



Every Student Can Earn a High School Diploma: Envisioning and Planning a Pathway for Every Student with Disabilities Beginning in Preschool

October 31, 2024

Home Base:

<https://bit.ly/AltPathwayHome>



Connect with Us

KRISTIN WRIGHT
kwright@scoe.net
Executive Director



FB: CA Includes
[@CAIncludes](#)



STEPHANIE COLEMAN
scolemanscoe.net
Coordinator

**On a scale of Jack O Lantern,
how are you feeling today?**





Who's In The Room?



Realizing Equity for Students with Intellectual and Developmental Disabilities

High School Diploma Equity






Language Matters



Education has Historically Referred to Students with Disabilities Using Ableist/Othering Language


- Special education student/Resource student
 - Sped student
 - Sped “kiddo”
 - Special needs student/child
 - “Hey buddy”
- 



Consider Shifting Language that Removes “Special Education” as an Adjective

- Student, learner, scholar
- Student/learner/scholar with (a) disability/disabilities
- Student receiving services and supports through an individualized education program (IEP)/student with an IEP
- Student/learner with extensive support needs

Note: If a student prefers to identify as a disabled person, use identity first language at their request (i.e. Autistic person, Deaf person)



Shift How We Talk About People and Places

~~Special education/sped teacher/SDC teacher/paraeducator/behavioral aide~~

- **Teacher/Education Specialist/Instructional Aide/Assistant**

~~Special education/sped/sdc/ED/autism classroom~~

- **Room 4, 3rd grade, etc.**

~~“Inclusion” when referring to student with disabilities, a placement, program, school, district, or teacher~~

- **Inclusive practices, accessible and universally designed instruction, inclusive classrooms, environments and schools**



Toolkit Resources



LEA and Family Guide to the CA
Alt Pathway to a HS Diploma for
Students with Significant
Cognitive Disabilities

Quick Reference: Pathways to a
Diploma for Students with
Disabilities

High Quality IEPs: A California
Resource Lead



Imagine a World...

Unveiling the Past: Historical Insights into High School Educational Outcomes for Students with Significant Cognitive Disabilities - Federal Guidance

The Department recognizes that there is a very small number of children with the most significant cognitive disabilities whose performance must be measured against alternate academic achievement standards, as permitted in 34 CFR §200.1(d) and §300.160(c). As explained in prior guidance,⁶ alternate academic achievement standards must be aligned with the State's grade-level content standards. The standards must be clearly related to grade-level content, although they may be restricted in scope or complexity or take the form of introductory or pre-requisite skills. This letter is not intended to limit a State's ability to continue to measure the achievement of the small number of children with the most significant cognitive disabilities against alternate academic achievement standards, but rather to ensure that annual IEP goals for these children reflect high expectations and are based on the State's content standards for the grade in which a child is enrolled.

[11/17/2015 OSEP Dear Colleague Letter: Guidance on FAPE](#)

Presuming Competence and Supporting Self- Determination



[Charlee McGee - Clemson University](#)



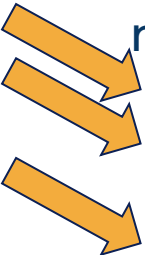


California “Alt” Pathway to a High School Diploma

Every Student Succeeds Act (ESSA)

California is utilizing the provision under ESSA that allows states to offer a pathway to graduation for students with significant cognitive disabilities using alternate achievement standards.

This state-defined alternate diploma pathway must meet three requirements:

- 
- ☐ Standards-based
 - ☐ Aligned with the State requirements for the regular high school diploma
 - ☐ Obtained within the same period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(1))

Summary of Education Code 51255.31 and .32

Students with exceptional needs, who were in high school in the 2022–23 school year or later, at a school district, county office of education, charter school, or state special school can graduate from high school through the newest defined diploma-pathway by meeting the following **criteria** as referenced in the student's individualized education program:

- 1.The student has been determined to be eligible to take the California Alternate Assessment, and**
- 2.The student is required to complete state standards-aligned coursework to meet minimum statewide course requirements for graduation.**

Districts, charter schools, State Special Schools, and County Office of Education must exempt students who meet the above criteria from all local coursework and other requirements that are in addition to statewide coursework requirements, as defined in *EC 51225.31*. For information on the statewide course requirements, please visit the CDE website: <https://www.cde.ca.gov/ci/gs/hs/hsggrmin.asp>. Additional information on Individualized Education Program (IEP) team guidance for participation in the California Alternate Assessment may also be found on the CDE website: <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>.

