DRAFT

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

February 26, 2003

The Board of Education and the Board of Career and Technical Education met in Senate Room B of the General Assembly Building, Richmond, Virginia, with the following members present:

Mr. Mark C. Christie, President	Dr. Gary L. Jones
Mr. Mark E. Emblidge	Ms. Susan T. Noble
Mr. M. Scott Goodman	Mrs. Ruby W. Rogers
Mr. Thomas M. Jackson, Jr.	Dr. Ella P. Ward
	Dr. Jo Lynne DeMary, Superintendent of Public Instruction

Mr. Christie, president, presided and called the meeting to order at 9:00 a.m.

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

Mr. Christie asked for a moment of silence and led in the Pledge of Allegiance.

APPROVAL OF MINUTES

Mr. Jackson made a motion to approve the minutes of the January 28, 2003, meeting of the Board. Mrs. Rogers seconded the motion, and it carried unanimously. Copies of the minutes had been distributed previously to all members of the Board of Education.

WELCOME - NEW BOARD MEMBER

Mr. Christie introduced and welcomed new member, Dr. Ella Porter Ward. Governor Mark R. Warner appointed Dr. Ward to the Virginia Board of Education to replace Mrs. Audrey Davidson, whose term expired on January 29, 2003.

CONSENT AGENDA

Mrs. Rogers made a motion to accept the following consent agenda. The motion was seconded by Ms. Noble and carried unanimously.

- First Review of a Request for Approval of an Experimental or Innovative Program Involving Opening Prior to Labor Day from the Virginia Beach Public Schools
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- First Review of a Request for Approval of an Experimental or Innovative Program Involving Opening Prior to Labor Day from the Newport News Public Schools

First Review of a Request for Approval of an Experimental or Innovative Program Involving Opening Prior to Labor Day from the Arlington County Public Schools

The Arlington County School Board is seeking approval of an innovative program to open Barcroft Elementary School prior to Labor Day to operate the school on a year-round calendar for the 2003-04 school year. The school division's calendar for this school will include a total of 207 instructional days (including 8 non-teaching days for staff conferences, workdays, or professional development. This will be Arlington County's first school to operate on a year-round calendar.

The Department of Education's recommendation to waive first review and approve the request was accepted by Board of Education's vote on the consent agenda

First Review of a Request for Approval of an Experimental or Innovative Program Involving Opening Prior to Labor Day from the Virginia Beach Public Schools

The City of Virginia Beach is seeking approval of an innovative program to open Plaza Elementary School prior to Labor Day and to operate the school on a year-round calendar for the 2003-04 school year. The school division's calendar for this school will include four 45 instructional day sessions with intersessions scheduled during each break between them. The calendar contains a total of 206 instructional days (including 24 intersession days, which are optional for students for remedial or enrichment activities) and 10 non-teaching days for staff conferences, work days, or professional development. Virginia Beach currently operates Corporate Landing Elementary School, Seatack Elementary School, and Bettie F. Williams Elementary School on year-round schedules.

The Department of Education's recommendation to waive first review and approve the request was accepted by the Board of Education's vote on the consent agenda.

First Review of a Request for Approval of an Experimental or Innovative Program Involving Opening Prior to Labor Day from the Newport News Public Schools

The Newport News School Board is seeking approval of an innovative program to open Briarfield Elementary School prior to Labor Day and to operate the school on a

year-round calendar for the 2003-04 school year. The school division's calendar for this school will include a total of 204 instructional days (including 22 intercession days for students for remedial or enrichment activities) and 11 non-teaching days for staff conferences, work days, or professional development. This will be Newport News' second school to operate on a year-round calendar.

The Department of Education's recommendation to waive first review and approve the request was accepted by the Board of Education's vote on the consent agenda.

ACTION ITEMS

Final Review of the Proposed Revisions to the Curriculum Framework for the English Standards of Learning

Mrs. Linda Poorbaugh, director of elementary instruction, presented this item. In November 2002, following a public comment period, the Board of Education adopted the revised English Standards of Learning. When the Standards of Learning for English were revised, it became necessary to revise the English Standards of Learning Curriculum Framework, formerly known as the Teacher Resource Guide, for those standards. On January 6, the Board of Education accepted on first review a proposed English Standards of Learning Curriculum Framework.

The English Standards of Learning, amplified by the Curriculum Framework, define the content knowledge and skills that are measured by the Standards of Learning tests. The Curriculum Framework provides additional guidance to school divisions and teachers as they develop an instructional program appropriate for their students. It assists teachers as they plan their lessons and define the essential knowledge, skills, or processes students need to master.

