

Program of Studies Parent Guide

Grades 9-12

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Dr. Nancy J. McGinley

Superintendent

Randolph Bynum, Sr.

Chief Academic Officer

Disclaimer: This document contains Charleston County School District information current as of April 24, 2008. State and District policy and regulation updates after April 24, 2008 are available at the following websites:

www.ccsdschools.com/curriculum/index.cfm

www.ncaa.org

<http://www.teachsepathways.org/DevandImplementingIGPandCF.pdf>

<http://ed.sc.gov/>

www.che400.state.sc.us/

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Introduction

The mission of the Charleston County School District, working in partnership with students, families, the workplace and the community, is to ensure that all students are provided a high quality education that prepares them to succeed in a complex and competitive world.

The Charleston County School District Parent Guide provides parents a framework for information relevant to the secondary level. The design for the secondary curriculum provides flexibility to meet unique needs of individual high schools. Detailed information concerning course offerings and content are available at each high school. For information about your child's high school programs and curriculum contact the school's guidance office or view the Program of Studies posted on the school's website.

Education and Economic Development Act

South Carolina high school students face many challenges including higher graduation standards, increasing college entrance requirements and growing workforce demands. For students to be successful, high schools must provide a curriculum that is challenging and relevant. They must also offer a sequence of courses to assist students in becoming passionate, lifelong learners. In 2005, the South Carolina Education and Economic Development Act (EEDA) was created to assist secondary schools in organizing curriculum and developing a career cluster system that provides students with strong academics and real life experiences. A framework for curriculum planning assists students and their parents in this process. An effective curriculum framework includes high standards and expectations for all students and a rigorous curriculum that prepares them for post-secondary education and/or professional training. It focuses on engaging instructional strategies designed to help students learn important concepts and ideas in depth. The curriculum framework used by Charleston County School District includes a rigorous curriculum design and a requirement that each student develop a challenging Individual Graduation Plan (IGP).

Working with their parents, guardians, counselors and teachers, students develop plans that include academic as well as career-related courses. Their plans also identify extended learning opportunities that are designed to prepare students for transition to post-secondary education and the workplace.

Vision

The vision of CCSD includes a comprehensive curriculum to address the individual needs of all students to assist them in becoming successful learners in high school and beyond. The framework provides a structure for planning and communicating high expectations. The United States Department of Education (USDE) has developed 16 national clusters of study as a means of organizing the curriculum. The Secondary Curriculum Framework for Charleston County School District is designed around 16 national clusters. CCSD organized these 16 clusters into four groups referred to as "schools of study." The district's curriculum currently provides the opportunity for students to complete a major in more than 30 career areas.

Curriculum Framework

CCSD's comprehensive curriculum framework includes the following elements:

- Schools of study
- Clusters of study
- Majors within each cluster of study
- Individual Graduation Plan (IGP)
- Recommended curriculum for an IGP
- Standardized IGP form

A **school of study** is a way to organize the curriculum into broad program areas encompassing various professions and academic areas of study.

There are four schools of study in our framework:

- School of Arts & Humanities
- School of Business & Information Systems
- School of Engineering, Industrial & Manufacturing Technologies
- School of Health, Human and Public Services

A **cluster of study** is a way to organize instruction and student experiences around occupations from entry level through professional levels. Clusters of study provide a way to organize coursework and learning experiences around areas of interests. They are designed to provide a seamless transition from high school study to post-secondary study and/or the workforce. There are 16 clusters of study from which to choose:

- Arts and Communications
- Education and Training
- Business Management and Administration
- Finance
- Hospitality and Tourism
- Information Technology
- Marketing Sales and Service
- Agriculture, Food and Natural Resources
- Architecture and Construction
- Manufacturing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics
- Health Science
- Human Services
- Law, Public Safety and Security
- Government and Public Administration

A cluster of study may contain several majors.

A **major** consists of the completion of at least four required units of challenging courses within the student's area of interest.

Choosing a school of study, a cluster of study and a major requires students to assess interests and skills and then select coursework to achieve his or her academic goals while exploring a professional goal. In the spring of eighth grade, students choose a career cluster to explore. This decision takes place during an individual planning conference with a school counselor, the student and his or her guardian(s). In ninth grade, students continue to explore one or more of the 16 clusters. Students select a major prior to the end of the 10th grade.

A **major** is designed to enable students to focus on an area of interest that motivates them to stay in school, to be better prepared for post-secondary choices and/or the workplace, and to make a smooth transition to postsecondary education and/or the workplace. Each student who completes the requirements for a major will receive special recognition at graduation.

For additional information visit www.teachspathways.org.

Individual Graduation Plan (IGP)

An Individual Graduation Plan is a document used to assist students and their parents in exploring educational and professional possibilities, and in making appropriate secondary and post-secondary decisions. It can be modified over time as the student's interests and skills develop or change. The IGP is built on student's academic record, work and general life experiences, and the results of assessments, such as career interest inventories and achievement tests. On a yearly basis, the IGP should be modified to include courses required for graduation, courses required for a specific major, electives chosen related to a specific major, and extended learning opportunities related to the major. The Plan may also include tentative selections related to postsecondary education and occupational choices. In preparation for the development of an IGP, each student and his or her parent(s), guardian(s), or representative will receive information about clusters, career assessments, majors, and IGPs beginning no later than in the student's sixth grade year. By the eighth grade, students will develop their first IGPs in preparation for the transition to high school. Following that, students will review and update their plans at least once annually with their counselors, parents, guardians, or appointed representative.

Frequently asked questions regarding EEDA and Career Clusters

What is a major?

A major is a concentration of coursework in a specialized area. A major consists of the completion of at least four required units of study as well as complementary electives that relate to that area. Majors help students focus their course selection around a concentration in a specific area. There are more than 30 majors in our framework.

When do students declare a major?

In the eighth grade, students, along with their parents, meet individually with counselors and choose a career cluster in a School of Study that interests them. Beginning in the ninth grade, students select a cluster of study to begin exploring. These selections can change. By the end of the tenth grade, students declare a major, focusing their academic and elective choices in a specific direction.

Can students change a cluster (or major)?

Students can change a major if they find that the one they selected is no longer their area of interest. Students are never locked into a specific cluster or major. Successful completion of four required courses as outlined on district IGP templates constitutes a major.

Do all students have to declare a major?

