

GRADUATION FOR STUDENTS IN SPECIAL EDUCATION

*Guidance for the Discontinuation of the
Mississippi Occupational Diploma*

May 1, 2017



OVERVIEW

This packet contains a variety of documents designed to provide important information to teachers, administrators, counselors, parents, and students as Mississippi begins to phase out the Mississippi Occupational Diploma (MOD). The resources included in this packet have been designed to support numerous transitional activities as Mississippi moves forward with the elimination of the Mississippi Occupational Diploma as an exit option for students with disabilities.

The Mississippi Department of Education will support local school districts and encourages them to allow students who are currently enrolled in the Mississippi Occupational Diploma curriculum to change to a course of study that leads to the completion of the Mississippi Standard Diploma. It is crucial that students with disabilities are afforded meaningful and relevant educational opportunities through age 20 as they work toward earning the Mississippi Standard Diploma.

Resources in the Resource Packet include:

- Informational Flyer
- Script for IEP Committee Meetings
- Appendix A-5: Concordance Tables
- Mississippi Occupational Diploma Acknowledgement Statement
- Next Steps: Recommendations for Students Entering 9th Grade 2017-2018
- Next Steps: Recommendations for Students Entering 10th Grade 2017-2018
- Next Steps: Recommendations for Students Entering 11th Grade 2017-2018
- Next Steps: Recommendations for Students Entering 12th Grade 2017-2018
- Sample High School Program of Study Worksheet
- Blank High School Program of Study Worksheet

The Script for IEP Committee Meetings and the Next Steps Documents by Grade Level will provide key, pertinent information used to guide the decisions related to the determination of a graduation or exit option for a student with disabilities. These documents will also guide decisions made by counselors, teachers, students, and parents during the selection of a student's high school program of study by helping identify Carnegie Units earned, and courses of study needed.

TRAINING CALENDAR

Date	Format	Topic	Location
May 8, 2017	A.M. Face to Face P.M. Webinar	Introduction to the Guidance Document	A.M. Central High School P.M. Online
May 10, 2017	Recordings	Multiple recordings of how to use each section of this guide	Online
August 2017	Webinar	Transitioning from MOD to Standard Diploma	Online
Fall 2017	Face to Face	Transition and Instructional Strategies to Facilitate the MOD Transition	Regional trainings across the state and in district as needed
Fall 2017	Webinar	Q&A Sessions	Online

INFORMATIONAL FLYER

- The informational flyer can be used to communicate with parents of both current MOD and 8th grade students.
- This flyer is intended only to give a high-level overview of the changes to the program. Additional information will need to be shared with parents, students, and other IEP Committee members.
- MDE recommends sending this flyer home with students prior to the IEP meetings in which the IEP Committee will discuss how these changes impact the individual students. This will give families time to review it and come to the IEP meeting prepared for the discussion.



MISSISSIPPI TRANSITIONS FROM MISSISSIPPI OCCUPATIONAL DIPLOMA (MOD)

The Mississippi Legislature passed a bill in 2017 to phase out the Mississippi Occupational Diploma (MOD). Effective July 1, 2017, the MOD for students with disabilities will not be available to entering 9th grade students beginning in the 2017-18 school year. Special education teachers, school administrators, advocates, and members of the legislature determined the MOD should be eliminated because it is no longer accepted by businesses, community colleges, universities and the military. Current high school students who are already enrolled in a course of study leading to the MOD are encouraged to pursue a standard diploma to have an expanded array of choices for life after high school.

What to Know:

- ✓ School districts are encouraged to allow students who are currently enrolled in the MOD to change to the course of study that leads to the Mississippi Standard Diploma.
- ✓ Students with an Individualized Education Program (IEP) can stay enrolled in school through age 20 to work towards a Mississippi Standard Diploma.
- ✓ To earn a standard diploma, students may access any current or future pathways for meeting the end-of-course assessment requirements. Additionally, students may participate in both Carnegie Unit earning courses and accompanying special education courses to pre-teach, re-teach, and remediate skills.
- ✓ Parents of students who continue the MOD will be required to sign a document acknowledging this certificate is not accepted by businesses, community colleges, universities, or the military.

