PERSONAL CURRICULUM CONSIDERATIONS

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September 9, 2013
There are two parts to the law:

- 380.1278a: Requirements for high school diploma
- 380.1278b: Award of high school diploma; credit requirements; personal curriculum; annual report
There are 18 required credits for graduation according to the MMC (this includes two world language requirements for students who were in the 3rd grade in 2006-07)
- Districts may add to the requirements

There has to be content expectations/standards for each of the credit requirements

Assessments to assure earned credit based on competency must be developed/implemented by each district
Definition=A completed unit of study as measured by proficiency in a predetermined set of content expectations

Previously, students earned credit by taking courses, they now earn credit by demonstrating proficiency in those courses
PC MODIFICATION PROCESS

- Must be requested
- Must be developed by a team
- Must be consistent with the student’s EDP
- Must be signed by the superintendent and the parent/guardian/age of majority student
Local Education Agencies and Public School Academies can choose not to offer a Personal Curriculum as an option for obtaining a diploma.
The Personal Curriculum option must be offered to anyone who meets the criteria.
FOUR REASONS FOR MODIFICATION VIA A PERSONAL CURRICULUM

- Any student wishes to go beyond the requirements by taking more math, science, ELA or world language credits
- Any student wishes to modify the math requirement
- A student moves into the state mid-stream in his/her high school career
- A student with an IEP needs to modify credit requirements based on disability
The decision of whether or not a Personal Curriculum should be granted to a student with a disability is made by the IEP Team.
The law identifies specific individuals as a person who is authorized to request a PC.

- Parent or Guardian
- Current Teacher or a Teacher with relevant knowledge or expertise
- The Student’s Counselor
- A School employee who is performing the role of a counselor
- A Student if they have reached the age of majority
A PC MUST BE DEVELOPED BY A PERSONAL CURRICULUM DEVELOPMENT TEAM (PCDT)

- Request processed by team (PCDT) that minimally incorporates the following:
  - Student
  - Parent/guardian
  - Student’s counselor/or designee counselor
  - School psychologist “should” be included for students with IEPs
  - Current teacher
    - The team isn’t limited to only the required participants
The Team may:

- Explain the MMC requirements and the possible role of a PC
- Select a course of study
  - If the team decides that the student will not pursue a diploma, a PC is not applicable
  - For a Transition IEP, it is recommended that the student’s Educational Development Plan (EDP) by reviewed and updated
The Team should not:
- Make a decision to grant or not grant a PC
- Identify alternative graduation options
- Grant or guarantee credit
- Include curriculum modifications which do not meet the MMC requirements
- Include PC requirements
Students are not eligible for a Personal Curriculum until they have completed the 9th grade.
FACT AND FICTION!

- For General Education students, it’s a true statement.

- For students with disabilities, a PC request may be made at any time, however, if it’s implemented, it cannot go into effect until the student begins High School.
  - This option is only for students who have a current IEP; students with 504 plans are treated as a General Education student.
The Personal Curriculum law limits the team to identify only a certain amount/number of PC modifications.
FACT!

- The PC Team is allowed to modify the number of standards that have to be mastered and/or permit certain credit modifications.
The team is allowed to modify as much as is practicable for the student and must be consistent with the student’s EDP.

The team may not go so far as to create an alternative curriculum.
Must follow the prescribed script laid out by the legislature

- Additional latitude is provided for students with IEPs
- Additional latitude is provided for transfer students from other states or non-public schools
(k) If the parent or legal guardian of a pupil requests as part of the pupil's personal curriculum a modification of the Michigan merit standard requirements that would not otherwise be allowed under this section and demonstrates that the modification is necessary because the pupil is a child with a disability, the school district or public school academy may allow that additional modification to the extent necessary because of the pupil's disability if the group under subdivision (a) determines that the modification is consistent with both the pupil's educational development plan under subsection (11) and the pupil's individualized education program.
THE PC MODIFICATION PROCESS FOR STUDENTS WITH IEPs

- **Special (k) language**
  - May request modifications not otherwise allowable in MMC language applicable to all students
  - Since MMC language already allows PC to incorporate as much of CCSSs “as practicable” for the student, this allowance probably has more possibilities for modifying MMC credit requirements
  - PC must require same total number of credits as for all students
  - PC modifications for students with IEPs must
    - be necessary because of the pupil’s disability
    - be consistent with the EDP and IEP
    - not go so far as to create an “alternative curriculum” pathway to diploma
Can a student with an IEP develop a personal curriculum that exempts him or her from Algebra II altogether?

Yes. Using information about the student’s current ability in the area as well as limitations determined by the disability, the committee must determine which, IF ANY, of the Algebra II HSCE the student can be reasonably be expected to master if provided with supports.
The local school districts are responsible for defining what can be modified and to what extent.
“Local districts and/or boards of education continue to be responsible for establishing criteria for content mastery, the definition of proficiency, **allowable modifications**, what constitutes credit for specific courses, and additional credit requirements beyond those established by the MMC”

MDE PC Guidelines, June 2010 p.5
FACT OR FICTION?

- The IEP process has little or no relationship to the Personal Curriculum process.
“The intent of the IEP is to support access to and achievement in the general curriculum, not to make exceptions to it.... The overarching purpose of the IEP is to identify appropriate supports, accommodations, and modifications necessary to allow the pupil to progress in meeting the requirements of the MMC or in the personal curriculum. It is not the function of the IEP to specify individual classes or curriculum or to determine or modify graduation requirements.”

MDE Q & A, p. 59
FACT OR FICTION?

- If a PC is developed for a student, that student will receive a High School Diploma.
A PC is an opportunity, not a guarantee

“If all of the ....requirements are met, then the board of a school district or board of directors of a public school academy may award a high school diploma to a pupil who successfully completes his or her personal curriculum even if it does not meet the requirements of the Michigan merit standard....”

MCL 380.1277b(5)
For further information:

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