Mrs. Poorbaugh said that based on a review of the public comments from the public hearings and by e-mail messages or letters to the department, no substantive changes were made to the proposed Curriculum Framework. Minor technical edits and additional bullets suggested by the public comment or by department staff, were added throughout the document.

Mrs. Rogers made a motion to approve the edits to the revised English Standards of Learning Curriculum Framework and adopt the revised English Standards of Learning Curriculum Framework. The motion was seconded by Ms. Noble and carried unanimously.

First Review of Additional Supplemental Educational Services Providers Under the No Child Left Behind Act of 2001

Mr. George Irby, director of compensatory programs, presented this item. The No Child Left Behind Act of 2001 (NCLB) requires Title I schools that do not meet the state's Adequate Yearly Progress (AYP) targets for academic achievement for three consecutive years to offer a choice of supplemental educational services. The services must be offered at the beginning of the 2003-2004 school year. Currently, several school divisions are offering supplemental educational services in lieu of their ability to fully offer public school choice or due to long-term school improvement identification of certain schools under the previous law.

The No Child Left Behind Act of 2001 requires states to identify and maintain a list of supplemental educational services providers. Supplemental educational services are tutoring and academic enrichment services that are provided in addition daily instruction. A supplemental educational services provider can be a nonprofit entity, a for-profit agency, or another school division. The services must be of high quality, research-based, and specifically designed to increase the academic achievement of eligible children in mastering the English and mathematics Standards of Learning and earning proficiency on Standards of Learning tests. NCLB requires that states maintain an approved list of supplemental educational services providers across the state and in each school division from which parents can select.

Mr. Emblidge made a motion to waive first review and adopt the list of supplemental educational services providers. The motion was seconded by Dr. Ward and carried unanimously.

First Review of K-3 History and Social Science Textbooks and Instructional Materials for State Adoption

Dr. Beverly Thurston, specialist for history, social science, and textbook adoption, presented this item. At its March 27, 2002, meeting the Board adopted a resolution to allow the Department of Education to proceed with the review of textbooks and instructional materials according to the established process. Committees of Virginia educators and Department of Education staff completed the review. Publishers have had an opportunity to respond to the recommendations prior to submission to the Board of Education for approval.

Dr. Thurston said textbook companies submitted materials for K-3 history and social science at the same time materials were submitted for the other history and social science courses. After careful deliberation by a state review committee of teachers and by Department of Education staff members, no textbook or instructional materials for K-3 fully met the criteria established to correlate with the K-3 Virginia Standards of Learning.

The department asked all publishers who submitted K-3 textbook and instructional materials if they would be willing to provide a Virginia-specific supplement to enhance their materials and fully address our standards. Harcourt School Publishers and Scott Foresman agreed to provide this supplement. The Department of Education followed the established process to review and recommend textbooks and instructional materials submitted for adoption. The Department of Education has included a recommendation for each K-3 textbook and instructional material that has been reviewed. The recommended list is accompanied by profile sheets that provide the information used to determine the recommendation.

The Board accepted for first review the list of K-3 history and social science textbooks and instructional materials recommended for state adoption.

First Review of the Results of the Standard-Setting Study for the ParaPro Assessment for Paraprofessionals

Dr. Thomas Elliott, assistant superintendent for teacher education and licensure, presented this item. Dr. Elliott said the No Child Left Behind Act (NCLB) clearly indicates that properly trained paraprofessionals can play an important role as instructional assistants to classroom teachers. Instructional paraprofessionals in programs supported by Title I, Part A, funds hired prior to January 8, 2002, must become highly qualified by January 8, 2006. Instructional paraprofessionals in programs supported by Title I, Part A, funds hired since January 8, 2002, must be highly qualified at the time of employment. The federal law stipulates that paraprofessionals must meet one of the following three requirements to be considered highly qualified:

1. Complete at least two years of study at an institution of higher education;
2. Obtain an associate (or higher) degree;
3. Have met a rigorous standard of quality and can demonstrate, through a local or formal state academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

In response to the NCLB, the Educational Testing Service designed the ParaPro Assessment to measure paraprofessionals' knowledge of reading, writing, and mathematics, and their ability to apply that knowledge to assist in reading, writing, and mathematics instruction. The two and one-half hour test consists of 90 multiple-choice questions across the three subject areas of reading, mathematics, and writing. Approximately two-thirds of the questions in each subject area focus on basic skills and knowledge, and approximately one-third of the questions in each subject area focus on the application of those skills and knowledge in a classroom context. The test questions are arranged by subject area, with reading first, then mathematics, and then writing. The fee for the ParaPro Assessment is $40.

