

# Louisiana Believes

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Guidance on Implementing Acts 151 and 291 of  
the 2013 Legislative Session

# Purpose of Webinar

## Objectives:

- (1) Review basic policies regarding diploma bound and non-diploma bound students with disabilities;
- (2) Explain Acts 151 and 291;
- (3) Understand how to properly complete the Web IEP in SER for non-diploma students based upon the Acts; and
- (4) Review timelines for implementation for making the appropriate changes in SER

# Exit Options

## What are the current exit options available for students with disabilities?

- Students with disabilities, with the exception of students taking LAA 1, are eligible for a high school diploma and should participate in general education courses and content standards.
- The current exit options for students with disabilities include:
  - Louisiana High School Diploma (Core 4, Basic, or Career);
  - Industry Based Certificate (IBC) – non-diploma;
  - State Approved Skills Certificate (SASC) – non-diploma;
  - Louisiana High School Equivalency Diploma – non-diploma; or
  - Certificate of Achievement (COA) – non-diploma.
- Graduation requirements can be found at:  
<http://www.louisianabelieves.com/academics/graduation-requirements>.

# Exit Options

## Who determines the appropriate anticipated exit pathway for a student with a disability?

- The IEP Team **which includes the parent and the student** determines the most viable exit pathway for the student based on the
  - student's abilities;
  - post-secondary goals;
  - transition planning; and
  - other relevant information such as the student's preferences and career interests.

# Exit Options

## When is a high school student considered “non-diploma bound” for accountability purposes?

- A student is considered “non-diploma bound” when the IEP Team selects a non-diploma pathway as the anticipated exit document on the Transition Plan within the student’s IEP.
  - Industry Based Certificate (IBC) – non-diploma;
  - State Approved Skills Certificate (SASC) – non-diploma;
  - Louisiana High School Equivalency Diploma – non-diploma; or
  - Certificate of Achievement (COA) – non-diploma.

# Exit Options

## How does an IEP Team determine if a LAA2 student should be placed on a non-diploma pathway?

- In the vast majority of cases, students eligible for LAA 2 should be working toward a diploma and have access to general education courses and content standards. The decision to place a student eligible for LAA 2 on a non-diploma pathway has *significant* implications regarding postsecondary opportunities.
- Before a student enters high school, an Individual Graduation Plan or IGP is created with the school counselor to develop a roadmap of high school courses that lead to an exit pathway.
- Before a student with a disability turns sixteen, a Transition Plan must be developed to ensure the last years of K-12 education properly prepare student for his/her post secondary goals for college or a career. The IGP would be used in this development.
- As part of this plan, the IEP Team determine the desired exit pathway.



Acts 151 and 291

# Acts 151 and 291

## Whom does the legislation impact?

Public high school students with disabilities who are **not** pursuing a high school diploma

## What is the impact of the legislation on schools and families?

The student, school, or school system will not be penalized for the student not participating in the following statewide assessment(s):

- **The American College Testing Series (ACT),**
- **End of Course Tests (EOC),**
- **Graduation Exit Examination (GEE), or**
- **Louisiana Alternate Assessment, Level 2 (LAA2).**

## What if the schools and parents want their student to test?

Students with disabilities who are **not** pursuing a diploma may, of course, take these tests if one of the following apply:

- The IEP indicates that the examination is an appropriate assessment for the student;  
or,
- Parent or legal guardian requests in writing that the student be administered the test(s).



# Acts 151 and 291

## How does exercising choice under Acts 151 and 291 affect school and district accountability?

- Students will be included in accountability for:
  - The tests that they take, per their IEP;
  - Graduation outcomes;
  - The super-subgroup progress points, as applicable; and
  - Federally-required subgroup calculations.
- Eligible, non-tested students will no longer earn a “zero” in the assessment component of the school and district accountability formula for an assessment their IEP Team determines is not appropriate.
  - NOTE: IEP Teams must complete appropriate documentation, as outlined in this webinar. Otherwise, students labeled as “non-testers” will earn zeroes within the assessment indices. Once the IEP is properly documented, these students will be coded 87 in Accountability.
- However; per federal rule, non-tested students will be included in AYP subgroup calculations each year as non-participants.

# Acts 151 and 291

Does this legislation represent a change from current special education policy or practice?

No, IEP Teams have always determined the appropriate pathways and assessments for students with disabilities and should continue to do so.

This legislation only applies to non-diploma bound students.

# Guidance in Implementing the Acts and Resulting SER and IEP Updates/Changes

# Guidance for IEP Teams

## Current Transition Services Page of IEP

<b>When Needed, if a Participating Agency Does not Attend, Document Other Actions for Agency Linkages:</b>	
<b>Type of Exit Document:</b>	<b>-- SELECT ONE --</b> High School Diploma Certificate of Achievement Louisiana Equivalency Diploma (GED) Industry Based Skills Cert. GED & Industry Based Skills Cert. State Approved Skills Certificate GED & State Approved Skills Certificate
<b>Expected Number of Years to Graduate:</b>	
<b>Record Information</b>	
<b>Created On:</b> 12/10/2013 3:28:41 PM <b>Created By:</b>	

GED references will be removed.

