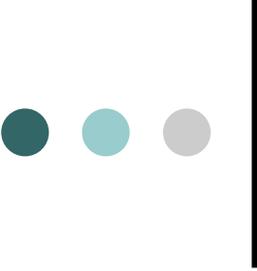


# Determined to Earn a Standard High School Diploma

Tim Moore – Self-Advocate, Youth Leader

Linda Moore – Parent

Division on Career  
Development and Transition  
13th International Conference  
October 20-22, 2005  
Albuquerque, New Mexico



# Overview of Presentation

- I was determined to earn a Standard High School Diploma and attend college. However the local school district had other ideas. The school district excluded me from enrolling in the courses and taken the test required to earn a standard diploma from their school district.
- This presentation will show you the steps I took in order for me to earn my College Preparatory Diploma from the American School an accredited correspondence high school located in Lansing, Illinois.

# Who Am I ?

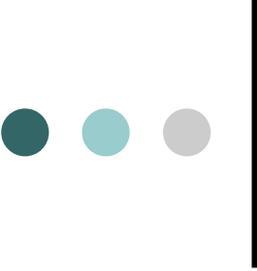
Tim Moore  
Self-Advocate  
Volunteer  
High School Graduate

American Cancer Society  
ACS  
Volunteer

Autism Society of America  
Central Virginia Chapter  
Volunteer

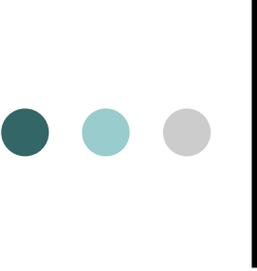
For the Love of Animals in Goochland  
FLAG  
Volunteer





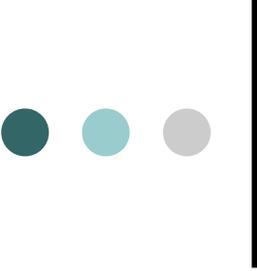
# Steps I took to reach my goal of earning a standard diploma.

- Step 1- Research- Diploma Options and Requirements
- Step 2 -Plan of Action
- Step 3 –Commitment
- Step 4- What I needed to do to earn my High School Diploma
- Step 5 -The Plan
- Step 6 -Put Plan in Place
- Step 7 - Review and Revise Plan
- Step 8 – Celebrate !!!



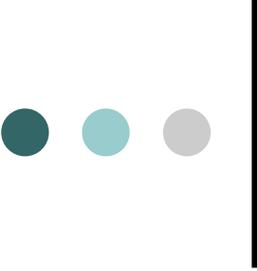
# Step 1 - Research

- Contacted my local school district and the State Department of Education
- Read the State Regulations and Standards of Accreditation (SOA)
- Read the Requirements for home instruction
- Got a copy of the Home Instruction - Approved Correspondence Courses
- Researched Home schooling Organizations



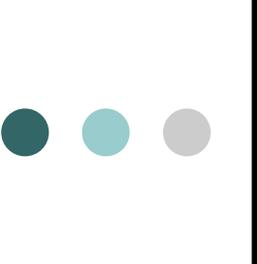
# Step 1 - Diploma Options (available in Virginia)

- Advanced Studies
- Standard Diploma
- Modified Standard Diploma
- Special Diploma
- Certificate of Program Completion
- General Education Development Certificate (GED)



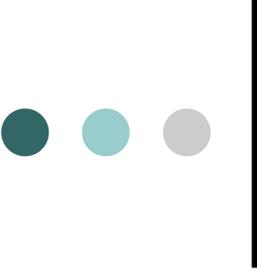
# Step 1 - Requirements

- Requirements to earn a diploma vary from:
  - State to State
  - County to County
  - City to City
  - Public School to Private School
  - Correspondence School to Correspondence School



# Step 2 - Plan of Action

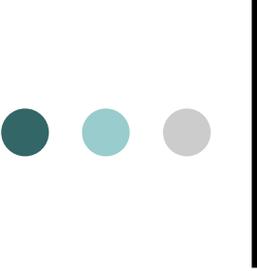
- Reviewed all program options – Public, Private, Correspondence
- Requirements- Subject Area, Credits needed, Test needed for verified credit in which subject areas
- Made sure I understood the options and requirements before I made an informed decision of what diploma option and program options I would choose.
- I want to go to college so my diploma option needed to allow me to take the courses required by colleges and universities.
- I made my decision of which Diploma and Program.
- I made a “Things to Do List” - Enroll in a correspondence high school, take courses that are required to enroll in college, communicate with the two special education teachers who agreed to provide instruction to me and the correspondence school, made a commitment of my time and effort, follow my plan of action, don't be afraid to ask for help, and never give up on my dreams and goals.



