

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

Colleton County School District

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I. Introduction and Purpose

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

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

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

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

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

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

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

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

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

II. Minimal Course Requirements

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

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

(b) Four units of Employability Education; and

(c) Six electives.

III. Minimal Required Components

In addition to completing coursework outlined in Part II, 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:

Year 1	
Essentials of English 1	Essentials of English 2
Essentials of Math 1	Essentials of Math 2
Essentials of Phys. Sci.	Essentials of Bio 1
Health / PE	Elective of Choice
Year 2	
Essentials of English 3	Essentials of English 4
Essentials of Math 3	Essentials of Math 4
Essentials of USHist	Essentials of USGov't
Elective of Choice	Elective of Choice
Year 3	
Employability Ed. 1	Employability Ed. 2
VR / CATE	VR / CATE
Workskills Training 1	Workskills Training 2
Year 4	
Employability Ed. 3	Employability Ed. 4
VR / CATE	VR / CATE
Workskills Training 3	Workskills Training 4

- Year 3 – PAES / Project Discovery Lab Training w/ partial VR support (1 semester)
- Year 4 – job skills training (school – based) w/ full VR support (2 semesters)
- Essentials classes can be substituted for Carnegie Unit classes at the discretion of the IEP Team

IV. Work based Training and Learning

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

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

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

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

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

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 Work Experiences (Typically 9 th and 10 th grade)	Job Tryouts Job Shadowing PAES/Project Discovery Lab	25% (or less) of 360 Hours = 90 Hours

Career Preparation Work Experiences (Typically 11 th and 12 th grade)	Internships School-Based Enterprise Competitive Employment	50% (or more) of 360 Hours = 180 Hours
<i>All Work Based Learning/Training</i>	<i>All</i>	<i>Total = 360 hours (or more)</i>

V. Monitoring Student Progress

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

Progress monitoring documents will be kept online and submitted with the student's final portfolio presentation. Each student will be responsible for creating a GoogleDrive portfolio and sharing documents with his/her teacher for criteria review.

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

The Director of Special Services (SPS) will monitor the numbers of students with disabilities working toward the SC High School Credential and the number of students with disabilities working toward a high school diploma. The graduation, dropout rates, and student count in relation to the student groups will also be monitored. Data will be collected through information reported by school level IEP Team Leaders and through ENRICH. This will ensure that proportions of these student groups remain typical.

However, if at any time, there is a disparity between the student groups, the SPS Director will proceed to investigate the reason behind the disproportionality by working with administration and IEP Team Leaders at the school level. Once the contributing factors are determined, the SPS Director will construct a written plan to resolve the disproportionality and work with school administration to ensure adherence to the plan. The numbers of students will continue to be monitored to determine if the plan is being implemented.

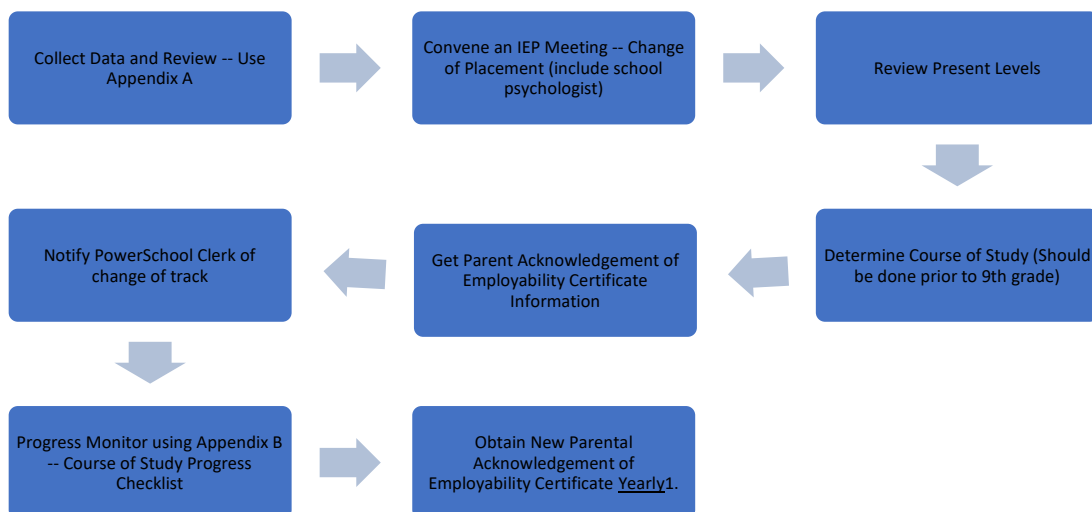
Employability Course of Study:	YES	NO	COMMENTS
Does the LEA/SOP have policies and procedures in place?			
Do the LEA/SOP's policies/procedures include how the LEA/SOP will monitor student progress towards earning the Employability Credential?			
Do the LEA/SOP's policies/procedures include how students will complete work-based training and learning?			
Do the LEA/SOP's policies/procedures include how a student will enter the Employability Course of Study?			
Do the LEA/SOP's policies/procedures include how a student will earn the Employability Credential?			
Do the LEA/SOP's policies/procedures include course work that includes 4 ELA units and 4 math units?			
Do the LEA/SOP's policies/procedures include course work that contains 2 science units and 2 social studies units?			
Do the LEA/SOP's policies/procedures include course work that contains 4 units of Employability Education?			
Do the LEA/SOP's policies/procedures include a requirement that contains technology, PE/Health (or equivalent), and 6 additional electives units?			
Do the LEA/SOP's policies/procedures include a portfolio that includes a multi-media presentation project?			
Do the LEA/SOP's policies/procedures include a requirement that the students complete a work readiness assessment that demonstrates the student is ready for competitive employment?			
Do the LEA/SOP's policies/procedures include a requirement that the students complete work-based learning/training that total 360 hours?			
Do the LEA/SOP's policies/procedures include how the <u>LEA/SOP monitors</u> proportionate numbers for the Employability Credential to high school diplomas and drop out rates?			

