

Diploma
Alternative Pathway
Course of Study

Alternate Pathways Workgroup Report

- Vision: “...that all students with disabilities, including students with significant cognitive disabilities, should enter high school knowing they have the opportunity to earn a high school diploma.”
- Identified three “groups” of students
 - Group 1: Significant cognitive disabilities
 - Group 2: Moderate support needs
 - Group 3: Majority of students with disabilities

51225.31

- “... a local educational agency **shall exempt** an individual with exceptional needs who satisfies the eligibility criteria described in subdivision (b) **from all coursework and other requirements adopted by the governing board** or governing body of the local educational agency that are additional to the statewide coursework requirements ...and **shall award the pupil a diploma of graduation from high school**...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 or otherwise constitute a change in placement. [emphasis added]

51225.31

(b) An individual with exceptional needs 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 is required to take the alternate assessment aligned to alternate achievement standards in grade 11...
- (2) The pupil is required to **complete state standards aligned coursework** to meet the statewide coursework requirements...
- (c) ~~Before a pupil commences grade 10, the pupil's individualized education program team shall determine and notify the parent or guardian of the pupil of whether the pupil may be eligible to graduate pursuant to the exemption described in this section.~~

ESEA Flexibility

- Alternate Academic Achievement Standards and Alternate Assessments for Students with the Most Significant Cognitive Disabilities(AA-AAAS) ([ESEA sections 1111\(b\)\(1\)\(E\), 1111\(b\)\(2\)\(D\)](#)) A State may adopt alternate academic achievement standards and aligned alternate assessments for students with the most significant cognitive disabilities, as permitted under section 1111(b)(1)(E) of the ESEA.
- **Alternate academic achievement standards must be aligned with the State’s challenging academic content standards, promote access to the general education curriculum, and reflect professional judgment as to the highest possible standards achievable by such students.**
- **Alternate academic achievement standards are designated in each student’s individualized education program, and are aligned to ensure that a student who meets those standards is on track to pursue postsecondary education or competitive integrated employment.**
- A State may assess up to one percent of its tested population with an alternate assessment.

SAMPLE SCHEDULE

Year 1	Year 2	Year 3	Year 4
English	English	English	English
Math	Algebra Concepts and Skills	Algebra A	Elective
PE	World History	US History	PE
Living Earth Science	Chemistry of Earth	Physics of the Universe	Gov. / Econ.
Transition	Transition	Transition	Transition
VAPA	Elective	Elective	VAPA

Next Steps

Questions for IEP Teams:

- How to pace courses over 8 years?
- Determining “eligible to take the alternative assessment
- Benefits and potential harmful effects for alternative diploma
- Are waivers a better option, especially for algebra?

Questions for District to Consider

- What curriculum is needed?
- Will Certificates of Completion be phased out?

Training Topics

- Administrators
 - Master Scheduling
- Special Education Teachers
 - IEP Determinations
 - Universal Design for Learning
 - Goal Writing in Content Area