

2024-2025

Program of Study

Policies & Procedures

Grades 9-12

Revised Spring 2024

Disclaimer: This document contains Charleston County School District information current as of March 2024. State and District policy and regulation updates after March 2024 are available at the following websites: ccsdschools.com, <https://ed.sc.gov/>, and <https://www.che.sc.gov/>

It is the policy of the Charleston County School District not to discriminate on the basis of race as required by Title VI of the Civil Rights Act of 1964, on the basis of sex as required by Title IX of the 1972 Education Amendments, or on the basis of handicap as required by Section 504 of the Rehabilitation Act of 1973; Individuals with Disabilities Education Act, PL101-476; and other Civil Rights Laws.

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Introduction

The mission of the Charleston County School District (CCSD), a dynamic system of challenging choices, is to educate and support every child in achieving college, career, and citizenship readiness.

The Charleston County School District's Program of Studies provides students and families 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 website.

Profile of the South Carolina Graduate



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Adopted by: SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.



College and Career Readiness Indicators

South Carolina recognizes the value of a variety of measures for college and career readiness to achieve the Profile of the South Carolina Graduate. Students have multiple pathways to college and careers based upon their individual goals. Students should demonstrate they are “ready” for the next level (i.e. two-year college, four-year college or careers) by meeting any one of the measures used by the state and by not requiring remediation or significant on the job training to enter their post-secondary choice. In South Carolina, a student is considered college and career/military ready by meeting at least one or all of the marks listed below.

A STUDENT IS CONSIDERED “COLLEGE READY” IF...	A STUDENT IS CONSIDERED: “CAREER READY” IF...
• Scores a composite score of 20 or higher on the ACT OR • Scores a composite score of 1020 or higher on the SAT OR • Scores a 3 or higher on an Advanced Placement exam in English, Mathematics, Science or Social Studies, or an AP Capstone OR • Scores a 4 or higher on an IB assessment in English, Mathematics, Science or Social Studies OR • Completes at least six (6) credit hours in dual enrollment courses in an English or STEM course with a grade of C or higher	• Earns a scale score of 31 on the ASVAB OR • Earns a Silver, Gold or Platinum WIN Certificate on the Ready to Work exam OR • Is a CATE Completer and, where applicable, has earned a national industry credential that is approved by the SC Department of Commerce OR • Completes a registered apprenticeship through Apprenticeship South Carolina OR • Completes a documented work-based learning experience (WBL) to include 40+, IGP Aligned, Training Agreement & Positive Supervisor Evaluation.

Education and Economic Development Act

The South Carolina Education and Economic Development Act (EEDA) of 2006 requires that school districts develop and provide a curriculum of study 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).

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. Please visit the CTE's Charleston Empowered website, linked below, for up to date information on CCSD's Clusters & Majors offered in the district.

Individual Graduation Plan (IGP)

An Individual Graduation Plan (IGP) is a document used to assist students and their families in exploring educational and professional possibilities, and in making appropriate secondary and post-secondary decisions. 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. Student's IGPs will be reviewed and modified as needed on an annual basis and will 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. The initial IGP is developed in the eighth grade during a planning meeting between the student, parent(s), guardian(s), or appointed representative and the school counselor. Following eighth grade, the IGP is reviewed and updated at least once annually.

Career Exploration

Career exploration experiences aligned with students' Individual Graduation Plan are an important part of the high school experience. Ideally, students will have at least one work-based learning experience each year as they matriculate.

Students ready to experience one of the work-based learning opportunities listed below should first speak with a teacher, school counselor, or career specialist.

Additional information on career exploration through work-based learning is available on the CCSD Career and Technology Education webpage at CharlestonEmpowered.com. Additionally, students can meet with their school's Career Specialist.



Work-based Learning Experiences

Structured Field Study

Career exploration field trips provide a behind the scenes experience and the opportunity to meet and learn from professionals in an authentic workplace.

Job Shadowing

Job Shadowing appointments with local professionals provide the opportunity to spend “a day in the life” of a professional working in a position aligned with students’ career interests. Virtual job shadowing experiences are also available.

Internships

Internships provide students an opportunity to learn about a particular industry or occupation through a structured, hands-on learning, work-based experience. Students can earn a course credit and be paid during this experience.

Youth Apprenticeships

The Charleston Regional Youth Apprenticeship Program is a nationally recognized model for connecting high school students with paid on-the-job learning and work experience along with college classes.

