

Guidance for IEP Teams
South Carolina High School Credential
Course of Study



Guidance for Individualized Education Program (IEP) Teams: Eligibility Criteria and Considerations for a Student in the South Carolina High School Credential Course of Study

Introduction

This document is provided to assist IEP teams in making decisions regarding whether placing a student in the South Carolina High School Credential course of study is appropriate for an individual student.

The IEP team is responsible for determining a student’s postsecondary goals and the services necessary for the student to receive a free appropriate public education (FAPE). South Carolina has roughly 100,000 students with disabilities who receive specialized instruction under the Individuals with Disabilities Education Act (IDEA) many of who are able to earn a state high school diploma. Given the varying levels of student achievement, 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 should only be used with students whose present levels of academic achievement and functional performance are aligned to the course of study and whose IEP team determines this course of study is appropriate.

The South Carolina High School Credential aligns with the State’s Profile of the South Carolina Graduate. The credential provides an opportunity for students with disabilities, who are not able to obtain a regular high school diploma, to acquire skills necessary to be successful after high school. The credential provides equitable job-readiness opportunities for applicable students with disabilities throughout the state and opportunities to obtain employability skills to increase the student’s ability to obtain paid work after high school.

Components for the state-recognized South Carolina High School Credential are governed by S.C. Code Ann. Section 59-39-100 as well as State Board of Education Reg. 43-235 (Reg. 43-235). This regulation outlines the criteria for a state-recognized South Carolina High School Credential for applicable students with disabilities for whom such a credential is appropriate.

Beginning in the 2018–19 school year, students with disabilities entering grade nine may attain a uniform diploma through one of the recognized personalized pathways; or may attain a uniform South Carolina High School Credential. The South Carolina High School Credential is not intended for students obtaining a state high school diploma, but does not preclude such a student from obtaining both if appropriate within the lifetime of the student’s school career.

Beginning no earlier than the end of the student’s eighth grade academic school year, or later if determined 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, a state-recognized South Carolina High School Credential, or district attendance certificate. The course of study identified in the IEP must match this determination and support the student’s postsecondary goals.

Eligibility Criteria

Requirements of the statute:

To be eligible to receive the South Carolina High School Credential, the student must be able to meet the following requirements:

- A. Academic Coursework
 - 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)¹;
 - Four units of Employability Education; and
 - One health/PE unit or its equivalent; and
 - Six electives
- B. Pre-employment Preparation
 - Complete a career portfolio that includes a multimedia presentation project;
 - Obtain work readiness assessment results that demonstrate the student is ready for competitive employment; and
 - Complete work-based learning/training that totals at least 360 hours, in which:
 - Work-based learning/training may be school-based, community-based, and/or paid or unpaid employment;
 - Work-based learning/training must be aligned with the student's interests, preferences, and postsecondary goals and individual graduation plan; and
 - Paid employment must be at a minimum wage or above and in compliance with the requirements of the Federal Fair Labor Standards Act.

The requirements for the South Carolina High School Credential may not be modified.

Information/Data Considerations

The IEP team must review and discuss multiple sources of information. Sources that the team may consider reviewing include, but are not limited to, the student's current and past IEPs, psychological evaluation reports, cognitive ability tests, achievement assessments, transition assessments, language assessments, district-wide assessments, individual assessments, teacher collected data from classroom observations, IEP goal progress monitoring data, the types of services the student currently receives, and the duration and intensity of those services.

The IEP team has three courses of study to consider: South Carolina Diploma Course of Study, South Carolina Credential Course of Study, and locally awarded credential (e.g., Certificate of Attendance).

¹ Course selection must be based on the present levels of academic achievement and functional performance reviewed by the IEP team and the selection must be personalized. Therefore, selection of the courses must **not** be based on selection of the course of study, but rather based on student needs and postsecondary goals. These courses and course series must be personalized by content area and may include both diploma credit bearing courses and credential credit bearing courses.

The first option to consider for all students is a regular high school diploma. If an IEP team deems that a regular high school diploma is not appropriate, the team must determine which of the other courses of study is appropriate, the South Carolina High School Credential or the Certificate of Attendance.