Starting in 2017-18, students entering the 9th grade will not be able to earn the MOD

Students enrolled in the MOD are encouraged to change to a course of study that leads to a standard high school diploma

Elimination of the MOD provides more opportunities for students with disabilities to earn a standard high school diploma

**OFFICE OF SPECIAL
EDUCATION**

P.O. Box 771

Jackson, MS 39205-0771

601.359.3498

Parent Hotline:

1.877.544.0408

SCRIPT FOR IEP COMMITTEE MEETINGS

- This script is given as a suggestion for how to broach this topic with families. It does NOT have to be followed and is only offered as a guide for those who wish to use it.
- The script is separated into multiple parts that address various common scenarios the team will be facing. Typically, only one part of the script will apply per IEP meeting.

Guided Script for IEP Committee Meetings
Regarding Graduation and Exit Options, Including Current
Information Regarding the Mississippi Occupational Diploma
(MOD)

Note to IEP Committee: At the point during the IEP meeting when the student's graduation and exit options are to be discussed, the following script may be used to guide the discussion of graduation and exit options and the selection of the appropriate graduation or exit options for the student.

To use this guided script for addressing graduation and exit options and the student's course of study, the following recommendations are advised:

- 1) Read this script and become familiar with the content of the Guided Script.
- 2) Recognize the underlined content beginning with the words **Note to IEP Committee** provides guidance and direction to the IEP Committee member leading the discussion of the Graduation and Exit Options as well as the information regarding Course of Study.
- 3) Recognize the content under the heading that begins with "Script for..." represents the scripted narrative the IEP Committee member(s) should follow as they address the required IEP components of Graduation Options and Course of Study.
- 4) Understand that graduation options must be selected for a student with a disability on the IEP developed for the student's entry into the ninth grade.
- 5) Determine prior to the IEP meeting whether the student is eligible to continue on the MOD (only for ninth graders prior to the 2017-2018 school year) so you will know how to address this exit option for the individual student.
- 6) Have the MOD Acknowledgement Statement Form readily available for the IEP meeting of a student for whom the MOD is an available option in the event the parent and the student choose to continue on the MOD curriculum.
- 7) Become familiar with the items that must be discussed with the student and parent of a child who is eligible to continue on the MOD curriculum.
- 8) Take time to learn about the available graduation and the exit options and the implications/outcomes that are associated with each of the options.
- 9) Be prepared to answer questions that a student or parent may have as the graduation and exit options are being discussed.
- 10) Be informed and prepared for the IEP meeting by being as knowledgeable as possible regarding each of the graduation and exit options.

➤ **Script for Initiating Discussion about Graduation and Exit Options**

One of the most important decisions, we as the IEP Committee will make for _____ is identifying his/her graduation or exit option. The graduation or exit option we select for _____ will greatly impact his or her post-secondary education, training, and employment opportunities. Because the graduation or exit option will have lifelong implications for _____, we want you to understand the requirements of the available graduation and exit options for students with disabilities in Mississippi.

When selecting the graduation or exit option for _____, the IEP Committee must consider _____'s post-secondary goals and complete a review of his or her progress in the educational environment.

➤ **Script for Current (2016-2017) Mississippi Graduation and Exit Options for Students with Disabilities**

Mississippi currently (as of the 2016-2017 school year) offers to students with disabilities, the following graduation and exit options for your consideration for _____:

Standard High School Diploma: The standard high school diploma is the only option leading to graduation. Currently there are three pathways: Traditional, District, and Career Pathways. To earn the standard high school diploma, _____ must earn a minimum of 24 Carnegie Units and take the end-of-course assessments in Biology I, Algebra I, English II and U.S. History or meet one of the State Board-Approved Alternatives, if he or she does not pass the Subject Area Tests. Please refer to the State Board-Approved Alternatives in Appendix A5 of the 2016 Mississippi Public School Accountability Standards. (A copy is provided for you with this guide.)

Mississippi Occupational Diploma (MOD): The MOD has been removed from Mississippi State Statute effective July 1, 2017. You will notice it is still included on

the current State Individualized Educational Program (IEP) form because it will remain an exit option for any student with a disability who was a ninth-grade student prior to the 2017-2018 school year.

Note to IEP Committee: If the student is NOT eligible to continue on the MOD track (student entering ninth grade in the 2017-2018 school year and thereafter), there will be no need to discuss the MOD requirements and its implications/outcomes.

If the student is eligible to continue on the MOD track (ninth grade student prior to the 2017-2018 school year), the IEP Committee will need to address with the parent the items included in the Script for Students who are Eligible to Continue on the MOD Track. These items outline the MOD requirements and the implications/outcomes for the student.

