



# Greenville Technical Charter High School

## Charter – 2020 - 2030

### OVERVIEW

Greenville Technical Charter High School (GTCHS) is an award-winning middle college nestled in the heart of a progressive Greenville community. Established in 1997-1999 in partnership with Greenville Technical College, it was the first charter school in SC, and the first charter school in the nation to be awarded the National Blue Ribbon of Excellence (2010) and Palmetto's Finest (2008).

#### 1. Vision

***Educating Tomorrow's Leaders Today***

#### 2. Mission

The school will provide equitable opportunities for all students to acquire and education that prepares them to be productive citizens, lifelong learners, and part of a global workforce utilizing 21<sup>st</sup> century skills.

#### Statement of beliefs

- Graduates should be globally minded, ethical, and productive individuals who are prepared to enter college or the workforce
- The quality of life for both the individual and for society as a whole is improved by increasing the educational level of our students
- Every student is entitled to a safe, secure, and positive learning environment.
- Ethical values and moral conduct contribute to success
- Giving back to the community is the responsibility of every citizen.
- Diversity is a strength in our society and in our school
- All students should have at least one adult mentor who advises and guides them throughout high school
- There should be consistent and ongoing communication with parents
- Holding students accountable for their actions enables them to acquire responsibility and become better citizens
- Smaller class sizes enable students to receive more individual attention and support
- Skills such as self-advocacy, financial literacy, collaboration, and goal setting should be directly taught
- The arts and extracurricular activities are an integral part of a child's education.
- Mastery of concepts and skills should be required to receive credit in a class; all students can achieve mastery with appropriate support and intervention
- Providing dual enrollment options is the best method for preparing students for a career in global workforce

- Individualized active learning, technology training, critical thinking, problem solving and project-based learning, all modeled after the workplace, provide students a strong academic foundation
- Direct links between technology, careers, and a rigorous academic curriculum should be fostered

## To ACHIEVE THE MISSION

Each GTCHS student will receive an education for

### **Intellect**

Each student will meet high academic standards; engage in complex thinking, problem solving, and effective communication; acquire and integrate critical information necessary for success in academic and non-academic areas; and develop the skills necessary to be lifelong pursuers of knowledge.

### **Citizenship**

Each student will be given the opportunity to be a leader in the school and community. Students will be prepared to exercise the rights and responsibilities of American citizenship; to make their community a better place; and to demonstrate respect and tolerance for others.

### **Employment**

Each student will participate in an education program that links technology, careers, and a rigorous academic program; they will be prepared with global workforce skills to succeed in a global workforce, learning to work effectively with others to achieve goals.

### **Responsibility**

Each student will be held accountable to a code of moral and ethical conduct; they will be encouraged to take responsibility for their own learning and to take on challenges and persevere.

Each GTCHS teacher will deliver education characterized by

### **Innovation**

Each teacher will study and adapt innovative teaching practices, including PBL (problem and/or project-based learning).

### **Accountability**

Each teacher will increase individual professionalism through an on-going cycle of reflection, adjustments, self-assessment, and accountability.

### **Involvement**

Each teacher will be an active participant in the management of the school and in leading school programs.

### **Modeling**

Each teacher is expected to model the habits of the heart and mind that students are expected to develop.

Greenville Technical Charter High School (GTCHS) has an open enrollment policy. The admission policies and procedures of GTCHS provide that, subject to space limitations, the charter school will admit all children who are eligible regardless of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

Students eligible to attend Greenville Technical Charter High School are those who

- Reside in the state of South Carolina
- Complete the GTCHS Charter School Application

Each student must complete a basic application form that includes the student's name, address, school currently attending, last grade completed, current grade, and contact information. The parent or guardian will be required to sign the application form.

Each fall semester, information about the school will be disseminated by holding an optional information session for all those interested in applying for the following school year. The date of this session will be provided to all local middle schools, local after school programs, community agencies, and posted on-line at the GTCHS website and social media accounts.

If the number of applications exceeds the capacity of the program, class, or grade level, students will be accepted by lottery, as specified in federal or state guidelines. All preference categories, as permitted by State Charter School Law, will be published prior to conducting the lottery. All applicants eligible for enrollment preference will be identified prior to conducting the lottery.

Even though the policies and procedures do not limit or deny admission or show preference to any individual group, priority may be given based upon the following:

- Enrollment preference is provided to students enrolled in GTCHS the previous school year
- Priority enrollment will be given to a sibling of a pupil currently enrolled and attending (known as the "sibling rule") or who within the last six years graduated from GTCHS (known as the "legacy rule")
- Priority enrollment will also be given to children of a charter school employee. The number of students enrolled by priority enrollment due to parents being employed by Greenville Technical Charter High School will not exceed 20 percent of the overall student enrollment

Priority enrollment students must still complete an application; however, they will be excluded from the lottery.

The Lottery will be held in an open meeting, may rely on computer numbering, and will be easily understood and followed by all observers. Only applications received prior to the established deadline will be eligible for lottery participation.

All offers of acceptance and enrollment will be made in the order of the Lottery results and established waitlist. No offer will be made to any student not properly entitled to the next available seat. All students will be notified in writing of their accepted or waitlisted status. Accepted students must respond affirmatively in writing within 15 days of notification to secure their enrollment spot. When a written response of acceptance is not received within 15 days of notification, waitlisted students will be offered the available enrollment spot.

If a student is denied enrollment for any reason other than the results of the lottery, the student may appeal the denial to the GTCHS Board of Directors.

**EVIDENCE OF SUPPORT**

The establishment of a charter high school on the campus of Greenville Technical College has had wide-spread support in the community from its inception. Over thirty (30) local businesses wrote letters of support to establish the school in 1998-1999. Since then, there has been extraordinary support for our school, with approximately 100+ community members partnering with the school to mentor our students, grade senior projects, and offer internships to our students.

