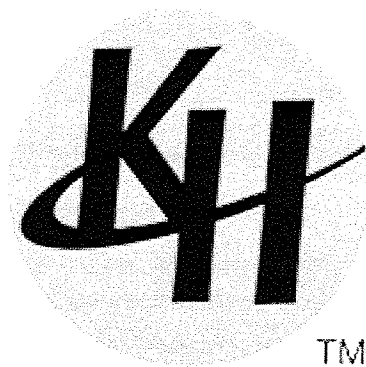


# Kenowa Hills High School Benchmarks for Certificate of Completion



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## Certificate Requirements for Students attending Kenowa Hills High School with More Intensive Learning Challenges

Special Education Students with more intensive learning challenges may not be required to complete the Michigan Merit High School Curriculum. These students typically follow an alternative pathway to high school completion based on a more functional curriculum. These students typically do not participate in state-wide assessments that are required for the majority of high school students. These students typically participate in alternative assessment, such as MI Access. An IEP (Individual Education Plan) will be developed based on the student's EDP (Educational Development Plan) and transition goals that would articulate this pathway toward high school completion. Students will have opportunities to participate in the general education curriculum as needed and will be required to complete the same amount of credits as their same age peers to complete their high school program. However, the student with more intensive learning challenges may benefit more from experiencing a variety of life skills and vocational skills to prepare for life as an adult. They will receive a Certificate of Completion upon exiting special education services.

The following classes will be considered when designing the course plan for a student to receive a Certificate:

<p><b>Math: 4 credits</b></p> <ul style="list-style-type: none"> <li>• 9<sup>th</sup>: MiCI Math I- 1</li> <li>• 10<sup>th</sup>: MiCI Math II- 1</li> <li>• 11<sup>th</sup>: MiCI Math III- 1</li> <li>• 12<sup>th</sup>: MiCI Math IV- 1</li> </ul> <p><b>English Language Arts: 4 credits</b></p> <ul style="list-style-type: none"> <li>• 9<sup>th</sup>: MiCI ELA/Communications I-1</li> <li>• 10<sup>th</sup>: MiCI ELA/Communications II- 1</li> <li>• 11<sup>th</sup>: MiCI ELA/Communications III- 1</li> <li>• 12<sup>th</sup>: MiCI ELA/Communications IV- 1</li> </ul> <p><b>Social Studies: 3 credits</b></p> <ul style="list-style-type: none"> <li>• 9<sup>th</sup>: MiCI American History/Geography-1</li> <li>• 10<sup>th</sup>: MiCI Transition/Comm. Life Skills- 1</li> <li>• 11<sup>th</sup>: MiCI Government/Citizenship – ½</li> <li>• 11<sup>th</sup>: MiCI Economics/Money Mngt. – ½</li> </ul> <p><b>Computer Technology: 1 credit</b></p> <ul style="list-style-type: none"> <li>• 10<sup>th</sup>: MiCI Computer Technology – 1</li> </ul>	<p><b>Science: 3 credits</b></p> <ul style="list-style-type: none"> <li>• 9<sup>th</sup>: MiCI Earth Science- 1</li> <li>• 10<sup>th</sup>: MiCI Biology/Life Science- 1</li> <li>• 11<sup>th</sup>: MiCI Physical Science -1</li> </ul> <p><b>Vocational: 4 credits</b></p> <ul style="list-style-type: none"> <li>• 9<sup>th</sup>: MiCI Vocational Prep.- 1</li> <li>• 10<sup>th</sup>: MiCI Vocational Prep.- 1</li> <li>• 11<sup>th</sup>: MiCI Vocational Prep.- 1</li> <li>• 12<sup>th</sup>: MiCI Vocational Prep.- 1</li> </ul> <p><b>Visual, Performing, or Applied Arts – 1.</b></p> <ul style="list-style-type: none"> <li>• Introduction to Art / Music Appreciation – 1.</li> </ul> <p><b>Health / Physical Education – 1 credit</b></p> <ul style="list-style-type: none"> <li>• 9<sup>th</sup>: Health- ½</li> <li>• 9<sup>th</sup>: Physical Education- ½</li> </ul> <p><b>Life Skills Elective Credits: 1 credit</b></p> <ul style="list-style-type: none"> <li>• MiCI Life Skills Elective- 1</li> </ul>
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\*Additional Elective Credits required for completion may vary depending upon students' cohort graduation year.