The Board accepted for first review the report of the standard-setting study for the ParaPro Assessment for paraprofessionals. The Board also took under advisement the recommendation of the Superintendent of Public Instruction to set the passing score at 455. This item will be brought to the Board for final review at the March 26, 2003, meeting.

First Review of a Revision to the Guidelines Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131-10 et.seq) Relating to Assessments for the Modified Standard Diploma

Mr. Charles Finley, assistant superintendent for educational accountability, presented this item. The Board of Education, in its revisions to the Regulations Establishing Standards for Accrediting Public Schools in Virginia, effective September 28, 2000, included several provisions that require the Board of Education to provide guidance to schools regarding the implementation of those provisions. The existing guidelines adopted by the Board of Education became effective November 30, 2000.

Mr. Emblidge made a motion to waive first review and approve the proposed revisions to the guidelines. The motion was seconded by Ms. Noble and carried unanimously. The revision, as adopted, is as follows (new language is underlined):

Guidelines Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131-10 et. seq.) Relating to Assessments for the Modified Standard Diploma

Standard: 8 VAC 20-131-50.D.4. and D.6. Literacy and Numeracy Requirements Assessments for the Modified Standard Diploma.

D. 4. Beginning with the ninth-grade class of 2000-01, students pursuing the Modified Standard Diploma shall pass literacy and numeracy competency assessments prescribed by the Board.

D.6. The student must meet any additional criteria established by the Board.

Guidelines:

Beginning with the ninth-grade class of 2000-01, those students who pursue the Modified Standard Diploma shall be required to pass the 8th grade Standards of Learning (SOL) tests in both English (Reading, Literature, and Research) and mathematics to meet the literacy and numeracy requirements for this diploma. Students who are in the 10th, 11th, and 12th grades in the school year 2000-01 shall pass the Literacy Passport Tests (LPT) prescribed by the Board to meet the literacy and numeracy requirements for this diploma. <u>Students may substitute a higher-level Standards of Learning test (i.e., end-of-course English [reading], Algebra I, Algebra II, or Geometry) for the 8th grade Standards of Learning (SOL) tests in English (Reading, Literature, and Research) and mathematics or other substitute tests approved by the Board. In addition, students pursuing the Modified Standard Diploma shall have opportunities for an expedited retest on the 8th grade tests in the same manner as prescribed in these guidelines for students earning verified credit.</u>

First Review of Individual Student Alternative Education Plan (ISAEP) Program Guidelines, Revised

Dr. Yvonne Thayer, director of adult education and literacy, presented this item. The passage of SB 962 in 1999 led to the development of the Individual Student Alternative Education Plan (ISAEP) program, which allows 16-and 17-year-old students to meet the requirements for compulsory attendance through an individual alternative educational plan, including earning a GED Certificate. Currently, 123 school divisions in Virginia operate the ISAEP program, giving students who are dropping out of the regular school program an opportunity to attend an alternative program that leads to passing the GED tests. Section 22.1-254 of the Code of Virginia established this program and directed the Board of Education to develop guidelines associated with the ISAEP program. The Board approved the guidelines in 2000. This item requests the approval of a revision to those guidelines. The changes are not substantive, but are intended to more clearly and succinctly articulate the intent and components of the ISAEP program.

Dr. Jones made a motion to waive first review and approve the revised guidelines. The motion was seconded by Mr. Emblidge and carried unanimously. The guidelines, as revised, are attached (Attachment A).

Status Report on Three-Year School Improvement Plans for Schools Rated Accredited with Warning

Dr. Cheri Magill, director of accreditation, presented this item. Each school rated accredited with warning must develop and implement a three-year school improvement plan based upon the results of the academic review conducted at the school. Board of Education guidelines adopted February 15, 2001, describe the process for submitting plans and provide a sample format that schools could use when developing their plans.

Each school that has been rated *Accredited with Warning* must report annually on the status of the implementation of its three-year school improvement plan. The status report is to be submitted to the Division of Accountability by October 1 of each year the plan is in effect.

The Board of Education's guidelines adopted February 15, 2001, state that the Division of Accountability is to report to the Board each year on the status of school improvement plans and status. Dr. Magill reported that all schools rated *Accredited with Warning* for the 2000-2001 and/or the 2001-2002 school year submitted three-year school improvement plans to the Division of Accountability in accordance with Board of Education regulations and guidelines.

