

**EAST CARROLL PARISH
SCHOOLS
IMPLEMENTATION GUIDE**



**ALTERNATIVE PATHWAYS TO A HIGH
SCHOOL DIPLOMA**

Introduction

Alternative pathways to a diploma under Act 833 (2014) and the pathway for students assessed on Louisiana Alternate Assessment Level 1 (LAA1) give students with disabilities opportunities to earn a high school diploma and develop and demonstrate skills necessary for successful postsecondary experiences. Effective local implementation of these alternative pathways is critical to student success. East Carroll Parish School District has developed local policies and procedures for implementing alternative pathways to a high school diploma for students with disabilities.

Consistent policies and procedures will help principals and teachers fully implement these opportunities and support all students in their pursuit of a diploma and post-secondary success. LEA administrators have created concrete, reliable procedures that outline expectations for:

- ✓ Identifying eligible students
- ✓ Planning appropriate experiences
- ✓ Applying individual performance criteria to courses

1. Identifying Eligible Students

All students with IEPs, except those identified as gifted and talented, must be considered for eligibility for alternate pathways and if eligible, appropriately identified for an alternate pathway to a diploma.

- a. Persons responsible for identifying the students
 - i. Counselors
 1. Counselors will receive and disseminate scores for all students
 - ii. Teachers
 1. Teachers will look at the last 3 years of testing data
 2. Teachers will look at EOC course results
 3. Historical scores will be included on IEPs
 - iii. Administrative Assistant/Assistant Principal/Graduation Coach will serve as department chair at the high school level
 1. Facilitates eligibility meeting
 2. Review eligibility documentation presented by Counselor and Teacher
 - iv. Special Administration Central Office Staff- IEP Facilitator/Special Education Supervisor
 1. Review eligibility documentation presented at school level
- b. When does identification start?
 - ACT 833
 - ii. State Assessment eligibility criteria
 1. End of 6th grade students not meeting statewide assessment standards will be placed on a potentially eligible list and tracked. These student's test scores will be reviewed after 7th grade and 8th grade assessment; those students not meeting requirements for grades 6th, 7th and 8th will be Act 833 eligible.
 2. Beginning 9th grade the IEP team will convene and set the performance criteria for regular education course(s)/EOC.
 - LAA1
 - i. State Assessment eligibility criteria
Beginning 9th grade the IEP team will convene and decide the pathway exit document (diploma/certificate) for students assessed on LAA1.
 - East Carroll Parish School district will assume capability that all students will be placed on the diploma pathway.
 - i. EOC eligibility criteria
 3. Every year, including 12th

c. What tools will be used for identification?

ACT833

- i. Eligibility criteria outlined in Act 833 guidance
- ii. School Cumulative folders
 - 1. Statewide assessments for last three years
 - 2. EOC scores(student must take the EOC)
- iii. Reports from District Testing Coordinator
 - 1. Student Testing History Reports
- iv. Special Education Teacher
 - 1. IEP General Student Information Page - Running record of test scores in Statewide Assessment Results Block

LAA1

- i. Eligibility criteria outlined in LAA1 guidance
- ii. School Cumulative folders
 - 2. Statewide assessments for last three years
- iii. Reports from District Testing Coordinator
 - 3. Student Testing History Reports
- iv. Special Education Teacher
 - 4. IEP General Student Information Page - Running record of test scores in Statewide Assessment Results Block

b. When to conduct the IEP meeting designating eligibility and application of criteria?

ACT 833

- i. The students' IEP will be amended within 30 days of the start of class Act 833 eligibility and performance criteria will be established at this meeting.

LAA1

Every child that enters 9th grade will be placed on the diploma pathway.

4. Identify appropriate high school experiences

b. What are the students' post-secondary interests and needs?

ACT 833

- i. Is it University or Jump Start? (High School Guidance Doc) discussed at IEP meeting in August.

- ii. The following will assist students with identifying these:
 - 1. Sped Teacher (Student and Parent Interview)
 - 2. Parents (Interest and updated information)
 - 3. Counselors/district test coordinator (test scores)
 - 4. Graduation Coach
 - 5. JAG
 - 6. Job Coach (Assessment, Student and Parent Interview, Interest Inventory, Transition Planning Inventory (TPI))
 - 7. School Psychologist (Vocational Assessment)

LAA1

Is it University or Jump Start? (High School Guidance Doc) discussed at IEP meeting in August.