## Step 3- Commitment

I needed a Commitment from the following people to follow my Plan of Action.

- Me
- My Parents
- My Teachers
- My Support providers
- Department of Rehabilitation Services (DRS)

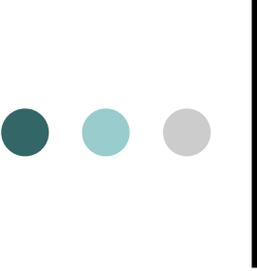


# Step 4 - What I needed to do to earn my High School Diploma

- On August 24, 2004, I enrolled in the American School (College Preparatory High School)
- I was able to transfer 11 units of credits for previous courses taken.
- I only needed to earn five units of credit in order to earn my high School diploma.

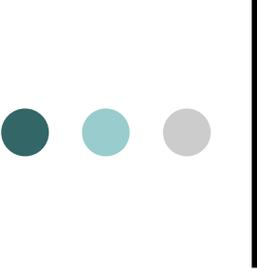
Courses I needed to take:

- Algebra I
- American Literature
- English Literature
- Geometry
- Psychology



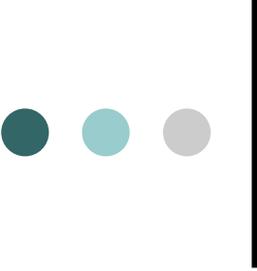
## Step 5 - The Plan

- My Plan was written out for me to help me to stay focused on my goals.
- It helped me to remember the **Commitment** I had made to follow my Plan.
- I needed to take **Ownership** of my plan.
- I needed to be **Responsible** for getting my work done on time.



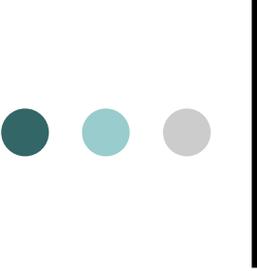
# Step 6 – Putting the Plan in Place

- Clear Expectations
- Goals
- Visual Schedule
- Positive Behavioral Support Plan
- Assistive Technology
- Teacher or Support Person



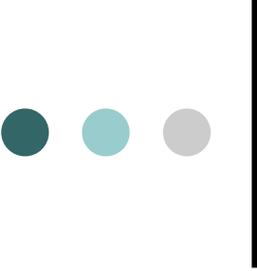
# Clear Expectations

- I reviewed my **Plan of Action**.
- My **expectations** were **written** and shared with my team (my parents, my teachers, and my support providers).
- I **enrolled** in the American School High School Program
- I **selected** the College Preparatory High School Diploma
- The requirements for the Diploma was to take five more units: Algebra I, American Literature, English Literature, Geometry, and Psychology
- I set the **Realistic Expectations** of one year in which to accomplish my goal. I made a **commitment** of completing two exams a week.



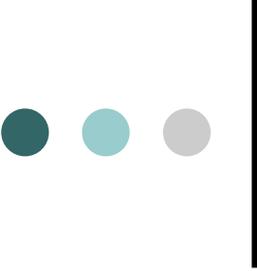
# Goals were set for me:

- That provided a **Positive Benefit** - When the goal was met (example: could get a job and get into college)
- Were **Possible** – the goal were within reach based on my strengths and weakness.
- Were **Realistic** – I will work at a pace, I can handle without stressing everyone out.
- Were **Rewarding** - Will lead to my desired outcome (Pride in my accomplishments, Better Choices of Colleges or Jobs, More Independence).



# I used a Visual Schedule

- What is a Visual Schedule? It is a tool that helps me to understand what work needs to be completed for the day.
- **It includes:**
- Date, Time
- Subject, teacher or support person
- Daily Goals
- Scheduled Break
- **In addition:**
- All materials needed to be organized in a notebook and kept in the same place so that both me and my teachers did not have to look for my materials.
- I needed a place that would serve as a classroom that was equipped with: a computer with my assistive technology software (installed), copier, scanner, printer.



# Positive Behavioral Supports

I needed Positive Behavioral Supports in place in order for me to get through my day.

