

# Forward to the Finish Line



Marianne Moore

Secondary Transition

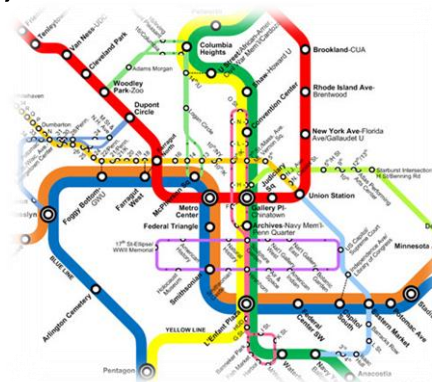
Special Education Program Improvement

804-225-2700

[Marianne.moore@doe.virginia.gov](mailto:Marianne.moore@doe.virginia.gov)

# WHAT YOU NEED TO KNOW

- How to navigate the VDOE web site
  - [www.doe.virginia.gov](http://www.doe.virginia.gov)
- How to navigate your division's and school's web site
- What is in the Student Handbook and available courses
- The name and contact information of your child's school counselor and teachers
- Supports (accommodations) your child is allowed; Testing and Instruction
- Standard Credits, Verified Credits, and Credit Accommodations
- Your child's postsecondary goals
  - Employment
  - Education
  - Training
  - Independent Living



# EXIT OPTIONS

- Advanced Studies Diploma
- Standard Diploma
- Modified Standard Diploma
- Applied Studies Diploma (July 1) - ~~Special Diploma~~
- General Achievement Diploma (GAD)
- General Education Development (GED)
  - Referred to as a high school equivalency preparation program
- Certificate of Program Completion



# **SOME CHANGES – First Time 9<sup>th</sup> graders 2013-14 and Beyond**

- Academic and Career Plans (ACP) for ALL students beginning in middle school
- Advanced Studies Diploma
  - Virtual Course – may be non-credit bearing
- Standard Diploma
  - Virtual Course – may be non-credit bearing
  - Board Approved Career and Technical Education (CTE) Credential (state license or industry credential)
- Credit Accommodations
  - Pathways to the Standard Diploma through Credit Accommodations

# **NEW: First Time 9<sup>th</sup> Graders 2016-17 and Beyond**

- shall be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands on practice of the skills necessary to perform cardiopulmonary resuscitation.
- Students with an Individualized Education Program (IEP) or a 504 Plan which documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-350

# ADVANCED STUDIES DIPLOMA

<b>DISCIPLINE AREA</b>	<b>Standard Credits: effective with first-time ninth graders in 2003- 2004 through 2010- 2011</b>	<b>Standard Credits: effective with first-time ninth graders in 2011- 2012 and beyond</b>	<b>Verified Credits: effective with ninth graders in 2000- 2001 and beyond</b>
English	4	4	2
Mathematics <a href="#">[Note 1]</a>	4	4	2
Laboratory Science <a href="#">[Note 2]</a>	4	4	2
History & Social Sciences <a href="#">[Note 3]</a>	4	4	2
Foreign Languages <a href="#">[Note 4]</a>	3	3	
Health & Physical Education	2	2	
Fine Arts or Career & Technical Education	1	1	
Economics and Personal Finance		1	
<a href="#">Electives</a>	2	3	
Student Selected Test <a href="#">[ Note 5]</a>			1
<b>Total</b>	<b>24</b>	<b>26</b>	<b>9</b>

ALWAYS PAY ATTENTION TO THE NOTES. They provide the important details.

**\*2013-14 SY and beyond must take a virtual course.**

# EXAMPLE OF NOTES

- NOTE 1 (Mathematics)  
**For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II.
- NOTE 2 (Sciences)  
**For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement.
- NOTE 3 (Foreign Language)  
The Advanced Studies Diploma contains a requirement for either three years of one foreign language or two years of two languages. In March 1998, the Board of Education approved the provision of three years of instruction in American Sign Language (ASL) for foreign language credit toward an Advanced Studies Diploma; other foreign languages will satisfy this requirement as well. Details of this action are available in: Superintendent's Memo, Interpretive, #1, June 12, 1998.

