CSD 13 SCHOOL BOARD
POLICY NUMBER: 1.05 (NEPN/NSBA: AEE)
Adopted: 3/21/89
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STUDENT ASPIRATIONS

1. The Deer Isle-Stonington CSD School Board believes that among the most fundamental concerns to be addressed by schools, in concert with parents and the community at large, is providing a supportive environment in which students may develop appropriate personal aspirations. Each student, irrespective of level of academic achievement, deserves to feel a sense of self-worth and belonging. Student aspirations will be affected positively by focusing on the effectiveness of several aspects of the school program and environment.

2. The schools must keep as a high priority the development of a nurturing school climate. In large ways and in small, our schools should convey the message that the students are cared for and appreciated. The most important factor in a healthy school climate is the individual contact between adults and students. All school personnel shall demonstrate a commitment to providing a supportive and caring school climate. The superintendent shall ensure that this policy is reviewed with all school personnel at the beginning of each school year.

3. The relationship between the home and school must be cultivated and strengthened through frequent contact and sharing or information. This communication should extend beyond the periodic reports to parents regarding academic achievement and include such areas as homework, social adjustment, and out-of-school enrichment activities. The school and the home should be close working partners in the process of nurturing children and preparing them for their lives beyond home and school.

4. Guidance programs in elementary and secondary schools shall facilitate the student's adjustment to the school environment and help prepare the student for career and educational choices they will face in the future. Guidance counselors can play an important role in ensuring that the experience of education is basically positive by working with individuals and groups on human relationships, making choices, and understanding the role of education in one's life.

5. The School Board supports the effort of the University Aspirations Project and the Maine Aspirations Foundation in providing information, both research-oriented and practical, that is designed to improve student aspirations. Moreover, the Board supports the goals , shared by these programs, of raising the personal expectations of students, improving their academic performance, and expanding their educational, career and personal choices.