"Expect Success"

Greg Mathis Charter High School
Program of Studies
2022-2023

A Blended Curriculum Campus

Grades 9 - 12

STUDENTS ARE
THE HEART
OF OUR WORK!

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Introduction

The mission of the Charleston County School District (CCSD), a dynamic system of challenging choices, is to increase student achievement overall and to close the achievement gap between groups in order to prepare all students to compete in a global economy and make a positive contribution to our community and nation.

> The Charleston County School District's Program of Studies provides students and parents with a framework of information relevant to the secondary level. The design for the secondary curriculum provides flexibility to meet the unique needs of individual high schools. Detailed information concerning course offerings and content are available at each high school. Information about the high school programs and curriculum can be obtained from each school's School Counseling office or by viewing 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. The South Carolina Education and Economic Development Act (EEDA) has led to the development of a curriculum that is aligned with state content standards and is organized around a career cluster system that provides students with both strong academics and real-world problem solving skills. Students must be provided individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities. Secondary schools have organized curriculum and developed a career cluster system that provides students with strong academics and real life experiences. The Secondary Curriculum Framework for Charleston County School District is designed around 16 national clusters. CCSD organized these 16 clusters into four "schools of study." The district's curriculum currently provides the opportunity for students to complete a major in more than 40 career areas. 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).

Greg Mathis ^{PA}Charter High School

Academic Integrity Policy

DEFINITION

Having academic integrity means valuing and demonstrating positive regard for:

- Intellectual honesty
- Personal truthfulness
- Learning for its own sake
- The creations and opinions of others (i.e., intellectual property)

You are acting with academic integrity to the extent that you demonstrate these values, and in particular:

- Take full credit for your own work, and give full credit to others who have helped you or influenced you, or whose work you have incorporated into your own.
- Represent your own work honestly and accurately.
- Collaborate with other students only as specifically directed and authorized.
- Report breeches of academic integrity to a teacher, counselor, or administrator.

What is cheating?

Cheating is defined as seeking to obtain (or aiding another to obtain) credit or improved scores through the use of any unauthorized or deceptive means.

Some examples of what cheating looks like:

- Presenting information collected, organized, or envisioned by someone else as your own (with or without the author's permission) or allowing someone else to present your work as his or her own.
- Taking shortcuts (such as unauthorized use of study aids) that allow you to bypass steps of an assignment.
- Using forbidden material to "help" during an exam, such as cheat sheets, graphing calculators, or cell phones.
- Asking about or sharing questions and/or answers to quizzes and exams.
- Submitting the same work for more than one assignment without express permission from your teacher(s).
- Altering corrections or scores with the intent of changing your grade.
- Misrepresenting yourself in any way to your teachers in regard to the work you have done, such as saying you've turned in an assignment when you did not, or that you've worked hours longer than you actually did to complete an assignment.
- Fabricating information to try to earn more time, more credit, or grading leniency on an assignment, project, or exam.
- Missing class in order to avoid turning in an assignment or taking a test.
- Doing more or less than your share of a group project without permission from your teacher.

TEACHER, STUDENT, PA PARENT, AND ADMINISTRATOR RESPONSIBILITIES

Students' Responsibilities

- Read and know the school's Academic Integrity Policy.
- In addition to observing the GMCHS Academic Integrity Policy, observe all course-specific rules and consequences established by your teachers.
- Report to the teacher if cheating is taking place and how it is being done.
- Do not copy homework or let someone else copy your homework.
- Do not use study aids (such as Sparknotes) as an alternative to completing an assignment.
- Only work with others when the teacher has specifically given permission.
- Seek only appropriate help from parents, tutors, or other students; check with the teacher prior to receiving the help to know what help and assistance is appropriate.
- If collaboration has not been specified as permissible, the assignment must be your individual honest effort.
- Take responsibility for doing your fair share on a collaborative assignment.
- On papers, do not summarize, paraphrase or quote without proper documentation. (Refer to the PHS Style Guide for further information.)
- During tests and quizzes, keep your paper covered and your eyes on your own paper.
- When in doubt, clarify with the teacher what aids may be used on the test (calculator, notes, etc.).
- Do not talk during test except to teacher.
- Do not discuss any aspect of the test until the teacher has returned it or given permission to discuss it.

Teacher Responsibilities

- Be precise about expectations for students by clearly stating the Academic Integrity Policy, orally and in writing.
- Communicate the range of consequences for Academic Integrity violations to the students.
- Address the use of study aids (e.g., SparkNotes, tutors, etc.) in course work.
- Clearly specify when collaboration with other students is permitted on an assignment.
- Review student work regularly for violations of the Academic Integrity Policy.
- Report violations of the Academic Integrity Policy regarding your own class assignments to an administrator.
- Report violations of the Academic Integrity Policy regarding another teacher's class assignments to that teacher (i.e., when an English teacher observes students copying Math homework in English class, the English teacher should report that to the Math teacher).
- Tell students when they are allowed to discuss a test after it has been given.

Parent Responsibilities

- Read and know the school's Academic Integrity Policy.
- Help the student understand you value academic integrity and expect the student to comply with the school's Academic Integrity Policy.
- Support the imposition of consequences if the Academic Integrity Policy is violated.
- Require students to do their own work.
- When helping students with assignments, ensure that their work remains their own.

Administrator Responsibilities

- Make available to all students, <superscript>PA</superscript> teachers and parents a copy of the school's Academic Integrity Policy.
- Facilitate ongoing conversations and reflection about the Academic Integrity Policy.
- Administer fair and consistent consequences for offenses of the Academic Integrity Policy.
- Maintain records of Academic Integrity Policy offenses.

PROCEDURES AND CONSEQUENCES

Procedures

All parties concerned—students, parents, and administrators—are to understand that the teacher's professional judgment will determine whether a violation of the Academic Integrity Policy has occurred.

Whenever a student is found to have violated the Academic Integrity Policy and/or course-specific rules, these procedures will be followed:

1. The teacher will document the violation and report it to the Assistant Principal via email.
2. The Assistant Principal will record the violation in Review 360 as part of the student's permanent disciplinary record.
3. The Assistant Principal will review the student's disciplinary record and determine whether the violation in question is the student's first (or subsequent) offense.
4. The teacher will confer with the student and may contact the student's parents. The purpose of the teacher-student conference is to review the Academic Integrity Policy, clarify why the work or behavior in question constitutes a violation of it, and help prevent future violations.
5. According to the stated expectations of individual teachers, an appropriate penalty for the offense will be imposed. Consequences for first-time and subsequent offenses are outlined below.

Consequences

Consequences for a <u>first-time violation</u> may include (but are not limited to):

- Point deduction on a quiz, test, paper, project, or homework assignment, a zero or negative points assigned as the grade.
- Detention(s).
- Grade lowered one (1) letter grade for the quarter or semester report card.
- A teacher may decline to write a letter of recommendation or report it in a letter. A teacher may also rescind a recommendation after it has been sent.

Consequences for <u>subsequent violations</u> may include (but are not limited to) any of those above as well as the following:

- Repeat offense in same class: Conference called by Administrator with student, teacher, parent, and counselor.
- Repeat offense, but not in the same class: Appropriate action taken by Administrator (e.g., detention and Saturday school).
- Grade lowered several letter grades for the quarter or semester report card.
- Suspension and/or exclusion from extracurricular activities, including removal from a Student government office and disqualification from GMCHS Honor Roll.

Curriculum Framework

A *school of study* is a way to organize the curriculum into broad program areas encompassing various professions and academic areas of study. CCSD's four schools of study are:

- **School of Arts & Humanities**
- **School of Business & Information Systems**
- **School of Engineering, Industrial & Environmental 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. They are designed to provide a seamless transition from high school study to post-secondary study and/or the workforce.

A *major* consists of the completion of *at least four required units* of challenging courses within the student's area of interest. 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 post-secondary education and/or the workplace.

Charleston County School District Schools and Clusters of Study

School of Health, Human and Public Services	School of Engineering, Industrial and Manufacturing Technologies	School of Business and Information Systems	School of Arts and Humanities
Clusters:*	**Clusters:***	**Clusters:***	**Clusters:***
Hospitality and Tourism	Agriculture, Food and Natural Resources	Business Management and Administration	Arts, AV and Communications
Education and Training	Architecture and Construction	Finance	
Health Science	Manufacturing	Information Technology	

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Human Services	Science, Technology, Engineering and Mathematics	Marketing, Sales and Services	
Law, Public Safety and Security	Transportation, Distribution and Logistics		
Government and Public Administration			

Individual Graduation Plan (IGP)

An Electronic Individual Graduation Plan (IGP) 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 based on the 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. Students will develop their first eIGPs in the eighth grade in preparation for the transition to high school. Following eighth grade, students will review and update their plans at least once annually with their counselors, parents, guardians, or appointed representative.

Gifted & Talented Academic

The ultimate goal of the G&T Academic Program is to foster in each student a desire for excellence, compassion for others, and a sense of individual responsibility to self, the school, the community and a changing society by:

- Identifying and placing all CCSD academically GT students in grades 3-12 according to the mandated specifications of the Education Improvement Act of South Carolina (Regulation 43-220).

