

# Graduation Requirements and Post High School Planning for Students with an IEP

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# Learning Objectives

Participants will:

- Understand the diploma options and graduation requirements that are currently in place for high school students
- Understand the requirements for the Standard Diploma with Credit Accommodations
- Understand IEP team considerations when discussing post high school plans and developing schedules



# Graduation Requirement Determination

- Students are assigned their graduation requirements according to the year they entered 9<sup>th</sup> grade for the first time
- There are currently three different sets of requirements for students:
  - Entering 9<sup>th</sup> grade through 2010-2011
  - Entering 9<sup>th</sup> grade in 2011-2012 or 2012-2013
  - Entering 9<sup>th</sup> grade in 2013-2014 and beyond



# Students Entering 9<sup>th</sup> Grade through 2010-2011

## Available Diplomas

- Standard\* - 22 Credits
  - \*Students with an IEP or 504 plan, who meet eligibility criteria, may pursue a Standard Diploma with Credit Accommodations
- Advanced Studies – 24 Credits
- Modified Standard – 20 Credits
- Applied Studies – Students meet the requirements of their IEP



# Students Entering 9<sup>th</sup> Grade in 2011-2012 or 2012-2013

## Available Diplomas

- Standard\* - 22 Credits
    - \*Students with an IEP or 504 plan, who meet eligibility criteria, may pursue a Standard Diploma with Credit Accommodations
  - Advanced Studies – 26 Credits
  - Modified Standard – 20 Credits
  - Applied Studies - Students meet the requirements of their IEP
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- Students pursuing the Standard or Advanced Diploma must now take and pass the **Economics and Personal Finance** course



# Students Entering 9<sup>th</sup> Grade

## 2013-2014 and beyond

### Available Diplomas

- Standard\* - 22 Credits

\* Students with an IEP or 504 plan, who meet eligibility criteria, may pursue a Standard Diploma with Credit Accommodations

- Advanced Studies – 26 Credits
- Applied Studies - Students meet the requirements of their IEP
- Students pursuing the Standard or Advanced Diploma must take and pass the Economics and Personal Finance course
- Students pursuing the Standard or Advanced Diploma must take **one virtual course** for credit or non-credit
- Students pursuing the Standard Diploma must pass a state approved **CTE Credentialing examination**



# Virtual Course Requirement

Students who enter the 9<sup>th</sup> grade for the first time in 2013-2014 and beyond:

- Must successfully complete one virtual course, which may be noncredit-bearing, to graduate with a Standard or Advanced Studies Diploma;
- Students will meet this requirement when they are enrolled in the Economics and Personal Finance course.



# Career and Technical Education Credential

Students who enter the 9<sup>th</sup> grade for the first time in 2013-2014 and beyond:

- Must earn a career and technical education (CTE) credential that has been approved by the Board of Education to graduate with a Standard Diploma.
- Students will meet this requirement by taking the Workplace Readiness Skills for the Commonwealth assessment when they are enrolled in the Economics and Personal Finance course during the regularly scheduled school day.
- Students will have other opportunities to take credentialing exams after completing a sequence of CTE courses.
- Students will have opportunities to complete this through ASVAB testing.





# Standard Diploma with Credit Accommodations

- Credit accommodations provide alternatives for eligible students with IEPs or 504 Plans to earn the standard and verified credits required to graduate with a Standard Diploma.
- These accommodations may be provided for eligible students, in any of these three ways:
  - Substitute Assessment/VMAST
  - Locally Awarded Verified Credits
  - Instruction/Coursework Offerings



# Eligibility for Standard Diploma with Credit Accommodations

- Student must have a current IEP or 504 plan with standards-based content goals
- Student has a disability that precludes him or her from achieving and progressing commensurate with grade level expectations, but is learning on grade level content
- Student needs significant instructional supports to access grade level SOL content and to show progress
- Based on multiple objective measures of past performance, students might not be expected to achieve the required standard and verified units of credit within the standard time frame



# Substitute Assessments and VMAST

- The Board of Education has approved substitute tests that students may take to earn verified credits toward graduation.
- This accommodation also permits use of VMAST (Virginia Modified Achievement Standards Test) for verified credit in Algebra I and End-of-Course Reading beginning in 2014-2015 school year.

# Locally Awarded Verified Credits

- Eligible students (as indicated in their IEP/504 plans) may now earn Locally Awarded Verified Credits in the areas of English Reading, English Writing, and Mathematics in addition to Science and Social Studies.
- Students may earn all six (6) verified credits through the local award process if credit accommodations are used for the Reading, Writing and Math verified units of credit (PWCS Regulation 662-4C).