**Charter Renewal Committee**

Name	Address	Qualifications
Bob Ground	105 New Haven Drive Greenville, SC 29615	Board Chair; former science teacher; 43 years of experience in education
Mary Brantley	304 Rosemary Lane Greenville, SC 29615	Board member; former Senior Project and drama teacher; 30 years of experience in education
Uta Samuel	419 The Parkway, PMB 144 Greer, SC 29650	Board member and former parent; former Biopharmaceutical Chemist
Chandra Snyder	6 Rock Side Court Greenville, SC 29615	Board member; Compliance/Training professional
Tiffany Peters	200 Wren Street Clemson, SC 29631	Math teacher; Teacher Cadet teacher; NBCT, M.Ed.; 14 years experience in education
Amanda Burrow	5 Donington Drive Greenville, SC 29615	School Counselor and Middle College Liaison; Ed.S., NCC, GCDF; 12 years experience in education
Libby Palmquist	2 Huntsman Court Simpsonville, SC 29680	Class of 2021; Student Government representative

## PROGRAM DESCRIPTION

GTCHS is a Middle College Program where students in grades 10-12 are provided the opportunity to take college courses for minimal fees on the college campus; all textbooks are provided and personalized support is offered by the school through mastery learning, a comprehensive college and career readiness program, looping advisory and counseling system, and academic interventions.

In establishing and maintaining the Middle College Program, GTCHS will adopt the four pillars of the Middle College National Consortium (MCNC) for student success in college courses in high school:

- [College and Career Ready Academic Alignment](#)

In preparing our students to be academically, socially, and emotionally ready for college and career, GTCHS incorporates project- and problem-based learning and mastery learning in order to help students exceed state standards.

- Assessments measuring academic growth, college readiness and course placement, and state standards as well as student learning objectives will be utilized for assessing and implementing instructional strategies
- Small, heterogeneously grouped classes and class time which is adapted for in-depth exploration of topics and sustained learning
- Scaffolded instruction and assignments providing structure, feedback and support in progressive stages so that all students achieve at higher levels and are helped to meet college expectations
- Curricula, projects and assessments emphasize student-centered intellectual inquiry
- High expectations and standards for all students which are established and publicized in an educational plan developed collaboratively by high school and college faculty

- [Comprehensive Academic Support](#)

GTCHS offers comprehensive academic support through a freshman transitional support class which is currently called Freshmen Success, regular office hours, and an advisory program for character education and career development. For students enrolled in the Middle College Program, GTCHS offers a high school support course; these students also have access to college resources including tutoring services.

- [High School - College Collaboration](#)

GTCHS and GTC have a formal and specific Memorandum of Agreement detailing the partnership in order to maintain a strong Middle College Program offering; this agreement is updated annually by GTCHS and GTC leadership. GTCHS has a designated middle college liaison who participates

in regular partnership meetings and facilitates communication between the schools.

- [Continuous Organizational Improvement](#)

Individual, small-group, and schoolwide professional development opportunities are provided based upon identified learning gaps and instructional needs. These professional development needs are determined through the analysis of data collected annually for various district and state reports.

GTCHS will also integrate the basic principles of the national [High Schools that Work](#) initiative to support the implementation of the MCNC pillars as well as the economic and educational context of Greenville County, South Carolina.

- School culture of high expectations
- Personalized program of study for success
- Real-world problems and projects
- Access to high-quality career pathways
- Student engagement through research-based instructional strategies and innovative technology practices
- Teacher training, time and support to improve instruction
- Real-world learning experiences connecting classroom and workplace learning
- College and career counseling and advisement
- Provide extra help or accelerated learning strategies
- Continuously use data to identify problems and develop plans to solve them

#### INSTRUCTIONAL PROGRAM

The instructional program of GTCHS will exceed the State of South Carolina standards and maintain academic rigor across the high school career. Students will enroll in each of the four core subject areas annually:

- English
- Mathematics
- Science
- History/Social Studies (which includes Social Sciences)

In addition to South Carolina Graduation Requirements, GTCHS students will complete a Senior Project and a course in Personal Finance.

All courses at GTCHS will implement state content standards, currently South Carolina College- and Career-Ready Standards, and process standards with fidelity and rigor. Content and process standards work together to develop the skills and characteristics that are identified in the Profile of the South Carolina Graduate. The goals and objectives identified by the teachers for the curriculum will be student-centered, specific, and measurable. Assessments will be used to drive instruction.

## **Mastery Learning**

Teachers will implement the mastery learning concept, which is an instructional strategy originally based on the work of Dr. Benjamin Bloom. Mastery learning proposes that all students can learn when provided appropriate learning conditions in the classroom. Mastery learning ensures numerous feedback loops based on small units of well-defined, appropriately sequenced outcomes. Mastery Learning proposes that all students can learn a set of reasonable objectives with appropriate instruction and sufficient time to learn; it permits teachers to meet students' different learning needs.

Students must master standards at 75% to receive credit for a course. Students who do not meet this standard will have the opportunity for re-teaching within the classroom or within Office Hours. Students will be encouraged to attend Office Hours for additional support and tutoring from the instructor. Each teacher will provide mastery learning opportunities in their classroom based upon their professional expertise and GTCHS in-service training on incorporating the mastery learning concept in their classroom.

### Mastery Learning Scale

95 – 100	Exemplary
85 – 94	Mastery
75 – 84	Proficient
Below 75	Not met

## **PBL (Project- and Problem- based learning)**

All core academics and all electives will utilize PBL as a key aspect of their instructional methodology.

Problem-based learning is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning. Project-based learning is a student-centered approach that integrates all skills, both academic and technical. Students are provided an opportunity to learn and apply both content knowledge and skills to solve real life problems.

Both types of PBL are designed to create learning through experience and the reinforcement of existing knowledge; are focused on the process as well as the end outcome; are collaborative, requiring students to develop strong communication skills for both teamwork and the presentation of solutions; and emphasize inquiry learning and problem-solving skills. Training for teachers will be provided based upon the Buck Institute for Education and the Center of Excellence for Research, Teaching and Learning at Wake Forest University.

## **Personalization of Learning**

GTCHS will provide personalization of learning with low student-teacher ratios. Maximum class size will be 25, except in board approved performance classes such as chorus or band where it is more conducive to have all students in one class period. Smaller class sizes permit more individual attention, increased participation, and better communication

between the teacher and the student. It also enables students to connect with other students and build a strong class community. Blatchford's research shows that when students are placed in smaller classes, much greater time is spent "on task" and focused on learning, there are fewer discipline incidents, and high-need students benefit greatly.

### **Schedule and Extended School Day**

The school will align the schedule with Greenville Technical College to maximize the benefits of the middle college options for our students. The school will operate on a block schedule to provide uninterrupted learning experiences that allow the teacher the best incorporation of student-centered PBL strategies. It will also permit students to spend time in both a laboratory or workplace setting within the academic school day. An extended day schedule will also be incorporated, with office hours offered Monday-Thursday for 45 minutes at the close of the regular school day. This will provide a structured system of extra help to enable students who may lack adequate preparation to complete an accelerated program of study that includes high-level academic and technical content.

