

Alternate Diploma Courses and Materials

Regional Training Sessions

Spring and Summer 2018



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Office of Special Education

Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community




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State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates From High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated "C" or Higher



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Norms and Expectations



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Norms


- Peace sign, I need your attention!
- Step out for calls and text messages.
- Be engaged!



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Expectations

- Courses and Materials
- Classroom Management Tools
- Instructional Strategies for Students with SCD
- Alternate Diploma Requirements
- Certificate of Completion



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Materials



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Stand-Alone Standards

- [Dynamic Learning Maps Essential Elements for ELA](#)
- [Dynamic Learning Maps Essential Elements for Math](#)
- MAAAS Life Skills Development
- MAAAS Career Readiness
- [Mississippi Extended Science Framework \(MESF\)](#)
- [MAAAS for Science- K-8th & Alternate Biology Elements](#)




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A Note to Remember...



Just a reminder...

- ELA – English I & II Bundled
- Math – Math I & II Bundled



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Teacher Resource Guide Purpose

- Provides teachers resources to construct standards-based instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs.
- Includes suggested activities, instructional strategies, sample lessons, and resources. Additional sample activities and resources for selected standards may be added, this will eventually be a live digital document with on-going updates with educator feedback.



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Teacher Resource Guide Purpose

- The intent of these resources is to assist teachers in linking their instruction to the prioritized content. The teacher resource guide includes activity adaptations for students with a varying range of abilities within the classroom.



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Looking Ahead...

- Live documents which will be expanded over time to include additional resources.
- Exemplar Lesson Plans to be built utilizing the Teacher Resource Guides.



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Additional Resources

Email additional resources to be updated to Teacher Resource Guides to apigott@mdek12.org

Please provide the following information when sending an email:

To provide feedback on the Teacher Resource Guides please send an email with the following information:

- Title of Email: Teacher Resource Guide
- Course, Standard and Performance Objective
- Description including if applicable resources and links



Teacher Resource Guides

- [Alternate English Elements I & II](#)
- [Alternate Math Elements I & II](#)
- [Life Skills Development I](#)
- [Career Readiness I](#)



Levels of Support

- Important to note the level of assistance students need in progress monitoring.
- All students can participate in meaningful academic and functional instruction with proper supports.
- Goal is to lessen level of support and move to gradual release with student independence to promote generalization of skills.

Level of Assistance	Definition	Example	Non-Example
Independent (0)	The student requires no support from the teacher to identify, engage in problem solving, or perform the standard. The student is able to complete the task on their own.	Example: The student reads the teacher's physical science text about the water cycle.	Non-Example: The student does not look at the teacher's physical science text about the water cycle.
Minimal Assistance (1)	The student requires physical assistance from the teacher to identify, engage in problem solving, or perform the standard.	Example: The teacher physically moves the student's hand to the correct position.	Non-Example: The teacher lifts the student's hand and points the student to touch where to the finger.
Substantial Assistance (2)	The student requires the teacher to point to the specific answer.	Example: When providing a diagram of the water cycle, the teacher asks the student to identify the water cycle stage that is the most important to the water cycle.	Non-Example: The teacher moves the student's hand to point toward the right answer.
Task Assistance (3)	The student requires the teacher to complete provide the correct answer for specific steps.	Example: The teacher says, "Remember, the most important step is to identify the water cycle stage that is the most important to the water cycle."	Non-Example: The teacher says, "Yes, that is the correct answer."
Model Assistance (4)	The student requires the teacher to model a task, problem, opportunity, and answer given for performance.	Example: The teacher models how to use a ruler to measure the length of a pencil and then asks the student to perform a similar task.	Non-Example: The teacher completes the task once and asks the student to repeat the performance.
Independent (5)	The student requires no assistance to identify, engage in problem solving, or perform the standard. The student is able to complete the task on their own.	Example: The teacher asks the student, "What is the main idea of the text?" and the student responds with a complete sentence.	Non-Example: The teacher asks the student, "What is the main idea of the text?" and points to the answer of the text.



