

Louisiana Believes

Documenting Alternate Pathways for Students with Disabilities

Objectives

Identify how to accurately document course work for high school students with disabilities on one of the alternate pathways:

- Review the alternate pathways:
 - Act 833 Eligible Students
 - Students Assessed on the Alternate Assessment
 - Alternate Pathway to Jumpstart Career Diploma (L1)
 - Alternate Pathway to Career Diploma (CD) via the “Grandfather Clause”
 - Non-Diploma Certificate of Achievement (COA)
- Review tools used for documentation:
 - Special Education Reporting System (SER)
 - Student Transcript System (STS)
 - Student Information System (SIS)
 - District Procedures
- Review Accountability

Agenda

- **Act 833 Eligible Students**
 - Overview
 - Documenting in SER, STS, and SIS
 - Accountability Implications
- **Students Assessed on the Alternate Assessment: Alternate Pathway to Jumpstart Career Diploma (L1) Option**
 - Overview
 - Documenting in SER, STS, and SIS
 - Accountability Implications
- **Students Assessed on the Alternate Assessment: Alternate Pathway to a “Grandfathered” Career Diploma (CD) Option**
 - Overview
 - Documenting in SER, STS, and SIS
 - Accountability Implications
- **Non-Diploma Certificate of Achievement (COA)**
 - Overview
 - Documenting in SER, STS, and SIS
 - Accountability Implications

Act 833: Overview

Act 833: Overview

What is Act 833?

- Act 833 (2014) is a law that allows eligible students to pursue a standard high school diploma by meeting standard graduation requirements through **alternate means**.

How does a student become eligible for Act 833?

- High School students may become eligible if:
 - They enter high school having not achieved at least a combination of basic/approaching basic on math and ELA in two of the three most recent years (6th, 7th, and 8th grades)
- or-
- They do not achieve a score of Fair, Good, or Excellent after two attempts of the same EOC test.

Act 833: Overview

Here are the requirements for graduation under Act 833:

Requirement 1:

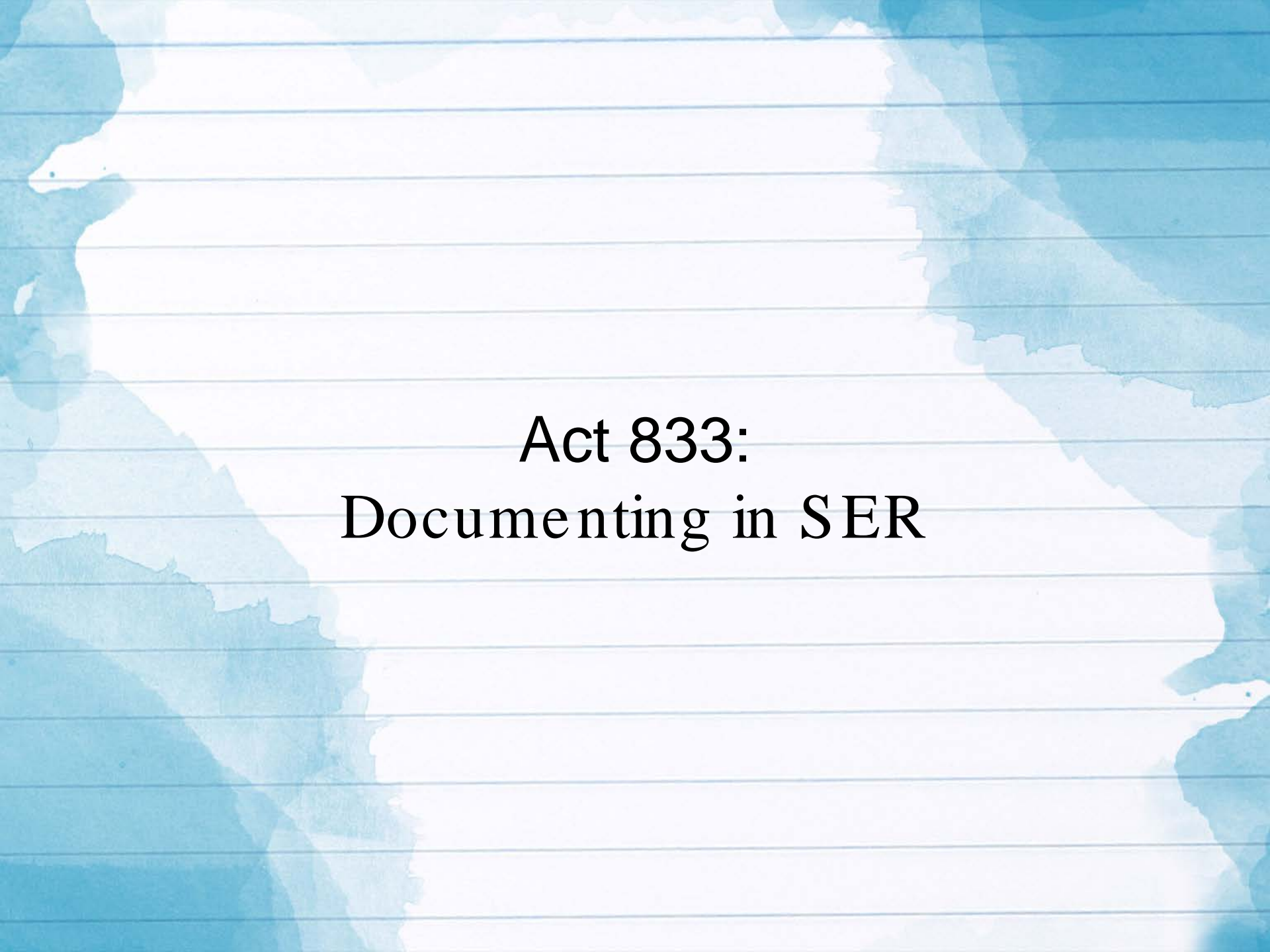
Students eligible under Act 833 are required to meet *all graduation requirements* necessary to receive a standard diploma. This includes:

- Earning all Carnegie Credits and Industry Based Certifications (IBCs) for the diploma pathway they are pursuing.
- Take the ACT.
- Demonstrating proficiency in each of the three areas traditionally assessed with EOCs.
 - *If the student is unable to meet the assessment requirements through traditional means (i.e., a score of Fair, Good, or Excellent on the required EOCs), they are able to meet this requirement through an **alternate means as determined by their IEP team.***

Requirement 2:

In addition to meeting IEP goals and objectives, students pursuing the standard high school diploma through Act 833 must meet at least one of the following criteria to graduate:

- Employment in inclusive integrated environments
- Demonstrating mastery of specific employability skills
- Access to services that are not provided by the school, employment, or education options



Act 833:
Documenting in SER

Act 833: Documenting in SER

General Student Information

HOMEBASED SCHOOL: _____ OTHER SCHOOL: _____

IEP TYPE: _____ INDIVIDUAL EVALUATION / WAIVER DATE: _____

Primary / Other	Exceptionality	Detail(s)
Primary		
Other		
Other		
Other		
Other		

IEP Participants	Name	IEP Participants	Name

Include strengths; parental concerns; evaluation results; academic, developmental, and functional needs; statewide assessment results; progress or lack of expected progress in general education curriculum; and consideration of special factors: behavior, health, and other needs.

General Information about the Student:

The IEP team should document Act 833 eligibility in the General Student Information section of the IEP

Strengths:

Parent Concerns:

Evaluation /
Reevaluation Results:

Academic,
Developmental, and
Functional Needs:

Statewide
Assessment Results:


The IEP team should document previous assessment results that support Act 833 eligibility

Act 833: Documenting in SER

Instructional Plan

Num.	Educational Need Area	Content Area	ESY Instruction		
1	Motor	Visual Motor/ Handwriting	NO	View	Delete
2	Academic/Cognitive	Reading Comprehension	NO	View	Delete
3	Behavior	Social Skills	NO	View	Delete
4	Academic/Cognitive	Math	NO	View	Delete
5	Academic/Cognitive	Physical Science	NO	View	Delete

Educational Need Area	Academic/Cognitive
Content Area	Reading Comprehension
<input type="checkbox"/> ESY Instruction	
<input checked="" type="checkbox"/> Targeted for Secondary Transition	
<input checked="" type="checkbox"/> Act 833 applied	
Has the student met the Act 833 criteria for the course below?	
<input type="radio"/> Yes	<input type="radio"/> No
<input type="button" value="Save Answer"/>	
Course:	READING I (120321) Edit

 New look beginning 2017-18. Details in future trainings.