# Guidance for IEP Teams

## New Transition Services Page of IEP

The Individual Graduation Plan(IGP) aligns to the Transition Plan

When Needed, if a Participating Agency Does not Attend, Document Other Actions for Agency Linkages:

Type of Exit Document:

Expected Number of Years to Graduate/Exit

**Non-Diploma** in front of each non-diploma pathway

-- SELECT ONE --

-- SELECT ONE --

High School Diploma

Non-Diploma Certificate of Achievement

Non-Diploma Louisiana Equivalency Diploma (GED)

Non-Diploma Industry Based Skills Cert.

Non-Diploma GED & Industry Based Skills Cert.

Non-Diploma State Approved Skills Certificate

Non-Diploma GED & State Approved Skills Certificate

Record Information

Expected Number of Years to Graduate/**Exit**:

# Guidance for IEP Teams

## Transition Courses of Study - Attach plan to IEP:

- Individual Prescription for Instruction
- Individual Graduation Plan : aligns with the transition plan and has been updated annually
- Educational/Career Plan for LAA 1 Students

## Non-Diploma Pathway:

- After a review of the relevant information including test scores, report cards, transition plan and the IGP, the IEP team in collaboration with the student and parent have made an informed decision to move the student to a non-diploma pathway.

“aligns with the Transition plan and has been updated annually”

The IGP is a mandatory form for all students before entering ninth grade unless they are LAA 1.



# Guidance for IEP Teams

## Supporting Documentation

Have the following documents been included in the IEP folder?

<a href="#">LEAP Alternate Assessment Participation Criteria, Level 1 (LAA 1)</a>	<input type="radio"/> Yes <input checked="" type="radio"/> N/A
<a href="#">LEAP Alternate Assessment Participation Criteria, Level 2 (LAA 2)</a>	<input type="radio"/> Yes <input checked="" type="radio"/> N/A
<a href="#">Individual Healthcare Plan</a>	<input type="radio"/> Yes <input checked="" type="radio"/> N/A
Individual Prescription for Instruction (get copy from advisor/school guidance counselor)	<input type="radio"/> Yes <input checked="" type="radio"/> N/A
Individual Graduation Plan (get copy from school guidance counselor)	<input type="radio"/> Yes <input checked="" type="radio"/> N/A
Parental Consent form for Connections for 8 <sup>th</sup> graders (get signed copy from SBLC team)	
Non diploma pathway consideration checklist (complete and upload checklist when a student moves from a diploma to a non-diploma pathway)	
<a href="#">Summary of Performance Criteria Form</a>	<input type="radio"/> Yes <input checked="" type="radio"/> N/A
<a href="#">Parental Consent form for Medicaid Billing</a>	<input type="radio"/> Yes <input checked="" type="radio"/> N/A
<a href="#">Educational/Career Plan for LAA 1 Students</a>	<input type="radio"/> Yes <input checked="" type="radio"/> N/A
Behavior Intervention Plan	<input type="radio"/> Yes <input checked="" type="radio"/> N/A
Individual Graduation Plan (current IGP has been uploaded in the attachments feature)	<input checked="" type="radio"/> Yes <input type="radio"/> N/A
<a href="#">Assistive Technology Consideration Checklist</a>	<input type="radio"/> Yes <input checked="" type="radio"/> N/A

IGP form once completed can be uploaded through the attachment feature.

# Guidance for IEP Teams

## New Section added to General Student Information Page of IEP

<b>Transition Courses of Study - Attach plan to IEP:</b>	<input type="checkbox"/> Individual Prescription for Instruction <input type="checkbox"/> Individual Graduation Plan : aligns with the transition plan and has been updated annually <input type="checkbox"/> Educational/Career Plan for LAA 1 Students
<b>Non-Diploma Pathway:</b>	<input type="checkbox"/> After a review of the relevant information including test scores, report cards, transition plan and the IGP, the IEP team in collaboration with the student and parent have made an informed decision to move the student to a non-diploma pathway.

When you check this box, you will complete the Non-Diploma Pathway Consideration Checklist

Note: This requirement is not applicable to students in LAA 1.



# 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 \_\_\_\_\_

Not for students in LAA 1.

An IEP Team must consider the most rigorous 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 score at the Unsatisfactory level in English Language Arts and/or Mathematics on the previous year's LEAP/iLEAP/GEE/PARCC or score Needs Improvement on the English II or English III and/or Algebra I or Geometry EOC (Bulletin 1530, §505 B 1) and meets the other LAA 2 eligibility criteria?	<input type="checkbox"/>	<input type="checkbox"/>	
4.	Has the student been afforded opportunities to participate in LEAP remediation activities, and are 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, does the student's IEP Team currently determine that the Louisiana statewide high school assessments are inappropriate for the student?	<input type="checkbox"/>	<input type="checkbox"/>	
6.	In reviewing the student's Individual Graduation Plan (IGP), Carnegie unit	<input type="checkbox"/>	<input type="checkbox"/>	