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 - 1. Sped Teacher (Student and Parent Interview)
 - 2. Parents (Interest and updated information)
 - 3. Counselors/district test coordinator (test scores)
 - 4. Graduation Coach
 - 5. JAG
 - 6. Job Coach (Assessment, Student and Parent Interview, Interest Inventory, Transition Planning Inventory (TPI))
 - 7. School Psychologist (Vocational Assessment)
- iii. The student's needs and interests will be identified
 - 1. At the time of the first IGP (end of the 8th grade) but NOT finalized at this time.
- iv. What tools will be used to assist students with identifying interests and needs?
 - 1. Interests interviews and observations
 - 2. Vocational assessments/Interest inventories
 - a. Reading Free Vocational Interest Inventories
 - b. Unique Transition Planning
 - c. Ohio Employability and Life Skills Assessment
 - d. Career Compass
 - e. Person Centered Planning
 - f. Transition Planning Inventory
 - g. Other
 - 3. General Needs Assessment
 - a. Target Area's for Transition Planning
 - b. NSTTAC Transition Assessment Tool Kit
 - c. Other

- c. Which academic classes align with student’s post-secondary interests and needs?
 - i. Look at school course catalogues
 - ii. Look at course codes that are available on a state level that you may not be using in your districts
- d. Which career/vocational classes align with the student’s post-secondary goals and success?
 - i. See above (b)
 - ii. What if the classes are not offered in your district?
 - 1. Work with other districts to cover the needs of your students
 - 2. Work with post-secondary programs that may address the needs or interests of your students
 - 3. Work with outside agencies such as LRS to address your needs
 - 4. Put together some foundational courses that address several different interests
- e. What steps will be taken to ensure the individualized performance criteria established for Act 833 students will be rigorous yet individualized?
 - i. Who should be included in the discussions related to determining the individualized performance criteria?
 - 1. The IEP Team
 - a. Regular Ed Teacher
 - b. Special Ed Teacher
 - c. Student
 - d. Parent
 - e. Counselor
 - f. Career Technical Education Teacher (CTE)
 - g. IEP Facilitator
 - h. School Psychologist
 - i. Graduation Coach
 - j. Principal/ODR
 - k. Job Coach
 - 2. A “District Test Coordinator” that works with IEP teams
 - a. Make data available to all in need
 - ii. The following data is needed to make decisions related to setting individualized performance criteria
 - 1. Performance data
 - 2. IEP data
 - 3. course schedule
 - 4. IGP
 - iii. Data will be reviewed and updated as necessary to ensure student is on track

1. Continuously
2. Progress Report time
3. Report Card time

- iv. The data will be reviewed by
 1. General Education Teacher(s)
 2. Special Education Teacher
 3. IEP Team (if lack of progress is noted)

- v. Procedures will be established to ensure documentation of mastery of the performance criteria and has been communicated to the person in charge of documenting mastery on the transcript
 1. The teacher will enter grades via WebPams
 2. The following will enter grades
 - a. General Education Teacher(s)
 - b. Special Education Teacher

- f. The IEP Team includes:

1. Principal/ODR
2. Counselors
3. Regular education teacher(s)
4. Special education teacher
5. Parents, students, etc.
6. Others

v. Creating opportunities for success

- a. Training

- i. Staff across your district will be trained in these policies and procedures as listed:
 1. Professional Developments
- ii. Training will be provided based on needs assessment results.
- iii. Training for family members in the community will be based on needs assessment.
- iv. Trainings will be conducted throughout the school year.

- b. The following resources are available to assist with career preparation

- i. Louisiana Rehabilitation Services
- ii. Community partners
- iii. Internships

iv. Other outside agencies

c. The staff across the district will learn of the opportunities offered by these outside agencies:

- i. LDOE Newsletter
- ii. Email
- iii. District trainings
- iv. CourseWhere
- v. Network Contacts