Purpose: To establish the basic structure for the development, adoption and review of curriculum in order to maintain the board's vision for instruction concurrent with the mission of the district and accountability to the community it serves.

The district will develop and implement an appropriate curriculum for all children.

The district will support the academic standards set out in the state adopted curricula, as well as rules, regulations, and requirements of state law. Curriculum development and the implementation of change are intricate processes. They require close cooperation of instructional personnel and other people involved as well as use of internal and external research, continuous research, experimentation and critical analysis. Generally speaking, curriculum development concerns itself with what is to be taught—its scope and sequence of what is to be taught. Instruction is involved with the how, where, when and by whom curriculum is implemented. The board desires—strives to continuously provide a dynamic instructional program. Such a program requires continuous review and improvement, may require constant change in the curriculum and courses of study.

The board expects the administration, with the assistance of appropriate staff, to design and implement a curriculum with state content standards, and organized around a career cluster system that provides students with strong academics as well as real-world problem solving skills. Through the Individualized Graduation Plan (IGP) process, the district will provide students individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities by doing the following:

- laying the foundation for the clusters of study system in the elementary grades through career awareness activities
- providing programs in middle school that allow students to identify career interests and abilities and align them with clusters of study for the development of individual graduation plans
- providing students in grades nine through twelve with guidance and curricula that will enable them to complete successfully their individual graduation plans, thus preparing them for a seamless transition to relevant employment, further training, or post-secondary study

This system must promote the involvement and cooperative effort of parents/legal guardians, teachers, and school counselors in assisting students in making appropriate choices, setting career goals, and developing individual graduation plans to achieve these goals.
The administration will not eliminate core basic courses or add new core courses without approval of the board. The board must approve significant alteration or reduction of a course of study.

Cf. IGCA, IHAK, IHAQ, IHBC, IHCA, IKF, JLD, KB to carry out the instructional goals of the district based on the South Carolina Curriculum Standards. The curriculum will include a basic program that provides for intellectual growth as well as educational and occupational guidance. It will take into consideration a student's total learning environment.

The official process for accomplishing curriculum development requires the involvement of professional staff members who use the curriculum and are responsible for implementation. The process also requires the input of concerned parents and students at appropriate points. However, the administration will not eliminate basic courses without approval of the board. When adding a new course, State Department of Education guidelines will be followed.

Adopted 4/25/78; Revised 5/81, 7/1/03, ^

Legal References:

A. S.C. Code, 1976, as amended:

B. State Board of Education Regulations:
   1. R43-234 - Defined program, grades 9-12.

C. South Carolina State Department of Education: