ANNOUNCEMENT

Re: Board Meeting Date Changes in May 2018

The Georgetown County Board of Education, at its Regular Board Work Session Meeting, on April 24, 2018, made the following date changes of its Regular Board Meeting and Regular Board Work Session Meeting in May 2018:

Regular Board Meeting (originally scheduled on Tuesday, May 1, 2018) was changed to Tuesday, May 8, 2017, at 5:30 p.m., in the Board Room, at J. B. Beck Administration and Education Center.

Regular Board Work Session Meeting (originally scheduled on Tuesday, May 15, 2018) was changed to Tuesday, May 22, 2018, at 5:30 p.m., in the Board Room, at J. B. Beck Administration and Education Center.

GEORGETOWN COUNTY BOARD OF EDUCATION
J. B. BECK ADMINISTRATION AND EDUCATION CENTER
OPEN SESSION
BOARD ROOM – 5:30 P.M.
TUESDAY, MAY 8, 2018

AGENDA

A. **MOMENT OF SILENCE**..Board

B. **PLEDGE OF ALLEGIANCE**...**Master Jovan Alvarado Binzha**
Fifth Grade Student at Waccamaw Intermediate School

C. **PUBLIC COMMENTS/REQUESTS: This section of each regularly scheduled Board meeting is reserved for comments from the audience on any item appearing on the agenda. Also, the time is made available for citizens to make specific requests of the School District or to raise specific issues for future discussion by the Board. Comments/requests should be as brief and to the point as possible and should not exceed 3 minutes. Persons who wish to address the Board are requested to complete one of the cards available at the entrance and submit it before the meeting begins. Normally, the Board will _not_ address specific requests during the meeting at which they are made.**

D. **APPROVAL OF MINUTES**...Board

E. **ADOPTION OF AGENDA**..Board

F. **BUDGET DEVELOPMENT 2018-2019**...District Administration

   1. **BUDGET PRESENTATIONS - DEPARTMENTS:**

- **SCHOOL NUTRITION**
- **CURRICULUM AND INSTRUCTION**
- **FEDERAL AND STATE PROGRAMS**
- **HUMAN RESOURCES**
  - ➢ **ADEPT**

G. **ACTION ITEMS:**

1. **OUT-OF-DISTRICT TRANSFER REQUEST**......................................Dr. Diane O. Wingate
The Administration recommends approval of
a Georgetown County resident's request for
release from Georgetown County School
District for her child to attend school in
another district for the 2018-2019 school year.

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

3. **ACT 207 DIPLOMA PETITION**..Ms. Genia Smith
The Administration recommends approval to
award the South Carolina High School Diploma
based on ACT 207 for students who have
completed the requirements.

4. **POLICY IHC: PROFICIENCY-BASED
CREDIT COURSES** *(FIRST READING)*...Ms. Genia Smith
The Administration recommends *First Reading*
approval of Policy IHC: Proficiency-Based
Credit Courses.

5. **APPROVAL OF UPDATED COURSE
CATALOG FOR THE 2018-2019 SCHOOL YEAR**......................................Ms. Genia Smith
The Administration recommends approval of the
Updated Course Catalog for the 2018-2019 School
Year.

6. **REQUEST TO DISPOSE OF VEHICLE**..Mr. Brent Streett
The Administration recommends approval to
conduct surplus property sales, in accordance
with Board Policy DN, and Article 15 of the
District's Procurement Code, specifically for
the item included below. The sales will be
conducted by means of an electronic auction
through GovDeals and sold to the highest
bidder. This vehicle was used by the Facilities
Department.

   - **1998 Chevrolet 2500 Truck – over 200,000 miles**

H. **INFORMATION ITEMS:**

1. *UPDATE* **ON GUARANTEED MAXIMUM
PRICE (GMP) AMENDMENT FOR HOWARD
ADULT CENTER'S RENOVATION PROJECT**...Mr. Todd Weiss
Assistant Project Director
M. B. Kahn Construction Company

2. *UPDATE* **ON GUARANTEED**
   MAXIMUM PRICE (GMP) AMENDMENT
   FOR WACCAMAW ELEMENTARY
   SCHOOL'S HVAC RENOVATION PROJECT...Mr. Todd Weiss
$\qquad\qquad\qquad\qquad\qquad\qquad\qquad\qquad\qquad$ **Assistant Project Director**
$\qquad\qquad\qquad\qquad\qquad\qquad\qquad$ **M. B. Kahn Construction Company**

3. **PRESENTATION OF**
   PROPOSED ENERGY AND UTILITIES BUDGETS................................Mr. Tony Holcomb
$\qquad\qquad\qquad\qquad\qquad\qquad\qquad\qquad\qquad\qquad$ **Mr. Elliott McDaniel**

4. **PROPOSED 2018-2019 GENERAL FUND BUDGET** *UPDATE***.............Ms. Lisa O. Johnson**

I. BOARD/SUPERINTENDENT COMMENTS/REQUESTS

J. ADJOURNMENT

REMINDER
The Georgetown County Board of Education will have a Regular Board Work Session Meeting on Tuesday, May 22, 2018, at 5:30 p.m., in the Board Room, at J. B. Beck Administration and Education Center.

REGULAR BOARD MEETING

TUESDAY, MAY 8, 2018

BOARD ROOM – 5:30 P.M.
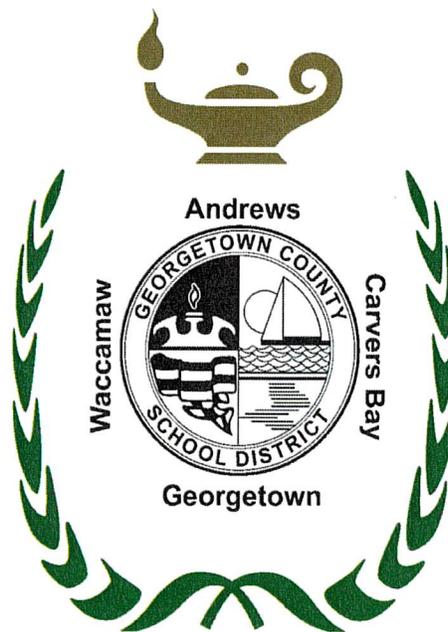
BUDGET PRESENTATIONS

SCHOOL NUTRITION

CURRICULUM AND INSTRUCTION

FEDERAL AND STATE PROGRAMS

HUMAN RESOURCES
ADEPT

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

School/Department Name: District Food Service Office

Request Type(s): No New Request 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: _____ **Date:** _____

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

| No Requests |
| For 2018-19 |

School/Department Name: Curriculum and Instruction

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.

_____

_____

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: _Jedrick Cohens_   Date: _4/26/18_

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

School/Department Name: _____Federal and State Programs_____

Request Type(s):

☐ New Program – Name: ___No requests for the 2018-2019 school year_____

☐ 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:** _____

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

School/Department Name: _____Human Resources_____

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: ___Jon R. Tester_____ **Date:** _____5/1/2018_____

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

School/Department Name: ___Human Resources_(ADEPT)_____

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: _____Jon R. Tester_____ **Date:** ___5/1/2018_____

The board believes that the district should provide students with opportunities to obtain course credit based upon demonstration of mastery of standards and competencies at a proficient level while offering flexibility in seat-time requirements.

Students may obtain proficiency-based credit for courses that have been approved by the South Carolina Department of Education. Approval for these courses is obtained in conjunction with the district strategic plan.

Teachers of all proficiency-based credit courses must hold a South Carolina teaching credential and must hold content certifications for all proficiency-based subjects taught. For proficiency-based courses including a lab setting, a teacher who is properly certified specific to the content area for the course will communicate regularly with the student and directly monitor the student's progress. All instructional paraprofessionals assisting with proficiency-based credit courses will work under the direct supervision of a certified teacher.

The superintendent or his/her designee is responsible for ensuring that the academic standards and individual learning needs of students are addressed in each proficiency-based course and that students receive additional instruction, practice time, and support to help students enrolled in these courses achieve proficiency.

South Carolina High School Credential Course Codes and 9GR

SCHSC Ninth Grade Course Name	SCHSC Ninth Grade Course Code
Essentials of English I	390000CW
SCHSC Ninth Grade Course Name	SCHSC Ninth Grade Course Code
Essentials of Math I	390100CW
SCHSC Ninth Grade Course Name	SCHSC Ninth Grade Course Code
Essentials of Science I	390200CW
SCHSC Ninth Grade Course Name	SCHSC Ninth Grade Course Code
Essentials of Social Studies I	390300CW
SCHSC Ninth Grade Course Name	SCHSC Ninth Grade Course Code
Employability Education I	390800CW

Graphic Representation of the Organizational Structure

Teaching in South Carolina is based on four major components: standards, curriculum, instruction, and assessment. Standards are year-end goals for student learning which inform and guide curriculum development, instructional practices, and assessment. Curriculum is developed based on standards. Instruction is the support teachers offer to navigate the curriculum that is also based on the standards. Formal and informal assessments, based on standards, guide and inform instruction. *Note: For purposes of this document, the Employability Education Courses have identified objectives, not standards.*

A **Course Description** is located at the beginning of each course summarizing the **Standards or Objectives** and **Competency Goals** of the course.

Essentials of English 1

Essentials of English I emphasizes English language Arts literacy concepts that are aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self-determination skills necessary for daily living and the world of work. The integrated model of literacy for this course will focus on inquiry, analysis and communication to explore literary, informational, and non-print text.

Course selection must be based on the individual student's present levels of academic achievement and functional performance. Course selection *must not* be based on the identified course of study.

Each course includes **Strands** that are the overarching topics that will be mastered provided instruction targets each standard and competency goal in that strand.

Standard	Competency Goals
INQUIRY-BASED LITERACY (1)	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	1. Use personal learning strategies to gain meaning from written material. 2. Determine when more information is needed and ask appropriate

Standards and Objectives included in this document represent culminating outcomes which describes what students must know and be able to do when they complete the SC High School Credential course of study.

Competency Goals are aligned with the South Carolina College-and Career-Ready Standards that are delineated in the standards column; these goals are also aligned with the objectives that have been identified for the Employability Education courses. Competency goals are specific to what the student must be able to learn and demonstrate. These goals should be used to facilitate the teacher's decisions on what to instruct and how to explicitly instruct.
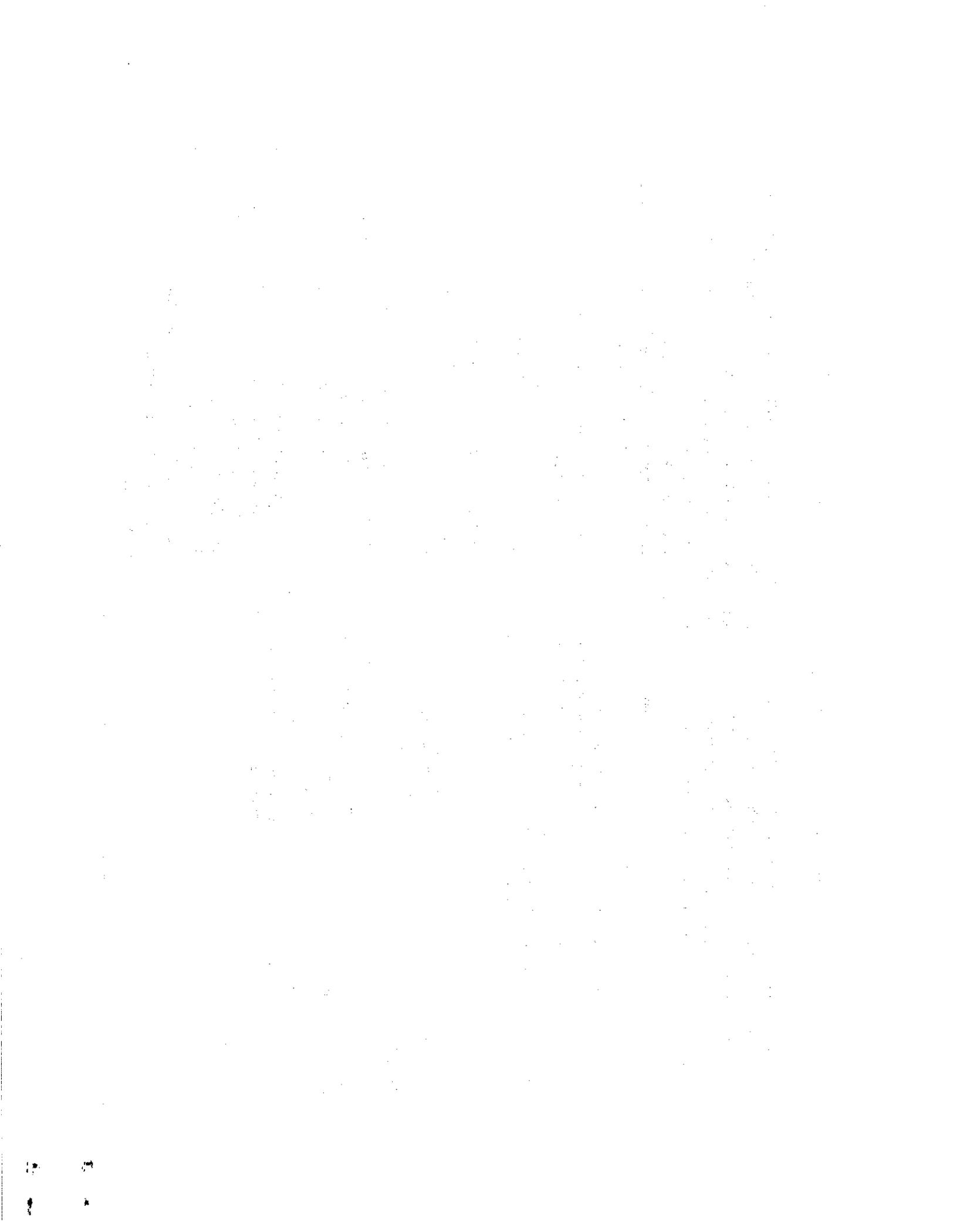
South Carolina High School Credential Course Codes and 9GR

SCHSC Ninth Grade Course Name	SCHSC Ninth Grade Course Code
Essentials of English I	390000CW

Essentials of English 1

Essentials of English I emphasizes English Language Arts literacy concepts that are aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self-determination skills necessary for daily living and the world of work. The integrated model of literacy for this course will focus on inquiry, analysis and communication to explore literary, informational, and non-print text.