GTCHS will utilize electronic makeup days for any days missed due to inclement weather and/or due to variables outside of our control. Accommodations will be made for students who do not have access to the Internet on an as-needed basis, as well as for widespread power outages, including, but not limited to, physical makeup days and/or afterschool opportunities. For students with disabilities, meetings will be held to ensure a free and appropriate public education is provided on inclement weather days when virtual instruction occurs. Students will have additional days after school reconvenes to submit makeup work for inclement weather day(s). If work is not turned in, student(s) will be marked absent for the inclement weather day(s) and receive no further consequences.

### **Individualized Programming**

GTCHS will meet all mandates of South Carolina Education and Economic Development Act including 1) developing a curriculum organized around a career cluster system, 2) promote increased awareness and career counseling by using the Career Guidance Model of the Comprehensive Development Guidance and Counseling Program, 3) require students to have an Individual Graduation Plan (IGP), which aligns with a career goal with a student's course of study and include career-oriented learning experiences such as internships, 4) request by the sophomore year (second semester) for students to declare a major and receive career counseling and experiential learning with academic planning to assist them in fulfilling their IGP, 5) encourage parental participation as an integral component of the study of the clusters system, and 6) provide resources and instruction to students and parents to verify the transferability of dual credits at prospective institutions of higher education both in-state and out-of-state (see [Appendices A and B](#)).

### **Career and Technical Curriculum**

GTCHS will offer an intellectually challenging career and technical program with a major emphasis on using mathematics, science, language arts, and problem-solving skills in the modern workplace and in preparation for continued learning. It will be integrated into our academic studies so students can take essential concepts from the college preparatory curriculum and use academic content and skills to address real world projects and problems. All students will complete a challenging program of study with a selected major. School-based and work-based learning will be integrated in a system that spans high school and postsecondary studies and is planned by educators and employers.



Within our work-based learning program, measures to determine competency will be validated by local and national standards; opportunities to earn industry credentials will be offered as appropriate. School counselors will meet with each student and his or her parents for guidance and advising that ensures the completion of an accelerated program of study with an in-depth academic or vocational-technical major (see [Appendix C](#)).

### **Technology**

Advances in technology have significantly enhanced our teachers' ability to customize instruction to meet the individual needs of students; teach in a multi-sensory manner; and continually assess student performance. GTCHS faculty will make extensive use of technology in the preparation and delivery of instruction to ensure students gain the technical competencies they need in a global workforce. Teachers will use the facilities available at Greenville Technical College; they will also have access to technology within their classrooms in a variety of ways: graphing calculators, mobile labs, digital cameras, virtual reality goggles, Breakout boxes, and subject-appropriate software to enhance learning and make it more authentic. Technology may also be utilized to enhance reinforcement of concepts, re-learning, and skill building for our students with research-based programs (i.e. USA Test Prep; ALEKS; APEX).

### STUDENT ACTIVITIES

Recognizing the importance of extracurricular activities and athletics to build leadership, collaboration, and critical thinking skills, there will be a variety of organizations, clubs, and teams offered on the GTCHS campus. These will be based on the student interests so they may vary. The following list is a sample of clubs and organizations: Beta Club, HOSA, National Honor Society, Student Government, Students in Action. The following list is a sample of athletic opportunities: Swim, Cross Country, Track, Basketball, Softball, Baseball, Volleyball. In addition, the school will partner with the community to offer opportunities such as Robotics.

All clubs and organizations will relate to the core curriculum and Charter of the school.

GTCHS will establish a tone of decency and respect in the school, emphasizing responsibility and accountability as important character attributes. Service to the community is a way students will not only practice self-reliance, but also empathy and a spirit of giving. All students must complete 50 hours of service to the school and community each year, accumulating 200 total hours before graduation. Each student will experience the voluntary spirit central to American society prior to becoming a high school graduate and full-fledged community member.

### DEVELOPMENTAL COUNSELING AND CAREER DEVELOPMENT PROGRAM

A structured and intentional school counseling and career development program will be implemented at GTCHS. This program will be guided by the following core principles:

- Family involvement is critical to the success of students.
- All students should be prepared to experience post-secondary success in college or a career.

- GTCHS has a career focus, not a general education focus.
- All students are expected to be active learners engaged in activities that are real life applications of knowledge and skills.
- Students having a trusted adult to go to at school is beneficial to their academic progress and social/emotional well being.

Each student will be assigned an advisor upon arrival at the school and remain with this advisor for his/her entire four-year program of study. In this way, advisors develop close personal relationships with their advisees, their parents, and their teachers. Student achievement and progress can be carefully monitored, as well as personal growth and development. In the event of a personal or family crisis, advisors are well equipped to advocate on behalf of the student at school as well as in the community. These advisories will meet weekly to discuss issues, set goals, build relationships, and celebrate successes.

GTCHS and the family form a partnership to help each student follow a plan of learning success. Parental responsibilities will include

- Participating in school meetings and parent/teacher progress conferences
- Participating with the student in events or activities related to the Individual Graduation Plan
- Maintaining awareness of the student's attendance and conduct
- Reading and discussing the student handbook with the student
- Communicating with the school about any suggestions that he/she feels will improve the school
- Each guardian volunteering within the school a minimum of 18 hours per year

Each family will sign a commitment to these expectations after the orientation and prior to enrollment. As active partners, parents/guardians will regularly participate in benchmark reviews and celebrations of accomplishment each year. Student-led conferences involving students, parents/guardians, and the advisor will be held annually to give students ownership of their learning program and review their progress.

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### GRADE 9: Career Pathway Exploration

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Each entering student will participate in a yearlong exploratory program of career pathways. A strong personal and career guidance component will connect the academic core to the career pathways in the first year. With the help of the teacher and school counselor, each student will assess academic progress and investigate future instructional options.

