



LOUISIANA DEPARTMENT OF EDUCATION

Non-Diploma Pathway Consideration Checklist

LEA: _____ Date of Review: _____

Student's Name: _____ DOB: _____ Grade: _____

Disability _____ Individual Education Plan (IEP) Date: _____

Name/Title of Person Completing Checklist _____

An IEP Team must consider all diploma-bound options prior to moving a student from the high school diploma track to a non-diploma pathway. The IEP Team should make every effort to assist students and families in making informed decisions regarding exit options and the implications of opting for a non-diploma pathway. This document shall be completed and uploaded to accompany the IEP when a student is moved from the high school diploma track to a non-diploma pathway. The answers to all of the questions below must be **"yes"** to place a student on a non-diploma pathway.

Non-Diploma Pathway Considerations		Yes	No	Comments
1.	Does the student have a current IEP submitted to SER that reflects the student's present levels of performance? (Bulletin 1530, §507A).	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Does the IEP and student's program of study indicate that the student was afforded the opportunity to access the general education curriculum in the least restrictive environment while in high school?	<input type="checkbox"/>	<input type="checkbox"/>	
3.	Did the student participate in LAA2 testing in the prior year and score below proficient, score at the Unsatisfactory level in English Language Arts and/or Mathematics on the previous year's LEAP/iLEAP/GEE, or score Needs Improvement on the English II or English III and/or Algebra I or Geometry EOC and meet the other LAA 2 eligibility criteria (including significant academic difficulties and a need for special education support) listed in Bulletin 1530 §505(B)?	<input type="checkbox"/>	<input type="checkbox"/>	
4.	Has the student been afforded opportunities to participate in remediation activities and is there evidence and data to document these efforts and results? (Bulletin 1566, §705)	<input type="checkbox"/>	<input type="checkbox"/>	
5.	Based on past test history and remediation efforts, has the IEP Team, together with the student and his/her parents, determined that the Louisiana statewide high school assessments (EOCs and ACT) are inappropriate for the student?	<input type="checkbox"/>	<input type="checkbox"/>	
6.	In reviewing the student's Individual Graduation Plan (IGP), Carnegie unit completion and postsecondary goals, did the IEP Team, including the student and his/her parent/guardian, determine that the high school exit goal should be a non-diploma pathway such as a State Approved Skills Certificate, the High School Equivalency Diploma, or Certificate of Achievement?	<input type="checkbox"/>	<input type="checkbox"/>	
7.	Are the parent/guardian and student aware that if a student is placed on a non-diploma pathway, then the student will not receive a high school diploma which may impact the student's ability to access post-secondary education and various employment opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	