

GOALS FOR INSTRUCTIONAL PROGRAM

The district instructional program will help each student to:

1. read with comprehension;
2. think critically and reason competently;
3. communicate effectively through writing and speaking;
4. effectively listen and observe;
5. function creatively through cultural, literary and artistic activities;
6. develop skills for vocational success;
7. use mathematical skills; and
8. act with poise, self-confidence, and good physical coordination.

Furthermore, the instructional program will assist each student to:

1. appreciate and respect authority and the law within a democratic process;
2. assume a fuller sense of responsibility for himself/herself and others;
3. achieve satisfaction in working to accomplish worthy goals;
4. exhibit fair play and good sportsmanship; and
5. participate in family life and worthwhile leisure activities.

Rochester Early Education Program (Children in Pre-School (ages 3 and 4) through Grade 3)

The Board believes that early childhood is one of the most important stages in a child's development because it encompasses the child's formative years. Every child is a unique person with an individual pattern and timing of growth.

The Board recognizes that early education is a developmental process. Instruction shall be based on the premise that each child will go through a somewhat predictable cycle of developmental stages. The physical, social, emotional and intellectual components of a child's development depend on, and support each other. While these components are interactive, each is unique and their rate of development will vary. An appropriate instructional program respects the developmental level of the child and provides a framework from which teachers prepare the learning environment and plan educational experiences.

The Board believes that every child learns when allowed sufficient time for growth in a positive environment and the educational potential of a child is not limited by socio-economic background. Education should nurture and enrich a child's life-long learning. School experiences should be enjoyable and encourage the unique qualities of childhood, promote curiosity and stimulate imagination while enabling the mastery of essential skills.

The Board also believes that a child's education is also developed by parents who are committed to, and actively involved in their child's learning process. Parents, educators and community groups working cooperatively provide a successful, safe educational environment for children.

Goals of Rochester Early Education Program (REEP)

1. to determine the development characteristics of the whole child ages 3-8;
2. to compare the alignment of existing programs (Pre-K, Kindergarten, Pre-First, etc.) to the developmental characteristics of the whole child;
3. to ensure that the aforementioned review process involves site-level teacher and administrative personnel;
4. to identify the strengths and weaknesses of existing programs (Pre-K, Kindergarten, Pre-First, etc.) in relationship to the developmental characteristics of the total child;
5. to develop a comprehensive district-wide plan for early childhood education, ages 3-8; and
6. to review the need for and desirability of screening/testing at the Kindergarten level.

The district fully accepts the concept that learning is a lifelong process, and toward this end actively encourages people of all ages to participate in a wide range of activities.

Cross-ref: 4000, Instructional Goals

Note: Prior policy, Policy Manual, Early Education Program Philosophy Goals (December 17, 1987), revised

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