

## INSTRUCTIONAL GOALS

The development and maintenance of optimal educational programs are the primary functions of the Board of Education. The Board affirms its commitment to a system of instruction based on a common core of rigorous academic standards for all students that shall prepare them to be life-long learners, citizens in a democratic society and productive workers. The Board's instructional goals for district students include the following:

1. to provide each child with fundamental academic skills and knowledge required for his/her maximum educational advancement;
2. to nurture a spirit of inquiry which capitalizes on students' innate curiosity, and reveals to them the excitement found in the search for knowledge;
3. to develop in the students a sense of self-worth that will enable them, with the necessary guidance, to recognize and use their own capabilities;
4. to provide each student with the greatest possible opportunity to use his/her abilities and interests in order to find satisfaction and a sense of purpose in life;
5. to promote the ability to think critically and logically, to use knowledge constructively, and to attack problems intelligently, giving due respect to honest differences of opinion;
6. to nurture and develop basic attitudes, such as good work habits, self-discipline, respect for authority, and sense of responsibility, cooperation, good sportsmanship, and self-confidence;
7. to develop literacy and understanding in economic matters, and encourage responsible consumer judgment;
8. to provide special services which promote the physical, mental, and emotional well-being of every child;
9. to provide a well-balanced extracurricular program designed to promote the intellectual, physical and social growth of students;
10. to promote intelligent regard for and use of the nation's resources;
11. to develop understanding of social structures and social processes; and
12. to prepare youth for acceptance of civil responsibilities.

The learning environment must be structured to reflect the diverse learning and cultural needs of all students. Continuous student progress will depend on positive, solid and varied early educational experiences.

### *Academic Standards and Assessment*

The Board believes that accountability for student progress, including those

with disabilities and limited English proficiency, depends on each member of the school community. An ongoing assessment of each student's strengths and needs is critical to student success. The Board endorses a success-based system, one that is focused on enriching, supporting, and including all students, and recognizes that students must meet specific academic criteria in order to advance to the next level.

All partners in the educational process must fulfill specific roles and responsibilities to ensure student success. The partners include:

- the Board of Education
- the Superintendent and Central Office Staff
- Building Principals
- School-Based Planning Teams
- teachers
- counselors
- students
- parents, families, and
- the community

The Board, in keeping with its commitment to collaboration and cooperation with the City of Rochester, the County of Monroe, and the large educational community, recommends mobilizing the entire community to support students and their families by:

- encouraging and recognizing excellence
- marshaling resources for education
- engaging in substantive, supportive partnerships
- sharing similar goals to create and maintain high performance, and
- enacting public policy and allocating sufficient resources to guarantee optimum conditions for children

The district's Academic Standards and Assessment will be reviewed on an annual basis.

Cross-ref: 0210, Goals for Instructional Program

Note: Prior policy, Policy Manual, Academic Standards and Assessment Policy (October 18, 1995), revised

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