Teacher Resource Guide Structure		
Standard	Performance Objective	
ALS.SI.1. Identifies routine habits associated with good personal hygiene.	Performance Objectives: ALS.SI.1.a Identify daily personal hygiene tasks (e.g., brush teeth, attend to toileting needs, wash hands, comb hair). ALS.SI.1.b Perform personal hygiene tasks (e.g., brush teeth attend to toileting needs, wash hands, comb hair).	
I Can Statements		
← MOST COMPLEX		→ LEAST COMPLEX
ALS.SI.1.a (A) Identify daily personal hygiene tasks (e.g. brush teeth, attend to toileting needs, wash hands, comb hair).	ALS.SI.1.a (B) Gather materials needed to attend to personal hygiene tasks (e.g. toothbrush, toothpaste, and floss to brush teeth).	ALS.SI.1.a (C) Match materials needed to attend to personal hygiene tasks (e.g. toothbrush, toothpaste, and floss to brush teeth).
ALS.SI.1.b (A) Perform personal hygiene tasks (e.g. brush teeth attend to toileting needs, wash hands, comb hair).	ALS.SI.1.b (B) Sequence steps required to perform personal hygiene tasks (e.g. brush teeth, attend to toileting needs, wash hands, comb hair).	ALS.SI.1.b (C) Match symbols that represent personal hygiene tasks (e.g. brush teeth, attend to toileting needs, wash hands, comb hair).

I Can Statements...

I Can Statement(s): Includes the Performance Objective(s) as the *Most Complex* and scaffolds the performance objectives two additional levels (B) and (C) to *Least Complex*. This matrix demonstrates the continuum of the concept across complexity levels. The purpose is to assist teachers in modifying to meet the unique diverse needs of learners with significant cognitive disabilities.

Teacher Resource Guide Structure		
Real World Connections: <ul style="list-style-type: none"> Caring for finger nails Applying deodorant (if culturally appropriate) Locating all needed supplies for bathing Brushing and flossing teeth Attending to toileting needs Combing hair 	Vocabulary: <ul style="list-style-type: none"> Soap Faucet Hot Cold Toothpaste Toothbrush Comb Towel Wash Cloth Germs Waste Basket Shampoo Hairbrush Hygiene Habit Routine Checklist Deodorant Cough Select 	
Resources: <ul style="list-style-type: none"> Teaching modules/strategies: <ul style="list-style-type: none"> In-vivo Teaching, source: Transition to Independence Process (TIP) System, National Network on Youth Transition (NNYT) Video Modeling, source: National Center on Autism Spectrum Disorders (ASD) Skills for Developing Personal Independence: Personal Care Skills, source: PACE Center (pace.org) Picture cards, source: do2learn.com Tooth Brushing—Teaching the Functional Skill, source: ThoughtCo Checklists: <ul style="list-style-type: none"> Visual Supports, source: Indiana Resource Center for Autism, Indiana University Bloomington Self Help and Functional Skills Checklist, source: UC Davis, MIND Institute 		

Pair-Share

- 1) With a specific student in mind, redact personal identifying information and discuss the student's current level of performance.
- 2) Choose a standard and performance objective from any course.
- 3) Choose an entrance point of instruction on the matrix of I Can statements and adjust to meet the student's specific needs.



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REAL WORLD



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Diversity in Functioning Levels of SCD

- Students with Significant Cognitive Disabilities (SCD) demonstrate a wide range of academic and adaptive behavior functioning levels. Therefore, teachers who serve SCD may teach students on multiple functioning and grade levels during one class period.
- In order to teach curriculum for multiple courses during one class period and employ effective classroom management, it is best practice to utilize management, teaching strategies, and universal design for learning (UDL) such as; center-based learning, small group instruction, and differentiated instruction (DI).



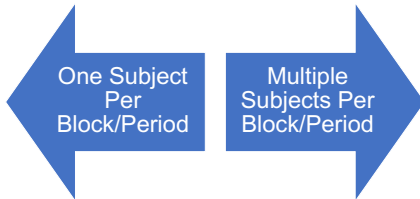
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Diversity in Functioning Levels of SCD

- Evidence-based programs should be considered when determining the most effective means to teach deficits related to standards identified in students' Individualized Education Programs (IEPs).
- It is important to note, a student's graduation option is an IEP Team decision. Some IEP Teams may determine the Alternate Diploma option is inappropriate for a student who has been identified with a Significant Cognitive Disability (SCD).



Two Ways To Teach



Which Way IS BEST? IT DEPENDS!

- One subject per block/period may work best if the majority of the class make-up consists of students with conventional literacy skills and sustainable attention spans.
- Multiple subjects per block/period may work best if the class make-up consists of many students with early emerging and transitional literacy skills, large discrepancy of functioning levels, and short attention spans.
- What works one year with one class, may not work the next.


IT DEPENDS on STUDENTS' NEEDS!



Example Schedule

1st Block	1st and 2nd Period	8:45-10:15
2nd Block	3rd and 4th Period	10:55-12:25
3rd Block	5th and 6th Period	12:30-2:20
4th Block	7th and 8th Period	2:25-3:55

1 hour 30 minutes



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Center-Based Classroom

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Teacher Schedules



Special Education Teachers may have multiple course codes assigned to one block or period.