# STANDARD DIPLOMA

<b>Discipline Area</b>	<b>Standard Credits: effective with first- time ninth graders in 2003-2004 through 2010-2011</b>	<b>Standard Credits: effective with first-time ninth graders in 2011- 2012 and beyond</b>	<b>Verified Credits: effective for first- time ninth graders in 2003-2004 and beyond</b>
English	4	4	2
Mathematics [ <a href="#">Note 1</a> ]	3	3	1
Laboratory Science [ <a href="#">Notes 2 &amp; 6</a> ]	3	3	1
History & Social Sciences [ <a href="#">Notes 3 &amp; 6</a> ]	3	3	1
Health & Physical Education	2	2	
Fine Arts or Career & Technical Education	1		
Foreign Language, Fine Arts or Career & Technical Education [ <a href="#">Note 7</a> ]		2	
Economics and Personal Finance		1	
<a href="#">Electives</a> [ <a href="#">Note 4</a> ]	6	4	
Student Selected Test [ <a href="#">Note 5</a> ]			1
<b>Total</b>	<b>22</b>	<b>22</b>	<b>6</b>

ALWAYS READ THE NOTES! They hold the important details.

**\*2013-14 SY must take a virtual course and CTE credential**



# CREDIT ACCOMMODATIONS

- Pathways to the Standard Diploma only
- For students with disabilities
- Assessments
  - VMAST - EOC Reading and Algebra I
- Locally Awarded Verified Credits (LAVC)
  - Mathematics and English – students with disabilities only
- Courses
  - Parts A and Part B = 2 standard credits (certain courses) – students with disabilities
  - Personal Living and Finances (3120)= Economics and Personal Finance (6120) – students with disabilities

# REMEMBER

- ✓ **ALL** students may use substitute assessments
  - ❖ no need to document in IEP or 504 for SWDs
- ✓ **ALL** students may appeal for a LAVC in Science & History/Social Sciences
  - ❖ no need to document in IEP or 504 for SWDs
- ✓ Must document through IEP or 504 processes to determine eligibility for credit accommodations **exclusive to students with disabilities (SWD)**

# Eligibility for Credit Accommodations

- Student must have a current IEP or 504 plan with standards based content goals. (Working on grade level standards.)
- 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 Standards of Learning (SOL) content and to show progress.
- Based on multiple objective measures of past performance, student might not be expected to achieve the required standard and verified units of credit within the standard time frame

# VMAST

- VMAST (English Reading and Algebra I)
  - Pass the course.
  - Take the SOL twice and score 374 or lower on both administrations.
  - Eligible for VMAST
  - Document through the IEP/504
    - Written Consent
  - Score 400 on the VMAST

# Locally Awarded Verified Credits (LAVC)

- Pass the course
- Take the SOL at least twice and score 375-399 on any administration.
- Determine eligibility
  - document through the IEP Team /504 Committee
- Provide written consent
- Demonstrate achievement in the academic content through an appeal process administered at the local level. (Appeal through your division's process.) *Some divisions continue to allow only 4 LAVCs; SBE allows for more flexibility.*

# Coursework

- **Two Part Courses**

- Algebra I Part A and Part B
  - Pass Part A = 1 standard credit
  - Pass Part B = 1 standard credit
- Geometry I Part A and Part B
- Pass Part A = 1 elective credit
  - Pass Part B = 1 standard credit
- Must complete sequence

- **3120 for 6120**

- Personal Living and Finances (3120)
  - Course includes 21 Workplace Readiness Skills
    - take the WRS Assessment=CTE credential
  - 3 History/Social Sciences credits
    - Economics Objectives
- Economics and Personal Finance (6120)