Education Code 51255.31

(a)(1) Notwithstanding any other law, a local educational agency shall exempt an individual with exceptional needs who satisfies the eligibility criteria described in subdivision (b) from all courses and other requirements adopted by the governing board or body of the local educational agency that are additional to the statewide course requirements specified in Section 51225.3 and shall award the pupil a diploma of graduation from high school, as described in Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the United States Code.(2) The award of a diploma of graduation from high school pursuant to this subdivision, in accordance with Section 300.102(a)(3) of Title 34 of the Code of Federal Regulations, does not change a local educational agency's obligation to provide a free appropriate public education, as described in subdivision (c) of Section 56026, or otherwise constitute a change in placement.(b) An individual with exceptional needs, who entered ninth grade in the 2022-23 school year or later, shall be eligible for the exemption and award described in subdivision (a) if their individualized education program provides for all of the following: (1) The pupil's individualized education program team has deemed the pupil eligible to take the state alternate assessments as described in subdivision (k) of Section 60640.(2) The pupil is required to complete state standards aligned coursework to meet the statewide course requirements specified in Section 51225.3.(c) An individual with exceptional needs who meets the criteria for the diploma pursuant to this section shall be eligible to participate in any graduation ceremony and any school activity related to graduation with their grade-level peers with and without disabilities. Participation in graduation activities that are subject to this section shall not be construed as termination of the provision of a free appropriate public education for pupils described in Section 56026, consistent with Section 300.102(a)(3)(ii) of Title 34 of the Code of Federal Regulations, unless the individualized education program team, which includes the parent and pupil, as defined in Sections 300.320 and 300.321 of Title 34 of the Code of Federal Regulations, has determined the pupil has completed their high school experience.(d) For purposes of this section, "local educational agency" includes a school district, county office of education, charter school, or state special school.(e) Notwithstanding any other law, this section shall not be subject to waiver by the state board pursuant to Section 33050 or by the Superintendent.

Ca. Educ. Code § 51225.31

Amended by Stats 2024 ch 38 (SB 153),s 60, eff. 6/29/2024.Amended by Stats 2023 ch 194 (SB 141),s 17, eff. 9/13/2023.Amended by Stats 2023 ch 48 (SB 114),s 58, eff. 7/10/2023.Added by Stats 2022 ch 52 (AB 181),s 70, eff. 6/30/2022.

