South Carolina High School Credential
District Policies and Procedures

Fort Mill School District

Grey Young, Superintendent

SOUTH CAROLINA HIGH SCHOOL CREDENTIAL

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South Carolina High School Credential Parental Acknowledgement

Introduction and Purpose

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

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

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

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

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

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

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

A. FAPE and IEP requirements

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

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

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

B. Course Requirements

Minimal Course Requirements: The South Carolina High School Credential (SCHSC) is designed for students with disabilities for whom the IEP team determined mastery of a career-based educational program that includes academics, independent work experience, daily living skills, and self-determination skill competencies is the most appropriate way to demonstrate his or her skills and provide a FAPE. IEP teams are required to consider the student's least restrictive environment (LRE) when determining their educational programing (34 CFR § 300.114). Therefore, regardless of projected outcome being the SCHSC, the IEP team must consider to the maximum extent possible participation with non-disabled peers with or without accommodations, modifications and/or supplementary services and aids, prior to removal. If appropriate based on present levels of academic achievement and functional performance, a student with a disability working towards the SCHSC, may be enrolled in credit bearing courses that will meet the core requirements of the high school diploma and the credential. Note: If a student is only enrolled in the state approved SCHSC special education courses and passes these courses, these will meet requirements of the credential and elective requirements for a high school diploma. In order to determine general education courses that can meet the requirements of the SCHSC, see the SCHSC Cross-walking Guidance.

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

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

(b) Four units of Employability Education; and

(c) Six electives.

C. Minimal Required Components

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

(a) Complete a career portfolio that includes a multimedia presentation project;

(b) Obtain work readiness assessment results that demonstrate the student is ready for competitive employment;

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

Subjects	**Required Units**
English	4 units
Math	4 units
Science	2 units
Social Studies	2 units
Physical Ed *or* JROTC 1A *or* Marching Band/PE Option	1 unit
High School 101 or JROTC 1B	1 unit
Technology	1 unit
Employment Education	4 units
Electives	5 units
Total Units	**24 units**

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SC High School Credential – Recommended Academic Course Schedule

9th Grade

Semester 1	Semester 2
Essentials of English 1/Math 1 (year-long)	Essentials of English 1/Math 1 (year-long)
High School 101 or PE ***or*** JROTC	High School 101 or PE ***or*** JROTC
Employability 1/PAES (year-long)	Employability 1/PAES (year-long)
Elective (related to Post Secondary Goal)	Essentials of Science 1 or 2

10th Grade

Semester 1	Semester 2
Essentials of English 2/Math 2 (year-long)	Essentials of English 2/Math 2 (year-long)
Employability 2/Occupational Training 2 (year-long)	Employability 2/Occupational Training 2 (year-long)
Essentials of Science 1 or 2	Essentials of Social Studies 1 or 2
Elective (related to Post Secondary Goal)	Elective (related to Post Secondary Goal)

11th Grade

Semester 1	Semester 2
Essentials of English 3/Math 3 (year-long)	Essentials of English 3/Math 3 (year-long)
Employability 3	Essentials of Social Studies 1 or 2
Essentials of Technology or Elective	Occupational Training 4
Occupational Training 3	Occupational Training 4

12th Grade

Semester 1	Semester 2
Essentials of English 4/Math 4 (year-long)	Essentials of English 4/Math 4 (year-long)
Essentials of Technology or Elective (related to Post Secondary Goal)	Employability 4
Occupational Training 4	Occupational Training 4
Occupational Training 4	Occupational Training 4

D. Work-Based Training and Learning

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

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

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

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

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

Work Experiences	Types	Example Hours
Supporting Activities	• Relevant transition assessments (e.g., interest or preference inventories, strengths-based assessments, etc.) • Post-work experience student evaluation • Reflective activities	25% (or less) of 360 Hours = 90 hours
Career Exploration (Typically 9th and 10th grade)	• Structured Field Study • Mentoring • Service Learning • Job Shadowing	25% (or less) of 360 Hours = 90 hours
Career Preparation/Development (Typically 11th and 12th grade)	• School-based enterprise • Internships (on-campus and community-based) • Apprenticeships	50% (or more) of 360 Hours = 180 hours
All Work-Based Learning/Training	***All***	***Total = 360 hours (or more)***

E. Monitoring Student Progress

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

- Skills, Knowledge, and Experience Mastery Assessment: The South Carolina Guidelines and Rubric (SKEMA-SC)
- South Carolina High School Credential (SCHSC) Progress Checklist
- Student Portfolios

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

- Student data review
- Consistent procedures for Credential eligibility requirements

If disproportionality is discovered or claimed, the Office of Special Services will examine the reason(s) behind the disproportionality by reviewing student files as well as consulting with IEP teams at the school level. A corrective action plan will be developed to address the identified factors contributing to the disproportionality. Written documentation will be submitted to the Office of Special Services to ensure adherence to the corrective action plan. Monitoring student enrollment into the South Carolina High School Credential will continue throughout the implementation of the corrective action plan to verify that any disproportionality has been addressed.