➤ **Script for Students who are Eligible to Continue on the MOD Track**

Note to IEP Committee: For parents of students eligible to continue on the MOD track, the following information must be discussed:

___ Even though the word 'diploma' is a part of this exit option, the Mississippi Occupational Diploma is NOT a standard high school diploma nor an equivalent to a standard high school diploma.

___ The MOD does not meet entry requirements at any university or community college for academic programs of study.

___ The MOD is not accepted at most of the community college programs for vocational or technical programs. Any community college program accepting the MOD limits this credential to only a few programs.

___ The military does not accept the MOD for entry into any of the armed forces.

___ The U.S. Department of Education will not approve any Federal financial aid for students who exit with an MOD.

____ Employers that require a standard high school diploma do not recognize the MOD as an equivalent of the standard high school diploma.

Because of these factors, the MOD has been discontinued for the 2017-2018 school year and beyond. Any student who started on the MOD track as a ninth grader prior to the 2017-2018 school year will be allowed to finish the MOD if that decision is made by your child's IEP Committee.

It is very important that you understand, by choosing the MOD as _____'s exit option, _____ will have limited access to education and training opportunities at a university or community college after he or she exits high school. _____ will have no access to Federal financial aid for education or training after he or she exits high school. He or she will not be allowed to enroll in the military. Most importantly, _____ may have limited job opportunities since employers requiring a standard high school diploma do not recognize the MOD as an equivalent of a standard high school diploma.

If _____ continues on the MOD track, he or she will complete current MOD requirements which presently include development of an occupational diploma portfolio, completion of a two-year Career/Technical/Vocational Program or successful completion of a minimum of 540 hours of successful, paid employment, and earning 21 credits by successful completion of selected courses from the general education curriculum, vocational education programs, and/or MOD courses through completion of the required MOD objectives.

Note to IEP Committee: If the eligible student is on an MOD track and the decision by the IEP Committee is made that the student will continue with the MOD as the chosen exit option, the parent will need to sign and date the Mississippi Occupational Diploma Acknowledgement Statement which can be found in this packet of information.

The student will need to sign and date the MOD Acknowledgement Statement as well.

The IEP Committee must document the student's name, MSIS ID number, and record the expected year of graduation.

A copy of the MOD Acknowledgement Statement form must be provided to the parent and the student if the student attends. The original MOD Acknowledgement Statement form must be maintained by the district in the student's IEP folder.

Certificate: A Certificate of Completion is not a high school equivalency credential but rather an acknowledgement of the child's participation in and completion of his/her IEP.

➤ **Script for 2017-2018 Mississippi Graduation and Exit Options for Students with Disabilities**

Traditional Diploma: The traditional diploma can be earned with a minimum of 24 Carnegie Units and by taking and passing the end of course assessments in Biology I, Algebra I, English II and U.S. History or meet one of the State Board-Approved Alternatives, if he or she does not pass the Subject Area Tests. Please refer to the State Board-Approved Alternatives in Appendix A5 of the 2016 Mississippi Public School Accountability Standards. (A copy is provided for you with this guide.)

Mississippi Occupational Diploma (MOD): ONLY AVAILABLE FOR A STUDENT WHO WAS A NINTH-GRADE STUDENT PRIOR TO THE 2017-2018 SCHOOL YEAR.

Note to IEP Committee: If the student was NOT a ninth-grade student prior to the 2017-2018 school year, the MOD cannot be selected as an exit option for the student and there will be no need to discuss the MOD requirements and the implications/outcomes for the student. The IEP Committee must select another available graduation or exit option for the student.

If the student is eligible to continue on the MOD track (ninth-grade student prior to the 2017-2018 school year), the IEP Committee will need to address with the parent the items included in the Script for Students who are Eligible to Continue on the MOD

Track. These items outline the MOD requirements and the implications/outcomes for the student.

Certificate: A Certificate of Completion is not a high school equivalency credential but rather an acknowledgement of the child's participation in and completion of his/her IEP.

➤ **Script for Discussion of Course of Study**

Note to IEP Committee: Following a discussion with the parent of the available graduation and exit options, the child's course of study will need to be addressed. The student's general education teacher and guidance counselor must be involved in the collaborative decision-making process for determining the child's course of study.