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Why Center-Based Instruction

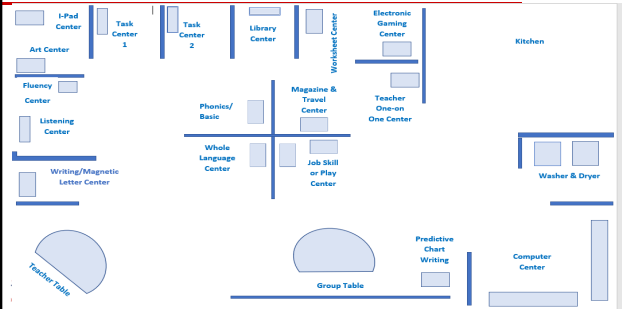
A **center-based classroom** leads to better student outcomes, because the teacher is able to better differentiate instruction and provide small group instruction.

Intervention is successful when taught in small groups of no more than **three to five students** depending on the students' ages and functioning levels.



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Example of a Center Arranged Classroom



Set-Up for Success

Create center boundaries by using partitions, appropriately secured furniture, rugs, or tape on floor.

Boundaries serve as visual reminders of where the students should be and what they should be doing. They also allow flexibility for students to be engaged in multiple activities within one classroom.



Defined Centers Example (High School)



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Center Examples



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Center Examples



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Vocational Center Examples (High School)



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Center Examples

Library center in a high school classroom.

Two students can attend this center.



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Task Center with Work System

Task Center

A center created with student independence in mind.

Individual activities are structured and organized to aid the student in appropriately interacting with manipulatives.



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Task Box Examples

Structured activities that students can access independently to provide practice to reinforce maintenance of already acquired skills. Practicing skills in a variety of presentations also promotes generalization of skills.



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Teacher One-To-One Table/Center

Students with Significant Cognitive Disabilities often have fragmented skill development and need special one-on-one instruction to fill in gaps in their learning achievement. Often students in a classroom have different areas of gaps and deficits that are specific to each student.



An area designated for instruction in a **one-to-one ratio** is possible with **Center-Based Learning Structure**.



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Teacher One-To-One Table/Center



The teacher's seating arrangement or proximity to the student is important in promoting the success of the student in Teacher One-To-One Center.

Students who have difficulty sitting and remaining in a seat will need close proximity of the teacher.

In this arrangement, the teacher will sit on the outside of the student. This arrangement will help the student remained focused on instruction.



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Teacher One-To-One Table/Center

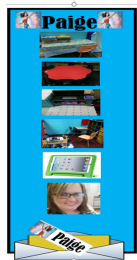
Students who have mastered the capability to remain seated during instruction can be taught with teacher and student sitting across from one another.



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Center-Based Classroom

Center-based classrooms are best managed by implementing and utilizing individualized student schedules.



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Classroom Management (1 hour 30 Minute Block)

Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10
I-Pad	Art	Task 1	Task 2	Library	Fluency	Listening	Teacher T.	Teacher T.	Teacher T.
Library	Fluency	Listening	I-Pad	Task 1	Task 2	Art	Teacher T.	Teacher T.	Teacher T.
Teacher T.	Teacher T.	Teacher T.	Fluency	Writing	Art	Listening	I-Pad	Task 1	Magazine
Teacher T.	Teacher T.	Teacher T.	Magazine	Fluency	I-Pad	Task 1	Task 2	Library	Art
Magazine	I-Pad	Art	Teacher T.	Teacher T.	Teacher T.	Teacher T.	Listening	Fluency	Task 1
Writing	Listening	Fluency	Teacher T.	Teacher T.	Teacher T.	Teacher T.	Art	Magazine	I-Pad



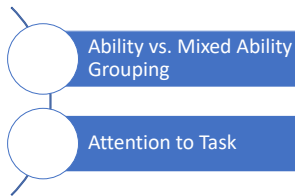
Student Schedules



Implementing individual student schedules is a great way to manage a classroom. This system lets students know where they should be and where they will be going next.



Grouping of Students



Hands-On Fun




Group Activity

Please navigate to find your group.


Group members decide who will fulfill each of the following roles:

1. Recorder (1-2 people)
2. Time Keeper
3. Presenter (2 people)
4. Task Manager




Group Activity

- Exploring the standards, pick one standard and one performance objective.
- Using the standard, the team should brainstorm ways to provide direct instruction and independent activities to teach the standard/performance objective.
- In addition, brainstorm progress monitoring/assessment applicable to the standard.
- Record your brainstorm on chart paper like the following example and each group will present.