VI. Entering the South Carolina Employability Certificate Course of Study

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

Action	Position Responsible	Timelines
Collect Data	Team Lead	Data Collection Log – data at least 1 semester
Convene an IEP meeting	Team Lead	Initial placement – 8 th grade
Review Present Levels	Team Lead + IEP Team	Continuously – done at annual/special review
Determine Course of Study	Team Lead + IEP Team	Initial placement – 8 th grade
Parental Acknowledgment	Team Lead	Yearly – written consent required
Progress Monitor	Team Lead + other teachers	Every 4.5 weeks to coincide with grade reports

- Initial placement for the employability credential is to be discussed during 8th grade transition IEP meetings.
- IEP teams can opt to begin on a diploma track and discuss moving to the employability certificate later
- This **may** increase the amount of time that the student is required to stay at
- IEP teams can opt to begin a student on an employability certificate track and move them to a diploma track later
 - This **may** increase the amount of time that the student is required to stay at CCHS due to differing requirements for completion
 - Decisions should be **carefully considered** for students in grades 10-12



VII. Portfolio Creation and Transitions

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

8th Grade

Action	Position Responsible	Timelines	Requirements
Create GoogleDrive Account	Team Lead	During the 2nd semester	<ol style="list-style-type: none"> 1. Username: First.Last(First 4 digits of Birthday)@gmail.com 2. Example: Corey.Cougar1201@gmail.com 3. Password: cougars
Upload Portfolio Documents	Team Lead	During the 2nd semester -- when gmail account is created	<ol style="list-style-type: none"> 1. Students are required to upload the portfolio documents to their Drive account from the district website 2. Students must give "edit" access to both their teacher and guidance counselor
Fill out initial student information	Team Lead	During the 2nd semester -- when gmail account is created	<ol style="list-style-type: none"> 1. Student will complete an initial basic student information sheet
Log of Student Usernames	Team Lead	During the 2nd semester -- when gmail account is created	<ol style="list-style-type: none"> 1. Team Lead will be responsible for maintaining a log of all usernames for rising 9th graders to be given to the appropriate facilitator at the end of each school year.
Master List of Student Usernames	SPS Facilitator	Yearly	<ol style="list-style-type: none"> 1. Master List to be created and updated yearly as a GoogleDoc

9th Grade

Action	Position Responsible	Timelines	Requirements
Get Log of Student Usernames	Team Lead	Before School Starts	<ol style="list-style-type: none"> 1. Make sure names match who is scheduled for classes
Make sure that all students have a thumb drive	Team Lead	During the 1st week	<ol style="list-style-type: none"> 1. Students must have a thumb drive to store work examples, testing scores, information, etc. 2. Team Lead is responsible for coming up with a way to ensure that thumb drives are not lost (sign in/sign out, key chains, lanyards, etc.)
Check to make sure all documents have been uploaded to GoogleDrive	Team Lead	During the 1st week	<ol style="list-style-type: none"> 1. Make sure that all students have a working GoogleDrive account with all portfolio documents downloaded 2. If the student does not have a working GoogleDrive account, or is new, follow the directions above
Update Log of Student Usernames	Team Lead	During the 1 st week and as needed	<ol style="list-style-type: none"> 1. Team Lead will be responsible for maintaining a log of all usernames for students on their caseload
Update Master List of Student Usernames	SPS Facilitator	As needed	<ol style="list-style-type: none"> 1. Master List to be updated yearly as a GoogleDoc
Maintain Log of Student Work Hours	Team Lead	Continuously	<ol style="list-style-type: none"> 1. Hours must be logged continuously to ensure that students meet the 360 hour require PRIOR to the end of their 12th grade year.

