

**GEORGETOWN COUNTY BOARD OF EDUCATION
J. B. BECK ADMINISTRATION AND EDUCATION CENTER
REGULAR BOARD WORK SESSION MEETING**

**BOARD ROOM – 5:30 P.M.
TUESDAY, MARCH 20, 2018**

AGENDA

- A. MOMENT OF SILENCE.....Board
- B. PLEDGE OF ALLEGIANCE.....Board
- C. RECOGNITION OF
ANDREWS HIGH SCHOOL STUDENT LEADERSHIP II CLASS.....Board
- D. AMERICAN HEART ASSOCIATION
APPRECIATION RECOGNITION.....Ms. Jane Lott
Youth Market Director
American Heart Association
- E. APPROVAL OF MINUTES.....Board
- F. ADOPTION OF AGENDA.....Board
- G. BUDGET DEVELOPMENT 2018-2019.....School Administration
1. **BUDGET PRESENTATIONS - SCHOOLS:**
- Howard Adult Center
 - Sampit Elementary School
 - Waccamaw Elementary School
 - Carvers Bay High School
 - Andrews High School
 - Georgetown High School
 - Waccamaw High School

H. ACTION ITEMS:

1. **PERSONNEL LIST**..... **Mr. Jon Tester**
The Administration recommends approval of the Personnel List as presented.

2. **POLICY EA: BUSINESS MANAGEMENT GOALS AND OBJECTIVES (SECOND AND FINAL READING); POLICY EB: BUILDINGS AND GROUNDS MANAGEMENT (SECOND AND FINAL READING); POLICY EBBD: EMERGENCY CLOSINGS (SECOND AND FINAL READING); ADMINISTRATIVE RULE EBBD-R: EMERGENCY CLOSINGS (SECOND AND FINAL READING); POLICY EBD: HEATING AND LIGHTING (SECOND AND FINAL READING); POLICY EBE: BUILDINGS AND GROUNDS CLEANING PROGRAM (SECOND AND FINAL READING); AND POLICY EGB: STUDENT INSURANCE PROGRAM (SECOND AND FINAL READING)**.....**Ms. Lindsay Anne Thompson**
The Administration recommends *Second and Final Reading* approval of revisions to the following policies: Policy EA: Business Management Goals and Objectives; Policy EB: Buildings and Grounds Management; Policy EBBD: Emergency Closings; Administrative Rule EBBD-R: Emergency Closings; Policy EBD: Heating and Lighting; Policy EBE: Buildings and Grounds Cleaning Program; and Policy EGB: Student Insurance Program.

I. INFORMATION ITEMS:

1. **EMPLOYABILITY CREDENTIAL**.....**Mr. Michael Caviris**

2. **REFERENDUM CONSTRUCTION UPDATE**.....**Mr. Bob Sebire**
M. B. Kahn Construction Company

3. **BOARD MEETINGS - APRIL 2018**.....**Dr. H. Randall Dozier**

J. BOARD/SUPERINTENDENT COMMENTS/REQUESTS

K. EXECUTIVE SESSION:

- 1. DISCUSSION OF ADMINISTRATIVE CONTRACTS, TEACHING CONTRACTS, AND POTENTIAL RENEWAL/TERMINATION OF INDIVIDUAL EMPLOYEES**

L. OPEN SESSION: ACTION AS NECESSARY OR APPROPRIATE ON ADMINISTRATIVE CONTRACTS, TEACHING CONTRACTS, AND POTENTIAL RENEWAL/TERMINATION OF INDIVIDUAL EMPLOYEES

M. ADJOURNMENT

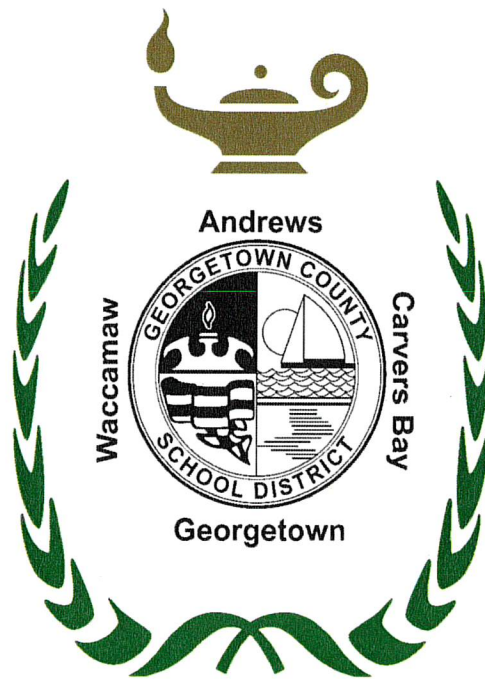
(TENTATIVE)

The Georgetown County Board of Education will have a Regular Board Meeting on Tuesday, April 10, 2018, immediately following the Academic Scholars Ceremony, at 5:30 p.m., in the McInville Auditorium, at Georgetown High School.

BOARD WORK SESSION MEETING

TUESDAY, MARCH 20, 2018

BOARD ROOM - 5:30 P.M.



Howard Adult Center
Sampit Elementary School
Waccamaw Elementary School
Carvers Bay High School
Andrews High School
Georgetown High School
Waccamaw High School

Georgetown County School District
Budget Request FY 2018
Program/Personnel Request

School/Department Name: Howard

Request Type(s): No new requests.

- New Program – Name: _____
- New Personnel – Job Title: _____
- Expand Existing Program - Name: _____
- Additional Budget Allocation(s) Recurring Nonrecurring (one-time)
- Transfer Existing Personnel to General Fund (Due to Loss/Reduction of grant funding)

Purpose (Description): Describe the major need this request is intended to address or resolve.

Budget: (Provide a cost estimate or range for preliminary review only.) \$ _____

Potential Benefits: Describe anticipated cost savings or program enhancements expected to result from completing this project that is not described elsewhere on this request.

How is this related to the District Strategic Plan? School Renewal Plan?

Which major area of the Strategic Plan does this impact?

- Student Achievement Teacher/Administrator Quality School Climate District Priority

Please list Goal and Action Plan.

Requirements and Constraints:

To the extent possible, identify any known requirements or constraints. Attach additional pages if necessary.

Achievement: How will you measure the results?

Submitted by:  Date: 2/27/2018

Georgetown County School District
Budget Request FY 2018
Program/Personnel Request

School/Department Name: Sampit Elementary

Request Type(s): No Budget Request

- New Program - Name:
New Personnel - Job Title:
Expand Existing Program - Name:
Additional Budget Allocation(s) Recurring Nonrecurring (one-time)
Transfer Existing Personnel to General Fund (Due to Loss/Reduction of grant funding)

Purpose (Description): Describe the major need this request is intended to address or resolve.

Budget: (Provide a cost estimate or range for preliminary review only.) \$

Potential Benefits: Describe anticipated cost savings or program enhancements expected to result from completing this project that is not described elsewhere on this request.

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Which major area of the Strategic Plan does this impact?

- Student Achievement Teacher/Administrator Quality School Climate District Priority

Please list Goal and Action Plan.

Requirements and Constraints:

To the extent possible, identify any known requirements or constraints. Attach additional pages if necessary.

Achievement: How will you measure the results?

Submitted by: Goff-Mack Date:

Georgetown County School District
Budget Request FY 2018
Program/Personnel Request

School/Department Name: Waccamaw Elementary School

Request Type(s): **No budget requests for the 2018-2019 school year**

- New Program – Name: _____
- New Personnel – Job Title: _____
- Expand Existing Program - Name: _____
- Additional Budget Allocation(s) Recurring Nonrecurring (one-time)
- Transfer Existing Personnel to General Fund (Due to Loss/Reduction of grant funding)

Purpose (Description): Describe the major need this request is intended to address or resolve.

Budget: (Provide a cost estimate or range for preliminary review only.) \$ _____

Potential Benefits: Describe anticipated cost savings or program enhancements expected to result from completing this project that is not described elsewhere on this request.

How is this related to the District Strategic Plan? School Renewal Plan?

Which major area of the Strategic Plan does this impact?

- Student Achievement Teacher/Administrator Quality School Climate District Priority

Please list Goal and Action Plan.