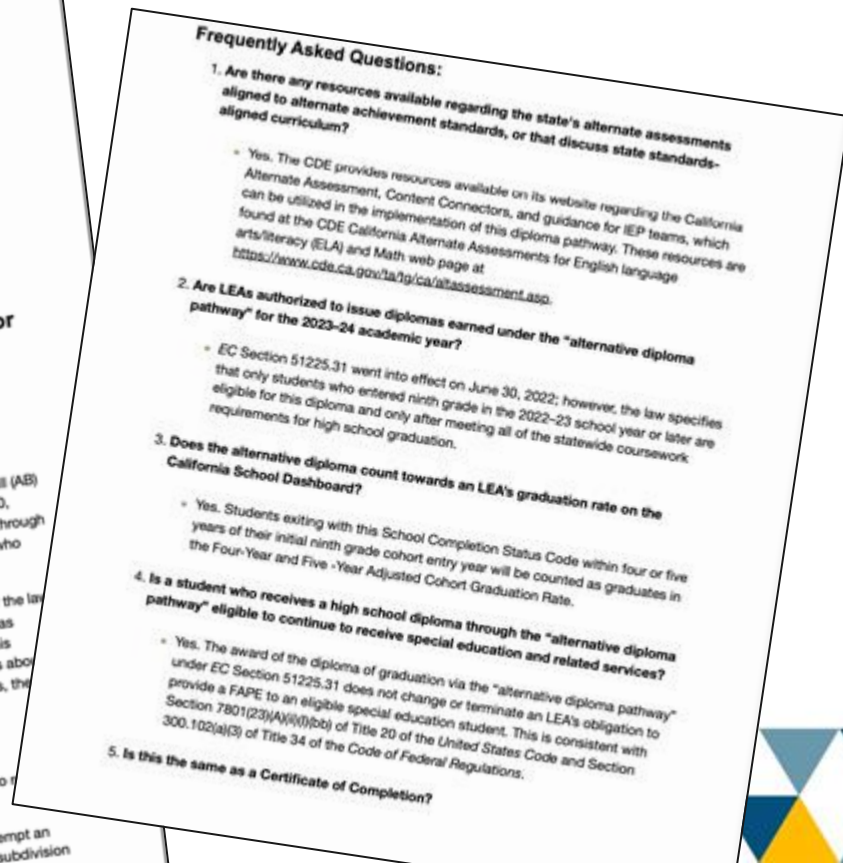
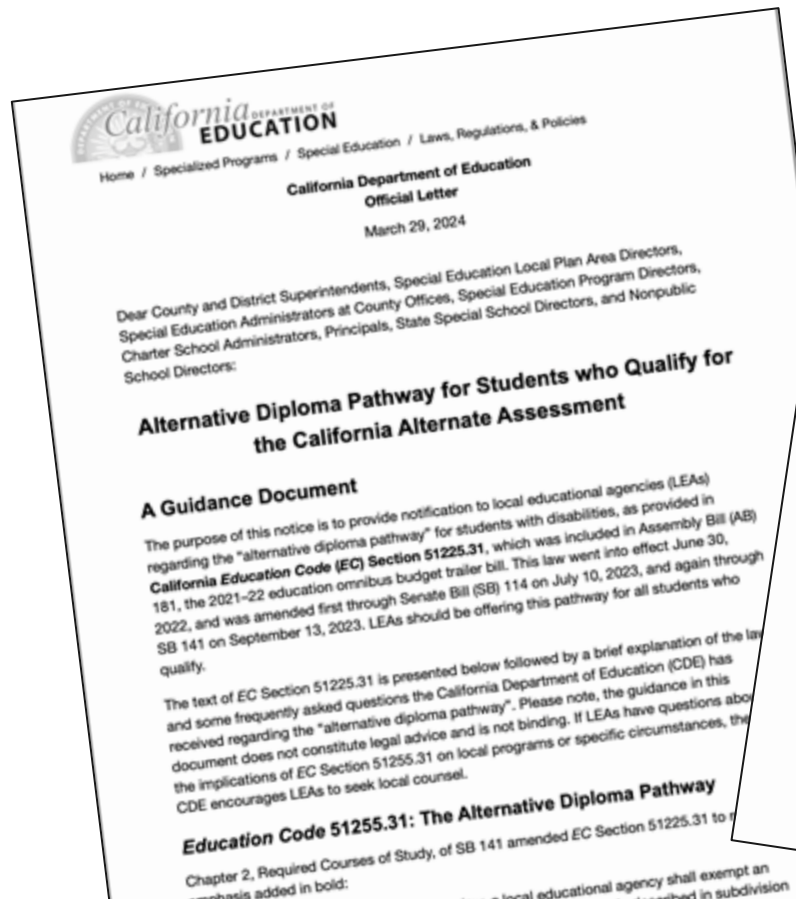
Education Code 51255.32

(a)(1) A local educational agency may exempt an individual with exceptional needs who was enrolled in grade 10 or higher in the 2022-23 school year, and who, while eligible pursuant to Section 56026, satisfies all the eligibility criteria described in subdivision (b) from all courses and requirements adopted by the governing board or body of the local educational agency that are additional to the statewide course requirements specified in Section 51225.3 and may award the pupil a diploma of graduation from high school, as described in Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the United States Code.(2) The award of a diploma of graduation from high school pursuant to this subdivision, in accordance with Section 300.102(a)(3) of Title 34 of the Code of Federal Regulations, does not change a local educational agency's obligation to provide a free appropriate public education, as described in subdivision (c) of Section 56026, or otherwise constitute a change in placement.(b) An individual with exceptional needs, who was enrolled in grade 10 or higher in the 2022-23 school year and is currently eligible pursuant to Section 56026, may be eligible for the exemption and award described in subdivision (a) if the individualized education program provides for all of the following:(1) The pupil's individualized education program team has deemed the pupil eligible to take the state alternate assessments as described in subdivision (k) of Section 60640.(2) The pupil is required to complete state standards aligned coursework to meet the statewide course requirements specified in Section 51225.3.(c) An individual with exceptional needs who meets the criteria for the diploma pursuant to this section shall be eligible to participate in any graduation ceremony and any school activity related to graduation with their grade-level peers with and without disabilities. Participation in graduation activities that are subject to this section shall not be construed as termination of the provision of a free appropriate public education for pupils described in Section 56026, consistent with Section 300.102(a)(3)(ii) of Title 34 of the Code of Federal Regulations, unless the individualized education program team, which includes the parent and pupil, as defined in Sections 300.320 and 300.321 of Title 34 of the Code of Federal Regulations, has determined the pupil has completed their high school experience.(d) For purposes of this section, "local educational agency" includes a school district, county office of education, charter school, or state special school.(e) This section shall become inoperative on July 1, 2031, and, as of January 1, 2032, is repealed.
Ca. Educ. Code § 51225.32