Students need to declare a major by the end of the 10th grade; however, completion of a major is not a requirement for a South Carolina High School Diploma.

Can I have more than one major?

Yes, with careful planning beginning in the ninth grade, it is possible to complete more than one major.

Is it possible to complete a major while continuing to participate in other electives (i.e., fine arts, physical education, ROTC, etc.)?

Yes, the district highly recommends students explore a broad range of experiences and interests during their high school years. There is ample opportunity with 32 possible course selections to complete a major and participate in other areas of interest.

Schools of Study in CCSD

School of Arts and Humanities

- Arts and Communication
- Education and Training

School of Business and Information Services

- Business, Management & Administration
- Finance
- Hospitality & Tourism
- Information Technology
- Marketing, Sales & Service

School of Engineering, Industrial & Manufacturing Technologies

- Agriculture, Food and Natural Resources
- Architecture & Construction
- Manufacturing
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, & Logistics

Course Offerings

Each school offers a comprehensive curriculum which best meets the needs of the students

attending their school. A listing and description of courses offered at each school can be obtained from the school's guidance office or available on the school website.

College Preparatory Courses

College Prep courses are offered in order to meet the differing needs of students. College preparatory courses are designed to prepare students for post-secondary studies in traditional academic programs. These courses place emphasis on theory, research, problem solving and academic writing skills.

Career and Technology Courses

Career and Technology courses offer students the opportunity to learn skills in specific programs leading to a career goal (i.e., accounting, computer technology, business administration, office systems technology, marketing, graphic communications, carpentry, drafting, electricity, electronics, environmental control systems, masonry, plumbing, machine technology, welding, auto collision repair, automotive technology, small engine technology, child care services, cosmetology, culinary arts, health science). Students are given the opportunity for work-based learning for credit in their final level course of their career program. Students who complete at least four Carnegie units within an approved, articulated sequence of Career and Technology courses leading to a career goal and the academic courses required for graduation will receive Career and Technology Program Completer Certificates in addition to their high school diplomas. Students may also earn Technical Advanced Placement (TAP) credit at Trident Technical College for courses completed in high school.

Advanced Coursework

High schools offer Honors, International Baccalaureate, Advanced Placement and Dual Credit courses. Since these courses are more demanding, they receive additional numerical weight in calculating the students' Grade Point Ratios based on the South Carolina Uniform Grading Scale. These courses should not encourage a student to graduate early, but should extend course opportunities at the high school level so that the student is better prepared for advanced studies. Students must meet prerequisites for enrollment in these courses. In some cases, students may wish to enroll in a course for which they do not meet the defined prerequisites. The principal may waive the prerequisites in these exceptional cases.

Honors Courses

Honors courses, which extend and deepen the opportunities provided by courses at the high school level, are designed for students exhibiting superior abilities in the particular content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning. Independent projects are an integral part of the honors curriculum. Honors courses may be offered in English, mathematics, science, and social studies. Honors weighting may be designated in other content areas for the third and fourth level of the courses. Honors weighting may not be designated in any physical education courses. Foreign language and fine arts honors courses may also be designated for honors weight courses in which students are earning their third, fourth, or fifth Carnegie unit in the content area provided. One half of a quality point (.5) is added to the CP weighting for honors courses that meet the three criteria listed above. These criteria apply to all courses including

those offered online and in other nontraditional settings and those recorded on a transcript from an out-of-state school that is accredited under the regulations of the board of education of that state or the appropriate regional accrediting agency.

Advanced Placement and International Baccalaureate Courses

The following criteria apply to the College Board's Advanced Placement (AP) courses and to International Baccalaureate (IB) courses—including those offered online and in other nontraditional settings and those recorded on a transcript from an out-of-state school that is accredited under the regulations of the board of education of that state or the appropriate regional accrediting agency:

- International Baccalaureate Courses are offered at schools that have been authorized by the International Baccalaureate Organization. These advanced courses are designed to prepare students to participate in the global economy and place emphasis on global applications of knowledge and skills in the curriculum, foreign languages, and rigorous academic preparation.
- Only AP or IB courses can be awarded a full quality point above the CP weighting. Seminar or support courses for AP or IB are weighted as honors but not as AP or IB courses.
- A standard-level (SL) IB course can carry only *one* quality point. However, two quality points of IB credit can be granted for higher-level (HL) courses in the IB program that require a minimum of 240 hours of instruction.

The award of the IB Diploma requires a minimum of 24 points and coursework and passing scores on examinations in six IB subjects; completion of 150 hours of Creativity, Action, and Service (CAS) activities; a 4,000 word Extended Essay; and the Theory of Knowledge course. Students wishing to participate in the International Baccalaureate Diploma Program should contact the IB Coordinator at James Island Charter High School.

Dual Credit Courses

Some high schools work collaboratively with colleges to offer college courses to their students. Individual students with the approval of the principal may receive dual credit for courses taken from a college. Only courses applicable to baccalaureate or associate degrees offered by accredited institutions in South Carolina may be accepted. College courses which meet these criteria and are offered via distance learning or on the internet also qualify as dual credit courses.

Participating students receive high school Carnegie units toward high school graduation and also receive college credit from the cooperating college. A three-semester-hour college course shall transfer as one full Carnegie unit. Tuition, books and other college course fees shall be at the expense of the student or his/her parents or legal guardians. A three-hour college course shall transfer as one Carnegie unit at the high school. These courses receive an additional weight of 1.0 on the South Carolina Uniform Grading Scale.

Students enrolled in a South Carolina public school may take only courses that are applicable to baccalaureate degrees or to associate degrees offered by institutions accredited by their regional accrediting agency.

Credit may be awarded for a correspondence course only upon the approval of the local superintendent or his or her designee.

The Teacher Cadet Program is a college level dual credit course intended for students interested in pursuing a career in education. Opportunities are provided for students to gain factual information about teaching as a profession as well as to observe and experience teaching activities in various school settings.

Students are responsible for verifying any college's acceptance of credits earned for Teacher Cadet. Enrollment in the course does not guarantee college acceptance.

Pre-International Baccalaureate Courses

Pre-International Baccalaureate Courses are offered at schools that have been accepted in the International Baccalaureate Program. These courses are designed to prepare students to pursue the International Baccalaureate Program and receive an additional weight of .5 on the South Carolina Uniform Grading Scale.