Following the determination of the appropriate graduation or exit option for _____, the IEP Committee must address _____'s course of study which is the list of courses he or she requires to achieve his/her desired exit option.

The course of study addresses what courses _____ needs to take and when he or she will take these courses to achieve her/his post-secondary goals. Like _____'s desired post-secondary goals, his or her course of study must be determined on the basis of his or her strengths, interests, and preferences.

When selecting the course of study for _____, the IEP Committee must consider the specific requirements for the graduation and exit options. The IEP Committee must address the courses of study for which _____ has already completed, those for which he or she will enroll for the current school year, and the courses for enrollment in future school years. This ensures the IEP Committee can carefully plan for _____'s course of study through appropriate sequencing or prerequisite classes and balancing his or her class loads over _____'s high school years.

APPENDIX A-5

Concordance Tables

7 MISS. ADMIN. CODE PT. 3, CH. 36, R. 36.2 (EFFECTIVE 2014-2015 SCHOOL YEAR)

Concordance tables provide opportunities for students who do not obtain a passing score on an End of Course (EOC) assessment to utilize a different graduation option, using a combination of the assessment scores with the final course grade. The tables provide the final course grade required to use with the scale score obtained on the EOC assessment. Districts are to use the concordance table specific to when the student took the assessment.

MAP English II (Senior Only Retest & Spring 2016)

Concordance Table	Scale Score			
Grade	1049-1048	1047	1046	1045
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for MAP English II is 1050.

MAP Algebra I (Senior Only Retest, Fall 2016, Spring 2016)

Concordance Table	Scale Score			
Grade	1049	1048	1047	1046
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for MAP Algebra I is 1050.

MAP Fall 2016-English II

Concordance Table	Scale Score			
Grade	1048	1046	1045	1043
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for MAP English II is 1050.

PARCC Fall 2014 & Spring 2015-English II

Concordance Table	Scale Score			
Grade	724-722	721-719	718-716	715
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for PARCC English II is 725.

PARCC Fall 2014 & Spring 2015-Algebra I

Concordance Table	Scale Score			
Grade	724-722	721-719	718-716	715
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for PARCC Algebra I is 725.

SATP2 English II

Concordance Table	Scale Score			
Grade	644-641	640-639	638-637	636-635
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for SATP2 English II is 645.

SATP2 Algebra I

Concordance Table	Scale Score			
Grade	646-644	643-642	641	640-639
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score from SATP2 Algebra I is 647.

SATP2 Biology I

Concordance Table	Scale Score			
Grade	644-640	639-637	636-635	634-632
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for SATP2 Biology I is 645.

SATP2 U.S. History

Concordance Table	Scale Score			
Grade	640-637	636-635	634-633	632-631
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for SATP2 U.S. History is 641.

7 MISS. ADMIN. CODE PT. 3, CH. 36, R. 36.3 (EFFECTIVE 2015-2016 SCHOOL YEAR)

Composite (Combined) Score

Composite (Combined) Score Calculations provide opportunities for students who do not obtain a passing score on one or more EOC assessments. Students may utilize an additional graduation option by taking the average of all EOC assessments and achieving a minimal combined score of 646. Scale scores from the PARCC and MAP assessments will need to be transformed according to the guidance provided in Sections 1, 3, and 4.

Section 1 (PARCC and SATP2 Assessments)

- I. Calculate the Transformed Score for the PARCC assessments by using the following formulas:
 - To transform a PARCC Algebra I Score:
Student's PARCC Algebra I Scale Score – 78 points
 - To transform a PARCC English II Score:
Student's PARCC English II Scale Score – 80 points
- II. Calculate the student's composite (combined) score by determining the average score across all four assessments.

Test	Score	Transformation	Transformed Score
Algebra I (PARCC)	723	$723 - 78 =$	645
English II (PARCC)	724	$724 - 80 =$	644
Biology I (SATP2)	652		652
U.S. History (SATP2)	644		644

$$\text{Average Composite (Combined) Score} = \frac{645 + 644 + 652 + 644}{4} = \frac{2585}{4} = 646.25 = 646$$

Section 2 (Only SATP2 Assessments)

- I. Calculate the student's composite (combined) score by determining the average score across all four assessments.

