

INTRODUCTION

This “Policy Handbook” is an attempt to lay out openly and fully what this District stands for and how it intends to operate.

The following statements are intended to set a tone and to brush in broadly the context in which the District intends to operate.

1. We honor and respect our country and the sanctity of the home and family.
2. We are fundamentalists. We believe in teaching basics. We believe that students should master basics. We believe young people should be provided opportunities to develop their individuality. We believe individualism is not a license nor does it imply a license to be lawless, to break rules, to be ill-mannered.
3. We are progressive. We believe in finding and developing better ways to do things. Our organizational patterns were established to provide us a better means to achieve our objectives. Our organizational system in the grades and in the high school are not ends in and of themselves. They are our way of teaching basics, of making teaching and learning more effective.
4. We believe in students. We want to graduate young men and women who are physically, psychologically, and mentally strong. We believe young people inwardly strive for the same goals. We see it as our task to show them the way, to give them the skills, to help them along.
5. We believe in people. We believe all Americans are advocates and supporters of our free and open public school system. For their explicit and implicit support we believe they only wish to be listened to and to be served. It is our intent to listen and to serve.
6. We believe in open and full disclosure. The Darlington Community School District is not a secret society. We are committed to a full articulation of our programs to the public. We want all constituents, parents and non-parents alike, to feel welcome to visit and to communicate their feelings regarding school operations. District policy and programs are in effect to promote effective administrative and teacher effort in linking more closely together the school, the student, the home, and the citizenry.
7. We believe in our teachers and their professionalism. Recruiting practices, teacher inservice, and teacher evaluation are all pointed to bringing together an effective staff and to insuring staff dedication to the goal of serving the community and its children.
8. We do not discriminate on the basis of: color, sex, race, religion, national origin (including limited-English proficiency), ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

Revised: September 16, 2013

Revised: December 5, 2022

PHILOSOPHY OF EDUCATION

STATEMENT OF PHILOSOPHY AND OBJECTIVES

RATIONAL

Education is a precious asset of utmost value to an individual; however, an education is not a commodity. One can neither purchase an education nor can one receive it as a gift. And, in the same sense, one cannot force an education on another.

Knowledge is necessary if a person is to become educated. But there is a difference between an individual who is educated and one who is merely knowledgeable. The educated individual is the inquiring individual. The merely knowledgeable individual may or may not possess intellectual curiosity.

The successful citizens of the decades ahead will be those individuals who have learned how to learn. They will be those individuals who understand the social, political, economic, and scientific forces which affect them personally. They will be those individuals who understand the business, industry, or institution in which they are employed. They will be those individuals who are prepared for life in an era of rapid change. They will be our most independent and yet most responsible citizens.

Furthermore, one must not confuse education with merely attending school, for education is a lifelong process. The obtaining of an education depends largely on the learner.

The Darlington Community School District is dedicated to the objective of teaching students in such a way that they will be able to continue learning after they graduate and no longer have a school to assist them. If a student learns to assume progressively more responsibility for one's own education, one will have made progress toward becoming an educated person.

Revised: September 16, 2013

The Darlington Community School District educational philosophy may be characterized by the following statements.

1. The purpose of education is to develop the intellectual, personal, social, economic and ethical capabilities of each student. Of special importance in a rapidly changing world is the development of the inquiring, creative mind and the self-directive individual.
2. Education in a democracy should be an individual process. Basic understandings, knowledge, skills, and appreciations should be attained by each person.
3. An important aim of the school is to develop each individual's capacity to assume more and more responsibility for one's own education.
4. Every area of human knowledge can make significant contributions to each student's intellectual growth. Students should be given the opportunity to participate in learning activities in the areas of humanities, mathematics, science, practical and creative arts, and health and physical education.
5. Individual differences in learners may require that subject matter be adapted to the needs and abilities of the learners.
6. Subject matter fields are related. The interrelatedness of knowledge and subject matter should be illustrated and demonstrated.
7. The concept-centered and problem-centered approach to acquiring knowledge is an effective methodological approach.
8. Decisions regarding the grouping of students should take into consideration such things as student interest, ability, level of maturity, intellectual development, and age.
9. A school district should maintain a wholesome educational environment for all students.
10. Each student and each employee in a school district should be regarded as a human being entitled to the respect and decency to which human dignity entitles them.

Revised: September 16, 2013

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OBJECTIVES AND GOALS

Three noteworthy objectives of the Darlington Community School District are as follows:

1. Individualization of instruction when appropriate.
2. Maintenance of effective teaching.
3. Teaching for competency, mastery, and proficiency.

Goals worthy of consideration are as follows:

1. Building of a curriculum which will provide significant learning experiences for all students.
2. Selecting of curriculum content to provide varied pace, relevance, interest, and varied levels of difficulty.
3. Providing independent study activities and providing opportunities to foster critical thinking, self-direction, and creativity.
4. Providing opportunities for small group instruction to enable students in linking previous experiences and existing interests to worthwhile pursuits within the various fields of knowledge.
5. Maintaining communication with students, parents, and teachers about the student's progress and course of study.
6. Motivating students to progress continually in gaining insights, understandings, and knowledge by providing them with a variety of learning experiences.
7. Providing teachers the opportunity to participate in shaping curriculum.
8. Engaging teachers in structuring inservice activities.
9. Requiring Administrators to be active and responsible educational leaders.
10. Requiring Administrators to implement philosophy, objectives, and goals as sanctioned by the Board of Education.

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CONCLUSION

People must be able to learn on their own. Because of the explosion of knowledge and technology, one's possession of knowledge will soon become obsolete if one is unable to make learning a continuous, lifelong process. The Darlington Community School District seeks to maintain an instructional program which will help each student learn how to learn, accept

responsibility for learning, and will help each student achieve the physical, psychological, and mental strength to improve a changing world in which they intend to survive and prosper.

Revised: September 16, 2013