- Providing each GT child opportunities for intellectual stimulation through group interaction with others of similar academic abilities and a curriculum of experiences and activities outside the limits of the regular classroom.

- Empowering each gifted child to recognize and fully utilize his or her specific unique talents and to strive for excellence while contributing to self and others.

South Carolina Definition of "Gifted and Talented"

As stated in State Board Regulation R 43-220:

"Gifted and talented students are those who   are identified in grades one through twelve as demonstrating high performance ability or potential in academic PA *and/or artistic areas and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential." -24 S.C. Code Ann. Regs. 43-220.1(A)(1).*

Student Service In Middle School

Middle School GT Honors are content-based Honors or exploratory classes, which link multi-disciplinary learning experiences with major issues, themes, and ideas. Immersion into a challenging, authentic, collaborative and multidisciplinary "engaged" learning environment allows learners to further develop creativity and problem-solving skills. Students take ownership of their learning through active processing and attend Honor/GT for 250 minutes weekly or for one class period a day. Odyssey of the Mind, Future Problem Solving, the Optimist Oratorical Contest and History Day provide options for participation in extended group problem-solving activities.

Student Service In High School

The High School **GT Honors Block** grants 9th and 10th grade students' opportunities to integrate English and Social Studies courses— specifically World Literature and Global Studies— for a truly interdisciplinary learning experience. The content of the Honors Block focuses on the study of major world cultures. Social Science and English/Language Arts content encourages teamwork, critical thinking, creative problem-solving, research, and inquiry to reveal how knowledge of the past can positively impact the global communities of tomorrow.

Advanced Placement (AP) courses are offered in each of the district's high schools and allow students to earn   college credits. CCSD's high schools offer a variety of AP courses, including U.S. History, English, Calculus, European History, Spanish, French, and Biology. The South Carolina State Department of Education underwrites the costs of materials and the tests for 11th and 12th grade students. Students in the 10th grade may enroll in AP courses but are responsible for paying for the AP test.

Gifted & Talented Placement & Evaluation Steps

The following screening and referral procedures will be used by CCSD schools to determine eligibility for the GT academic programs in the school year.

Screening Procedures

- All children enrolled in 2nd grade are screened.

- All nominated or referred children in 3rd through 12th grades are screened. Nomination referrals can come from administrators, parents, teachers, and students by completing the G&T Nomination form located in the G&T handbook sent home to all CCSD parents each fall.

- All children with high census aptitude and/or achievement scores are screened, as determined by the G&T district office.

- For students in 4th grade and above, the OLSAT aptitude test, the MAP achievement test (Fall or Spring test), and the South Carolina State Assessment are used. All of the instruments used are nationally normed.

Eligibility of Students in 6th Through 12th Grades

To meet the gifted criteria for qualifying, a student must meet the following (July 2013 Regulations):

1. Score a composite score (total) which of   96% or higher national age percentile (Dimension A)

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OR

2. Meet the criteria of <u>2 of the 3 </u>Dimensions:

· **Dimension A (Aptitude)**: 93% or higher national age percentile rank score on any subtest

· **Dimension B (Achievement)**: 94th or higher national age percentile score or meet the cut off scores from SC State Test (Reading or Math Only)

· **Dimension C (Intellectual/Academic)**: Minimum of 3.75 Grade GPA on a four point scale of yearlong core subjects (rising 7th grade and above) - not to be confused with the Uniform Grading Policy class weightings.

- Children who are screened using a GPA (Dimension C) must obtain a 3.75 on a 4.0 scale to meet the criterion of Dimension C. This overall

- GPA will be determined using English/Language Arts, Mathematics, Science, Social Studies and Foreign Language. The GPA is computed using final grades from the most recently completed school year. (The Gifted and Talented Regulations have changed as of 7/01/2013 to accept the usage of year ending 5th grade GPAs. The 3.75 or higher is required for the four core subject areas: ELA, Math, Science, Social Studies.)

All 3rd grade and up students meeting the GT criterion and Evaluation/Placement team approval will be placed if there is room available in the applicable SAIL or GT Honors (core) class. If there is not room available, the student will be placed on a waiting list.

Gifted & Talented Artistic

The Gifted and Talented Artistic Program is designed to challenge and stimulate the artistically gifted and talented student through multidimensional teaching approach involving state curriculum standards, enrichment, and the acceleration of course content. The mission of the program is to maximize the potential of gifted and talented students through an appropriate curriculum responsive to individual learning rates, styles, and complexity in an environment that encourages and nurtures inquiry, flexibility, and critical and creative thinking.

- To identify and place artistically gifted and talented students in Charleston County according to the mandated specifications of the Education Improvement Act of South Carolina, Regulation 43-220.

- To provide artistically gifted students with opportunities for artistic stimulation through group interaction with others of similar artistic abilities and a curriculum of experiences and activities outside the limits of the regular classroom.

- To help artistically gifted students recognize and utilize individual unique talents to the fullest and to strive for excellence in contribution to self and others.

Identification

Artistically Gifted and talented students are those who are identified in grades 4-12 as demonstrating high performance ability or potential in artistic areas and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential (Regulation 43-220, Gifted and Talented).

Referral

The following referral process has been developed to ensure that students who have demonstrated ability or potential for high performance in artistic areas will have access to the gifted and talented program.

- · In accordance with R 43-220, referrals may be submitted from administrators, parents, teachers, and students.

- · Referral forms are available through each school's School Counseling Office, Fine Arts Staff, or the Fine Arts Office.

- · A recommendation form for each student referred for the artistically gifted and talented program must be completed. This form should be completed by someone who has had the opportunity to observe the student's behavior in the arts over a period of time.

- · Recommendation forms are available through each school's Fine Arts Staff, or the Fine Arts Office.

Demonstration/Audition and Interview

An evaluation and placement team will determine if the student has the potential to function at

a high level in one or more of the arts. In addition to the demonstration/audition, each student

must be interviewed either in person or through a questionnaire to assist the evaluation and

placement team in determining the placement of the students.

Completion of a referral form, a recommendation form, a written interview and taped

screening, or digital portfolio submission is required in order to be evaluated. Students who

have been identified as artistically gifted and talented will be invited to participate in the

program(s) for which they have been referred.

Curriculum

Fine Arts Advanced Placement

Fine Arts AP courses are offered in several high schools and are open to

students capable of earning college credits. The South Carolina State Department of Education

underwrites the costs of additional materials and the tests for 11th and 12th grade students.

Tenth grade students may enroll in an AP course, but they are responsible for paying for the

cost of the AP test

S.M.A.A.R.T. – Students Mastering the Academic Arts is a summer arts program for grades 4-

12. Students who wish to attend must complete the Gifted & Talented identification

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process and have been identified in one of the following areas: music, art, dance, or drama.

Work-Based Learning Opportunities

For more CCSD Career and Technology Education (CTE) information go to: http://charlestonempowered.com/

The following work-based learning opportunities are available:

School-based Activities

School-based activities provide students the chance to explore basic business practices and entrepreneurial enterprises.

Work-based Mentoring

Work-based Mentoring allows students the opportunity to be paired with an employee in a particular career field in which the student is interested.

Internships

Internships give students an opportunity to learn about a particular industry or occupation through a structured, hands-on learning, work-based experience. Students may or may not receive pay or credit for this experience.

Service-Learning

Service-Learning gives students the chance to develop leadership and workplace skills through structured volunteer activities at a particular worksite or community agency.

Job Shadowing

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 is a non-credit experience.

Youth or Registered Apprenticeships

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.

For further information on work-based learning opportunities, please contact your child's School Counselor.

Course Offerings

Each school offers a comprehensive curriculum which best meets the needs of the students attending their school. Information about the high school programs and curriculum can be obtained from each school's School Counseling office or by viewing the Program of Studies posted on the school's website. *Any course taken for credit outside of the traditional school setting must be approved by the Principal or designee prior to enrollment in the course*.

College Preparatory Program

College Preparatory (CP) is the traditional high school program for students planning to attend a two-year college, four-year college, or university following graduation from high school. Through the college preparatory program, students gain experience and knowledge that will help them become successful in college.

Students who do not plan to attend a 4 year college may meet the diploma requirements by taking a Career and Technology course and not a Foreign Language course. The High School Counseling staff will assist in course selection to ensure that all diploma requirements are met.

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. The goal of the UGP as to honors courses is to be rigorous and uniform while allowing for local decision-making.

Determining Honors Weight

To receive honors weighting, local-board-approved honors courses must be developed and evaluated using the *SC Honors Framework* . It is the role of the local board to ensure that all elements in the framework are adhered to when the course is taken for initial board approval. The district should retain evidence that the honors course framework was applied to the development of the course. Courses (and supporting evidence) may be audited by the SCDE in the desk audit and full accreditation audit cycles.

School districts may designate honors courses and give the assigned weighting under the following conditions:

A. There must be evidence that the honors-level course represents extension, acceleration, and enrichment of the South Carolina College Preparatory (CP) level course study. Curriculum should indicate depth in rigor, complexity, challenges, and creativity beyond the CP level course as outlined in the *Profile of the South Carolina Graduate*.