Group Activity

<p style="text-align: center; font-size: small;">Standard:</p>	<p style="text-align: center; font-size: small;">Direct Instruction</p>
<p style="font-size: x-small;">Performance Objective(s):</p>	
<p style="text-align: center; font-size: small;">Independent Centers</p>	<p style="text-align: center; font-size: small;">Assessment/Progress Monitoring</p>




Cross-Curricular Activities



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Cross-Curricular Activities

- Research indicates that teaching knowledge in context of other knowledge increases student learning and achievement.
- To integrate cross-curricular learning activities, teachers in self-contained settings do not have to track down teachers in other departments since they teach all subjects.
- Look for opportunities to integrate standards from multiple course standards into learning activities.




Predictable Chart Writing

What is predictable chart writing?

“Predictable chart writing is a fun and easy shared writing activity that supports emergent and conventional writers and readers. It is a way of providing some structure, while allowing students to generate their own ideas. Many different activities can occur around this predictable chart over a five-day period. Towards the end of the five-day process, the result is a student-written book for the class library. For students with dedicated Augmentative/Alternate Communication (AAC) systems, this is an ideal activity to support them in using their existing vocabulary (example: favorite foods, favorite places, verb/adjective dictionaries or pages). The following includes a description of the process, along with ideas for adaptations for students with significant disabilities.

([The Center for Literacy and Disability Studies](#), University of North Carolina, Chapel Hill. 9/2006)




Office of Special Education, 2017

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Predictable Chart Writing-Day 1

1. Introduce topic and give a title, for example: Things to Eat • Model and talk as you write first line on chart. I like chocolate. (Ms. H)
2. Take five minutes to brainstorm 2-3 ideas with partner and program on device.
3. Return to large group; students use devices and/or tactual symbols to callout ideas. Teacher writes them up on chart, modeling writing, and including student name in parenthesis. Frequently stops to reread/sign.


Adaptations: Sign and/or offer tactual symbols on a choice board (paper, plastic, cans, cash). Record selection on a single message device. Can use tactual communication symbols. Use partner assisted scanning to list out auditory choices; student uses single message device or "yes" sign to indicate preference.



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Career Readiness

Standard: ACR.CD.2. Apply decision-making and goal setting strategies to career planning, course selection and transition.		Performance Objectives: ACR.CD.2.a Select a career pathway based on interest inventories, strengths and skills. ACR.CD.2.b Identify requirements to achieve personal post-secondary goal.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ACR.CD.2.a (A) Select a career pathway based on my interest inventories, strengths, and skills.	ACR.CD.2.a (B) Given a list of career pathways, choose a career pathway based on my interests inventories, strengths, and skills.	ACR.CD.2.a (C) Match symbols, pictures, or illustrations that represent my interests with symbols, pictures, or illustrations that represent career pathways.	
ACR.CD.2.b (A) Identify requirements to achieve my personal postsecondary goal.	ACR.CD.2.b (B) Sequence and classify requirements to achieve personal postsecondary goal (e.g., graduation from high school and acceptance to vocational school support are educational requirements).	ACR.CD.2.b (C) Identify personal postsecondary living goal (e.g., independent in own home or supported with family or group home).	




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Day 1-Lesson Introduction

Standard:ACR.CD.2. Apply decision-making and goal-setting strategies to career planning, course selection, and transition.

ACR.CD.2.b (A) Identify requirements to achieve my personal post-secondary goal.	ACR.CD.2.b (B) Sequence and classify requirements to achieve personal post-secondary goal (e.g., graduation from high school and acceptance to vocational school support are educational requirements).	ACR.CD.2.b (C) Identify personal post-secondary living goal (e.g., independent in own home or supported with family or group home).
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ELA-Writing

Standard: EE.W.9-10.1. Write claims about topics or texts. a. Introduce a topic or text and write one claim and one counterclaim about it. b. N/A c. N/A d. N/A e. N/A	Performance Objectives: EE.W.9-10.1.a Write a claim and a reason. EE.W.9-10.1.b Write to express an opinion on a topic with supporting information and a concluding statement. EE.W.9-10.1.c Write an argument to support claims with one clear reason and a piece of evidence.	
← I Can Statements →		
MOST COMPLEX ←	→ LEAST COMPLEX	
EE.W.9-10.1.a (A) Write a claim and a reason.	EE.W.9-10.1.a (B) Given two claims, choose a claim and give a reason to support the claim.	EE.W.9-10.1.a (C) Given two claims, choose a claim.
EE.W.9-10.1.b (A) Write to express an opinion on a topic with supporting information and a concluding statement.	EE.W.9-10.1.b (B) Express an opinion on a topic with supporting information.	EE.W.9-10.1.b (C) Express an opinion.
EE.W.9-10.1.c (A) Write an argument to support claims with one clear reason and a piece of evidence.	EE.W.9-10.1.c (B) Given an argument scenario, identify a claim to support.	EE.W.9-10.1.c (C) Identify "right" and "wrong" in argument scenarios.