Requirements and Constraints:

To the extent possible, identify any known requirements or constraints. Attach additional pages if necessary.

Achievement: How will you measure the results?

Submitted by: Ashley B. Cameron, WES Principal Date: 3/12/2018

Waccamaw
Elementary School



1364 Waverly Road, Pawleys Island, S.C. 29585

Phone (843) 237-4233 Fax (843) 237-2015

<http://www.wes.gcsd.k12.sc.us/>

Ashley B. Cameron, Principal

Roland Hewes, Assistant Principal

Dear Chairman Dumm and Board Members:

Thank you for the opportunity to provide you with an update on Waccamaw Elementary. It has been a pleasure to serve as (a first year) principal at WES, & I am grateful for all the support & guidance I have received throughout the 2017-2018 school year.

Providing a safe and welcoming learning environment for our students is top priority. We have worked hard to sustain effective PLT meetings that include common planning & assessments, & data analysis. Our teachers have embraced our school's instructional vision, & their commitment to providing engaging, high-quality instruction has been exceptional. There are lots of rigor, innovation, and student-centered learning going on in our classrooms. It has definitely been an exciting year at WES!

We are also thankful for our wonderful PTA and all they do for our WES family. Because of our close partnerships & their hard work, we have been able to make several improvements to our school. We took on several large projects this year, including a new 3rd grade playground, privacy slates along the kindergarten playground fence, and new signage and exterior paint at our front entrance. These new additions have certainly made a positive impact on our school culture and climate.

With the help of additional funds from the district, we were able to add new playground equipment for our kindergarten area, soccer goals, new water fountain, and 14 picnic tables provided by the Georgetown High Career Center to the list of improvements. I would also like to thank GCSd, Mr. McDaniel, Mr. Holcomb, the facilities crew for their expertise and labor, and especially Dr. Dozier and procurement for their financial support.

I have no new budget or personnel requests for the 2018-2019 school year. However, I am requesting to maintain all current positions at Waccamaw Elementary for the upcoming school year. Thank you for being such a vital part of Georgetown County School District and for all you do for our students.

Sincerely,

Ashley Brigman Cameron
Waccamaw Elementary School
Principal

The mission of Waccamaw Elementary School is to develop successful individuals by providing developmentally appropriate curriculum through diverse and challenging educational experiences in a safe and supportive environment.

Georgetown County School District
Budget Request FY 2018
Program/Personnel Request

School/Department Name: Carvers Bay High School

Request Type(s):

- New Program – Name: _____
- New Personnel – Job Title: _____
- Expand Existing Program - Name: _____
- Additional Budget Allocation(s) Recurring Nonrecurring (one-time)
- Transfer Existing Personnel to General Fund (Due to Loss/Reduction of grant funding)

Purpose (Description): Describe the major need this request is intended to address or resolve.

I would like to retain all current employees and positions. No changes.

Budget: (Provide a cost estimate or range for preliminary review only.) \$ _____

Potential Benefits: Describe anticipated cost savings or program enhancements expected to result from completing this project that is not described elsewhere on this request.

How is this related to the District Strategic Plan? School Renewal Plan?

Which major area of the Strategic Plan does this impact?

- Student Achievement Teacher/Administrator Quality School Climate District Priority

Please list Goal and Action Plan.

Requirements and Constraints:

To the extent possible, identify any known requirements or constraints. Attach additional pages if necessary.

Achievement: How will you measure the results?

Submitted by: Bethany A. Giles

Date: 03-13-18

Georgetown County School District
Budget Request FY 2018
Program/Personnel Request

School/Department Name: Andrews High School

Request Type(s):

- New Program – Name: _____
- New Personnel – Job Title: _____
- Expand Existing Program - Name: Maintain current teacher allocation
- Additional Budget Allocation(s) Recurring Nonrecurring (one-time)
- Transfer Existing Personnel to General Fund (Due to Loss/Reduction of grant funding)

Purpose (Description): Describe the major need this request is intended to address or resolve.

Thanks for additional Special Education teacher and aide; Ms. Stewart has done an exceptional job with student she shadows.

Budget: (Provide a cost estimate or range for preliminary review only.) \$ _____

Potential Benefits: Describe anticipated cost savings or program enhancements expected to result from completing this project that is not described elsewhere on this request.

NA

How is this related to the District Strategic Plan? School Renewal Plan?

Both district and school renewal plans address strategies to achieve desired academic achievement outcomes, which require increased scores on all standardized tests, the EOCs and graduation rate stability.

Which major area of the Strategic Plan does this impact?

- Student Achievement
- Teacher/Administrator Quality
- School Climate
- District Priority

Please list Goal and Action Plan.

School Renewal Plan 2017 - 2022

Requirements and Constraints:

To the extent possible, identify any known requirements or constraints. Attach additional pages if necessary.

None

Achievement: How will you measure the results?

Data Analysis at end of both semesters will denote growth and overall progress.

Submitted by: Michelle Greene Date: March 12, 2018

Georgetown County School District
Budget Request FY 2018
Program/Personnel Request

School/Department Name: Georgetown High School

Request Type(s):

- New Program – Name: _____
- New Personnel – Job Title: Special Programs Supervisor – 200 Day
- Expand Existing Program - Name: _____
- Additional Budget Allocation(s) Recurring Nonrecurring (one-time)
- Transfer Existing Personnel to General Fund (Due to Loss/Reduction of grant funding)

Purpose (Description): Describe the major need this request is intended to address or resolve.

To meet the needs of an increasing special population of students (IEP, 504 and IAP) at GHS. * Job description attached.

Budget: (Provide a cost estimate or range for preliminary review only.) \$43,500 - \$65,000 with benefits \$62,205 – 92,950

Potential Benefits: Describe anticipated cost savings or program enhancements expected to result from completing this project that is not described elsewhere on this request.

Improve academic performance of special populations and meet transition needs of special education students.

How is this related to the District Strategic Plan? School Renewal Plan?

Addresses student achievement

Which major area of the Strategic Plan does this impact?

- Student Achievement Teacher/Administrator Quality School Climate District Priority

Please list Goal and Action Plan.

1.) Increase students' passing rates on EOC's. 2.) Improve student performance on the National Career Readiness Assessment.

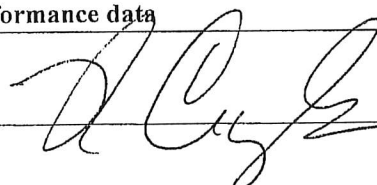
Requirements and Constraints:

To the extent possible, identify any known requirements or constraints. Attach additional pages if necessary.

See attached job description

Achievement: How will you measure the results?

Student academic performance data

Submitted by:  Date: 3/15/18

Special Programs Supervisor Job Description (200 Day)

Special education supervisors coordinate the activities of teachers and support staff for school special education programs. As administrators, they provide leadership and utilize decision-making skills to oversee the instructional programs and offerings for an entire school, district, or system.

Special programs supervisor interacts with other school administrators, faculty, social workers, counselors and psychologists, therapists, and other professionals that provide special services to develop academic plans suited to students at the school. These supervisors also perform a variety of administrative tasks related to policy implementation, compliance with legal regulations, transition services, and maintaining educational standards.

Minimum Qualifications:

- Preferred teaching certification in Special Education, but not required
- Certified in Secondary Administration
- Five years experience in secondary teaching

Position Overview and Responsibilities

- Support general education teachers and administrators to implement appropriate strategies to meet the needs of student with IEP's, IAP's, and 504's
- Manage compliance of accommodations and modifications for students with IEP's, IAP's, and 504's in the general education classroom
- Provide accommodated testing conditions for classroom and standardized testing
- Analyze assessment results to drive and inform instruction and IEP development
- Ensure student achievement and progress towards IEP/IAP goals
- Collaborate with special education teachers in scheduling IEP meetings and maintaining compliance
- Develop positive relationships with parents and families to engage them in the IEP process
- Manage and/or assist with the development of 504 plans
- Develop and provide ongoing professional development for general and Special Education staff
- Maintain knowledge of current Special Education regulations and best practices
- Maintain knowledge of current ESOL regulations and best practices
- Coordinate implementation of (new) South Carolina High School Credential
- Coordinate Homebound/Homebased Services
- Other duties as assigned by the principal

Georgetown County School District
Budget Request FY 2018
Program/Personnel Request

School/Department Name: Waccamaw High School

Request Type(s): No requests at this time.