Test	Score
Algebra I (SATP2)	650
English II (SATP2)	647
Biology I (SATP2)	656
U.S. History (SATP2)	638

$$\text{Average Composite (Combined) Score} = \frac{650 + 647 + 656 + 638}{4} = \frac{2591}{4} = 647.75 = 648$$

Section 3 (MAP and SATP2 Assessments)

- I. Calculate the Transformed Score for the MAP assessments by using the following formulas:
 - To transform a MAP Algebra I Score:
Student's MAP Algebra I Scale Score – 403 points
 - To transform a MAP English II Score:
Student's MAP English II Scale Score – 405 points
- II. Calculate the student's composite (combined) score by determining the average score across all four assessments.

Test	Score	Transformation	Transformed Score
Algebra I (MAP)	1048	$1048 - 403 =$	645
English II (MAP)	1049	$1049 - 405 =$	644
Biology I (SATP2)	652		652
U.S. History (SATP2)	644		644

$$\text{Average Composite (Combined) Score} = \frac{645 + 644 + 652 + 644}{4} = \frac{2585}{4} = 646.25 = 646$$

Section 4 (PARCC, MAP, and SATP2 Assessments)

- I. Calculate the Transformed Score for the PARCC and MAP assessments by using the following formulas:
 - To transform a PARCC Algebra I Score:
Student's PARCC Algebra I Scale Score – 78 points
 - To transform a PARCC English II Score
Student's PARCC English II Scale Score – 80 points
 - To transform a MAP Algebra I Score
Student's MAP Algebra I Scale Score – 403 points
 - To transform a MAP English II Score
Student's MAP English II Scale Score – 405 points

- II. Calculate the student's composite (combined) score by determining the average score across all four assessments.

Test	Score	Transformation	Transformed Score
Algebra I (PARCC)	723	$723 - 78 =$	645
English II (MAP)	1049	$1049 - 405 =$	644
Biology I (SATP2)	652		652
U.S. History (SATP2)	644		644

$$\text{Average Composite (Combined) Score} = \frac{645 + 644 + 652 + 644}{4} = \frac{2585}{4} = 646.25 = 646$$

Calculate the student's composite (combined) score by determining the average score across all four assessments.

Test	Score	Transformation	Transformed Score
Algebra I (MAP)	1048	$1048 - 403 =$	645
English II (PARCC)	724	$724 - 80 =$	644
Biology I (SATP2)	652		652
U.S. History (SATP2)	644		644

$$\text{Average Composite (Combined) Score} = \frac{645 + 644 + 652 + 644}{4} = \frac{2585}{4} = 646.25 = 646$$

Other Graduation Options

The following graduation options provide opportunities for students to obtain a certain score or level on the ACT, ASVAB, ACT WorkKeys, MS-CPAS2, or other state-approved industry certifications. Students also may obtain a grade of “C” or higher in a dual credit/dual enrollment course, corresponding to the EOC assessment that was not passed.

Assessment Options	Algebra I	Biology I	English II	U.S. History
ACT	17 (ACT Math Sub-Score)	17 (ACT Science Sub-Score)	17 (ACT English Sub-Score)	17 (ACT Reading Sub-Score)
Dual Credit/ Dual Enrollment/ College Credit	C or higher in MAT credit-bearing course	C or higher in BIO credit-bearing course	C or higher in ENG credit-bearing course	C or higher in HIS credit-bearing course

Notes:

- ACT sub-scores resulting from non-college reportable accommodations **can** be used for graduation options, but the scores are non-college reportable.
- ACT sub-scores resulting from Residual ACT Testing **cannot** be used for graduation options.
- This option is available regardless of when the student took the SATP2, PARCC, or MAP assessments.

The Graduation Options listed below are applicable to any Subject Area Testing Program assessment.

ASVAB + MS-CPAS or Industry Certification	Must have an ASVAB AFQT score of 36 plus one of the following: 1. CPAS score that meets the attainment level assigned by Federal Perkins requirements (Year 1 and 2 combined for an average of 60 or above) OR 2. Industry certification attainment based upon industry standards (only MDE-approved certifications may be used)
ACT WorkKeys + MS-CPAS2 or Industry Certification	Must have a WorkKeys Silver Level plus one of the following: 1. CPAS score that meets the attainment level assigned by Federal Perkins requirements (Year 1 and 2 combined for an average of 60 or above) OR 2. Industry certification attainment based upon industry standards (only MDE-approved certifications may be used)

Note: The college credit option is only applicable if the student is enrolled in high school and college at the same time.