South Carolina Virtual High School

The South Carolina Virtual High School Program is an effective online learning opportunity for the secondary and middle school students. Online courses provide an effective alternative for motivated students to meet graduation requirements. They can be used to resolve scheduling conflicts, as a home-bound option and to recover credit. They also provide a flexible option for students who require an alternative setting.

Online learning is not easier than the traditional educational process. In fact, many students say that it requires more time and commitment than traditional coursework. It is strongly recommended the students participate in traditional courses when they are available at the school site.

The following apply to Charleston County students:

1. A school administrator and guidance counselor must approve all requests for enrolling in virtual school course. To begin the application process, the student should contact the school's guidance counselor for an application and information packet. Additional information can be obtained by visiting <http://ed.sc.gov/> and then clicking on Virtual Schools.
2. Students may be awarded a maximum of three online initial credits in a school year. No more than twelve initial online credits are allowed throughout high school.
3. The school will accurately transcribe a student's final numeric grade to the student's permanent record file.
4. Students enrolled in online courses for a unit of credit will take the appropriate assessments in a proctored environment.
5. It is not the responsibility of the school, district, or state to provide home computer equipment and Internet access for enrollment in courses provided by the South Carolina Virtual

School Program.

6. A high school student has 12 weeks to complete a course and all courses must be completed per the pacing calendar provided by the instructor. Upon request a middle school student can take a course for the entire year.

7. Students will be required to complete the Technology Self Assessment to determine eligibility.

8. The CCSD registration packet will include:

1. CCSD Characteristics of Successful Online Learners
2. Technology Self Assessment
3. Dropping the Course Instructions
4. Hardware and software specifications and requirements

Technology hardware, software, and internet access are the responsibility of the student/parent registering for the course. CCSD assumes no responsibility for technical support nor will the district be obligated to provide hardware or software to facilitate access to courses.

Virtual School Credit Recovery Guidelines

Students may register for credit recovery courses as outlined by the parameters set forth in this document. An appointment with a counselor is required in order for a student to begin the process of registering for a credit recovery course. The principal will validate that the student meets the criteria for taking a credit recovery course. Once all slots have been filled for credit recovery students will be placed on a waiting list. The first available slot will be given to the next student on the waiting list.

Student may take credit recovery courses in the core content areas (English, math, social studies, and science). Students must also have taken the End of Course exam if the course requires it. The student is not required to pass the EOC exam to be eligible for credit recovery.

Students will have 12 weeks to complete their credit recovery course. Students are required to spend at least 8 hours per week on their course. Reports will document the progress of students to insure students are on track to complete the course. Students may take a Level 2 course while recovering credit from a Level 1 course.

Upon completion of credit recovery, the home school will receive a printout of the student's progress. It will be the school's responsibility to post the student's final grade. A final grade of 70 will be posted upon successful completion of the course; otherwise, the student's original grade will remain on the transcript.

Students may take a maximum of 2 credit recovery courses per semester during the regular school year.

Students will be awarded college preparatory credit and quality points for all credit recovery courses.

Students may establish athletic eligibility, per SCHSL, if they meet all requirements for taking a credit recovery course and complete the course with a passing grade.

Credit recovery is available for all students in grades 9-12. Top priority will be given to students in grades 11 and 12 needing credit recovery to graduate on time.

Credit Recovery

Credit Recovery is an OPTION for schools to implement in order to better assist students who are at risk of failing to graduate due to course failure. The purpose of the program is to offer an opportunity for motivated students to accelerate their progress using an alternative instructional model to master rigorous curriculum standards and move on to more advanced required coursework with success.

In order to be accepted in the Credit Recovery program the student must be recommended by the guidance counselor, an administrator or a classroom teacher and approved by the principal.

There are specific guidelines for participation in the Credit Recovery courses. Please contact the high school guidance counselor and/or your school's Virtual School coordinator for more information.

South Carolina End-of-Course Tests

After completion of Algebra 1 or Mathematics for the Technologies 2, English 1, US History, and Physical Science, a statewide common exam will be administered. The end-of-course test shall be weighted 20 percent in the determination of the student's final grade.

Extended Learning Opportunities

According to the Education and Economic Development Act (EEDA) of 2005, extended learning opportunities must be offered to students.

The CCSD School-to-Careers Office offers the following extended learning opportunities:

School-based activities provide students the chance to explore basic business practices and entrepreneurial enterprises. Examples include school-based enterprises such as school stores and yearbook classes. Additionally, students may participate in school-based Service-Learning activities.

Job Shadowing is a short-term experience that introduces students to a particular job by allowing them to follow or "shadow" an individual as he/she performs workplace tasks. This allows students to be emerged in the work environment and understand the type of skills and education needed for specific occupations. This is a non-credit experience.

Work-based Mentoring allows students the opportunity to be paired with an employee in a particular career field in which the student is interested. The mentor works in conjunction with the classroom teacher to instruct the student and challenge him/her to perform well. The mentoring relationship can last up to one year and is a non-credit experience.

Internships give students an opportunity to learn about a particular industry or occupation through a structured, hands-on learning, work-based experience. Students gain knowledge in workplace expectations as well as competencies related to a specific career field by working one-on-one with a workplace mentor. Students may or may not receive pay or credit for this experience.

Service-Learning gives students the chance to develop leadership and workplace skills through structured volunteer activities at a particular worksite or community agency. Students work under close adult supervision in order to learn how to behave in work situations and may or may not receive credit for this experience.

Cooperative Education (co-op) is a work-based learning experience that relates to a career and technology program of study that the student has completed. The program links the student's major to a job in a related career field.

Youth or Registered Apprenticeships combine classroom learning with on-the-job learning and work experience and results in the student earning a specific certificate or credential.

Students participating in Internships and Service Learning may or may not receive credit and must complete all appropriate applications, requirements and guidelines.

NCAA Eligibility

Questions regarding NCAA Eligibility should be directed to your school counselor or athletic director. Information pertaining to NCAA items can be obtained from the NCAA website www.ncaa.org or the NCAA Clearinghouse Web Site at www.ncaaclearinghouse.net.

Accelerated Graduation

In some cases an advanced student may upon the approval of the principal and with the consent of the parents/legal guardians, accelerate his/her high school program and graduate in three years. When such approval is granted, the student may take two units of mathematics simultaneously in the second year or third year and two units of English simultaneously during the third year in high school. Summer school courses will not be approved in the "core" academic areas for those students who have demonstrated superior academic achievement and are pursuing an accelerated program to complete diploma requirements in three years. No credit for any summer school course will be awarded without prior permission.

