**Calhoun Public Schools**

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



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**What is Employability Credential?**

1) Employability Credential is defined as a state-recognized certificate which demonstrates a student has completed requirements indicating the student has developed skills and knowledge to prepare him or her for postsecondary employment and/or education as well as, community-based living, as appropriate.

(2) Work-based learning/training is defined as a paid or an unpaid opportunity to develop work skills, work expectations, and work behaviors. Work-based learning/training can occur in a school (e.g., school-based) and/or community setting (e.g., community-based).

(3) Competitive employment as described in 34 C.F.R. Section 361.5(b)(11) means work—

(a) To be in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting which is a setting that consists of individuals who are not disabled that are in comparable positions as the individual with a disability; and

(b) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

(4) Employability education is defined as instruction, services, and supports that will prepare the student to attain a job after completion of the Employability Credential. This will encompass career exploration, vocational education, functional skill development needed for the work place, and a focus on job-readiness skills.

Employability education may include Career and Technical Education programs and services.

(5) Work readiness assessment is defined as a formal assessment (e.g., norm-referenced or criterion referenced) that measures a student’s skills set in relation to skills that are necessary for competitive employment in the community.

For Work Readiness Assessments, it is noted in the policies and procedures to “Obtain work readiness assessment results that demonstrate the student is ready for competitive employment.” Please explicitly list the three options for meeting the Work Readiness Assessment Requirement:

 1. Receive an achievement level of 3 or higher on the state career-ready assessment (South Carolina Career Ready Test) OR

2. State approved Certification or Industry Credential in the student’s field of study OR

3. Criterion-referenced assessment (rubric) designed to measure student employability skills (South Carolina Work-Based Learning Training Agreement/Evaluation Plan). (SBE R.43-235(C)(2)(b)) We will be looking for these three options to be included in the next monitoring cycle.

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 credential program of study is appropriate for students with disabilities whose individualized education program (IEP) team determines, and agrees in writing, that

 – a traditional high school diploma would not provide a free appropriate public education (FAPE) and

 – 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 for the student to demonstrate his/her skills and for the district

to provide FAPE.

• The IEP team’s decision to identify the employability credential as the student’s expected high school outcome will be based on data that may include, but is not limited to,

 – longitudinal information of grades,

 – standardized achievement assessments,

 – informal and formal transition assessments,

 – adaptive behavior assessments, and work readiness assessments resulting in evidence of skills necessary for independent, competitive employment.

• The IEP team’s decision will be made only after the team considers a variety of program options that may allow the student to pursue a state high school diploma.

**Annual Notification**

The district will provide an annual notification to the parent/legal guardian of each student in the program, or directly to each adult student, that the employability credential is not a state high school diploma.

 A student working to earn the employability credential will receive units on his/her high school transcript for general education academic and/or elective courses and occupational English, math, science, social studies and career preparation courses; however, the employability credential cannot be used to enter a four-year college/university or most two-year colleges/technical schools.

**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.

**Minimal Requirements 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:

4 units English/Language Arts

4 units Math

1 unit Physical Science

1 unit Biology

1 unit History

1 unit Economics/Government

1 unit Physical Education

1 unit Technology course

4 units Employability Education

6 units elective courses

24 total units

**Work-Based Training and Learning**

In additional to completing coursework outlined in Course Requirements and Minimally Required sections, 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, which may include, but are not limited to: The Saints Success Store at Calhoun County High School. Students bake/make all food items and beverage before and after school. In addition to set up and clean up, student must run the cash register and count money collected to turn in daily to staff.

Saints Success- Saint Success is a high school transition program that allows students that are not earning a traditional high school diploma to gain valuable, transferable job skills. The skills learned range from working in the cafeteria, maintenance, and assisting in the media center.

Vocational Rehabilitation Work Training Center- DHS students have the opportunity to be transported to the Work Training Center at VR for job skills training. This opportunity typically lasts a semester and students are at the training center for 2-4 hours.

**Monitoring and Student Progress**

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

Data collection which measures progress towards the Credential will be monitored through electronic portfolio, IGPs, IEPs.

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:

This information will be monitored through EdPlan and data obtained in the electronic portfolio. Caseloads in EdPlan for specific teachers (that have Credential students on their caseload) will be cross referenced with the electronic portfolios. Each semester, teachers will turn in their caseloads with students identified as South Carolina High School Credential or District Credential. If disproportionality is discovered, the Special Education Administrative Team will meet with the High School Staff to evaluate each student’s file to determine appropriate course of action for individual students.

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

|  |  |  |
| --- | --- | --- |
| Action | Timeline | Person/Person Responsible |
| Data Collection | 8th Grade | SPED Case Managers andSchool GuidanceCounselors |
| IEP Meeting | 8th Grade | SPED Case Managers |
| Review Present Levels | 8th Grade | SPED Case Managers/IEP Review Team |
| Path of Course Study Determination |  | IEP Review Team |
| Parental Acknowledgement | 8th Grade | SPED Case Managers/ IEP Review Team |
| Progress Monitor | 8th Grade and beyond | SPED Case Managers/IEP Review Team |
|  |  |  |

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

|  |  |  |
| --- | --- | --- |
| **Action**  | **Timeline** | **Person/Position Responsible** |
| Determine method of storage  | 9th grade begins data collection, with new items uploaded or copied monthly. This should be an ongoing data collection from 9-12 grades | Electronic storage onCanvas or OneDrive, in addition to papercopies in binders |
| Ensure transfer with student records | Upon request of records transfer | Upon request of records transfer |

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

|  |  |  |
| --- | --- | --- |
| **Action** | **Timeline** | **Person/Position Responsible** |
| Completes Credential requirements | Spring | SPED teacher and student |
| Completion Notice | Spring | SPED |
| Update Summary of Performance | Spring | SPED teacher, IEP team, and school psychologist |
| Submit appropriate data to district for reporting | Data submitted prior to graduation, same as diplma |  High School Curriculum Specialist |