IEP goals will be written to meet content standards in the extended grade level expectations or the Common Core Essential Elements as set forth by the Michigan Department of Education. Coursework is designed to address transition services and high school studies and is usually completed within 5 school years. Upon exiting from high school, students will be referred to other appropriate community agencies for support on an individual basis.

If students are unable to achieve satisfactory performance in achieving the benchmarks articulated, students may be referred to transition programming for young adults with disabilities operated by Kent Intermediate School District or one of the other regional programs. These programs are designed for students ages 18-26 that demonstrate significant learning challenges and will need support in developing transition skills that foster independence within their local communities. Most students that participate within these programs demonstrate learning abilities that fall within the moderate cognitively impaired range. Adult transition programs should be reflected in a student's post-school vision prior to their senior year(s). Students who participate in the adult transition programs will receive their Certificate from the local school district that operates the program upon completion of their specific program or transition goals.

## Course Descriptions

**MiCI Math:** These courses (MiCI Math I, II, III, IV) will develop the application of basic computational skills to address daily living needs and assess progress on math goals as written in individual student's IEP goals and objectives. Students will be presented information addressing functional skills based on the Grade level Content Expectations or Common Core Essential Elements in the Michigan Merit High School Curriculum in the area of Patterns and Relationships, Geometry and Measurement, Data Analysis, Number Sense and Numeration, and Numerical and Algebraic Operations. Numerous opportunities will be offered to develop skills to work with money, concepts related to time and measurement, money management, fractions, decimals, percentage, maps and grids, exploring data, problem solving, estimation, and math comprehension.

**\*\* 4 Credits**

**MiCI English Language Arts and Communication:** Throughout these courses (MiCI English I, II, III, IV) students will be presented information addressing functional skills based on the Grade level Content Expectations or Common Core Essential Elements in the Michigan Merit High School Curriculum in the area of English Language Arts and Communication. Students will develop skills in the areas of Accessing Print; recognition of frequently encountered words, text comprehension; use of context clues, identification of main ideas and details, identification of informational text patterns, identification of story elements and author's purpose, and the students' ability to make inferences, predictions, and draw conclusions will be addressed. In the area of Expressing Ideas the students will write personal narratives among other writing components. Skill development will connect with the student's functional living needs as well as mesh with their post-secondary vision.

**\*\*4 Credits**

### **MiCI Social Studies:**

- **MiCI Government/Citizenship:** Students will be presented information addressing functional skills based on the Grade level Content Expectations or Common Core Essential Elements in the Michigan Merit High School Curriculum in the area of government. Students will develop understanding of active and responsible citizenship skills and how government works on local, state and federal levels.

**\*\* 1/2 credit**

- **MiCI Economics/Money Management:** Students will be presented information addressing functional skills based on the Grade level Content Expectations or Common Core Essential Elements in the Michigan Merit High School Curriculum in the area of economics. Students will gain understanding of the relationship of economic systems and choices. Personal, business and national markets will be explored to gain knowledge that will translate to personal decision-making and how these decisions impact one's post secondary vision and personal life.

**\*\* 1/2 credit**

- **MiCI American History/Geography:** Students will be presented information addressing functional skills based on the Grade level Content Expectations or Common Core Essential Elements in the Michigan Merit High School Curriculum in the area of American History. Students will develop an understanding of the timelines and historical events that has led to the current date. Students will be able to identify important people and cultures that have contributed to the development of our government and country. Students will also examine how their local communities have evolved over time.