More Info is available at: [Trident Technical College Youth Apprentice](#)



Summer Career Camps

During the summer, Career Camps offer the naturally curious student an immersion into a specific occupation. The list of Summer Career Exploration Opportunities is updated annually. Please go to [Charleston Empowered](#) for more information.

Course Offerings

Each school offers a comprehensive curriculum designed to best meet the needs of the students attending their school. In addition, Charleston County School District and the State of South Carolina offer a variety of online and virtual courses through the CCSD Online Learning program. Information about the high school and district programs and curriculum can be obtained from each school’s school counseling office or through the school’s website.

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 must be developed and implemented to:

- Provide depth in rigor, complexity, challenges, and creativity beyond the college preparatory (CP) level
- Be more challenging than CP level courses in order to foster growth for advanced learners.
- Offer a differentiated program of study that provides an array of opportunities for all students based on their aptitudes, achievement, and interests.

Determining Honors Weight

In accordance with the SC Uniform Grading Policy beginning in 2017–18, the local board may approve new courses to receive honors weighting in all content areas except Physical Education and Health. All new courses must be developed using the SC Honors Framework guidelines. It is the role of the local board to ensure that all elements in the framework are present 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.

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

1. There must be evidence that the honors-level course represents extension, acceleration, and enrichment of the South Carolina CP course of 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.
2. 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.
3. There must be evidence that purposeful assessment practices align with the honors level curriculum and instructional best practices include pre-assessment, formative assessment, and summative assessment.

One half of a quality point (.5) is added to the College Preparatory (CP) weighting for honors courses that meet the three criteria listed above.

These criteria apply to all honors courses, including those offered online and in other 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 will be transcribed at honors weighting even if the same honors course is not offered at the receiving CCSD 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 families and/or previous school 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/district makes the final decision on whether to award the honors weighting.

Earning College Credits While in High School through Advanced Learning Opportunities (ALO) Courses

Advanced Placement (AP) and International Baccalaureate (IB) Courses

Advanced Placement (AP) is taught at the level of understanding and competency expected in a college course. This program is operated by the College Board, a national organization that develops the course curriculum, provides teacher training and administers a national standardized exam for each AP course. Students must meet the score requirement at their respective college or university to receive college credit after completing the course. Students whose postsecondary goal is to attend college are encouraged to take an AP course(s). For more information on AP courses visit: <https://www.collegeboard.org/> or see your school counselor for AP opportunities at your school.

International Baccalaureate (IB) program is designed to provide a rigorous, well-rounded education for highly motivated students who plan to attend a four year college after high school. The program is recognized internationally and allows students to choose courses from six subject groups. Within CCSD, James Island Charter High School offers the IB program within Charleston County School District. Visit www.ibo.org for more information.

The following criteria applies 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 recognized by the U.S. Department (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 Enrollment is a college program that allows students to take college courses for which they can simultaneously earn both college and high school credit. Qualified students may enroll in college courses that apply toward a baccalaureate or associate's degree. Dual enrollment 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 their home school to earn both high school units of credit and college credit.

Per the SC UGP the districts must have a Memorandum of Understanding (MOU) with the post-secondary institution in order to offer dual enrollment opportunities. Students whose postsecondary goal is to attend

college are encouraged to take advantage of dual enrollment opportunities. See your school counselor for eligibility criteria and more information related to dual enrollment.

One quality point may be added to the CP weighting for dual enrollment 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 Enrollment courses. Contact your school counselor for information about financial assistance for students who meet financial eligibility criteria to help defray the cost of dual enrollment courses. Visit [Trident Technical College Dual Enrollment Programs](#) for more information.

Earning Dual Enrollment Credit

Permission must be granted by the student's home high school prior to the student's taking the dual enrollment course to earn both a unit for high school credit and college credit. Students taking dual enrollment courses are building two transcripts: the institution of higher education (IHE) transcript and the high school transcript.

Therefore, policies and grading procedures may differ for the college course/transcript than high school course/transcript. For example, if a student receives a final numeric grade of 92 in a dual enrollment course, the final numerical average should be transcribed on the high school transcript and correlated to the SC Uniform Grading Scale (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. If the IHE reports a letter grade the appropriate numerical grade will apply to the high school course in accordance with the SC Uniform Grading Policy (for example, an A=95, B=85, etc.). This also includes withdrawal policies governed by each course (the college course(s) and the high school course(s)).