10th Grade

Action	Position Responsible	Timelines	Requirements
Get Log of Student Usernames	Team Lead	Before School Starts	1. Make sure names match who is scheduled for classes
Make sure that all students have a thumb drive	Team Lead	During the 1 st week	1. Students must have a thumb drive to store work examples, testing scores, information, etc. 2. Team Lead is responsible for coming up with a way to ensure that thumb drives are not lost (sign in/sign out, key chains, lanyards, etc.)
Check to make sure all documents have been uploaded to GoogleDrive	Team Lead	During the 1 st week	1. Make sure that all students have a working GoogleDrive account with all portfolio documents downloaded 2. If the student does not have a working GoogleDrive account, or is new, follow the directions above
Update Log of Student Usernames	Team Lead	During the 1 st week and as needed	1. Team Lead will be responsible for maintaining a log of all usernames for students on their caseload
Update Master List of Student Usernames	SPS Facilitator	As needed	1. Master List to be updated yearly as a GoogleDoc
Maintain Log of Student Work Hours	Team Lead	Continuously	1. Hours must be logged continuously to ensure that students meet the 360 hour require PRIOR to the end of their 12 th grade year.

11th Grade

Action	Position Responsible	Timelines	Requirements
Get Log of Student Usernames	Team Lead	Before School Starts	1. Make sure names match who is scheduled for classes
Make sure that all students have a thumb drive	Team Lead	During the 1 st week	1. Students must have a thumb drive to store work examples, testing scores, information, etc. 2. Team Lead is responsible for coming up with a way to ensure that thumb drives are not lost (sign in/sign out, key chains, lanyards, etc.)
Check to make sure all documents have been uploaded to GoogleDrive	Team Lead	During the 1 st week	1. Make sure that all students have a working GoogleDrive account with all portfolio documents downloaded 2. If the student does not have a working GoogleDrive account, or is new, follow the directions above
Update Log of Student Usernames	Team Lead	During the 1 st week and as needed	1. Team Lead will be responsible for maintaining a log of all usernames for students on their caseload
Update Master List of Student Usernames	SPS Facilitator	As needed	1. Master List to be updated yearly as a GoogleDoc
Maintain Log of Student Work Hours	Team Lead	Continuously	1. Hours must be logged continuously to ensure that students meet the 360 hour require PRIOR to the end of their 12 th grade year.

12th Grade

Action	Position Responsible	Timelines	Requirements
Get Log of Student Usernames	Team Lead	Before School Starts	1. Make sure names match who is scheduled for classes
Make sure that all students have a thumb drive	Team Lead	During the 1st week	1. Students must have a thumb drive to store work examples, testing scores, information, etc. 2. Team Lead is responsible for coming up with a way to ensure that thumb drives are not lost (sign in/sign out, key chains, lanyards, etc.)
Check to make sure all documents have been uploaded to GoogleDrive	Team Lead	During the 1st week	1. Make sure that all students have a working GoogleDrive account with all portfolio documents downloaded 2. If the student does not have a working GoogleDrive account, or is new, follow the directions above
Update Log of Student Usernames	Team Lead	During the 1 st week and as needed	1. Team Lead will be responsible for maintaining a log of all usernames for students on their caseload
Update Master List of Student Usernames	SPS Facilitator	As needed	1. Master List to be updated yearly as a GoogleDoc
Maintain Log of Student Work Hours	Team Lead	Continuously	1. Hours must be logged continuously to ensure that students meet the 360 hour require PRIOR to the end of their 12 th grade year.