Standard		Competency Goals
INQUIRY-BASED LITERACY	(I)	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.		1. Use personal learning strategies to gain meaning from written material. 2. Determine when more information is needed and ask appropriate questions in a variety of situations when interacting with a variety of texts, media, and modalities. 3. Identify when more information is needed and use references, navigate libraries, use technology etc. to locate information.
Standard 2: Transact with text to formulate questions, propose explanations, and consider alternative views and multiple perspectives.		1. Read to gain information needed in daily living. 2. Read and comprehend information from a variety of text. 3. Identify alternative and multiple perspectives in a text. 4. Identify multiple perspectives in real-life situations. 5. Follow simple oral and written directions given in a variety of situations.
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.		1. Gather needed information from a variety of sources. 2. Identify and use various sequential patterns to organize information.

Standard 4: Synthesize information to share learning and/or take action.	1. Use a variety of sources to obtain information needed for a variety of purposes…daily life activities, employment, training, leisure interests. 2. Use information obtained from a variety of sources to take action for a variety of purposes to include daily life activities, employment activities, educational activities, leisure activities, social activities. 3. Use technology to share information learned from text with others.
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	1. Use information obtained from text to guide the development of personal and educational goals and plans to reach those goals. 2. Use feedback to guide the process of creating and working toward goal-setting. 3. Reflect upon goals and plans to determine if plans must be revised. 4. Reflect upon goal setting and plans to determine if more information is needed.
READING LITERARY TEXT (RL)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	1. Identify and use sequential patterns of text to organize information. 2. Indicate title, author, illustrator, chapters in a literary text.
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	1. Follow multiple step oral directions. 2. Use appropriate vocabulary in speaking in a variety of settings. 3. Demonstrate the basic conventions of standard English. 4. Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, and leisure.

Standard	
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	1. Increase reading fluency through word study. 2. Identify accommodations needed in accessing text and use accommodations with fidelity.
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	1. Increase fluency through word study. 2. Identify accommodations needed in accessing text and use accommodations with fidelity. 3. Access and use accommodations embedded in technology when reading on a device.
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	1. Cite details from a text to support a conclusion. 2. Can recount key details of a story and refer to details and examples within a text to draw inferences. 3. Make a prediction about a given situation based on known information from text.
Standard 6: Summarize key details and ideas to support analysis of thematic development.	1. Can determine themes or central ideas of text and provide basic summaries of text.
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media formats and in visual, auditory, and kinesthetic modalities.	1. Compare/contrast ideas or topics in multiple media formats. 2. Make connections between text and real life experiences based on learning styles.
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	1. Can determine how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; understand how context influences plot, setting, and characters.
Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	1. Determine the meaning of figurative language in a text and in conversations. 2. Make inferences when reading to determine the meaning of various phrases in text, format, and tone.
Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words,	1. Use context clues to determine the meanings of words and phrases.

phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	2. Use references such as a dictionary or online resources to determine word meanings.
Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.	1. Identify an author's point of view in a text. 2. Identify a speaker's point of view in a conversation, argument, or oral presentation.
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	1. Identify different effects in a literary text (i.e. mystery, tension, etc.) and cite evidence from the text to support the identification of the effect.
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	1. Use accommodations to access a text to read independently for a sustained period of time. 2. Engage in small-group reading. 3. Read and respond to increasingly challenging levels of text. 4. Select and read a wide variety of print and digital materials.
READING INFORMATIONAL TEXT (RI)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	1. Use organizational structures, such as guide-words, table of contents, index…to locate needed information. 2. Identify types of reference text and their purposes. 3. Identify types of text and their purposes. 4. Use reference text to locate information about a topic.
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	1. Follow multiple step oral directions. 2. Use appropriate vocabulary in speaking. 3. Demonstrate the basic conventions of standard English. 4. Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, leisure, and employment. 5. Answer questions presented orally with

Standard	Details
	relevant information, using appropriate vocabulary and demonstrating the basic conventions of standard English.
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	1. Increase reading fluency through word study. 2. Identify accommodations needed in accessing text and use accommodations with fidelity.
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	1. Increase fluency through word study. 2. Identify accommodations needed in accessing text and use accommodations with fidelity. 3. Access and use accommodations embedded in technology when reading on a device.
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	1. Read and comprehend various informational text. 2. Use evidence from an informational text to make a prediction. 3. Identify the purpose of a given informational text (i.e. instructions, guide, reference, learning, persuasive, etc.).
Standard 6: Summarize key details and ideas to support analysis of central ideas.	1. Recognize main idea in written, oral, and visual formats. 2. Summarize information given in written, oral, or visual formats. 3. Identify and use various sequential patterns to organize information.
Standard 7: Research events, topics, ideas, or concepts through multiple media formats and in visual, auditory, and kinesthetic modalities.	1. Read to gain information from various media formats needed for daily living based on learning styles. 2. Read to gain information from various media formats for community participation. 3. Read to gain information from various media formats related to choice-making in interests and preferences. 4. Identify appropriate sources to locate specific

Standard	
	information related to self-advocacy.
Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	1. Can determine the meaning of figurative, connotative, or technical words and phrases in a text. 2. Use references and technology to determine the meanings of words and phrases in texts.
Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	1. Use context clues to determine the meanings of words and phrases in text and in conversations. 2. Explain the definitions of terms related to daily living. 3. Explain the definitions of terms related to community. 4. Explain the definitions of terms related to choice-making and topics of interests.
Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.	1. Identify an author's or speaker's point of view. 2. Identify details that support an author's or speaker's point of view.
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	1. Identify how an author's claims are supported with evidence in a text.
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	1. Use accommodations to access an informational text to read independently for a sustained period of time. 2. Engage in small-group reading. 3. Read signs, labels, menus, recipes, advertisements, coupons, etc. 4. Read schedules, calendars, agendas. 5. Read and respond to increasingly challenging levels of informational text. 6. Read and follow instructions for completing daily living tasks.