Act 833: Documenting in SER

- Develop annual goals, objectives, and a plan for monitoring and assessing student progress throughout the duration of the course.
- Objectives supporting achievement of goal must be created/listed in courses where Act 833 is applied.
- Achievement of goals/objectives must be documented and communicated.

Measurable Academic / Functional Goal		
Method of Measurement: _____		
Additional Methods of Measurement: _____		
Date Achieved: _____		
REQUIRED FOR STUDENTS PARTICIPATING IN ALTERNATE ASSESSMENT AND ACT 833 MEASURABLE SHORT-TERM OBJECTIVES or BENCHMARKS (Number each objective or benchmark)		
#	THE STUDENT WILL	Date Achieved
1		
2		
3		
PERSONNEL RESPONSIBLE FOR IMPLEMENTING GOAL (Check by position)		
<input type="checkbox"/> Special Education Teacher <input type="checkbox"/> Parent <input type="checkbox"/> Speech/Language Pathologist <input type="checkbox"/> Regular Education Teacher <input type="checkbox"/> Student <input type="checkbox"/> Adapted Physical Educator <input type="checkbox"/> Other Related Service Providers (List) _____ <input type="checkbox"/> Other (List) _____		

EDUCATION

Program / Services

LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

Regular Assessments

Alternate Assessment

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.

LAA 2 -- The LAA 2 will no longer be administered in grades 4-8 starting with the 14-15 school year. IEP teams may continue to check these boxes for eligible students who have entered a high school cohort in 13-14 or before and those students will continue to have access to the LAA 2 graduation exams.

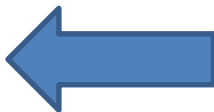
None This option should be selected only under one of the following two conditions:
-Prekindergarten through second grade students
-Graduating seniors who have passed the required components of the exit examination

The ACT assessment requires separate documentation and approval for local, state, and ACT approved accommodations as outlined in the Procedures for Requesting ACT Test Accommodations.

Act 833 Eligibility

No Yes

Promotion Graduation



Special Transportation

No Yes - Describe

Empty text box for describing special transportation needs.

REGULAR CLASSES

- Reading
- Spelling
- Physical Education
- Science
- Writing
- Social Studies
- Math
- Art/Music
- Foreign Language
- Vocational
- English/Language Arts
- Electives (list)

Empty text box for listing regular classes.

If not in regular classes, explain

Empty text box for explaining if not in regular classes.

ACTIVITIES WITH NON-DISABLED PEERS (Check all activities with non-disabled peers)

- Assemblies
- Buses
- Field Trips
- Library
- Meals
- Recess
- Extracurricular/Nonacademic
- Other

Empty text box for listing activities with non-disabled peers.

If not participating in activities with non-disabled peers, explain

Empty text box for explaining if not participating in activities with non-disabled peers.

EXTENDED SCHOOL YEAR SERVICES (ESYS)

Criteria For Consideration:

- Regression / Recoupment
- Critical Point of Instruction 1
- Critical Point of Instruction 2

Special Circumstances

- Employment
- Transition to Part B (Preschool)
- Transition to Post School Outcomes
- Excessive Absences
- Extenuating Circumstances

Supports Needed for School Personnel (Describe)

Large empty text box for describing supports needed for school personnel.

Act 833: Documenting in SER

ACT 833 DOCUMENTATION

LOUISIANA DEPARTMENT OF EDUCATION

Student Name:

System:

DOB:

Meeting
Date:

Grade:

State ID:

Local ID:

CONFIDENTIAL DOCUMENT

Page 1 1 Created 2016

ACT 833 ELIGIBILITY CRITERIA DETERMINATION

(Complete this box only for students in T9-12, and 8th grade if appropriate)

ALTERNATE GRADUATION PATHWAY

Student did not meet state-established benchmarks on required state assessments in two out of the three most recent years. Select the grades in which the student did not meet the benchmarks.

6th

7th

8th

T9

Other* (e.g., repeated grade)

OR

Student did not score Fair or above on two administrations of the same state assessments required for graduation (EOC tests).

OR

Applicable only to students who entered a HS cohort during or prior to the 12-13 school year.

Student did not achieve state benchmark scores on a combination of one EOC test and either: 1) another EOC test, 2) a High School LAA2 assessment, or 3) an EOC retest.

**Eligibility Date
Determined:**

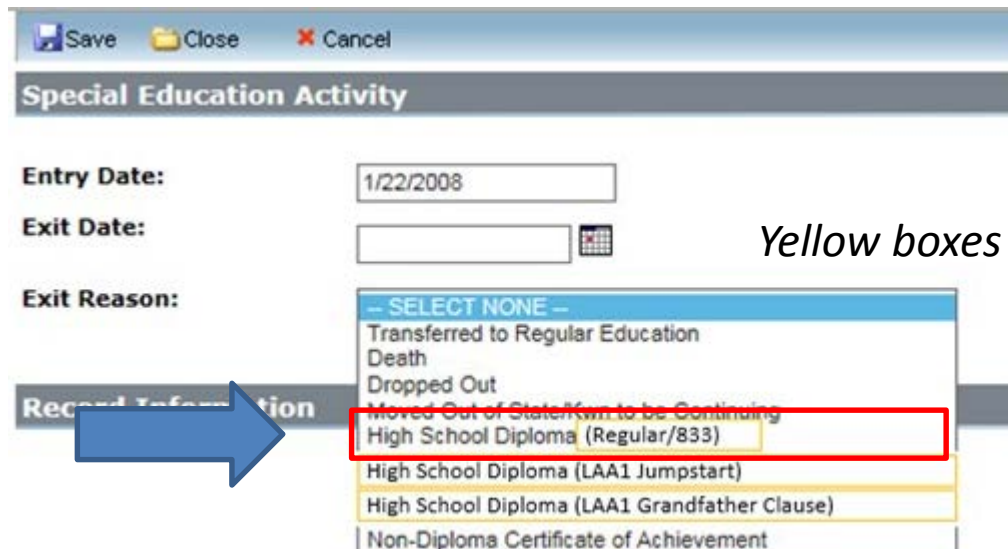
(only determined once)

***Other:** If necessary, type the grade on the line provided to indicate that third most recent year. For example, a student may have repeated a grade and took that grade level assessment two times. Use the Comments block for any additional needed clarification.

Comments:

Act 833: Documenting in SER

- The “High School Diploma (Regular/833)”:
 - Determined upon entry into high school
 - Confirmed upon exit from high school
- High School Diploma Student must be in the student transcript system with a graduation date entered after having met graduation requirements
- Students must have taken the GEE or EOC
- Students must have passed the GEE or received a GEE waiver



The screenshot shows a web form titled "Special Education Activity". At the top, there are buttons for "Save", "Close", and "Cancel". Below the title bar, the form has the following fields:

- Entry Date:** A text box containing "1/22/2008".
- Exit Date:** An empty text box with a calendar icon to its right.
- Exit Reason:** A dropdown menu with the following options:
 - SELECT NONE –
 - Transferred to Regular Education
 - Death
 - Dropped Out
 - Moved Out of State/known to be Continuing
 - High School Diploma (Regular/833) (highlighted with a red box)
 - High School Diploma (LAA1 Jumpstart) (highlighted with a yellow box)
 - High School Diploma (LAA1 Grandfather Clause) (highlighted with a yellow box)
 - Non-Diploma Certificate of Achievement

A blue arrow points from the "Record Information" label to the "Exit Reason" dropdown menu.

Yellow boxes = new for 2017-18.

Act 833: Documenting in SER

*Transition achievements must be documented. There are two documents within SER that can be used for indicating the level of achievement a student has reached in their transition training:

- Post School Transition - For use **at the time of and one year after** a student graduates.
- Summary of Performance – For use to document level of performances **upon** student leaving high school.