- New Program - Name:
New Personnel - Job Title:
Expand Existing Program - Name:
Additional Budget Allocation(s) Recurring Nonrecurring (one-time)
Transfer Existing Personnel to General Fund (Due to Loss/Reduction of grant funding)

Purpose (Description): Describe the major need this request is intended to address or resolve.

Budget: (Provide a cost estimate or range for preliminary review only.) \$

Potential Benefits: Describe anticipated cost savings or program enhancements expected to result from completing this project that is not described elsewhere on this request.

How is this related to the District Strategic Plan? School Renewal Plan?

Which major area of the Strategic Plan does this impact?

- Student Achievement Teacher/Administrator Quality School Climate District Priority

Please list Goal and Action Plan.

Requirements and Constraints:

To the extent possible, identify any known requirements or constraints. Attach additional pages if necessary.

Achievement: How will you measure the results?

Submitted by: David Hammel Date: 3/14/18

The School Board looks upon business operations of the school system as essential — yet ancillary and auxiliary — to the central function of the school system, which is education. The Board serves as trustees of school facilities and overseer of school business operations for the purpose of providing the facilities and services that will support a good educational program.

The Board expects operation and maintenance of the school plant, equipment and services to set high standards of safety, to promote the health of pupils and staff, to reflect the aspirations of the community, and to support environmentally the efforts of the staff to provide good instruction.

LEGAL REFERENCES

The care, custody and safekeeping of school property shall be the joint responsibility of the Superintendent and his staff and the Board buildings and grounds committee. Together, they shall establish such procedures and employ such means from time to time as may be necessary to provide accurate information in regard to the nature, condition, location, and value of school property; to safeguard schools against loss, damage or undue depreciation; to recover and restore to usefulness any school property which may be lost, stolen or damaged; and to do all things necessary to insure the proper maintenance and safekeeping of school property.

LEGAL REFERENCES

STATE BOARD OF EDUCATION REGULATIONS
R-43-180: BUILDINGS AND GROUNDS MAINTENANCE.

EBBD

EMERGENCY CLOSINGS

REVISED: 3/18

ISSUED: 10/87

Page 1 of 1

The Superintendent is empowered to close the schools, to delay the beginning time or to dismiss them early in the event of hazardous weather or other emergencies which threaten the safety or health of students or staff members.

It is understood that the Superintendent will take such action only after consultation with transportation, emergency management, and weather authorities.

Parents, students, and staff members shall be informed early in each school year how they shall be notified in event of emergency closings or dismissals.

Any school days missed due to snow or other extreme weather conditions ~~must~~ will be made up as required by state law. ~~Make-up days for students will not be scheduled on Saturdays if other alternatives are available.~~

All staff members, except for teachers and personnel who work only on teacher work-days, are required to report to work as soon as possible on emergency days.

~~Based on current practice.~~

EBBD-R

EMERGENCY CLOSINGS

REVISED: 3/18

ISSUED: 10/87

Page 1 of 1

- ~~1. The principal or assistant principal will notify all bus drivers pertaining to action taken.~~
2. The Superintendent's office or his designee notifies ~~local radio and television stations~~ media outlets to advise parents, staff, and students of the district as to the action taken concerning school attendance.
3. If school is in session and weather conditions become such that dictate early dismissal, the Superintendent notifies all principals and department heads. The Superintendent's office calls the ~~radio and T.V. stations~~ media outlets in order to advise parents of early dismissals.
- ~~4. It is suggested that all parents and students of the District tune in to one of the local radio or television stations if there is a question concerning the school day with regard to weather conditions.~~
5. The Superintendent and his staff will establish a procedure to check and monitor existing conditions around the ~~set up a telephone network covering all sections of the County to check on existing conditions.~~

~~School patrons should not attempt to contact the schools as the telephones will be in use notifying teachers, staff members, bus drivers and radio and television stations.~~

EBD

Heating and Lighting Energy Management

Revised: 3/18

Issued: 7/85

Page 1 of 1

Energy Conservation

~~Due to the escalating prices of energy, i.e. gas, electricity and fuel oil; it should be the policy of the Georgetown County Board of Education that every effort be made to conserve, as much as possible without undue discomfort of the students and staff, all energy-consuming equipment.~~

It is the policy of the Georgetown County School District that every effort is made to conserve energy and natural resources while exercising sound financial management. The Superintendent or his designee(s) will develop and maintain an energy management program that will work to conserve energy as much as possible, in compliance with state and federal law.

It is the responsibility of school administrators within the District to see that their buildings and grounds are maintained in as good the best condition as possible.

School administrators should check their building for maintenance ~~at least once each week~~ frequently during the school session, making note of minor items of maintenance and submitting requests for such items by means of work orders.

Major Items:

Each building principal shall be responsible for operation and maintenance of his/her plant, supervising custodial staff members as they carry out regular operational and normal maintenance duties. Except in emergencies, additional maintenance services shall be provided only upon approval by the ~~Assistant Superintendent for Administration~~ Superintendent or his designee(s). Maintenance items involving major repairs of renovation in excess of \$25,000 shall first be approved by the Board.

Emergencies:

In case of any emergency, the ~~Supervisor of Maintenance~~ Facilities Department shall be notified immediately. A work order for an emergency may be submitted at a later date.

~~In buildings served by contract maintenance, the principal shall work with the company's supervisor or contact person to resolve unsatisfactory performance. Continued or repeated dissatisfaction with performance shall be referred to the Assistant Superintendent for Administration.~~

Teachers and other building staff are to make repair requests through their principal.

~~All buildings should be properly maintained and any urgent repairs reported immediately by telephone to the supervisor of maintenance. Routine repairs and items of maintenance are to be accomplished by following the normal channels of work orders. Grounds should be maintained so as to give the schools the best possible appearance, trees trimmed, lawns mowed, etc. Most of this can be accomplished by custodians employed at the schools.~~

Each school shall offer a low-cost accident insurance program for students. At the minimum, the insurance shall provide accident coverage for students on the way to and from school, while they are at school, and whenever they are engaging in school-supervised activities.

Whereas the school district shall seek the best coverage at lowest cost, the responsibility for the cost of this insurance shall be that of the parent or guardian.

~~The District shall provide catastrophic injury coverage for all pupils provided that the premium for such coverage shall not exceed \$1.00 per pupil per year.~~

Procurement of insurance programs shall be in accordance with the District's Procurement Code.

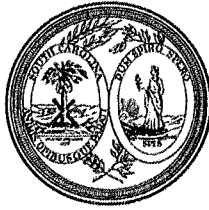
Accident insurance coverage shall be required for all students participating in inter-scholastic athletics and cheerleading and for all students who take JROTC shop courses. ~~The district shall pay coverage for junior varsity football players.~~

Pupils riding on a state-owned bus are insured by the State in case of injury or death.

LEGAL REFERENCES

A. S.C. CODE, 1976, AS AMENDED:

1. SECTION 59-67-710 -INSURANCE ON SCHOOL BUSES



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

MEMORANDUM

TO: District Superintendents

FROM: John R. Payne
Director, Office of Special Education Services

DATE: December 15, 2017

RE: South Carolina Employability Credential

As you are aware, in May 2017, the Governor signed legislation that revised S.C. Code Ann. § 59-39-100, which enabled the creation of a uniform, state-recognized employability credential for students with disabilities, beginning with the ninth grade class of 2018–19. During the spring and summer, the South Carolina Department of Education (SCDE), in collaboration with the South Carolina Department of Vocational Rehabilitation, the South Carolina Department of Employment and Workforce, district representatives, higher education representatives, and nonprofit organizations began work on a proposed regulation that outlines core requirements for this uniform credential. In addition, with extensive stakeholder involvement, we have also worked on crafting state-level policies and procedures, a monitoring protocol, reporting processes, and guidance documents.

To best support school districts in launching this work, we are pleased to announce that we will host a two-day workshop in early 2018. Additional information will be provided on the dates and location. The purpose of this workshop is to provide district teams responsible for implementing the credential an overview of the statute, proposed regulation, and other documents; and to begin strategically working with districts on district-level rollouts. We will also collectively strategize next steps for the provision of technical assistance, infrastructure support, and professional development.