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Day 1-Lesson Introduction

Standard: EE.W.9-10.1. Write claims about topics or texts. Introduce a topic or text and write one claim and one counterclaim about it.

EE.W.9-10.1.c (A) Write a claim and a reason.	EE.W.9-10.1.c (B) Given two claims, choose a claim and give a reason to support the claim.	EE.W.9-10.1.c (C) Given two claims, choose a claim.
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School to Home

Allison Paige Pigott
 P.O. Box 771
 Jackson, MS 39205-0771
 601.359.3498 apigott@ednet.k12.ms.gov

04/19/2018

Dear Parent(s) & Guardian(s),

Part of our daily writing activities is Predictive Chart Writing. Predictable chart writing is a fun and easy, shared writing activity that supports emergent and conventional writers and readers. It is a way of providing some structure, while allowing students to generate their own ideas. Many different activities can occur around this predictable chart over a 5-day period.

Each week you will find your child's sentence in their take home folder. Please practice reading this sentence with your child while pointing to each word. Some weeks I may request your assistance in providing knowledge that you know is true for your child. For instance, this week our topic is *My Favorite Restaurant*. Please complete the sentence below for you child and return.

Sincerely,

Allison Paige Pigott

My favorite restaurant to eat is _____.

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Voice Output for Non-Verbal Students

A single voice output device is a fairly inexpensive way to give a non-verbal student a voice to participate in read-aloud activities.

These devices record a single message. The price for this device begins around \$12 each.

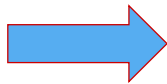


Go Talk One



Predictive Chart Writing Cheat Sheet

See handouts



Day 1 Predictive Chart Writing

- Introduce and give title
- Model and talk the first line of the chart
- Brainstorm ideas
- Create sentence with name on the end
- Reread sentences with inner and outside voice



Day 1-Brainstorming

Living Options



Day 2-Parts of Print

Post-Secondary Living

1. I want to live with family. (Paige)
2. I want to live independently. (Tom)
3. I want to live in assistive living. (Mark)
4. I want to live in a group home. (Kim)



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Predictable Chart Writing-Day 2

1. Reread chart while pointing to each word (can clap/chant/rap/sign).
2. Discuss how readers use an inner voice during reading and ask students about their inner voice.
3. Read each sentence out loud and pause to allow them to read it using their inner voice.
4. Discuss how we use our eyes during reading. Reread each sentence and give students opportunity to point to each word with their eyes or an adapted pointer. Students do not have to physically do this for each word; it is important for them to hear about this and see it modeled.



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Predictable Chart Writing-Day 2 continued

5. Work with sentences to focus on certain parts of print:(e.g., count the number of words in sentence).
6. Pick a letter or a word and look for it in a couple sentences.



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Predictable Chart Writing-Day 2 Continued

Adaptations:

- Use Step by Step for counting or eye gaze to numbers
- Partner may assist; scan through words-students can use Step by Step with: "that one, that word..."
- Handout sentence strips with student's own sentence(s).
- Give each student opportunity to read their sentence(s) using their inner voice.



Predictable Chart Writing-Day 3

1. Discuss using inner voice. In a group, reread whole chart, pausing to allow them to use their inner voice (Point to each word while you clap/chant/rap/sign).
2. Give out sentence strips, individually, have students reread the sentence strips that have their own sentences on them.
3. Cut up one of the sentences into individual words. Students can play with the words to make sentences. The goal of this to support students in understanding that sentences are made left to right; students do not have to create a perfect sentence. Continuously reread what they have written and eventually model writing it correctly for them using the model.



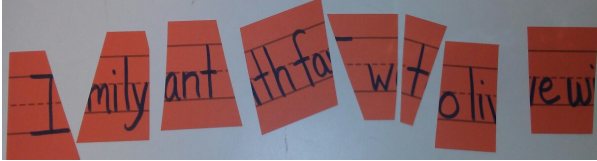
Predictable Chart Writing-Day 3

Adaptations:

- To offer more auditory feedback, Velcro each word onto a single message device. Students can move the single message devices around and press them to hear what order the words are in.
- Partner-assisted scanning/eye gaze through words
- IntelliPics Studio/IntelliTalk II with words from sentence
- Intellikeys Custom Overlay with Braille



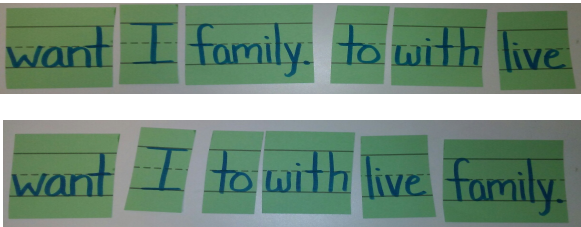
Predictable Chart Writing-Day 3



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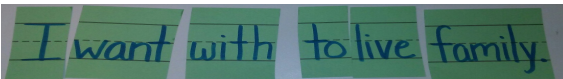
Predictable Chart Writing-Day 3



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Predictable Chart Writing-Day 3




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Predictable Chart Writing-Day 3


I want to live in assistive living.