**\*\* 1 credit**

- **MiCI Transition/Community Life Skills:** Students will be presented information that addresses skills needed in adult life roles that foster independence in the areas of community experience, post-secondary instruction, post-school adult living, and employment. These activities are based on relevant inputs that are articulated in the student's Individualized Education Team Plan (IETP).

**\*\* 1 credit**

### **MiCI Science**

- **MiCI Earth Science:** Throughout this course students will be presented information addressing functional skills based on the Grade level Content Expectations or Common Core Essential Elements in the Michigan Merit High School Curriculum in the area of earth science. Students will have opportunity to learn about earth materials and common objects made by earth materials. Students will learn about weather tools, how to get information related to weather and the effects of weather within our region. Students will also gain knowledge about our solar system.

**\*\* 1 credit**

- **MiCI Biology/Life Science:** Throughout this course students will be presented information addressing functional skills based on the Grade level Content Expectations or Common Core Essential Elements in the Michigan Merit High School Curriculum in the area of life science. Students will learn about animal and plant cellular activity and life cycles. Students will also learn about genetic material and ecological relationships.

**\*\* 1 credit**

- **MiCI Physical Science:** Throughout this course students will be presented information addressing functional skills based on the Grade level Content Expectations or Common Core Essential Elements in the Michigan Merit High

School Curriculum in the area of physical science. Students will learn about molecules and atoms and their activities. Students will learn about common physical changes in matter. They will also learn about electrical circuits and simple mechanical devices.

**\*\* 1 credit**

- **MiCI Computer Technology** Throughout this course student's will be presented information addressing functional skills in the areas of computer and technology use in the real-world/workforce environment. Students will learn about internet and personal information safety, basic computer and keyboarding skills, online job application processes, computer research, and basic functions within computer applications (PowerPoint, excel, etc.).

**\*\* 1 credit**

### **Physical Education**

Peak Health and Wellness I and II

Students must successfully complete one year of Peak Health and Wellness. This is a prerequisite for enrolling in additional PE classes. This class is taught on a daily alternating basis of physical education and health education. The **Physical Education** units include Flag Football, Fitness Activities, Soccer, Basketball, Volleyball, Team Handball, Badminton, Floor Hockey, Tennis, Golf, and Softball. The **Health Education** units include Physical Activity, Nutrition, Internet Safety, Gambling Prevention, Character Development, Managing Conflict and Preventing Violence, Solutions for Tobacco, Alcohol and other Drugs, Sun Safety, and STD's/ AIDS Education. Grades will be determined by participation, written tests, skills, and dressing out for physical education class.

**\*\*1 Credit**

### **Visual, Performing, or Applied Arts**

Students must have 1 credit in the area of visual, performing, or applied arts. These course options include the following (Please see the course description guide for class details):