Added by Stats 2024 ch 38 (SB 153),s 61, eff. 6/29/2024.

CDE Guidance on Alt Pathway

as of March 2024 (Not Current - Has Not Been Updated with New Statute Enacted June 2024)



A photograph of two young men smiling and looking at each other. They are outdoors, with a blue umbrella visible above them. The man on the left is wearing a light blue shirt, and the man on the right is wearing a maroon shirt. The background shows some greenery and a building.

WHAT IS THE PATHWAY TO A HS DIPLOMA?

The new pathway provides an opportunity for students with significant cognitive disabilities to earn a high school diploma - previously most students in this student group received a certificate of completion when graduating or turning 22. Students eligible for this pathway can earn a diploma, participate in all graduation-related activities with their class, and continue to receive special education services under the IDEA until age 22.

WHO IS THE NEW PATHWAY FOR?

The new alternative pathway is for students with significant cognitive disabilities. California defines this students group as students who are **eligible** to take the California Alternative Assessments (CAAs) in statewide testing. Students only need to be eligible to take the CAA to qualify for this pathway and are not required to take statewide testing to be able to earn a high school diploma.

ASK THE IEP TEAM

- ▶ To what degree is my child able to demonstrate what they know, want and think? (i.e. AAC, AT, PECs)
- ▶ Are my child's IEP goals consistent with what they're supposed to learn for their grade (grade-level standards)?
- ▶ How will my child have access to the general education curriculum?
- ▶ Is my child on track to be able to earn a diploma through either traditional or alternative pathways? If not, how can we help them get on track?
- ▶ What other skills can my child be learning while pursuing a diploma on the alt pathway? What will transition look like?

- ▲ The student was/is in high school in the 22-23 school year or later.
- ▲ The IEP team has determined student is eligible to take the California Alternative Assessments (CAAs).
- ▲ The student is taking standards-aligned course work to meet statewide course requirements for graduation with a diploma.



Last Updated 7/23/24

REQUIREMENTS FOR ALT-PATHWAY

3	Three courses in English	1	One course in visual or performing arts, world language, or career technical education.
2	Two courses in mathematics, including one year of Algebra I (EC Section 51224.5)	2	Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of EC Section 51241
2	Two courses in science, including biological and physical sciences.	1	One semester of Ethnic Studies, commencing with pupils graduating in the 2029-30 school year (a course based on the model curriculum developed pursuant to EC Section 51226.7)
3	Three courses in social studies, including United States history and geography, world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics		

FREQUENTLY ASKED QUESTIONS

1 How is a diploma different from a certificate of completion?

A diploma signifies that the student has completed specific standards aligned course requirements for graduation. This can open doors for more job opportunities, higher earning potential, and further education. A certificate of completion signifies the end of high school and is based on IEP goals. The certificate of completion does not require any specific coursework and is not considered a diploma.

2 How many years will it take for my child to earn their high school diploma on the alt-pathway?

The intent of the alt-pathway is to allow students to complete their course of study in 4 years alongside their same-age peers, but IEP teams may identify a different timeline that can be adjusted to meet the individual needs of students.

3 Are students who receive their diploma through the alt-pathway still eligible for services?

The student is still eligible to participate in public school until they are 22 years of age or until the IEP team determines they have completed their high school experience. Receiving a diploma on the alt-pathway does not end a student's eligibility for services under IDEA.