South Carolina High School Diploma Requirements

In order to receive a SC state high school diploma, the student must attend the high school issuing the diploma for a least the semester immediately preceding graduation, except in the case of a bona fide change of residence to a location where the sending school will not grant the diploma.

| Subject | Diploma Requirements |
|-----------------------|-----------------------------|
| English/Language Arts | 4 Units |
| Mathematics | 4 Units |
| Science* | 3 Units |

| | |
|--|---|
| United States History & Constitution | 1 Unit |
| Economics | .5 Unit |
| United States Government | .5 Unit |
| Other Social Studies Elective | 1 Unit |
| Physical Education or Junior ROTC | 1 Unit |
| Computer Science | 1 Unit |
| Foreign Language** | 1 Unit |
| OR | 1 Unit |
| Career & Technology Education*** | |
| TOTAL UNITS | 17 UNITS |
| Electives: | 7 Units **** |
| TOTAL UNITS & successful completion of HSAP | 24 Units Pass HASP, the SC Exit Exam |

* All students must take Physical Science prior to taking HSAP (the SC Exit Exam) at the end of the 10th grade. The South Carolina Commission on Higher Education and the South Carolina Department of Education recommend that college bound students earn 4 units in laboratory science, including Physical Science; colleges will expect that 4 units are earned by students graduating in 2008 and beyond.

** Many colleges and the South Carolina State Department of Education recommend that college bound student's earn 2-3 units in the same foreign language. Most four-year colleges/universities require at least two years of the same foreign language.

*** A Career and Technology unit used to meet the computer science unit required for graduation cannot be used to meet the Tech Prep unit requirement for graduation. An approved sequence of Career and Technology courses (4 units) leading to a career goal will be program completers and receive a Completer certificate in addition to their South Carolina High School Diploma.

**** A unit of study, which meets the Comprehensive Health Requirements, must be included in a course completed by the student prior to graduation such as Personal Health, Community Health, Human Health and Development, Family and Consumer Sciences, Health Sciences, or Health Science Technology.

South Carolina Four Year College Requirements

Students planning to attend four-year public colleges and universities in South Carolina must meet the following requirements. It is strongly suggested that students interested in attending other four-year colleges contact that schools' admissions office for specific admission requirements. Some schools may require additional courses.

| | |
|----------|-----------------------------|
| Subject: | 4 Year College Requirements |
| English | 4 units |
| Math | 4 units |

| | |
|------------------|---|
| | <ul style="list-style-type: none"> • CP Algebra 1 OR Alg 1 Pt 1 & Alg 1 Pt 2 • Geometry • Algebra 2 • 4th higher-level math class |
| Science | 4 units <ul style="list-style-type: none"> • Physical Science • 2 from Biology, Chemistry or Physics • The fourth course may be from the same field as the first 2 or from an Adv. Environmental Science with lab or Marine Biology with lab for which biology and/or chemistry is a prerequisite. |
| US History | 1 unit |
| Economics | .5 unit |
| Government | .5 unit |
| Social Studies | 1 unit |
| PE/ROTC | 1 unit |
| Foreign Language | 2 units of the same language Some four year universities require 3 units of the same foreign language for admission. |
| Computer Science | 1 unit |
| Electives | 1 unit in Fine Arts* 3 units must be from: Computer Science, English, Fine Arts, Foreign Language, Lab science (excluding Earth Science, General Physical Science, General Environmental Science or other introductory science courses for which Biology and/or Chemistry is not a prerequisite), and social studies. |
| EXIT EXAM HSAP | Successful completion of both ELA and Math |

- On October 5, 2006 the South Carolina Commission on Higher Education (SC CHE) approved the inclusion of one unit in Appreciation of, History of, or Performance in one of the Fine Arts as a College Preparatory Course Prerequisite Requirement. Students graduating in 2011 and beyond will need to receive one unit of Fine Arts to meet the SC CHE requirements.

Additional Graduation Information

- All students must take Physical Science prior to the Exit Exam at the end of the student's second year. The S. C. Commission on Higher Education and the S. C. Department of Education recommend that college bound students earn 4 units in laboratory science, including Physical Science; colleges will expect that 4 units are earned by students graduating in 2008 and beyond.
- Many colleges and the S. C. Department of Education recommend that college bound students earn 2-3 units in the same foreign language.
- A Career and Technology unit used to meet computer science unit required for graduation can not be used to meet the unit requirements for graduation. A student who

passes an approved sequence of Career and Technology courses (4 units) leading to a career goal will be program completers and students who take the approved sequence will receive a Completer Certificate in addition to their South Carolina High School Diploma.

- South Carolina Exit Exam: South Carolina exit examination (HSAP) will be administered in mathematics and English Language Arts. Students must pass all sections of the exit examination in order to graduate with a South Carolina High School Diploma. Students who fail one or more sections of the exam must retake the failed section(s).
- A unit of study which meets the Comprehensive Health Requirements must be included in a course completed by the student prior to graduation such as Personal Health, Community Health, Human Growth and Development, Family and Consumer Sciences, Health Science Technology or Orientation/Study Skills for freshmen.
- In order to receive a South Carolina High School Diploma, students are required to earn at least 4 units in mathematics and pass the mathematics portion of HSAP. Additionally the Commission on Higher Education (CHE) established minimum course requirements for applicants to four-year programs in S.C. public universities and colleges. CHE requires four units of mathematics, including Algebra 1 (for which Algebra 1 Part One and Algebra 1 Part Two may count together as a substitute if a student successfully completes Algebra 2), Algebra 2, and Geometry. A fourth or fifth higher-level mathematics course is strongly recommended and may be required for admission to some colleges and/or for some majors.
- On October 5, 2006 the South Carolina Commission on Higher Education approved the inclusion of one unit in Appreciation of, History of, or Performance in one of the Fine Arts as a College Preparatory Course Prerequisite Requirement. Students graduating in 2011 and beyond will need to receive one unit of Fine Arts to meet the SC CHE requirements.
- Remediation for the exit examination is provided by the schools. Students who have met the 24 unit requirement but have not passed the exit examination must choose from the following alternatives:
 1. in lieu of a South Carolina High School Diploma, accept a South Carolina High School Certificate;
 2. attend remediation in a k-12 tuition summer school (i.e., payment is required), pass the exit examination and receive a diploma from the home high school;
 3. enroll in a high school as a full-time student (minimum course load of 5 units), including remediation, and retake the exit examination and receive a diploma from the high school; or
 4. accept a certificate, officially withdraw from the home high school, enroll in an adult education center for remediation services, pass the exit examination and receive a South Carolina High School Diploma from the high school where the adult education center is based.