The IEP team *should* consider (but is not limited to) the following:

- Description of any modifications or accommodations to the general curriculum or typical instruction and progress data, and the rate at which the student currently progresses through the general curriculum. For example, will the student be able to meet the requirements for a South Carolina high school diploma considering their current performance and pace in the general curriculum?
- Past courses and interventions attempted to instruct the student including the amount of time the student spent in the course daily, the length of time the student was in the course, and the successfulness of the intervention.
- Opportunity for the student to be served through universal supports (academics and behavior) in the core curriculum that is provided for all students, and being the recipient of additional or intensified supports as indicated by their data and reflected on the IEP. A Multi-Tiered System of Supports (MTSS) presumes the participation of every student, including those with disabilities, in the core curriculum, which includes small and large group instruction. The term ‘multi-tiered system of supports’ means a comprehensive continuum of evidence-based, systematic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision making (Title IX, Sec. 8002(33)).
- Teacher collected data and work samples from classroom instruction and assessments.
- Results of statewide and districtwide assessments.
- Achievement score data from any other relevant assessments.

Eligibility Requirements:

- The student is able to successfully complete an academic course of study that will include a minimum of 24 earned units (documentation will include a copy of transcript).
- The student is able to create and present a career portfolio and a multi-media career presentation (documentation will include scored evaluation forms).
- The student is able to complete the required 360 hours of work experience that meets the requirements of the statute.

Eligibility Considerations:

- The student is capable of showing documented growth academically and functionally.
- The student is capable of successfully completing a career based curriculum to include academics, independent work experience, and living skills.
- The student is capable of sustaining competitive employment.
- The team needs to include stakeholders who know the South Carolina High School Credential and the district’s specific course to help the team determine if the credential is an appropriate course of study.

NOTE: Below grade-level achievement scores or poor performance on previous assessments alone does not mean that a student should be in the South Carolina High School Credential Course of Study.

How to Use the Appendices

Appendix A: Data Review Collection Form and Appendix B: Review of Progress in the Course of Study Checklist, have been designed as examples to assist teams. These appendices may be used both during initial determination and at annual IEP reviews to document if the South Carolina High School Credential is appropriate to consider or continue to consider for a student. The decision must be made annually, can change as the IEP team determines necessary, and must be supported by evidence in the IEP.

Appendix A: Data Review Collection Form

The district is required to make decisions based on a variety of sources. Appendix A is an *example* that would meet this requirement. This collected data may be brought to the IEP team meeting and reviewed when determining if the South Carolina High School Credential is being considered as the student's course of study. This form is intended to serve as an example and may be used, amended, or not used depending on a district's needs. Since existing data from a variety of sources is reviewed as part of the decision-making process, Appendix A provides a way to compile and organize data prior to the IEP meeting to help streamline the process. Case manager/team leads and IEP teams should make every effort to review all the relevant data available for a student.

NOTE for IEP Teams: *Most of the information an IEP team needs to review to make a determination about eligibility can be located within a well-written, thorough IEP.*

Appendix B: Review of Progress of the Course of Study Checklist

The district is required to have a way to monitor a student's progress during the Course of Study. Appendix B is an example of a checklist style form to track the student's progress through the course to ensure ongoing progress that would meet this requirement.

It is important to remember that decisions are based on an individual student's needs as well as learning characteristics. The IEP team may decide that the South Carolina High School Credential is not the right course for a student to receive a FAPE, and may instead look for other services and supports for the student.

Appendix A:
Data Review
Collection Form
Example

Data Review Section

Directions:

Based on a variety of sources available, complete the following Data Review Collection Form. This collected data may be brought to the IEP team meeting and reviewed when determining if the South Carolina High School Credential is being considered as the student's course of study.

NOTE: Depending on the individual student, some data may not be available. It is the responsibility of the IEP team to ensure that a comprehensive review of data is considered when determining the least restrictive environment. The information should be noted in the present level of academic achievement and functional performance (PLAAFP) section of the student's IEP.

The supporting evidence may be found in the following sections of the student's IEP: PLAAFP, services, annual goals, classroom accommodations and modifications, districtwide and statewide assessments along with other student records.

Cognitive Ability Assessments:

Assessment 1: _____ Date:

Full Scale Score: Verbal Scale Score: Non-Verbal Scale Score:

Other relevant psychological processing scores:

Processing Speed Score: _____ Working Memory Score: _____

Receptive Language Score: _____

Assessment 2: _____ Date:

Full Scale Score: Verbal Scale Score: Non-Verbal Scale Score:

Other relevant psychological processing scores:

Processing Speed Score: _____ Working Memory Score: _____

Receptive Language Score: _____

Standardized Achievement Assessments:

Assessment 1: Date:

Reading Total: Percentile: SS*: GE**:

Basic Reading Skills: Percentile: SS: GE:

Reading Fluency: Percentile: SS: GE:

Reading Comprehension: Percentile: SS: GE:

Listening Comprehension: Percentile: SS: GE:

Assessment 2: Date:

Math Total: Percentile: SS*: GE**:

Math Reasoning: Percentile: SS: GE:

Numerical Operations: Percentile: SS: GE:

Individual or Group Achievement Standardized Assessments

(District/Local and State):

District Assessments (e.g., MAP)

Date Administered (Month and Year): _____

Assessment: _____

Percentile: _____ SS*: _____ GE**: _____

RIT Score (if applicable): _____

Lexile: _____

Accommodations Provided:

Date Administered (Month and Year): _____

Assessment: _____

Percentile: _____ SS*: _____ GE**: _____

RIT Score (if applicable): _____

Lexile: _____

Accommodations Provided:

Date Administered (Month and Year): _____

Assessment: _____

Percentile: _____ SS*: _____ GE***: _____

RIT Score (if applicable): _____

Lexile: _____

Accommodations Provided:

Statewide Assessments:

Date Administered (Month and Year): _____

Assessment: _____

Grade: _____ Achievement Level: _____ Scale Score: _____ Lexile: _____

Accommodations Provided:

Date Administered (Month and Year): _____

Assessment: _____

Grade: _____ Achievement Level: _____ Scale Score: _____ Lexile: _____

Accommodations Provided:

Date Administered (Month and Year): _____

Assessment: _____

Grade: Achievement Level: Scale Score: Lexile:

Accommodations Provided:

* SS = Standard Score

**GE=Grade Equivalent

Current IEP Goals and Progress Monitoring Data:

Other factors to consider:

Teacher, Parent, and Stakeholder Observations:

Student's rate of work completion:

Student's level of perseverance:

Student's attention to task:

Behavioral Data:

Student's attendance and punctuality at school:

Student's post-secondary goal:



Appendix B:

Review of Progress of the Course of Study Checklist Example

Review of Progress Checklist

Student Name:			
Date of Birth:			
IEP Category of Disability:			
Grade:		Date of Review:	

Course work aligned with the South Carolina College and Career-Ready Standards:

English Language Arts (four units)

Name of Course	Awarded High School Credit	Course Meets Criteria for SC High School Credential
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

The student met this requirement: Yes No

Mathematics (four units)

Name of Course	Awarded High School Credit	Course Meets Criteria for SC High School Credential
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

The student met this requirement: Yes No

Science (two units)

Name of Course	Awarded High School Credit	Course Meets Criteria for SC High School Credential
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

The student met this requirement: Yes No

Social Studies (two units)

Name of Course	Awarded High School Credit	Course Meets Criteria for SC High School Credential
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

The student met this requirement: Yes No

Employability Education (four units)

Name of Course	Awarded High School Credit	Course Meets Criteria for SC High School Credential
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

The student met this requirement: Yes No

Electives (six units)

Name of Course	Awarded High School Credit	Course Meets Criteria for SC High School Credential
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

The student met this requirement: Yes No

Career portfolio that includes a multimedia presentation project:

Completion Date: _____ The student met this requirement: Yes No

Obtain work readiness assessment results that demonstrate the student is ready for competitive employment:

Assessment Name: _____

Assessment Date: _____

Score: _____ The student met this requirement: Yes No

Include at least one employer's evaluation rating that demonstrates the student is ready for competitive employment:

Business Name: _____

Supervisor's Name: _____

Number of Hours Completed: _____ The student met this requirement: Yes No

Work-based learning/training that totals at least 360 hours that meets the South Carolina High School Credential Requirements:

Semester (including year)	Location of Training	Number of Hours Completed in the Semester

The student met this requirement: Yes No

Team Recommendation: _____

Documented in IEP: Yes No

Documented in PWN: Yes No PWN Date: _____

IEP team and district Special Education representative verification of completion of requirements:

Student Name:			
Date of Birth:			
IEP Category of Disability:			
Grade:		Date of Review:	
Date of Completion of Coursework:			
Date of Completion of Work Hours:			
IEP team verification of completion	<input type="radio"/> Yes <input type="radio"/> No		
District Special Education Rep verification of completion	<input type="radio"/> Yes <input type="radio"/> No Date of Review: Name :		

The final Eligibility Checklist is to be signed by the High School Principal and Special Education Director, to verify coursework and completion.

By signing below, I am verifying completion of the above requirements for a South Carolina High School Credential:

Name and Title

Date

Name and Title

Date