, real-world financial tasks increase student engagement and persistence, especially among elementary and middle-school students who benefit from learning math through meaningful, hands-on activities.These findings align seamlessly with the mission of selective enrollment schools, where higher-order thinking is central to instruction. When students calculate savings growth, evaluate loan costs, or simulate investments, they are applying the same reasoning strategies used in advanced math and science coursework. Financial literacy thus reinforces rather than competes with academic rigor. Logically, administrators aiming to maximize educational efficiency should embrace subjectsthat deepen understanding across disciplines.

Administrators claim that the existing curriculum is too filled to incorporate another subject without removing something else. They stated that selective-enrollment schools already function under high academic standards, which limits the flexibility for new content. Some fear that the addition of financial literacy could force teachers to rush through essential subjects or decrease instructional time in tested areas such as math and reading. Financial literacy does not require its own standalone time block. NEFE’s large-scale meta-analysis of more than 76 school-based interventions shows that integrating financial concepts into existing math lessons improves applied numeracy—especially multi-step reasoning, estimation, and problem solving.

Studies from NEFE, FINRA, and FiCycle demonstrate that contextualized financial tasks actually boost academic performance by giving students real-world motivation in mathematics and economics. Therefore, adding financial literacy strengthens multiple subjects simultaneously rather than competing with them. Some individuals question whether financial literacy has a long-term impact to change the order. They contend that numerous financial behaviors are predominantly influenced by the family environment rather than classroom instruction, which leads to doubts about the realistic capacity of schools to make a difference.Others believe the benefits may not appear until years later, making it difficult to justify dedicating time and resources in the present. State-level data from the Council for Economic Education and Next Gen Personal Finance (2023) show that mandatory financial education leads to concrete real-world improvements—lower default rates, increased savings, and greater financial well-being among young adults. NEFE’s research further confirms that school-based financial education measurably boosts students’ ability to apply financial concepts and make informed decisions. These outcomes directly support long-term student success. For selective-enrollment schools committed to preparing future leaders, ignoring these proven benefits would be a logical oversight.

Selective enrollment school administrators may argue that teachers are not formally trained to teach financial literacy, so adding the course could compromise instructional quality in selective enrollment schools. They worry that without specialized credentials, teachers may struggle to deliver accurate or rigorous instruction that aligns with the school's high academic expectations for students. However, national policy trends and verified research show that high-quality financial literacy does not require every teacher to be a certified financial expert. The Council for Economic Education, NEFE, FINRA, and FiCycle provide fully developed, evidence-based curriculum frameworks specifically designed for K–8 educators with no formal finance background. Schools with selective enrollment are distinguished by their use of innovative, research-supported practices, and aligning their curriculum with these esteemed organizations reinforces their well-known reputation for academic excellence. Rather than compromising standards, administrators bolster their credibility by employing nationally validated materials that have proven measurable benefits in a range of school contexts.

Teachers worry that implementing financial literacy without a state mandate may place selective-enrollment schools out of sync with district expectations. They fear that moving ahead too fast and independently could create inconsistencies in curriculum alignment, assessment pacing, and instructional priorities compared to other schools in the district. For numerous years, selective-enrollment schools have led the way in adopting research-supported initiatives. At both state and national levels, there is increasing momentum in policy advocating for mandatory financial education; states that have enacted these requirements have already seen considerable enhancements in student access (CEE & NGPF, 2023).

By taking initiative, school administrators reveal their professional foresight and a commitment to making their schools trailblazers in educational innovation. The early adoption of new strategies does not lead to misalignment; on the contrary, it positions the school as a leader in alignment with the latest state and federal trends. Some adults fear early financial lessons may overwhelm children who already experience financial insecurity at home. They worry that discussing money in school might trigger stress or remind students of struggles they see within their own families. For these adults, the concern is that financial topics could feel too “adult” and place unnecessary emotional pressure on young learners. There has been research that demonstrates avoiding financial discussions often leads to heightened anxiety in later years.

When financial literacy is taught in age appropriate ways through stories, games, and relatable examples it helps reduce anxiety and instills a sense of security and confidence in children. The NEFE's research indicates that financial education boosts student's confidence and decision-making abilities, therefore it is directly contributing to their emotional resilience. Instead of causing extra stress on children, early financial education enables them to feel capable and supported. All selective enrollment school administrators support that young students should focus on social-emotional development instead of financial skills. They are concerned that early introduction of financial concepts could interfere with their emotional feelings, self-regulation, and interpersonal skills. Some individuals feel that money-related discussions might create complications in classroom interactions, particularly when students originate from different economic backgrounds. In reality, financial literacy complements social-emotional learning.

Lessons involving budgeting choices, saving, sharing, or planning strengthen self-control, patience, teamwork, and long-term thinking. NEFE's synthesis of real-world task–based financial activities shows that these applied-learning experiences increase student engagement and persistence—traits directly tied to healthy emotional development. Teaching financial literacy early helps children feel confident making choices, which reinforces essential SEL competencies. Selective enrollment administrators are positioned to make significant changes. You have both the opportunity and the responsibility to redefine the meaning of true excellence. Financial literacy should be viewed as a life skill class that helps student's futures just like reading, math, and science. By acknowledging this skill and taking proactive steps, you can establish a new norm for preparing youth to tackle life's challenges. The future path is both practical and feasible.

Administrators can start by looking into evidence-based, freely available resources specifically designed for K–8 financial education. Programs such as the FDIC's Money Smart for Young People, the Jump$tart Coalition's National Standards and Curriculum Framework, and the Council for Economic Education's (CEE) teacher toolkits supply ready-to-use lessons, worksheets, and assessments that align with academic standards. Additional resources like Next Gen Personal Finance (NGPF), Junior Achievement, and state-based financial education guides provide flexible modules that can be integrated into current math, social studies, and advisory classes. These resources offer schools a foundational starting point that requires no significant restructuring, just the willingness to focus on real-world readiness.

Now is the time for selective enrollment schools to set an example. Integrate financial literacy not as a supplemental activity, but as a meaningful, thoughtfully planned curriculum. Form school committees, accept feedback from teachers, families, and also students.

Administrators decide to make the effort to demonstrate a commitment to student's long-term success. The decision made today will go far into the future giving students knowledge, confidence, and decision-making skills they need to navigate life with independence and integrity. The next generation is ready. They simply need leaders willing to give them the tools for growth.