To be permitted to retake any section of the exit examination, the student must have attended a

minimum of 12 hours of remediation for each section, either through the high school, summer school or the adult education program.

Computer Science Graduation Requirements

All students must earn one unit of credit in computer science. If the student takes a keyboarding course, that course may count as ½ of the required unit of computer science.

For all Business, Management and Administration Cluster and Marketing, Sales, and Services Cluster courses, keyboarding or documented keyboarding skills based on the keyboarding course competencies is a prerequisite.

A unit of credit applied toward the computer science requirement may not also be used to meet the math requirements or the Career Technology Education requirements for graduation.

Academic Honors Award

For a student to receive an Academic Achievement Honors Award, the student must (1) complete twenty-four units of credit as prescribed; (2) meet the standard on all subtests of the Exit Examination; (3) receive a minimum grade of “B” for each semester course in grades 9-12 through the seventh semester; and (4) achieve either a score of 710 on the SAT verbal or a score of 690 on the SAT math, or an ACT score of 30 on English or 33 on mathematics - **OR** – (1) Each student shall have completed twenty-four units of high school credit; (2) be eligible for graduation with a state high school diploma; (3) have a combined score of 1400 on the SAT verbal and math sections, or an ACT composite score of 31.

Of the twenty-four units earned, eighteen units must be college preparatory coursework, four units in additional electives, and two units in one or more of the following: English, science, social studies or mathematics.

College preparatory coursework includes: English [English I or above] (four units); Mathematics [Algebra I or above] (four units); laboratory science (three units); social studies [United States/South Carolina studies, Economics/Government, and one unit of global studies/world history, global studies/world geography, or western civilization] (three units); computer science (one unit); physical education (one unit); and foreign language (two units).

Grade Classification

Grade 9

In order to be classified as a ninth grade student, the individual must have met the requirements and be promoted from the 8th grade.

Grade 10

In order to be classified as a tenth grade student, the individual must have completed six (6) units to include:

- One unit in English 1
- One unit in mathematics

(For purposes of the administration of the HSAP S. C. Exit Exam, students will be tested in the spring of the second year after their initial enrollment in 9th grade, even if they are not classified as a 10th grader for other purposes.)

Grade 11

In order to be classified as an eleventh grade student, the individual must have completed twelve (12) units to include:

- One unit in English 1
- One unit in English 2
- Two units in mathematics
- One unit in science

In addition, students who do not pass one or more subtests of the S.C. Exit Exam HSAP, administered in the second year of high school will be put on academic probation until all subtests are passed.

Grade 12

In order to be classified as a twelfth grade student, the individual must have completed eighteen (18) units to include*:

- One unit in English 1
- One unit in English 2
- One unit in English 3
- Three units in mathematics
- Two units in science

In addition, the student must be enrolled in all other units (required and elective) needed to complete graduation requirements.

*When, based on the student's schedule, it is anticipated that a student will complete graduation requirements by the end of the school year, the student may be placed in a senior homeroom at the beginning of the first semester even if all of the units listed above are not completed.

Course Load

All students enrolled as regular students in Grades 9-12 in the Charleston County School District must be enrolled in a minimum number of courses or unit equivalents as follows:

- Grades 9-10 7 units
- Grade 11 5 units
- Grade 12 5 units*

In cases of extreme hardship, a senior may request in writing to the principal, permission for a waiver of the five-unit requirement.

*Extended Learning Opportunities (internship, co-op or apprenticeship) may count as the fifth unit in Grade 12.

Uniform Grading Policy, Class Rank, Life Scholarship, and All Other Purposes

As required by state law, the South Carolina Uniform Grading Scale is in effect for all students. All grades will be interpreted for all purposes using the Uniform Grading Scale below:

| Letter | South Carolina Uniform Grading Scale |
|--------|--------------------------------------|
| A | 93-100 |
| B | 85-92 |
| C | 77-84 |
| D | 70-76 |
| F | 69 or below |

Increased quality points for dual credit course are as follows:

- Honors level courses add .5 quality points
- Advanced Placement (AP)/International Baccalaureate (IB)*/dual credit courses add 1.0 quality point

GPR is calculated as an average of quality points. The GPR will be used to rank students from highest to lowest rank in their class. The GPR will be calculated to three decimal places. All diploma candidates will be included in the ranking. Students who tie for a rank will share that rank. A table for converting numerical grades to quality points is detailed below:

| South Carolina Uniform Grading Scale Conversions | | | | |
|--|--------------|--------------|--------|-----------------------|
| Numerical Average | Letter Grade | College Prep | Honors | AP/IB/ Dual Credit |
| 100 | A | 4.875 | 5.375 | 5.875 |
| 99 | A | 4.750 | 5.250 | 5.750 |
| 98 | A | 4.625 | 5.125 | 5.625 |
| 97 | A | 4.500 | 5.000 | 5.500 |
| 96 | A | 4.375 | 4.875 | 5.375 |
| 95 | A | 4.250 | 4.750 | 5.250 |
| 94 | A | 4.125 | 4.625 | 5.125 |