4 Who determines if my student is eligible for the alt-pathway, and when is the decision made?

IEP teams determine eligibility, based on state guidance/criteria. Discussions should begin early to ensure expressive communication needs are meaningfully addressed, supporting students ability to access educational content and instruction, and express their knowledge and skills. This makes it possible to accurately evaluate their academic growth.

<https://www.collegeboard.org/sat/courses/courses-and-a-major-code.html>
secondary and secondary education (education & education and nursing)
28 general education program (major) required course of study in the
3 course of study grades 7 to 12 (education, 522.25) exemption of individuals in
exceptional needs for graduation
For more information, visit <https://www.collegeboard.org/sat/courses/courses-and-a-major-code.html>

Last Updated 7/23/24



<https://www.ncbi.nlm.nih.gov/pubmed/27356206>
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Existing Diploma Pathways Defined in CA Ed Code 51225.3


Courses	State	A-G Courses
English	3	4
Math	2	3
Science	2	2
Social Science	3	2
Visual Perform. Art	1	1
World Languages		2
Career Tech. Ed.		1
PE	2	--
Total	13	15
		Plus Local Graduation Requirements

The following student groups have already been granted statutory exemption from any local requirements that go beyond state minimum course requirements for graduation. They include the following student groups:

- ◆ Foster
- ◆ Member of Military Family
- ◆ Homeless
- ◆ Migrant
- ◆ Newcomer
- ◆ Adjudicated
- ◆ Alternative Ed.



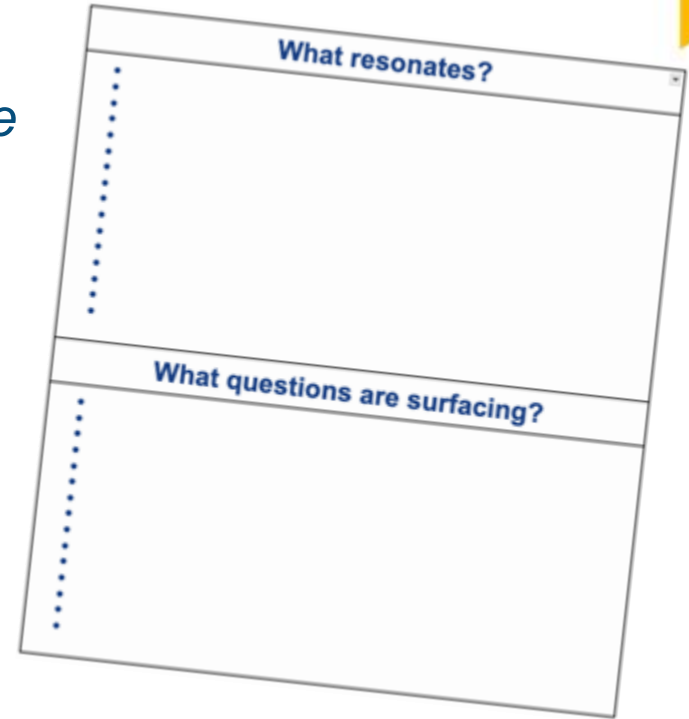
How can you support a path to a diploma for your child at all ages and stages?

1. Beginning at first IPP/IEP, bring up the idea that you know your child can earn a high school diploma
 2. Be a “broken record” about the importance of your child developing a mode of communication/expression. Make sure there are goals addressing this.
 3. Be an advocate for inclusion starting in preschool - there is no separate world after graduation
 4. Think about all outside of school services and activities as complementary to creating the conditions for learning and in support of school success.
 5. Bring a friend to IPP/IEP meetings whenever possible
 6. Learn the unique responsibilities/services of DDS, DOR and CDE that help students and families with an array of services and supports
 7. Ask about how your student will get access to grade level standards regardless of placement
- 

Stop and Check for Understanding

Select a recorder from your group to record your thoughts and wonderings on the google doc.

- **What resonates?**
- **What questions are surfacing?**



The image shows a tilted graphic of a notepad or worksheet. It is divided into two main sections by a horizontal line. The top section is labeled "What resonates?" in blue text at the top right. To the left of this section is a vertical dotted line. The bottom section is labeled "What questions are surfacing?" in blue text at the top right. To the left of this section is also a vertical dotted line. The notepad is tilted slightly to the right.