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Create Rubrics to Progress Monitor

5	4	3	2	1
Puts a sentence of four or more words in order.	Puts a sentence of four or more words in order except for one word.	Recognizes the first word of a sentence of four or more words by capital letter or recognizes the last word of the sentence by end mark.	Using a model, arranges a sentence of four or more words in order and recognizes individual words, when cutting up a sentence of four or more words.	Recognizes individual letters of words when cutting up a sentence.




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Predictable Chart Writing-Day 4

1. Read the whole sentence to the group and give them the opportunity to say it in their head.
2. Tell them a group of students are going to get a chance to "be the sentence." Pick and line up students (e.g., there should be one student for each word in the sentence). Help them to line up in the proper order and have them say and "be the sentence."
3. Help them to line up in the proper order and have them say and "be the sentence." You can repeat with a couple of different sentences.
4. Teacher can reread the sentence to the group a couple times and ask: Who has the first word?...

Adaptations:

- Give students one single message device with one word of the sentence programmed on it.
- Encourage the students with single message devices to chime in.



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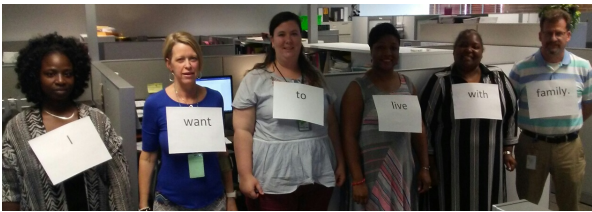
Day 4- Be the Sentence



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Day 4- Be the Sentence



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Predictable Chart Writing-Day 5

1. Make a class book. Some students will need one-on-one support to make their page for the book.
2. Together work with the words or uncut sentence strip, glue down on top of blank page. Offer materials specific to the students' needs for them to draw a picture for the page. You may offer banks of pictures for students to select from.
3. For students with visual impairments, you can offer music or sound effect choices to accompany page.


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Predictable Chart Writing-Day 5

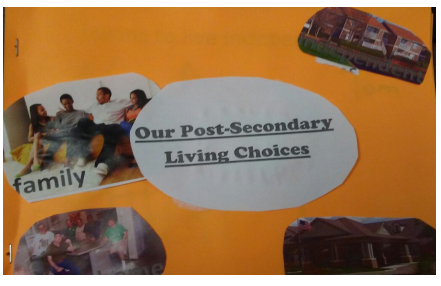
Adaptations:

- Give students one single message device with one word of the sentence programmed on it.
- Encourage the students with single message devices to chime in.




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Day 5-Make a Book



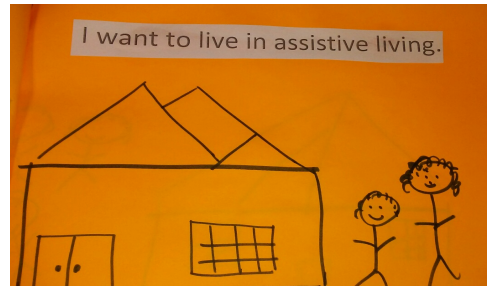
Our Post-Secondary Living Choices

family




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Day 5-Make a Book



I want to live in assistive living.



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Hands-On Fun



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Let's Practice...

- Groups of five participants
- Choose a topic for Predictive Chart writing that will integrate cross-curricular learning
- Each participant will practice/model one of the five days of Predictive Chart Writing
- Use the cheat sheet handout for assistance
- Each group will share their Predictive Chart Writing topic



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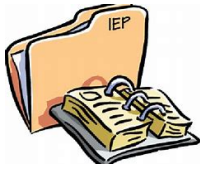
Exit Options




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Revised IEP


Click here to access the [revised IEP](#) or follow the path:
 MDE>OSE>Information and Publications
 Revised IEP was posted 2-18-18