## **Things I need to be Aware of:**

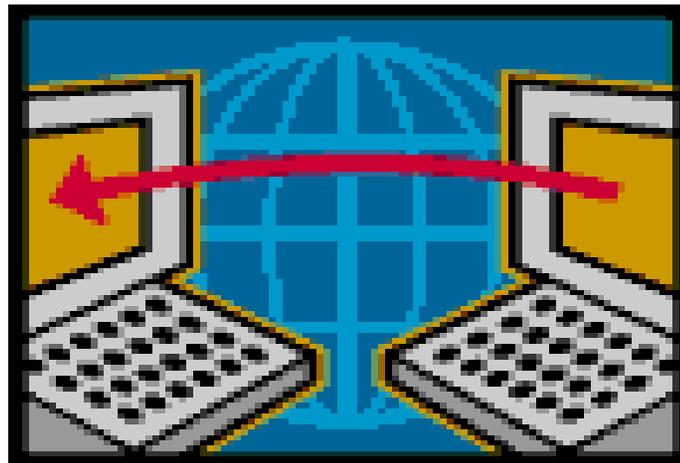
- Task difficulty
- Environment (noise level, temperature)
- Stress level
- Time of day

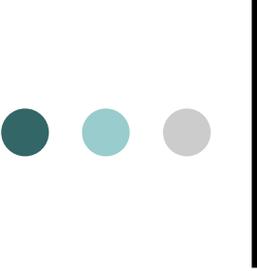
## ○ **Supports I used:**

- Assistance with the task, revising or changing task.
- Change of environment (quiet, temperature control)
- Take a break – water, snack, bathroom.
- Call it a day.

# Assistive Technology

- Due to my disability, I use assistive technology software called Kurzweil 3000 Scan/Read.
- Materials and books needed to be scanned into the Kurzweil 3000 program.
- I used the computer for all writing assignments.
- I used the internet to look up information.



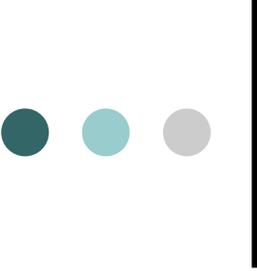


# Teacher or Support Providers

- My teachers and support providers needs to understand what I need in order to make it through my courses in school and get a job. I have to say that my teachers were the best! They worked very hard to teach me the information I needed to know in order to take the exams.

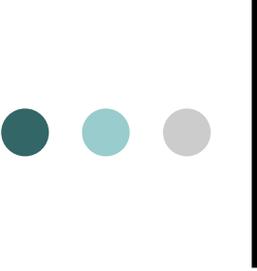
This includes understanding my needs for:

- A Plan of Action
- A Commitment (from me, my parents, teachers, support providers)
- Clear Expectations (all team members are on the same page)
- Goals (Positive, Possible, Realistic, and Rewarding)
- A Visual Schedule
- A Positive Behavioral Support Plan
- Access to my Assistive Technology
- The assistance of a teacher or support person



# Accommodations allowed by the American School

- I was able to use the Kurzweil 3000 to study for my exams.
- I was allowed to type the answers to exams providing I enclosed the original exams along with the typed sheets when submitting my exams for grading.
- I was allowed to dictate my answers to my mother or an instructor that is assisting me with my studies. My answers on exams were expected to be of my own thoughts and efforts.
- I needed to send my exams and the enclosed first page to the attention of the Principal for grading.