Dual Enrollment through Maymester Term

At partnering colleges and universities, Maymester is transcribed as a summer term; therefore, following the completion of graduation requirements in the spring semester these courses will not be transcribed on a graduating seniors high school transcript.

Seniors who have completed all high school graduation requirements by the end of the spring semester of their fourth year in high school are able to enroll in Maymester courses, however they will be unable to earn Dual Enrollment (DE) credit. Therefore, for any student who is a Spring graduate, the Maymester course will not be recorded on the student's high school transcript. Seniors who require a course for high school graduation, per state requirements, can enroll in a Maymester course or courses to meet graduation requirements for DE credit, but will be considered a summer graduate. Summer graduates are not included in class rank.

Underclassmen are able to enroll in Dual Enrollment (DE) Maymester courses. Underclassmen taking Maymester DE will have the course(s) posted to the high school transcript; however, there is no guarantee the grade(s) can be posted by the June 15th deadline for end of the year GPA and class rank purposes. In such a case, the course(s) grade will be calculated into the student GPA in the preceding year.

All DE courses must receive approval from the high school prior to enrollment.

Dual Enrollment Articulation Agreements

To award dual enrollment 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 enrollment credit. Students may not take college courses on their own time at an institution of higher education with the expectations that the course will 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.

Transferring Dual Enrollment Credit Courses

Dual enrollment 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 enrollment courses earned in South Carolina should be transcribed with the 1.0 quality point weight when the student transfers to a new school and are eligible to receive Dual enrollment weight. Dual enrollment 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 enrollment course to match South Carolina's process when they transcribe the course.

Students/families are responsible for verifying any college's acceptance of credits earned in a dual enrollment course. Taking a dual enrollment course does not guarantee college acceptance nor a college credit transfer.

CCSD's Online Learning Program

In support of CCSD's Strategic Plan which calls for the establishment of enhanced virtual program options for CCSD students, "CCSD Online Learning" provides a variety of rigorous course offerings to middle and high school students throughout the district. CCSD Online course offerings can be used to meet elective and state graduation requirements. All courses offered through CCSD Online Learning will be included on the students transcript and will be calculated into their GPA. CCSD Online includes the following virtual learning opportunities:

- Edgenuity
- VirtualSC (VSC)
- Virtual Charleston (VSC Franchise)
- Distance Learning (with Cisco WebEx technology within district or approved platforms out of district) •

District Approved Out-of-State Virtual Courses

CCSD Online Learning provides:

- students with additional options to resolve any unique scheduling conflicts, including additional opportunities for credit recovery and/or content recovery for students in jeopardy of retention or not completing graduation requirements on time.
- flexible enrollment options to support students with unique schedules, including homebound and home-based, and those facing issues that potentially could interrupt their academic progress.
- increased academic options for motivated students to extend learning opportunities beyond high school graduation requirements.
- opportunities for students all students who wish to earn course credits to meet their personal academic goals.

Interested students should meet with their school counselor to discuss online learning options. Additional information about the CCSD Online Learning Program and course offerings is available on their website at ccsdschools.com/online-learning.

All online learning courses not taken through an approved online program at the home high school must be taken through CCSD Online Learning program.

Summer School and Extended Year via Virtual Options

Summer and extended year courses through Edgenuity, VirtualSC (VSC) and Virtual Charleston programs may be taken for initial credit, credit recovery, and/or for enrichment purposes. Principals or their designee must give prior approval for courses taken in a CCSD summer or extended year program. Requests to take courses through a non-CCSD program must be approved in advance by the CCSD Online Learning Program.

Approval of an initial credit course should include consideration of the following:

- the student previously failed the course, or
- the student has received an FA (failure due to absences), or
- the student has an approved accelerated education plan, or
- the student's schedule cannot accommodate a needed course, or
- the student has an approved education plan into which the required subject cannot be scheduled during the regular school year

The following restrictions apply to summer or extended year courses:

- Credit earned in summer or extended year programs will be denied if prior approval by the Principal or designee is not obtained,
- Credit obtained from an organization other than a CCSD program/school or VirtualSC will be denied if not approved in advance by the CCSD Online Learning Program.
- All summer or extended year courses must be completed and grades made available no later than August 13th of that same year.
- No more than two Edgenuity credit recovery courses may be taken during a summer or extended year program
- All other credit recovery program requirements apply for summer or extended year courses. See the following section for more information about the Credit Recovery Program.