Recognizing that a number of districts already have locally-recognized credentials in place that may meet all statutory and regulatory components, our focus after the workshop will be tiered to offer most support to those districts that currently do not offer, or have limited offerings, for an employability credential.

December 15, 2017

As soon as logistics are finalized, we will send district superintendents and district directors of special education registration information for the workshop. We ask that you share this memorandum with applicable staff, including relevant principals. We recommend districts send teams of four (or less if appropriate) to this event. Registration and materials are free, and lunch will be provided.

We are excited to launch this transformative work, and believe this will be a win-win for South Carolina – for both the applicable students, by ensuring greater work readiness, as well as for our state. If you have any questions in the meantime, please email John R. Payne, SCDE Director of Special Education Services, at jrpayne@ed.sc.gov, or call 803-734-8224.

cc: District School Counseling Personnel Directors
District Special Education Directors

**South Carolina High School Credential
District Policies and Procedures**

School Year: 2018-19

Draft

Georgetown County School District

Dr. Randall Dozier, Superintendent



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Introduction and Purpose

South Carolina has roughly 100,000 students with disabilities serviced under the Individuals with Disabilities Education Act (IDEA), of which the majority are able to earn a state high school diploma. Given the varying levels of student achievement, as well as the inability to complete required high school coursework, there is a need to provide an alternative option for students with disabilities to demonstrate their ability to transition into the work community. The uniform state-recognized SC Credential will be aligned to a newly created course of study for these students with disabilities whose Individualized Education Program (IEP) team determines this course of study is appropriate.

To align with the State's Profile of the South Carolina Graduate, an opportunity that will assist these students in acquiring skills necessary to be successful after high school is critical. The purpose of S.C. Code Ann. Section 59-39-100 and State Board of Education Reg. 43-235 is to provide equitable job-readiness opportunities for these students throughout the state, ensure they have evidence of employability skills, and honor the work they have undertaken in our public schools.

State Board of Education Reg. 43-235, as governed by S.C. Code Ann. Section 59-39-100, will promulgate the program components and criteria for a state-recognized SC Credential for applicable students with disabilities for whom such a credential is appropriate.

Pursuant to the statutory requirements in S.C. Ann., Section 59-39-100, beginning in the 2018–19 school year, students with disabilities entering grade nine may attain a uniform diploma through one of the recognized personalized pathways; or may attain a uniform SC Credential. Nothing restricts any student from obtaining a state high school diploma. Nothing contained in this regulation restricts local school boards of trustees from awarding students with a certificate of attendance for students with disabilities who do not meet the requirements for earning either a state high school diploma or a State South Carolina High School Credential.

Beginning no earlier than the end of the student's eighth grade academic school year, or later if deemed appropriate by the student's IEP team, and updated annually thereafter, the IEP team must determine if the student's expected high school outcome will be to attain a state high school diploma or a state-recognized SC Credential. The course of study identified in the IEP must match this determination.

The South Carolina Department of Education (SCDE), as the State Educational Agency (SEA); all Local Educational Agencies (LEAs); all State-Operated Programs (SOPs); and all other public programs providing special education and related services as outlined in the Individuals with Disabilities Education Act (IDEA) must follow and comply with all statutory and regulatory requirements of the IDEA as outlined in 20 U.S.C. Section 1400 et seq., and the Code of Federal Regulations (C.F.R.), Chapter 34, Part 300. In addition to the statutory and regulatory requirements to which the state adheres, Reg. 43-235 further delineates requirements for attaining a state-recognized South Carolina High School Credential.

This policy defines the requirements for attaining a state-recognized South Carolina High School Credential in Georgetown County School District.

A. FAPE and IEP requirements

The decision to accept the South Carolina High School Credential does not relieve the LEA or SOP from providing a free appropriate public education (FAPE) to the student until age 21 as defined in Reg. 43-243(III)(B) or until the student receives a regular high school diploma as defined in 34 C.F.R 300.102(a)(3)(iv).

The LEA or SOP must explain and provide annual written notice to the parent, guardian, or adult student that the South Carolina High School Credential is not a state high school diploma. For the purposes of this part, an adult student is defined as a student who has reached the age of majority as outlined in Reg. 43-242(III)(F)(1).

An IEP team's decision to identify the South Carolina High School Credential as the student's expected high school outcome must be based on data to include, but not be limited to, longitudinal information of student grades, standardized achievement assessments, informal and formal transition assessments, adaptive behavior assessments, and work readiness assessments. The decision must be made only after the IEP team considers a continuum of program options that may allow the student to pursue a diploma.

B. Course Requirements

Minimal Course Requirements: The South Carolina High School Credential is designed for students with disabilities for whom the IEP team determined mastery of a career-based educational program that includes academics, independent work experience, daily living skills, and self-determination skill competencies is the most appropriate way to demonstrate his or her skills and provide a FAPE. To attain the South Carolina High School Credential, the student must meet the graduation requirements of one unit of physical education/health (or equivalent) and one unit of technology course; a student must adhere to the local attendance policy; and a student must complete a total of 24 earned units that include the following:

- (a) Course work aligned with the South Carolina College and Career-Ready Standards for English Language Arts (four units), Mathematics (four units), Science (two units), and Social Studies (two units);
- (b) Four units of Employability Education; and
- (c) Six electives.

C. Minimal Required Components

In addition to completing coursework outlined in Section A, to receive a South Carolina High School Credential, a student must:

(a) Complete a career portfolio that includes a multimedia presentation project;

(b) Obtain work readiness assessment results that demonstrate the student is ready for competitive employment;

The district has approved the following means of completing the minimal required components as part of the South Carolina High School Credential:

D. Work-Based Training and Learning

In addition to completing coursework outlined in Section A and B, in order to receive a South Carolina High School Credential a student must complete work-based learning/training that totals at least 360 hours, in which:

(a) Work-based learning/training may be school-based, community-based, and/or paid or unpaid employment;

(b) Work-based learning/training must be aligned with the student's interests, preferences, and postsecondary goals and individual graduation plan; and

(c) Paid employment must be at a minimum wage or above and in compliance with the requirements of the Federal Fair Labor Standards Act;

The district has approved the following means of completing the work-based training as part of the South Carolina High School Credential:

E. Monitoring Student Progress

This district will use the following mechanisms for monitoring students' progress toward attainment of the South Carolina High School Credential:

The district will use the following mechanisms for monitoring proportionate numbers of South Carolina High School Credentials relative to the LEAs or SOPs' students with disabilities student count and graduation rate:

F. Entering the South Carolina High School Course of Study

The district uses the following procedures to enter a student into the South Carolina High School Course of Study:

Action	Position Responsible	Timeline
Collect Data		
Convene an IEP meeting		
Review Present Levels		
Determine Course of Study		
Parental Acknowledgment		
Progress Monitor		

G. Portfolio Transitions

The district uses the following procedures for transitioning portfolios throughout the years of the course of study:

Action	Position Responsible	Timeline
Determine method of storage		
Ensure transfer with student records		

H. Completion of the South Carolina High School Credential

The district uses the following procedures to ensure a student's completion of the South Carolina High School Credential Course of Study:

Action	Position Responsible	Timeline
Completes SKEMA –SC rubric for final certification		
Completes Credential requirements		
Completion Notice		
Update Summary of Performance		
Submit appropriate data to district for reporting		

The SC High School Credential will provide a course of study designed to equip students with the skills, knowledge, and work ethic needed to succeed in today's job market.

In SC, 50% of districts offer an occupational credential but the level of quality varies. This state-recognized credential will provide equitable quality of a career preparation program throughout the state.

The SC High School Credential helps to ensure that we are working to prepare the entirety of the SC workforce by equipping students with adequate skills.

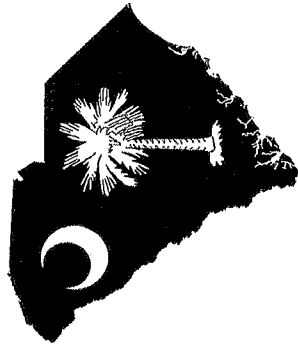


Need Additional Information?