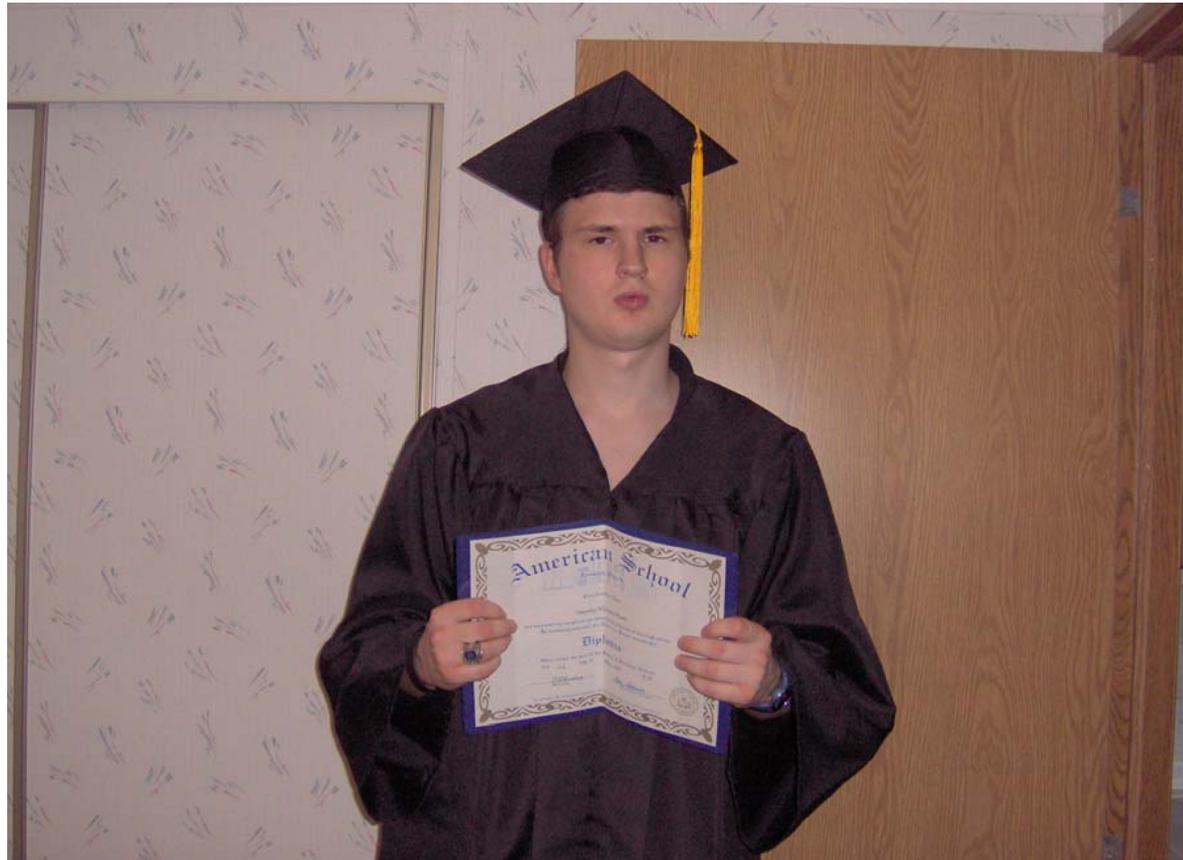
## Step 7- Review and Revise Plan

### **My plan needed to be reviewed and revised.**

- When I got a job.
- When I earned my diploma from American School
- When I got accepted into the 2005 NYLN Advance Leadership Institute
- When I decided to use the 2005-2006 academic year as My Transition Year.

# Step 8 - Celebrate!!!

I was awarded My High School Diploma  
from the American School on May 9,2005





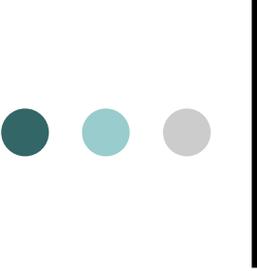
Please Join us in  
Celebrating the  
High School  
Graduation  
of  
Tim Moore  
from the  
American School

GRADUATION PICNIC  
Friday, June 24, 2005  
4:00 PM - 7:00 PM

Deep Run Park - Shelter 5  
9900 Ridgefield Parkway  
Richmond, VA 23233

RSVP: (804) 749-3895  
or  
[jetsgiantsyanks10@yahoo.com](mailto:jetsgiantsyanks10@yahoo.com)





# Giving Back to the Community

## My Volunteer Opportunities

- American Cancer Society  
September 2002 - Present
- Autism Society of America – Central Virginia Chapter  
September 2001 - Present
- For the Love of Animals in Goochland (F.L.A. G.)  
January 2003 - Present
- Youth Leadership Forum (YLF) Alumni Association  
January 2003 – Present
- Richmond Habitat for Humanity  
May 2005 - Present
- National Youth Leadership Network  
July 2005 – Present

# Leadership Opportunities

Speaking at the ASA Meeting  
May 20, 2005



Speaking with Mrs. Mays Class at  
Deep Run High School  
June 10, 2005



# COLLEGE BOUND 2005

## Virginia Tech Campus

### June 15-17, 2005



# 2005 NYLN Advanced Leadership Institute

July 23-27, 2005

Washington, D.C.

