

SCHOOL DISTRICT GOALS AND OBJECTIVES

The Board of Education is charged on behalf of the public with the responsibility of determining the goals of the School District. In discharging that responsibility, the Board has addressed four primary areas. Education, professional personnel, school environment, and operations.

It is the commitment of the Board to develop policies to implement the goals within each area. Furthermore, it is the commitment of the Board to review annually and restate as necessary, the goals within each area so that the programs will at all times speak directly to the stated goals.

Education

School personnel will provide for maximum growth of each child despite the differences in learning difficulties and the rate with which different children learn.

Each student will be challenged to use fully whatever abilities and aptitudes he/she possesses.

Those who work directly or indirectly with students will be encouraged to develop understanding of the fundamental principles of personal worth, self-dignity and respect for each individual, regardless of his/her race, national origin, sex, religion, ability, disability, or personal belief.

All efforts by the community and teachers will be aimed at helping each student to lead a productive and contributing life within the society in which he/she resides.

Individuality will be highly prized in students.

Schools will strive to provide the best learning situations possible.

Pilot programs and experimentation at the local school will be encouraged in order to seek ways to develop educational programs to meet the diversity in student needs.

A comprehensive educational experience which includes strong academics, athletics, fine arts, practical arts, vocational skills, music, drama, foreign language, and other experiences perhaps unknown presently but necessary in the future, will be presented to students for mastery, enjoyment, and a sense of personal accomplishment.

To structure the over-all instructional program to promote sufficient alternatives to meet the variety of individual needs, capacities, and aspirations in both individualized class offerings and offerings that extend the learning environment into the community.

To promote a plan for the organized improvement of school curriculum, including the articulation between elementary and secondary schools.

Professional Personnel

To improve District-wide performance in the teaching of reading, writing, and mathematical skills.

To establish minimum acceptable professional performance standards for all professional personnel.

To provide in-service training and professional growth experiences for the professional staff.

To continue enforcement of disciplinary procedures to foster a positive school environment.

To maintain and review an accountability system for the improvement of the instructional program.

School Environment

To assure each individual a physically and emotionally safe teaching and learning environment.

To assure that each individual is treated fairly, respectfully, and without bias by all members of the school community.

To assure accessibility of all facilities and educational programs for all students and staff members.

To have each individual in the school community know and fulfill his/her responsibility with regard to safety and respect to others.

Operations

To make every effort to secure adequate funding for the District's educational program.

To operate within a balanced budget during the school year.

To maintain an up-to-date inventory of the supplies and equipment in the District.

To continually strive for more efficient use of all professional and support staff.

To maintain and review long-range plans for the efficient use of school facilities.

To assure immediate communication between the superintendent or his/her designee and the Board on critical occurrences within the District.

In establishing these goals for the District, the Board does not attempt to diminish the importance of other issues facing the District in the years ahead.

Adopted: June 30, 1981

Revised: November 9, 1999