B. There must be evidence of appropriate differentiation in instructional practices for advanced learners that will enhance the delivery of instruction while strengthening the components outlined in the *Profile of the South Carolina Graduate*.

C. There must be evidence that purposeful assessment practices align with the honors level curriculum and instructional best practices, to include pre-assessment, formative assessment, and summative assessment.

One half of a quality point (.5) is added to the CP weighting for honors courses that have evidence of meeting the three criteria listed above. PA

These criteria apply to all honors courses, including those offered online and in nontraditional settings.

Transferring Courses with Honors Weight

Beginning with the 2017-2018 school year, and beyond, all courses receiving honors weight from in-state and out-of-state public schools must be transcribed at honors weight even if the same honors course is not offered at the receiving school.

Home school, private school, or out-of-state non-public charter school students shall have the opportunity to provide evidence of work to be considered for honors weighting when transferring to a public school. The district shall have the right to evaluate evidence provided by the parent or student before transcribing the course(s) at honors weight. The receiving school may use the *SC Honors Framework* criteria to evaluate such evidence. The receiving school makes the final decision on whether to award the honors weighting. The SCDE advises districts to adopt a policy for accepting units of credit from home school, private school, or out-of-state non-public charter school for consistency.

College Credits While in High School

Advanced Placement and International Baccalaureate Courses

The following criteria apply to the College Board's Advanced Placement (AP) courses and to high school 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: the New England Association of Colleges and Schools, the Middle States Association of Colleges and Schools, the Southern Association of Colleges and Schools, the North Central Association of Colleges and Schools, the Western Association of Colleges and Schools, or the Northwest Association of Colleges and School (as specified in SBE Regulation 43•273, Transfers and Withdrawals).

- Only AP or IB courses can be awarded a full quality point above the CP weighting. Seminar or support courses for AP or IB may be weighted as honors but not as AP or IB courses.

- An AP course can carry only one credit with the additional quality point above CP.

- A standard•level (SL) IB course can carry only one quality point weighting per course. A higher-level (HL) IB course requires a minimum of 240 hours of instruction (or two courses) and may also receive one quality point weighting per course (i.e., two weighted credits).

  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 Enrollment Courses (DE)

Dual credit courses—whether they are taken at the school where the student is enrolled or at a postsecondary institution—are those courses for which the student has been granted permission by his or her home school to earn both high school units of credit and college credit. One quality point may be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions per established district articulation agreements. Students/parents/guardians are responsible for all tuition, books and related fees associated with taking Dual Credit courses. Contact your School Counselor for information about financial assistant for those students on free or reduced lunch programs.

Earning Dual Credit

Permission must be granted by the student's home high   school prior to the student's taking the dual credit course to earn both a unit for high school credit and college credit. Students taking dual credit PA courses are building two transcripts: the institution of higher education (IHE) transcript and the high school transcript. For example, if a student receives a final numeric grade of 92 in a dual credit course, the final numerical average should be transcribed on the high school transcript and correlated to the high school GPA quality points associated with that numerical average. The IHE GPA quality points for the college transcript may be different for the same numerical grade in the course when the IHE rules regarding quality points on the college transcript differ.

Dual Credit Articulation Agreements

To award dual credit, districts must develop detailed articulation agreements with partner IHEs, whether two-year or four-year colleges or technical colleges, that clearly outline the specific courses that will be allowed for dual credit. Students may not take college courses on their own time at an institution of higher education with the expectations that the course would be transcribed back to the high school transcript without first consulting the district to determine if the course is a part of the articulated agreement between the high school and IHE.

Dual credit articulation agreements between the home high school and the partner institution of higher education shall provide a transcript to document a final grade. When possible, a numerical average of zero to 100 should be provided to the high school for the purpose of recording a final grade for the high school transcript. If the numeric grade is not possible, the UGP conversion rule for other grades will be applied.

College remediation and orientation courses may not be awarded the additional quality point above CP weighting (i.e., dual credit weight). Districts also have authority in their articulation agreements to define other courses offered by a college that may not be articulated back to the high school transcript above CP weighting.

Transferring dual credit courses

Dual credit courses taken in South Carolina may earn 1.0 quality point weighting above CP pending the district's articulation agreement with the institution of higher education. All dual credit courses earned in South Carolina should be transcribed with the 1.0 quality point weight when the student transfers to a new school. Dual credit courses earned out of state may or may not carry quality point weightings. When a student transfers, the weight applied at the sending institution according to that state's regulations will be applied on the transcript in the receiving South Carolina high school. A high school should NOT change the weight of a dual credit course to match South Carolina's process when they transcribe the course.

Students are responsible for verifying any college's acceptance of credits earned as dual credit. Enrollment in a dual credit course does not guarantee college acceptance.

Youth Apprenticeship Program

For more information about Youth Apprenticeship and other CTE programs visit: http://charlestonempowered.com/

The Charleston Metro Chamber of Commerce, Trident Technical College, Charleston, Berkeley, and Dorchester school districts and local business and industry leaders have teamed up to provide area high school students with the opportunity to participate in Registered Youth Apprenticeship Programs. Youth Apprenticeships are unique training programs for qualified 10th-12th grade students that combine high school and college courses together with paid on-the-job training with local employers.

Youth Apprenticeship Participation Requirements

To be eligible for a youth apprenticeship, a student must:
- Be a rising junior, senior or graduating senior
- Be at least 16 years of age
- Achieve qualifying ACCUPLACER Placement Test scores*
- Demonstrate academic readiness and responsibility
- Have reliable transportation to work and to school
- Be legally able to work in the U.S.

To start the application process, students must   complete and submit all sections of the Youth Apprenticeship Application Packet, including proof of qualifying placement test scores. To   ᴾᴬ schedule an appointment at the TTC Testing Center, call 843.574.6410. For more information or for the application package, please visit this website: http://www.tridenttech.edu/career/workforce/car_youth_apprenticeships.htm

Career and Technical Advanced Placement (CTAP)

CTAP is a Trident Technical College (TTC) program that allows qualified high school students to earn exemption credit at TTC by demonstrating mastery of college course competencies. Students who successfully complete specific high school courses in Career and Technical Education (CTE) and who demonstrate mastery of college course competencies can be awarded exemption credit toward their programs at TTC.

CCSD's ONLINE LEARNING (to launch Fall 2018) & South Carolina Virtual School (VSC)

CCSD's Strategic Plan (2017, Goal #3) included an action plan for the establishment of enhanced virtual program options for CCSD students. The "CCSD Online Learning" program is being developed and is anticipated to launch in the Fall of 2018. The CCSD Online Learning (CCSDOL) program will provide CCSD students with additional online learning options and a supplement to courses offered through Virtual SC (VSC), the State provided online learning program for SC Secondary students. CCSDOL and VSC will provide high school administrators and guidance counselors with options for assisting students in resolving unique scheduling conflicts, will provide additional opportunities credit recovery for students in jeopardy of retention or not completing graduation requirements on time, will provide flexible enrollment options to support Homebound students or student's facing issues that potentially could interrupt their academic progress. CCSDOL and VSC courses will also provide increased academic options for motivated students to extend learning opportunities beyond high school graduation requirements, and will enhance students' options to meet their personal academic goals. Interested students should meet with their school guidance counselor to discuss online learning options. All online learning courses, to be posted on a student's high school transcript (calculated in student's GPA) , must be taken through district approved CCSDOL program course offerings (posted by semester), VSC course offerings (posted by semester) , or district approved Dual Credit online course offerings.

A list of CCSD's Online Learning   program course options are anticipated to be available August 1st. Fall 2018 enrollment will be limited.

All virtual school/ online learning courses not taken through an approved online program at the home high school must be taken through the VSC or CCSDOL program.

Summer School via Virtual Options

Summer school courses may be attended as an opportunity for recovering credit and enrichment. In specific cases described below summer school courses may also be taken for initial credit 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 will be denied if prior approval by the Principal or designee is not obtained and it is not earned in an [PA] **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).

Report Cards and Transcripts

Reporting
All report cards and transcripts will use numerical grades for courses carrying high school units of credit. Transcripts and report cards will specify the course title and the level or type of course the student has taken (e.g., English 1, Algebra 2 honors, AP U.S. History). The current grading scale must be printed on the report card and all official transcripts.

South Carolina End–of-Course Examinations

The End of Course Examination Program (EOCEP) is a statewide assessment program of end of course tests for gateway courses awarded units of credit in English/language arts, mathematics, science, and social studies. The EOCEP encourages instruction in the specific academic standards for the courses, encourages student achievement, and documents the level of students' mastery of the academic standards.

To meet federal accountability requirements, the EOCEP in mathematics, English/language arts and science will be administered to all public school students by the third year of high school, including those students as required by the federal Individuals with Disabilities Education Improvement Act (IDEA) and by Title 1 of the Elementary and Secondary Education Act (ESEA).

To earn a South Carolina high school diploma, students are required to pass a high school credit course in science, and a high school credit course in United States history in which the state's end of course examinations are administered. Currently these courses are Biology 1 (science) and United States History and Constitution (social studies).