SC Department of Education
Office of Special Education Services
803.734.8224

John R. Payne
Director
jrpayne@ed.sc.gov

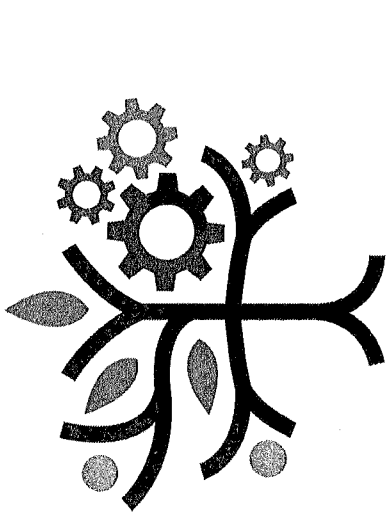
Tabitha S. Strickland
Education Associate
tstrickland@ed.sc.gov



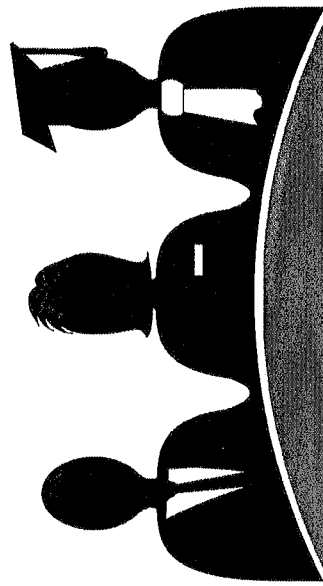
South Carolina High School Credential
thesccredential.org

Transition Alliance of South Carolina
transitionalliancesc.org

South Carolina
Employment First Initiative
scdisabilityemploymentcoalition.org



SOUTH CAROLINA HIGH SCHOOL
CREDENTIAL



Facts & Information for
Districts & Communities



South Carolina's High School Credential

South Carolina has roughly 100,000 students with disabilities serviced under the Individuals with Disabilities Education Act (IDEA), of which the majority are able to earn a State high school diploma. Given the varying levels of student achievement, some students are unable to complete this required high school coursework. As a result, there is a need to provide an alternative option for students with disabilities to demonstrate their ability to transition into the work community.

The uniform, state-recognized SC High School Credential will be aligned to a newly created course of study for these students with disabilities whose Individualized Education Program (IEP) team determines this course of study is appropriate.

QUICK FACTS

Section 59-39-100 was amended to include:

1. flexibility in identifying and creating personalized diploma pathway options for all students.
2. an employability credential for applicable students with disabilities.

The SC High School Credential:

- is not a SC High School Diploma.
- is not for all students with disabilities.
- is a career-based educational program.
- starts with the freshman class of 2018 with an expected completion date of 2022.
- is aligned with the Profile of the SC Graduate.

SC High School Credential DRAFT Overview

24 units of coursework aligned with the SC College and Career-Ready Standards

Units	Courses
4	ELA
4	Math
2	Science
2	Social Studies
4	Employability Education
1	PE/Health (or equivalent)
1	Technology
6	Electives

AND

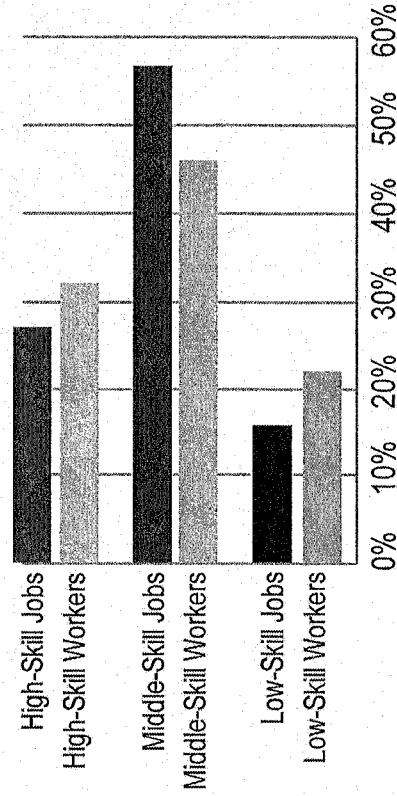
- Career portfolio that includes a multimedia presentation project.
- Work readiness assessment results that demonstrate the student is ready for competitive employment.
- Work-based learning/training that totals at least 360 hours.

The Forgotten Middle

Middle-skill jobs, which require education beyond high school but not a four-year-degree, make up the largest part of America's and South Carolina's labor market.

Key industries in South Carolina are unable to find enough sufficiently trained workers to fill these jobs.

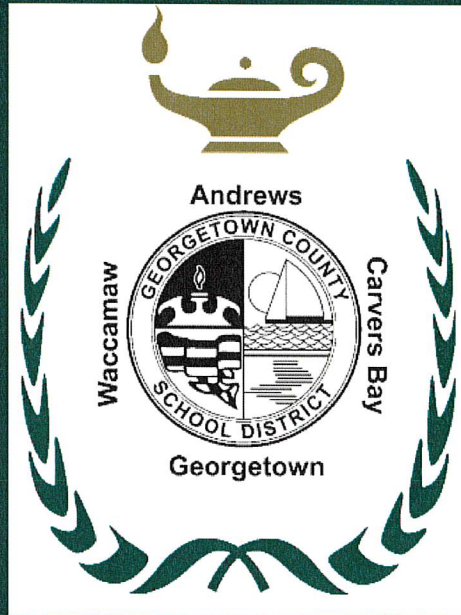
Jobs and Workers by Skill Level, South Carolina, 2015



Source: NSC analysis of Bureau of Labor Statistics Occupational Employment Statistics by State, May 2015 and American Community Survey data 2015.

MONTHLY PROGRESS REPORT

March 2018



GEORGETOWN COUNTY

School District



M. B. KAHN / CONSTRUCTION MANAGEMENT DIVISION
P. O. Box 1179 / Columbia, SC 29202
Phone 803 / 736-2950

Overall Program:

The 2016 Local Bond Referendum provided Georgetown County School District with approximately \$165 million in funding for additions and renovations of existing public school buildings. Included in that referendum are additions to each of the High Schools of an auxiliary gymnasium, tennis courts, upgrades to the running track surface, general renovation work, as well as, required maintenance mainly related to roofing and HVAC improvements. Improvements to the Middle and Elementary Schools include one auxiliary gymnasium, expansions to several dining areas, general renovation work and required maintenance including roofing and HVAC improvements.

Design and Pre-Construction Status:

Construction Documents for Georgetown High School have been delayed for several reasons. Code issues and some revised HVAC scope of work are part of the delay. We met with the Office of School Facilities and the Architect to resolve the code issues. We are now expecting Construction Documents for Georgetown High School in mid April. Construction Documents for Andrews High School have also been delayed and are now expected to be submitted by the end of March, instead of mid March. The construction documents for Carvers Bay High are due in mid April, with Waccamaw Intermediate in May.

Construction Documents will be reviewed and distributed for final pricing as they are received. The bid period for projects will be staggered to avoid placing all the work in the bid market at the same time. We are currently planning on a minimum two week lag between projects.

The Construction Management teams are currently working on completing constructability reviews, safety plans and schedules based on the updated construction drawings.

The GMP amendment for Thompson Turner Construction to provide the main gymnasium floor replacement at Georgetown High School has been issued. This work will also include the new lighting and HVAC work included in the Bond program as well new painting of the gym. This work will be completed this summer.

Approvals and Bid Status:

The Waccamaw High School project has been advertised for bids and are due to Contract Construction on April 3, 2018. Howard Adult Center will be advertised for bids on March 19, 2018.

Construction Status:

The track surface contractor has completed all work on both Georgetown and Waccamaw High Schools.

The asphalt work for the Carvers Bay High School will start by the end of March, with Andrews High School following immediately after Carvers Bay High School. The track surface and striping is scheduled to be completed by August 1, 2018.

Other Issues:

No other issues at this time.

