

## Jump Start: Students with Disabilities Implementation Guidance (September 30, 2016)

This document explains how Jump Start policies impact some students with disabilities, including critical concepts individual education plan (IEP) teams must understand when developing IEPs for students pursuing a Jump Start graduation pathway. The sections of this document are:

**Section 1) How to Select a Jump Start Graduation Pathway**

**Section 2) How to Select a Jump Start Culminating Industry Credential**

**Section 3) How to Schedule Courses**

### Section 1) How to Select a Jump Start Graduation Pathway

All Jump Start pathways are available to all students. To best serve students with disabilities, Jump Start regional teams have developed several Jump Start graduation pathways that provide a full spectrum of opportunities for students with disabilities including:

- Statewide graduation pathways (that include both basic and advanced statewide Jump Start industry credentials);
- Regional graduation pathways;
- Integrated graduation pathways (that include all regional, basic statewide and advanced statewide Jump Start credentials); and
- Pathways for Students Eligible for Act 833. *While students who meet the Act 833 eligibility criteria are not restricted to these graduation pathways, these graduation pathways may be used only by students meeting the Act 833 eligibility criteria.*

All graduation pathways indicate the courses students can select among to satisfy their nine-credit requirement for attaining their Jump Start Career Diploma.

Pathways for Students Eligible for Act 833 pathways then *suggest* culminating industry credentials that might be appropriate for these students.

The Jump Start team will continue working with interested regional teams to develop additional pathways for students eligible under Act 833 that lead to industry credentials.

The Jump Start team will also continue working with regional teams to identify industry credentials that provide appropriate experiences and opportunities to students with disabilities, with the goal of including these credentials in existing Jump Start graduation pathways.

## Section 2) How to Select a Jump Start Culminating Industry Credential

Each Jump Start Graduation Pathway for Students Eligible for Act 833 suggests culminating industry credentials students must attain in order to graduate from high school.

- If a student meets the eligibility criteria under Act 833, his/her IEP team is able to determine which Jump Start graduation pathway is most appropriate for the student.
- IEP teams make the final determination as to which culminating industry credential(s) the students must attain in order to graduate from high school.
- IEP teams can use the guidelines provided in any graduation pathway to identify those industry credentials that might be appropriate for their student.

***The IEP team's mission is to help each student attain the Jump Start culminating industry credential(s) appropriate for his/her abilities with the highest "employability value" (i.e., that will help the student attain entry-level employment).***

IEP teams that identify industry credentials not included in any graduation pathway can contact the Jump Start team to review and assess the employability value of these credentials.

IEP teams can also consult with the Jump Start team to determine whether or not a "partial completion" of an industry credential would be appropriate for their student. The Jump Start team can help the IEP team confer with industry experts to determine which combination of industry credential modules provide the greatest employability value upon completion.

## Section 3) How to Schedule Courses

All Jump Start pathways indicate the courses students can select among to satisfy their nine-credit requirement for attaining their Jump Start Career Diploma.

IEP teams may approve *on their own* up to four credits of course substitutions out of the nine-credit Jump Start graduation requirement. These courses may include:

- Study Skills courses the IEP team believes are essential the student's academic success;
- CTE courses completed by the student in 8<sup>th</sup> grade or transitional 9<sup>th</sup> grade; and/or
- Courses appropriate for the student and comparable to those listed in the graduation pathway.

Students who receive approval for their course substitutions must still take at least one credit of Career Readiness courses (as indicated on each graduation pathway).