MISSISSIPPI OCCUPATIONAL DIPLOMA ACKNOWLEDGEMENT STATEMENT

- The acknowledgement statement should be signed for any current MOD student whose IEP Committee chooses to continue the MOD track.
- It is very important that all participants fully understand the limitations of the MOD as an exit option, including the student. A copy should be given to the parent and a copy should be placed with the student's IEP.

Mississippi Occupational Diploma Acknowledgement Statement

During the 2017 legislative session, Senate Bill 2432 removed the Mississippi Occupational Diploma (MOD) from the State statute. This action was taken based upon the following factors:

- The MOD does not meet entry requirements at any university or community college for academic programs of study.
- The MOD is no longer accepted at most of the community college programs for vocational or technical programs. Those that are accepting the MOD do so for very limited programs.
- The military does not accept the MOD for entry into any of the armed forces.
- The U.S. Department of Education will not approve any Federal financial aid for MOD graduates.
- Employers that require a high school diploma do not recognize the MOD as an equivalent.
- Multiple stakeholder groups made up of special education teachers, school administrators, and parents have asked the MDE to remove the MOD from the exit options for students with disabilities.

Based on these factors, the MOD will be discontinued for students entering the ninth grade during the 2017-2018 school year and beyond. Any student who began the MOD course of study as a ninth grader prior 2017-2018 will be allowed to finish it. However, it is important to know that by choosing this option your student will have limited access to post-secondary training opportunities (i.e. universities and community colleges), will have no access to Federal financial aid for any post-secondary training program, will not be allowed to enroll in the military, and may have limited employment options.

The MDE encourages every student and parent currently pursuing a MOD to consider with their Individualized Education Program (IEP) team the possibility of changing from a MOD to a traditional diploma to have an expanded array of choices for life after high school. IEP teams may change a student's course of study from the MOD to the traditional diploma through an IEP team meeting. Students working towards a traditional diploma with a graduation date during the 2018-2019 school year or later may take advantage of the following strategies:

- Students are eligible to stay in school to get additional Carnegie Units through age 20.
- Students may access any current and future alternative paths for meeting the end of course assessment requirements.
- Students may participate in both Carnegie Unit earning courses and accompanying special education courses to pre-teach, re-teach, and remediate skills at the same time.

I have read the information above and choose for my student to remain in the Mississippi Occupational Diploma. I understand that this diploma will limit some options for training and employment after high school.

Parent Signature: _____

Date: _____

Student Signature: _____

Date: _____

Student Name: _____ MSIS # _____ Expected Year of Graduation: _____

NEXT STEPS DOCUMENTS

- The next steps documents give suggestions for student schedules for the upcoming year.
- The ninth grade schedule only allows for students to work toward a standard diploma. It is written from the perspective of a student who has possibly not been in general education ELA or math courses during middle school.
- The 10th grade schedule is written as a possible MOD student transferring over to the standard diploma track. This is just a sample and a thorough review of the student's current transcript would need to take place.
- The 11th and 12th grade samples are written to outline the action steps for students transitioning from the MOD to the standard diploma, and to provide a course flow for students that choose to remain on the MOD.



9th

NEXT STEPS...

Recommendation

Students entering 9th grade in 2017-2018 should begin working toward a standard high school diploma.

9th Grade Sample Course Flow

Students Entering 9th Grade 2017-2018

- Teacher uses High School Program of Study Worksheets to identify Carnegie Units earned and courses needed
- Using Program of Study Worksheet and Course Flow Chart, develop options for student
- Conduct IEP meeting
- Teacher works with school counselor to develop student's course of study

IEP TEAM CONSIDERATIONS

- ✓ Student Age
- ✓ Current LRE
- ✓ Parent Input
- ✓ Transition Plan
- ✓ Accommodations and Modifications

9 th Grade Schedule	Courses	Location of Services	Purpose	Carnegie Units Earned
Period 1	English I (230174)	General Education	Grade-level content instruction	1
Period 2	Foundations of Biology (no course code available yet)	General Education	Grade-level content instruction	1
Period 3	MS Studies/Intro to Geography (450705/450704)	General Education	Grade-level content instruction	1
Period 4	Foundations of Algebra (270390)	General Education	Grade-level content instruction	1
Period 5	STEM/Keystone CTE Course Codes (000273/990002)	General Education	Grade-level content instruction	1
Period 6	Compensatory Reading I	Special Education	Remediation of deficit skills, re-teaching and pre-teaching of grade-level content	1
Period 7	PE/Health (340113/340133)	General Education	Grade-level content instruction	1
Period 8	Elective (or a second special education tutorial block without a Carnegie Unit if needed) or Learning Strategies (230180)	General Education	Grade-level content instruction	1