Credit Recovery (CR)

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 a student's GPA, either positively or negatively. Rather, it is intended to allow students an opportunity to master the content or skills they failed to master during the previous 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 previous course was between a 50 and 59 and they had previously taken the course's EOC exam (if applicable). 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 (FA), earned a "WF", "WP" or earned a final grade below 50 are not eligible for credit recovery. Students whose course were taken from an out of state, private or homeschool are not eligible for Credit Recovery.

Grades

Final Grades for Credit Recovery courses will be transcribed using the following procedures:

1. The original failing grade will remain on the transcript as is and calculated into the GPA.

2. If a student passes the credit recovery course with a 60 or higher, 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. The credit recovery course grade does not impact the student's GPA.
3. 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. The credit recovery course grade does not impact the student's GPA.
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. **A student wishing to modify their GPA shall repeat the full course for credit and not seek a credit recovery solution.**

Rules and Procedures

Students interested in a Credit Recovery course should speak with their school counselor. The following rules and procedures apply to Credit Recovery courses:

1. All Credit Recovery courses must be approved by a parent/guardian.
2. No more than two Credit Recovery courses may be taken per semester and no more than 4 courses per academic year.
3. Credit Recovery courses must be completed in 9 weeks for .5 credit courses and 18 weeks for full credit courses. Courses not completed will be archived and the student's transcript will reflect the course recovery attempt with an NP (Not Passed) as a final grade.
4. Credit Recovery courses taken in a summer or extended year session must be completed prior to the beginning of the next school year. Summer Credit Recovery courses completed will be counted in the most recently completed academic year.

Credit Recovery Time Frame

Students who start a credit recovery course must complete the course within the term the course is scheduled (quarter, semester or year). At the end of that term, the student will earn a "P" pass or an "NP", not passed. (See "Grades" under Credit Recovery about the "P" and "NP"). The Credit Recovery window for a student to complete a CR course is one academic year from when the student failed the original course. For example, if a student fails a course in Semester 1, the window in which they must complete the credit recovery course is until the end of semester 1 the next academic year.

Instructional Methodology

1. CCSD's Credit Recovery program is administered through the CCSD Online Learning Program and utilizes Edgenuity, an online curriculum that is based on research-based instructional strategies. Additional information can be found at ccsdschools.com/online-learning.
2. VirtualSC also offers a number of courses for Credit Recovery. Those courses can be viewed at <https://virtualsc.org/>.

Content Recovery

Definition

Content Recovery is defined as a course-specific, skill-based learning opportunity for students who are still

enrolled in the course. Content Recovery allows a student to retake a subset of the course including a single unit, more than one unit, or supplemental assignments/activities as needed to master course standards or content.

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 number 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 three weeks of the end of the time period in question. Seniors must complete all content recovery prior to the school's senior grading verification period .

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.

Report Cards and Transcripts

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. Typically, 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 2, and United States History and the Constitution.

For more information, please visit the End-of-Course Examination Program page on South Carolina Department of Education's website at <https://ed.sc.gov/tests/high/eocep/> .

Accelerated and 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 (accelerated graduate) or graduating after 1st semester of their senior year (early graduate). Students who wish to accelerate or graduate early, along with their parent or guardian, should conference with the student's school counselors to discuss all school and district requirements.

Both Accelerated Graduation and Early Graduation may affect admissions, scholarship opportunities and/or financial aid. Students and parents/guardians should contact the student's intended college(s) to determine the effect of graduating at any other time than at the end of the student's traditional senior year. It is important to note that Early Graduates, those graduating at the end of 1st semester and summer graduates, will not be a part of the final class ranking. Only May/June class rankings are used to qualify for State supported scholarships (LIFE, HOPE, Palmetto Fellows). Additional guidance is provided on the Commission on Higher Education website at www.che.sc.gov

South Carolina High School Diploma Requirements

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 Credits

Total for HS Graduation 24 Credits

South Carolina High School Diploma Requirements Beginning with entering 9th Grade in 2023-24

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 Personal Finance .5

Electives***** 6.5 Credits

Total for HS Graduation 24 Credits

In order to receive a SC high school diploma, the student must attend the high school issuing the diploma for at 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.

*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.

**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 institutions 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).

