

Personal Curriculum



ADDITIONAL RESOURCES

Supplement to the Personal Curriculum Parent and Educator Guide

**Six Steps to a Diploma via the Personal Curriculum (PC)
Educational Development Plan (EDP) Overview
Diploma vs. Completion without a Diploma**

Updated January 2015

Additional Resources: Supplement to the Personal Curriculum Parent and Educator Guide

This document is to enhance the understanding of the *Personal Curriculum Parent and Educator Guide*. This supplement provides information to help frame the personal curriculum guidelines, and sample scenarios to illustrate how the personal curriculum can be used.

The Revised School Code for the Michigan Merit Curriculum and personal curriculum can be found online at www.michigan.gov/highschool. Direct links are provided below:

Section 380.1278a of the Revised School Code regarding the Michigan Merit Curriculum requirements for a high school diploma may be accessed and read online at:

[www.legislature.mi.gov/\(hzka3q2cfmj4r0vc4mdmp055\)/documents/mcl/pdf/mcl-380-1278a.pdf](http://www.legislature.mi.gov/(hzka3q2cfmj4r0vc4mdmp055)/documents/mcl/pdf/mcl-380-1278a.pdf)

Section 380.1278b of the Revised School Code regarding the Michigan Merit Curriculum and personal curriculum may be accessed and read online at:

[www.legislature.mi.gov/\(hzka3q2cfmj4r0vc4mdmp055\)/documents/mcl/pdf/mcl-380-1278b.pdf](http://www.legislature.mi.gov/(hzka3q2cfmj4r0vc4mdmp055)/documents/mcl/pdf/mcl-380-1278b.pdf)



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The Personal Curriculum

A Tool for Modifying the Michigan Merit Curriculum

Six Steps to a Diploma via the Personal Curriculum (PC)

Step 1: Parent, student, or school personnel requests a PC. Request is reviewed to determine if modifications are consistent with state and district policy.

Step 2: PC team meets, including student, parent, counselor or designee, and teachers or others familiar with the student and/or content to be modified. The PC team:

- Reviews Educational Development Plan (EDP), student information, performance data, supports and interventions already implemented, and develops a PC based on the review.
- Analyzes student needs and Michigan Merit Curriculum (MMC) content to determine appropriate modifications.
- Determines how much of MMC content is practicable.
- Develops measurable performance goals and evaluation standards aligned to the goals for student success.
- Provides a method for evaluating progress.
- Confirms alignment with EDP goals.

Additional considerations for Students with an Individualized Education Program (IEP)

- Add school psychologist to PC team (if available/appropriate).
- Confirms consistency with IEP.

Additional considerations for Transfer Students who have completed the equivalent of two years of high school credit

- Reviews credits earned (based on transcript and appropriate assessments) to satisfy the curricular requirements of the MMC.
- Determines the MMC content and credit requirements necessary for the student to earn a diploma.
 - ◇ Requirements must include one-half (0.5) credit in Civics and math or math-related credit in final year of high school (Algebra I or higher if enrolled for at least one full school year).
- Confirms alignment with EDP or postsecondary career goals.

Step 3: PC team writes agreement and gets sign-off from superintendent or chief executive, parent, and student.

Step 4: PC is implemented.

Step 5: Progress is monitored by school and family. If revisions are needed, PC team reconvenes and revises using same process.

Step 6: The board of local school district or public school academy may award a diploma to students completing all requirements of a PC.

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Educational Development Plan (EDP) Overview

What are the Essential Elements of an EDP?

No specific form or format is required for an EDP. Schools may custom design EDPs that work best for their local needs. The following are some essential elements to include in any EDP:

- **Personal Information:** This usually includes the student's name, date of birth, and grade level in school. The school could use a personal identification number for each student to maintain confidentiality when sharing information among staff or publishing information online. The EDP is a learning and planning document and should be maintained with the same policies governing other student records, as required in the Family Education Rights and Privacy Act (FERPA).
- **Career Goal(s):** Each student should identify a career pathway and goals for achieving success. These may be more general in middle school and become more specific as the student progresses through high school.
- **Educational/Training Goal(s):** Each student should identify the level of educational preparation that will be needed to meet his or her career goal. This encourages the student to think beyond high school graduation and to set long-range goals. Options include on-the-job training, military service, certificate programs, two-year associate degree programs, apprenticeship programs, trade or technical education, four-year university programs, and advanced university degree or professional preparation programs.
- **Assessment Results:** The student may summarize the results of various assessments, highlighting information that is relevant to making career decisions. Assessment data may include formal and informal data such as: career interest surveys, aptitude testing, informal observations, student projects or hobbies, academic achievement, values assessments, and extracurricular activities. From this information, students will be able to identify individual interests and strengths. They may also set improvement goals. Over time, students will be able to use this information to confirm career decisions or adjust goals.
- **Plan(s) of Action:** The action plan should include high school course selections, projected completion date, desired degree, certificate or other credential, timeline for college application, financial assistance deadlines, and employment opportunities. The plan may also identify special resources and supports needed for the student's success in the PC. For example, an EDP might contain a personal literacy plan to aid students who are struggling readers, or a prevention plan for students who have been identified as at risk of dropping out. Activities may include volunteer or work-related experiences, including job shadowing, mentorship programs in community businesses, or part-time employment in areas related to the career goal(s).