	Type	Contact	Living Arrangement	Post Secondary	Plan To Work	Career
+ Add New View / Edit	Exit Initial Plan	Successfully Contacted	Live with Parents/Other Family	Other Specialized Training	Yes	Architecture/Construction

*Refer to slide 6: “Requirement 2” for list of Transition requirements.

Note: Additional components may be added to post-school transition for all pathways to align with grad requirements.

Transition Services

Date of Student Invitation: _____ Method of Student Invitation: _____

Measurable Postsecondary Goals (Outcomes that occur after the student has left high school.)

Training or Education Goal: _____
Employment Goal: _____
Independent Living Goal: _____
(if applicable)

Transition Assessments List the multiple assessments used to address the student's career interests, vocational skills, employability, independent living skills, self advocacy and other preferences and interests. Assessment documentation must be included in IEP folder.

TRANSITION SERVICES	SCHOOL ACTION STEPS	STUDENT ACTION STEPS	FAMILY ACTION STEPS	AGENCY ACTION STEPS
INSTRUCTION/ RELATED SERVICES				
COMMUNITY EXPERIENCES				
EMPLOYMENT AND POSTSCHOOL ADULT LIVING				
FUNCTIONAL VOCATIONAL EVALUATION AND DAILY LIVING SKILLS				

Selections here will be aligned with exit reasons under SPED Activity.

The Individual Graduation Plan (IGP) Individual Graduation Plan for LAA 1 Educational Career Plan for LAA 1

WHEN NEEDED, IF A PARTICIPATING AGENCY DOES NOT ATTEND, DOCUMENT OTHER ACTIONS FOR AGENCY LINKAGES.

Exit Document: _____
Years to Graduate/Exit: _____
Anticipated Exit Date: _____

Act 833: Documenting in SER

LOUISIANA DEPARTMENT OF EDUCATION
REVISED 2007

SUMMARY OF PERFORMANCE

CONFIDENTIAL
DOCUMENT

Type of Exit:

System: _____ Current School: _____ Current Teacher: _____

Student Name: _____ DOB: _____ ID#: _____ Graduation/Exit Date: _____

High School Diploma

Aged Out

Initial Evaluation Date: _____ Current Evaluation Date: _____

Current IEP Date: _____ Primary Exceptionality: _____ Secondary Exceptionality: _____

Exit Document

Louisiana High School Diploma

Louisiana High School Equivalency Diploma (Passed
GED)

Certificate of Achievement

Certificate of Skill Completion

ACT Composite Score: _____ SAT I/II Composite Score: _____ Work Keys Level: _____ TABE Total Battery: _____ Compass Score: _____

Other: _____

SUMMARY OF PERFORMANCE:

Academic/Cognitive Area	Present Level of Performance	Accommodations/Modifications/Assistive Technology
Reading		
Math		
Written Language		
Communication		
Independent Living		
Transportation		
Social/Behavior		
Career/Vocational		

Act 833: Documenting in SER

LOUISIANA DEPARTMENT OF EDUCATION

SUMMARY OF PERFORMANCE

CONFIDENTIAL

REVISED 2007

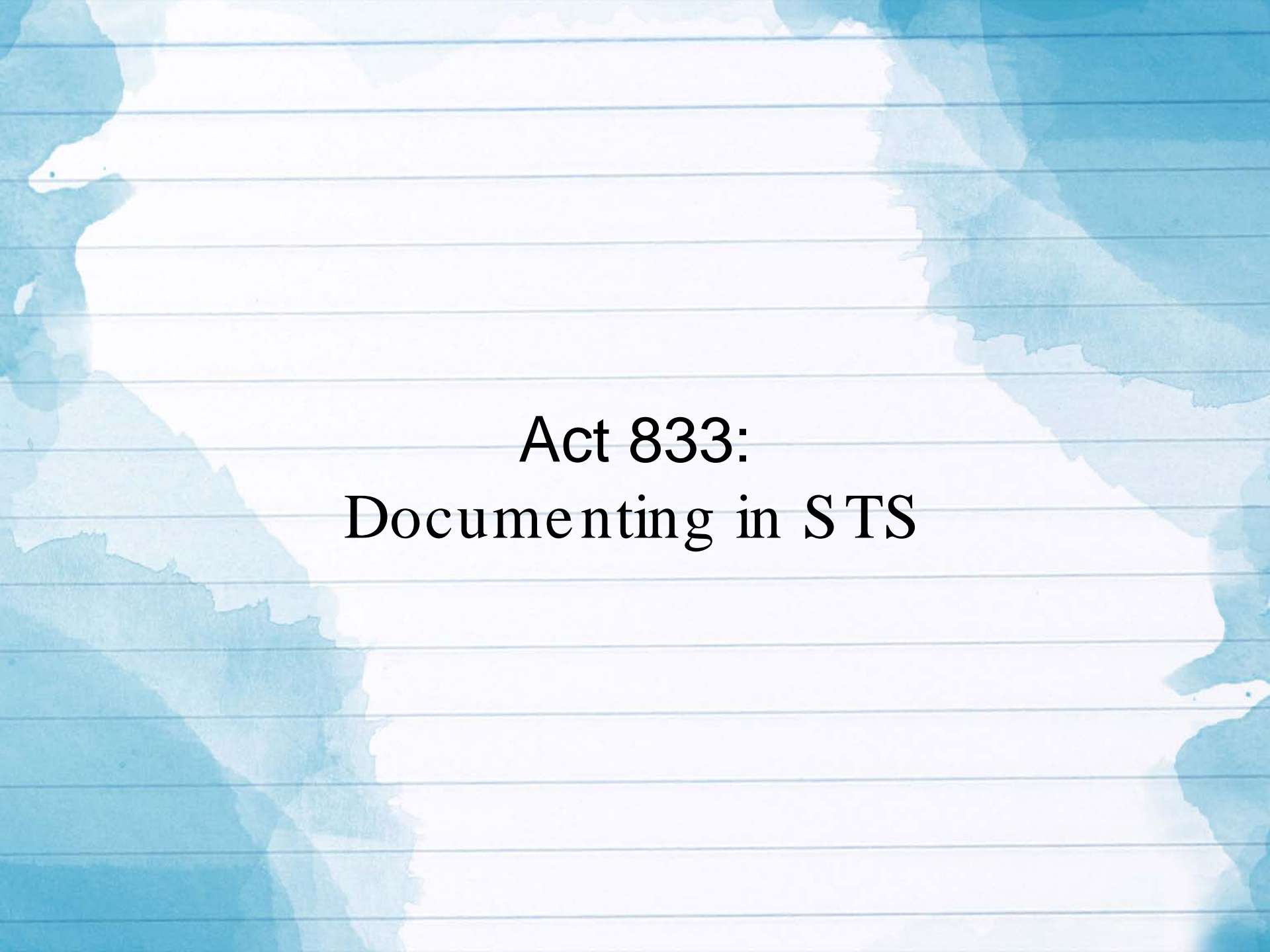
DOCUMENT

RECOMMENDATIONS FOR POSTSECONDARY:

Postsecondary Area	Student/Family	School District
Higher Education/Career-Technical Education		
Employment		
Independent Living		
Community Participation		

Student Signature: _____ Date: _____

Print Form



Act 833:
Documenting in STS

Act 833: Documenting in STS

- Jumpstart Career Diploma (CA) or TOPS University Diploma (TU)
- Must be documented as Act 833 eligible in SER
- Must meet all Carnegie requirements for designated pathway
 - 24 for Tops University Diploma (TU)
 - 23 for Jumpstart Career Diploma (CA)
- Must earn required credential for Jumpstart Career Diploma (CA)
- Must meet all assessment requirements (or alternate measures) to graduate

Act 833: Documenting in STS

Diploma Pathway: Jumpstart Career Diploma (CA) or TOPS University Diploma (TU)

Alternate EOC/Assessment

Met EOC Requirement Field = Y, A, or Blank

- If student passed all required EOCs, then use **Y**.
- If student met all EOC requirements, but one or more required using an alternate means, use **A**.
- **Leave Blank** – If none of the above is applicable, the student cannot graduate on this pathway.

Subject Areas/Tests = P, A, or Blank

- Use **P** – for subject area(s) EOC(s) passed, if applicable. Do not use if Met EOC field is Y.
- Use **A** – for the subject area(s) where alternative measure was applied, if applicable.
- **Leave Blank** – if the student either passed all EOC tests required or did not yet complete all requirements.

