



FAMILIES TO THE MAX Tip Sheet

Access to the General Education Curriculum

General Education

Regardless of a child's placement, having access to the general education curriculum is a requirement of the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA). The regulations implementing the 1997 Amendments of IDEA describe the term general curriculum as the same curriculum as that established for students without disabilities. How do we access the general education curriculum for students with disabilities?

Ways to Provide Access to the General Education Curriculum

Where to Look for the General Education Curriculum

- On your school's website. If the curriculum is not available on the website, ask your school for a hard copy.
- The Standards Aligned System (SAS) portal: www.pdesas.org
- At the Individualized Education Program (IEP) team meeting, ask the general education teacher what your child's peers without disabilities are learning.

Standards-Aligned IEPs Lead to:

- A child's exposure to more information in a school subject that may be of interest
- Increased opportunities for collaboration between special and general education teachers, which is beneficial to the child's progress
- A focus on a child's abilities
- A school setting where children with and without disabilities can discuss the same classwork



Access requires that the student can receive and understand what is being offered.



IEP Strategies

- Build specially designed instruction (SDI), appropriate accommodations, and modifications into the IEP. SDI is defined by IDEA as “adapting, as appropriate, to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child’s disability and to ensure access of the child to the general curriculum.”
- Align instruction to the PA Core Standards by asking questions such as:
 - What is most important to learn?
 - Are there prioritized vocabulary and big ideas?
 - Are there additional or different materials that will provide access?
 - Are there individual learning needs to address? What supports can be provided to address these learning needs?
- Include Supplementary Aids and Services (SaS), which are specific accommodations and modifications made throughout a student’s day that support meaningful participation. Some of these areas may include:
 - Accommodations to the environment (e.g., seating, lighting)
 - Instructional sequences (e.g., using numbers and letters to represent an order)
 - Social and behavioral supports
 - Staff supports
 - Testing accommodations (e.g., give choice in assignments and options for demonstration)
 - Curriculum modifications

Resources

Essentialized Examples



Essentialized examples are ways a teacher can demonstrate alternate eligible content (AEC) based on a student’s unique needs.

Standards Aligned System (SAS) Portal



Supplementary Aids and Services (SaS) Toolkit



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