Career pathways have been grouped together based upon broad industries with commonalities. These career “clusters” include, but are not limited to, the following:

Agricultural Education  
Architecture and Construction

Arts, AV Technology and  
Communications  
Business Management and Administration

Education and Training Careers  
Finance  
Health Science Education  
Hospitality and Tourism  
Human Services  
Information Technology  
Law, Public Safety, Corrections, and Security

Manufacturing  
Marketing  
Science, Technology, Engineering, and Mathematics  
Transportation, Distribution, and Logistics

Career Exploration in the first year will include

- A career exploration assessment (such as SCOIS)
- An overview of the career pathways and clusters
- An overview of the classes and pathways offered via Greenville Technical College and GTCHS
- At least one visit to an area business for a tour and information about the local industry requirements and needs
- The creation of an individual graduation plan that includes a selected career cluster and possible personal pathway. This plan will be shared with the parent/guardian, the student's advisor, and the school counselor. It can, of course, be amended throughout the four year program of study
- A review of the global workforce skills necessary for future success, including an inventory of strengths and areas for improvement

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### *GRADE 10: CAREER PATHWAY DISCOVERY*

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Sophomores will more definitively select a career major/pathway. The student, in consultation with the school counselor and advisor, will determine a career focus and concentration. Some degree of flexibility will exist for a student between pathways to the extent that space and time permit and the student meets program preparation standards.

Career exploration in the second year will include

- Guest speakers who will share local industry requirements and needs
- The opportunity to job shadow
- The opportunity to visit colleges that may offer appropriate majors
- The opportunity to take college courses for minimal fees on the college campus in their selected field of study
- A review of the global workforce skills necessary for future success
- A review and refinement of their individual graduation plan and selected career cluster

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## *GRADE 11: CAREER PATHWAY CONCENTRATION*

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Studies in the academic core become more specialized and work-based referenced in the third year. The humanities incorporate functional business literacy; mathematics and science emphasize problem-solving and technological applications. Each student will have selected a Career Pathway Concentration by the beginning of grade eleven. Opportunities to build related skills within that pathway will continue. Students will be directly taught more about articulation with post-secondary education requirements.

Career opportunities in the third year will include

- Guest speakers who will share local industry requirements and needs
- Direct instruction on internships and apprenticeship opportunities
- The opportunity to job shadow
- The opportunity to visit colleges that may offer appropriate majors
- The opportunity to take college courses for minimal fees on the college campus in their selected field of study
- A review of the global workforce skills necessary for future success
- A review and refinement of their individual graduation plan and selected career cluster with the opportunity to retake a personal career assessment (such as the ASVAB or SCOIS)

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## *GRADE 12: CAREER PATHWAY CAPSTONE*

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By the fourth year, all students will have had multiple interactions and experiences in exploring careers and their personal pathways. In the fourth year, in addition to the prior career opportunities, which will continue to be available, students will complete a capstone senior project.

Students at GTCHS are engaged learners who will demonstrate their learning through a capstone Senior Project. This intense, year-long, student-directed project, allows students to show they have the knowledge, skills, and attitudes to be successful in a global workforce. The skills required for the capstone senior project are the characteristics outlined in the SC Profile of the High School graduate.

The intention of the Senior Project is to allow graduating seniors the opportunity to demonstrate their skills as independent learners. The process will be evidence of each student's ability to solve problems, organize time and resources, communicate effectively, and reflect on oneself as a learner.

The senior project will integrate acquired academic competencies with employability skills. When possible, it will be related to a student's chosen field of study and career

pathway. There are three types of senior projects available to ensure the flexibility necessary to meet every students' needs:

### **Internship**

The internship is designed for students who have selected a specific career goal after high school and would like to gain experience "in the field." The internship must be career based with clear evidence the student intends to continue in this career after high school. Students must complete at least 60 hours with their internship placement and maintain a learning journal that documents their daily learning. Students will also track their learning in their portfolio.

### **Traditional**

The traditional project requires students to choose an area of focus that should be based on their long-term career interests when possible. The project must offer a learning stretch or challenge for the students and can be utilized to explore a topic of interest in a deep and meaningful way. Likewise, the project will serve as an opportunity to solve problems and create solutions as students navigate their learning journey. Each traditional project will include a product, which is something the student makes, creates, or does. Having the product benefit the community is strongly encouraged when possible.

### **Research**

The research project provides students the option of delving into a topic and creating a well-organized paper defending a clearly stated thesis. The research will be guided by an expert on the topic, which will very often be found to be a college professor, current high school teacher, or local analyst/researcher.

Each student will present his/her senior project to members of the school community and the local professional community. Parents and mentors may be invited as well. They will share their learning as well as any associated frustrations and triumphs in this presentation.

## **EVALUATION PLAN**

Pursuant to S.C. Code Ann. § 59-40-140(H), the South Carolina Department of Education (SCDE) has developed an annual report template for charter schools to use in reporting to their sponsors. A charter school is required to submit, at least annually to its sponsor, a report that shall include the following, at a minimum: (1) the number of students enrolled in the charter school from year to year; (2) the success of students in achieving the specific educational goals for which the charter school was established; (3) an analysis of achievement gaps among major groupings of students in both proficiency and growth; (4) the identity and certification status of the teaching staff; (5) the financial performance and sustainability of the sponsor's charter schools; and (6) board performance and stewardship including compliance with applicable laws. The report shall provide all other information as required by the charter school sponsor and the SCDE.

As part of the Annual Report, the school will analyze data and describe the success of students in achieving the specific academic goals for which the school was established. The measure/metric for all Academic Goals is data reported on the South Carolina school

report cards. For goals not met, the school describes what steps the school is taking to progress towards goal attainment.

#### Academic Goals

1. GTCHS will meet or exceed the South Carolina Graduation Rate.
2. GTCHS will meet or exceed the South Carolina average scores for State-required standardized testing (currently End of Course Exams).
3. GTCHS will meet or exceed the South Carolina average for ACT and/or SAT composite scores.
4. GTCHS will meet or exceed the South Carolina average for College & Career Readiness.
5. GTCHS will meet or exceed the South Carolina average for graduating students enrolled in a two- or four-year college or technical college pursuing an associate's degree, certificate, or diploma in the Fall after graduation.

In addition, the Board of Directors will evaluate the principal bi-annually. The principal will utilize the SC State Department of Education tools to evaluate all teachers employed by GTCHS annually; additionally, the principal will evaluate all staff members each year.

#### ACCOUNTABILITY PLAN

The school is held accountable in a variety of ways by the GTCHS Board of Directors, the sponsoring district, and the South Carolina Department of Education.

Annually, the South Carolina Department of Education produces a State Report Card based on the achievement of students as well as surveys of teachers, students and parents.