	(W)
WRITING*	
	7. Read and follow instructions for completing leisure tasks.
	8. Read and follow instructions in the community.
	9. Read and follow instructions for completing a variety of forms to include those related to daily living, the community, and employment.
	10. Select and read a wide variety of print and digital materials.
	11. Read to proof and revise written work.
Standard 1: Write arguments to support claims with clear reasons and relevant evidence.	1. Use appropriate vocabulary in writing, speaking, and presenting.
	2. Write to communicate an opinion or preference clearly with evidence.
	3. Use appropriate vocabulary to clearly express an opinion or preference with evidence (verbally and/or in writing).
Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	1. Write goals for the future that reflect personal strengths and interests/preferences.
	2. Write a plan to reach a goal.
	3. Use technology to produce informative/explanatory documents.
	4. Collect information from a variety of resources and use it to create a written document.
Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	1. Write narratives about real-life experiences.
	2. Write narratives about hopes and dreams for the future.
	3. Organize written information sequentially.
	4. Demonstrate effective oral communication in

a variety of settings (formal, informal, school).

5. Use technology to produce narrative documents.

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Use the basic conventions of standard English.
2. Write using complete sentences.
3. Answer questions/fill in blanks on a variety of forms using basic conventions of standard English.

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Write complete sentences using correct capitalization, punctuation, and spelling.
2. Identify and use accommodations for writing using basic conventions of standard English.

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

1. Write to complete a variety of forms for daily living, community activities, employment activities, and leisure activities.
2. Use technology to write for a variety of purposes (i.e. to communicate with others, to share information on chosen social media sites, to search for information).
3. Write appointments and events.
4. Write in a print or digital agenda to organize tasks for personal, educational, or employment purposes.
5. Communicate by electronic communication devices.
6. Identify and use appropriate individual accommodations to write for a variety of purposes.
7. Write personal data.
8. Write a letter, address an envelope.
9. Write emails for various purposes. Use

COMMUNICATION	I	standard conventions of English in emails.
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.		1. Use standard conventions of English to self-advocate preferences, interests, wants, needs to others. 2. Engage in conversations with peers using appropriate language. 3. Take turns appropriately in conversation 4. Communicate by telephone using. Appropriate phone etiquette and standard conventions of English (talk and text). 5. Demonstrate appropriate tone, volume, inflection, enunciation, pronunciation, eye contact, and body language when communicating with others (If needed, identify and use accommodations to demonstrate this skill).
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.		1. Clearly communicate a narrative of events that have happened or events that may happen. 2. Clearly communicate goals (educational, community experiences, leisure, and employment). 3. Clearly communicate feelings to others in an appropriate manner (i.e. anger, sorrow, confusion, happiness). 4. Demonstrate effective oral communication in personal situations.
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.		1. Communicate using various modalities such as verbally, written, electronically. 2. Identify and use appropriate accommodations for the clear communication of one's thoughts.

Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audiences and convey messages.	1. Make inferences when listening to the words of others. 2. Identify the point of view of a speaker. 3. Use effective listening and viewing skills in a variety of situations. 4. Expand vocabulary through listening. 5. Demonstrate effective listening skills by following directions with accuracy. 6. Select and listen to a variety of non-print and/or electronic materials.
Standard 5: Incorporate craft techniques to engage and impact audiences and convey messages.	1. Identify appropriate topics and strategies for communication for a given audience. 2. Use appropriate vocabulary for different settings (ex. School/work vs. home/leisure). 3. Identify appropriate modality for communicating with an individual or audience (ex. Should one call or email? Talk in person?).

South Carolina High School Credential Course Codes and 9GR

SCHSC Ninth Grade Course Name	SCHSC Ninth Grade Course Code
Essentials of Math I	390100CW

Essentials of Math 1 emphasizes basic mathematical concepts needed to compute real world algebraic problems that are aligned to the South Carolina College and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to make sense of problems and persevere in solving them as well as connect mathematical ideas and real-world situations through modeling. Students will use a variety of mathematical tools effectively and strategically.

Standard		Competency Goals
WHOLE NUMBERS, NUMBER THEORY, NUMERATION AND REAL WORLD MATH, ARITHMETIC AND CALCULATION	(N)	
Standard 1: Interpret the meanings of coefficients, factors, terms, and expressions based on their real-world contexts. Interpret complicated expressions as being composed of simpler expressions. **Standard 2:** Write a function that describes a relationship between two quantities. a. Write a function that models a relationship between two quantities using both explicit expressions and a recursive process and by combining standard forms using addition, subtraction, multiplication and division to build new functions. b. Combine functions using the operations addition, subtraction, multiplication, and division to build new functions that describe the relationship between two quantities in mathematical and real-world situations.		1. Identify place value through 100,000 and decimals through .01. 2. Recognize, read and write numbers 0-100. 3. Read, write, and compare whole numbers. 4. Identify the place value of a digit in a number. 5. Compute with whole numbers to solve word problems. 6. Demonstrate understanding of greater than, less than, and equal concepts. 7. Count by multiples (Use patterns and sequences to establish concepts of patterns in math). 8. Identify prime and composite numbers. 9. Factor numbers. 10. Find the least common multiple for pairs of numbers. 11. Find the greatest common factor for pairs of numbers. 12. Distinguish between odd and even numbers. 13. Read and write whole numbers, fractions,

decimals, and percent's.

14. Develop and use order relations for whole numbers, fractions, and decimals.
15. Understand and apply the rules governing how the basic math operations relate to each other.
16. Apply mathematical skills to daily living activities in the household.
17. Apply mathematical skills to entertainment and leisure activities.
18. Recognize symbols/signs used for basic arithmetic operations of subtraction, addition, multiplication, and division.
19. Demonstrate the knowledge of 4 basic arithmetic operations w/ whole numbers.

(DM)

DECIMALS AND MONEY

1. Identify names and values of coins and currency.
2. Write money amounts in words and numbers.
3. Round money values to nearest dollar and dime.
4. Add and subtract money.
5. Find sums and differences with money.
6. Write numbers in word form and in standard notation.
7. Order numbers.
8. Round decimals.
9. Compute with decimals and whole numbers.
10. Express fractions as decimals.
11. Express numbers in scientific notation.

Standard 1: Create and solve equations and inequalities in one variable that model real-world problems involving linear, quadratic, simple rational, and exponential relationships. Interpret the solutions and determine whether they are reasonable.
Standard 2: Solve simple rational and radical equations in one variable and understand how extraneous solutions may arise.

(P)

PERCENTAGES

Standard 1: Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model

1. Rename a percent as a decimal and a fraction in simplest form.

situations, and translate between two forms.

| | | 2. Rename a decimal and a fraction as a percent. |

MEASUREMENT – TIME, TEMPERATURE, LINEAR METRIC AND TRADITIONAL MEASUREMENT

	(M)	
Standard 1: Use units of measurement to guide the solution of multi-step tasks. Choose and interpret appropriate labels, units, and scales when constructing graphs and other data displays. **Standard 2:** Label and define appropriate quantities in descriptive modeling contexts. **Standard 3:** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities in context.		

2. Rename a decimal and a fraction as a percent.
3. Find the missing terms in a percent sentence.
4. Use a proportion to find the missing term in a percent sentence.
5. Solve work problems involving percentages and tax, commissions, interest, and tips.
6. Calculate monthly payments on an installment plan.