# CREDIT ACCOMMODATIONS AT-A-GLANCE

Accommodation	AVAILABLE TO ALL STUDENTS	STUDENTS WITH DISABILITIES (IEP and 504) WHO QUALIFY FOR CREDIT ACCOMMODATIONS
Alternative Assessments	N/A	VMAST (EOC Algebra I and English Reading)
Locally Awarded Verified Credit	Science and History/Social Sciences	Math and EOC English Reading and Writing
Economics and Personal Finance	Economics and Personal Finance (6120)	Personal Living and Finances (3120) substitutes for Economics and Personal Finance (6120) (must have earned 3 standard credits in History/Social Sciences)
Courses Taught in 2 Parts	1 elective credit and 1 standard credit	2 standard credits for <u>first</u> sequence in a content area.**

\*\* Example: Algebra I Part 1 = 1 standard credit; Algebra I Part 2 = 1 standard credit  
 Geometry 1 Part 1 = 1 elective credit; Geometry I Part 2 = 1 standard credit

# MODIFIED STANDARD DIPLOMA

Modified Standard Diploma Course Requirements (8 VAC 20-131-50.D)	
Discipline Area	Standard Credits
English	4
Mathematics <a href="#">[Note 1]</a>	3
Laboratory Science <a href="#">[Note 2]</a>	2
History & Social Sciences <a href="#">[Note 3]</a>	2
Health & Physical Education	2
Fine Arts or Career & Technical Education	1
<a href="#">Electives</a> <a href="#">[Note 4]</a>	6
Total	20

ALWAYS READ THE NOTES! They hold important details.



# ~~SPECIAL DIPLOMA~~ Applied Studies Diploma

- Available to students with disabilities who complete the requirements of their IEP and who do not meet the requirements for other diplomas.
- July 1, 2015 it will be called the Applied Studies Diploma
- Current initiative to increase the rigor
  - Domains and Competencies in each domain
  - Electronic web-based record keeping

# COLLEGE READY

Most Selective:	High school diploma College prep courses High GPA High test scores Extra curricular	Advanced Studies Diploma
Less Selective:	High school diploma College prep courses GPA and test scores	Advanced Studies and Standard Diplomas
Open Access	High school diploma Placement Tests (VPT for community colleges)	Standard and MSD Diplomas
Special Programs	Higher Ed. Opportunity Act	For ID/DD students- Applied Studies Diploma

# COLLEGE READINESS

## Indicators of College Readiness in Virginia\*

<b>Coursework</b>	<ul style="list-style-type: none"> <li>• Algebra II and a lab science (e.g., chemistry)</li> <li>• Participation in college-level course work adds value               <ul style="list-style-type: none"> <li>- Dual enrollment</li> <li>- Advanced Placement courses</li> <li>- IB programs</li> </ul> </li> </ul>
<b>Diploma type</b>	<ul style="list-style-type: none"> <li>• Advanced studies</li> </ul>
<b>SOL outcomes</b>	<ul style="list-style-type: none"> <li>• Reading:       Advanced proficient</li> <li>• Writing:       Advanced proficient</li> <li>• Algebra I:     Advanced proficient</li> <li>• Geometry:     Advanced proficient</li> <li>• Algebra II:    Advanced or near advanced proficient</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• College ready on external assessments (e.g., SAT, ACT)</li> </ul>