The Board accepted the report.

REPORTS

Study of the Effectiveness of the Virginia Standards of Learning Reforms

Mrs. Shelly Loving-Ryder, assistant superintendent for assessment and reporting, presented this item. In November 2000, the Virginia Department of Education's Technical Advisory Committee (TAC) recommended the initiation of a series of studies to assess the effectiveness of the Standards of Learning Program to provide information that will be useful in continuing to modify and improve the Standards of Learning Program so that it can achieve its many purposes. The first of those studies, the TAC recommended could be initiated using currently available information.

The study was conducted in 2002 and submitted to the Department of Education in February 2003. The report, "Study of Effectiveness of the Virginia Standards of Learning Reforms," was completed by StandardsWork, Inc. of Washington, D.C. The executive summary of the report states the following major findings:

Prior to the introduction of the SOL four-step reform process (1993 to 1995):

- Performance on Iowa Test of Basic Skills (ITBS), Literacy Passport Test (LPT), Scholastic Aptitude Test-1 (SAT-I), and National Assessment of Educational Progress (NAEP) were relatively stagnant, with NAEP performance in reading taking a precipitous decline in 1994.

Since the initial phase-in of the four-step SOL reforms (1995 to 2002):

- The percent of students *not meeting* the state standard (the lowest performance level) meaningfully declined on the SOL assessments in Grades 3, 5, and 8. Accordingly, there was significant success moving students to "proficient " in both reading and math. The increase in achievement was noteworthy at the high school level, as well, as shown by the "pass " rates on the *end--of-course* tests.
- On SOL tests at Grades 3 and 5 and on SOL high school *end-of-course* tests, there were meaningful improvements for each ethnic group 's performance since the introduction of SOL reforms. The only modest or slightly negative trend was in Grade 8.
- Evidence of improvement on NAEP and SAT-I tests since the introduction of the SOL reforms suggests that the gains on the SOL assessments are valid indicators of improvement in learning. There is some ambiguity regarding a comparison of SOL and SAT-9 test results, however. The modest gains in SAT-9 at Grade 9 suggest that more attention should be applied here.
- There is evidence of other positive practices since the introduction of the SOL reforms, including gains in the number of Advanced Placement candidates and exams, increased enrollments in International Baccalaureate and moderate gains in the percent of students preparing to attend college.
- No indication exists that SOL scores are being inflated as a result of excluding low-performing students from testing although test absences in 2002 are up somewhat from their 1998 levels in both reading and math. No evidence exists that more students are failing to graduate from high school as a result of the SOLs either. There is a need for closer study into the types of diplomas Virginia 's students are earning, however, as the number of Standard Diplomas now outnumber Advanced Diplomas and the percent of Special Diplomas awarded –although a small percent of the total diplomas awarded -has doubled since 1997.
- The number of Virginia 's schools that are *Provisionally* or *Fully Accredited* has grown steadily since the inception of the current SOAs.

- The vast majority of Virginia 's divisions have participated in the steady, positive progress of the state as measured by achievement on the SOL tests. There are, however, some divisions in which there have been little or no improvement. There are also a few divisions in which there have been actual declines since 1998.

The Board accepted the report.

Report on the Final Budget for K-12 Education

Mr. Dan Timberlake, assistant superintendent for finance, presented the following budget highlights from the 2003 General Assembly session:

Central Office

- A total of 32.0 general fund positions have been eliminated including closure of the last two Best Practice Centers for FY 2004.
- Total general fund support has been reduced by approximately $6.1 million in FY 2004.
- Funding for the algebra readiness diagnostic test was restored by the actions of the General Assembly.
- The General Assembly also added $2.8 million to move forward with separate history Standards of Learning tests. This will provide an option to the cumulative history test given in the eighth grade.