1. Identify vocabulary associated w/time (noon, midnight, daylight savings time, am, and pm).
2. Tell and record time using digital and analog clocks.
3. Recognize and read times given using analog and digital clocks.
4. Write time using numerical notations.
5. Identify units of time (hr. = 60 min.; 24 hrs.=1 day; 12 months=1 yr.; 7 days=1 wk.; 52 wks.=1 yr.).
6. Locate day, date, and month on calendar.
7. Identify abbreviations for units of time (day, week, month, hour, minute, and year).
8. Relate daily, weekly, monthly events to clock and calendar.
9. Select and use appropriate units of measurement (linear and temperature: foot, yard, mile, degree Fahrenheit or Centigrade).
10. Select and use appropriate tools for measurement.
11. Students will solve 1 and 2-step math

applications involving 4 basic arithmetic processes, measurements, money, time, and temperature, using problem-solving techniques. 12. Measure line segments to the nearest tenth of a centimeter (nearest millimeter). 13. Estimate accurately the best unit for measuring a distance. 14. Change from one metric unit to another. 15. Find area measured in square units. 16. Find volume measured in cubic units. 17. Find volume, or capacity, measured in liters. 18. Convert units of liquid capacity. 19. Convert units of weight. 20. Use a ruler to help measure line segments. 21. Convert units of length and distance. 22. Find the perimeter of a given shape. 23. Calculate the area within a shape. 24. Compute the volume within a prism.	

	(F)
FRACTIONS	
Standard 1: Rewrite expressions involving simple radicals and rational exponents in different forms. **Standard 2:** Solve simple rational and radical equations in one variable and understand how extraneous solutions may arise.	1. Recognize fractional parts and equivalent fractions. 2. Compare and order fractions. 3. Add and subtract fractions w/like denominators. 4. Multiply and divide fractions. 5. Simplify fractions. 6. Compare fractions and determine which is more than or less than. 7. Rename mixed numbers and improper fractions. 8. Compute with fractions and mixed numbers.

SAVINGS AND INVESTING	**(SI)**
Standard 1: Budgeting and Financial Planning. **Standard 2:** Managing Savings and Checking Accounts.	1. Explore how saving and investing can be used to build wealth. 2. Explore how investing works. 3. Explore the risks and rewards of several types of investments. 4. Outline strategies to achieve investing goals. 5. Outline a long range investment game plan.
FINANCIAL SERVICES	**(FS)**
Standard 1: Financial Responsibility and Decision Making. **Standard 2:** Managing Savings and Checking Accounts.	1. Explain how services are used to handle business transaction. 2. Select banking tools and technology to handle personal business transactions. 3. Protect your personal account information. 4. Select a financial service provider. 5. Demonstrate how to manage spending and banking transactions.
INSURANCE	**(I)**
Standard 1: Understanding Insurance.	1. Justify reasons to be insured. 2. Investigate how insurance works. 3. Choose insurance for specific needs and situations. 4. Compare auto insurance options. 5. Plan ahead to minimize insurance costs and costs of unexpected events.
TAXES	**(T)**
Standard 1: Personal Taxes. **Standard 2:** Preparing Tax Returns.	1. Identify and explain purpose of taxes including vocabulary used with tax forms, types of taxes, assessment of taxes. 2. Understand withholding forms, federal and state income tax forms. 3. Understand taxes specific to the geographical area, deadlines, and penalties

Essentials of Biology I

Essentials of Biology I emphasize the biology course of study aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to engage in problem solving, decision making, critical thinking, and applied learning to become scientifically literate and consumers of scientific information.

Standard		Competency Goals
SCIENCE AND ENGINEERING PRACTICE	**(SE)**	
Standard 1: Student will use scientific and engineering practices to develop understanding of science topics related to biology.		1. Gather data related to science inquiry. 2. Create scientific argument based on factual data and information. 3. Formulate solutions for problems based on data and information gathered. 4. Explore careers related to biology and environmental engineering.
CELLS AS A SYSTEM	**(CS)**	
Standard 1: Student will demonstrate the knowledge of the essential functions of cells and cell structures.		1. Identify the functions of carbohydrates, lipids, proteins, and nucleic acids. 2. Explain how environment affects chemical reactions and enzyme activity. 3. Compare and contrast viruses and cells. 4. Compare the characteristics of plant, animal, and bacteria cells based on size, shape and structures. 5. Explain the cell division and cell differentiation processes. 6. Display knowledge of the cell cycle.
ENERGY TRANSFER	**(ET)**	
Standard 1: Student will be able to demonstrate knowledge that all organisms require energy to perform essential functions and that this energy is most often transferred from the Sun into chemical forms of various types.		1. Express the process of how photosynthesis transforms light energy into stored chemical energy. 2. Explain how chemical elements in the sugar

South Carolina High School Credential Course Codes and 9GR

SCHSC Ninth Grade Course Name	SCHSC Ninth Grade Course Code
Essentials of Science I	390200CW

Essentials of Biology I

Essentials of Biology I emphasize the biology course of study aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to engage in problem solving, decision making, critical thinking, and applied learning to become scientifically literate and consumers of scientific information.

Standard	Competency Goals
SCIENCE AND ENGINEERING PRACTICE (SE)	
Standard 1: Student will use scientific and engineering practices to develop understanding of science topics related to biology.	1. Gather data related to science inquiry. 2. Create scientific argument based on factual data and information. 3. Formulate solutions for problems based on data and information gathered. 4. Explore careers related to biology and environmental engineering.
CELLS AS A SYSTEM (CS)	
Standard 1: Student will demonstrate the knowledge of the essential functions of cells and cell structures.	1. Identify the functions of carbohydrates, lipids, proteins, and nucleic acids. 2. Explain how environment affects chemical reactions and enzyme activity. 3. Compare and contrast viruses and cells. 4. Compare the characteristics of plant, animal, and bacteria cells based on size, shape and structures. 5. Explain the cell division and cell differentiation processes. 6. Display knowledge of the cell cycle.
ENERGY TRANSFER (ET)	
Standard 1: Student will be able to demonstrate knowledge that all organisms require energy to perform essential functions and that this energy is most often transferred from the Sun into chemical forms of various types.	1. Express the process of how photosynthesis transforms light energy into stored chemical energy. 2. Explain how chemical elements in the sugar

HEREDITY - INHERITANCE AND VARIATION OF TRAITS

(H)

Standard 1: Demonstrate an understanding of the specific workings of how traits and characteristics are transferred from one generation to the next.

molecules produced by photosynthesis may interact with other elements to form amino acids, lipids, nucleic acids, or other large organic molecules.

3. Understand that food is transformed into waste energy in the cells.

1. Explain the relationship between DNA, genes, and chromosomes in coding the instructions for characteristic traits transferred from parent to offspring.

2. Explain how genetic information (DNA) is copied for transmission to subsequent generations of cells (mitosis).

3. Describe how the structure of DNA determines the structure of resulting proteins or RNA molecules that carry out the essential functions of life.