Gateway courses in English/language arts, mathematics, science, and social studies will be defined by the State Board of Education. EOCEP examination scores count 20 percent in the calculation of the student's final grade in gateway courses. Defined gateway courses currently include the following courses or courses with other names and activity codes in which the same academic standards are taught: Algebra 1, Intermediate Algebra, Biology 1, English 1, and United States History and the Constitution.

AcceleratedGraduation/Early Graduates

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 studies 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.

It is important to note that any student graduating before the spring graduation will not be a part of the final class ranking. Only May/June rankings are used to qualify for State supported scholarships (LIFE, HOPE, Palmetto Fellows.) This may affect scholarship opportunities and/or financial aid. Contact your intended college to determine the financial effect of graduating at any other time

than in the Spring (May/June).For additional information https://www.che.sc.gov/Students,FamiliesMilitary/LIFE/HighSchoolEarlyGraduationInformation.aspx.

✓ 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. (State Regulation 43-259). Students and their parents/guardians should review the transcripts and credits earned regularly and work in partnership with their School Counselor and to ensure high school diploma requirements are met.

Subject	Total Credits
English	4 Credits
Mathematics	4 Credits
Science *	3 Credits
United States History	1 Credit
Economics	.5 Credit
United States Government	.5 Credit
Other Social Studies	1 Credit
Physical Education or Junior ROTC	1 Credit
Computer Science **	1 Credit
Foreign Language *** or Career & Technology Education (CTE)	1 Credit
Electives	7 (to include Comprehensive Health)
Total for HS Graduation	24 Credits

* All students must take Biology and the Biology End-of-Course Examination in order to meet graduation requirements set by the State Board of Education.

** Keyboarding may count up to one-half unit of the computer science requirement. A unit of credit applied toward the computer science requirement may not be used to meet the mathematics requirement or the Career & Technology Education requirement.

*** The student in a College Prep program must earn one unit in a foreign language. (Most four year colleges/universities require at least two units of the same foreign language.) If a student does not plan to enter college, then one unit in career and technology education beyond the computer science unit must be earned.

The student must complete a study of and pass an examination on the principles of the United States Constitution, the Declaration of Independence, the Federalist papers, and American institution and ideals. This instruction shall be given for a period of at least one year or its equivalent, either within the required U.S. History course and/or within another course using a suitable text recommended by the State Superintendent of Education and approved by the State Board of Education (SBE).

✓
Grade Level 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 of English
- One unit of Mathematics

Grade 11
In order to be classified as an eleventh grade student, the individual must have completed twelve (12) units to include:

- One unit of English 1
- One unit of English 2
- Two units of Mathematics
- One unit in Science

Students in the third year of high school will be administered a Career Assessment and ACT or SAT Assessments

Grade 12
In order to be classified as a twelfth grade student, the individual must have completed eighteen

(18) units to include*:

- One unit each of English 1, 2 and 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 and classified as 12th grade, even if all of the units listed above are not completed.

✓
South Carolina Four Year College Requirements

Students planning to attend four-year public colleges   and universities in South Carolina must meet the following requirements. Students interested in attending other ᴾᴬ four-year colleges should contact that schools' admissions office for specific admission requirements. Additional courses may be required.

The chart below is provided by the SC Commission on Higher Education and applies to entering college freshman beginning in Academic   Year   2019-20.   For   more   information   about   South   Carolina   college   admission   requirements   visit http://www.che.sc.gov/CHE_Docs/academicaffairs/College_Preparatory_Course_Prerequisite_Requirements_Fall_2019.pdf

Subject	Requirements
English	4 units
Math	4 units* •CP Algebra 1 OR Foundations in Algebra & Intermediate Algebra •Geometry •Algebra 2 •4th higher-level math class
Science	3 units** 2 units must be selected from two different fields and taken from among biology, chemistry, physics or earth science. The third unit may be from the same field as above or from any lab science for which biology, chemistry, physics or earth science is a prerequisite. See additional notes below.
US History	1 unit
Economics	.5 unit
Government	.5 unit
Social Studies dStuStudies	1 unit
PE/ROTC	1 unit
Foreign Language	2 units of the same language *Some four year universities may require 3 units of the same foreign language for admission*.
Fine Arts	1 unit in Fine Arts***
Elective	2 additional unit ****

*A fourth higher-level mathematics course should be selected from among Algebra III/trigonometry, precalculus, calculus, statistics, discrete mathematics, or a capstone mathematics course. It is highly recommend students take a mathematics course all four years in high school.

** Two units must be taken in two different fields of the physical, earth or life sciences and selected from among biology, chemistry, physics or earth science. The third unit may be from the same field as one of the first two units (biology, chemistry, physics or earth science) or from any laboratory science for which biology, chemistry, physics and/or earth science is a prerequisite. Courses in general or introductory science which one of these four units is not a prerequisite

will not meet this requirement. It is strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take ᴘᴀ one course in all four fields: biology, chemistry, physics and earth science.

*** One unit in Appreciation of, History of, or Performance in one of the fine arts.

**** Two unit must be taken as an elective. A college preparatory course in Computer Science (i.e., one involving significant programming content, not simply keyboarding) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; laboratory 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); or mathematics above the level of Algebra II.

Special Notes Related to SC Four Year College Requirements:

- Foundations in Algebra and Intermediate Algebra may count together as a substitute for Algebra I if a student successfully completes Algebra II. No other courses may be substituted for the three required mathematics courses (Algebra I, Algebra II, and Geometry).
- The College Preparatory Course Prerequisite Requirements are minimal requirements for four-year public college admission. Therefore, students should check early with colleges of their choice to plan to meet additional high school prerequisites that might be required for admission and to prepare for college entrance examinations.
- Students should prepare themselves for college-level work by enrolling in challenging high school courses, such as honors, Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment courses.
- It is the responsibility of each school district to disseminate this set of requirements to entering freshmen students interested in pursuing a four-year college degree in South Carolina upon graduation from high school and to provide the web address for their viewing: http://www.che.sc.gov/CHE_Docs/academicaffairs/College_Preparatory_Course_Prerequisite_Requirements_Fall_2019.pdf.

✓ 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:

- Grade 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.

✓ South Carolina Uniform Grading Policy

The Legislative Mandate

S.C. Code Ann. § 59•5•68 (2004) reads as follows:

The General Assembly finds that given the fact the State provides substantial financial academic assistance to students of the State based on cumulative grade point averages and districts currently use a variety of grading scales, it is in the best interest of the students of South Carolina for a uniform grading scale to be developed and adopted by the State Board of Education to be implemented in all public schools of the State.

Therefore, the State Board of Education is   directed to establish a task force comprised of superintendents, principals, teachers, and representatives of school boards and higher PA education no later than June 30, 1999. The task force shall make recommendations to the board including, but not limited to, the following: consistent numerical breaks for letter grades; consideration of standards to define an honors course; appropriate weighting of courses; and determination of courses and weightings to be used in the calculation of class rank. The task force shall report its findings to the State Board of Education no later than December 1, 1999. The State Board of Education shall then adopt and school districts of the State shall begin using the adopted grading scale no later than the 2000–2001 school year.

The State Board of Education (SBE) adopted a Uniform Grading Policy (UGP) for South Carolina's public schools in December 1999. That policy, which applied to all students who first enrolled in the ninth grade in the 2000–01 school year, was revised in 2007, 2016 (ten- point scale), and 2017. The particulars of the state's revised Uniform Grading Policy are set forth in the pages that follow here.

The new uniform grading scale and the system for calculating grade point averages (GPAs) and class rank will be effective for all students beginning in the 2016–17 school year. Other 2017 changes made to the UGP will take effect in the 2017–18 and later school years.**7 POINT GRADING SCALE USED FOR COURSE WORK COMPLETED PRIOR TO AUGUST 15, 2016**Note:

This Grade Point Conversion Chart is for reference only as counselors and registrars' transcribe grades for courses taken prior to 2016.