Direct Aid to Public Education

- No reductions to payments for school divisions were proposed by the Governor in his introduced budget. General Assembly maintained that position.
- The introduced budget contained approximately $65 million of additional funding to support existing programs. The General Assembly's budget adds approximately $27.3 million.
- The largest increase to the budget was for a 2.25 percent salary increase effective January 1, 2004. Funding is provided for the state share of all positions funded by the state through the Standards of Quality or through incentive based programs. This appropriation and the resulting salary increase are contingent upon the state meeting certain revenue targets. If the revenues to support the salary increase are not sufficient, then school divisions will receive a lower level of funding that is not associated with a specific percentage salary increase to address local compensation issues.
- The Student Achievement Grants recommended by Governor Warner are maintained but at a reduced level. This funding only includes those payments that were previously distributed as Dropout Prevention Grants. Instead of including the funding from the School Health Incentive Grants and the Technology Support Payments in the Student Achievement Grants, the General Assembly has redirected those funds to pay for the salary increase. If the salary increases are not possible due to the economy, then a portion of this grant will be transferred to the account for compensation supplements to assist school divisions with compensation issues.
- $10.0 million was restored to the Literary Fund to permit an interest rate subsidy bond sale to be offered for those projects on the Literary Fund First Priority Waiting List.
- Other actions include:
    - Elimination of funds for the Western Virginia Public Education Consortium and Migrant Education programs.
    - Reductions in funds for the Southwest Public Education Consortium, the Southside Virginia Regional Technology Consortium, and Project Discovery.
    - Increasing the enrollment cap on academic year Governor's school to 1,300 students.

The Board received the report.

PUBLIC COMMENT

No one spoke during public comment.

DISCUSSION OF CURRENT ISSUES

There was no discussion of current issues.

ADJOURNMENT

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Christie adjourned the meeting at 11: 25 a.m.

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President

_____
Secretary

Attachment A

INDIVIDUAL STUDENT ALTERNATIVE EDUCATION PLAN (ISAEP) PROGRAM GUIDELINES

Virginia School Laws, Section 22.1-254, Compulsory attendance required; excuses and waivers; alternative education program attendance; exemptions from article, 1999, authorizes local school boards to allow the fulfillment of compulsory attendance requirements by any student who is 16 years of age and for whom an Individual Student Alternative Education Plan (ISAEP) is developed in a meeting between the student, the student's parents, and the principal or designee. The Virginia Board of Education is charged with development of the guidelines associated with the ISAEP program. A student for whom an ISAEP has been granted and who fails to comply with the components of the ISAEP shall be deemed to be in violation of compulsory attendance requirements. Students enrolled with an ISAEP shall be counted in the average daily membership (ADM) of the school.

School divisions that allow students to fulfill compulsory attendance requirements by granting them an ISAEP must adhere to all guidelines prescribed by the Board of Education. These guidelines

1) reflect the legislative intent that created the ISAEP option;

2) adhere to the agreement between the Department of Education and the GED Testing Service of the American Council on Education that permits testing of students who are between the ages of 16 and 18 years and enrolled in high school programs; and

3) are consistent with Board of Education standards concerning the quality of all publicly funded educational programs.

These guidelines address the specific purpose of the ISAEP program, identify essential elements that school divisions are required to include in each student's ISAEP, and outline administrative procedures that describe the process from enrollment in an ISAEP program through release from compulsory attendance.

School divisions that accept funds from the Department of Education to support ISAEP programs must provide assurance annually that they will adhere to all Board of Education guidelines. Additionally, divisions are required to report student information to the Department of Education for annual evaluation reports to the Governor and the General Assembly. Only those school divisions that have approved ISAEP programs may authorize enrolled students between the ages of 16 and 18 years to take the GED Tests.

Purpose

The Board of Education believes that the first option for every high school-aged student should be to work towards completing the requirements for a standard or advanced studies diploma. Although every effort should be made to counsel students to remain in high school through graduation, there are circumstances when this is no longer a viable option. In such cases, the Board desires to provide students with a "second opportunity" to exit high school with a well-recognized credential and the knowledge and skills necessary for a successful transition to adulthood, an option more desirable than dropping out of school.

An ISAEP may be developed when the student demonstrates substantial need for an alternative program, meets enrollment criteria, and demonstrates an ability to benefit from the program. The need is determined by a student's risk of dropping-out of school. A student may qualify to be granted an ISAEP if dropping-out is imminent. A student's ability to benefit is determined by achieving satisfactory scores, as determined by the Board of Education, on a standardized measure of reading and the Official GED Practice Test.

Program Requirements

School divisions must include the following elements in each student's ISAEP:

1) Career guidance counseling;
2) Mandatory enrollment in a GED preparation program or other alternative education program approved by the local school board;
3) Counseling on the economic impact of failing to complete high school, and
4) Provisions for re-enrollment in school.

Career guidance and counseling should include a comprehensive vocational assessment that can assist students in developing career goals. Students with an ISAEP also must be provided opportunities for career and technical education (CTE) opportunities. The opportunities may vary from highly structured and formal CTE programs offered at the high school or regional career and technical education center to paid employment to unpaid internships.

