



High School Connection: Moving on from Middle School to High School with an IEP

Student Services

2/15/2024

Agenda

- Welcome/Connection
- How is high school different from middle school?
- Which classes will my child take? What special education services are available for my child?
- What are the diploma options?
- What are participation requirements for statewide assessments and college boards?
- What clubs and sports are available to my child?
- How can my child have a smooth transition to high school?



Connection Before Content



Connection Before Content

Talk with someone nearby . . .

As I think about my child in high school, I'm most excited about . . .

As I think about my child in high school, I'm most worried about . . .



Middle to High School the Similarities and Differences



How is High School Similar to Middle School?

Homeroom and/or advisory continue (frequency varies from school to school)

Block scheduling continues, but high schools start later (slight variation in bell schedules)

Certain required classes each year (service level options are IEP team determinations)



How is High School Different from Middle School?

In high school:

- Students earn credits toward a diploma
 - most must earn a minimum of 5 credits in order to be promoted to the next grade (Standard/Advanced Studies diploma)
- Students can take different levels of courses (i.e. honors, Advanced Placement, Dual Enrollment, etc.)
- There is a wider variety of
 - clubs
 - organizations
 - sports opportunities
- Students have opportunities to attend specialized programs/schools (i.e. Academies of Loudoun, TJ, etc.)



More Differences

MIDDLE SCHOOL	HIGH SCHOOL
Classrooms grouped by grade level houses	Classrooms grouped by content departments
No credits for grade level classification	Number of credits determine grade level classification (i.e., freshman, sophomore, junior, senior)
Lunch typically by grade level	Lunch by class block (mixed grades)
Designated areas for students before first block	Students are free to move about portions of the building before first block
School counselor and administrator (Dean) typically assigned by grade level	School counselor and administrator typically assigned by student last name



Which classes will my child take?

What special education services are available for my child?



Factors to Consider When Choosing Your Coursework

- Strengths and needs of your student
- Academic Motivation
- Mental Health
- Interests
- Future Plans - Goals!
- Available Time
- Teacher Input



TYPICAL 9th GRADE SCHEDULE

Most core subjects are offered at multiple levels (Academic, Honors/Pre-AP/AP, Self-Contained, or Functional).

Strongly consider teacher and counselor recommendations as reading level, work ethic and intrinsic motivation are key factors for success. Students can take courses from different levels.

- English 9
- World History/Geography to 1500
- Earth Science
- Math
- Health/PE 9
- World Language/Elective
- Elective
- Study Hall



What Electives Should my Student Choose?

For students with IEPs, electives could include:

- Basic Skills
- Reading Strategies
- Education for Employment I
- Other CTE electives (Gourmet Foods, Cyber Security, Materials and Processing, etc.)
- Fine Arts classes (chorus, Art I, band, theater arts, etc.)
- World Language (Spanish, French, American Sign Language, etc.)



DO YOU HAVE ANY ADVICE FOR ME IN CHOOSING MY COURSES?

Strive for balance; take classes that are as challenging as you can handle, but also show good judgment by not overwhelming yourself.



The IEP team determines the least restrictive setting for students with disabilities.



Special Education Continuum



IEP Meeting

The IEP team meeting during which the goals, accommodations, and special education services for 9th grade are determined occurs during a student's 8th grade year.

Typically, parents, students, and a representative from the high school are part of that team.



What are the diploma options?



VDOE Diploma Types

Applied Studies

Standard

Advanced Studies

*For additional information, please attend the Diploma Options presentation on Thursday, March 21, 2024.



Applied Studies Diploma

- ❑ Available only for students with disabilities
- ❑ Awarded through completion of IEP goals
- ❑ Available for students with a modified curriculum
- ❑ Not equivalent to a Standard Diploma
- ❑ Difficult to change to other diploma options once pursued
- ❑ May not qualify a child for higher education, financial aid, and some employment opportunities



Standard Diploma

- ❑ 22 Standard Unit of Credits
- ❑ Five Verified Units of Credits
- ❑ Economics and Personal Finance
- ❑ Two World Language, Fine Arts, or CTE
- ❑ Four additional electives (at least two must be sequential)



Advanced Studies Diploma

- ☐ 26 Standard Unit of Credits
- ☐ Five Verified Units of Credits
- ☐ Three years of one foreign language or two years of two foreign languages
- ☐ One credit in Fine Arts or Career and Technical Education Electives
- ☐ Economics and Personal Finance
- ☐ Three additional electives (at least two must be sequential)



HIGH SCHOOL DIPLOMA OPTIONS: STANDARD VS. ADVANCED

Subject Area	Standard Diploma	Adv Diploma	Verified Credits (only one LAVC allowed)
English	4	4	2
Mathematics	3	4	1
Laboratory Science	3	4	1
History and Social Sciences	3	4	1
World Language, Fine Arts or CTE	2	3 – WL 1 – FA or CTE	
Health and Physical Education	2	2	
Economic and Personal Finance	1	1	
Electives (TWO MUST BE SEQUENTIAL)	4	3	
CPR Certification	required	required	required
CTE Credential	Must have one AP, Honors OR a CTE Credential		
Honors or AP			
Total Credits	22	26	5

What are the participation requirements for statewide assessments?



The Assessment - Diploma Option Connection

Applied Studies:

Standards of Learning (SOL/VESOL)

Virginia Alternate Assessment Program (VAAP)

Standard:

Standards of Learning (SOL)

Advanced Studies:

Standards of Learning (SOL)



What clubs and sports are available to my child?



Examples of High School Clubs and Organizations



Freedom High School



Rock Ridge High School

Unified Sports



Loudoun County High
School



Stone Bridge High School



How can my child have a smooth transition to high school?



Supporting a Smooth Transition to High School

- *Encourage self-advocacy.
- *Meet with/visit the school (orientation/school visit).
- *Actively participate in course selection.
- *Explore co-curricular and extracurricular activities.
- *Brush up on social skills.
- *Review the student handbook.
- *Contact teachers early for an open line of communication.
- *Provide summer structure.
- *Encourage summer reading.



High School Supports for Students

Case Manager

- Primary contact for IEP related needs, services, etc.
- Works closely with your child's instructional team and school counselor

Transition Teacher

- Supports planning for life after high school
- Liaison for community agencies (DARS, MHSADS, etc.)

Special Education Department Chair

- Focuses on instructional needs and teacher support
- Can be an additional resource for families and students



High School Supports for Students

Special Education Dean

- Primary contact for compliance and IEP process
- Designee for LCPS policies within the high school
- Can be an additional resource for families and students

Assistant Principal

- Oversees the special education department (and, likely, other departments)
- Designee for LCPS policies within the high school
- Supports the discipline process



Next Steps...

- Transition IEP meeting (includes high school representative)
- Course selections (counseling team)
- High school visit (typically done in the spring)
- Get involved and connected
- Contact your high school Special Education Dean for more information.