*** Marching Band courses, which have been approved by the SDE, may waive the PE 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 a 4 year college, then one unit in career and technology education beyond the computer science unit must be earned.

*****The Comprehensive Health Education (CHE) Act of 1988 (59-32-5) requires that public school health instruction be planned, age-appropriate, and sequential. The CHE Act further requires that, at least one time during the four years of grades 9-12, each student shall receive a program of instruction in comprehensive health education

Exceptional 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 the Department of Vocational Rehabilitation, 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. Additional information can be found at: [South Carolina Department of Education Employability Credential](#)

The SC Credential Overview (graduating class of 2022 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

*Based on the South Carolina EOCEP for Federal Accountability Guidance (July 2016 memorandum), ALL students (SC-Alt tested students are the exception) must have an opportunity to learn the standards associated with English 1, Biology 1, and Algebra 1 or its course equivalents (i.e., Foundations in Algebra and Intermediate Algebra) by the end of their third year in high school.

Students who have not had the opportunity to learn English 1, Biology 1, and Algebra 1 standards or its course equivalents (i.e., Foundations in Algebra and Intermediate Algebra) must be scheduled into courses in which those standards are taught and assessed. Districts and Individualized education program (IEP) teams (where appropriate) should determine the best instructional method and course sequence to ensure that ALL students receive instruction in the English 1, Biology 1, and Algebra 1 standards by the end of their third year in high school.

Instruction and support from a special education teacher may be provided to students through co-teaching, academic support, and/or self-contained class models as long as delivery of standards content is facilitated by a teacher who is appropriately certified in the appropriate subjects (English, Biology, and Mathematics).

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 must also take the state designated Career Assessment and either the 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 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 students entering college beginning in Academic Year 2019-20. For more information about South Carolina College admission requirements visit <https://www.che.sc.gov/> for additional information.

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** See notes below for specific requirements
US History	1 unit
Economics	.5 unit
Government	.5 unit
Social Studies	1 unit
PE/ROTC	1 unit
Foreign Language	2 units of the same language <i>Some four year universities may require 3 units of the same foreign language for admission.</i>
Fine Arts	1 unit in Fine Arts***

Elective 2 additional units ****

* A fourth higher-level mathematics course should be selected from among Algebra III/trigonometry, pre-calculus, calculus, statistics, discrete mathematics, or a capstone mathematics course. It is highly recommended that 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 in 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 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 units 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. Additional information is available at <https://www.che.sc.gov/>.

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 course hours each 9 weeks of the school year.

For 9th and 10th graders, these hours of enrollment correlates to a minimum of seven courses. For juniors these hours of enrollment typically correlate to a minimum of six courses and for seniors, five courses.

*In cases of extreme hardship, a senior may request in writing to the principal, permission for a waiver of the five-unit requirement. See Board Policy JHC for more information.

Extended Learning Opportunities (internship, co-op or apprenticeship) may count toward these hours of enrollment for Grade 11 & 12.

South Carolina Uniform Grading Policy (SC UGP)

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 composed of superintendents, principals, teachers, and representatives of school boards and higher 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.

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 SBE authorizes the South Carolina Department of Education (SCDE) to amend the UGP administrative procedures, as the SCDE deems appropriate. Additional information on the SC Uniform Grading Policy is available at: [South Carolina Uniform Grading Policy \(SC UGP\)](#).

The uniform grading scale and the system for calculating grade point averages (GPAs) and class rank was effective for all students beginning in the 2016-17 school year. For additional information and to view the SC Uniform Grading visit: [Administrative Procedures South Carolina Uniform Grading Policy](#).

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 limitations for 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 enrollment, 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 dropout 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 a 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 a 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

Any student may retake a course at the same level of difficulty if the student has earned a D, P, NP, WP, FA, WF, or an F in that course. If the same level course is not accessible, the course may be retaken at a different level of rigor. A student who has taken a course for a unit of high school credit prior to the ninth grade year may retake the course at the same difficulty level regardless of the grade he or she has earned. 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. All course attempts from middle and high school will show on the transcript. Only one course attempt and the highest grade earned for the course will be calculated in the GPA.

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 or before the next sequential course (whichever comes first). 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).

Per the SC Department of Education, students from out of state, from an in state private or homeschool are not eligible to have the lower grade “excluded” from the students grade point average.