School divisions must provide GED preparation programs or other alternative education classes that help students prepare for the GED Tests. Enrollment in such programs is mandatory and school divisions are required to maintain attendance records. Although class scheduling and weekly hours of attendance are flexible, school divisions are expected to provide instruction for sufficient length and duration to maximize a student's chance to pass the GED Tests on the first attempt.

ISAEP students and their parents must receive counseling on the impact of failing to complete a traditional high school program. School divisions should ensure that both parents and students are aware of the differences between the high school diplomas authorized by the Board of Education and the GED credential. Documentation of informed consent is required before a student may be granted an ISAEP and should be located and maintained in the student's school records for the period of time prescribed by law.

Students with an ISAEP may elect to re-enroll in the regular school or other alternative school program for any reason prior to completing their plan. School divisions shall have written procedures that describe the provisions for re-enrollment.

Administrative Procedures

Any student or parent may request an ISAEP. However, school divisions must follow all of the following administrative procedures before a student may be granted an ISAEP.

Step One: Initial Principal-Parent-Student (PPS) Meeting

The purpose of the initial principal-parent-student meeting is to help parents and students understand the following options for fulfilling the compulsory attendance requirement: (1) remaining in the regular school program, (2) enrolling in an alternative educational program, or (3) completing an ISAEP. The principal or designee will provide full disclosure of the relevant aspects of the program, written descriptions of the required program components, a listing of the parties involved in developing and implementing the ISAEP, and complete information regarding an academic and career and technical education assessment. At this initial meeting, parents will sign a consent form to attest that they have received full disclosure regarding the ISAEP program and understand all requirements for each of the options for completing public school.

Step Two: Student Evaluation/Assessment

The purpose of the student evaluation is to provide the student, the parents, and the principal/designee with the information necessary to determine the program of study that is in the best educational interest of the student. Students planning to fulfill compulsory attendance requirements by completing an ISAEP must first demonstrate that they have the ability to benefit

from such a program. School divisions should be familiar with GED preparation and testing accommodations for students with disabilities and include accommodations in the screening process and in the ISAEP. A reading achievement test, the GED Practice Test, and a career and technical education assessment will be conducted to provide the necessary information on which to base decisions. Evaluation results will be used in the development of each student's plan, if he or she qualifies.

The GED test battery is normed on graduating high school seniors throughout the United States. Because the tests measure the outcomes of a traditional high school education, certain levels of competence should be established for entry into the GED preparation/testing option. Both of the following minimum academic achievement criteria must be met for students to be granted an ISAEP:

- Students shall score 7.5 grade equivalent or higher on a recognized standardized measure of reading achievement.
- Students shall score 410 or higher on each of the subtests of the Official GED Practice Test.

Step Three: Development of the ISAEP (Second Principal-Parent-Student Meeting)

The student, the parents, and the principal/designee are required partners for developing an ISAEP. Other individuals may be invited to participate as needed and as required. The ISAEP will address the needs of the student based on the evaluation results. Each student's plan should be clearly defined and include:

- measurable academic and career and technical education goals and objectives;
- attendance requirements for enrollment in GED preparation classes;
- attendance requirements for enrollment in career and technical education-related classes (e.g., employment, apprenticeship, cooperative learning experiences, paid or unpaid internships, and workplace readiness training);
- methods and time frame for evaluating student's progress;
- procedures to provide parents with regular progress reports, and
- requirements for program completion.

The student, the parents, the principal/designee, and other appropriate individuals are required to sign the initial ISAEP and any subsequent amendments. A student granted an ISAEP is not released from compulsory attendance until the school board deems all elements of a student's plan to be complete, which includes successfully passing the GED Tests. Any student who fails to complete the plan and does not return to school shall be deemed to be in violation of compulsory attendance requirements, and appropriate legal actions will be taken.

Step Four: Exiting the ISAEP Program

Students can exit the ISAEP program in one of the three ways described below:

- Students can be released from compulsory attendance by the local school board if the ISAEP is successfully completed, which includes successfully passing the GED Tests;
- Students can re-enroll in the K-12 program, including regular high school or some other alternative education program approved by the school board; and
- Students can discontinue their involvement in the ISAEP program and drop their enrollment in any recognized educational program. Such action would be a violation of compulsory attendance laws and will result in notifying the courts as appropriate.

School divisions shall report a change in a student's enrollment status to the Department of Education.