Earning a High School Diploma Can Help Eliminate Unnecessary Barriers to Employment


Mythbusting

Myth: Students with Extensive Support Needs (ESN) don't really need a high school diploma to get a job, a certificate of completion is just fine.

Truth: 90% of employers prefer to hire youth with a diploma, and 66% of jobs require a diploma.

Myth: Students with ESN don't need a diploma because they will only be able to find work as volunteers and in supported employment situations that do not require a diploma.

Truth: While students with ESN have a right to work utilizing supported employment and/or may work in volunteer positions, a high school diploma can provide opportunities to access employment that requires a diploma as a minimum requirement.





Getting into the Details

Alternative Pathway to a High School Diploma: Requirements Defined

The alternative pathway provides a provision where students do not need to meet additional LEA adopted requirements for a diploma, such as A-G requirements, requiring students meet CA State graduation requirements only, regardless of the LEAs' policy.

...a local educational agency shall exempt an individual with exceptional needs who satisfies the eligibility criteria described in subdivision (b) from all courses and other requirements adopted by the governing board or governing body of the local educational agency that are additional to the statewide course requirements specified in Section 51225.3 and shall award the pupil a diploma of graduation from high school, as described in Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the United States Code.

Alternative Pathway: FAPE Requirement

The LEA is still responsible for FAPE under the IDEA until the student is 22 years of age. Students can earn their diploma and continue to receive services through the LEA until 22 years of age, or until the IEP team determines they have met their individual educational goals, or the student chooses to exit the K-12 education system and receive services through the provisions of the Lanterman Act.

(2) In accordance with Section 300.102(a)(3) of Title 34 of the Code of Federal Regulations, the award of a diploma of graduation from high school pursuant to this subdivision does not change a local educational agency's obligation to provide a free appropriate public education until 22 years of age, or otherwise constitute a change in placement.

All Roads Lead to a CA High School Diploma

	A-G Eligible High School Diploma	Traditional High School Diploma	Expanded Options for Specific Youth	Alternative Pathway to a Diploma
Who is eligible?	All students, with and without disabilities, if the student meets the requirements set forth in the A-G criteria as established by the UC/CSU systems	All students, with and without disabilities, if the student meets the requirements set forth in the LEA board policy	Youth experiencing homelessness or in foster care or are from active military families or newcomers may be eligible if they transfer schools after their second year and are unable to complete requirements within 4 years	Students with an IEP must meet the following requirements: Eligible for the California Alternate Assessment (CAA) * Entering grade 9 in the 22/23 school year or later * Required to complete state standards-aligned coursework to meet the statewide coursework requirements
What are the requirements?	The University of California and the California State University systems have established a uniform minimum set of courses required for admission as a freshman. Other requirements may also apply.	The High School Graduation Requirements include grade-level standards-based courses in core subjects as identified by the Board of Education in Board Policy 6146.1	Eligible students, described in the cell above, are exempt from all courses and other requirements that are additional to the statewide minimum course requirements	Eligible students, described in the cell above, are exempt from all courses and other requirements that are additional to the statewide minimum course requirements
Accommodations allowed?	Yes	Yes	Yes	Yes
Curriculum modifications allowed?	Maybe. By changing what a student learns, modifications can impact a student's ability to earn a high school diploma.	Maybe. By changing what a student learns, modifications can impact a student's ability to earn a high school diploma.	Maybe. By changing what a student learns, modifications can impact a student's ability to earn a high school diploma.	Not necessary as the coursework is aligned to the Core Content Connectors known as the Alternate Achievement Standards.
Accepted by the military?	Yes: Student must also meet other entry criteria	Yes: Student must also meet other entry criteria	Yes: Student must also meet other entry criteria	Yes: Student must also meet other entry criteria
Courses meet colleges/universities entrance requirements (A-G)?	Yes	Maybe: It depends on the graduation requirements established by the LEA	No	No, but other programs specifically designed for people with disabilities may be available.
Eligible for Federal Student Aid	Yes	Yes	Yes	Yes
Accepted by employers?	Yes	Yes	Yes	Yes




What happened to the Certificate of Completion?





Creating High School Course of Study



Some student groups have already been granted statutory exemption from local requirements that go beyond state minimum course requirements for graduation.

Students with significant cognitive disabilities have now been granted this exemption and may earn a diploma under the new Alternative Pathway to a high school diploma.