Note: 833 graduates must meet English, Math, and Science or Social Studies requirements just like regular education students. However, alternative measures can be used to meet those requirements.

Act 833: Documenting in STS

Credential Requirements for Jumpstart Career Diploma (CA)

1. Load IBCs and credentials to eScholar FTP 'Credentials' folder.
2. Properly name the files for successful transfer to CATE.
3. Enter the CTE Endorsement Code on Student's record for the highest earned credential.

eScholar FTP

Save each IBC/Credential in a Separate File:

Name each file:

Regular Credential: **SiteCode_StudentLocalID_BeginningSchoolYear_3DigitIBCCode**

Alternate Credential: **SiteCode_StudentLocalID_BeginningSchoolYear**

Example Regular: 001001_123456789_2015_004.pdf

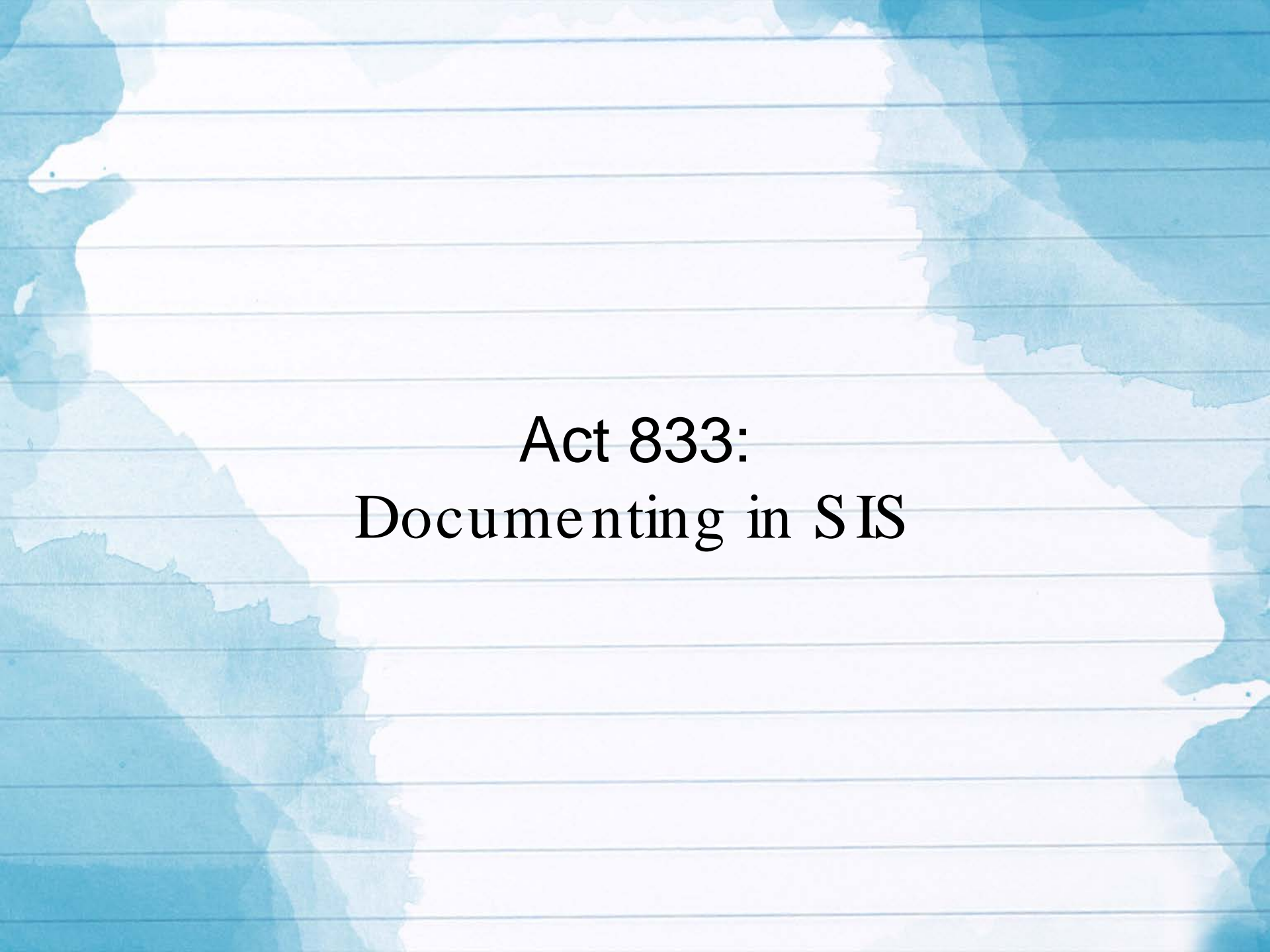
Example Alternate: 001001_123456789_2016.pdf

- Use the Jumpstart Code Matrix for IBC Codes posted on the INSIGHT Portal for naming and selection of the IBCs
- The accepted file types include: pdf, jpeg, jpg, bmp, gif, doc, docx
- The actual certificate earned is the only acceptable document to upload
- Documentation for an alternate credentials must be discussed with the LDOE SPED team

STS

CTE Endorsement Code

- J1-Basic
- J2-Regional
- J3-Advanced
- **J4-Alternate Credentials (Act 833 Only)**



Act 833:
Documenting in SIS

Act 833: Documenting in SIS

The only SIS documentation required is a proper exit date and exit reason.

- **Exit Code = 04 Graduated (High School Diploma)**
 - Documentation Example:
 - Official transcript showing successful completion of requirements



Act 833:
Accountability

Act 833: TOPS University or Jumpstart Diploma Accountability

How Are Students Included in Accountability?

- Students are counted as graduates for both the graduation rate and the strength of diploma index if they graduate on time in four years.
- Students are not eligible for additional time to earn a diploma. Students who do not graduate on time will be counted as non-graduates in the graduation rate and the strength of diploma index. However, students could be counted as a 5th or 6th year graduate in following years.

What Is Needed to Verify the On-Time Graduation Exit?

- Students must be exited from SIS no later than October 1 of the fourth year with exit code 04.
- Students must have a transcript that meets all course credit requirements and assessment requirements, with a graduation date no later than October 1 of the fourth year.
- Student must have taken all EOCs to earn credit for EOC-eligible courses.

**Alternate Pathway to a Jump Start
Career Diploma for Students on Alternate
Assessment (L1): Overview**

Alternate Pathway to a Jump Start Career Diploma for Students on Alternate Assessment (L1): Overview

Eligibility:

- **All students** who participate in the Alternate Assessment at the high school level are eligible for this Career Diploma Pathway.
- The IEP Team does not have to take any steps to qualify a student or determine eligibility.

Alternate Pathway to a Jump Start Career Diploma for Students on Alternate Assessment (L1): Overview

Four Components:

- Academic
- Assessment
- Workforce Readiness
- Transition

Alternate Pathway to a Jump Start Career Diploma for Students on Alternate Assessment (L1): Overview

Component

Department Recommendation

Academic
(focus on access)

Student assessed on the Alternate Assessment will be required to complete at least 23 course credits in either applied courses or Carnegie credit courses:

- **12 core subject course credits**
 - 4 courses in ELA
 - 4 courses in Math
 - 2 courses in Social Studies
 - 2 courses in Science
- **2-4 elective credits**
 - **At least 2 of these credits must be earned in electives**
- **7-9 career credits**
 - **At least 7 credits must be earned in workforce-readiness or career courses**

Alternate Pathway to a Jump Start Career Diploma for Students on Alternate Assessment (L1): Overview

Component

Department Recommendation

Assessment
(focus on
performance
and/or growth)

Students will be required to participate in the Alternate Assessment and must meet the requirements for this component in both ELA and math in one of two ways:

- 1. Students may achieve “*Exceeds Standards*” or “*Meets Standards*” on the Alternate Assessment**
- 2. Students unable to achieve the standard of proficiency on the Alternate Assessment may meet this component through a portfolio of student achievement in that subject evaluated by the special education director or his/her designee**
 - Portfolio must include student data demonstrating growth on the extended standards during high school and attainment of IEP goals**
 - The portfolio must contain evidence of student learning in all core subject areas over at least four years of high school academics**