4. Explain why the DNA of the daughter cells is different from the DNA of the parent cell.

5. Construct explanations for how meiosis followed by fertilization ensures genetic variation among offspring within the same family and genetic diversity within populations of sexually reproducing organisms.

6. Explain how mutations in DNA that occur during replication (1) can affect the proteins that are produced or the traits that result and (2) may or may not be inherited.

7. Describe how changes to DNA may be used in the fields of medicine, agriculture, and forensic science.

ECOSYSTEMS DYNAMICS	(ED)
Standard 1: The student will demonstrate an understanding that ecosystems are complex, interactive systems that include both biological communities and physical components of the environment.	1. Compare the flow of energy and cycling of matter (water, carbon, nitrogen, and oxygen) through ecosystems and the significance of each.
	2. Analyze, interpret, and explain data that depict changes in the abiotic and biotic components of an ecosystem over time or space.
	3. Explain the carbon cycle to evaluate the effects of increasing atmospheric carbon dioxide on natural and agricultural ecosystems.
	4. Construct an explanation for the effects of greenhouse gases (such as carbon dioxide and methane) on the carbon cycle and global climate.
	5. Explain how changes in the biotic and abiotic components of various ecosystems over time affect the ability of an ecosystem to maintain homeostasis relative to food supply, available shelter, and disease.
	6. Construct ideas to reduce the impact of human activity (pollution, population growth, global warming, burning of fossil fuels and habitat destruction) on the health of an ecosystem.

South Carolina High School Credential Course Codes and 9GR

SCHSC Ninth Grade Course Name	SCHSC Ninth Grade Course Code
Essentials of Social Studies I	390300CW

Essentials of United States History and the Constitution

Essentials of United States History and the Constitution emphasizes the United States History and the Constitution course of study aligned to the South Carolina Standards and the Profile of the South Carolina Graduate. This course will provide a reward of literacy for the 21st century student. This course will allow students to engage in problem solving, decision making, critical thinking, and applied learning required in citizenship.

Standard		Competency Goals
EVOLUTION OF DEMOCRACY	(ED)	
Standard 1: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States.		1. Summarize common and varying points of view of settlers in colonial America including religious, social, political, and economic. 2. Analyze the onset of representative government and political rights in the American colonies. 3. Analyze political discourse in early America up through the ratification of the US Constitution. 4. Explain how the fundamental principle of limited government is protected by the Constitution and the Bill of Rights. 5. Analyze the development of the two-party system and the current impact of our political structure in current time. 6. Examine the relationship between political views in the past and present to make informed decisions. 7. Identify and explain the qualities and responsibilities of good citizenship today. 8. Identify government services that US citizens are entitled to or required to participate.

	9. Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions. 10. Explain how political and social groups work to challenge traditional institutions and effect change.
POLITICAL CONFLICT	**(PC)**
Standard 1: The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century.	1. Summarize the impact of nationalism and democracy throughout history of our country to present day. 2. Explain how the Monroe Doctrine and the concept of Manifest Destiny affected the United States relationships with other countries. 3. Compare the ways different economic systems in the United States determine production and consumption of goods and services. 4. Compare the social and cultural characteristics of the North, the South, and the West during social reform movements such as abolition and women's rights. 5. Analyze, interpret, and synthesize social and political information to make inferences and draw conclusions.
CIVIL WAR AND RECONSTRUCTION	**(CWR)**
Standard 1: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America.	1. Summarize and draw conclusions on the compromises reached to maintain the balance of free and slave states in the United States pre-civil war. 2. Evaluate the relative importance of political events and issues that divided the nation and led to the Civil War.

POLITICAL DEMOCRACY	(PD)	

Standard 1: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries.

1. Summarize the impact of government policy on the development of the national market and its impact on the Native American people.
2. Evaluate the role of capitalism and its impact on democracy.
3. Explain the impact of urbanization in the late 19th Century America.
4. Examine the accomplishments and limitations of the women's suffrage movement and the Progressive Movement in affecting social and political reforms in America.
5. Analyze how scarcity of resources affects economic choices.
6. Evaluate the role of government in promoting entrepreneurial activity.
7. Analyze, interpret, and synthesize resources to make inferences and draw conclusions.
8. Discuss how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.

3. Summarize main battles of the Civil War and main components of Reconstruction regarding its impact on democracy.
4. Evaluate the varied responses of African Americans to the restrictions imposed on them in the post-Reconstruction period.
5. Discuss how groups work to challenge societal norms and effect change to promote the needs and interests of society.

POLITICAL INFLUENCE	(PI)
Standard 1: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.	1. Analyze the development of America's expansionism focusing on the change from isolationism to imperialism. 2. Analyze the causes and consequences of the United States involvement in World War I. 3. Summarize factors that lead to the end of World War I including the Versailles Treaty and the election of 1920. 4. Examine the similarities and differences between the United States political power in the 20th Century and today. 5. Analyze, interpret, and synthesize resources to make inferences and draw conclusions. 6. Discuss how groups work to challenge traditional instructions and effect change to promote the needs and interests of society. 7. Explain how the world-wide trade network affects standards of living and economic growth.
ROLES OF GOVERNMENT IN A DEMOCRACY	(GD)
Standard 1: The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s.	1. Discuss the causes and effects of the roles of women, the "Red Scare", the Ku Klux Klan, Prohibition, and immigration on social changes in the 1920s. 2. Explain the impact of the changes during the 1920s regarding economy, society, and culture. 3. Analyze the causes and consequences of the Great Depression on political and social decisions in the United States. 4. Summarize President Roosevelt's New Deal as a response to the Great Depression.

	5. Examine the similarities and differences between economic, social and cultural influences during this time and now. 6. Analyze how scarcity of resources affected economic choices during the 1920s and 1930s. 7. Analyze, interpret, and synthesize resources to make inferences and draw conclusions. 8. Explain contemporary patterns of human behavior, culture, and political and economic systems.
THE IMPACT DEFENDING DEMOCRACY (DD)	
Standard 1: The student will demonstrate an understanding of the impact of World War II on the United States and the nation's subsequent role in the world.	1. Summarize the decision making process for the United States to enter World War II. 2. Evaluate the impact of the war on individuals working and living in the United States; specifically the workforce, availability of goods, and internment of Japanese Americans. 3. Identify and discuss the roles of the Allies during the War. 4. Analyze the impact of the Cold War on national security and individual freedoms. 5. Evaluate the social and cultural changes in America post-war that lead to changes in the standard of living in the United States including educational programs, suburbanization, and roles of women. 6. Examine the similarities and differences between post-war America and now. 7. Analyze, interpret, and synthesize resources to make inferences and draw conclusions.