| | | | | |
|----|---|-------|-------|-------|
| 93 | A | 4.000 | 4.500 | 5.000 |
| 92 | B | 3.875 | 4.375 | 4.875 |
| 91 | B | 3.750 | 4.250 | 4.750 |
| 90 | B | 3.625 | 4.125 | 4.625 |
| 89 | B | 3.500 | 4.000 | 4.500 |
| 88 | B | 3.375 | 3.875 | 4.375 |
| 87 | B | 3.250 | 3.750 | 4.250 |
| 86 | B | 3.125 | 3.625 | 4.125 |
| 85 | B | 3.000 | 3.500 | 4.000 |
| 84 | C | 2.875 | 3.375 | 3.875 |
| 83 | C | 2.750 | 3.250 | 3.750 |
| 82 | C | 2.625 | 3.125 | 3.625 |
| 81 | C | 2.500 | 3.000 | 3.500 |
| 80 | C | 2.375 | 2.875 | 3.375 |
| 79 | C | 2.250 | 2.750 | 3.250 |
| 78 | C | 2.125 | 2.625 | 3.125 |
| 77 | C | 2.000 | 2.500 | 3.000 |
| 76 | D | 1.875 | 2.375 | 2.875 |
| 75 | D | 1.750 | 2.250 | 2.750 |
| 74 | D | 1.625 | 2.125 | 2.625 |
| 73 | D | 1.500 | 2.000 | 2.500 |
| 72 | D | 1.375 | 1.875 | 2.375 |
| 71 | D | 1.250 | 1.750 | 2.250 |
| 70 | D | 1.125 | 1.625 | 2.125 |
| 69 | F | 1.000 | 1.500 | 2.000 |
| 68 | F | 0.875 | 1.375 | 1.875 |
| 67 | F | 0.750 | 1.250 | 1.750 |
| 66 | F | 0.625 | 1.125 | 1.625 |
| 65 | F | 0.500 | 1.000 | 1.500 |
| 64 | F | 0.375 | 0.875 | 1.375 |
| 63 | F | 0.250 | 0.750 | 1.250 |

| | | | | |
|------|----|-------|-------|-------|
| 62 | F | 0.125 | 0.625 | 1.125 |
| 0-61 | F | 0.000 | 0.000 | 0.000 |
| 61 | FA | 0.000 | 0.000 | 0.000 |
| 61 | WF | 0.000 | 0.000 | 0.000 |
| — | WP | 0.000 | 0.000 | 0.000 |

Selection of Honor Graduates

To be named first or second honor graduate a student must, at a minimum:

- Have been enrolled in the school for the entire junior and senior year; and
- Have the highest GPA (2004 and after) in the senior class at the end of the third nine weeks grading period.

In the event two or more student's tie, the students would share the honor.

Awards

For all state awards only those students who have earned a S. C. High School Diploma will be included in the calculation of class rank.

Students in the Charleston County School District may receive the following awards:

- 2. CCSD Board Scholar Certificate** – This certificate is awarded to graduating seniors based on GPA calculated at the end of third nine week grading period. A student must achieve a four-year GPA of 4.25 or better on the South Carolina Uniform Grading Scale with no rounding up or down.
- 3. Life Scholarship Requirements** – Students who meet the following requirements will be eligible to receive a scholarship from the college they attend:
 1. Must be a South Carolina resident and a United States citizen or permanent resident
 2. Must be admitted, enrolled, and classified as a full-time, degree seeking undergraduate student in an accredited South Carolina college or university within 2 years and 3 months of high school graduation
 3. Must NOT be convicted of any felonies or have any alcohol/drug related convictions
 4. Must meet two of the following three criteria:
 1. Graduate high school with a minimum cumulative GPA of 3.0 (B) on 4.0 scale calculated after the eighth semester
 2. Have an SAT of 1100 or higher or an ACT of 24 or higher
 3. Be in the top 30% of their graduating class

Currently, students who qualify receive a scholarship equal to the average tuition at South Carolina public colleges and universities each year as long as they continue to meet program

requirements while in college. The awarding of Life Scholarships is determined by the college/university using the final transcripts.

PLEASE READ THE FOLLOWING IMPORTANT NOTES RE: Life Scholarship

It is permissible to select SAT verbal score and math score from different test administrations. SAT/ACT scores will be accepted through the June test date of the high school graduation year. The GPR will be calculated on the Uniform Grading Scale and must be calculated after official completion of courses required for graduation.

DISCLAIMER: The information provided above is from the Commission on Higher Education and is based upon the Commission's interpretation of the LIFE Scholarship Program based on the Lottery Education Act signed by the Governor which will be proposed to the General Assembly. Changes may occur at anytime during the legislative process. The Commission staff will update this information on their website.

- 4. Palmetto Fellows Scholarship Requirements** – Based on the current academic requirements high school seniors may apply during December or June if they meet one of the following:
 1. Score at least 1200 on the SAT (27 on the ACT) by the June national test administration of the senior year; earn a minimum 3.50 cumulative GPA on the SC Uniform Grading Scale (UGS), and rank in the top six percent of the class; or
 2. Score at least 1400 on the SAT (32 on the ACT) by the June national test administration and earn a minimum 4.00 cumulative GPA on the SC UGS.
- Palmetto Fellows may receive up to \$6700 per academic year towards the cost of attendance for their first bachelor's degree at an eligible institution in the State for a maximum of four years (eight terms).
- This year, the Palmetto Fellows Scholarship Program has seen the largest number of applicants.

Grade Changes

Grades can only be changed on a grade card, transcript or permanent record if the Post-Marking Period Grade Change Form is completed. The completed form is filed in the student's permanent record.

Attendance and Denial of Credit

Attendance is a requirement for promotion and/or credit. Students must attend at least 85 days of a 90-day course or 170 days of a 180-day course or 42 days of a 45-day course. Students who exceed the approved limits for unexcused absences may not receive credit in the course.

Guidelines for Denial of Credit

1. The Principal will conduct an investigation to determine if credit should be denied on the basis of attendance. After receiving the Principal's recommendation, the Associate Superintendent will determine if credit will be denied. The Associate Superintendent

will promptly approve or disapprove any absences in excess of the limits set above. According to the South Carolina Student Attendance Code, approval will be based on, but not limited to:

- lawful vs. unlawful
 - circumstances affecting absences
 - responsibility demonstrated by parent or guardian and student
 - the educational record of the student
 - court recommendation, if applicable
2. The decision of the Associate Superintendent may be appealed to the Constituent Board within five (5) working days by written notice. A review will be made by the Constituent Board within a reasonable time.
 3. The student may appeal the decision of the Constituent Board to the Charleston County School District Board of Trustees by requesting an appeal in writing within ten (10) days of receipt of the decision of the Constituent Board.

By regulation state law, if a student has attended less than 60 hours of a ½ unit course or less than 120 hours of a 1 unit course, credit may be denied. If absences are excused, the student may be allowed to make up the hours missed in order to satisfy the 120-hour requirements.