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. *Families 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 as defined in Regulation 43-273) and numerical averages are provided, those averages must be used in transferring the grades to the student’s record. If letter grades with no numerical averages are provided, the conversion scale effective during the year the course was completed will be used. For courses completed during school years 2015– 16 and prior, the following conversion will apply: A = 96, B = 88, C = 80, D = 73, F = 61. For courses completed in 2016–17 and after, the following conversion will apply: A = 95, B = 85, C = 75, D = 65, F = 50. 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, the grade will be recorded as a “P” on the transcript and follow the guidelines for entering the “P” on the transcript. See SBE Regulation 43-273 for additional information on transfers and withdrawals. If the transcript indicates that the student has earned a failing grade in any course in which he or she had a numerical average of 60 or above, the grade will be recorded as an “NP” on the transcript and follow the guidelines for entering the “NP” on the transcript.

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 for the “P,” an earned credit will be awarded and follow UGP Administrative Procedures for entering a “P” on the transcript. If no numerical average can be obtained from the sending institution on the “F,” an “NP” will be entered on the transcript. (See the Administrative Procedures of the SC Uniform Grading Policy for other transfer grade issues.)

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.

Students transferring from schools not accredited under the regulations of the appropriate board of education or by the U.S. Department of Education, including, but not limited to home school, private school, or out-of-state non-public charter school, 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 families 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 homeschool, private school, or out-of-state non-public charter school for consistency. Refer to Regulation 43-273.

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.

Non-accredited School Grades (Including Homeschool Grades)

Non-accredited School Grades (Including Homeschool Grades) Students enrolling from non-public schools, which meet the accreditation definition as defined by Regulation 43-273, will have credits accepted. Options for validation may include administration of district-approved assessments, examination of student work to include any supporting valid documentation, assignment of the grades “P” or “NP” to the transfer credits, or a combination of local board approved options. The district must 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 and procedures. 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 Class Rank

Beginning with the graduating class of 2023 and beyond 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 cumulative GPA's in the senior class after all course grades taken in the spring semester of the senior year are posted and calculated into the GPA.

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

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) be eligible for graduation with a state high school diploma; (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 Board Scholar Certificate

CCSD Board Scholar Certificate – This certificate is awarded to graduating seniors based on GPA calculated at the end of the third nine week grading period. A student must achieve a cumulative GPA of 4.25 or better on the South Carolina Uniform Grading Scale with no rounding up or down.

South Carolina Seal of Biliteracy

The South Carolina Seal of Biliteracy (SoBL) is an award that recognizes Junior and Senior level students who have attained a functional level of proficiency in two languages (English and one other language) by graduation. The South Carolina SoBL serves to certify attainment of biliteracy for students, employers, and universities. It is a statement of accomplishment that helps to signal evidence of a student's readiness for career and college, and for engagement as a global citizen. The Office of Standards and Learning has provided a support document explaining all related guidelines for the South Carolina SoBL, as well as an application that must be used for students to earn the award. These documents are available on the South Carolina Department of Education website at: [Seal of Biliteracy](#).

For further information, please contact your school's ML teacher, World Language teacher, or school counselor.

South Carolina Personalized Pathways and Seals of Distinction

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 District and the State Department of Education as to which specific courses will align with South Carolina’s rigorous college and career ready standards.

Seal of Distinction

Beginning with the graduating class of 2022, students will have the opportunity to earn a “Seal” 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 Seal” which can be earned in Military, the Arts, STEM and World Language. Students are not required to earn a “Seal of Distinction” for high school graduation purposes. *Consult District or School Curriculum Guides for more information regarding curriculum choices and requirements.

The Seals of Distinction GPA requirements may be met by either the:

- End of first semester senior year GPA*
- Final GPA

*Seniors who meet the GPA criteria at the end of first semester have satisfied this requirement. These students do not have to requalify with their final GPA.

The use of qualifying test scores, when applicable, must be available at the time of identification of the Seal. Qualifying AP/IB exam scores, if applicable, must be received prior to the student's senior year. See your school counselor or visit [South Carolina Department of Education Seals of Distinction](#) for more information and view the criteria for earning a Seal of Distinction.



DIPLOMA PATHWAYS SEALS OF DISTINCTION TEMPLATE

Students shall meet all requirements for earning a South Carolina high school diploma to be eligible to earn any Seal of Distinction.

One or more Seals may be earned.

Consult District or School Curriculum Guides for more information regarding curriculum choices and requirements.