Existing Diploma Pathways Defined in Ed Code 51225.3			51225.31
Courses	State	A-G Courses	Alt-Pathway
English	3	4	3
Math	2	3	2
Science	2	2	2
Social Science	3	2	3
Visual Perform. Art	1	1	1
World Languages		2	
Career Tech. Ed.		1	
PE	2	--	2
Total	13	15	13
		Plus Local Graduation Requirements	

How to Create Course of Study

- Students are eligible for free and appropriate public education until age 22 to allow for more time to learn both academic standards and functional skills.
- Course title should align with diploma requirements.

Questions for the IEP Team to Consider:

Does the course of study reflect student interests, post-secondary goals?

When do we give the diploma?

Course	Grade 9	10	11	12	Post 1	2	3	4
English								
Math								
Science								
Social Science								
Elective								
PE								

Sample Course of Study

EC 51225.3	9 th Grade	10 th Grade	11 th Grade	12 th Grade
3 - English Courses	English 9 with modifications	English 10 with modification	English 11	English 12 w/mods or GE Elective
2 Math incl. Algebra unless waived	CT or SAI IM1 Foundations	CT or SAI IM1 A (year 1 of a 2 year cou		Math or Life
2 Science Courses: incl. biology and physical science	CT Biology or Ag Bio	CT Phys Scienc Ag Env. Scie		areness ation
3 - Social Studies Courses	Independent Living Skills I & Health	CT World Hi		nment & omics
1 - Elective from VPA, World Language and/or CTE	General Education Elective	General Education Elective		al Skills or Job Shadow
EC Section 51241: (2) Courses in PE	Physical Education or APE	Physical Education or APE	Communication & Social Skills or GE Elective	Communication & Social Skills or GE Elective

This example highlights a course of study that utilizes existing courses already available and adapting them to meet the unique needs of students.

New courses would not be created in separate settings, and do not require new curriculum adoptions. This model utilizes staffing to co-teach or provide consultation with GE teachers to create participation support plans for individual student needs.

Sample Course of Study

EC 51225.3	9 th Grade	10 th Grade	11 th Grade	12 th Grade
3 - English Courses	Fundamental English 9	Fundamental English 10	Fundamental English 11 or "elective"	Fundamental English 12 or "elective"
2 Math incl. Algebra unless waived	Math 1 or Algebra	Math 2	Math 3 or Math for Life	Math 4 or Math for Life
2 Science Courses: incl. biology and physical science	Fundamental Biology	Fundamental Physical Science	Chemistry or Earth Science	Career Awareness & Exploration
3 - Social Studies Courses	Life Skills & Health	Geography, History and Current Events HS	US Government & Economics or Elective	US Government & Economics or Elective
1 - Elective from VPA, World Language and/or CTE	General Education Elective	Independent Living Skills I	Independent Living Skills II	Vocational Skills or Job Shadow
EC Section 51241: (2) Courses in PE	Physical Education or APE	Physical Education or APE	Communication & Social Skills or "elective"	Communication & Social Skills or "elective"

This example highlights a course of study that utilizes existing SDI courses but also includes the possibility of creating new SDI courses and curriculum to meet standards aligned requirement.

This model utilizes staffing for providing instruction in all content areas to provide access to all CA diploma requirements.

Designing an IEP with a Diploma in Mind



Transitioning from Early Intervention (IFSP) to Preschool (IEP): 3 Critical Moves

1. Backward planning from diploma from the first IEP (as far away as graduation seems)



1. Seek inclusive preschool with peers with and without disabilities



1. Relentless pursuit of functional communication and literacy





Transitioning from Preschool to Elementary and Elementary to Middle School: 5 Critical Moves

1. If student is eligible to take State Alternate Assessments, ensure IEP team on board for diploma track through Alt Pathway
2. Goals on functional communication and literacy skills
3. Ask how student will be getting access to grade level academic standards
4. Push for maximum inclusive opportunities: most best first instruction happens in general education
5. Have student attend IEP - teach self-determination and self-advocacy



Transitioning from Middle School to High School: 5 Critical Moves

1. If student is eligible to take State Alternate Assessments, ensure IEP includes course plan for diploma track through Alt Pathway
2. Continue goals on functional communication and literacy skills
3. Ask how student will be getting access to grade level aligned academic standards
4. Push for maximum inclusive opportunities: (most) best first instruction and higher level learning happens in general education with teachers credentialed in high school content areas
5. Have student led IEPs - teach self-determination and self-advocacy

Pause for Reflection



Thinking about your child, how are you going to talk about the alt pathway at your next IEP meeting? What is one question you could ask you team today?