VIII. Completion of the SC High School Employability 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	Team Lead	Given at the beginning of ninth grade and annually thereafter
Completes Credential requirements	Team Lead	Within 4 years of the students 9GR
Completion Notice	Team Lead	Submits to Guidance and Special Services during a student's 12 th grade year if they have satisfactorily met all requirements
Update Summary of Performance	Team Lead	Completed during April/May of a student's 12 th grade year
Submit appropriate data to district for reporting	Team Lead	Completed during May of a student's 12 th grade year

IX. Required Documents for Completion of the SC High School Employability Credential

The following documents are required in order for a student to be considered for completion of the SC Employability Credential:

Grade	General Documentation	Portfolio Artifacts
9	<ul style="list-style-type: none"> ● Student Information Form ● SKEMA-SC ● Work Experience Log ● Informed Parental Consent 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction letter from student <input type="checkbox"/> Personal information sheet <input type="checkbox"/> Copy of IEP <input type="checkbox"/> Copy of IGP <input type="checkbox"/> 9th grade transcripts <input type="checkbox"/> 9th grade attendance report <input type="checkbox"/> Formal Transition Assessment (>1) <input type="checkbox"/> Informal Transition Assessment (>1) <input type="checkbox"/> Work Experience Log <input type="checkbox"/> References from Teachers/Volunteer Organization Leaders <input type="checkbox"/> 9th grade work samples
10	<ul style="list-style-type: none"> ● Student Information Form ● SKEMA-SC ● Work Experience Log ● Informed Parental Consent 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction letter from student with summary of 9th grade accomplishments <input type="checkbox"/> Updated personal information sheet <input type="checkbox"/> Updated IEP <input type="checkbox"/> Updated IGP <input type="checkbox"/> 10th grade attendance report <input type="checkbox"/> 10th grade transcripts <input type="checkbox"/> Formal Transition Assessment (>1) <input type="checkbox"/> Informal Transition Assessment (>1) <input type="checkbox"/> Work Experience Log <input type="checkbox"/> Agency Contact Logs <input type="checkbox"/> Resume and Reference List <input type="checkbox"/> 10th grade work samples
11	<ul style="list-style-type: none"> ● Work Experience Permission Form ● SKEMA - SC ● Work Experience Contract – Employer ● Work Experience Contract – Family ● Work Experience Evaluation (Completed by teacher) ● Work Experience Log ● Informed Parental Consent 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction letter from student with summary of 10th grade accomplishments <input type="checkbox"/> Updated personal information sheet <input type="checkbox"/> Updated IEP <input type="checkbox"/> Updated IGP <input type="checkbox"/> Individualized Plan for Employment (IPE) <input type="checkbox"/> Evidence of Student-Led IEP <input type="checkbox"/> 11th grade attendance report <input type="checkbox"/> 11th grade transcripts <input type="checkbox"/> Formal Transition Assessment (>1) <input type="checkbox"/> Informal Transition Assessment (>1) <input type="checkbox"/> Work Experience Log <input type="checkbox"/> Multimedia Presentation draft (for senior year) <input type="checkbox"/> Agency contact logs <input type="checkbox"/> Completed job application and cover letter (sample) <input type="checkbox"/> Update resume and reference list <input type="checkbox"/> 3 letters of recommendation <input type="checkbox"/> Pocket resume <input type="checkbox"/> 11th grade curriculum work samples
12	<ul style="list-style-type: none"> ● Work Experience Permission Form ● SKEMA - SC ● Work Experience Contract – Employer ● Work Experience Contract – Family ● Work Experience Evaluation (Completed by teacher) ● Work Experience Log ● Informed Parental Consent 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction letter from student with summary of 11th grade accomplishments <input type="checkbox"/> Updated personal information sheet <input type="checkbox"/> Updated IEP <input type="checkbox"/> Updated IGP <input type="checkbox"/> Individualized Plan for Employment (IPE) <input type="checkbox"/> Evidence of Student-Led IEP <input type="checkbox"/> 12th grade attendance report <input type="checkbox"/> 12th grade transcripts <input type="checkbox"/> Formal Transition Assessment (>1) <input type="checkbox"/> Informal Transition Assessment (>1) <input type="checkbox"/> Work Experience Log <input type="checkbox"/> Summary of Performance (SOP)

	<ul style="list-style-type: none"><input type="checkbox"/> Multimedia Presentation<input type="checkbox"/> Updated Agency contact logs<input type="checkbox"/> Completed job application and cover letter (sample)<input type="checkbox"/> Update resume and reference list<input type="checkbox"/> 3 letters of recommendation (updated, as needed)<input type="checkbox"/> Pocket resume (updated, as needed)<input type="checkbox"/> 12th grade curriculum work samples
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X. Personal Artifact Requirements and Rubrics

Personal artifact information and rubrics can be found online at www.colletonsd.org