

Personal Curriculum Plan

- The PC plan is an individualized approach to learning that offers an alternative choice for a student who needs a more tailored approach to learning to succeed academically.

Personal Curriculum

- The legislative intent of the personal curriculum is to individualize the rigor and relevance of the educational experience and provide a tool to help **ALL** students succeed with the MMC.

Personal Curriculum

- The personal curriculum team consists of the following:
 - Student
 - Parent/guardian
 - Counselor/designee
 - School psychologist
 - Teacher(s) with content expertise

Personal Curriculum Process

- Measurable goals
- Method to evaluate progress
- Communication of progress with parent

Personal Curriculum

- A documented process initiated by:
 - the parent/legal guardian,
 - student over 18 if no appointed guardian, or
 - an emancipated youth
 - school personnel
- Involves an agreement between the parent or guardian, superintendent, and the student.

Personal Curriculum

- Must be aligned with the student's EDP (and IEP for students with a disability).
- Meet as much of MMC subject area content expectations as *practicable* for the student.

What Does “Practicable” Mean?

- “Practicable” is an inclusive term meaning as much of the subject area content expectations as possible during high school instruction for the individual student.
- Students with disabilities operate under this same context!

Personal Curriculum

- Prior to granting a PC, districts should ensure all efforts have been made to help students successfully complete the requirements.
- A PC is not
 - a substitute for good teaching
 - a substitute for good systems of problem identification and instructional support

Effective Instruction

- Research shows that:
 - “teacher effectiveness is the single biggest factor influencing gains in achievement, an influence bigger than race, poverty, parent’s education, or any of the other factors that are often thought to doom children to failure.”¹
 - “as teacher effectiveness increases, lower achieving students are the first to benefit.” The most effective teachers make gains with all students.²

Effective Instruction

- Research shows that:
 - “having a high quality teacher...can substantially offset or even eliminate the disadvantage of low socio-economic background.”³

Implications for the PC

- Effective instruction may eliminate the need for a PC.
- Effective instruction benefits ALL students, including academically “at-risk” students and students with disabilities, groups who may demonstrate the greatest demand for personal curricula.

Implications for the PC

- A school's greatest resource for ensuring that all students achieve at high levels is their teaching staff. The greatest return on investment in terms of time and money may be the development of systems to support instructional best practice rather than the establishment of remedial programs and policies for under-achieving students.

Questions to Ask BEFORE Pursuing the PC Option

- What instructional strategies have been used with the student?
 - Which have been effective? Have they been continued?
- What targeted interventions have been implemented with the student?

Questions to Ask BEFORE Pursuing the PC Option

- What instructional strategies, supports, and/or interventions have not been tried?
 - How might they be used to support the student in completing the full, unmodified MMC?

Drop Out Prevention

- If a student is not successfully completing a credit required for graduation or is identified as being at risk of withdrawing from HS.
 - The student's school district or PSA shall notify the parent/guardian of tutoring or other supplemental educational supports and counseling services.

Modifications **NOT** Needing A Personal Curriculum

- Taking credit requirements through career and technical education courses, humanities courses, industrial education or applied arts.
- Earning credit through Advanced Placement, Dual Enrollment, and International Baccalaureate classes.

Modifications **NOT** Needing A Personal Curriculum

- Taking Algebra II over two years for 2 credits
- Spreading a credit over two years with a student receiving $\frac{1}{2}$ credit per year
 - Example: Algebra I, Physics, etc.

Modifications **NOT** Needing A Personal Curriculum

- Taking both a credit requirement and support course.
 - Example: Geometry and Geometry Prep, Chemistry and Chemistry Support, etc.

Four Reasons for A Personal Curriculum

There are four reasons for a PC.

1. To add more mathematics, English, science, or world language courses
2. To modify credit requirements because the student has transferred from out of state or from a non-public school

Four Reasons for a Personal Curriculum

3. To modify the Algebra II requirement from 1 credit to 0.5 credit
4. To modify credit requirements based on a student's disability

#1-Adding mathematics, English, science, or language

- After all elective options have been exhausted, a student may substitute:
 - Up to 1 credit of Visual, Performing and Applied Arts credit

#1 - Adding mathematics, English, science, or language

- A student may substitute:
 - The 3rd social studies credit, excluding Civics

#1-Adding mathematics, English, science, or language

- A student may substitute:
 - ½ credit of Physical Education
 - (Consideration: A previous law (380.1502) remains in effect requiring students *who are physically fit and capable to take a physical education course.*)
 - (Note: *Districts may credit a student's participation in athletics and other extracurricular activities involving physical activity as meeting the physical education requirement.*)

#1-Adding additional math, English, science or language

- A student may substitute:
 - ½ credit of Health
 - (Consideration: students must still be provided STD and HIV instruction as required by section 380.1169(1) of the Revised School Code.)