Honors Seal of Distinction	College Ready Seal of Distinction	Career Ready Seal of Distinction	Arts Specialization Seal of Distinction
UGP GPA 3.5 or higher	UGP GPA 3.0 or higher or ACT 20 or higher or SAT 1020 or higher Tests may be superscored	UGP GPA 3.0 or higher	UGP GPA 3.0 or higher
English - 4 credits 2 at honors or higher level Math - Algebra 1, Algebra 2, Geometry, and a 4th higher level math requiring Algebra 2 as a prerequisite 3 at honors or higher level Lab Science - 3 credits 2 at honors or higher level Social Studies - 3 credits 2 at honors or higher level World Languages - 2 credits of the same language for students entering 9th grade in 2018–2019 3 credits of the same language for students entering 9th grade in 2019–2020 and beyond Advanced Coursework - 4 additional credits of honors or higher completed during the Junior/Senior years (the last 2 years prior to graduation)	English - 4 credits Math - Algebra 1 (or the equivalent of Algebra 1), Algebra 2, Geometry, and another higher level math Lab Science - 3 credits Social Studies - 3 credits World Language - 2 credits in the same language Fine Arts - 1 credit	Career and Technical Education (CTE) Completer with an industry recognized credential OR Silver or higher certificate on ACT WorkKeys or Level 3 Credential or higher on WIN SC Career Ready Test OR Completion of Career Ready Work-Based Learning (WBL) placement STEM Specialization Seal of Distinction UGP GPA 3.0 or higher 4 credits beyond required graduation courses in math, science, technology, and engineering; at least 2 at honors or higher level Courses may be in 1 area of STEM or across all 4 areas	4 credits in a single or multiple arts areas, 2 at the honors or higher level* AND Mastery on externally evaluated exam or performance task *If honors credit is not available for arts courses, student must complete four courses in a single art area World Language Specialization Seal of Distinction UGP GPA 3.0 or higher 4 credits in the same language OR a nationally normed proficiency-based language assessment score of "Intermediate Low" OR AP exam score of 3 or higher OR IB exam score of 4 or higher OR Cambridge AICE Language exam score of E or better before the senior year
	Military Specialization Seal of Distinction UGP GPA 3.0 or higher 4 credits in JROTC and an ASVAB score of 31 or higher		

Updated September, 2023

State Scholarships

Information for Life, HOPE and Palmetto Fellows Scholarships is subject to change based on any new state legislation. Visit www.che.sc.gov for more information.

For all state awards only those students who have earned a S. C. High School Diploma and who graduate in the spring term will be included in the calculation of class rank.

LIFE Scholarship – General Eligibility Requirements

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 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.

LIFE Scholarship - Initial Eligibility Requirements

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:

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.

Score an 1100 on the SAT or an equivalent 22 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 sub-section score to meet the minimum 1100 SAT requirement. Starting with the graduating class of 2018, SAT scores obtained prior to March 2016 cannot be used for eligible purposes.
- c. It is permissible to select the highest average ACT composite score from different test administrations. Highest ACT must be calculated by using the highest English, Math, Reading and Science subject scores and then add the four scores together, then divide the sum of the four scores by four.

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.

LIFE Scholarship Enhancement - Initial Eligibility Requirements

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 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 enrollment 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.

PALMETTO FELLOWS Scholarship - Initial Eligibility Requirements

For **Early Awards**, the school counselor/school representative must submit the application and required documentation to the Commission on Higher Education (CHE) for the Palmetto Fellows Scholarship by April 15th of the student's senior year. If the deadline falls on a Saturday, Sunday, or holiday the deadline is the preceding Friday (students cannot use the Early Awards criteria to be eligible for the Late Awards). Students are eligible to apply if they meet one of the following sets of academic requirements:

1. Score at least 1200 on the SAT (25 on the ACT) by the March 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 (31 on the ACT) by the March test administration and earn a minimum 4.00 cumulative GPA on the SC UGP at the end of the junior year.
3. SAT and ACT can be "superscored" to meet eligibility requirements.

For **Early Awards**, test scores will be accepted through the March test administration of the senior year.

For **Late Awards**, the school counselor/school representative must submit the application and required documentation to the CHE for the Palmetto Fellows Scholarship by June 30th of the student's senior year. If the deadline falls on a Saturday, Sunday, or holiday the deadline is the preceding Friday. High school seniors are eligible to apply if they meet one of the following sets of academic requirements:

1. Score at least 1200 on the SAT (25 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 (31 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.

