ACT 833 PLANNING GUIDE

There are two types of diplomas students can earn in high-school. The TOPS University Diploma prepares a student to enter into a 4-year university. The Jump Start Career Diploma prepares a student to secure a high-wage job and/or attend a technical or community college. Following a student's 10th grade year, a student should determine which of the two diplomas to pursue. Students with disabilities, eligible for Act 833, can demonstrate mastery of content through performance criteria determined by the IEP Team. Students with disabilities who take the alternate assessment, LEAP Connect, are able to earn a Jump Start Career Diploma when the graduation requirements are met. In the rare situation that a student participating in the alternate assessment does not meet the graduation requirements for a high school diploma, the student may still pursue a Certificate of Achievement. Decisions are made with counseling and guidance, based on the student's interests, capabilities, and ambitions.

Consistent policies and procedures will help principals and teachers plan and implement opportunities to support all students in their pursuit of a diploma and post-secondary success. School System administrators should create concrete, reliable procedures throughout their district that outline expectations for:

> **Identifying eligible students**

> **Planning appropriate experiences**

> **Applying individual performance criteria to courses**

DEPARTMENT of EDUCATION
louisiana Believes

IDENTIFYING ACT 833 ELIGIBLE STUDENTS

For students to benefit from the opportunities available to them, and for educators to know how to appropriately plan for students, **all students with disabilities with Individualized Education Programs (IEPs), except those identified as gifted and talented, must be considered and appropriately identified in order to apply Act 833 to a course**. School System administrators should implement policies and procedures which facilitate appropriate and timely student identification.

Administrators should consider the following when creating policies and procedures:

KEY CONSIDERATIONS	RESOURCES
Define a process for determining eligibility: › Which individuals in each school will be responsible for identifying potentially eligible students? › When should student eligibility be determined? (at the end of 8th grade or beginning of 9th grade) › How often will student eligibility be examined? (after each EOC assessment) › What is the process for reviewing data and what tools will be used to determine eligibility? **Ensure all students are properly identified:** › How will eligibility be monitored at the School System and school building level to ensure all students are examined for eligibility?	**Pathways:** › High School Planning Guidebook › Individual Graduation Plan › Individual Graduation Plan for Students who take the Alternate Assessment › Individual Graduation Plan Webinar › Special Education Guidance for High School Students › Planning Appropriate High School Experiences for Students Eligible for Act 833 › Planning Appropriate High School Experiences for Students who take the Alternate Assessment **Student Eligibility/Identification Tools:** › Alternate Assessment Eligibility Criteria › Act 833 FAQ › SER Report: The "Act 833 Identification Report" identifies students determined eligible or ineligible for Act 833. › Alternate Assessment Eligibility FAQ › Planning Appropriate High School Experiences for Students Eligible for Alternate Assessment

PLANNING APPROPRIATE EXPERIENCES

IEP teams must determine the most appropriate route or course of study that will lead to a diploma. The course of study should be based on student interests, strengths, and needs. School System administrators should define policies and procedures for assisting educators and IEP teams in making appropriate pathway planning decisions for students.

Administrators should consider the following when defining a process for creating a student's course of study:

KEY CONSIDERATIONS	RESOURCES
Define a process for determining students interests, strengths, and needs: › What tools are used to assess student career interest? › Who is responsible for conducting career assessments? › When are career assessments administered? **Define a process for identifying and implementing pathways for students:** › What courses and Jump Start Pathways are available in the School System/school? › What training and tools will be used to guide students in selecting pathways that will lead to a diploma and future success?	**Student-Centered Planning:** › Planning Appropriate High School Experiences for Students Eligible for Act 833 › Planning Appropriate High School Experiences for Students Eligible for Alternate Assessment › All Things Jump Start **Identifying and Implementing Pathways:** › Special Education Course Codes for Students Assessed on LAA1 › Louisiana's Guidebooks › National Technical Assistance Center on Transition

APPLYING INDIVIDUAL PERFORMANCE CRITERIA TO COURSES

Act 833 provides for the application of individual performance criteria for courses as appropriate. Individual performance criteria allows students to demonstrate proficiency of course standards through an alternate means and is established by the IEP team. School System administrators should develop local policies and procedures to support IEP teams in developing, implementing, and documenting successful completion of individual performance criteria.

KEY CONSIDERATIONS	RESOURCES
Define procedures for developing, implementing, and documenting successful completion of individual performance criteria: › How are personnel (e.g., IEP team members, school counselors, general educators, administrative personnel, and parents) trained in Act 833 individual performance criteria expectations (e.g., decision making, IEP documentation)? › What is the communication structure for sharing individual performance criteria for specific courses? › Who is responsible for tracking student progress throughout the school year? What procedures will be established for the IEP team to make adjustments to performance criteria if appropriate? › How is successful completion of individual performance criteria communicated and documented?	**Developing Individual Performance Criteria:** › **Professional Learning** › **Assessment Guidance and Materials** › **Act 833 Individual Performance Criteria Guidance** **Documenting Individual Performance Criteria:** › SER Report: The "Act 833 Application Report": Identifies students that have individualized performance applied as well as where the criteria is being applied.