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COMMUNITY RELATIONS GOALS

The Webster School Committee and all employees of the school district should be aware of the importance of securing and maintaining the confidence and respect of the public in the educational programs of the schools. Here are some principles on which a sound program of community relations can be based:

- Schools are established for the purpose of helping children and youth learn and grow in desirable directions. Schools (as a top priority) should do well the job they are set up to do--this ought to be the main cornerstone in any program of community relations.

- All citizens, whether or not they are parents of the young, have a stake in the education of the next generation. They should be considered as being potentially supportive of the goals of education, even if, at times, some would question the means being used to accomplish these goals.

- Communications with citizens should be courteous, honest, straightforward, and direct. Quite naturally, School Committee members and educators like to communicate about the strengths and successes of educational programs. However, equally full communication is often necessary with reference to the problems, needs, and weaknesses of the school system. Citizens do not expect schools to be perfect-they do have the right to have an honest picture of the schools as they really are.

- The community should be viewed as a rich pool of educational resources for field trips, speakers, work-study projects, opportunities for pupils to observe people in a large number of diverse occupations, and as a source for volunteer and paid aides. Pupils should be taught that their community has a "history," a "geography," and current events" all of its own. Wise use of the community as an educational resource is an effective way of building understanding and support for schools at a genuine "grass roots" level.

- More and more, education is becoming a lifelong activity. While schools have been established primarily to serve children and youth, the School Committee and the professional educators ought to be in the forefront of efforts to provide educational programs for adults and to promote the widest possible use of school facilities for educational and cultural programs for adults during non-school hours.