For **Late Awards**, test scores will be accepted through the June national test administration of the senior year. Students taking the June test administration date must have scores sent directly to the Commission by designating the following codes: SAT 4313; ACT 6326

Students and families 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 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:

HOPE Scholarship - General Eligibility Requirements

- 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.*

HOPE Scholarship - Initial Eligibility Requirements

In order to qualify for the SC HOPE Scholarship, first-time entering freshmen must earn a cumulative high school 3.0 grade point ratio (GPR) based on the SC 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 by the teacher and approved by a school administrator. The completed form is then filed in the student’s permanent record.

Attendance Requirements and Denial of Credit

Any student who misses 10% of the school year for any reason is considered to be chronically absent. A student, between the ages of 6 up to 17, is considered to be truant when he/she has 3 consecutive

unlawful absences or 5 accumulated unlawful absences. School officials are required to develop a written intervention plan to address the student's continued absence in conjunction with the child and families.

Attendance is a requirement for promotion and/or credit. Students must attend at least 85 days of a 90-day course, 170 days of a 180-day course or 42 days of a 45-day course. Students who exceed the approved limits for absences may not receive credit in the course. A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction. A school may award one-half unit of credit for an academic standards-based course requiring a minimum of 60 hours of instruction and one-fourth unit of credit for an academic standards-based course requiring a minimum of 30 hours of instruction.

Course	Required Attendance	Maximum Absences
	for Credit	(Lawful and/or Unlawful Absences)
90 day course	85 days	No more than 5 day absences
45 day course	42 days	No more than 3 day absences
180 day course	170 days	No more than 10 day absences

Visit the following websites for additional Information:

[Regulation 43-274 Student Attendance](#)

[Regulation 43-234 Defined Programs, Grades 9-12 and Graduation Requirements](#)

Guidelines for Denial of Credit

The Principal will conduct an investigation to determine if credit should be denied on the basis of attendance. Denial of credit will be based on, but not limited to:

- lawful vs. unlawful absences
- 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 or designee. The decision of the principal or designee may be appealed to the level leader or designee. The decision of the level leader or designee may be appealed to the superintendent or designee by written request for appeal within ten (10) days of receipt of the decision of the level leader or designee. The decision of the superintendent or designee is final.

See CCSD Board Policy JH Student Absences and Excuses on the CCSD website.

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 <https://www.ncaa.com/>

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 <https://www.naia.org/landing/index>

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 prior to or on his/her return to CCSD. 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

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 any state required testing (if required).
- 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 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.

For more information see CCSD Board Policy **JFAB-R** on the CCSD website.

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.

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 at least 18 years of age 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. Units earned through an accredited high school will transfer to the Adult Education program and count towards the required number of units. Visit [CCSD Department of Adult Education](#) for more information.

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.

- Administration of the Official GED Practice Test: For a student to determine readiness to take the State

GED test. Test battery will include Mathematics, Reasoning through Language Arts, Science, and Social Studies.

- GED Preparation: For students who need time to review academic skills in Mathematics, Science, Social Studies, and Reasoning through Language Arts. 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
- Official Transcript
- Copy of Birth Certificate
- Local school board constituent letter if 17 years old

A Record Request form will be sent to the last school attended once a student has enrolled. Adult Education will notify the school that all documentation has been received for enrollment. Official transcripts and test scores, if applicable, will be requested by Adult Education.

After the transcript is evaluated, Adult Education staff will meet with the student to discuss academic goals, career goals and courses required for graduation. Students can enroll in the High School Diploma Program with any number of credits.

Adult Education Courses

In Person Instruction

Algebra II, Geometry, Probability & Statistics. *Additional courses are offered in person upon approval of curriculum and pacing guides by SDE, Office of Adult Education.*

Virtual SC/Online

Additional credit courses for graduation are offered online. Students in CAE's high school diploma program have the option to access VirtualSC, a free state-sponsored online program. VirtualSC is an individualized online learning solution for students on the path to high school graduation. The site offers free rigorous online courses aligned to state standards that are developed and taught by highly qualified, South Carolina-Licensed teachers.

GED Preparation

To enroll in GED Preparation classes students must be officially withdrawn from the K-12 program, provide an official transcript, and have a 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.