

## INTRODUCTION

In accordance with the Code of Virginia [§22.1-254D.E.](#), the Individual Student Alternative Education Plan (ISAEP) program prepares qualifying secondary students to earn a high school equivalency (HSE) credential while also developing career and technical 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 to earn a traditional high school diploma
- meets the ISAEP academic entrance requirements
- chooses to prepare for the GED® test.

Student's enrollment requirements for the program include the following:

- an initial meeting with student, parent, and principal or designee
- 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
- completion of a career assessment

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

## WHERE?

Most public school divisions in the Commonwealth of Virginia participate in the ISAEP program. Students and parents seeking specific information about the program should contact their local school counseling office. Information may also be obtained from the Virginia Department of Education by contacting the Office of Career, Technical, and Adult Education at (804) 786-7644 or email at [OAE@doe.virginia.gov](mailto:OAE@doe.virginia.gov).



Providing an alternative path



*This brochure is intended to provide general information about the ISAEP program.*

The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities.

## INITIAL MEETING

The purpose of the initial meeting between the student, parent, and principal or designee 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 high 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 ISAEP program. Students 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

- Enrollment in career and technical training
- Completion of the Economics and Personal Finance requirement



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 workforce 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 students and parents about career and postsecondary opportunities.

### 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 the regular school program.

### STUDENTS WITH DISABILITIES

The Individualized Education Program (IEP) and the 504 Plan are to be followed in accordance with applicable law. The IEP is covered under the Individuals with Disabilities Education Act (IDEA), and eligible students continue to be entitled to free appropriate public education through age 21, inclusive. The 504 Plan is covered under Section 504 of the 1973 Rehabilitation Act. Note: Requests for accommodations on the GED® test must be submitted to Pearson VUE through the student's online GED® account.

For more information, please visit: [https://ged.com/about\\_test/accommodations/](https://ged.com/about_test/accommodations/)

### 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 any subject on the official 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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