Alternate Pathway to a Jump Start Career Diploma for Students on Alternate Assessment (L1): Overview

Component	Department Recommendation
Workforce-Readiness and Career	<p>Eligible students will be required to complete 7-9 career course credits</p> <ul style="list-style-type: none">• The career program and course sequence must include:<ul style="list-style-type: none">• Interest assessment• Career-focused courses including, but not limited to, foundational workplace skills (including transitional courses)• Hands-on workplace experiences appropriate to their interest (community-based, where practicable)• Students will be required to achieve an IEP-determined rating on a workforce readiness survey or specific career task analysis. The Department will be posting suggested resources and encourages districts who may have resources to share them with LDE staff. (See example here)• Students must meet at least one work-or-career-related IEP goal

Alternate Pathway to a Jump Start Career Diploma for Students on Alternate Assessment (L1): Overview

Component	Department Recommendation
Transition Services	<p>The IEP team must complete an Individual Graduation Plan (IGP) prior to the student entering a Louisiana high school (or upon entering for out-of-state transfers) that includes:</p> <ul style="list-style-type: none">• Post-secondary career goals aligned with the student’s interests and skills• Independent living goals• A high school experience and course schedule that aligns with post-secondary goals• Access to an environment and experiences whereby the student gains the skills and competencies necessary to achieve his/her post-secondary goals <p>The Department has created a LAA 1 specific IGP that may be accessed here.</p> <p>Prior to the student exiting the school system, the IEP team must create a student’s postsecondary readiness and create a detailed plan of action (Summary of Performance) that meets one of the following (from Act 833):</p> <ol style="list-style-type: none"><i>a) Employment in integrated, inclusive work environments, in addition to sufficient self-help skills</i><i>b) Demonstrated mastery of specific employability skills and self-help skills</i><i>c) Access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program</i>

**Alternate Pathway to a Jump Start Career Diploma
for Students on Alternate Assessment (L1):
Documenting in SER**

General Student Information (continued)

Consideration of Special Factors

Behavior: _____

Limited English Proficient: _____

Communication Needs of Child: _____

Instruction in and use of Braille: _____

Assistive Technology Services / Devices - Please indicate AT devices used on the Accommodations Page _____

Health needs - IHP needs to be attached to IEP _____

After consideration by the IEP team, there are no special factors that need to be addressed at this time



Transition Courses of Study - Attach plan to IEP: Individual Prescription for Instruction Individual Graduation Plan Individual Graduation Plan for LAA1 Students Educational/Career Plan for LAA1 Students

Educational Needs: Academic/Cognitive Behavior Communication Motor Self-Help Social

Alternate Pathway to a Jump Start Career Diploma for Students on Alternate Assessment (L1): Documenting in SER

- At least one work or career related IEP goal with objectives is needed.

Measurable Academic / Functional Goal		
Method of Measurement: _____		
Additional Methods of Measurement: _____		
Date Achieved: _____		
REQUIRED FOR STUDENTS PARTICIPATING IN ALTERNATE ASSESSMENT AND ACT 833 MEASURABLE SHORT-TERM OBJECTIVES or BENCHMARKS (Number each objective or benchmark)		
#	THE STUDENT WILL	Date Achieved
1		
2		
3		
PERSONNEL RESPONSIBLE FOR IMPLEMENTING GOAL (Check by position)		
<input type="checkbox"/> Special Education Teacher <input type="checkbox"/> Parent <input type="checkbox"/> Speech/Language Pathologist <input type="checkbox"/> Regular Education Teacher <input type="checkbox"/> Student <input type="checkbox"/> Adapted Physical Educator		
<input type="checkbox"/> Other Related Service Providers (List) _____		
<input type="checkbox"/> Other (List) _____		

EDUCATION

Program / Services

LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

Regular Assessments

Alternate Assessment

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.

LAA 2 -- The LAA 2 will no longer be administered in grades 4-8 starting with the 14-15 school year. IEP teams may continue to check these boxes for eligible students who have entered a high school cohort in 13-14 or before and those students will continue to have access to the LAA 2 graduation exams.

None 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

The ACT assessment requires separate documentation and approval for local, state, and ACT approved accommodations as outlined in the Procedures for Requesting ACT Test Accommodations.

Act 833 Eligibility

No Yes

Promotion Graduation

Special Transportation

No Yes - Describe

[Empty box for special transportation description]

REGULAR CLASSES

- Reading
- Spelling
- Physical Education
- Science
- Writing
- Social Studies
- Math
- Art/Music
- Foreign Language
- Vocational
- English/Language Arts
- Electives (list)

[Empty box for regular classes]

If not in regular classes, explain

[Empty box for explanation of non-regular classes]

ACTIVITIES WITH NON-DISABLED PEERS (Check all activities with non-disabled peers)

- Assemblies
- Buses
- Field Trips
- Library
- Meals
- Recess
- Extracurricular/Nonacademic
- Other

[Empty box for activities with non-disabled peers]

If not participating in activities with non-disabled peers, explain

[Empty box for explanation of non-participation]

EXTENDED SCHOOL YEAR SERVICES (ESYS)

Criteria For Consideration:

- Regression / Recoupment
- Critical Point of Instruction 1
- Critical Point of Instruction 2

Special Circumstances

- Employment
- Transition to Part B (Preschool)
- Transition to Post School Outcomes
- Excessive Absences
- Extenuating Circumstances

Supports Needed for School Personnel (Describe)

[Large empty box for supports needed for school personnel]

Placement

SITE DETERMINATION

NOTE: The local education agency may choose to complete this section at this time. If the following assurances cannot be provided at this time, then a Site Determination Form assuring that the site selected is in accordance with least restrictive environment rules must be forwarded to the parent within ten (10) calendar days.

ASSURANCES:

1. This school is the one the student would attend if he or she were not identified exceptional.
2. This school and class are chronologically age appropriate for the student.
3. The school selected is accessible to the student for all school activities.
4. The classroom is comparable to and integrated with regular classes.

Site: _____

PROGRESS REPORT

The LEA assures that the program and services described in the IEP will be provided. The schedule for describing the progress towards achievement of the academic and functional annual goals will be every weeks, current with the issuance of report cards.

ASSESSMENT IMPLICATIONS (Check one)

- I understand my child will participate in LEAP Alternate Assessment, Level 1 (LAA1). Testing in LAA1 means my child may earn a high school diploma if my child meets the requirements for the alternate pathway to a diploma for students assessed on LAA1. If my child does not meet those requirements, I understand my child should earn a Certificate of Achievement. The implications of participating in LAA1 have been explained to me and will be reviewed annually.
- I understand my child (I) will participate in LEAP Alternate Assessment, Level 2 (LAA2), and by meeting all graduation requirements, my child (I) will receive a high school diploma. However, if my child (I am) is not pursuing a high school diploma, my child (I) may pursue Louisiana's General Education Development (GED) diploma with possibly an Industry Based Certificate, or a State Approved Skills Certificate. If during the exit year all requirements for earning a high school diploma, GED, or State Approved Skills Certificate have not been met, then my child (I) may be eligible to exit high school with a Certificate of Achievement. I understand that this certificate limits my child's (my) choices of post-secondary education and careers, including military services. The implications of participating in LAA 2 have been explained to me and will be reviewed annually.

The LAA 2 will no longer be administered in grades 4-8 starting with the 14-15 school year. Students who have entered a high school cohort in 13-14 will continue to have access to the LAA 2 high school tests for graduation purposes. State law has recently changed regarding graduation options for students with disabilities and the IEP form has been updated to accommodate these new options.

AGE OF MAJORITY

- Beginning at least one year before reaching the age of majority, I (my child) have been informed that my (his or her) rights under the act will transfer to me (my child) on my (his or her) reaching the age of majority

PARENT/STUDENT* CONSENT FOR SERVICES

- I have received a copy of the Louisiana Educational Rights of Exceptional Children with disabilities, and was given an opportunity for an oral explanation. I have received a copy of my (child's) evaluation and documentation of determination of eligibility.
- I give consent for the initial provision of special education and related services.
- I understand that if I disagree with any services or the placement described on the IEP, I can pursue a solution to my complaint through the state's written dispute resolution options.
- Parent / Student did not attend the Review IEP Team meeting.