#2-Transfer Students

- Student has successfully completed the equivalent of 2 years of high school credit out of state or at a nonpublic school.
 - Districts may use appropriate assessments/examinations to determine what credits were earned out of state or at a nonpublic school.

#2-Transfer Students

- Student successfully completes at least 1 mathematics credit during final year of high school.
 - Credit must be at least Algebra 1 if enrolled at least 1 year.
 - Next credit above Algebra 1 if student has demonstrated success in Algebra 1.
- Student must earn $\frac{1}{2}$ credit in Civics.

#3-Algebra II Modification

A student may earn only 0.5 credit in Algebra II.

Prior to requesting this option, a student must have earned credit for both Geometry and Algebra I or the equivalent of this content in an integrated math sequence.

#3-Algebra II Modification

- Students must still take a math or math-related credit in their senior/final year.

Subjects That Can NOT Be Modified

- English Language Arts
- Science
- World Languages
- Civics
- Online Learning Experience
- Exception – Students with a disability and transfer students.

What about students with disabilities?

Students With Disabilities

- The state statute uses the definition of a child with a disability found in IDEA 2004.
- The term 'child with a disability' means a child who needs and is eligible for special education and related services.



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Students With Disabilities

- A school district or PSA may, at the parent's request, consider modifications to the MMC not otherwise allowable.

Students With Disabilities

- Created so that the MMC would not present an absolute barrier for students with an IEP.
- The intent is to create an educational bridge to cognitive barriers similar to an architectural bridge to physical barriers.

Modification Requirements

- The modification is determined to be necessary due to the student's disability.
 - Translation – it is the student's disability and not the instructional environment that creates the barrier to access or proficiency. The student's response to supports and interventions need to be taken into account.
- Limits the modification to the extent made necessary by the disability.
 - Translation – modifications should be specific and targeted and based solely on eligibility.

Students With Disabilities

- The PC Team
 - PC decisions rest with a district level team that has the authority to make modifications “to the extent necessary”
 - This creates tremendous local discretion at the PC team level.
 - The number of credits remain the same (16 credits).
 - The credits must be based on high school level content (HSCE).

Students With Disabilities

- A Personal Curriculum (PC) for a student with a disability should be granted on a limited and individualized basis and must incorporate as much of the high school content expectations (HSCE) in areas that are being modified as is practicable, while maintaining the legislative intent of increased rigor for all.

Students With Disabilities

- The MMC notes that the IEP shall identify the student's "course of study".
- IDEA 2004 defines secondary transition requirements
 - Defines transition services
 - Which includes "course of study"

Students With Disabilities

- “Course of study” as required within IDEA may be addressed in the “plan of study” which is part of the EDP.
- The EDP is a secondary/postsecondary planning tool that directs the education and career plans for the final six years of each student’s K-12 learning experience.

Students With Disabilities

- Modifications to academic expectations made through the PC option, should support progress along the career pathway and achievement of postsecondary goals.

Students With Disabilities

- Must be aligned with the student's EDP, and IEP for students with a disability.
- An EDP (course of study) is developed by students under the supervision of counselors and outlines the students' education and career goals.

Students With Disabilities

- The pupil's IEP:
 - Identifies supports, services, accommodations, and modifications necessary for achievement in the general curriculum.
 - It is not the purpose of the IEP to determine or modify the student's graduation requirements.

Students With Disabilities

- Let's review a scenario on students' plans - EDP, IEP, postsecondary plans – and discuss how they align to facilitate meeting their postsecondary goals.

**Student Vision
/goals:
Auto Related**

**More severe problems
in Math or Reading
(LD or other category?)**

**EDP:
HS Courses
of study**

- To meet specific requirements needed to achieve the student's vision**
- Diploma required and capacity to achieve determined**

**Ex: Auto Body
Specific
Requirements
For
Achieving
Vision**

- Diploma**
- Independent Living Skills**
- College/Training**
- Job and Work Experience**

**Transition IEP:
Accommodations
Supports (RTI)
Services
Specific Transition
Planning**

- Documentation of attempts to support, AND lack of progress in helping student to meet MMC/Requirements**

**LEA supports/
Personal
Curriculum?**

Contact Information

Abbie Hilgendorf

hilgendorfa@michigan.gov

Instructional Specialist Consultant
517-373-2636 – MDE OSI

Matt Korolden

mkorolden@cenmi.org

Co-director, Secondary Redesign and
Transition

517-908-3939 – MDE OSE/EIS

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