Project Status Report
March 2018



Carvers Bay Middle School

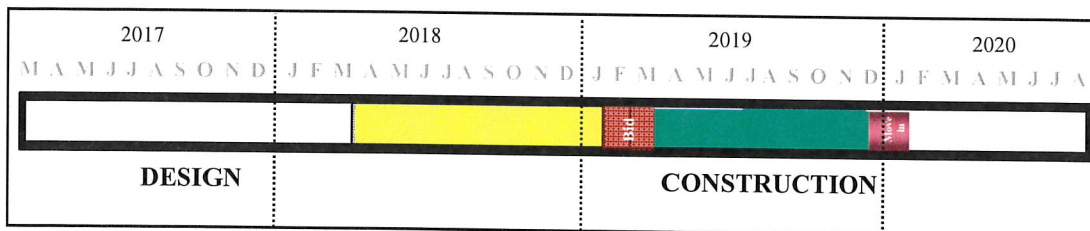
**Architect: UWPD
 Architecture**

Scope of work includes a partial roof replacement, HVAC upgrades, new fire alarm system, replacement of carpet with VCT tile and minor renovations.

Status

UWPD has been assigned this project for design services. Review meetings with the District and School Staff to review scope will be held in the coming weeks.

Schedule



Progress to Date

**Project Status Report
March 2018**



Georgetown Middle School

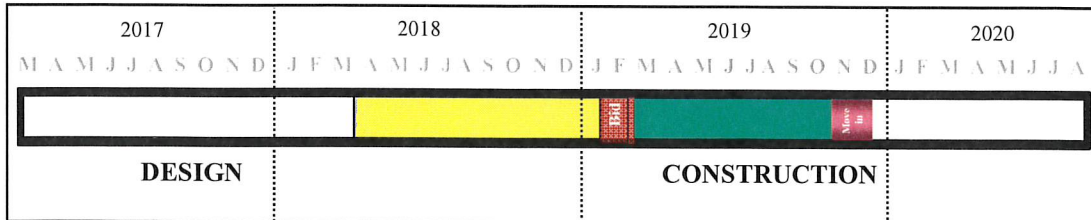
**Architect:
Stubbs Muldron Herrin**

The scope of work includes renovations to the auditorium, an enhanced front entrance, media center renovations, group restroom renovations, new walkway canopies, a new fire alarm system, upgrades to the HVAC system and general renovations.

Status

Stubbs Muldron Herrin have been assigned this project for design services. Review meetings with the District and School Staff to review scope will be held in the coming weeks.

Schedule



 Progress to Date

Project Status Report
March 2018



Rosemary Middle School

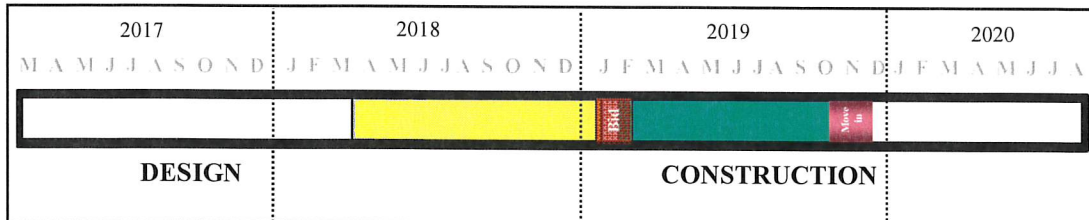
Architect:
Red Iron Architects

The scope of work includes media center renovations, restroom renovations, a partial roof replacement, additional sidewalks and canopies, a new fire alarm system, upgrades to the HVAC system, and general renovations.

Status

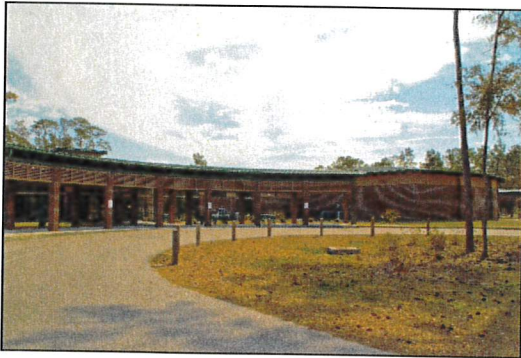
Red Iron Architects have been assigned this project for design services. Review meetings with the District and School Staff to review scope will be held in the coming weeks.

Schedule



Progress to Date

**Project Status Report
March 2018**



Waccamaw Middle School

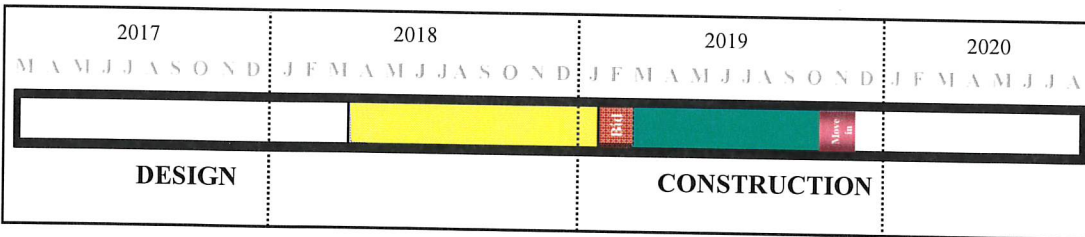
**Architect:
SGA Architecture**

The scope of work includes expanding the dining area, painting, additional sidewalks and canopies, a partial roof replacement, upgrades to the HVAC system and general renovations.

Status

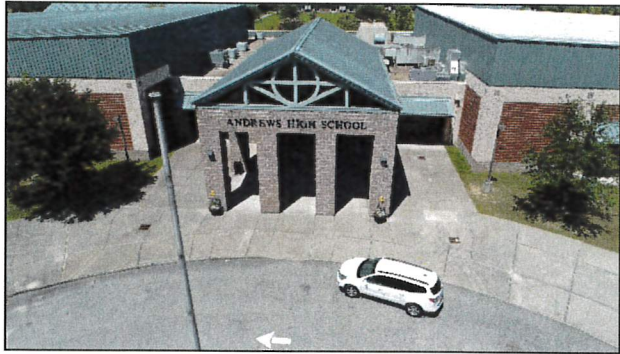
SGA Architecture has been assigned this project for design services. Review meetings with the District and School Staff to review scope will be held in the coming weeks.

Schedule



Progress to Date

**Project Status Report
March 2018**



Andrews High School

**Architect: AAG
Architectural Group**

Scope of work includes the addition of an auxiliary gymnasium, expansion of the welding and small engine repair shops, resurfacing of the running track, upgrades to the athletic fields, general renovations as well as required maintenance items including HVAC upgrades and a new fire alarm system

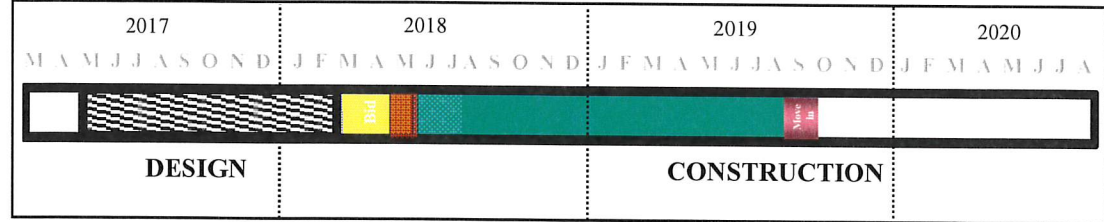
Status

The Design package for Andrews High School was reviewed on March 12, 2018 with the Office of School Facilities and the Architect with only minor comments issued. AAG is now working to complete the design documents by the end of this month. This design package will also include the HVAC upgrade to Rosemary Middles School and some asphalt paving at Andrew Elementary School.

The work on the running track will now begin in mid April, after the work at Carvers Bay High School has been completed. The track surface is scheduled to be complete prior to August 1, 2018.

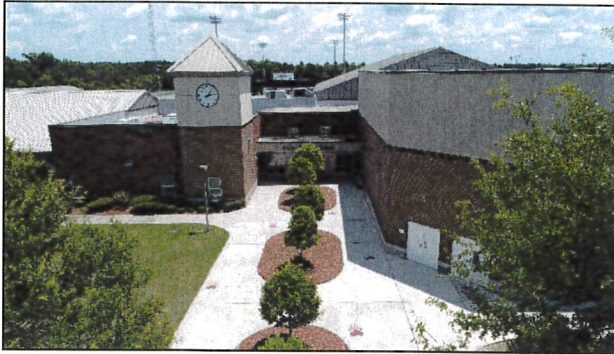
EDCON from Peak, South Carolina, is the Construction Manager for this project.