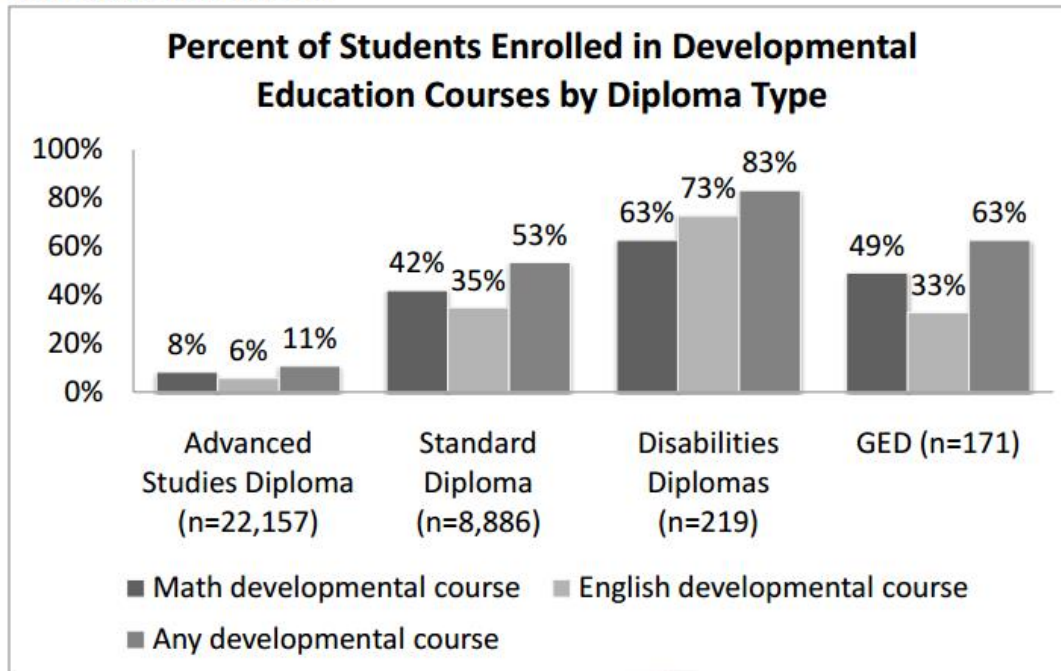
\*Based on preparation for success in four-year schools. In Virginia, few students enrolled in four-year schools require remediation.



# CCR cont.



**Students who earned a Standard Diploma were more likely to enroll in a developmental course than students who earned an Advanced Diploma**  
-- Approximately 11% of students who earned an Advanced Diploma were placed in developmental courses.



# Workplace Readiness Skills

## WORKPLACE READINESS SKILLS for the Commonwealth

Needs Identified by Virginia Employers

### **Personal Qualities and People Skills**

- 1. POSITIVE WORK ETHIC:**  
Comes to work every day on time, is willing to take direction, and is motivated to accomplish the task at hand
- 2. INTEGRITY:**  
Abides by workplace policies and laws and demonstrates honesty and reliability
- 3. TEAMWORK:**  
Contributes to the success of the team, assists others, and requests help when needed
- 4. SELF-REPRESENTATION:**  
Dresses appropriately and uses language and manners suitable for the workplace
- 5. DIVERSITY AWARENESS:**  
Works well with all customers and coworkers
- 6. CONFLICT RESOLUTION:**  
Negotiates diplomatic solutions to interpersonal and workplace issues
- 7. CREATIVITY AND RESOURCEFULNESS:**  
Contributes new ideas and works with initiative

### **Professional Knowledge and Skills**

- 8. SPEAKING AND LISTENING:**  
Follows directions and communicates effectively with customers and fellow employees
- 9. READING AND WRITING:**  
Reads and interprets workplace documents and writes clearly
- 10. CRITICAL THINKING AND PROBLEM SOLVING:**  
Analyzes and resolves problems that arise in completing assigned tasks
- 11. HEALTH AND SAFETY:**  
Follows safety guidelines and manages personal health
- 12. ORGANIZATIONS, SYSTEMS, AND CLIMATES:**  
Identifies "big picture" issues and his or her role in fulfilling the mission of the workplace
- 13. LIFELONG LEARNING:**  
Continually acquires new industry-related information and improves professional skills
- 14. JOB ACQUISITION AND ADVANCEMENT:**  
Prepares to apply for a job and to seek promotion
- 15. TIME, TASK, AND RESOURCE MANAGEMENT:**  
Organizes and implements a productive plan of work
- 16. MATHEMATICS:**  
Uses mathematical reasoning to accomplish tasks
- 17. CUSTOMER SERVICE:**  
Identifies and addresses the needs of all customers, providing helpful, courteous, and knowledgeable service