SUPPORTING DOCUMENTATION

Have the following documents been included in the IEP folder?

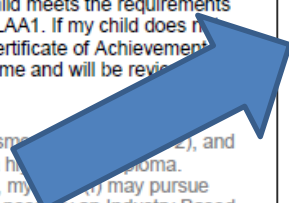
- | | | |
|---|------------------------------|------------------------------|
| LEAP Alternate Assessment Participation Criteria. Level 2 (LAA 2) | <input type="checkbox"/> Yes | <input type="checkbox"/> N/A |
| Individual Healthcare Plan | <input type="checkbox"/> Yes | <input type="checkbox"/> N/A |
| Individual Prescription for Instruction (get copy from advisor/school guidance counselor) | <input type="checkbox"/> Yes | <input type="checkbox"/> N/A |
| Individual Graduation Plan (current IGP has been uploaded in the attachments feature) | <input type="checkbox"/> Yes | <input type="checkbox"/> N/A |
| Parental Consent form for Connections for 8th graders (get signed copy from SBLC team) | <input type="checkbox"/> Yes | <input type="checkbox"/> N/A |
| Summary of Performance Criteria Form | <input type="checkbox"/> Yes | <input type="checkbox"/> N/A |
| Parental Consent form for Medicaid Billing | <input type="checkbox"/> Yes | <input type="checkbox"/> N/A |
| Individual Graduation Plan for LAA 1 Students | <input type="checkbox"/> Yes | <input type="checkbox"/> N/A |
| Educational / Career Plan for LAA 1 Students | <input type="checkbox"/> Yes | <input type="checkbox"/> N/A |
| Behavior Intervention Plan | <input type="checkbox"/> Yes | <input type="checkbox"/> N/A |
| Communication Plan | <input type="checkbox"/> Yes | <input type="checkbox"/> N/A |
| Assistive Technology Consideration Checklist | <input type="checkbox"/> Yes | <input type="checkbox"/> N/A |
| Assessment Approval Form | <input type="checkbox"/> Yes | <input type="checkbox"/> N/A |

SIGN: _____
PARENT/GUARDIAN/SURROGATE PARENT/COMPETENT MAJOR/STUDENT Date

PRINT:
*Signature is only required for the initial provision of services.
* Parents should initial and date in the IEP Participant box on the GSI page if they attended an IEP team meeting where the IEP was amended.

SIGN: _____
OFFICIALLY DESIGNATED REPRESENTATIVE OF LOCAL EDUCATION AGENCY Date

PRINT:



Alternate Pathway to a Jump Start Career Diploma for Students on Alternate Assessment (L1): Documenting in SER

- Students should be exited under High School Diploma (LAA1 Jumpstart) – new name for 2017-18.
- Previously coded as HS Diploma Career Pathway LAA1

Save Close Cancel

Special Education Activity

Entry Date: 1/22/2008

Exit Date:

Exit Reason:

Record Information

- SELECT NONE --
- Transferred to Regular Education
- Death
- Dropped Out
- Moved Out of State/Kwn to be Continuing
- High School Diploma (Regular/833)
- High School Diploma (LAA1 Jumpstart)**
- High School Diploma (LAA1 Grandfather Clause)
- Non-Diploma Certificate of Achievement

Yellow boxes = new for 2017-18.

Alternate Pathway to a Jump Start Career Diploma for Students on Alternate Assessment (L1): Documenting in SER

Transition Achievements must be documented. There are two documents within SER that can be used for indicating the level of achievement a student has reached in their transition training:

- Post School Transition – For use **at the time of** and **one year after** graduation.
- Summary of Performance – For use to document level of performances **upon** student leaving high school.

+ Add New						
	Type	Contact	Living Arrangement	Post Secondary	Plan To Work	Career
View / Edit	Exit Initial Plan	Successfully Contacted	Live with Parents/Other Family	Other Specialized Training	Yes	Architecture/Construction

Transition Services

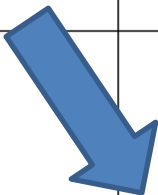
Date of Student Invitation: Method of Student Invitation:

Measurable Postsecondary Goals (Outcomes that occur after the student has left high school.)

Training or Education Goal:
Employment Goal:
Independent Living Goal:
(if applicable)

Transition Assessments List the multiple assessments used to address the student's career interests, vocational skills, employability, independent living skills, self advocacy and other preferences and interests. Assessment documentation must be included in IEP folder.

TRANSITION SERVICES	SCHOOL ACTION STEPS	STUDENT ACTION STEPS	FAMILY ACTION STEPS	AGENCY ACTION STEPS
INSTRUCTION/ RELATED SERVICES				
COMMUNITY EXPERIENCES				
EMPLOYMENT AND POSTSCHOOL ADULT LIVING				
FUNCTIONAL VOCATIONAL EVALUATION AND DAILY LIVING SKILLS				



The Individual Graduation Plan (IGP)

Individual Graduation Plan for LAA 1

Educational/Career Plan for LAA 1

WHEN NEEDED, IF A PARTICIPATING AGENCY DOES NOT ATTEND, DOCUMENT OTHER ACTIONS FOR AGENCY LINKAGES.

Exit Document: _____

Years to Graduate/Exit: _____

Anticipated Exit Date: _____

Alternate Pathway to a Jump Start Career Diploma for Students on Alternate Assessment (L1): Documenting in SER

LOUISIANA DEPARTMENT OF EDUCATION
REVISED 2007

SUMMARY OF PERFORMANCE

CONFIDENTIAL
DOCUMENT

Type of Exit:

System: _____ Current School: _____ Current Teacher: _____

Student Name: _____ DOB: _____ ID#: _____ Graduation/Exit Date: _____

High School Diploma

Aged Out

Initial Evaluation Date: _____ Current Evaluation Date: _____

Current IEP Date: _____ Primary Exceptionality: _____ Secondary Exceptionality: _____

Exit Document

Louisiana High School Diploma

Louisiana High School Equivalency Diploma (Passed
GED)

Certificate of Achievement

Certificate of Skill Completion

ACT Composite Score: _____ SAT I/II Composite Score: _____ Work Keys Level: _____ TABE Total Battery: _____ Compass Score: _____

Other: _____

SUMMARY OF PERFORMANCE:

Academic/Cognitive Area	Present Level of Performance	Accommodations/Modifications/Assistive Technology
Reading		
Math		
Written Language		
Communication		
Independent Living		
Transportation		
Social/Behavior		
Career/Vocational		

Alternate Pathway to a Jump Start Career Diploma for Students on Alternate Assessment (L1): Documenting in SER

LOUISIANA DEPARTMENT OF EDUCATION

SUMMARY OF PERFORMANCE

CONFIDENTIAL

REVISED 2007

DOCUMENT

RECOMMENDATIONS FOR POSTSECONDARY:

Postsecondary Area	Student/Family	School District
Higher Education/Career-Technical Education		
Employment		
Independent Living		
Community Participation		

Student Signature: _____ Date: _____

Print Form

**Alternate Pathway to a Jump Start Career
Diploma for Students on Alternate
Assessment (L1): Documenting in STS**

Alternate Pathway to a Jump Start Career Diploma for Students on Alternate Assessment (L1): Documenting in STS

- Alternate Pathway to Jumpstart Career Diploma (L1)
- Must be documented in SER as assessed on the LAA1
- Must have at least 23 earned experiences/credits (can also include Carnegie credits)
- Must meet all course category requirements for the pathway (e.g. 4 English, 4 Math, etc.)
- Must meet all assessment requirements (or alternate measures) to graduate
- No IBC/Credential is required for graduation.

Alternate Pathway to a Jump Start Career Diploma for Students on Alternate Assessment (L1): Documenting in STS

Experience Credit

- Credit given for an effective experience in a course.
 - Earned by students assessed on LAA1
 - Awarding is determine by instructional and hands on work experiences as determined by the IEP Team
 - An IEP is required

Carnegie Credit

- Credit given for successful completion of a course.
 - Earned by regular education students or special education students
 - IEP is not required
 - Awarding is determined by proficiency or Instructional time
- *Submitting Experience Credit*
 - Use the Appropriate course code (“No Credit” is in the Course Name)
 - The course must have 1 credit attempted and 1 credit earned
 - The letter grade earned must be (P, A, B, C or D)
 - If LEAs choose to award an experience credit for a failing grade, they should submit as a P.