Incomplete Grades

A teacher may give a grade of “incomplete” during the course of the school year if, in the teacher’s professional judgment, an extension of the time to complete course expectations is appropriate due to extenuating circumstances such as a documented long-term illness or a death in the immediate family. The teacher, student and parent will develop and sign a contract for completion of the course which will not extend beyond the end of the next semester or the conclusion of the school year. The principal must approve the contract and it is at the principal’s discretion to approve any extension of the contract. The student’s incomplete grade will be reported as an “I”. Once the work has been completed, the teacher will authorize the appropriate change in the grade by completing the CCSD post marking period grade change form. If the work is not completed within the agreed upon time, the incomplete grade will be valued as a 61 or the student's average without the completed work, whichever is lower, and this numerical value for the incomplete grade will be included in the student’s grade point ratio. All final grades are numerical. An “I”, incomplete, cannot be a final grade.

Course Audits

A grade of “audit” (AU) may be given if a student attends a class with no expectation of receiving credit. A student who transfers to a high school late in the semester or who wishes to review content of a course may choose to audit. The student and parent must sign a statement at the time of registration indicating that they understand that no credit will be awarded for the course. This option will be provided on a space available basis only.

Withdrawing from a Course

With the first day of enrollment in the course as the baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course, or ten days in a 180-day course will do so without penalty.

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course, or ten days in a 180-day course shall be assigned a WF, and the WF (as a 61) will be calculated in the student's overall grade point average.

The three, five, and ten-day limitations for withdrawing from a course without penalty do not apply to course or course-level changes approved by the administration of a school.

Students who drop out of school or are expelled after the allowed period for withdrawal but before the end of the grading period will be assigned grades in accordance with the following policies:

The student will receive a WP if he or she was passing the course. The grade of WP will carry no Carnegie units and no quality points to be factored into the student's GPA.

The student will receive a WF if he or she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student's GPA as a 61.

If a student fails a course due to excessive absences, an FA will be recorded on his or her transcript. The grade of FA will carry no Carnegie units but will be factored into the student's GPA as a 61.

Retaking a Course

Students in grades nine through twelve may retake a course at the same level of difficulty if they have earned a D or an F in that course. The student's record will reflect all courses he or she has taken and the grades he or she has earned.

The student may retake the course either during the current school year or during the next school year. In addition, the student must retake the course before he or she has enrolled in the next sequential course (unless the student is granted approval by school administration).

A student who has taken a course for a Carnegie unit prior to his or her ninth-grade year may retake that course regardless of the grade he or she has earned. In such a case, only the retake grade will be used in figuring the student's GPA, and only the retake attempt will show on the transcript. This rule will apply whether the retake grade is higher or lower than the grade the student previously earned.

A student may retake a course in which a D or F has been earned within the same academic year or no later than the next academic year. All grades and unit attempts for the course will be included in the student's GPR with one exception: students may retake a middle school Carnegie unit in 9th grade and, no matter what grade was earned in middle school the 9th grade, and only the 9th grade attempt, will appear on the transcript whether it is higher or lower.

GPA's already earned by students will be recalculated on the basis of the revised policy's three-decimal-point scale.

Summer School

Summer school courses may be attended as an opportunity for remediation and enrichment. In specific cases described below summer school courses may also be taken for acceleration for advanced students in the core areas English, Math, Science, and Social Studies. Principals will make the final decision regarding the approval or denial of a request to take a required subject in summer school. With the permission of the home school principal, a student shall be allowed to take a required course in an accredited approved summer school provided that the student:

- has previously failed the course; or
- received FA (failure due to absences); or
- has an approved accelerated education plan; or
- has an approved education plan into which the required subject cannot be scheduled during the regular school year; or
- Is able to complete all graduation requirements in the summer session.

Credit earned in summer school may be denied if not earned in an accredited program.

A student shall be allowed to take English or mathematics as a new subject in summer school only if (a) he/she has an approved plan to achieve on-time graduation and (b) enrollment is sufficient for the course to be offered.

A student who has completed eight semesters of high school shall be allowed to take one subject as a new course in order to complete graduation requirements provided enrollment is sufficient for the course to be offered.

Students shall be allowed to take a course as a new subject for enrichment or as a required course when it cannot be scheduled routinely into his/her four-year education plan and enrollment is sufficient for the course to be offered (i.e., Physical Education, Driver's Education, Keyboarding, or Introduction to Computers).

Foreign Exchange Programs

Charleston County School District students who spend a year studying in a foreign country in an approved exchange program are to be afforded an opportunity to earn credits.

- The student must obtain prior approval in writing from the home school principal before going abroad.
- A course of study should be planned that would enable a student to earn credits similar to those earned at the home school. Math, science, some history, foreign languages, and computer courses should be closely associated with our own offerings. A student may be required to earn his/her English credit on his/her return to CCSD or to turn in work from a pre-approved independent study program equivalent to one unit of credit. United States history, American government, and Economics would have to be taken here.
- A certified transcript from the exchange school would need to be received prior to awarding credit.
- Attendance periods in foreign countries would have to reasonably approximate our own.

Foreign Exchange Students in CCSD Schools

In as much as the high schools of Charleston County School District receive requests to enroll foreign exchange students, the district encourages schools to participate in order for foreign students to be given an opportunity to learn about the United States and its people. It is recognized that in some cases schools may need to limit the enrollment of exchange students because of overcrowding or lack of availability of certain courses.

The following are South Carolina Department of Education and district regulations and guidelines for foreign exchange students:

- In order for a student to earn course credits all requirements must be met.
- Principals must clearly indicate to the student(s) that CCSD is not obligated to award a South Carolina High School Diploma and will only do so if all state requirements are met including passing the Exit Exam.
- It is the responsibility of the student to obtain all information needed in order for a school to determine if credits earned from foreign school(s) meet state standards.
- If a student has already completed the equivalent of a diploma in his/her country, he/she is not eligible for a South Carolina High School Diploma and may be prohibited from enrolling in a CCSD high school. And at the discretion of the principal,
- If a student is a senior at his/her home school, he/she may be recognized as an honorary member of the CCSD graduating class and can participate in commencement exercises as a non-diploma student.
- CCSD schools must furnish a certified transcript showing credits earned to the student's home school upon request.

Foreign students who are not sponsored by a student exchange program and are not living with their parent or legal guardian must provide specified documents and pay tuition to the district in order to obtain an I-20 form. An I-20 form is required in order for the student to acquire an F-1 Student Visa. Student Visas are acquired prior to the student entering the United States. Additionally, certain limitations and requirements are in effect for students on an F-1 visa.

