

SCHOOL-COMMUNITY RELATIONS GOALS

The board will set goals and standards for school-community relations and will regularly evaluate its relationship with the public and its programs for achieving good communication and good relations with parents, community organizations, the business and industrial sector, and the community at large.

Through its school-community relations programs, the board will aim toward leading the community to:

1. Show a high interest in the schools and participate in their activities. If schools are to attain their goals, the community must contribute time, effort, and talent to engage in cooperative planning for school operations and program improvements, to review goals of education in its schools, to observe educational processes and to gather evaluative data so that it can make informed judgments.
2. Place a high priority on education and make available the funds needed for superior schools. If schools are to attain their goals, the community must provide enough financial support to make it possible for the school system to offer its students those educational services that will make up the deficits of the economically poor and the otherwise educationally disabled; the community must provide the funds needed for experimentation and discovery, for creative development of promising practices, and for successful program implementation to achieve full educational opportunities for everyone.
3. Make available education in the community that supports what is done in the schools. If schools are to attain their goals, the community must engage in extensive school-industry cooperative education, employ youth and provide on-the-job training and retraining after school is over, and involve all its interactive agencies in offering educational opportunities that will continue throughout life.

The board believes that school-community cooperation and communication begin with the student, the parents, and the teacher and extend to other community persons, to agencies and other staff members. The school must help the home know the student's progress. The home must help the school understand the student's strengths and problems. School-community communication is also needed at citywide levels, so that the concerns and knowledge of the community can bear upon educational decisions, and, further, so that community support for educational programs can be secured.

Adopted: December 13, 1994