Once a year, the sponsoring district will review all student achievement data, financial data, and school compliance to state and federal guidelines and provide the school a report that details their success and challenges in these areas.

Yearly, the Board of Directors will

- Review the sponsoring district evaluation and the South Carolina State Report Card to have the principal implement any corrective actions necessary to ensure student success
- Review a variety of internal reports produced by the school demonstrating school progress towards student mastery of standards and other identified goals, as outlined in the GTCHS strategic plan; included data should include
  - Appropriate state testing data (i.e. SAT, ACT, WorkKeys, and EOC scores)
  - Middle college program data (i.e. number of courses taken, passage rate, and number of Associate Degrees and credentials earned)

- Review student demographics to ensure all state requirements are met and that the mission/vision of the school having a socioeconomic and racially diverse population is met
- Evaluate the principal of the school in the area of overall school performance
- Be provided an end-of-year report that highlights all facets of the school (i.e. Overall Achievements, Academics, Athletics, Arts, Clubs, Financing and Fundraising, Safety and Security, Technology, Facilities, and College/Career Readiness)

Upon reviewing all data, the board will be responsible for suggesting corrective actions as necessary to the principal.

Additionally, the school will know it is meeting its goals if parents and students continue to choose GTCHS as an educational option. Parents and students will have on-going opportunities to provide formal and informal feedback to the faculty and Board of Directors through surveys and/or public input sessions.

#### BUDGET AND AUDIT

GTCHS conducts an annual audit of the school's finances by an independent auditor selected by the GTCHS Board of Directors. A copy of financial policies, the most recent audit, and the current budget are posted on the school website each year ([www.gtchs.org](http://www.gtchs.org)).

An independent annual audit of the financial and administrative operations of the school, as required by law, will be submitted to the sponsoring district. GTCHS will adhere to the accounting, auditing, and reporting procedures and requirements that are applied to public schools operating in South Carolina as set forth in the SC Single Audit Guide, Financial Accounting Handbook, and Funding Manual. The audits will be in accordance with the SDE Financial Accounting Handbook for SC school districts.

Expenditure account codes will be in accordance with the SDE Financial Accounting Handbook for South Carolina school districts. The pupil accounting system will adhere to the procedures and regulations that are applied to public schools operating in South Carolina. The school plans to use the state Student Accountability and Reporting System (currently PowerSchool), and the state software and support for that system. The pupil accounting system will comply with the principles included in the South Carolina Pupil Manual and the South Carolina Student Accountability Manual, published by the SDE.

GTCHS will process state employee benefits including the South Carolina Retirement System in conjunction with the sponsoring district. Payroll processing will be processed by a local payroll processing company that meets any requirements set forth by the charter authorizer and the state of SC.

#### GOVERNANCE STRUCTURE

The school is organized as a South Carolina non-profit corporation (see [Appendix D](#)).

The GTCHS Board of Directors will govern the school. The Board shall consist of eleven (11) members: nine (9) elected Board members and two (2) additional members appointed by the elected Board. The annual election shall be held to fill the seats of the Board members' terms that expire during the current school year. Those elected will serve a two (2) year term as allowed by South Carolina Charter School law. The elected Board members shall appoint two (2) additional members to the Board. Appointed individuals shall be community, business and/or higher education leaders. Each appointed Board member shall serve a one (1) year term which concludes on June 30th of the appropriate year. There is no restriction on reappointment of the appointed Board members. Elections shall be conducted in a manner defined by election procedures established and published by the GTCHS Board of Directors. The Board of Directors, or its designee, will prepare and maintain instructions detailing the election process.

A board election will be held on an announced date which allows ample time for parents and employees to receive information about the nominees and to meet the nominees and talk with them prior to the election. The timeline for the election will be published and provided to all families of students enrolled in the school no later than the last school day of January each year. All Board candidates whose terms will be expiring in the current year (both new and incumbent) will be required to file for the election from the first business day of February through the third Friday of March ending at 3:00 pm prior to the yearly election for the purpose of being listed on the printed ballot. The principal's secretary, or individual designated on the election candidate form, must receive filing forms by 3:00 pm on the third Friday of March. The annual election will be scheduled to be completed before the first Friday of April each year and must be reported to the BOD at the regular April BOD meeting.

All employees of the charter school and all parents or guardians of students enrolled in the charter school are eligible to participate in the election. Parents or guardians of a student shall have one vote for each of their students enrolled in the charter school; each employee will have one vote. For the purposes of election participation employees are defined as those employed by the school for more than 20 hours per week. The members of the Board shall be elected by a plurality of the votes cast, i.e., if four positions are open then the four candidates receiving the most votes will be elected. No employee of the Corporation shall be seated on the Board in accordance with current South Carolina Charter School law. A tie for the last seat on the Board will be determined by a toss of a coin. Once the election has taken place, and results duly tabulated, those results will be promptly published.

Newly elected BOD member terms begin July 1 of the year they are elected. New BOD members will take the oath of office at the first BOD meeting in July. All Board members are expected to complete the required state orientation training prior to November 30 of the first year of their 2-year term and complete GTCHS BOD training prior to September 30 of each year of their 2 year term.

GTCHS Board of Directors will govern in a manner to be established in conjunction with and approved by the State Board of Education and the South Carolina Public Charter School District, consistent with the provisions of the South Carolina Charter School Act,



Sections 59-40-40(2-c) and 59-40-50(B)(8). A complete list of [by-laws and board policies](http://www.gtchs.org) can be located on the school website (www.gtchs.org).

The Board will be accountable for ensuring that GTCHS implements the approved charter in accordance with the charter school statute. The Board will delegate the responsibility to the Principal to administer approved Board policies. The GTCHS Board of Directors will delegate to the Principal the authority to develop and maintain a positive educational program designed to meet the needs of the school. Responsibilities will include personnel issues, student recruitment, revenue acquisition, and federal, state and local mandate compliance. The Principal of GTCHS will be responsible for the day-to-day activities, will monitor student activity and classroom instruction as well as address daily school concerns such as discipline, transportation, attendance, internal and external communications, college and parent communication, financial management, and other responsibilities as they occur.

The board's delegation of its executive powers to the principal provides freedom for the principal to manage the schools within the board's policies and frees the board to devote its time to policymaking and appraisal functions.