Additional Course Options:

English

- None

Science

- Biology 1 (260131)

Social Studies

- None

Math

- Algebra 1 (270404)
- Integrated Math 1 (270731)

Technology

- Technology Foundations
 - Academic (110630)
 - CTE (992307)
- ICT II
 - Academic (110620)
 - CTE (000272)



10th

NEXT STEPS...

RECOMMENDATION

Students entering 10th grade in 2017-2018 should begin working toward a standard high school diploma.

10th Grade Sample Course Flow

10th Grade Schedule	Courses	Location of Services	Purpose	Carnegie Units Earned
Period 1	English II (230110)	General Education	Grade-level content instruction	1
Period 2	Biology I (260131)	General Education	Grade-level content instruction	1
Period 3	World History (450835)	General Education	Grade-level content instruction	1
Period 4	Algebra I (270404)	General Education	Grade-level content instruction	1
Period 5	Fine Art	General Education	Grade-level content instruction	1
Period 6	Compensatory Reading II	Special Education	Remediation of deficit skills, re-teaching and pre-teaching of grade-level content	1
Period 7	Elective	General Education	Grade-level content instruction	1
Period 8	Elective (or a second special education tutorial block without a Carnegie Unit if needed) or Learning Strategies (230180)	General Education	Grade-level content instruction	1

Students Entering 10th Grade 2017-2018

- Teacher uses High School Program of Study Worksheet to identify Carnegie Units earned and courses needed
- Using Program of Study Worksheet and Course Flow Chart, develop options for student
- Conduct IEP meeting:
 - ✓ Review MOD acknowledgement letter
 - ✓ Review options with IEP Committee
 - ✓ Determine diploma track
- Teacher works with school counselor to develop student's course of study

IEP TEAM CONSIDERATIONS

- ✓ Student Age
- ✓ Earned Carnegie Units
- ✓ Current LRE
- ✓ Parent Input
- ✓ Transition Plan
- ✓ Accommodations and Modifications

Additional Course Options:

Commonly offered courses are listed below. Additional courses are available in the Approved Courses for Secondary Schools Manual.

English

- None

Science

- If already taken Biology, then any of the courses listed in the Approved Course Codes Manual

Social Studies

- None

Math

- Integrated Math II (270732)



11th

NEXT STEPS...

RECOMMENDATION

Students entering 11th Grade should consider transitioning to a standard high school diploma. The IEP Committee may choose to have the student remain on the MOD.

Transition to Standard Diploma

IEP TEAM CONSIDERATIONS FOR DETERMINING DIPLOMA TRACK FOR STUDENTS ENTERING 11TH GRADE 2017-2018

- ✓ Student Age
- ✓ Student's Least Restrictive Environment
- ✓ High School Program of Study Worksheets
- ✓ Parent Input
- ✓ Transition Plan
- ✓ Accommodations and Modifications

ACTION STEPS

- Counselor and teacher complete student's Program of Study Worksheet and determine remaining course requirements and Subject Area Assessments
- Considering the student's age, identified course requirements and Subject Area Assessments, the IEP Committee will determine the revised program of study to be implemented through age 20.

SUPPORTS TO CONSIDER

- Extended School Year services
- State Board approved alternatives to meet Subject Area Assessment requirements
- Course remediation
- Tutorial classes
- Direct instruction in Reading and/or Math

Remaining on MOD

11th Grade Schedule	Courses	Location of Services	Purpose	Carnegie Units Earned
Period 1	Employment English III	Special Education	Providing students with the necessary employment/independent living skills for post-secondary success	1
Period 2	Life Skills Science III	Special Education	Providing students with the necessary employment/independent living skills for post-secondary success	1
Period 3	U.S. History	General Education	Grade-level content instruction	1
Period 4	Job Skills Math III	Special Education	Providing students with the necessary employment/independent living skills for post-secondary success	1
Period 5	ACT Prep I	General Education	Grade-level content instruction	1
Period 6	Career/Technical Course	General Education	Grade-level content instruction	1
Period 7	Vocational Course	General Education	Grade-level content instruction	1
Period 8	Elective	General Education	Grade-level content instruction	1



12th

NEXT STEPS...