Letter	South Carolina Uniform Grading Scale Prior to August 2016
A	93-100
B	85-92
C	77-84
D	70-76
F	0-69

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
—	AU	0.000	0.000	0.000

FA: failure due to absences; WF: withdrawal failing; WP: withdrawal passing; AU: audit

10 POINT GRADING SCALE USED FOR COURSE WORK COMPLETED AFTER AUGUST 15, 2016

Letter	South Carolina Uniform Grading Scale
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

South Carolina Uniform Grading Scale Conversions 10 PT SCALE

Numerical Average	Letter Grade	College Prep	Honors	AP/IB/ Dual Credit
100	A	5.000	5.5000	6.000
99	A	4.900	5.40000000000000	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600

95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700

66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
0–50	F	0.000	0.000	0.000
50	WF	0.000	0.000	0.000
50	FA	0.000	0.000	0.000
—	WP	-	-	-
—	P	-	-	-
—	NP	-	-	-
-	AU	-	-	-

FA: failure due to absences; WF: withdrawal failing; WP: withdrawal passing; P: Passing; AU: Audit NP: Not Passed

Computing Grade Point Averages

7 Point Scale–2009

Note: This CGPA Chart is for REFERENCE ONLY as counselors and registrars' transcript grades for courses taken prior to 2016.
All South Carolina public schools will use the following formula to compute all GPAs:

GPA = sum (quality points × units) ÷ sum of units attempted STUDENT EXAMPLE

Course Taken	Numerical Average	Quality Points	Unit

	PA		
English 1	91	3.750	1
Algebra 1	87	3.250	1
Physical Science	94	4.125	1
World Geography, Honors	83	3.250	1
Physical Education	92	3.875	.5
French 1	84	2.875	1

COMPUTATION

Quality Points		Units		
3.750	×	1.0	=	3.750
3.250	×	1.0	=	3.250
4.125	×	1.0	=	4.125
3.250	×	1.0	=	3.250
3.875	×	.5	=	1.9375
2.875	×	1.0	=	2.875

sum of units attempted **5.5   19.1875** sum of quality points × units sum of (quality points × units) divided by sum of units attempted, rounded to 3 decimal places **19.1875 ÷ 5.5** rounded **3.488636 to 3.48**9

10 Point Scale–2016

STUDENT EXAMPLE

Course Taken	Numerical Average	Quality Points	Unit
English 1	91	4.100	1
Algebra 1	87	3.700	1
Physical Science	94	4.400	1
World Geography, Honors	83	3.800	1
Physical Education	92	4.200	1
French 1	84	3.400	1

COMPUTATION

Quality Points		Units		
4.100	×	1.0	=	4.100
3.700	×	1.0	=	3.700
4.400	×	1.0	=	4.400
3.800	×	1.0	=	3.800
4.200	×	1.0	=	4.200
3.400	×	1.0	=	3.400

sum of units attempted **6.0 23.600**   sum of quality points × units sum of (quality points x units) sum of units attempted, rounded to 3 decimal places **23.600 ÷ 6.0** rounded **3.9333333 to 3.933** Computations may be rounded to a higher number.

The establishment of criteria for determining honors graduates, including the valedictorian or salutatorian, is a local decision. Local boards may establish earlier cutoffs (e.g., the seventh semester of high school, the third nine weeks of the senior year) when ranking students for any local purpose. However, class rank for LIFE Scholarships is determined at the conclusion of the spring semester of the senior year.

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.

The three•, five•, and ten–day limitation withdrawing from a course without penalty do not apply to course or course•level changes approved by the administration of a school. Students who withdraw from a course with administrative approval will be given a WP for the course.

Students who withdraw from a course after the specified time of three days for a 45 day course, five days in a 90 day course, or ten days in a 180 day course without administrative approval, shall be assigned a WF, and the F (as a 50) will be calculated in the students overall grade point average. Withdrawal limitations for distance learning, dual credit, and virtual courses will be established by local districts in conjunction with partner institutions of higher education and VirtualSC enrollment and withdrawal deadlines.

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 earned units of credit 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 earned units of credit but will be factored into the student's GPA as a 50.

Course Audits

Local boards may establish policy to allow a student to audit a course for no grade. The decision to audit must be made in advance of taking the course and the student must agree to follow all school and classroom attendance, behavior, participation, and course requirements. The course must be marked for "no credit" and "not included in GPA" at the student level. Students who audit a course that requires an End of Course Examination should not take the End-of-Course Examination Program (EOCEP). Districts may develop policy that students auditing an AP or IB course may take the examinations at their own expense since the state only provides funds for students formally enrolled in AP courses. Use the *Activity Coding System* manual for guidance on using course codes for auditing.

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. Districts may extend the policy to allow students making any grade to retake any course per local board decision. Retaking the course means that the student completes the entire course again (not a subset of the course such as through credit or content recovery). If the course being retaken has an EOCEP, the EOCEP must be retaken. The student's transcript will reflect both course instances. Only one course attempt and the highest grade earned for the course will be calculated in the GPA.

A student who has taken a course for a unit of high school credit prior to his or her ninth grade year may retake that course regardless of the grade he or she has earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. A student in grades nine through twelve, must retake a course by the end of the next school year or before the next sequential course (whichever comes first).

In such a case, only the highest grade will be used in figuring the student's GPA. The student may not retake the course if the course being replaced has been used as a prerequisite for enrollment in a subsequent course; i.e., a student may not retake Algebra 1 after having earned credit for a higher level mathematics course (Geometry, Algebra 2).

Credit Recovery

Definition
Credit recovery is defined as a course-specific, skill-based learning opportunity for students who have previously failed to master content or skills required to receive credit. The term "Credit Recovery" refers to a block of instruction that is less than the entirety of the course. Credit Recovery is not intended to impact either positively or negatively a student's GPA. Rather, it is intended to allow students an opportunity to master the content or skills they failed to master during the regular course. By successfully completing a credit recovery course, students will be awarded credit earned..

Students are eligible for Credit Recovery if their grade for a course is between 50 – 59. Credit Recovery is for students who have met the seat time requirement (120 hours for 1 unit and 60 hours for ½ unit). Students who did not meet the seat time requirement, earned a "WF" or earned a final grade below 50 are not eligible for credit recovery. Students who are enrolled in Credit Recovery courses that require state end-of-course examinations will be allowed to take the examination only once, at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option.

Grades:

Districts are responsible for establishing specific procedures for evaluation of students progress and determining grades. For transcribing the final grade in a credit recovery course the following procedures shall be followed:

1. The original failing grade will remain on the transcript as is
2. A new course starting with the appropriate activity code, grades scale designation, and unit marker will be entered on the students record (i.e., 3024CRCW English-CR.) This new credit recovery course will be marked "CR" at the end of the course title in the student information system.
3. If a student passes the credit recovery course with a 60 or high, the passing grade is entered as a "P" as the final grade and transcribed to the numerical grade value of "0" as indicated by the addition of the "P" in the grade scale chart. Thus, the credit recovery course does not impact the student's GPA. If a student fails the credit recovery course, the failing grade is entered as an "NP" as the final grade and transcribed to the numerical grade value of "0" as indicated by the addition of "NP" on the grade scale chart.
4. Please note, The NCAA may not accept Credit Recovery courses for purposes of awarding athletic scholarships/eligibility. Please visit http://www.ncaa.org/student-athletes/future/nontraditional-courses for the NCAA policy on "nontraditional courses".
5. **VERY IMPORTANT NOTE: A student wishing to modify his or her GPA shall repeat the full course for credit and not seek a credit recovery solution.**

Cost

Credit Recovery courses taught through VirtualSC may be free to all students. Local Board approved credit recovery programs may have a nominal fee that meets the requirement of the South Carolina statue on fees. Districts must keep in mind the following when making local board policy: 59-19-90

Rules and Procedures
Districts that provide Credit Recovery shall develop and implement a Credit Recovery board policy that includes rules, regulations, and processes. The rules, regulations, and processes shall be available to faculty, students, and parents/guardians. At a minimum, district polices must address the following areas:

1) Admission to and removal from the Credit Recovery Program:
    a. Districts shall establish an application process that requires consent of parent or guardian;
    b. Districts shall establish minimum criteria to determine eligibility for participation in the Credit Recovery Program;
    c. Districts shall determine the number of Credit Recovery courses that a student can take at one time, in the course of a school year, or during grades nine through twelve; and
    d. Districts shall determine the length of time for a Credit Recovery course. In general, the length of a credit recovery course should be based on the content and skills that a student needs to master. Credit Recovery courses taken during semester one or two must be completed within one academic school year. Credit Recovery courses taken in a summer session must be completed by August 15 to count in the current academic year for seniors only. All other grade levels taking a credit recovery course in the summer may extend past August 15, but the course credit will be recorded in the next academic school year by the day of graduation to count during the spring graduation.

2) Instructional methodology used in the Credit Recovery Program:

a. Districts shall determine and evaluate the alignment of instructional methodology and materials used for the credit recovery (i.e., online program, VirtualSC, direct PA instruction, computer assisted instruction, etc.) to the state standards; and

b. Districts shall provide professional development for teachers and facilitators involved with the Credit Recovery Program.

3) Content and Curriculum:

a. Credit recovery curriculum shall be based on South Carolina standards for all courses; and

b. Credit recovery curriculum shall be aligned across courses within a district.

Administrative Rule

CONTENT AND CREDIT RECOVERY

School administrators will coordinate with staff members to identify students appropriate for participation in content and credit recovery programs.

Content Recovery

Students must be currently enrolled in a course to participate in content recovery.

Eligibility

Students are eligible for participation in content recovery through the recommendation of their classroom teacher based upon a variety of factors including, but not limited to, documented student performance on formative and summative classroom assessments, student attendance patterns, and course content and curriculum pacing.

Students are generally not limited in the amount of courses for which they may participate in content recovery; however, school administrators may elect to limit participation based upon parent/legal guardian and/or teacher recommendation.

