

## Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0100(a)

### ~~PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS~~

~~As part of its responsibility~~ **In order** to establish **and support** a guiding vision for the district, the Governing Board shall develop, **articulate**, and regularly review ~~an overarching~~ set of fundamental principles which describe the district's **core** beliefs, values ~~or~~, **and** tenets. ~~The Board and district staff shall incorporate this philosophy in these principles into all district programs and activities, and operations of the district.~~

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

*(cf. ~~6010 - Goals~~ 0460 - Local Control and ~~Objectives~~ Accountability Plan)*

*(cf. 9000 - Role of the Board)*

It is the philosophy of the district that:

1. All students can learn and succeed.
2. **Every student should have an opportunity to receive a quality education regardless of his/her social, cultural, or economic background.**

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

3. Every student in the district, ~~regardless of gender, special needs, or social, ethnic, language or economic background~~ has a right to ~~a high-quality education that challenges the student to achieve to his/her fullest potential.~~ **be free from discrimination, harassment, intimidation, and bullying, as prohibited by law or district policy.**
4. The future of our nation and community depends on students possessing the skills to be lifelong learners, **collaborative and creative problem solvers**, and effective, contributing members of a **global and technologically advanced** society.
5. **Highly skilled and dedicated teachers and educational support staff have the capacity to guide students toward individual achievement and growth, and have a direct and powerful influence on student learning and life experiences.**
6. ~~4-~~ **A safe, nurturing environment is and positive school climate are necessary for learning, academic achievement, and student development.**

~~5~~*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

7. Parents/guardians have a right and an obligation to ~~participate~~ **be engaged** in their child's ~~schooling~~ **education and to be involved in the intellectual, physical, emotional, and social development and well-being of their child.**

*(cf. 6020 - Parent Involvement)*

~~8.~~ **The needs of the whole child must be addressed, as the**  
~~6.~~ **The** ability of children to learn is affected by social, health, and economic conditions and other factors outside the classroom.

~~7~~

~~9.~~ Early identification of ~~student~~ learning and behavioral difficulties **and timely and appropriate support and intervention** contribute to student success.

~~10.~~

~~8.~~ Students and staff ~~respond positively to~~ **are encouraged and motivated** by high expectations and recognition for their accomplishments.

~~9.~~ ~~Continuous school~~

~~11.~~ School improvement is ~~necessary~~ **a dynamic process requiring flexibility and innovation** to meet the needs of students in a changing ~~economy and society~~ world.

~~12.~~ **Professional development for the Board and district staff is essential for the growth and success of the district and its students.**

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

*(cf. 9240 - Board Training)*

~~13.~~

~~10.~~ The diversity of the student ~~population~~ **body** and **school** staff enriches the learning experience ~~for all students~~, **promotes cultural awareness and acceptance, and serves as a model for citizenship in a global society.**

~~14.~~

~~11.~~ ~~A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning.~~

**A common set of norms and protocols is crucial to effective governance.**

~~15.~~ **Communication**

~~12.~~ ~~A high level of communication~~, trust, respect, **collaboration**, and teamwork **strengthen the relationship** among Board members and **between the Board and Superintendent contributes to effective decision-making, and contribute to the effectiveness of the governance team.**

~~16.~~

~~13.~~ ~~The community provides an essential resource to the educational program.~~

The community and district are inextricably connected partners, wherein the community's engagement in issues that impact the schools enhances the district's programs and student learning.

(cf. 1000 - Concepts and Roles)

17. **Two-way**
- ~~14.~~ **Effective** communication with all stakeholders **helps** essential for establishing continuity, support, and shared goals both within the district and with the surrounding community.
18. **The Board has a responsibility to advocate on behalf all students, keep current on legislative issues affecting education, and build ~~support for the schools.~~ positive relationships with local, state, and federal representatives.**
- ~~15.~~ **Accountability for**
19. **A fiscally sound budget which is reflective of the district's vision is imperative to the financial stability of the district and to the attainment of its goals.**
20. **Responsibility for district programs and operations is shared by the entire educational community, with ~~the~~ ultimate accountability resting with the Board as the basic embodiment of representative government.**

*Legal Reference:*

EDUCATION CODE

51002 Local development of programs based on stated philosophy and goals

51019 Definition of philosophy

51100-51101 Parental involvement

*Management Resources:*

CSBA PUBLICATIONS

*Maximizing School Board Leadership: Vision, 1996*

*The School Board Role in Creating the Conditions for Student Achievement: A Review of the Research, May 2017*

*Governing to Achieve: A Synthesis of Research on School Governance to Support Student Achievement, August 7, 2014*

*Defining Governance, Issue 2: Governing Commitments, Governance Brief, February 2014*

WEB SITES

CSBA: <http://www.csba.org>

National School Climate Center: <http://schoolclimate.org>

PERRIS UNION HIGH SCHOOL DISTRICT  
Perris, California

Policy Adopted: December 16, 1987

Revised: September 28, 1988

Revised: February 29, 1996

Revised: April 23, 1998

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