VARYING POLITICAL PERSPECTIVES	(PP)
Standard 1: The student will demonstrate an understanding of social, economic, and political issues in contemporary America.	
	1. Analyze the African American Civil Rights Movement and its role on other groups seeking equality.
	2. Compare and contrast ideals and perspectives of the two party systems in present day.
	3. Summarize social and economic policies during the 1960's and 1970s.
	4. Explain the development of the war in Vietnam and its impact on American politics.
	5. Summarize key political and economic factors influencing the presidential elections of 2000, 2008 and 2016.
	6. Analyze, interpret, and synthesize resources to make inferences and draw conclusions.
	7. Discuss how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.
	8. Explain how the United States government provides public services, redistributes income, regulates economic activity, and promotes economic growth.

South Carolina High School Credential Course Codes and 9GR

SCHSC Ninth Grade Course Name	SCHSC Ninth Grade Course Code
Employability Education I	390800CW

Employability Education I- Career Awareness and Exploration

The Employability Education I course is designed for students to explore interests, research careers, create resumes, practice interview skills, and conduct informational interviews and job shadows. This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will begin a career portfolio as part of the requirements for the South Carolina High School Credential. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of the employability education courses.

Objective	Competency Goals
SELF-AWARENESS **(S-AW)**	
Objective: Formulate an awareness of self to include personal strengths, challenges and other relevant characteristics.	1. Use available resources to investigate one's own disability.
	2. Identify, based on present levels, strengths and weaknesses.
	3. Determine one's own personality traits and identify how these affect learning and progress.
	4. Become knowledgeable of laws and regulations that delineate the rights of individuals with disabilities.
	5. Define success and how one's own self affect one's success.
	6. Explore the personal identity using a variety of role models.
	7. Complete a learning styles inventory and provide a written reflection on the results.

SELF-ADVOCACY	**(S-AD)**
Objective: Understand responsibilities to make appropriate decisions and choices that will affect education, post-secondary goals and adult life.	1. Become knowledgeable of personal values, traits and learning accommodations. 2. Explore the concepts of informed decision making and making individual choices based on one's own preferences. 3. Develop an oral or written report on the impact of work and having a disability.
COMMUNICATION/ SOCIAL SKILLS	**(C)**
Objective: Demonstrate an awareness of appropriate communication skills, how to handle criticism, and how to develop appropriate personal relationship skills with both peers and adults. Students will learn to work as a team.	1. Explain methods of demonstrating cooperation in the workplace: dealing with criticism/gossip, working as a team/group, and workplace diversity. 2. Describe appropriate communication and social routines for a variety of workplace situations: oral speaking, written communication, and internet etiquette. 3. Recognize the importance and desirable characteristics of appropriate workplace behaviors: personal attitude, and work ethic.
PORTFOLIO INFORMATION	**(PI)**
Objective: Create a personal student portfolio using technology that illustrates an understanding of rubrics. Begin the development of a resume.	1. Demonstrate an appropriate use of technology to include appropriate online etiquette & safety. 2. Understand the importance of assessments and rubrics when developing a student portfolio. 3. Define the components of a resume.
SELF-DETERMINATION	**(SD)**
Objective: Demonstrate the importance of making decisions that reflect wise choices, setting goals, determining the steps to achieve those goals and effective problem-solving.	1. Demonstrate an understanding of appropriate decision making in everyday life situations. 2. Identify the major components of goal attainment: Setting goals, problem-solving, and writing reflections. 3. Explore the concepts of service learning and community engagement as it relates to successful employment. 4. Complete a self-determination self-assessment

and provide a written reflection on the results.		
THINKING ABOUT WORK	**(TW)**	
Objective: Develop a plan of study that will help bridge secondary and post-secondary options upon the completion of the credential.		1. Identify the concepts associated with and the importance of why people work. 2. Demonstrate an understanding of the different Career Clusters and the types of associated jobs. 3. Identify the difference between part-time/ full-time work. 4. Identify potential job and roles for specific career clusters of interest. 5. Complete a career-interest assessment and provide a written reflection on the results.
SOFT SKILLS	**(SS)**	
Objective: Understand the importance of critical thinking, problem-solving, time management, judgment and decision-making, personal appearance and care, social perceptiveness and leadership qualities.		1. State the major concepts and components of soft skills: constructive criticism, personal qualities, desirable traits, personal appearance, and personal care. 2. Demonstrate awareness of successful work habits: professional growth, networking, leadership and teamwork skills. 3. Complete a study skills assessment and provide a written reflection on the results.
PLANNING FOR EMPLOYMENT	**(PE)**	
Objective: Utilize aptitude and ability assessments to explore career options. Learn the transition components of the IEP to assist in planning for post-secondary choices.		1. Define the concepts of aptitude and ability. 2. Explore optional careers applying one's own aptitude and abilities. 3. Identify the transition components of the IEP and utilize this information during an analysis of the IGP. 4. Explain the importance of maintaining a healthy lifestyle.

Employability Education II - Advanced Awareness and Exploration

The Employability Education II course is designed to develop skills generic to all career majors; resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include school-based job shadowing and work-based learning activities. Job seeking skills will also be refined. Students may be involved in on-campus vocational training activities such as school-based enterprises, hands-on vocational training in career education courses and the operation of school-based enterprises. Additionally, the course will continue the focus on the development of self-determination skills as well as the career portfolio.

Objective		Competency Goals
SELF-AWARENESS	**(S-AW)**	
Objective: Explore own attributes in terms of strengths and weaknesses, understand how to choose healthy lifestyles and define success.		1. Examine, based on present levels, strengths and weaknesses. 2. Identify the importance of developing a healthy lifestyle. 3. Determine one's own personality traits and identify how these affect learning and progress. 4. Become knowledgeable of laws and regulations that delineate the rights of individuals with disabilities. 5. Define success and how one's own self affect one's success. 6. Explore the personal identity and a variety of role models. 7. Complete an assistive technology needs assessment and provide a written reflection on the results.
SELF-ADVOCACY	**(S-AD)**	
Objective: Understand responsibilities to make appropriate decisions and choices that will affect education, post-secondary goals and adult life.		1. Explore the concepts of informed decision making and making individual choices based on one's own preferences. 2. Demonstrate an understanding of work values

HOWARD ADULT CENTER

500 South Kaminski Street
Georgetown, SC 29440

	Actual		Budget		Variance
Construction					
Thompson Turner	$ 1,601,688				
Total		$ 1,601,688	$ 1,498,228	$	(103,461)
FF&E		$ 20,000	$ 20,000	$	-
Technical costs					
MBK	$ 105,593				
Red Iron	$ 68,125				
Red Iron adjustment	$ 60,010				
Inspections/Materials	$ 20,000				
Other	$ 5,000				
Total		$ 258,728	$ 338,005	$	79,277
Contingency		$ 22,783	$ 46,967	$	24,184
Total, phase I		$ 1,903,200	$ 1,903,200	$	-
Remaining scope			$ 360,800		
TOTAL PROJECT			$ **2,264,000**		