RECOMMENDATION

Students entering 12th grade should consider transitioning to the standard high school diploma. The IEP Committee may choose to have the student remain on the MOD.

Transition to Standard Diploma

Remain on the MOD

IEP TEAM

CONSIDERATIONS FOR DETERMINING DIPLOMA TRACK FOR STUDENTS ENTERING 12TH GRADE 2017-2018

- ✓ Student Age
- ✓ Student's Least Restrictive Environment
- ✓ High School Program of Study Worksheets
- ✓ Transition Plan
- ✓ Accommodations and Modifications
- ✓ Parent Input

ACTION STEPS

- Counselor and teacher complete student's Program of Study Worksheet and determine remaining course requirements and subject-area assessments
- Considering the student's age, identified course requirements, and subject-area assessments, the IEP Committee will determine the revised program of study to be implemented through age 20.

SUPPORTS TO CONSIDER

- Extended School Year services
- State Board-approved alternatives to meet subject-area assessment requirements
- Course remediation
- Tutorial classes
- Direct instruction in reading and/or math

12 th Grade Schedule	Courses	Location of Services	Purpose	Carnegie Units Earned
Period 1	Employment English IV	Special Education	Providing students with the necessary employment/ independent living skills for post-secondary success	1
Period 2	Life Skills Science IV	Special Education	Providing students with the necessary employment/ independent living skills for post-secondary success	1
Period 3	Applied Career Prep	Special Education	Grade-level content instruction	1
Period 4	Job Skills Math IV	Special Education	Providing students with the necessary employment/ independent living skills for post-secondary success	1
Period 5	Computer Fundamentals	General Education	Grade-level content instruction	1
Period 6	Career/ Technical Course	General Education	Grade-level content instruction	1
Period 7	Vocational Course (if necessary) OR Elective	General Education	Grade-level content instruction	1
Period 8	Elective	General Education	Grade-level content instruction	1

HIGH SCHOOL PROGRAM OF STUDY WORKSHEET

- The Program of Study Worksheet gives IEP Committees a tool with which to analyze a student's transcript.
- It is the intention that it would be used to help determine what courses a student needs to move from the MOD track to the standard diploma.
- A sample is provided as well as a blank form.

High School Program of Study Worksheet

Student Name: Jane Doe
Current Grade Status: 10th

Anticipated Graduation Year: 2019
Current School Year:

Curriculum Content Area	Carnegie Units Earned		Courses Needed		Units Earned	Units Remaining
English	9 th	English I	9 th		2	2
	10 th	English II	10 th			
	11 th		11 th	Technical Writing		
	12 th		12 th	Foundations of Journalism		
Math	9 th	MOD Math	9 th		1	3
	10 th	Algebra I	11 th	Foundations to Algebra		
	11 th		11 th	Geometry		
	12 th		12 th	Algebra II		
Science	9 th	MOD Science			1	2
	10 th	Biology I	11 th	Physical Science		
			12 th	Earth & Space		
Social Studies	9 th	MS Studies			2	2
	10 th	World Hist.	11 th	U.S. History		
			12 th	Gov't & Economics		
Health and PE	9 th	PE			½	½
			11 th	Health		
Technology	9 th	ICAP			2	0
	10 th	Business & Computer Technology				
Additional Electives	9 th	JROTC			2	3
	10 th	JROTC				
			11 th	Compensatory Reading I		
			12 th	Compensatory Reading II		
Art			11 th	JROTC	0	1
			12 th	Theater		

Summary

Grade	9 th	10 th	11 th	12 th
Carnegie Units Earned/Projected	4.5	6	7.5	6
Progression towards Graduation with Standard Diploma	4.5	10.5	18	24

High School Program of Study Worksheet

Student Name: _____
 Current Grade Status: _____

Anticipated Graduation Year: _____
 Current School Year: _____

Curriculum Content Area	Carnegie Units Earned		Courses Needed		Units Earned	Units Remaining
English						
Math						
Science						
Social Studies						
Health and PE						
Technology						
Additional Electives						
Art						

Summary

Grade	9 th	10 th	11 th	12 th
Carnegie Units Earned/Projected				
Progression towards Graduation with Standard Diploma				