Schedule



Progress to Date

Project Status Report
March 2018



Carvers Bay High School

Architect: UWPD
Architecture

Scope of work includes the addition of an auxiliary gymnasium, expansion of the wood shop, resurfacing of the running track, tennis courts, upgrades to the athletic fields, general renovations as well as required maintenance items including HVAC upgrades and a new fire alarm system

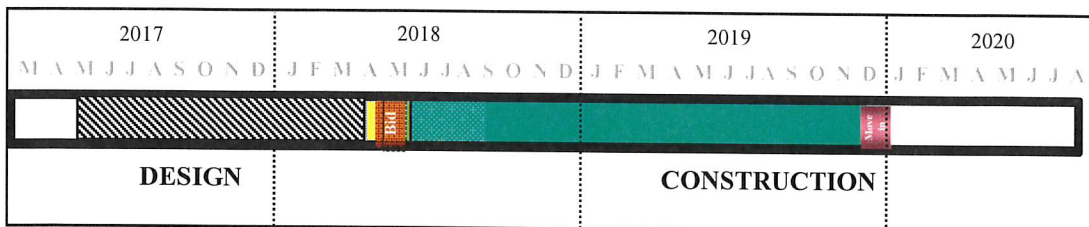
Status

We have a meeting with the Office of School Facilities and the Architect to review this project on March 21, 2018. The Construction Documents are currently scheduled to be completed by mid April. The phasing and safety plans are currently being reviewed.

Work for the running track is scheduled to begin by the end of the month with the track surface and striping scheduled to be complete by August 1, 2018.

H. G. Reynolds from Aiken, South Carolina, is the Construction Manager for this project.

Schedule



 Progress to Date

**Project Status Report
March 2018**



Georgetown High School

**Architect: Goforth,
Brown and Associates**

Scope of work includes the addition of an auxiliary gymnasium, expansion of the welding shop and dining area, renovation of the media center, resurfacing of the running track, tennis courts, upgrades to the athletic fields, general renovations as well as required maintenance items including HVAC upgrades

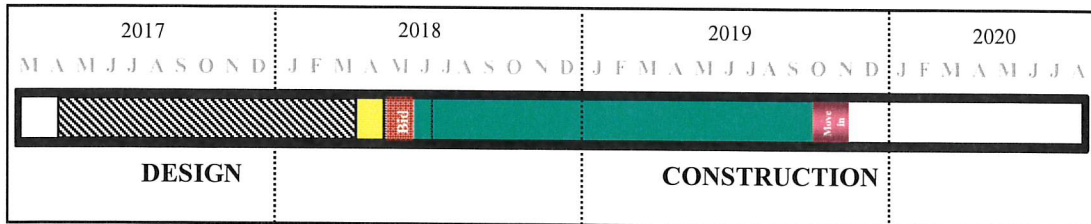
Status

We met with the Office of School Facilities and the Architect on March 5, 2018 to resolve several code issues on this project. Most of those issues were resolved positively. The architect is working diligently to complete the construction documents in early April. MBK is projecting this project to be advertised in mid April with bids due in mid May. This is the most complex project we have and will be the most challenging to both design and build. Construction is still projected to be completed in the early fall of 2019.

The track surface contractor completed the track last month and it is currently in use.

Thompson Turner Construction from Sumter, South Carolina, is the Construction Manager for this project.

Schedule



 Progress to Date



Georgetown High School

Project Status Report
March 2018



Waccamaw High School

**Architect: Stubbs
 Muldrow Herin
 architects**

Scope of work includes the addition of an auxiliary gymnasium, new science labs, a distance learning lab, upgraded Chorus facility, resurfacing of the running track, tennis courts, upgrades to the athletic fields, general renovations as well as required maintenance items including HVAC upgrades

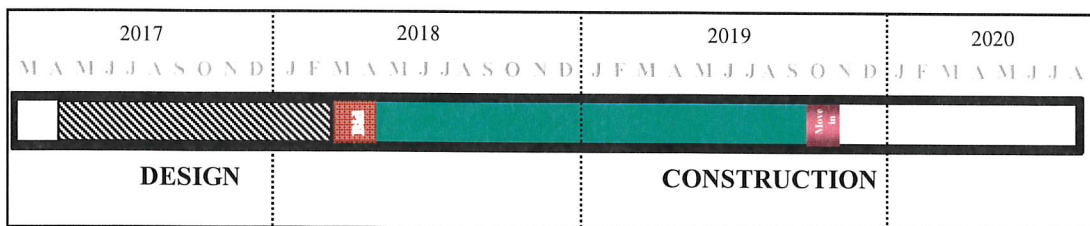
Status

The Construction Documents have been issued to the Construction Manager with a bid date set for April 3, 2018. A review of the construction documents has been completed by both the District and School staffs. The safety/phasing plan has been submitted and reviewed, however there are still some parking issues to be resolved. This project will also include replacement of the HVAC units for Waccamaw Elementary School.

The track surfacing contractor completed the track last month and it is currently in use.

Contract Construction from Ballentine, South Carolina, is the Construction Manager for this project.

Schedule



 Progress to Date



Waccamaw High School



**Project Status Report
March 2018**



**Waccamaw Intermediate
School**

**Architect: SGA
Architecture**

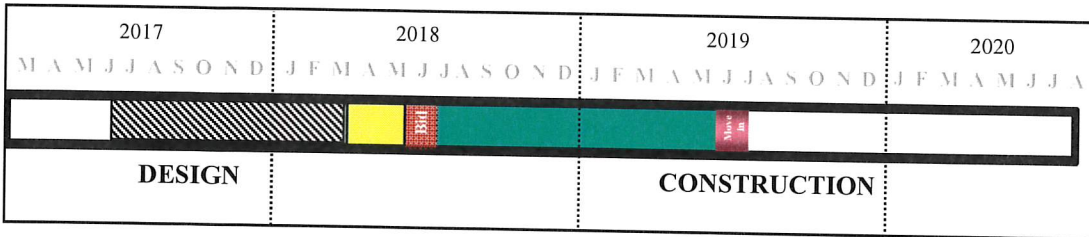
Scope of work includes the addition of an auxiliary gymnasium, a new band room, general renovations as well as required maintenance items including HVAC upgrades

Status

The design of the gymnasium has been revised to reflect a full sized basketball court. Although the layout and major design changes have been addressed, the design phase has been delayed. We are currently working with the Architect to get the project back on schedule. The project is still projected to be completed in the summer of 2019.

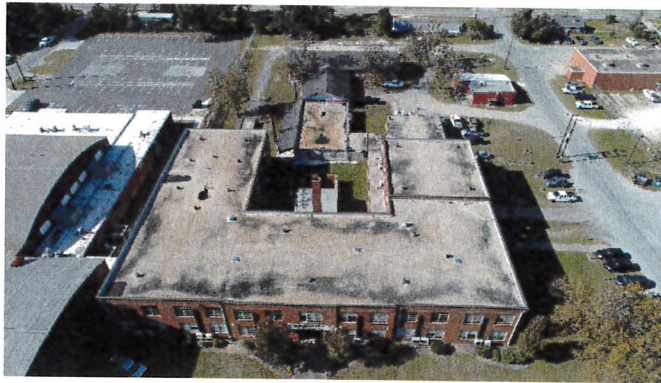
FBI Construction from Florence, South Carolina, is the Construction Manager for this project.

Schedule



 Progress to Date

Project Status Report
March 2018



Howard Adult Center

Architect: Red Iron Architects

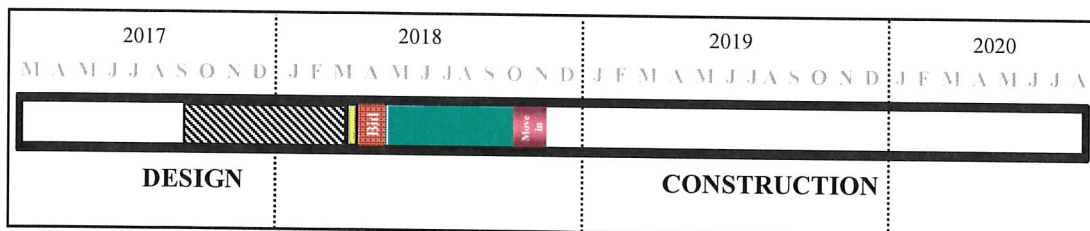
Scope of work includes new HVAC system, window replacement, group restrooms upfit and door hardware.

