

## **FOUNDATIONS AND BASIC COMMITMENTS**

### **BELIEFS**

What we believe about children and their capacity to achieve.....

- All children can learn and have a right to a quality education.
- A child's capacity to achieve is immeasurable and is affected by external factors.
- Each child is unique and will learn in different ways and at different rates.
- The goals each child needs to achieve need to be clearly defined with a plan in place to find success and improvement in an environment that supports learning.
- Children's goals must be tied to individual dreams and aspirations.
- Children must be surrounded by cultural, social, career and academic opportunities.

What we believe about parents in producing student achievement.....

- Parents must be a role model and set positive examples and expectations.
- Parents provide basic needs so that the child is ready and receptive to learning.
- Parents must revel in the areas in which their child excels and assist in developing areas in which the child is less skilled.
- Parents help their child make healthy decisions and assist in setting goals for the future.
- Parents, as trusting partners, must be informed of school practices, expectations and procedures and be involved wherever their support is needed.

What we believe about teachers and their role in producing student achievement.....

- Teachers are the greatest variable to lead, support, encourage and facilitate student learning.
- Teachers must utilize technology and data to provide high impact instruction.
- Teachers must be advocates for each and every student and encourage them to be life-long learners.
- Teachers must develop professionally, focusing on being a learner of best practice.

What we believe about principals and their role in producing student achievement.....

- The principal must establish a strong vision and an environment of high expectations for all.
- The principal must lead teachers and staff to utilize high impact strategies through modeling of best practice, observation and feedback. The principal impacts learning by supporting teachers and staff, students and families by being visible and by establishing open communication.

What we believe about the superintendent and his/her role in producing student achievement.....

- As the district's instructional leader, the superintendent must engage families, staff, students and the community to accomplish the mission of the district.
- The superintendent must maintain an effective relationship with the board of trustees, providing input, guidance and direction for effective policy and budget development.
- The superintendent develops and supports building leaders in instructional improvement, as well as, works with the building staff toward the district's mission, vision, values and goals.
- As the leader of the district, the superintendent is the liaison between the district and local, state and federal government.

What we believe about the board and its role in leading.....

- The board of trustees selects the best fit leader for the organization.
- The board supports the mission and vision of the district and creates policies and budgets that enable the superintendent to lead staff efficiently and effectively.
- The belief that all students can and will learn is at the heart of board decisions.
- The board of trustees must lead by ensuring that the district has the necessary policies in place to deliver a quality, safe and relevant educational program.
- The board of trustees must maintain open lines of communication and support with the staff in meeting the district's goals.
- The board of trustees shows its support of the district staff and students and their accomplishments and activities.

What we believe about the community and its role in supporting its children.....

- The Upton community supports its children by providing resources to ensure children's personal and academic needs are met.
- The community supports the district's allocation of resources to operate the school.
- The community also creates an environment where excellence in education is expected, valued and rewarded.
- The community also needs to provide opportunities for children to develop outside of the academic realm and celebrate their accomplishments.