Grading

Content recovery assignments must be completed within the last two weeks of the course. *(option: the last day of the course for which the content recovery is being attempted, two weeks following the last day of school, etc.)*. Seniors must complete any content recovery assignments no later than May 1st *(option: May 1st, the last day of the school year, etc.).* Upon satisfactory completion of all assigned work within the time allowed, the teacher will factor the content recovery grade in with the currently recorded grade for that subset of the course by averaging the student's initial grade with the content recovery grade. *(option: averaging the student's initial grade with the content recovery grade, replacing the student's initial grade with the content recovery grade, etc.).*

Credit Recovery

Students must have previously failed a course to be eligible for credit recovery. Participation in credit recovery will not affect a student's GPA. Should a student wish to modify his/her GPA, he/she should repeat the full course for credit and not seek participation in the credit recovery program.

Eligibility

Students are eligible for a credit recovery course if they have previously taken and failed an initial credit course. Students must have obtained a grade of *50%* or higher in the initial credit course, or the student is not eligible for credit recovery and must retake the full course to receive credit. Students who have already received credit for a course are ineligible to participate in credit recovery to improve their final grade. Students must retake the course before he/she has enrolled in the next sequential course or students may take a level 2 course while recovering from a failed level 1 course.

Students will be required to complete an application to request placement in a credit recovery course. Consent of the student's parent/legal guardian must be obtained prior to enrollment.

Students may take no more than two credit recovery courses per semester during the regular school year. Students may only be enrolled in a maximum of two credit recovery courses at any given time. Students may not enroll in credit recovery for any course for which they received a "WF" (withdrawn failing) grade as a first attempt. Students who complete credit recovery for a failed Honors or AP level course will receive College Prep credit.

Instruction and curriculum

The method of instruction for credit recovery courses may vary based upon the district resources available, and includes, but is not limited to, use of an online or computer-based program (Edgenuity), VirtualSC, CCSD Virtual, direct instruction by a certified teacher either in person or via distance learning, or blended learning. Individuals charged with facilitating credit recovery courses will receive training in online instruction management and related technology, when applicable.

Each credit recovery course will be based upon state curriculum standards and objectives for the corresponding subject and will be aligned across courses within the district. The standards and concepts to be addressed in credit recovery courses will be determined by the teacher who assigned the student the failing grade in the initial credit course, through a diagnostic tool utilized by the credit recovery course facilitator or software program, or through another diagnostic assessment offered by the district.

Credit recovery course offerings may be limited by the availability of space, facilitators, and appropriate computer-based content and/or due to district budgetary constraints.

Grading

Credit Recovery courses taken during semester one or two must be completed within one academic school year. Students are not permitted to remain in a credit recovery course for more than one academic school year.

Graduating seniors must complete credit recovery courses no later than May 1st (two weeks prior to the last day of school). *(option: the day prior to graduation, May 31st, etc.)*. Any student taking Credit Recovery courses in a summer session must complete the coursework and receive a final grade by August 15. Those seniors who take a Credit Recovery course after the school's graduation date for the spring term will be considered summer graduates and must also complete coursework by August 15th.

Credit Recovery Courses with EOCEPs

Students who are enrolled in courses requiring state end-of-course examinations must take the examinations and fulfill all requirements outlined in Regulation 43-262. Because end-of-course examinations focus on assessing a student's mastery of an entire course, and credit recovery only focuses on a portion of the course's content, students will not be permitted to retake the exam.

Student grades in credit recovery courses are designed to be GPA-neutral, meaning that the student's GPA will not be affected by the student's grade in the course. The failing grade in the initial credit course will remain on the student's transcript. If the student passes the credit recovery course with a 60 or higher, the passing grade will be entered as "P." If the student does not pass, the failing grade will be entered as "NP." Neither the "P" or "NP" grade designation will impact the student's GPA.

Cost

Credit recovery courses are typically provided to students without charge. However, a student's parent/legal guardian will be responsible for any and all costs associated with a district-approved request to utilize an alternative method of instruction in lieu of the no-cost option the district offers.

APPLICATION and EXPECTATIONS AGREEMENT

Complete a separate application for every Initial Credit (IC) or Credit Recovery (CR) course in which the student is enrolled

Student Name: _____ Current Grade: _____ Gender: ___M ___F

                      Last   First   M.I.

To be completed by Parent/Student:

Street Address: _____ Mailing Address: _____

City: _____ State: _____ Zip Code: _____ Home Phone: _____

Student Cell: _____ Student Email: _____

Agreement and Understanding

It is agreed and understood that to earn or recover course credit, the student must master the South Carolina College and Career Readiness Standards for the courses in which he/she is enrolled. Credit will be awarded as follows:

- **Credit Recovery Course:** Students are eligible for enrollment in Credit Recovery (CR) if they have previously failed the course with a grade of between 50-59. Final grades designated as FA (Failure due to Absences) are not eligible for Credit Recovery, regardless of the numeric grade earned.

  Upon successful completion of a credit recovery course (60 or higher), the student's transcript will reflect the appropriate high school credit (1.0 or .5) with a "P" for the final grade. The previously attempted course will remain unchanged on the student's transcript in accordance with the SC Uniform Grading Policy.

- **Initial Credit Course:** Upon successful completion of an Initial Credit (IC) course, the student's transcript will reflect the appropriate high school credit (1.0 or .5) and the numeric grade earned.

Success in the credit recovery program requires that students demonstrate traits such as independent learning, self-motivation, and integrity, including strict adherence to CCSD academic integrity policies.

It is further understood and agreed that the student must:

- Complete all required assignments, tests and quizzes.
- Follow due dates and course completion expectations. It is important that students understand that the credit recovery system measures and reports student course work, including progress, idle time and time on task.
- Complete all tests and exams under the direct supervision of designated school official. Unsupervised tests or exams may not count towards grade calculation and may require the student retake affected assessments.
- Adhere to CCSD's policies and requirements related to behavior. Students must understand that they can be removed from a credit recovery course at the discretion of the school principal or designee for circumstances involving serious or repeated misbehavior or failure to make adequate progress in a course as indicated by course due dates.
- Notify the Credit Recovery Coordinator and Teacher of Record if further assistance is needed with the program and/or course content.

*Credit recovery courses do not meet NCAA requirements for college-bound student athletes.

*VERY IMPORTANT NOTE: A student wishing to modify his or her GPA shall repeat the full course for credit and not seek a credit recovery solution.

Students and Parents/Guardians have read and understand district policy **IKADD** and agree to adhere to the above expectations and requirements as well as any additional school specific program requirements.

_____ _____ _____

Student Name (print)   Student Signature   Date

_____

PA _____

_____   _____

Parent Name (print)   Parent Signature   Date

Content Recovery

Definition
Content recovery is defined as a course-specific, skill-based learning opportunity for students who are still enrolled in the course with the original teacher of record assigned by the school. Content recovery allows students to retake a subset of the course including a single unit, more than one unit, or supplemental assignments/activities assigned and approved by a certified teacher as needed for student mastery of course content.

Rules and Procedures
Districts that provide content recovery shall develop and implement a Content Recovery Program board policy and processes. The policy and processes shall be available to faculty, students, and parents/guardians. At a minimum, district polices must address the following areas:

1) Admission to and removal from the Content Recovery Program:
   a. District shall establish minimum criteria to determine eligibility for participation in the Content Recovery Program;
   b. District shall determine the number of content recovery opportunities that a student can take at one time or in the course of a school year;
   c. District will communicate content recovery opportunities with faculty, parents, and students; and
   d. District shall determine the length of time for content recovery. Since this opportunity occurs during the student's enrollment in the course with his/her teacher of record, conclusion of the content recovery units should occur as close to the end of the course as possible.

Grades
Upon satisfactory completion of all assigned work within the time allowed, the certified teacher shall include the recovered work into the final grade to arrive at a new grade for the course based on the district's policy. The district's policy will also determine who has the authority to make the final grade change (i.e., the teacher of record, a certified school counselor, or the school registrar).

Cost
Local board approved content recovery programs may have fees in accordance with state statutory requirements for matriculation and incidental fees (must take into account ability to pay, must be minimum reasonable, must not be charged to students eligible for free lunches, and must be reduced pro rata for students eligible for reduced-price lunches). S.C. Code § 59-19- 90(8).

Transfer Student

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 credits 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.

Converting Grades on Transcripts
South Carolina implemented a new 10 point Grading Scale beginning August 2016. South Carolina updated its Uniform Grading Policy in 2017-18. Therefore, **grades** earned prior to August 15, 2016 must be transcribed using the 7-point South Carolina Uniform Grading Scale and South Carolina Uniform Grading Policy.

Out-of-State, Non-Public Schools

When transcripts are received from accredited out•of•state schools (or in state from accredited sources other than the public schools) and numerical averages are provided, those _{PA} averages must be used in transferring the grades to the student's record. If letter grades with no numerical averages are provided, this conversion will apply: A = 95, B = 85, C = 75, D = 65, F =_50. (Grades earned prior to August 2016 will use the 7 point SCUGS letter grade conversion chart). If the transcript indicates that the student has earned a passing grade in any course in which he or she had a numerical average lower than 60, that average will be converted to a 65 numerical grade on the new scale. See SBE Regulation 43•273 for additional information on transfers and withdrawals.

Pass(P)/Fail(F) Grades
If the transcript shows that the student has earned a grade of P (passing) or F (failing), that grade will be converted to a numerical designation on the basis of information secured from the sending institution as to the appropriate numerical value of the "P" or the "F."