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Exit Options

Exit Options			
Exit options must be reviewed with the parent and the student, as appropriate, before completing this section.	The exit option determined appropriate for the student is:	<input type="checkbox"/> Traditional Diploma <input type="checkbox"/> Career and Technical Endorsement <input type="checkbox"/> Academic Endorsement <input type="checkbox"/> Distinguished Academic Endorsement	<input type="checkbox"/> High School Equivalency <input type="checkbox"/> Mississippi Alternate Diploma <i>This option is only available to students that meet the criteria for Significant Cognitive Disability</i> <input type="checkbox"/> Mississippi Occupational Diploma <i>This option is only available to students that entered 9th grade prior to the 2017-2018 SY</i> <input type="checkbox"/> Mississippi Alternate Diploma <i>This option is only available to students that meet the criteria for Significant Cognitive Disability</i> <input type="checkbox"/> Certificate of Completion
I understand that my child will only be considered for a Traditional High School diploma if he/she meets the graduation requirements under State Board Policy, Chapter 36, Rule 36.4 and 36.5. I also understand that if my child participates in the Mississippi Academic Assessment Program – Alternate (MAAP-A), he/she is being instructed on the Alternate Academic Achievement Standards and will not be considered for a Traditional High School Diploma.			
			_____ Parent/Guardian Signature


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Challenges

- If you had IEP meetings prior to the release of the IEP form updates, you do not have to reconvene the IEP committee immediately.
- You can do an amendment to the IEP meeting at the beginning of the year for those students affected (Typically entering 9th graders).


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SCD Guidance Document

To access the Significant Cognitive Disability Guidance Document [click here](#) or follow the path.

MDE>OSE>Information and Publications



Defining Significant Cognitive Disabilities

- Significant Cognitive Disability (SCD) is not a category under IDEA.
- Represents less than 1% of the population.
- General education assessments, even with accommodations and modifications, are not appropriate.
- Represents students across categories: intellectual disabilities, autism, multiple disabilities, traumatic brain injury.



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Defining Significant Cognitive Disabilities

- SCD is not determined by IQ alone.
- Poor performance on State assessments and/or deficient reading scores do not qualify students as SCD.
- Placement is not based on SCD determination.



SCD Determination Criteria

In order to be considered SCD, the student **must** meet all three of the following standards:

SCD Standard 1: The student has an IQ score or developmental level two or more deviations below the mean. The student demonstrates **significant cognitive deficits and poor adaptive skill levels** (as determined by that student's comprehensive evaluation) that prevent participation in the standard academic curriculum or achievement of the academic content standards, even with accommodations and modifications.



SCD Determination Criteria

SCD Standard 2: The student consistently requires extensive direct instruction in both **academic and functional** skills in multiple settings to accomplish the application and transfer of those skills.



SCD Determination Criteria

SCD Standard 3: The student's inability to complete the standard academic curriculum is neither the result of excessive or extended absences nor is it primarily the result of visual, auditory, or physical disabilities, emotional-behavioral disabilities, specific learning disabilities or social, cultural or economic differences.



Alternate Diploma Option

ALTERNATE DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	• Alternate English Elements I-IV
Mathematics	4	• Alternate Math Elements I-III • Alternate Algebra Elements
Science	2	• Alternate Biology Elements • Alternate Science Elements II
Social Studies	2	• Alternate History Elements (Strands: U.S. History and World History) • Alternate Social Studies Elements (Strands: Economics and U.S. Government)
Physical Education	1½	
Health	1½	• Alternate Health Elements
Arts	1	
Career Readiness	4	• Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)
Life Skills Development	4	• Life Skills Development I-IV (Strands: Technology, Systems, Personal Care, and Social)
Additional Electives	2	
Total Units Required	24	

Requirements

- The Alternate Diploma is not equivalent to a traditional high school diploma and is not recognized by postsecondary entities that require a traditional high school diploma.
- All students are required to participate in the Mississippi Assessment Program-Alternate Assessment (MAP-A) with a score 180.
- Students who have met the criteria on their IEP for having a Significant Cognitive Disability (SCD) may participate in a program of study to earn the Alternate Diploma.

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Anticipated AD Course Development Release

Prior to 2018-2019 School Year	Prior to 2019-2020 School Year	Prior to 2020-2021 School Year
Alternate English Elements I-II	Alternate English Elements III-IV	Life Skills Development III-IV
Alternate Math Elements I-II	Alternate Math Elements III	Career Readiness III-IV
Alternate Biology Elements	Alternate Algebra Elements	Alternate Health Benefits
Life Skills Development I	Life Skills Developments II	
Career Readiness I	Career Readiness II	
	Alternate Social Studies Elements	
	Alternate History Elements	
	Alternate Science Elements II	

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Alternate Diploma Four Year Program of Study

Student Name: _____ Current School Year: _____
Current Age: _____ Anticipated Graduation Year: _____