**\*\*1 Credit**



*Course:* Advanced Photography  
*Credit:* ½

*Course:* Advanced Studio Art  
*Credit:* ½

*Course:* Advanced 3-Dimensional Art  
*Credit:* ½

*Course:* Applied language Arts  
*Credit:* ½

*Course:* Basic Drafting  
*Credit:* ½

*Course:* Beginning Photography  
*Credit:* ½

*Course:* Chorale  
*Credit:* ½

*Course:* Concert Band  
*Credit:* ½

*Course:* Concert Choir  
*Credit:* ½

*Course:* Creative Writing  
*Credit:* ½

*Course:* Debate  
*Credit:* ½

*Course:* Design Solutions  
*Credit:* ½

*Course:* Drafting II  
*Credit:* ½

*Course:* Drafting III  
*Credit:* ½

*Course:* Drafting IV  
*Credit:* ½

*Course:* Drawing and Painting  
*Credit:* ½

*Course:* Film as Literature  
*Credit:* ½

*Course:* Forensics  
*Credit:* ½

*Course:* Introduction to Art History  
*Credit:* ½

*Course:* Introduction to Drama  
*Credit:* ½

*Course:* Introduction to Musical Theatre  
*Credit:* ½

*Course:* Introduction to Two-Dimensional Art  
*Credit:* ½

*Course:* Introduction to Three-Dimensional Art  
*Credit:* ½

*Course:* Jazz Band  
*Credit:* ½

*Course:* Marching Band  
*Credit:* ½

*Course:* Orchestra  
*Credit:* ½

*Course:* Sales and Advertising  
*Credit:* ½

*Course:* Speech  
*Credit:* ½

*Course:* Web Page Design  
*Credit:* ½

*Course:* Wind Ensemble  
*Credit:* ½

**Vocational Preparation Courses/Credits:** One of the primary focuses of an individualized transition plan is to address the acquisition of a student's post-school goals. One of the areas of adult life roles that is reflected upon is "As an adult what kind of work do you want to do?" Students will be offered opportunities to develop skills that will lead to each student's obtaining and successfully maintaining their identified goal(s). Students are provided a number of experiences within the school or community setting to assist in the obtainment of this requirement.

These experiences include teambuilding activities and projects that facilitate appropriate work behaviors and habits. Experiences are provided at an individual and group level as appropriate for student's demonstrated abilities and needs. Work experiences are offered in various ways (in school, community, Kent Career Technology Center, or Kent Transition Center. Students will receive 4 credits for successful involvement and participation in these vocationally related courses.

**\*\* 4 credits**

**MiCI Life Skills:** The focus of the Life Skills program is on increasing academic skills, functional skills, daily living skills (cooking, dressing, shopping, paying bills, Etc.) appropriate peer interactions and social communication, and independence. This area specifically focuses on the skills necessary for independent living and becoming functional, productive members of society.

**\*\*1 Credit**

## **Questions & Answers regarding the implementation of the curriculum benchmarks leading to a Certificate:**

**QUESTION: What population of students would be working toward a Certificate?**

**ANSWER:** The Certificate is a document that would be available for those students that are unable to demonstrate the course expectations and generalize learning across performance contexts, despite implementation, with fidelity, of research-based special education and general education intervention. Criteria that might be considered include:

1. The student is significantly below grade level
2. Continues to demonstrate a significant slow learning rate
3. The student's educational assessment history consistently demonstrates problems with academic, behavior, or social performance when compared with same-age peers
4. The student's emotional, behavioral, cognitive, or neurological impairment requires modifications that significantly alter grade level content expectations and other graduation criteria
5. Student demonstrates more consistent progress in functional skill sets such as basic math and reading or routine work related tasks
6. Student will benefit from continuing his/her education beyond the traditional 4 years of high school for the purpose of gaining:
  - a. Employability skills
  - b. Social skills, and
  - c. Real work experience through post-secondary school options
7. Student has school performance difficulties impacting participation and productivity in the traditional school environment
8. There is a reasonable alignment with post-secondary plans including EDP and IEP Transition goals and objectives
9. The student and his or her family/support system have been engaged in the decision making process and understand the purpose as a potentially more relevant alternate course of study that is aligned with the student's post-secondary vision

**QUESTION: When would a district determine that a Certificate is appropriate as a course of study for an individual student?**

**ANSWER:** According to Senate Bill No. 1427, Sec. 1278b (11), "The board of a school district or board of directors of a public school academy shall ensure that each pupil in grade 7 is provided opportunity to develop an educational development plan, and that each pupil has developed an educational development plan before he or she begins high school.....In addition, if the pupil receives special education services, a school psychologist should also participate in developing the pupil's educational development plan." The course expectations that are outlined in this document; that might lead to a

Certificate, would be agreed upon during the development of a pupil's educational development plan. Guiding questions could include:

1. What is the student's disability and present level of academic and behavior functioning?
2. Is the student able to master GLCEs/HSCes with accommodations/modifications that preserve the integrity of the CE's?
3. Is the student participating in MI ACCESS assessment in any of the content areas?
4. When/how was the determination made to require the student participate in the MI ACCESS assessment?

