

INTRODUCTION

The Individual Student Alternative Education Plan (ISAEP) program prepares students at risk of dropping out of public high school to take the General Educational Development (GED®) test while developing career and technical education skills. The ISAEP program fulfills compulsory attendance requirements for students who are at least 16 years of age and for whom an ISAEP is written.

ELIGIBILITY

A student is eligible for enrollment in the ISAEP program if the student:

- is currently enrolled in a public high school
- is at least 16 years of age
- is at risk of dropping out of school
- is not earning the required number of credits at school
- meets academic entrance requirements; and
- chooses to prepare for the GED® test.

Student enrollment requirements for the program include the following:

- an initial principal-parent-student (PPS) meeting
- a student evaluation /assessment
- a 7.5 grade equivalent or higher on a recognized standardized measure of reading achievement
- achievement of a score of 125 or higher on each of the of the four GED Ready™ practice subtests, and
- enrollment in a career and technical education component and an economics and personal finance coursework component.

Once a student meets the enrollment requirements, the development of the ISAEP is undertaken in a second PPS meeting.

WHERE?

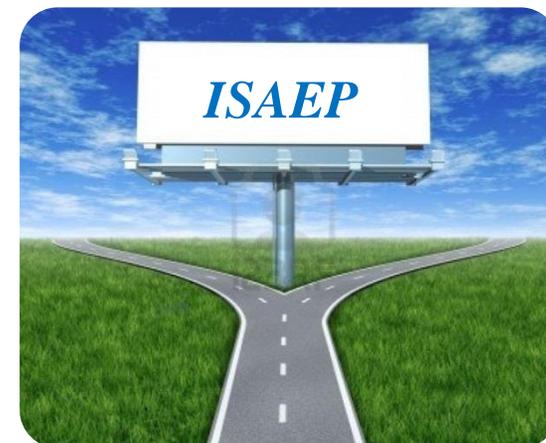
Most public school divisions in the Commonwealth of Virginia participate in the ISAEP program. Students and parents seeking information about the program should contact their school counselors or administrators. Information may also be obtained from the Virginia Department of Education by contacting the ISAEP Specialist at the Office of Adult Education and Literacy at 804-786-7644 or via e-mail at: beverly.godwin@doe.virginia.gov.

More information is available on the Office of Adult Education and Literacy (OAEL) Web site at: www.doe.virginia.gov/instruction/isaep/index.shtml.



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THE INDIVIDUAL STUDENT ALTERNATIVE EDUCATION PLAN PROGRAM



Providing an alternative path



The Virginia Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

INITIAL MEETING

The purpose of the initial principal-parent-student meeting is to help parents and students understand the following options for satisfying Virginia's compulsory attendance requirement: (1) remaining in the regular school program, (2) enrolling in an alternative education program, or (3) completing an ISAEP. At this initial meeting, parents will sign a consent form that



confirms their receipt of a complete disclosure of the ISAEP program and their understanding of all requirements for each of the options for completing public school.

STUDENT EVALUATION AND ASSESSMENT

The purpose of the student evaluation is to provide the student, the parents, and the principal with the information necessary to assist the student to successfully complete the program. Students planning to satisfy compulsory attendance requirements by completing an ISAEP must first demonstrate that they have the ability to benefit from such a program. Formal academic and career and technical evaluations will be conducted. Evaluation results will be used in the development of each student's ISAEP.

DEVELOPMENT OF THE ISAEP

Parents, students, and principals/designees are required partners for developing an ISAEP. Other individuals may also be invited to



participate as is needed or required. The ISAEP will address attendance guidelines and all required program components. The plan will also address specific policies relating to GED® testing eligibility.

Each ISAEP must include the following components.

- Career guidance and counseling
- Attendance in a GED®-preparation class
- Counseling on the economic impact of failing to complete high school
- Procedures for re-enrolling in regular high school programs
- Career and technical training component

The ISAEP will include a career and technical training component to help ensure that students exit the program with the skills necessary to find entry level employment and/or transition to postsecondary education or work force training.



Potential career and technical training components include apprenticeships, cooperative learning experiences, paid or unpaid internships, service learning, employment and/or job shadowing. Parent(s), the principal/designee, the student, and other appropriate individuals will sign the initial ISAEP and any subsequent amendments.

ISAEP ONGOING ACTIVITIES

Local school divisions have the flexibility to design activities that meet the educational needs of individual students. However, certain elements must be provided on an ongoing basis. These include:

- academic preparation for the GED® test;
- career counseling to include emerging career opportunities; and
- updates to student and parents about career and postsecondary opportunities available as a result of the student's improved academic and career and technical preparation.

EXITING THE ISAEP PROGRAM

Students can exit the ISAEP program in one of two ways.



- Students must successfully complete all of the requirements of the ISAEP, which include passing the GED® test.

- Students can discontinue their involvement in the ISAEP process and re-enroll in any accredited secondary educational program.

STUDENTS WITH DISABILITIES

Placement of qualifying students with disabilities will be determined by the student Individual Education Plan (IEP) and/or the 504 process. Students with disabilities complete their ISAEP per the Individuals with Disabilities Education Act (IDEA), and they continue to be entitled to free access to public education through age 21.

GED® TESTING*

ISAEP students are required to attain a minimum score of 145 on each of the four GED Ready™ practice test sections before being allowed to take the GED® test. Passing the GED® test does not constitute completion of the ISAEP program or of the state's compulsory education requirements. All components of the ISAEP must be completed in order to meet these requirements.



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