

1 **St. Regis School District**

2
3 **THE BOARD OF TRUSTEES**

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4
5 Philosophy, Goals, and Objectives

6
7 The three essential components of the framework for operation of a school district are its philosophy,
8 goals, and objectives. The Board subscribes to the following definitions of these terms:

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10 **Philosophy B** An encompassing statement of beliefs, attitudes, aspirations, and
11 convictions held by the Board, as community representatives regarding education.

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13 **Goals B** Broad statements of purpose designed to give general direction to educational
14 practices and programs.

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16 **Objectives B** Statements of purpose which may incorporate specific criteria for achieving
17 goals, in terms of time, procedure, and level of accomplishment.

18
19 District philosophy, goals, and objectives become the basis for District policies and provide the
20 outline for the education program.

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22 Philosophy

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24 The public school system is an essential part of the American way of life and heritage. Our
25 public schools should provide each of us with the knowledge and understanding necessary to live
26 and work together as responsible and productive citizens. The Board believes that to achieve the
27 fullest individual development:

28
29 Schools should foster a zest for learning and a commitment to excellence.

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31 Because these are public schools, the public must be considered, informed, and involved
32 in establishment of objectives and policies.

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34 The entire staff has a profound effect on the success of education and must be considered,
35 informed, and involved.

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37 Quality teaching demands strong professional commitment by teachers and staff. The
38 District strives to employ the best-qualified personnel.

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40 Each child has individual abilities and talents, which must be discovered, understood, and
41 developed.

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43 A secure, self-aware child is able to effectively participate in his/her personal and
44 educational development, and it is the Board=s duty to help each child identify and
45 develop his/her own special characteristics and sense of personal worth.

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4 Discipline must be firm, fair, and consistent, encouraging self-discipline and self-respect.

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6 Understanding and respect among student, teacher, and parents are essential for learning.

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8 Every student has the right to a variety of learning materials within the school to broaden
9 individual interests and experiences and to stimulate mental growth.

10
11 To maintain buildings and grounds to obtain an optimum learning environment.

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13 The Board pledges the use of all resources at its disposal to ensure a quality education for each
14 child.

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16 Objectives

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18 District schools exist for the benefit of the children of the community, and the Board accepts the
19 final responsibility for the quality of education provided. The success of the schools can be
20 measured by the extent to which the District is able to achieve both the wise use of the
21 taxpayers' dollars and an educational program which fits the needs of every learner.

22
23 The Board will conduct its business within both the letter and the spirit of the Montana school
24 laws and open meeting laws and such other laws pertaining to public boards. Specific policies
25 will be developed, which will clearly indicate the manner in which these objectives will be
26 achieved.

27
28 The Board and the Superintendent should work as a team, with each having clearly defined
29 functions. The Board's major function is legislative; e.g., it sets policies and objectives; plans;
30 and evaluates. The Superintendent is the chief executive officer of the District, with both
31 administrative and advisory functions, and has responsibility for operations of the schools. The
32 Board encourages responsible communication among its members and administrative staff,
33 certified and classified personnel, while at the same time recognizing lines of authority
34 established by the District organizational chart.

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36 In order to promote understanding and trust between the community and the Board, the Board
37 will develop policies which will:

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39 Provide the public reasonable and consistent opportunities to participate in Board
40 meetings.

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42 Encourage full public discussion of agenda items by Board members.

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44 Offer the public complete access to public information.
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Stress cooperation with all local news media.

Invite public suggestions regarding policies and objectives of the schools, which suggestions will be given full consideration by the Board.

To achieve these objectives, each Board member will acquaint themselves with Policy 1511, Board of Trustees ' Code of Conduct.

Policy History:

Adopted on: March 8, 2006

Revised on: