

STUDENT-COMMUNITY-HOME RELATIONS GOALS/PRIORITY OBJECTIVES

The School Board acknowledges that it is charged with the governance of the public schools which belong to the people who created them by taxation and consent. The School Board recognizes that intelligent, informed support of the schools is dependent upon knowledge, understanding and participation in the efforts, goals and programs of the schools. It is also aware of its responsibility to provide the public with information and opportunities leading to participation of the public directly or indirectly in the establishment of programs and policies which are in the public interest.

Therefore, the School Board and the schools will strive to:

- A. Recognize and encourage the realization and/or strengthening of the fact that schools belong to the community and cannot be separated from it;
- B. Create and maintain an atmosphere of mutual understanding and respect for children and adults studying, residing or employed within the school system;
- C. Create and maintain an atmosphere of welcoming public involvement in school affairs;
- D. Ensure that the public within the school system have full access to information concerning programs and policies which concern them; and
- E. Determine the public's reaction to the policies and programs conducted by the schools.

Achieving these objectives requires that the School Board and staff, individually and collectively: express positive attitudes toward the schools in their daily contacts with parents, people of the community and one another; make systematic, honest and continuing efforts to discover what the public thinks and what citizens want to know and to interpret school programs, problems and accomplishments; develop an active partnership with the community in working toward improvement of the educational program; and take an active interest in the needs of the total community to find ways to assure that the schools are a vital and positive experience for all students and other citizens of the community.

First Reading: September 1, 1999

Second Reading and Adoption: November 3, 1999