If no numerical average can be obtained from the sending institution on the "F," the grade entered will be a 50.

If no numerical average can be obtained from the sending institution on the "P," the student's cumulative transfer GPA will be calculated and the corresponding number equivalent will be assigned to replace the "P." (For example, if a student transfers with a cumulative GPA of 3.5 on the CP scale, the grade of "P" would be converted to an 85. A grade of "P", in other words, will neither positively nor negatively impact the student's transfer GPA. In the event that the student's cumulative GPA is an "F" and no numerical designation can be obtained by the sending school for the numeric value of the "P," the grade entered will be the lowest passing grade (60). If the sending institution's numeric grade is below 60 but marked as passing, the receiving school should attempt to find out the equivalent letter grade associated with the grade below 60 and apply the rule for that letter grade (For example, if the sending school's 55 = D, then D = 65 at the receiving school).

Transferring Courses with Honors Weight

Beginning with the 2017-2018 school year, and beyond, all courses receiving honors weight from in-state and out-of-state public schools must be transcribed at honors weight even if the same honors course is not offered at the receiving school.

Home school, private school, or out-of-state non-public charter school students shall have the opportunity to provide evidence of work to be considered for honors weighting when transferring to a public school. The district shall have the right to evaluate evidence provided by the parent or student before transcribing the course(s) at honors weight. The receiving school may use the *SC Honors Framework* criteria to evaluate such evidence. The receiving school makes the final decision on whether to award the honors weighting. The SCDE advises districts to adopt a policy for accepting units of credit from home school, private school, or out-of-state non-public charter school for consistency.

Local Board Approved Courses
Local board approved courses awarded in a district may be transcribed from the sending school to the receiving school by applying the course code that most closely aligns to the course (i.e., High School 101 from school A could be transcribed as a "social studies elective" in school B). High schools should refer to the *Activity Coding System* Manual for the appropriate transfer course code.

Home School Grades
The criteria for accepting transcripts from homeschools are a local decision based on local policy. Districts may consider looking at the homeschool student's transcript with additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources to validate course credits coming from homeschools. Homeschool students may have weighted course credits. If so, the district may review supporting evidence from the parent/student or the home school association to justify the weighting. The district may also apply the *SC Honors Framework* to the evidence provided to determine if honors weight can be transferred to the public school transcript. When a course credit coming from a homeschool has no match in the state high school *Activity Coding System* manual, an "elective transfer credit" in the content area may be awarded for that course.

International Grades
The criteria for accepting international transcripts from international students are a local decision based on local policy. Where there are questions about a particular course, districts may attempt to gather as much course information from the sending school including course syllabi, standards, end of course assessment results, etc., to determine the course credits that are the best match. International students may have a course credit that is awarded at honors weight. If so, the district may review supporting evidence to justify the honors weighting. The district may also apply the *SC Honors Framework* to the evidence provided by the student. When a course credit coming from an international school has no match in the state *Activity Coding System* manual, an "elective transfer credit" in the content area may be awarded for that course. Additional guidance may be obtained from the Office of Federal and State Accountability at the SCDE on an individual basis.

Honor Graduates and _{PA} Class Rank

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 in the senior class after third quarter grades are posted and after dual credit courses taken in the Spring semester of the senior year are posted to the transcript and calculated into the GPA.

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

Only students who have received a diploma for Spring graduation will be considered in the final class rank.

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).

CCSD Award

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.

SC Seals of Distinction and Personalized Pathways

Seals of Distinction

Beginning with the graduating class for 2022, students will have the opportunity to earn "Seals of Distinction" based on credits earned in specific classes and test scores acquired (when applicable). These "Seals" included the Honors Seal , College Seal, and Career Seal, and "Specialization Seals" can be earned in Military, the Arts, STEM and World Language. Students are not required to earn a "Seal" for high school graduation purposes.

Personalized Diploma Pathways

Beginning with the graduating class of 2022, students will have the opportunity to "personalize" their diploma pathway within the required 24 units of credit needed for high school graduation. These personalized pathways will be based on the student's post-secondary plans. More information will be forthcoming from the State Department of Education as to which specific courses will align with South Carolina's rigorous college- and career ready standards.

State Scholarships

Information for Life, HOPE and Palmetto Fellows Scholarships is subject to change based on new legislation.

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.

Life Scholarship

To qualify for a LIFE scholarship, students must meet all of the following requirements:

- Graduate from high school or complete a home school program as prescribed by law;

- Attend an eligible South Carolina public or private college or university;

- Be a South Carolina resident at the time of high school graduation and at the time of college enrollment;

- Be a U.S. citizen or a legal permanent resident (who meets the definition of a eligible non- citizen according to State Residency Statutes);

- Be enrolled as a full-time degree-seeking student;

- Certify that he or she has never been   convicted of any felonies and has not been convicted of any alcohol or other drug-related misdemeanor convictions ᴾᴬ within the past academic year;

- Verify that he or she is not in default and does not owe a refund or repayment on any Federal or State financial aid;

- Must not be a SC HOPE Scholarship, Palmetto Fellows Scholarship or Lottery Tuition Assistance recipient.

- For a LIFE Scholarship Enhancement, students must attend an eligible four-year South Carolina public or private college or university.

Initial Eligibility Requirements for a LIFE Scholarship:

In order to qualify for the LIFE Scholarship, first-time entering freshman attending an eligible four-year institution must meet two of three of the following criteria:

1. Earn a cumulative 3.0 grade point average (GPA) based on the SC Uniform Grading Policy (UGP) upon high school graduation.

a. The grade point average must be reported to two decimal places (minimum) and cannot be rounded. The GPA must be calculated after official completion of courses required for graduation.

2. Score an 1100 on the SAT or an equivalent 24 on the ACT

a. SAT/ACT scores will be accepted through the June national test administration of the high school graduation year.

b. It is permissible to select the highest SAT Evidence Based Reading combined with the highest SAT Math score from different test administrations. Students cannot use the SAT Writing subsection score to meet the minimum 1100 SAT requirement. Starting with the graduating class of 2018, SAT scores obtained prior to March 2016 can not be used for eligibly purposes.

c. The ACT composite score must be at one test sitting.

3. Rank in the top 30% of the graduating class

a. The ranking percentages must be reported in two decimal places (minimum) and cannot be rounded. The class rank must be based on the SC Uniform Grading Policy.

b. The rank must be based on all students who received their diploma during the traditional graduation ceremony typically in May/June. The graduating class cannot include any students who graduated during the summer, received a certificate, or did not graduate with a high school diploma during a given year.

First-time entering freshmen attending an eligible two-year or technical institution must earn a minimum cumulative 3.0 GPA based on the UGP as described in (1a) above. The standardized test score and class rank requirements are waived.

Initial Eligibility Requirements for a LIFE Scholarship Enhancement:

A student must meet all of the eligibility requirements   for a LIFE Scholarship and be a recipient of LIFE Scholarship funds. In addition, to receive a LIFE Scholarship Enhancement the ^{PA} student must be a declared math or science major by the beginning of the second academic year of college enrollment. Beginning with the 2007 freshman class and thereafter, all students must have successfully completed a total of at least fourteen credit hours of instruction in mathematics and life and physical science courses (including AP, IB and dual credit courses taken during high school) by the end of the student's first year of enrollment in college (based on initial date of college enrollment). Approved lists of eligible majors and eligible courses to meet the fourteen credit hour course requirement for the LIFE Scholarship Enhancement are provided on the Commission's website at www.che.sc.gov.

Initial Eligibility Requirements for Palmetto Fellows Scholarship:

For early awards, high school seniors must submit applications to the Commission on Higher Education for the Palmetto Fellows Scholarship by December. Specific date TBD. Students may apply if they meet

one of the following sets of academic requirements (students cannot use the early awards criteria to be eligible for the final awards):

1. *Score at least 1200 on the SAT (27 on the ACT) by the November test administration, earn a minimum 3.50 cumulative GPA on the SC Uniform Grading Policy (UGP) at the end of the junior year, and rank in the top six percent of the class at the end of either the sophomore or the junior year; OR*

2. *Score at least 1400 on the SAT (32 on the ACT) by the November test administration and earn a minimum 4.00 cumulative GPA on the SC UGP at the end of the junior year.*

For final awards, students must submit applications to the Commission on Higher Education for the Palmetto Fellows Scholarship by June. Specific date TBD. High school seniors may apply if they meet one of the following sets of academic requirements:

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 UGP at the end of the senior year; and, rank in the top six percent of the class at the end of the sophomore, junior or senior year; OR*

2. *Score at least 1400 on the SAT (32 on the ACT) by the June test administration and earn a minimum 4.00 cumulative GPA on the SC UGP at the end of the senior year.*

Starting with the graduating class of 2018, SAT scores obtained prior to March 2016 can not be used for eligibly purposes.

Students and parents should ensure all SAT and ACT scores are provided/reported to their high school.