Resources



Questions?

<https://bit.ly/CAIncludesFeedback>

KRISTIN WRIGHT
kwright@scoe.net
Executive Director



Scan me

Please share your feedback with us so we can make any necessary adjustments to ensure we are meeting the needs of our attendees.



FB: CA Includes
@CAIncludes



STEPHANIE COLEMAN
scoleman@scoe.net
Coordinator

Resources

Family Guide to the Alt Pathway to a HS Diploma for Students with Cognitive Disabilities

LEA Guide to the Alt Pathway to a HS Diploma for Students with Cognitive Disabilities

CAST (UDL)

<https://www.cast.org/>

Supporting Inclusive Practices

<https://www.sipinclusion.org/>

SWIFT Education Center

<https://swiftschools.org/>

TIES Center

<https://tiescenter.org/>



Resources: California Alternative Assessments (CAA)

CAA Assessment Fact Sheet

<https://www.cde.ca.gov/ta/tg/ca/documents/caaelafactsheet.pdf>

CDE CAA information

<https://www.cde.ca.gov/ta/tg/ca/altassessment.asp>

Alternative Assessment IEP Team Guidance

<https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>

IEP Teams Resource Sheet

<https://www.cde.ca.gov/ta/tg/sa/documents/iepedresource.pdf>



Resources: CCSS Content Connectors



Link to CA Content Connectors in Reading, Writing and Math

<https://www.cde.ca.gov/ta/tg/ca/altassessment.asp>

Link to CA Content Connectors in Science

https://www.lbschools.net/Asset/Files/Research/State_Assessments/CAA-Science-Blueprints.pdf

State of WV Content Connectors

<https://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=24512&Format=WORD>

State of LA Content Connectors

<https://www.louisianabelieves.com/resources/library/students-with-significant-cognitive-disabilities>

Learning Maps: Essential Elements

chrome-
extension://efaidnbmnnnibpcajpcglclefindmkaj/[https://dynamiclearningmaps.org/sites/default/files
/documents/ELA_EEs/DLM_Essential_Elements_ELA.pdf](https://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/DLM_Essential_Elements_ELA.pdf)



Resources: What to Teach & More

NCSC Wiki Curriculum Resources: What to Teach

https://wiki.ncscpartners.org/index.php/Curriculum_Resources

Extended Content Standards - UD for Learning and Students with Significant Cognitive Disabilities (YouTube Video)

<https://youtu.be/1dZD-8RpcvU>

Aligning Instruction to grade Level Standards for Students with Significant Cognitive Disabilities (TCOE YouTube Video)

<https://youtu.be/PFffTXe6e5s>

Instruction of Grade-Aligned Content for Students with Cognitive Disabilities (PaTTANpod [S2E19] YouTube Video)

<https://youtu.be/BopIW0AWQ6k>



Resources: Algebra Waiver

CDE Waiver Process

<https://www.cde.ca.gov/re/lr/wr/index.asp>

CDE Specific Waivers

<https://www.cde.ca.gov/re/lr/wr/specificwaiver.asp>

Waiver attachments for Algebra

<https://www.cde.ca.gov/re/lr/wr/specificwaiver.asp#Algebra1>

Waiver FAQs

<https://www.cde.ca.gov/re/lr/wr/faq.asp>

Waiver Request Login Page

<https://www2.cde.ca.gov/waiverweb/logon.aspx>

The background of the slide features a photograph of a large, arched steel truss bridge, likely the San Diego-Coronado Bridge, viewed from below. The bridge's intricate steel structure is highlighted by warm, golden light, suggesting a sunrise or sunset. This image is partially obscured by large, overlapping geometric shapes in bright yellow and dark blue that frame the right side of the slide.

Acknowledgements

- [High Quality IEPs](#) State Resource Lead
- Mt. Diablo Unified School District
- California Transition Alliance
- San Dieguito Union High School District
- Supporting Inclusive Practices