Alternate Pathway to a Jump Start Career Diploma for Students on Alternate Assessment (L1): Documenting in STS

Diploma Pathway: Alternate Pathway to Jumpstart Career Diploma (L1)

Alternate EOC/Assessment

Met EOC Requirement Field = Y, G, or Blank

- If student passed all required alternate assessments (e.g. LAA1), then use **Y**.
- If student met all alternate assessment requirements, but one or more required using an alternate measure, use **G**.
- **Leave Blank** – If none of the above is applicable, the student cannot graduate on this pathway.

Subject Areas/Tests = P, G, or Blank

- Use **P** – for subject area(s) LAA1(s) passed, if applicable. Do not use if Met EOC field is Y.
- Use **G** – for the subject area(s) where alternative measure was applied, if applicable.
- **Leave Blank** – if the student either passed all LAA1 tests required or did not yet complete all requirements.

Note: L1 graduates must meet English and Math assessment requirements. However, alternative measures can be used to meet those requirements.

Alternate Pathway to a Jump Start Career Diploma for Students on Alternate Assessment (L1): Documenting in STS

Examples of Assessment combinations and how to code:

- Student passes EOC or LAA1 assessment in both English and Math
 - Met EOC/GEE Requirement = Y
 - Subject areas = blank
- Student passes LAA1 ELA and meets the math requirement using an alternate measure
 - Met EOC/GEE Requirement = G
 - Subject areas = PG
- Student meets both the ELA and math requirements using alternate means
 - Met EOC/GEE Requirement = G
 - Subject areas = GG

**Alternate Pathway to a Jump Start Career
Diploma for Students on Alternate
Assessment (L1): Documenting in SIS**

Alternate Pathway to a Jump Start Career Diploma for Students on Alternate Assessment (L1): Documenting in SIS

In SIS, an exit code, reason, and option code must be added to the records of all students on this graduation pathway.

- **Exit Code = 04 Graduated (High School Diploma)**
 - Documentation Example:
 - Official transcript showing successful completion of requirements
- **Option Code = 9 LAA1 graduate**
 - A grade of 11 – 12 is required when using option code 9

**Alternate Pathway to a Jump Start Career
Diploma for Students on Alternate Assessment
(L1): Accountability**

Alternate Pathway to the Jumpstart Career Diploma for Students Assessed on LAA1 (L1): Accountability

How Are Students Included in Accountability?

- Beginning with 2016-17 cohort, students are counted as graduates for both the graduation rate and the strength of diploma index the year in which they graduate and no later than age 22.
- Students must remain continuously enrolled. Students who are not enrolled on October 1 of the following year, will be counted as non-graduates in the graduation rate and strength of diploma index the year with the prior cohort year. For example, a student who is in their fifth year of high school drops at the end of the year and does not return by October 1. The student will be counted as a non-graduate with the cohort that corresponds with the student's fifth year.

What Is Needed to Verify the On-Time Graduation Exit?

- Students must be exited from SIS no later than October 1 of the graduation year with exit code 04 and option code 09.
- Students must have a transcript that meets all experiences/credits requirements and assessment requirements, with a graduation date no later than October 1.
- Students must have participated in LAA 1 assessments and were correctly identified in SER.
- Student must have taken all EOCs to earn course credit for EOC-eligible courses.

Career Diploma via the Grandfather Clause for
Students on Alternate Assessment (CD):
Overview

Career Diploma via the Grandfather Clause for Students on Alternate Assessment (CD): Overview

Students pursuing a Career Diploma via grandfather clause must meet all of the following:

- High School Entry Year Requirements (entered 2014-15 or prior)
- Certificate of Achievement Requirements
- Transition Component: Successfully complete one of the following
 - Employment in integrated, inclusive work environments, in addition to sufficient self-help skills
 - Demonstrated mastery of specific employability skills and self-help skills
 - Access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program

**Career Diploma via the Grandfather Clause
for Students on Alternate Assessment (CD):
Documenting in SER**

General Student Information (continued)

Consideration of Special Factors

Behavior:

Limited English Proficient:

Communication Needs of Child:

Instruction in and use of Braille:

Assistive Technology Services / Devices - Please indicate AT devices used on the Accommodations Page

Health needs - IHP needs to be attached to IEP

After consideration by the IEP team, there are no special factors that need to be addressed at this time



Transition Courses of Study - Attach plan to IEP: Individual Prescription for Instruction Individual Graduation Plan Individual Graduation Plan for LAA1 Students Educational/Career Plan for LAA1 Students

Educational Needs: Academic/Cognitive Behavior Communication Motor Self-Help Social

Career Diploma via the Grandfather Clause for Students on Alternate Assessment (CD): Documenting in SER

- Follow normal meeting, documenting, and exiting procedures in SER.
- Students should be exited as a High School Diploma (LAA1 Grandfather Clause) once COA requirements have been met, and the LEA has completed transition services and post-school transition plan.

Save Close Cancel

Special Education Activity

Entry Date: 1/22/2008

Exit Date:

Exit Reason:

Record Information

-- SELECT NONE --

Transferred to Regular Education

Death

Dropped Out

Moved Out of State/Kwn to be Continuing

High School Diploma (Regular/833)

High School Diploma (LAA1 Jumpstart)

High School Diploma (LAA1 Grandfather Clause)

Non-Diploma Certificate of Achievement

Yellow boxes = new for 2017-18.

Transition Services

Date of Student Invitation: _____

Method of Student Invitation: _____

Measurable Postsecondary Goals (Outcomes that occur after the student has left high school.)

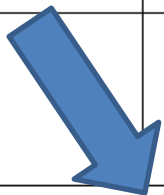
Training or Education Goal: _____

Employment Goal: _____

Independent Living Goal: (if applicable) _____

Transition Assessments List the multiple assessments used to address the student's career interests, vocational skills, employability, independent living skills, self advocacy and other preferences and interests. Assessment documentation must be included in IEP folder.

TRANSITION SERVICES	SCHOOL ACTION STEPS	STUDENT ACTION STEPS	FAMILY ACTION STEPS	AGENCY ACTION STEPS
INSTRUCTION/ RELATED SERVICES				
COMMUNITY EXPERIENCES				
EMPLOYMENT AND POSTSCHOOL ADULT LIVING				
FUNCTIONAL VOCATIONAL EVALUATION AND DAILY LIVING SKILLS				



The Individual Graduation Plan (IGP)

Individual Graduation Plan for LAA 1

Educational/Career Plan for LAA 1

WHEN NEEDED, IF A PARTICIPATING AGENCY DOES NOT ATTEND, DOCUMENT OTHER ACTIONS FOR AGENCY LINKAGES.

Exit Document: _____

Years to Graduate/Exit: _____

Anticipated Exit Date: _____

Career Diploma via the Grandfather Clause for Students on Alternate Assessment (CD): Documenting in SER

Transition Achievements must be documented. There are two documents within SER that can be used for indicating the level of achievement a student has reached in their transition training:

- Post School Transition – For use **at time of** and **one year after** student graduates.
- Summary of Performance – For use to document level of performances **upon** student leaving high school.

+ Add New						
	Type	Contact	Living Arrangement	Post Secondary	Plan To Work	Career
View / Edit	Exit Initial Plan	Successfully Contacted	Live with Parents/Other Family	Other Specialized Training	Yes	Architecture/Construction

**Career Diploma via the Grandfather Clause
for Students on Alternate Assessment (CD):
Documenting in STS**

Career Diploma via the Grandfather Clause for Students on Alternate Assessment (CD): Documenting in STS

Historical Career Diploma (CD Diploma Pathway) Career Option Code (CDV)

Met GEE/EOC Field	Alternate EOC/Assessment	Subject Areas/Tests
Y (Yes)	<ul style="list-style-type: none"> • if student received an LDOE approved graduation waiver (testing waiver) • if testing requirements were met through Act 833 as indicated on an IEP • if student did not take a course requiring an EOC 	Leave Blank
Blank	<ul style="list-style-type: none"> • Leave blank – fewer than required EOC/GEE tests passed and NO graduation waiver (the student cannot graduate) 	Leave Blank

Career Diploma via the Grandfather Clause for Students on Alternate Assessment (CD): Documenting in STS

- Report students as you would other historical career diploma students.
- Diploma Pathway = CD
- Graduation overrides will most likely be required, since students are unlikely to have earned 23 Carnegie credits (a requirement for non-SPED career diploma grads).
- When entering the grad date online, simply enter “Grandfathered LAA1” as the override reason.