# Guidance for IEP Teams

## Supporting Documentation

Have the following documents been included in the IEP folder?	
<a href="#">LEAP Alternate Assessment Participation Criteria, Level 1 (LAA 1)</a>	<input type="radio"/> Yes <input checked="" type="radio"/> N/A
<a href="#">LEAP Alternate Assessment Participation Criteria, Level 2 (LAA 2)</a>	<input type="radio"/> Yes <input type="radio"/> N/A
<a href="#">Individual Healthcare Plan</a>	<input type="radio"/> Yes <input type="radio"/> N/A
Individual Prescription for Instruction (get copy from advisor/school guidance counselor)	<input type="radio"/> Yes <input type="radio"/> N/A
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Non diploma pathway consideration checklist (complete and upload checklist when a student moves from a diploma to a non-diploma pathway)	<input checked="" type="radio"/> Yes <input type="radio"/> N/A
<a href="#">Summary of Performance Criteria Form</a>	<input type="radio"/> Yes <input checked="" type="radio"/> N/A
<a href="#">Parental Consent form for Medicaid Billing</a>	<input type="radio"/> Yes <input checked="" type="radio"/> N/A
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Download, complete and upload checklist when a student moves from a diploma to a non-diploma pathway.

Students in LAA 1



# Guidance for IEP Teams

## LOUISIANA EDUCATION ASSESSMENT PROGRAM (LEAP)



<b>LEAP/iLEAP/GEE/EOC/EXPLORE/PLAN/ACT</b>	<input type="radio"/>
<b>Alternate Assessment</b>	<input type="radio"/> LAA 1 – For a 12th grade student who is eligible to participate in LAA1, continue selecting this option even though the student is not required to test during the 12th grade year.
	<input type="radio"/> LAA 2 – select content area(s) <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies
<b>None</b>	<input type="radio"/> This option should be selected only under one of the following two conditions: - Prekindergarten through second grade students - Graduating seniors who have passed the required components of the exit examination
<b>Non-tester/Non-diploma</b>	<input checked="" type="radio"/> In order to select this option, the Non-Diploma Consideration Checklist must be completed and uploaded.

Students in LAA 1

Non-tester/Non-diploma

**This box must be checked to implement Acts 151 and 291 and only pertains to high school assessments.**

# Guidance for IEP Teams

Continue selecting LAA 1 even though the student is not required to test during the 12<sup>th</sup> grade year.

## LOUISIANA EDUCATION ASSESSMENT PROGRAM (LEAP)

LEAP/iLEAP/GEE/EOC/EXPLORE/PLAN/ACT	<input type="radio"/>
<b>Alternate Assessment</b>	<input checked="" type="radio"/> LAA 1 – For a 12th grade student who is eligible to participate in LAA1, continue selecting this option even though the student is not required to test during the 12th grade year.
	<input type="radio"/> LAA 2 – select content area(s) <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies
<b>None</b>	<input type="radio"/> This option should be selected only under one of the following two conditions: - Prekindergarten through second grade students - Graduating seniors who have passed the required components of the exit examination

This option will only be selected under one of the following two conditions:

- Prekindergarten through second grade students; or
- Graduating seniors who have passed the required components of the exit examination.



# Summary in Choosing a Non-diploma Pathway

What documents will need to be completed to move a student with a disability from being diploma bound to being on a non-diploma bound pathway?

- The Transition Services Page of the IEP before the student turns sixteen years of age
- The Individual Graduation Plan, completed in the eighth grade before moving to high school
- The Non-diploma Pathway Consideration Checklist

Moving to a non-diploma bound pathway can be made later in a student's high school career but should not be made before eighth grade.

# Implementation Timelines

- The IEP changes should be available in SER late January 2014.
- All IEPs developed after February 1 will have these new changes visible for use.
- All IEPs developed or amended after February 1, will be required to use the new process regarding moving to a non-diploma pathway.

# Implementation Timelines-continued

- For the majority of high schools students with disabilities who have LAA 2 checked in the Assessment Block on the IEP and are taking an assessment, no changes will need to be made in preparation to the Spring 2014 Testing Schedule.
  - ACT March 18
  - LAA 2 April 7-11
  - EOC April 23-May 23
- For a small minority of LAA 2 students in high school who are on a non-diploma pathway and who are not going to participate in the high school assessments, their IEPs will need to be amended to change the testing option to “non-tester/non-diploma” before the testing dates listed above.
  - IEPs need to be amended before the date of testing for any test(s) that impacts the student.
  - To assist you in determining who may need their IEPs amended, there is a report in SER you can run. Scroll down the list and choose **IEP Forms**. Choose **Summary Rpts**. Then from the drop down box choose the last option- **Type of Exit and Assessment Program**. From there you can further refine the report into age range, etc.

# In Summary

## Summary of Information:

- (1) Students should be on a diploma pathway unless otherwise determined by the student's IEP Team.
- (2) Acts 151 and 291 allow students to be considered “non-testers” and not receive “zeros” for state accountability purposes.
- (3) There will be changes to SER and students' IEPs as a result of these Acts.
- (4) There are timelines for districts associated with making those changes.

# Questions?

Please contact your  
**IDEA Point of Contact**  
with any additional questions  
regarding the process.