Status

Construction Documents for this project have been received and reviewed by the District. A review with the School Staff is scheduled for March 20, 2018. This project will be advertised for bids on March 19, 2018 with bids due on April 10, 2018.

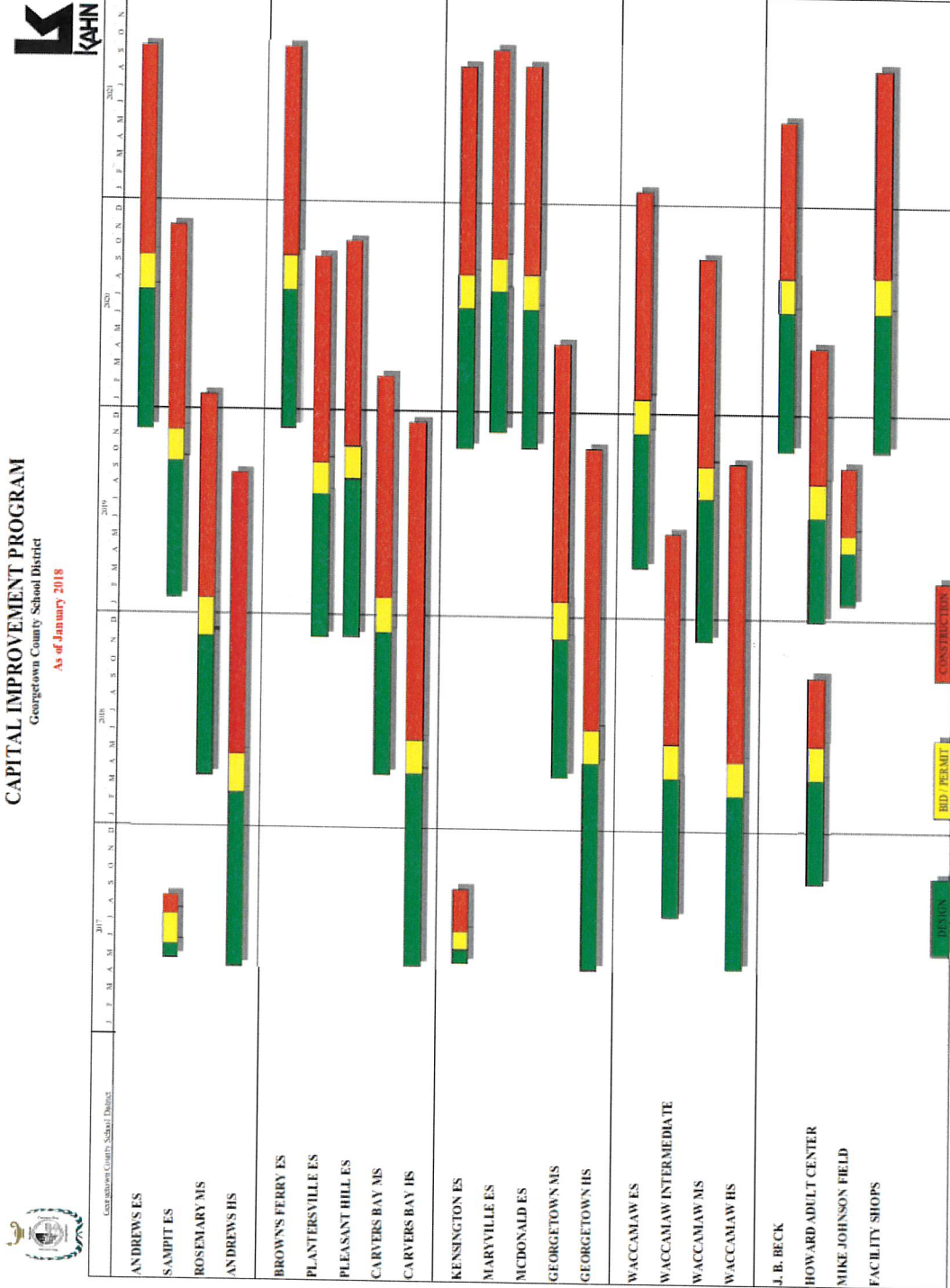
Thompson Turner Construction from Sumter, South Carolina, is the Construction Manager for this project.

Schedule



 Progress to Date

Project Status Report
 March 2018



CAPITAL IMPROVEMENT PROGRAM
 Georgetown County School District
 As of January 2018



Project Status Report
March 2018

Program Cost Summary

Group Headings Description	Contracts Awarded	Approved C.O.'s	Total Committed	Current Contingency	Approved Budget	Completed to Date
Project Name						
99901 Andrews ES	\$9,500		\$9,500	\$6,957,500	\$6,967,000	\$0
99902 Brown's Ferry ES	\$62,617		\$62,617	\$3,689,383	\$3,752,000	\$554
99903 Kensington ES	\$393,745	-\$4,613	\$389,132	\$5,200,868	\$5,590,000	\$323,752
99904 Maryville ES	\$70,069		\$70,069	\$4,897,931	\$4,968,000	\$632
99905 McDonald ES	\$88,362		\$88,362	\$4,405,638	\$4,494,000	\$848
99906 Plantersville ES	\$47,693		\$47,693	\$3,850,307	\$3,898,000	\$474
99907 Pleasant Hill ES	\$0		\$0	\$4,028,000	\$4,028,000	\$0
99908 Sampit ES	\$104,770		\$104,770	\$5,803,230	\$5,908,000	\$24,934
99909 Waccamaw ES	\$30,842		\$30,842	\$4,493,158	\$4,524,000	\$13,832
99910 Waccamaw IM	\$489,982	\$14,120	\$504,102	\$6,622,898	\$7,127,000	\$281,158
99911 Carvers Bay MS	\$282,550		\$282,550	\$4,815,450	\$5,098,000	\$724
99912 Georgetown MS	\$134,380		\$134,380	\$9,871,620	\$10,006,000	\$5,856
99913 Rosemary MS	\$103,198	\$59,900	\$163,098	\$5,282,902	\$5,446,000	\$9,815
99914 Waccamaw MS	\$97,091	\$238,046	\$335,138	\$4,379,862	\$4,715,000	\$18,716
99915 Andrews HS	\$1,757,001	\$4,650	\$1,761,651	\$12,304,351	\$14,066,001	\$705,979
99916 Carvers Bay HS	\$1,587,987	\$3,815	\$1,591,802	\$10,096,198	\$11,688,000	\$521,464
99917 Georgetown HS	\$1,744,025	\$1,350	\$1,745,375	\$14,567,625	\$16,313,000	\$863,490
99918 Waccamaw HS	\$1,390,327	-\$2,153	\$1,388,175	\$9,707,825	\$11,096,000	\$888,294
99919 Howard Adult Ctr.	\$86,125		\$86,125	\$2,177,875	\$2,264,000	\$45,739
99920 Facility Shops	\$0		\$0	\$4,845,000	\$4,845,000	\$0
99921 Mike Johnson Field	\$0		\$0	\$582,000	\$582,000	\$0
99922 J.B. Beck Adm. Ctr.	\$0		\$0	\$4,814,000	\$4,814,000	\$0
99923 Coastal Mont. Chr.	\$378,923		\$378,923	\$421,077	\$800,000	\$378,923
99924 Adv. Manf. Ctr.	\$0		\$0	\$2,000,000	\$2,000,000	\$0
99925 Technology	\$1,855,084		\$1,855,084	\$17,249,916	\$19,105,000	\$1,677,151
ADMIN	\$242,875		\$242,875	\$663,128	\$906,003	\$242,875
Total	\$10,957,145	\$315,116	\$11,272,262	\$153,727,742	\$165,000,004	\$6,005,209