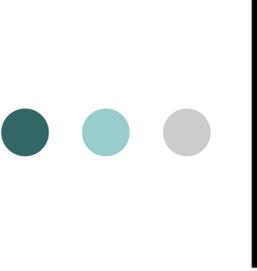


NYLN Advanced Leadership Institute  
Youth Resource Fair  
Sunday, July 24, 2005



15th Anniversary of the Americans with Disabilities Act  
ADA – 15 Years of Making a Difference

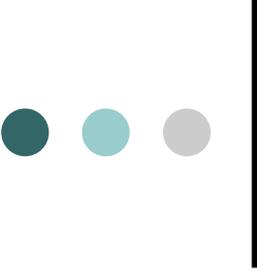




# Started a Support Group - A Voice for GAP Kids

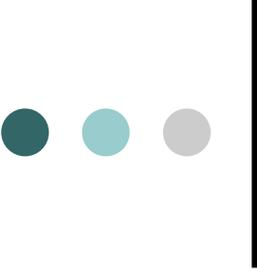
Purpose of the group:

- To share information with students and parents about GAP Kids.
- To educate members of the Virginia General Assembly on the issues that affect GAP Kids.
- To advocate during the 2006 General Assembly Session to address the educational issues of “GAP Kids” to effect changes in Public Policy.



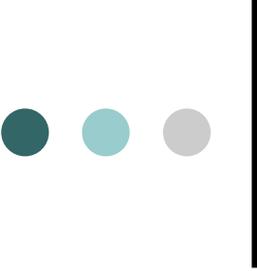
## Who are the GAP Kids :

- Students with disabilities who are not significantly cognitively disabled but who may be severely learning disabled or mildly mentally retarded.
- Students perform at a higher level than those with severe cognitive disabilities – too high to be assessed based on alternate achievement standards.
- Student is learning well below grade level.
- Students often function 3 to 5 years below grade level.
- Students do not meet the criteria of the Virginia Alternate Assessment Program (VAAP).



## Educational issues that impact GAP Kids (students with IEP's in grades 9-11)

- ❖ Students are not being allowed to **enroll** in the courses for which there is an end-of- course Standard of Learning assessment.
- ❖ Students are **not participating in the Virginia Accountability System** (end –of course Standards of Learning assessments) and do not meet the criteria of the Virginia Alternate Assessment Program (VAAP).
- ❖ Students are not being counted towards the schools Adequate Yearly Progress (AYP) under No Child Left Behind (NCLB)
- ❖ Currently these students are not able to access **Off-site instruction** to take the courses required to earn a standard or advance studies diploma.



# A Voice for GAP Kids

For more information contact:

Tim Moore

A Voice for GAP Kids

P.O. Box 174

Rockville, VA 23146

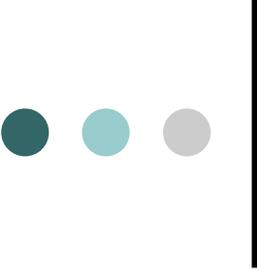
(804) 749-3895

E-mail: [Jetsgiantsyanks10@yahoo.com](mailto:Jetsgiantsyanks10@yahoo.com) for students  
[MooreLM@juno.com](mailto:MooreLM@juno.com) for parents

Website address: <http://www.gapkids.cjb.net>

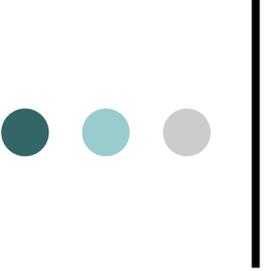
A Voice for GAP Kids  
Meeting with Delegate Bill Janis  
October 3, 2005





# What's Next ???

- I made the decision that the 2005-2006 academic year will be a Transition Year for me.
- I will continue to work part-time at the Goochland YMCA.
- I will continue to study for the American College Test and take the test in 2006.
- I will take a Spanish course.
- I will visit colleges and universities and prepare to apply for admissions in the fall of 2006.
- I will continue to volunteer in the community.
- I will continue to be a Self-Advocate and Youth Leader.
- I will complete my goals on my Personal Leadership Plan for the National Youth Leadership Network.



# Questions?

Do you have any questions?

To contact us via e-mail:

Tim Moore – [jetsgiantsyanks10@yahoo.com](mailto:jetsgiantsyanks10@yahoo.com)

Linda Moore – [MooreLM@juno.com](mailto:MooreLM@juno.com)

Thank you for attending our presentation!