

MISSION OF THE DISTRICT

The Mission of School District 304 is to educate students within an environment that encourages the desire to learn, and enhances the teaching of skills necessary to meet the unique academic, personal, physical and social needs of each individual. The school program will reflect the values and ambitions of the community and every student will be challenged to develop intellectual and learning skills to his/her fullest potential, preparing them to become contributing members of society.

**District-Level Goals for Students**

Geneva students will face increasing and challenging responsibilities in their roles as workers, citizens and family members. Students' learning during the school years must now include both an understanding of traditional subject matter and the ability to develop and utilize knowledge, in preparation for a future world requiring new skills and abilities.

The District-level goals for students, shown below, supported through specific, measurable outcomes, identify what should be the result of a student's schooling. The common purpose of all members of Geneva School District 304 is to assist every student, every day, to become:

- A. Self-directed, life-long learners who enjoy the challenge of learning; gain self-confidence and set goals accordingly; demonstrate physical, emotional, and intellectual well-being.
- B. Effective communicators who access, interpret, and respond to information by reading, listening, and questioning; convey meaning in a variety of ways including written, oral, visual, numeric, and artistic means; use appropriate technology.
- C. Complex, creative and adaptive thinkers who apply academic knowledge, skills, and strategies to gather and interpret information to solve problems; create intellectual, artistic, and practical products which reflect quality and originality; analyze the effectiveness of their decisions and solutions.

- D. Collaborative workers/citizens who recognize the advantages of diversity and cooperation; show concern, tolerance, and respect; demonstrate leadership and/or group skills; demonstrate actions which mutually benefit self and others; assume responsibility for the results of their actions, locally and globally.

### **STATEMENT OF EDUCATIONAL OBJECTIVES**

The Board of Education represent the people of the School District in developing and maintaining a quality program of education aimed at excellence based on broad goals in harmony with American ideals.

Education is a life-long process, only a part of which takes place in schools. To be most effective schools must identify the key elements that are the primary responsibility of schools and take advantage of wholesome educative forces elsewhere. They must also pay attention to competing and disruptive forces that interfere with constructive learning.

It is important to define expectations so that learners, teachers, parents and the community in general can cooperate effectively in fulfilling expectations.

Major expectations for the Geneva Schools give important place to the following purposes:

- A. Mastery of learning skills and techniques as tools for continued learning with emphasis on acquiring both the ability and the desire to apply these fundamental tools to continued learning.
- B. Mastering the knowledge and attitudes of concerned, participating citizenship, including building a realization of the long development of our form of government, ~~and of man's~~ **our** struggle for freedom, as well as ~~and~~ **and** concern for one's fellow ~~man~~ **men and women**.
- C. Developing values, particularly intellectual values, such as respect for facts and evidence, and the values representative of the best in our tradition, such as faith in and respect for the common ~~man~~ **individual**.
- D. Discovering and developing talent, with emphasis on self-discovery and self-development.

- E. Opening doors to knowledge and appreciation of the arts as routes to clarification and enrichment of experience.
- F. Maintaining and developing physical health, vigor, and endurance with emphasis on self-sustaining habits, attitudes, and knowledge.

Since even incidental experiences are educative, the methods of approaching these objectives must emphasize close personal relationship among teachers, between teacher and parent, between teacher and student, between student and parent, and among students. The success of students in developing their basic skills and fundamental capacities requires both individual responsibility and institutional willingness to be flexible and provide alternatives.

Because the desire to achieve is important in learning to achieve, school planning must make deliberate provision for motivation of performance. Emphasis should be on incentives wholesomely related to the learning task or, if possible, intrinsic to it.

The Board of Education recognizes its own responsibility for providing a good example and for encouraging the best efforts of citizens who support the school, of teachers, of administrators, and of students encouraging academic excellence, physical development, and character.

Adopted 9/25/2006  
To Policy Committee 4/9/2012  
To Board 1<sup>st</sup> Reading 8/13/2012; 2<sup>nd</sup> Reading 8/27/2012