### **Technology Knowledge and Skills**

- 18. JOB-SPECIFIC TECHNOLOGIES:**  
Selects and safely uses technological resources to accomplish work responsibilities in a productive manner
- 19. INFORMATION TECHNOLOGY:**  
Uses computers, file management techniques, and software/programs effectively
- 20. INTERNET USE AND SECURITY:**  
Uses the Internet appropriately for work
- 21. TELECOMMUNICATIONS:**  
Selects and uses appropriate devices, services, and applications



VIRGINIA DEPARTMENT OF  
EDUCATION

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# CONSIDER

- Set goals with your child. This keeps students motivated.
- Review the school calendar together. Note important dates such as progress reports, report cards and SOL testing.
- Check schoolwork regularly. This will help you celebrate the success and interrupt any problems.
- Help your child get involved with extracurricular activities. This helps them identify strengths, interests, and preferences. These activities can keep students engaged in school.
- Encourage your child to take rigorous classes. This will prepare them for postsecondary education, employment, and build confidence.
- Consider a visit to a university or community college campus.
- Think about finances early.

*From the Big Future by The College Board*

# RESOURCES

- [http://www.doe.virginia.gov/special\\_ed/transition\\_svcs/index.shtml](http://www.doe.virginia.gov/special_ed/transition_svcs/index.shtml)
- [http://www.doe.virginia.gov/special\\_ed/transition\\_svcs/transition\\_assessment.pdf](http://www.doe.virginia.gov/special_ed/transition_svcs/transition_assessment.pdf)
- <https://svrp.wordpress.com/>
- <http://sped.sbcsc.k12.in.us/ppm/transitionplanning/transitionassessments.html>
- <https://tagg.ou.edu/tagg/>
- [www.ttaonline.org](http://www.ttaonline.org)
- <https://www.vawizard.org/vccs/Main.action>
- <http://www.vaview.vt.edu/>
- <http://www.doe.virginia.gov/instruction/graduation/index.shtml>
- <https://www.onetonline.org/>

# RESOURCES

- <https://bigfuture.collegeboard.org/?navid=bf-cp>
- <http://www.cteresource.org/cpg/clusters>
- [http://www.doe.virginia.gov/instruction/career technical/](http://www.doe.virginia.gov/instruction/career_technical/)
- <https://fafsa.ed.gov/>
- [http://www.doe.virginia.gov/instruction/college career readiness/index.shtml](http://www.doe.virginia.gov/instruction/college_career_readiness/index.shtml)
- <http://www.vccs.edu/>
- <http://www.going-to-college.org/>
- <http://going2college.org/>
- <https://www.vawc.virginia.gov/vosnet/Default.aspx>



# VDOE CONTACT INFORMATION

- Special Education Program Improvement  
Marianne Moore, [Marianne.Moore@doe.virginia.gov](mailto:Marianne.Moore@doe.virginia.gov)  
(804) 225-3252
- Standards of Learning and Testing  
Email, [Student\\_assessment@doe.virginia.gov](mailto:Student_assessment@doe.virginia.gov)  
(804)225-2102
- Science  
Email, [Eric.Rhodes@doe.virginia.gov](mailto:Eric.Rhodes@doe.virginia.gov)  
(804)786-2481

# VDOE CONTACT INFORMATION

➤ Mathematics

Email, [Michael.Bolling@doe.virginia.gov](mailto:Michael.Bolling@doe.virginia.gov)  
(804)786-6418

➤ English

Email, [Tracy.Robertson@doe.virginia.gov](mailto:Tracy.Robertson@doe.virginia.gov)  
(804)371-7585

➤ History/Social Science

Email, [Christonya.Brown@doe.virginia.gov](mailto:Christonya.Brown@doe.virginia.gov)  
(804)225-2893