**Career Diploma via the Grandfather Clause
for Students on Alternate Assessment (CD):
Documenting in SIS**

Career Diploma via the Grandfather Clause for Students on Alternate Assessment (CD): Documenting in SIS

- **Exit Code = 04 Graduated (High School Diploma)**
 - Documentation Example:
 - Official transcript showing successful completion of requirements
- **Option Code = 4 Career Diploma Pathway / Track**
 - A grade of 9 – 12 is required when using option code 4

**Career Diploma via the Grandfather Clause
for Students on Alternate Assessment (CD):
Accountability**

Career Diploma via the Grandfather Clause for Students on Alternate Assessment (CD): Accountability

Grandfather Clause

- This diploma cannot be recognized in accountability as an on-time graduate. Will be counted as non-graduate for rate and strength of diploma index.
- The only diploma options that can be counted as on-time graduation are the Jumpstart Career Diploma (CA or L1).
- Transitional diplomas and certificates of achievement cannot be counted as a regular diploma in the federal cohort graduation rate. The exits are not eligible for points in the strength of diploma index.
- The transcript for a Jumpstart Career Diploma must meet all requirements.

Non-Diploma Certificate of Achievement (COA): Overview

Non-Diploma Certificate of Achievement (COA): Overview

There are four requirements a student must fulfil to qualify for a Certificate of Achievement:

- Academic Requirement
 - The student has addressed the general education curriculum as reflected on the student's IEP
 - The student has completed at least 12 years of school or has reached the age of 22 (not to include students younger than 16).
- Assessment Requirement
 - Student has participated in the alternate assessment
- Attendance Requirement
 - Student has met attendance requirements
- Transition Requirement
 - Transition planning for the student has been completed and documented

Non-Diploma Certificate of Achievement (COA): Documenting in SER

Non-Diploma Certificate of Achievement (COA): Documenting in SER

- The student must take an alternate assessment.
- The IEP should support access to the general education curriculum.
- The student must have completed at least 12 years of school or have reached the age of 22 (not to include students younger than 16).
- The student should be exited as a Non-Diploma Certificate of Achievement (COA).

Save Close Cancel

Special Education Activity

Entry Date:

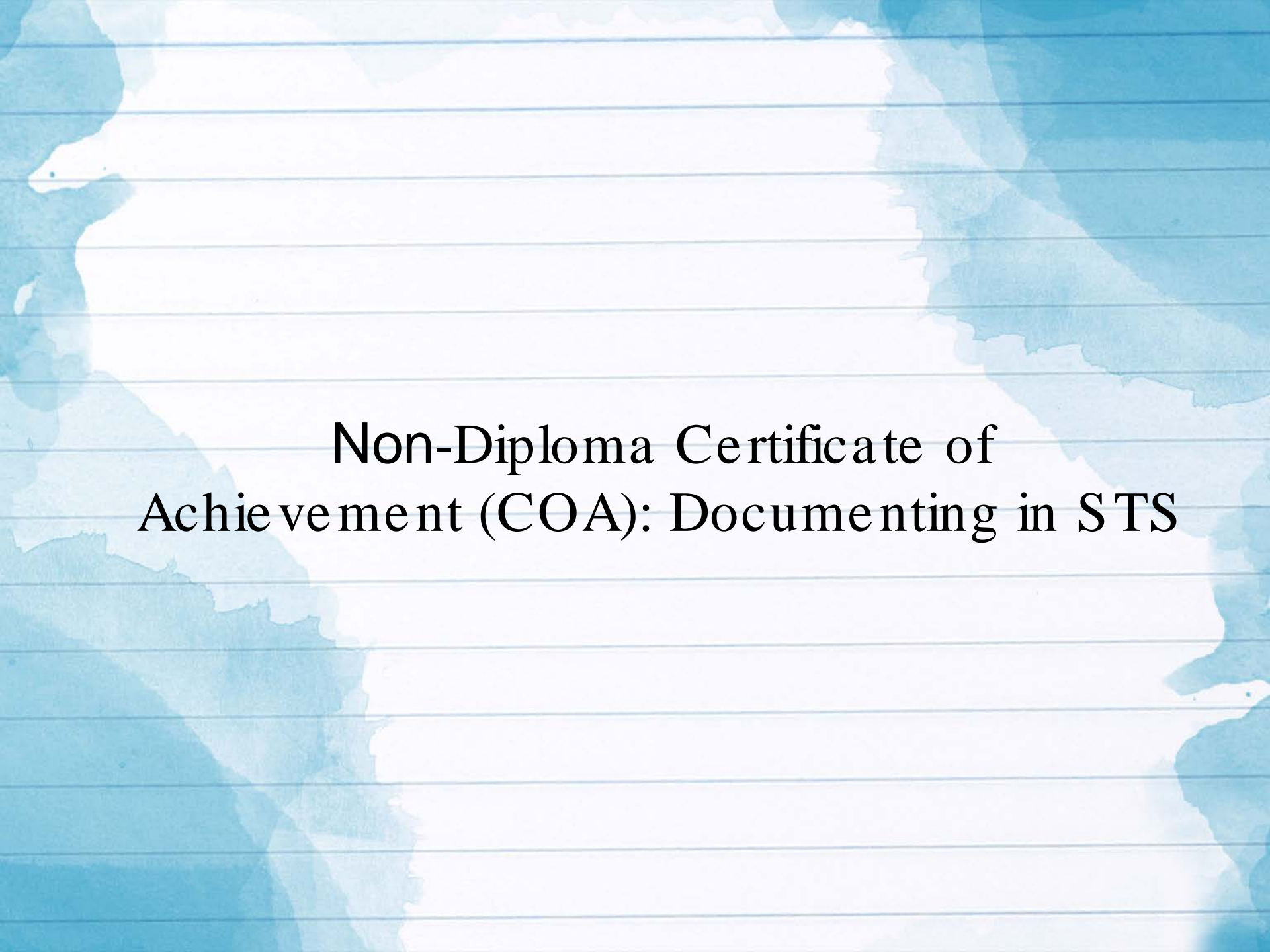
Exit Date:

Exit Reason:

Record Information

- SELECT NONE -
- Transferred to Regular Education
- Death
- Dropped Out
- Moved Out of State/Kwn to be Continuing High School Diploma (Regular/833)
- High School Diploma (LAA1 Jumpstart)
- High School Diploma (LAA1 Grandfather Clause)
- Non-Diploma Certificate of Achievement

Yellow boxes = new for 2017-18.



**Non-Diploma Certificate of
Achievement (COA): Documenting in STS**

Non-Diploma Certificate of Achievement (COA): Documenting in STS

- While STS can be used to document any credits, credentials, and assessments the student has successfully completed/passed, a grad date should never be entered on a student exiting with only a certificate of achievement.

Non-Diploma Certificate of Achievement (COA): Documenting in SIS

Non-Diploma Certificate of Achievement (COA): Documenting in SIS

- **Exit Code = 06 Certificate of Achievement (Special Education)**
 - Documentation Example:
 - Official transcript showing successful completion of requirements
- **Option Code = 5 Student Enrolled in Non-Diploma Bound School or Program**
 - A grade of 9 – 12 is required when using option code 5



Non-Diploma Certificate of Achievement (COA): Accountability

Non-Diploma Certificate of Achievement (COA): Accountability

Students who exit with certificate of achievement cannot be included as on-time graduates in the graduation rate or the strength of diploma index.

Transcripts are not reviewed to document Certificate of Achievement.

Students should be exited with 06 code, NOT 04 code.

Questions and Comments?



Contact Information:

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Rebecca.Hanberry@la.gov