The board holds the principal responsible for the administration of its policies, the execution of board decisions, the operation of the internal machinery designed to serve the school program, and the provision of information to the board about school operations and problems. The relationship that exists between the board and the principal is an intrinsic part of the educational process within the community. A knowledge of what each can reasonably expect of the other can help substantially in promoting sound working relationships.

<b>The board will do the following.</b>	<b>The principal will do the following.</b>
Select a competent, established educational leader as principal and support that person in the discharge of assigned duties.	Administer effectively and provide the professional educational leadership necessary. All individuals employed by the board are responsible directly or indirectly to the principal.
Serve as the policymaking body.	Recommend sound policy and enforce the policies by establishing rules and regulations.
Allow the principal to administer the school.	Implement board policy effectively through efficient administration.
Adopt an annual budget.	Prepare and submit an annual budget to the board for consideration.
Exercise sound judgement in business affairs of the school.	Keep the board informed on financial matters, use sound long-range planning and keep current expenditures within the approved budget.

Deal always in an ethical, honest, straightforward, open-and-above-board manner with the principal and the community.	Deal always in an ethical, honest, straightforward, open-and-above-board manner with the board, the staff and the community.
Approve an organizational pattern for the administration.	Make assignments for each position with the board's authorization.
Establish salary schedules and other personnel policies.	Recommend personnel policies for adoption and be responsible for assignment of all personnel.
Receive and review reports of the principal concerning the progress of the school.	Provide accurate and complete reports to the board regarding the progress of the school.
Function only as a board rather than as individuals.	Deal with the board as a whole rather than as individual members.
Communicate with staff members through the principal.	Ensure necessary staff communication through the principal with the board.
Remember that the school exists for the benefit of the students and the community.	Remember that the school exists for the benefit of the students and the community.
Hear appeals of school employees and citizens of the community from decisions of the principal.	Make decisions in line with board policy. Appeals from some such decisions may be heard and decided by the board.
Present the needs of the school to the citizens of the community.	Plan means of keeping the community informed about school matters. Serve as a representative of the school before the public.

The Board shall schedule a minimum of four regular meetings each year. An annual schedule of the Board's regular meetings shall be provided to each member at the first regular meeting of the Board year. Each member of the Board shall also be notified by email not less than twenty-four (24) hours before the meeting. Such notice shall state the date, time, and the place where the meeting is to be held, and for special meetings, the purpose or purposes for which the meeting is called. All Board members will receive an email account provided by Greenville Technical Charter High School and at any other email address requested in writing by a member.

Meetings of the Board shall be general meetings and open for the transaction of any business within the powers of the Board with no less than 24 hours notice of such business except in any case where special notice is required by law or by the Bylaws, in accordance with South Carolina Freedom of Information Act. Special meetings of the Board may be called at any time by the Board Chairman, Board Vice-Chairman, or upon the written request of three members of the Board. While most meetings will be held on

the GTCHS campus, all meetings of the Board for conducting Charter School business shall be held at such places within Greenville County and at such times as shall be specified in the respective notices of such meetings or waivers hereof.

GTCHS will comply fully with the South Carolina Freedom of Information Act (FOIA), Title 30, and Chapter Four. Meetings will be conducted by the GTCHS Board of Directors in accordance with all provisions of the current law and any amendments as they may be enacted. Only those matters as prescribed in the FOIA will be discussed in executive session. Provisions related to student records, personnel issues, and administrative records will comply with the FOIA, the Family Education Rights and Privacy Act, and standard practices of the South Carolina Public Charter School District.

From the beginning, parents and community members have been the architects in the design and implementation of GTCHS. By working in tandem with the governance structure of the school, these individuals will ensure that GTCHS is truly a community school. Parents and community members will serve on the GTCHS Board of Directors, and educators will serve on sub-committees of the Board.

#### RACIAL BALANCE

The racial composition of the school will not differ from that of the local school district by more than 10%. The current racial composition of the local county is based upon the most recent Census data available:

Caucasian 75.3%

Minority 24.7%

GTCHS will employ a recruitment and marketing/public relations plan that includes, but is not limited to the following strategies and activities to ensure that the racial and ethnic balances are reflective of the local school district in which the school resides.

- Applications and information will be available in languages other than English, upon request
- Promotional materials will be designed to communicate in an effective manner to all racial and ethnic groups represented in the community
- Contacts will be made and assistance requested from significant community groups and agencies that serve or interact with various racial, ethnic, and special interest groups within the community
- Outreach meetings and functions will occur during the application period to assure awareness of the school as a choice for students and their parents/guardians from all geographic and socioeconomic areas of the local district
- Requested information on the application will not denote any racial or ethnic information about the potential student
- Any perceived barriers for any racial or ethnic groups of prospective students will be addressed with particular attention to removing obstacles that may prevent a student from enrolling

#### TRANSPORTATION

In general, students will provide their own transportation to the school, and opportunities for car pool will be facilitated by Parents in Partnership, the school parent organization. There are circumstances where transportation will be arranged and/or provided by the school:

1. Contracted Services; Transportation for special needs students will be contracted on individual and as needed basis through public transit or private service company.
2. Special Needs Students: Any arrangements for transportation for special needs students to attend GTCHS or to participate in GTCHS activities will be in accordance with all state and federal laws and regulations. GTCHS will provide transportation in accordance with the requirements of the Individuals with Disabilities Education Act.
3. Off campus activities: Transportation for field trips and extracurricular activities may also be provided. GTCHS has buses and the other two charter schools have buses available for student transportation as needed. There may also be consideration of contracting for these services with other vendors. GTCHS will meet all federal and state safety standards and utilize only properly licensed drivers.

## FACILITIES AND EQUIPMENT

The Greenville Area Commission agreed to provide the Charter High School with a facility for the term of the charter. The facility (Building 119) is located on the main campus of Greenville Technical College. The building includes 18,252 sq. ft. of space. The building provides ten (10) basic classrooms and office space. GTCHS currently also leases the bottom of Building 120, which provides additional classroom space, an auditorium, and a multi-purpose space that is utilized for teacher professional development, college seminar class, and a lunch room. The Area Commission has also agreed to provide students with access to the college's learning resource center, computer labs, and a science lab when available. Currently, the students use facilities at a local church and in the community to support the physical education and fine arts program. Over the next year, GTCHS will be building a Student Learning Center on the campus of Greenville Technical College to include a gymnasium, weight room, fine arts classrooms, a science lab, and a Black Box theater. To enable the school to afford this expansion, student enrollment will increase to 540 students.