- To be eligible to earn locally awarded verified credits, a student must:
  - Pass the high school course,
  - Score within a 375-399 range on any administration of the Standards of Learning test after taking the test **at least twice**, and
  - Demonstrate achievement in the academic content.
- NOTE: Students working toward the Modified Standard Diploma are NOT eligible for Locally Awarded Verified Credits.

# Instruction/Course Offerings

- Eligible students may enroll in the Personal Finance Course (3120) that will be augmented to include the 21 Work Readiness Skills (WRS).
  - This course will meet the graduation requirement for Economics and Personal Finance.
  - This will also satisfy the graduation requirement for the CTE credential through the completion of the Workplace Readiness Skills Assessment.

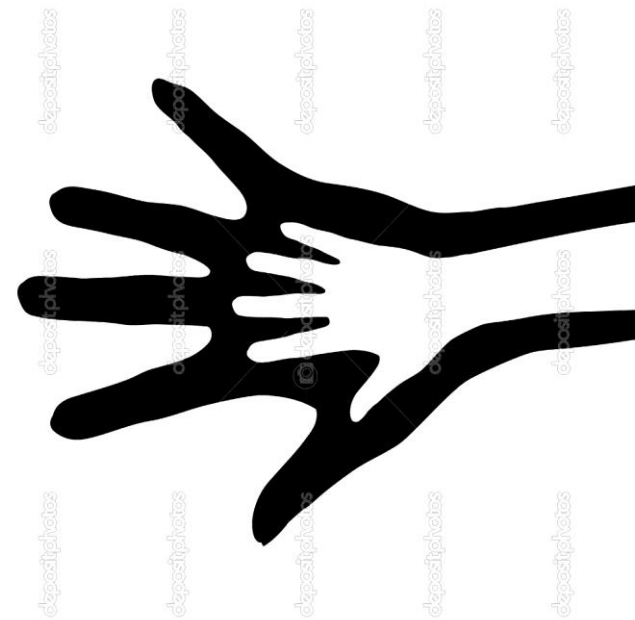


- Eligible students may also receive credit for each part of a two-part course as a credit accommodation.
  - For example, an eligible student could now receive 2 credits for Algebra I-Part I and Algebra I-Part II.
  - PWCS is also considering adding a Part I/Part II option for Geometry



# Academic and Post-Secondary Planning

In high school, academic and post-secondary planning go hand in hand.





# Electives

- Electives allow an opportunity for students to explore possible vocational interests and find areas of strength.
- The IEP team and the Transition Specialist work together with the student (and family as appropriate) to review student vocational interests, skills, and needs
- Interests, skills and needs are used to establish post-secondary goals and develop an effective transition plan with the student.



# Special Education Electives

Electives may also provide an opportunity for special education services:

- Compensatory Skills (Levels I-IV)
- Learning Strategies (I and II)
- Social Skills (I and II)
- EMPLOY (Levels I-V)



# Compensatory Skills and Learning Strategies

- Provide remediation based on student's specific areas of need identified through eligibility and the IEP process.
- Utilize research-based instructional strategies.
- Provide support for academic tasks.



# Social Skills

- Direct instruction in IEP goals related to social skills
- Incorporates Skillstreaming curriculum
- Focus is on communication skills, positive relationships, and decision-making skills



# EMPLOY

Career education series available through a combination of classroom and community settings at the high school level

Five levels:

- I and II = Classroom setting  
Focus is on work-readiness skills
- III and IV = Community-Based Internship  
Two credit unpaid internship at a community employment site
- V = Work-study  
Student receives credit for paid employment



# Collaboration is the KEY

To ensure successful post-secondary outcomes we need collaboration and communication among:

- Student and parents
- IEP case manager
- Guidance Counselor
- Transition Specialist



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# Resources

- VDOE Credit Accommodations  
[http://www.doe.virginia.gov/instruction/graduation/credit\\_accommodations.shtml](http://www.doe.virginia.gov/instruction/graduation/credit_accommodations.shtml)
- Substitute Tests  
[http://www.doe.virginia.gov/testing/substitute\\_tests/](http://www.doe.virginia.gov/testing/substitute_tests/)
- VDOE Career and Technical Education  
[http://www.doe.virginia.gov/instruction/career\\_technical/index.shtml](http://www.doe.virginia.gov/instruction/career_technical/index.shtml)
- Workplace Readiness Skills Assessment  
[www.ctecs.org/va-wrs-assessment.htm](http://www.ctecs.org/va-wrs-assessment.htm)



# Questions?