**QUESTION: How would this plan differ from the Personal Curriculum as described by the Michigan Department of Education?**

**ANSWER:** The Michigan Merit Curriculum defines a common set of required credits for educators with a common understanding of what students should know and be able to do for credit (Michigan Merit Curriculum FAQ, 11/2006). The Michigan Merit Curriculum Course/Credit Content Expectations and Guidelines were developed to assist school districts and teachers to align their current content curriculum, guide what is taught and assessed to earn credit (Michigan Merit Curriculum High School Graduation Requirements, 11/2006). A Personal Curriculum is intended to modify the number of courses and/or credits that a student might need to earn a high school diploma. The Personal Curriculum modifications are not intended to modify the course content expectations.

**QUESTION: If a student is awarded a Certificate, will they be eligible to continue to address their transition service needs?**

**ANSWER:** Yes, if documentation reveals that a student is unable to obtain the benchmarks toward completion within a reasonable time period while attending high school, that student could possibly continue in a post-high school special education setting such as the Regional RITS Program or an alternative transition program. The student should participate in the district graduation ceremony and be recognized for their achievements, then continue with the other programming as listed in their IEP. In these incidences, the student will not receive a Certificate until they have completed their transition program. The district that operates the post-secondary program will be responsible for issuing the Certificate once the students has completed their transition goals or reached the age of 26.

**QUESTION: How would it be determined that a student might need to continue their education in a post-secondary setting/program after completing 4-5 years of high school, if they are working toward a Certificate?**

**ANSWER:** If a student, after 4-5 years of working toward the course expectations outlined in the curriculum benchmarks that might lead to a Certificate, continues to demonstrate a lack of competency and reflects transition needs revealed via a

functional assessment (ESTR-III), then a post-secondary transition program may be necessary. This will be determined by the student's IEP team.

## **Research Brief – Awarding Certificates**

Upon the presentation of standards to validate or substantiate the awarding of a certificate of achievement for students that are unable to demonstrate the content expectations required by Michigan Merit Curriculum, there appears to be issues surrounding the awarding of a certificate of achievement vs. high school diploma. The purposed standards for the awarding a certificate of achievement were actually developed in order to support the Michigan Merit Curriculum, which unifies and identifies rigorous skill development for students earning a high school diploma. In attempt to address these concerns, this document has been developed to reveal research-based information related to the awarding of a Certificate.

Over the past 15 years, there has been an expansion in the type and level of high school exit documents – diplomas – granted to students with and without disabilities, (Johnson, D.R., & Thurlow, M.L.,2003). In general, it appears that there is a variety of diploma options offered throughout the United States. For example, Nebraska has reported seven different diploma options. Other states, such as Colorado, Connecticut, and Wisconsin, have reported up to five options. The standard high school diploma is not the only exit document available to students with and without disabilities upon high school completion. The array of diploma options found across the United States ranges from honors diplomas, to the standard diploma, to certificated of completion or attendance, and others. In addition, some of these diploma options and certificates are just for students receiving special education service (Guy, Shin, Lee, & Thurlow, 1999). The most common state allowance (19 states responding) made for students with disabilities is to permit the use of alternate courses to earn required course credits. In our State, although the Michigan Merit Curriculum has been mandated by the Michigan Department of Education, the locus of control regarding the requirements that are set for graduation from high school is left at the local level. The State of Michigan has provided the minimum requirements for the awarding of high school diplomas, yet the LEA may add to them.

There may be a variety of benefits that are a result of using multiple exit document(s). One benefit might include motivation and engagement for students, including students with disabilities, and, consequently, dropout rates may decrease within our districts. When allowing the opportunity to earn a Certificate, students may have the opportunity receive at least some minimum credential that signifies successful completion of high school. In addition, identifying a certificate of achievement as an extension of a Personal Curriculum, opportunities within the student's course of study may be created to focus more specifically on transition needs, particularly in relation to the development of job skills and functional adult living skills. Another benefit of awarding a Certificate may be that employers and postsecondary education institutions will have a better idea of the student's actual skills and abilities based on the typed of exit document awarded.