## PERSONNEL POLICIES

GTCHS provides equal employment opportunities to all employees and applicants for employment, without regard to race, color, religion, sex, gender, national origin, age, marital status, immigrant status, or disability in accordance with applicable federal laws. Equal opportunity and equal consideration will be given to all applicants and employees in personnel actions, including but not limited to recruiting and hiring, training, promotion, demotion, discipline, rates of pay or other compensation, transfer, termination, recalls, and social and recreational activities. All employees of the school, other than the principal, are considered "at-will employees" and sign a letter of agreement annually.

Personnel policies and guidelines are outlined in the employee handbook which is posted on the school website on the faculty and staff intranet. It includes both general classroom and school expectations as well as human resource guidelines.

The employee handbook will include, but is not restricted to, the following topics:

- School work day and hours of operation
- General instructional expectations
- General professional expectations
- Dress code
- Absenteeism
- Tardiness and partial day absences
- Personnel ethics and conflict of interests
- Classification of employment
- Probation period
- Regular pay procedures
- Performance reviews
- Leaves and absences
- Benefits
- Conflict resolution procedure and policy
- Resignation/termination

## STUDENT POLICIES

A GTCHS student accepts academic rigor as the main focus of high school, is expected to attend college for training or a degree, has reached the maturity and skill level required to begin taking college courses, has reached a developmental level that allows independent work, and seeks the challenge to learn and to grow.

Updated annually and posted to the school website, GTCHS publishes an academic year Student Handbook that outlines, but is not limited to, the following student policies and practices:

- The GTCHS Code of Conduct
- GTCHS Staff Directory
- Bell Schedule
- Hours of Operation
- Obligations Policy
- Inclement Weather
- BYOD: Bring Your Own Device
- Smart Center
- The Family Educational Rights and Privacy Act Office
- Dress Code
- Medication Policy
- Attendance Guidelines
- Seat time recovery (STR)
- Instructional Policies and Practices
- Parent Conferences
- Office Hours
- Student Led Conferences
- Extra-Curricular Activities
- Student Behavior
- Parking
- Strictly Prohibited and/or Illegal Conduct
- Student Technology Usage
- Bullying and Harassment
- Infractions and Consequence

Upon enrollment into GTCHS, students and parents sign a commitment form whereby they acknowledge and agree to abide by the GTCHS Student Handbook policies.

In addition to these general student policies, policies related, but not limited to, community service, Middle College Program participation, course offerings, and responsible internet usage are listed on the school's website ([gtchs.org](http://gtchs.org)).

#### LIABILITY AND HOLD HARMLESS

Greenville Technical Charter High School assumes the liability for its activities and will indemnify and hold harmless the South Carolina Public Charter School District Board of Trustees and Greenville Technical College, its officers, directors, agents and employees from any and all liability, damages, expenses, causes of action, suits, claims, or judgments, arising out of or resulting from any action of the School caused by any intentional or negligent act or omission of the School, its officers, agents, employees, and contractors.

#### INSURANCE

As a SC Public Charter High School, GTCHS is able to obtain coverage and provides the following types of insurance: Worker's Compensation Insurance, General Liability (in compliance with the minimum limits required by the South Carolina Tort claims Act SC Code Ann. 15-78-120 (Supp. 2002); Property Insurance; Indemnity Insurance; Automobile; and Umbrella Insurance.

#### ASSURANCES

Greenville Tech Charter High School will abide by the following assurances.

- Will comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. S.C. Code Ann. § 59-40-40(2)(b)
- Will not charge tuition or other charges of any kind except as may be allowed by the sponsor and is comparable to the charges of the local school district in which the charter school is located. S.C. Code Ann. § 59-40-40(2)(d)
- Will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to other public schools operating in the same school district or, in the case of the South Carolina Public Charter School District (SCPCSD) or a public or independent institution of higher learning, the local school district in which the charter school is located. S.C. Code Ann. § 59-40-50(B)(1)
- Will meet, but may exceed, the same minimum student attendance requirements as are applied to public schools. S.C. Code Ann. § 59-40-50(B)(2)
- Will adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools. S.C. Code Ann. § 59-40-50(B)(3)

- Will report to its sponsor and the South Carolina Department of Education (SCDE) documentation of the appropriate use of federal funds the charter school may receive
- Will use the same pupil accounting system as required of public schools and districts
- Will employ non-certified teachers in a ratio of up to 25 percent of its entire teaching staff (10 percent for conversion schools). All teachers in core academic areas will be highly qualified as defined in the Elementary and Secondary Education Act (ESEA), S.C. Code Ann. § 59-40-50(5)
- Will employ one administrative staff member who is certified or experienced in the field of school administration. S.C. Code Ann. § 59-40-50(6)
- Will be secular in its curriculum, programs, governance, and all other operations. S.C. Code Ann §59-40-40(1)
- Will comply with the Freedom of Information Act. S.C. Code Ann. § 59-40-50(10)
- Will comply with the ESEA legislation and applicable provisions of the SCDE's ESEA waiver
- Will adhere to all provisions of reporting student truancy, discipline incidents, and persistently dangerous situations as required by ESEA
- Will assume liability for the activities of the charter school and will indemnify and hold harmless the school district, its servants, agents, and employees from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise which arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school. S.C. Code Ann. § 59-40-60(F)(15)
- Will report to its sponsor and the SCDE any changes to the information provided under its application in a timely manner. S.C. Code Ann. § 59-40-140(H)
- Will report at least annually to its sponsor and the SCDE all information required by the sponsor and by the SCDE, including, at a minimum, the number of students enrolled in the charter school, the success of students in achieving the specific educational goals for which the charter school was established, and the identity and certification status of the teaching staff. S.C. Code Ann. § 59-40-140(H)
- Will adhere to all provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 that are applicable. S.C. Code Ann. § 59-40-50(B)(1)
- Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. S.C. Code Ann. § 59-40-50(B)(1)
- Will comply with S.C. Code Ann. § 59-63-235 (2004), which provides for the expulsion of any student who brings a firearm to school
- Will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232)
- Will comply with any school district desegregation plan or order in effect. S.C. Code Ann. § 59-40-60(F)(9)

- Will adhere to all requirements of the Office of School Facilities as detailed in the Charter School Facilities Approval Form
- Understand that, as a charter, we gain autonomy to make decisions in exchange for accountability to our authorizer

**RELEASE FROM LOCAL POLICIES**

Except as provided in this application, the SC Public Charter School District agrees to release Greenville Technical Charter High School from all other local policies.