HOPE Scholarship:

The SC HOPE Scholarship Program was established under the SC Education Lottery Act and was implemented beginning with the 2002-03 academic year. It is a one-year merit-based scholarship created for first-time entering freshmen attending a four-year institution who do not qualify for the LIFE or Palmetto Fellows Scholarships, but graduate from high school with at least a B average. Funding for the program is dependent upon the annual proceeds generated by the SC Education Lottery.

Award Amount:

Students attending an eligible four-year public or private college or university will receive up to $2,800* (including a $300 book allowance) towards the cost-of-attendance during the first- year of attendance only.

*Funding is awarded half in the fall term and half in the spring term. The HOPE Scholarship in combination with all other scholarships and grants shall not exceed the cost-of-attendance as defined in Title IV PA regulations for any academic year.

In order to qualify for the SC HOPE Scholarship, a student MUST meet the following general and initial eligibility requirements:

General Eligibility Requirements for SC HOPE:

a. Graduate from high school or complete an approved home school program as prescribed by law;

b. Attend an eligible South Carolina public or private college or university;

c. Be a South Carolina resident at the time of high school graduation and at the time of college enrollment;

d. Be a U.S. citizen or a legal permanent resident (who meets the definition of a eligible non- citizen according to State Residency Statutes);

e. Be enrolled as a full-time degree-seeking student;

f. Certify that he or she has never been convicted of any felonies and has not been convicted of any second alcohol or other drug-related misdemeanor convictions within the past academic year;

g. Verify that he or she is not in default and does not owe a refund or repayment on any Federal or State financial aid; and

h. Must not be a recipient of a LIFE Scholarship, Palmetto Fellows Scholarship, or Lottery Tuition   Assistance.

Initial Eligibility Requirements for SC HOPE:

In order to qualify for the SC HOPE Scholarship, first-time entering freshmen must meet the following criteria:

•Earn a cumulative 3.0 grade point ratio (GPR) based on the Uniform Grading Policy (UGP)

For additional information on state awarded scholarships, go to www.che.sc.gov.

Grade Changes

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

Attendance Requirements 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

The Principal will conduct an investigation to determine if credit should be denied on the basis of attendance. According to the South Carolina Student Attendance Code, denial of credit will be based on, but not limited to:

- lawful vs. unlawful

- circumstances affecting absences

- responsibility demonstrated by parent or guardian and student

- the educational records of the student

- court recommendation, if applicable

Appeals Process for Denial of Credit

Consistent with state regulations, parents/guardians have the right to appeal attendance violation decisions and/or question the school records regarding attendance. The appeal should be made in writing to the school principal. The decision of the principal may be appealed to the Associate Superintendent. The decision of the Associate Superintendent may be appealed to the Constituent Board by written request for appeal within ten (10) days of receipt of the decision of the Associate Superintendent. The decision of the Constituent Board may be appealed to the CCSD Board of Trustees in writing within ten (10) days following the date of notification.

NCAA Eligibility

Questions regarding NCAA eligibility should be directed to your School Counselor or Athletic Director. Information pertaining to NCAA can be obtained from the NCAA at http://www.ncaa.org/student-athletes/future/eligibility-center. Students are responsible for ensuring NCAA eligibility and should go to the above website to obtain a copy of the NCAA guide for the college bound student athlete.

NAIA Eligibility

Questions regarding NAIA eligibility should be directed to your school counselor or athletic director. Information pertaining to NAIA items can be obtained from the NAIA at www.playnaia.org/eligibility-center. Students are responsible for ensuring NAIA eligibility and should go to the above website to obtain a copy of the NAIA guide for the college bound student athlete.

Foreign Exchange Program Enrollment

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 must be received prior to awarding credit.

- •Attendance periods in foreign countries would have to reasonably approximate our own.

- •All credits attempted must be reflected on the transcript.

Foreign Exchange Students in CCSD

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 PA may be prohibited from enrolling in a CCSD high school.

- 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 exchange 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.

Special Education

A goal of the Charleston County School District is to provide a free and appropriate public education for all students with disabilities. Students with disabilities who attain the same competencies required of non-disabled students receive a South Carolina State High School Diploma. When a student's disabling condition prohibits him/her from earning a South Carolina State High School Diploma, the IEP team determines the most appropriate graduation options based upon student needs and impact of the disability.

All special education students are required to participate in state and district assessments except for those students who are recommended to take an alternate assessment. All tests are on grade level and are not based on IEP objectives.

State High School Diploma & The SC Credential

Most students with disabilities are able to earn a State high school diploma. Given the varying levels of student achievement, some students are unable to complete this required high school coursework. As a result, the State Board of Education, through the Department of Education and in collaboration with Vocational Rehabilitation Department, the Department of Employment and Workforce, businesses, and stakeholders, have developed criteria for a uniform state-recognized employability credential for rising 9th grade students (2018-2019) and beyond that is aligned to the program of study for students with a disability whose Individualized Education Program (IEP) team determines, and agrees in writing, that a diploma pathway would not provide a free appropriate public education (FAPE). This program of study is an alternative option for students with disabilities who meet criteria of eligibility and whose IEP team has determined most appropriate. The SC High School Credential will provide a course of study designed to equip students with skills, knowledge, and work ethic needed to succeed in today's job market. This program of study is not a SC High School Diploma. It is not for all students with disabilities. It is a career-based educational program aligned with the Profile of the SC Graduate. Students must complete 24 units of coursework, a career portfolio that includes a multimedia presentation project, work readiness assessment results that demonstrate the student is ready for competitive employment, and at least 360 hours of work-based learning/training.

The SC Credential DRAFT Overview (for rising 9th grade student (2018-2019) and beyond

Subject	Total Credits
English	4 Credits

Mathematics	4 Credits
Science	2 Credits
Social Studies	2 Credit
Physical Education/Health (or equivalent)	1 Credit
Technology Education	1 Credit
Employability Education	4 Credits
Electives	6 Credits
Total for Employability Credential	24 Credits
Career Portfolio	
Work Readiness Assessment	
Work Based Learning/training	360 Hours

Adult Education

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. Students who are 17 years of age must have local school board (constituent) approval prior to enrolling.

State Board Regulation 43-259: GRADUATION REQUIREMENTS: A student has two courses of study to earn their high school credential. 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.

Special Education students 22 and under, who received special education services while enrolled in K-12, must have an IEP meeting prior to enrolling in Adult Education. The IEP team will determine if Adult Education is an appropriate referral. Currently enrolled K-12 students and students who withdrew from K-12 in the past 2 years should contact their IEP case manager at the home school to begin the referral process.

High School Diploma Program (R43-259 Section C) – Adult Education

Students may complete and earn their State of South Carolina High School Diploma by enrolling in the Adult Education High School Diploma Program. Students must earn 24 units. [PA] Units earned through an accredited high school will transfer to the Adult Education program and count towards the required number of units.

The following units are required by the Adult Education Program to earn a State of South Carolina

High School Diploma:

Subject	Diploma Requirements
English/Language Arts	4 Units
Mathematics	4 Units
United States History & Constitution*	1 Units
Economics	.5 Unit
United States Government	.5 Unit
Social Studies	1 Unit
Science**	3 Units
Computer Science***	1 Unit
Electives	9 Units
TOTAL UNITS	**24 Units**

*Charleston Adult Education only offers U.S. History as credit recovery.

**Must include equivalent of CP Biology I with EOCEP test.

 Charleston Adult Education does not offer Physical Science or Biology 1.

Students 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.

High School Equivalency Diploma (R43-259 Section B)

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 State Board of Education authorizes the administration of the GED Tests by the State Department of Education under policies established by the State Board of Education and the Commission on Educational Credit and Credentials (American Council on Education) and procedures established by the GED Testing Service, Washington, DC. This credential is recognized by the state's two and four year colleges.

The Office of Adult Education offers the following options for study and preparation for the State GED Test.

1. 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.

2. GED Preparation: For students who need time to review academic skills in Mathematics, Language Arts/Writing, Science, Social Studies, and Language PA 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

The following information and procedures are necessary to assist with the enrollment of a student in the Adult Education program. *Students 17 years of age must have the local school board (constituent) letter to enroll.*

High School Diploma Program – Adult Education

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

- Official school withdrawal letter
- Unofficial Transcript

- Copy of Birth Certificate

- Local school board constituent letter if 17 years old

- Official transcripts and test scores will be requested by Adult Education

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 2, the equivalent of Algebra 1, equivalent of CP Biology 1 with EOCEP test, Computer Science and seven other units. If less than 12 units, students can enroll in the GED program. *There are no credit requirements for enrolling in the GED Preparation program.*

Adult Education offers the following courses:

CP English III, CP English IV, Algebra II, Geometry, Probability & Statistics, Earth Science, Environmental Studies, American Government, Economics, Law Education, Psychology, Sociology, Global Studies I, Global Studies II and *U.S. History is only offered as credit recovery.*

GED Preparation

To enroll in GED Preparation classes students must be officially withdrawn from the K-12 program, provide an unofficial transcript, and have local school board (constituent) letter of approval if 17 years of age. The Office of Adult Education will make program recommendations, provide the State GED Applications, and facilitate the completion of the State Department of Education GED Testing Office Verification of School Withdrawal Form. *Students can enroll in the GED Preparation Program with any number of credits.*

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