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

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

Action	Position Responsible	Timeline
Collect Data	Case Manager	At the IEP meeting where diploma options will be discussed and each year thereafter
Convene an IEP meeting	Case Manager	When data supports that a student meets criteria for SCHS; in 8th grade or in high school
Review Present Levels	Case Manager, IEP Team	At the IEP meeting where diploma options will be discussed and each year thereafter
Determine Course of Study	IEP Team	At the IEP meeting where diploma options will be discussed and each year thereafter
Parental Acknowledgment	LEA Representative, Case Manager	At the IEP meeting where diploma options will be discussed and each year thereafter
Progress Monitor	IEP Team	Ongoing

G. Portfolio Transitions

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

Action	Position Responsible	Timeline
Determine method of storage	Case Manager, Administration	Annually
Ensure transfer with student records	Case Manager, Administration, School Counselor	As students enter or exit the school district

H. Completion of the South Carolina High School Credential

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

Action	Position Responsible	Timeline
Completes SKEMA –SC rubric for final certification	Case Manager, Other IEP Team Members	Annually
Completes Credential requirements	Case Manager, Other IEP Team Members	Monitor annually
Completion Notice	Case Manager, Administration	Upon exiting high school
Update Summary of Performance	Case Manager, Other IEP Team Members	Upon exiting high school
Submit appropriate data to District for reporting	Case Manager, Other IEP Team Members	Upon completion of the program

I. South Carolina High School Credential Parental Acknowledgement

Annual written notice to the parent, guardian, or adult student is obtained through the *South Carolina High School Credential Parental Acknowledgement* form (Appendix A), which is signed at the student's annual IEP meeting, or when the initial decision is made by the IEP team for the student to work towards the South Carolina High School Credential. Information regarding the South Carolina High School Credential is also included in the *Handbook to Special Services*, which is provided to the parent, guardian, or adult student at least one time a school year, as well as the District's *Program of Study*, which is provided to students upon initial enrollment into High School. The most recent versions of the *Handbook to Special Services* and *Program of Study* may also be accessed on the District's website.

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APPENDIX A:
South Carolina High School Credential Parental Acknowledgement

SOUTH CAROLINA HIGH SCHOOL CREDENTIAL

South Carolina High School Credential Parental Acknowledgement

Informed Parental Consent and Statement of Understanding
Students with Individualized Education Programs (IEPs) may earn a state-recognized South Carolina High School Credential. The credential is not a state high school diploma. The South Carolina High School Credential is recognized only in South Carolina. The credential is intended for students with disabilities who have IEPs who may be unable to successfully complete all requirements for a state high school diploma. The student's IEP team will determine whether the student is eligible (or qualified) to participate in the course of study to work toward earning the credential.

The credential is designed to provide work readiness education and training for students served under the Individuals with Disabilities Education Act to prepare them to enter the workforce or continue their education after high school. Under South Carolina state law, students who have not earned a state high school diploma may stay in school until age 21. Therefore, a student with a disability may continue attending school to work toward earning the credential until age 21. If a student with a disability earns the credential, but wants to continue working to earn a high school diploma, the student can continue attending school until age 21.

Not all universities, colleges, and technical schools will accept the credential for admission without the student meeting other requirements. Each individual university, college, or technical school makes this decision.

Summary of Requirements for Credential
Students must meet the minimum requirements for attendance as set forth by local school board policy, successfully complete a minimum of twenty-four units of credit, to include four English, four math, four employability education, two science, two social studies, one technology, one health/PE or its equivalent, and six additional elective courses. In addition, a student must complete a career portfolio, and independently develop and present a multimedia presentation to describe accomplishments and goals. Work experience is subject to IEP team approval with an expected minimum of 360 work-based learning/training hours that must be completed. All students are required by the South Carolina Department of Education to participate in all high school accountability assessments or alternate assessments as defined by the state.

We, the undersigned, understand the requirements to earn a South Carolina High School Credential.

Parent Name (Print)	**Parent Signature/Date**
Student Name (Print)	**Student Signature/Date**
LEA Representative Name (Print)	**LEA Representative Signature/Date**