WACCAMAW ELEMENTARY SCHOOL
1364 Waverly Road
Pawleys Island, SC 29585

	Actual		Budget	Variance
Construction				
HVAC upgrades	$ 979,155		$ 709,155	$ (270,000)
Electrical upgrades	incl. above			
*Other items	$ 2,764,206		$ 2,977,206	$ 213,000
Total		$ 3,743,361	$ 3,686,361	$ (57,000)
FF&E		$ 80,000	$ 80,000	$ -
Technical costs				
MBK	$ 177,979			
SMH, HVAC design	$ 30,842			
Other Technical costs	$ 360,889			
Total		$ 569,710	$ 569,710	$ -
Contingency		$ 130,929	$ 187,929	$ 57,000
TOTAL		**$ 4,524,000**	**$ 4,524,000**	$ -

	Revised Budget	Budget adjustment
*Revised scope for ext. door hdwr.	$ 48,363	$ (100,000)
*Revised scope for carpet to tile	$ 121,880	$ (68,000)
*Revised media center renovation	$ 175,000	$ (45,000)
		$ (213,000)

TOTAL PROJECTED COST		$ 4,524,000

REGULAR BOARD MEETING

TUESDAY, MAY 8, 2018

BOARD ROOM – 5:30 P.M.
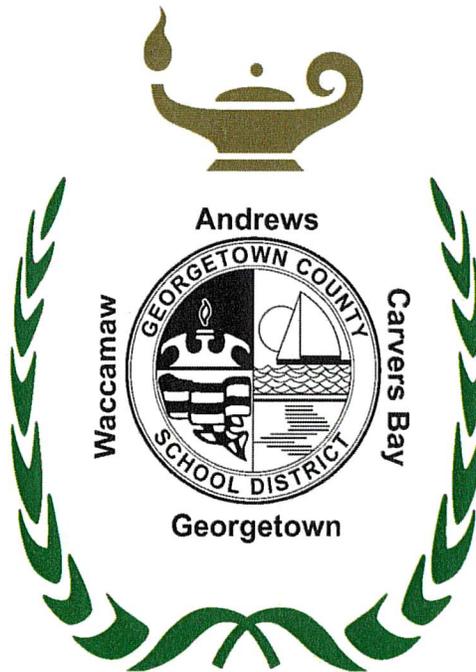
PROPOSED
ENERGY AND UTILITIES
BUDGETS

Georgetown County Schools Object 470 Budget Allocation (Energy) Fiscal Year 2018-2019								
						Budget 2017-2018	**Proposed Budget 2018-2019**	**Budget Increase/(Decrease)**
Andrews High	1000	2540	470	001	0000	$183,579	$183,579	$0
Georgetown High	1000	2540	470	004	0000	$268,040	$268,040	$0
Andrews Elementary	1000	2540	470	008	0000	$106,646	$106,646	$0
Browns Ferry Elementary	1000	2540	470	009	0000	$69,098	$69,098	$0
Pleasant Hill Elementary	1000	2540	470	012	0000	$103,655	$103,655	$0
Georgetown Middle	1000	2540	470	013	0000	$165,846	$165,846	$0
Kensington Elementary	1000	2540	470	014	0000	$97,649	$97,649	$0
Maryville Elementary	1000	2540	470	015	0000	$85,077	$85,077	$0
McDonald Elementary	1000	2540	470	016	0000	$90,398	$90,398	$0
Plantersville Elementary	1000	2540	470	020	0000	$57,761	$57,761	$0
Rosemary Middle	1000	2540	470	022	0000	$125,798	$125,798	$0
Sampit Elementary	1000	2540	470	023	0000	$94,524	$94,524	$0
Waccamaw Elementary	1000	2540	470	024	0000	$160,932	$160,932	$0
Waccamaw High	1000	2540	470	025	0000	$183,345	$183,345	$0
Carvers Bay High **	1000	2540	470	026	0000	$195,180	$195,180	$0
Carvers Bay Middle **	1000	2540	470	027	0000	$94,307	$94,307	$0
Waccamaw Middle	1000	2540	470	028	0000	$118,928	$118,928	$0
Waccamaw Intermediate School	1000	2540	470	029	0000	$164,882	$164,882	$0
Operations & All Other Facilities *	1000	2540	470	033	0000	$105,260	$105,260	$0
JB Beck Administration	1000	2540	470	064	0000	$91,096	$91,096	$0
						$2,562,000	**$2,562,000**	**$0**

* Including Surplus Storage and Howard (school storage)
** CBH (Acct # 3078601, 3078801) and CBM (Acct # 3078701 plus propane for science lab)

						2017-2018 Budget	**2018-2019 Budget**	**Increase from PY**
						$2,562,000	**$2,562,000**	**0.00%**

4/30/2018

Georgetown County Schools
Object 321 Budget Allocation (Water/Sewer & Stormwater)
Fiscal Year 2017-2018

						Budget 2017-2018	Proposed Budget 2018-2019	Budget Increase/(Decrease)
Andrews High	1000	2540	321	001	0000	$19,073	$19,073.24	$0
Georgetown High	1000	2540	321	004	0000	$26,755	$26,754.75	$0
Andrews Elementary	1000	2540	321	008	0000	$19,297	$19,296.68	$0
Browns Ferry Elementary	1000	2540	321	009	0000	$5,977	$5,977.13	$0
Pleasant Hill Elementary	1000	2540	321	012	0000	$13,684	$13,683.98	$0
Georgetown Middle	1000	2540	321	013	0000	$17,452	$17,452.17	$0
Kensington Elementary	1000	2540	321	014	0000	$15,174	$15,174.14	$0
Maryville Elementary	1000	2540	321	015	0000	$14,106	$14,106.02	$0
McDonald Elementary	1000	2540	321	016	0000	$19,286	$19,286.19	$0
Plantersville Elementary	1000	2540	321	020	0000	$2,235	$2,234.57	$0
Rosemary Middle	1000	2540	321	022	0000	$16,950	$16,950.20	$0
Sampit Elementary	1000	2540	321	023	0000	$9,206	$9,206.33	$0
Waccamaw Elementary	1000	2540	321	024	0000	$18,569	$18,569.21	$0
Waccamaw High	1000	2540	321	025	0000	$13,046	$13,046.18	$0
Carvers Bay High **	1000	2540	321	026	0000	$23,655	$23,654.93	$0
Carvers Bay Middle **	1000	2540	321	027	0000	$0	$0.00	$0
Waccamaw Middle	1000	2540	321	028	0000	$7,203	$7,202.57	$0
Waccamaw Intermediate School	1000	2540	321	029	0000	$8,815	$8,815.10	$0
Operations & All Other Facilities *	1000	2540	321	033	0000	$31,843	$31,842.66	$0
JB Beck Administration	1000	2540	321	064	0000	$10,841	$10,840.59	$0
						$293,167	$293,167	$0

* Including Surplus Storage and Howard (school storage)
** CBH and CBM share the same water system. Therefore, the percentage breakdown is: CBH - 62% and CBM - 38%

						2017-2018 Budget	2018-2019 Budget	Increase from PY
						$293,167	$293,167	0.0%