- The F-1 visa is only issued to high school students.
- Students may only attend school in the United States for one year (12 months). The number of months cannot legally be extended beyond one year.
- No alien may be issued an F-1 visa in order to attend a publicly funded adult education program.

Transfer Students With in CCSD

High school schedules and course offerings vary from high school to high school both within Charleston County School District and from district to district. **Parents and students are cautioned that it may not be possible to transfer all credits for courses in progress from one school to another if the student transfers during the middle of a school year. The difficulty in transferring credit increases if the move occurs during the semester.** Every effort will be made by the receiving high school to evaluate a student's transcript and move the

student into the schedule with minimal disruption to the student's plan of study.

Courses transferred from another S.C. public school will be transferred with the grade weight awarded by the sending school.

When transcripts are received from out of state or from private schools within South Carolina that do not use the South Carolina Uniform Grading Scale, the following process will be used to transfer the grades into the student's record:

- If numerical grades are provided, they will be transferred as recorded and interpreted using the South Carolina Uniform Grading Scale.
- If letter grades are provided, they will be translated to numerical grades as follows: A=96; B=88; C=80; D=73; F=61.
- Grades lower than 70 from another school which are indicated as passing grades will be converted to a 73 numerical grade.

Transfer Students From Outside of CCSD Accredited School

When a student transfers from a non-CCSD school, the guidance staff at the school evaluates the transcript. Most courses will be comparable to courses offered in CCSD SASI course numbers must be used when entering the data from the transcript.

Transfer Students from Home school

Students who transfer from non-approved home school associations will be required to provide curriculum information and/or take final exams of courses attempted in order to be considered for credit.

Transfer Students From Outside of CCSD- Non-Accredited School

Any student who transfers from a non-accredited private, parochial or other type school may not receive credit for all courses taken. Transcripts will be evaluated by the receiving school's principal to determine if credits will be awarded.

Adult Education Programs

Charleston County School District's Office of Adult Education offers students who are officially withdrawn from the K-12 program the opportunity to complete their high school education. A student has two courses of study to earn their high school credential in the Adult Education Program. Students can meet current requirements for graduation and receive a State of South Carolina High School Diploma or study to prepare for the State GED Test and receive a State of South Carolina High School Equivalency Diploma. Students must be 18 years of age and over or have approval from the local school board to attend the Adult Education Program. No student shall graduate from adult education prior to the time that he or she would have graduated from the K-12 program.

High School Diploma Program (Adult Education)

Students must earn 24 units and pass the HSAP exam. Units earned through an accredited high school will transfer to the Adult Education program and count towards the required number of

units. The units require by the Adult Education Program to earn a State of South Carolina High School Diploma are identical to the units required for day student/

Student can be considered for Life Scholarships. The college or university makes the determination if a student is eligible. Adult Education students are not given a class rank.

Exit Exam Remediation (Adult Education)

Students who have met all the requirements for graduation but have not passed the HSAP Exam are advised of their alternative by their K-12 counselor. Students may:

- Attend K-12 remediation classes the summer following the senior year and retake the HSAP Exam in July;
- In lieu of a state high school diploma accept a certificate indicating the number of credits earned and the grade completed;
- Continue active enrollment in the school until the HSAP exam is passed or until age 21 is reached; or
- Accept a certificate and obtain additional opportunities to pass the HSAP exam by enrolling in the Adult Education program.

If a student enrolls in the Adult Education program for addition opportunities to pass the HSAP exam and earn a high school diploma, the student must be officially withdrawn from the K-12 program.

Students will register for remediation through Adult Education and if they pass the HSAP Exam, are issued a State of South Carolina High School Diploma from the Adult Education high school. The student's transcript will reflect graduation from an Adult Education program.

High School Equivalency Diploma (Adult Education)

A student may study and prepare to take the General Educational Development (GED) Test. Upon successful completion of the GED test a student will be issued a State of South Carolina High School Equivalency Diploma. The Office of Adult Education offers the following options for study and preparation for the State GED Test:

- Administration of the Official GED Practice Test: For a student to determine readiness to take the State GED test. Test battery will include Mathematics, Language Arts/Writing, Science, Social Studies, and Language Arts/Reading.
- FAST TRACK GED: For a student who is academically prepared (Score 2400 and higher on Official GED Practice Tests). The Fast Track course is 12 hours long and cover the following essential topics needed to pass the GED:
 - How to use alternative answer formats
 - How to use the Casio fx 260 solar calculator
 - How to write an essay
 - General test-taking tips
- GED Preparation: For students who need time to review academic skills in Mathematics, Language Arts/Writing, Science, Social Studies, and Language

Arts/Reading. Classes are offered to help students prepare for the State GED Test. Students may study for all sections or brush-up on skills in only those areas that are needed.

Enrollment in Adult Education Programs

Students 18 years of age or older qualify for all Adult Education programs. Students 16 or 17 years of age must have the local school board (constituent) letter to enroll. Students under the age of 16 are not eligible to enroll in Adult Education Programs.

High School Diploma Program Enrollment

To enroll in high school diploma programs students must bring from their K-12 school the following:

- Official withdrawal letter
- Sealed “official” Transcript
- Copy of Birth Certificate
- HSAP/PACT scores
- Local school board constituent letter if 16 or 17 years old

Students must have earned 12 or more units in the K-12 program to enroll in the Adult Education High School Diploma Program. Required units are English I, English II, two math units, and eight other units. If less than 12 units, students can enroll in the GED program. Students can enroll in the GED Program with any number of units.

GED Program Enrollment

To enroll in GED Preparation classes students must be officially withdrawn from the K-12 program, provide a sealed official transcript, and have the local school board (constituent) letters of approvals if 16 or 17 years of age. The Office of Adult Education will make program recommendation, provide the State GED Applications, and facilitate the completion of the State Department of Education GED Testing Office Verification of School Withdrawal Form.

Brochures detailing days, times, locations, and fees will be available at all guidance offices, constituent board offices and Adult Education sited at the start of each semester.

It is the policy of the Charleston County School District not to discriminate on the basis of race as required by Title VI of the Civil Rights Act of 1964, on the basis of sex as required by Title IX of the 1972 Education Amendments, or on the basis of handicap as required by Section 504 of the Rehabilitation Act of 1973; Individuals with Disabilities Education Act, PL101-476; and other Civil Rights Laws.