The scope of student planning may include career awareness or exploration activities, work-based activities, and course selections that will prepare her or him for greater understanding of career options and achievement of career goals. Students may also investigate educational programs available within the school or college curriculum that will provide opportunities to become more aware and skilled in a career pathway (e.g., an internship in a community agency or intensive project-based learning in a particular course). The student should also take the time to explore the opportunities for earning college credit while still in high school through Advanced Placement (AP) courses, dual enrollment, International Baccalaureate, and other programs.

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EDP Overview *continued*

- **Parent Consultation/Endorsement:** Parents/guardians should have the opportunity to review and endorse their child’s EDP. This will give parents access to information about emerging careers and employment trends so they can help their children prepare for the future. Parents/guardians may also need to discuss assessment results and may need assistance with interpreting them. Students should be encouraged to discuss career-related issues with their parents and share their goals and action plans.

How Does the EDP Coordinate with Other Plans

- **IEP/EDP Alignment—Transition:** The Individuals with Disabilities Act (IDEA) 2004 states the IEP shall contain “appropriate, measurable postsecondary goals ... related to education, training, employment, and, where appropriate, independent living skills; (and) the transition services (including courses of study) needed to assist the child in reaching those goals...”

“Transition services are a coordinated set of activities ... that focus on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities...” and “includes instruction, related services, community experiences, the development of employment, and other post-school adult living objectives ...” Thus, the EDP and the IEP are distinct documents with the common goal of improved postsecondary outcomes.

For students with disabilities, the EDP fulfills many of the secondary transition requirements of IDEA 2004 long before the federal mandates take effect. Since the EDP addresses education, career goals, strategies, and classes, it makes sense to complete the initial planning for students with disabilities by incorporating training goals and adult living goals as appropriate. This helps create alignment between the essential accountabilities of both general and special education.

As described above, during the EDP process, students identify education, pathway, and career goals in planning for the courses they will take throughout high school. For students receiving special education services, this may fulfill (at least in part) the IDEA requirement to identify courses of study. The EDP outlines the “academic course of study” and the IEP identifies the supports, accommodations, and services that are necessary to support the student’s success toward the EDP goals. The IEP should refer to the EDP when addressing courses of study. If the EDP contains the essential elements outlined in the next section, it creates an important and necessary link required by the MMC legislation. The EDP can provide support and documentation for a PC modification. Students with a disability are allowed a PC modification only if “the modification is consistent with both the pupil’s Education Development Plan ... and the pupil’s Individual Education Program.” To show alignment with these documents, it will be necessary to clearly specify a student’s postsecondary goals in his or her IEP using the same or similar language as used in the EDP.

The role of the IEP is to support the student’s progress in the general curriculum, not to make exceptions to it. The statute is specific about modifications to the MMC made through the Personal Curriculum, indicating that modifications must be consistent with both the EDP and the IEP.

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EDP Overview *continued*

- ***Universal elements of quality planning may be blended with the current EDP process including the:***
 - 1) Development of postsecondary goals in education, training, employment, and adult living (when appropriate).
 - 2) Identification of student preferences, interests, strengths, and needs.
 - 3) Review of academic performance, learning style, and effective support strategies for students K-8.
 - 4) Identification and coordination of course(s) and support and possible consideration of a PC.
 - 5) Annual review.

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Diploma vs. Completion without a Diploma

With a high school diploma a student may be eligible for:

- Entering any branch of the U.S. military and armed forces.
- Attending a community college or four-year university.
- Entering a trade or vocational school.
- Applying for scholarships and financial aid (certain test scores such as the MME, ACT, and SAT are also considered).
- Tuition Incentive Program (TIP).
- GEAR UP Scholarships (federal funds).
- Michigan Competitive Scholarship (MCS).
- Michigan Tuition Grant (MTG).
- Children of Veterans Tuition Grant (CVTG).
- Survivors Tuition Grant (STG).

Without a diploma a student may:

- Enter trade or vocational school (“Ability to Benefit”* admission method which is usually based on the results of a standardized test such as the ACT, SAT, Work Keys, etc.).
- Attend most community colleges (“Ability to Benefit”* admission method which is usually based on the results of a standardized test such as the ACT, SAT, Work Keys, etc. Most community colleges also require students to take placement exams).
- Enter certain branches of the U.S. armed forces—
 - ◇ The U.S. armed forces will accept applicants who possess a “Certificate of Attendance.” These are sometimes called certificates of competency or completion, but they are based on course completion rather than a test such as the GED or CHSPE. These applicants are called Tier II candidates.
 - ◇ Less than 1 percent of Air Force enlistees are Tier II candidates each year; approximately 10 percent of Army and Navy enlistees are Tier II candidates; approximately 5 percent of Marines enlistees are Tier II candidates.
- Apply for scholarships and financial aid such as:
 - ◇ Michigan Competitive Scholarship
 - ◇ Michigan Tuition Grant
 - ◇ Tuition Incentive Program
 - ◇ Children of Veterans Tuition Grant
 - ◇ Survivors Tuition Grant

*Students without a diploma or recognized equivalent who first enroll in a program of study on or after July 1, 2012, will **not** be eligible for Title IV student aid. Students with intellectual disabilities who are enrolled in approved Comprehensive Transition & Postsecondary Programs will still be eligible.