**The GTCHS Charter Renewal Plan must be approved by the board; the principal shall oversee implementation and be responsible for reporting all results.**

**CHAIRPERSON, GTCHS BOARD OF DIRECTORS**

<b>Mr. Bob Ground</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL, GTCHS**

<b>Mrs. Mary Nell Anthony</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>



APPENDIX A

Sample University Transfer Individual Graduation Plan

Registration Year: 20XX-20XX

GREENVILLE TECHNICAL CHARTER HIGH SCHOOL

Individual Graduation Plan

Cluster: Health Science Major: Pre-Nursing GTC:    AA    AS  
 Postsecondary:  Four Year College  Two Year College  Workforce Apprenticeship  Military

	MS - 7/8	9	10	11	12
<b>English</b>		English 1 CP	English 2 CP or H	English 3 CP or H	<i>Fall:</i> GTC English Composition 1 <i>Spring:</i> GTC Public Speaking
<b>Math</b>	Algebra 1 H	Geometry CP or H	Algebra 2 CP or H	Precalculus CP or H	<i>Fall:</i> GTC Probability & Statistics
<b>Science</b>		Biology 1 H	Chemistry CP or H	<i>Fall:</i> GTC Anatomy & Physiology 1 <i>Spring:</i> GTC Anatomy & Physiology 2	<i>Fall:</i> GTC Microbiology <i>Spring:</i> GTC Nutrition
<b>Social Studies</b>		World Geography CP or H	US History CP or H	<i>Fall:</i> GTC Human Growth & Development <i>Spring:</i> GTC Sociology	Government CP or H Economics CP or H
<b>High School Elective Courses</b>		Physical Ed. 1 Freshman Success French 1 Drama 1	French 2 Computer Programming 1 & 2	<i>Fall:</i> Personal Finance <i>Spring:</i> Film Criticism	Senior Project
<b>GTC College Elective Courses</b>			<i>Fall:</i> GTC General Psychology <i>Spring:</i> GTC Medical Terminology		<i>Spring:</i> GTC Abnormal Psychology

Please note: This is a sample. Parents and students meet annually to create and update these plans with their school counselor based on the availability of college courses as well as the individual career goals and post-secondary plans of each student.

**APPENDIX B**

**Sample Associate Degree Individual Graduation Plan**

Registration Year: 20XX-20XX

**GREENVILLE TECHNICAL CHARTER HIGH SCHOOL**

Individual Graduation Plan

Cluster: **Science, Technology Engineering & Mathematics** Major: **Chemistry** GTC:  AA  AS

Postsecondary:  Four Year College  Two Year College  Workforce Apprenticeship  Military

	<b>MS - 7/8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>English</b>	English 1 H	English 2 H	English 3 H	<i>Fall:</i> GTC English Composition 1 <i>Spring:</i> GTC English Composition 2	<i>Fall:</i> GTC Public Speaking <i>Spring:</i> GTC Literature
<b>Math</b>	Algebra 1 H	Geometry H	Algebra 2 H	<i>Fall:</i> GTC College Algebra <i>Spring:</i> GTC College Trigonometry	<i>Fall:</i> GTC Probability & Statistics <i>Spring:</i> GTC Advanced Statistics
<b>Science</b>		Biology 1 H	Chemistry H	Physics H	<i>Fall:</i> GTC Chemistry 1 <i>Spring:</i> GTC Chemistry 2
<b>Social Studies</b>		World Geography H	<i>Fall:</i> GTC American History 1 <i>Spring:</i> GTC American History 2	<i>Fall:</i> GTC Sociology	<i>Fall:</i> GTC American Government <i>Spring:</i> GTC Macroeconomics
<b>High School Elective Courses</b>	Spanish 1	Physical Ed. 1 Freshman Success Spanish 2 Webpage Design 1 & 2	Spanish 3H	<i>Fall:</i> Personal Finance	Senior Project
<b>GTC College Elective Courses</b>			<i>Fall:</i> GTC General Psychology <i>Spring:</i> GTC Human Growth & Development <i>Summer Session:</i> GTC Art Appreciation	<i>Spring:</i> GTC Biology 1 <i>Summer Session:</i> GTC Biology 2 GTC Medical Terminology	

*Please note: This is a sample. Parents and students meet annually to create and update these plans with their school counselor based on the availability of college courses as well as the individual career goals and post-secondary plans of each student.*

## APPENDIX C

### Sample Certificate Individual Graduation Plan

Registration Year: 20XX-20XX

**GREENVILLE TECHNICAL CHARTER HIGH SCHOOL**

Individual Graduation Plan

Cluster: Manufacturing Major: Welding GTC:  AA  AS  
 Postsecondary:  Four Year College  Two Year College  Workforce/Apprenticeship  Military

	9	10	11	12
<b>English</b>	English 1 CP	English 2 CP or H	English 3 CP or H	English 4 CP
<b>Math</b>	Algebra 1 CP	Geometry CP or H	Algebra 2 CP or H	PreCalculus CP or H or Prob & Stats CP
<b>Science</b>	Phys. Science CP	Biology 1 CP or H	Chemistry CP or H	Physics CP or H or Environmental Science
<b>Social Studies</b>	World Geography CP or H	U.S. History CP or H	World History CP or H	Gov. CP or H & Econ. CP or H
<b>High School Elective Courses</b>	Physical Ed. 1 Computer Programming 1 & 2 Freshman Success Spanish 1	Art 1 Spanish 2	<i>Fall or Spring:</i> Personal Finance	Senior Project
<b>GTC College Elective Courses</b>		<i>Fall:</i> Intro to Welding Welding Safety & Health <i>Spring:</i> Print Reading 1 Arc Welding 1	<i>Fall:</i> Inert Gas Welding Ferrous Arc Welding 2 Fabrication Welding <i>Spring:</i> Robotic Welding 1 Robotic Welding & Manufacturing	<i>Fall:</i> Gas Metal Arc Welding 1 Arc Welding 3 <i>Spring:</i> Advanced Pipe Welding Weld Quality

*Please note: This is a sample. Parents and students meet annually to create and update these plans with their school counselor based on the availability of college courses as well as the individual career goals and post-secondary plans of each student.*