In retrospect, there may be unintended, negative consequences for awarding a certificate of achievement. Examples may include that the use of alternative exit documents might be associated with the development of "special tracks" for students to follow, thus making access to the general education curriculum more difficult to achieve for students with disabilities.

Another question that arises is whether graduating from high school with a standard diploma or certificate grant student access to postsecondary education programs and future meaningful employment. Some are concerned about awarding certificates because it may be that alternative documents are not recognized or valued by employers; many employers require students to have a regular/standard diploma for job entry.

It is obvious, that high school reform in the State of Michigan is being driven by our globalization and the immense role of technology in the future of our jobs and economy. Even in the face of challenge, it is the goal of Kenowa Hills Public Schools, to continue to offer educational plans that maintain high, rigorous expectations, relevant application, and the opportunity to enhancement relationships, in order to support the "transition" of students that demonstrate the need for unique programming. The provision of the opportunity to earn a Certificate may insure that ALL students can meet high academic standards as they exit the high school setting.

Allington & McGill-Franzen (1992). *Unintended effects of reform in New York*. Educational Policy. 6(4), 397-414.

Daggett, W.R (2005). *Where in the world is technology going?* International Center for Leadership in Education.

Johnson, D.R., & Thurlow, M.L. (2003). *A national study on graduation requirements and diploma options for youth with disabilities* (Technical Report 36), Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Krentz, J, Thurlow, M, Shyyan, V., & Scott, D. (2005). *Alternative routes to the standard diploma* (Synthesis Report 54), Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Langenfeld, Thurlow, & Scott, 1997. *High-stakes testing for students: Unanswered questions and implications for students with disabilities*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.





Name: \_\_\_\_\_

Counselor: \_\_\_\_\_

Certificate of Completion Year: \_\_\_\_\_

Date: \_\_\_\_\_

## Certificate of Completion Audit Sheet

**\*\*22 Credits Required to receive a Certificate in all of the following:**

### MiCI ELA – 4 Credits

9<sup>th</sup> \_\_\_\_\_

10<sup>th</sup> \_\_\_\_\_

11<sup>th</sup> \_\_\_\_\_

12<sup>th</sup> \_\_\_\_\_

### MiCI Math – 4 Credits

9<sup>th</sup> \_\_\_\_\_

10<sup>th</sup> \_\_\_\_\_

11<sup>th</sup> \_\_\_\_\_

12<sup>th</sup> \_\_\_\_\_

### MiCI Science – 3 Credits

MiCI Earth Sci. \_\_\_\_\_

MiCI Bio/Life Sci. \_\_\_\_\_

MiCI Phy. Sci. \_\_\_\_\_

### Social Studies – 3 Credits

MiCI Am. Hist/Geog. \_\_\_\_\_

MiCI Trans./Comm. Life \_\_\_\_\_

MiCI Gov./Citizen. \_\_\_\_\_

MiCI Econ./Money Mngt. \_\_\_\_\_

### Physical Education – 1 Credit

\_\_\_\_\_

### Visual and Performing Arts – 1 Credit

\_\_\_\_\_

### MiCI Vocational Prep – 4 Credit

9<sup>th</sup> \_\_\_\_\_

10<sup>th</sup> \_\_\_\_\_

11<sup>th</sup> \_\_\_\_\_

12<sup>th</sup> \_\_\_\_\_

### Life Skills Elective – 1 Credit

MiCI Life Skills Elect. \_\_\_\_\_

### Computer Technology – 1 Credit

MiCI Computer Tech. \_\_\_\_\_

Total credits earned to date \_\_\_\_\_

\*Lack of credit due to excessive absences \_\_\_\_\_ (Please contact Mr. Smith about regaining lost credit 784-2400).

