

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



SOUTH CAROLINA HIGH SCHOOL  
**CREDENTIAL**

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CHARLESTON COUNTY  
SCHOOL DISTRICT

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## **Introduction and Purpose**

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

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

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

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

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

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

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

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**A. FAPE and IEP requirements**

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

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

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

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## **B. Course Requirements**

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

(a) Course work aligned with the South Carolina College and Career-Ready Standards for English Language Arts (four units), Mathematics (four units), Science (two units), and Social Studies (two units);

(b) Four units of Employability Education; and

(c) Six electives.

The coursework for English Language Arts, Mathematics, Science and Social Studies can be attained by participating in the courses instructed by the special education teacher or by participating in a general education course with accommodations and modifications provided as outlined in a student's IEP.

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### **C. Minimal Required Components**

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

- (a) Complete a career portfolio that includes a multimedia presentation project;
- (b) Obtain work readiness assessment results that demonstrate the student is ready for competitive employment;

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

To obtain the South Carolina High School Credential, the student must meet the graduation requirements of one unit of physical education/health (or equivalent) and one unit of technology course; a student must adhere to the local attendance policy; and a student must complete a total of 24 earned units that include the following:

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

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

- (a) Complete a career portfolio that includes a multimedia presentation project;
- (b) Obtain work readiness assessment results that demonstrate the student is ready for competitive employment;

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### **D. Work-Based Training and Learning**

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

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

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

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

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

A student must complete work-based learning/training that totals at least 360 hours, in which:

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

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

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



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**C. Minimal Required Components**

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

- (a) Complete a career portfolio that includes a multimedia presentation project;
- (b) Obtain work readiness assessment results that demonstrate the student is ready for competitive employment;

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## **E. Monitoring Student Progress**

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

-Individual student portfolios reviewed annually for required components completed by The Department of Exceptional Children staff

- SC Course of Study checklist reviewed by Guidance Department in collaboration with Special Education staff as needed

-Individual Graduation Plans with collaboration from School Counseling

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

- Enrich Reporting (Exit options, LRE)
- High School Projection worksheets
- State Monitoring documents (LEA profile, LRE distribution)

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**F. Entering the South Carolina High School Course of Study**

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

Action	Position Responsible	Timeline
Complete the Data Review Collection Form (Appendix A) or comprehensive review of student present levels of functional and academic performance within the IEP	Facilitated by the Team Lead in collaboration with IEP Team	Prior to end of 8th grade year and at each subsequent Annual Review
Convene an IEP meeting to review Eligibility Guidance provided by State	IEP Team	Prior to end of 8th gr year and at each subsequent Annual Review
Complete Parental Acknowledgment Form	Team Lead provides to parent and uploads into Enrich prior to grade 9 and includes in the student portfolio annually	Prior to end of 8th gr year and at each subsequent Annual Review

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**G. Portfolio Transitions**

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

Action	Position Responsible	Timeline
Determine method of storage at each school for the Student Portfolio binder	Team Lead	August 2018 and annually during the summer break
Ensure transfer of Student Portfolio with student records for students transferring within district and within the state	Coordinator/Team Lead at sending and receiving school for transfer within district	Within 10 school days of a school receiving notification that a student has transferred

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## H. Completion of the South Carolina High School Credential

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

Action	Position Responsible	Timeline
Completes SKEMA –SC rubric for final certification	Team Lead	Second semester of anticipated graduation year
Review of Progress Checklist reviewed for completion and accuracy	Team Lead and Guidance Department	Second semester of anticipated graduation year
Completion Notice	Guidance and Special Education Departments	End of completion of program
Summary of Performance	Team Lead in collaboration with IEP team	Second semester of anticipated graduation year
SC Credential Review of Progress Checklist (Appendix B)	Principal and District Special Education Representative sign final verification of completion	Second semester of anticipated graduation year