Curriculum Area	School Year	Course Needed	MAP-A (Passing Score)	Units Awarded	Units Remaining
English (4 units)		Alternate English Elements I			
		Alternate English Elements II			
		Alternate English Elements III			
		Alternate English Elements IV			
Mathematics (4 units)		Alternate Math Elements I			
		Alternate Math Elements II			
		Alternate Algebra Elements			
		Alternate Science Elements I			
Science (2 units)		Alternate Biology Elements			
		Alternate Science Elements II			
Social Studies (2 units)		Alternate U.S. History Elements			
		Alternate Social Studies Elements			
Career (4 units)		Career Readiness I			
		Career Readiness II			
		Career Readiness III			
		Career Readiness IV			
Life Skills (4 units)		Life Skills Development I			
		Life Skills Development II			
Physical Education (1½ units)		Physical Education			
		Health			
Arts (1 unit)		Arts			
		Alternate Health Elements			
Additional Electives (2 units)					

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Point of Clarity

- The Alternate Diploma may be given up through the time the student is eligible for FAPE.
- A student does not have to exit if he/she has completed the requirements for the alternate diploma by 18. Students with disabilities are eligible for FAPE through age 20.



Course Codes

Course	Course Code
Alternate English Elements I	132310
Alternate English Elements II (MAAP-A EOC)	132311
Alternate Math Elements I	132320
Alternate Math Elements II	132321
Alternate Biology Elements (MAAP-A EOC)	132300
Life Skills Development I	132375
Career Readiness I	132350



Certificate of Completion



Certificate of Completion Definition

- A Certificate of Completion is not a high school diploma or an Alternate Diploma, but rather an acknowledgement of the student's participation in and completion of his/her Individualized Education Program (IEP).
- Students eligible to receive a Certificate of Completion must fall into one (1) the following categories:



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Certificate Eligibility

1. Students without a Significant Cognitive Disability at the end of 8th grade who:
 - Are 16 years old or older; AND
 - At least three or more grade levels below their peers in reading and math; AND
 - Have a signed statement from the parent that they understand that the Certificate of Completion is not a standard diploma and will not meet the requirements for entry into any career or post-secondary opportunity that requires a diploma.



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Certificate Eligibility

2. Students with a Significant Cognitive Disability at the end of 8th grade who:
 - Have extremely limited or no receptive and expressive communication skills; AND
 - Have a signed statement from the parent that they understand that the Certificate of Completion is not a standard diploma and will not meet the requirements for entry into any career or post-secondary opportunity that requires a diploma.



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Certificate Eligibility

- 3. Students with or without a Significant Cognitive Disability at the end of their third school year of high school (six semesters) who:
 - Have not earned at minimum of 3 English credits, 3 math credits, 2 science credits, 2 social studies credits, and 5 electives; AND
 - Have a signed statement from the parent and student that they do not wish for the student to be given services through age 20 and understand that the Certificate of Completion is not a standard diploma and will not meet the requirements for entry into any career or post-secondary opportunity that requires a diploma; AND



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Certificate Eligibility

- Have evidence of three or more years of intensive intervention to earn Carnegie Units.



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Requirements

- The student's IEP committee determines the course of study for the Certificate of Completion. Areas of instruction should be developed based on the needs of the individual student. Course work could include, as appropriate for the student:
 - Intensive remediation in deficit area skills
 - Career preparation courses
 - Life skills courses



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Requirements

- Students earning the certificate of completion must have completed at least four years of high school or be at least 19 years of age at the time of graduation.
- All students are required to participate in the Mississippi Academic Assessment Program.



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Challenges

- Do **NOT** keep students in middle school until they are 16 so that they can go certificate route.
- **Do** make plans to provide intensive remediation with documentation for students.
- **Do** remember that modifications are allowed and students can still earn Carnegie Units. Sample modifications include lower reading level passages and memory aid fact charts.



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Assessment



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MAAP-A Recommendations	
Year	MAAP-A Assessment
I	Biology
II	English II
III	US History
IV	Algebra

Science Standards and Assessment

Mississippi Extended Science Frameworks (MESF)

- Grades 5, 8, and Biology will continue instruction from the MESF for 2018-2019 school year.
- 2019 MAAP-A for Science grades 5, 8, and Biology will be based on MESF.

Contact for MAAP-A

McKay Pleshette Smith
 Office of Student Assessment
 Office Director for MAAP-A & Accommodations
 Specialist
MCSmith@mdek12.org

References

Center for Literacy and Disability Studies. (2014, April 15). Retrieved from <http://www.med.unc.edu/ahs/clds/resources/deaf-blind-model-classroom-resources/predictable-chart-writing>

University of North Carolina, TEACCH. (n.d.). Retrieved from <https://teacch.com/about-us/>



References

Zemelman, S., Daniels, H., & Hyde, A. (2012). Best Practice Bringing Standards to Life in America's Classrooms (4th ed.). Portsmouth, NH: Heinemann



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