Graduation Requirement Guidelines/Modifications

Educational Development Plans:

The Michigan Merit Curriculum (MMC) provisions of the Revised School Code, MCL 380.1278, require that all students prepare an Educational Development Plan (EDP) before they begin high school. The Superintendent establishes the following guidelines to be used in preparing EDP’s.

1. Each student entering the seventh grade will be assigned a school counselor and provided an informational brochure prepared by the district explaining the purpose of an EDP and the MMC.

2. The Adrian Public Schools (APS) utilizes “Career Cruising” to assist students in exploring vocational and other career goals. A student’s EDP is based on the student’s identified career and vocational goals, other post-secondary goals and the information obtained through Career Cruising. This information will assist in identifying the student’s course or courses of study the student will need to pursue to achieve the student’s career and vocational goals. Students will be provided the opportunity to begin the EDP upon entry in seventh grade, and must complete the EDP before beginning high school. The EDP will be reviewed at least annually.

3. Every student entering the seventh grade will be provided the opportunity to initiate the career exploration program, Career Cruising. The student will complete the career and vocational exploration program during eighth grade as part of the Computer Technology class/course or designated course, by the end of the eighth grade.

4. Each student attending a graded school program, including students attending graded center-based programs, alternative education programs, etc., will be offered the opportunity to prepare an EDP in the seventh grade.

5. Students attending a non-graded center-based program (for example, students in severely multiply impaired or severely mentally impaired programs, etc.) will not be required to prepare an EDP. However, similar considerations for post school activities should be addressed through the Transition Planning of the Individual Educational Plan (IEP).
EDP Development

1. An EDP is to be prepared by the student, under the supervision of the student’s assigned school guidance counselor, or another designee assigned by the high school principal who meets the statutory requirements to act as a school counselor. Active parental involvement has been shown to increase student performance in school. To this end, the Adrian Public Schools encourages the involvement of the parents in assisting their student in making vocational and career decisions. While it is recommended that the parents of the student provide input to their child for consideration in the student’s career or vocational plans, and to review a student’s EDP, parent participation in the development of the EDP is not required. Since participation in the development of the EDP is not required, a parent does not have a “right” to formally participate in preparation of the EDP, nor to object or otherwise contest the EDP developed by their child.

2. If the student is a student with a disability receiving services under an IEP, a Special Education teacher/provider knowledgeable about the student’s disability and the student’s educational performance and abilities should participate in developing the student’s EDP when needed.

EDP Content

1. The EDP will be prepared electronically. The EDP will set forth the personal information of the student, results of the career/vocational inventory or assessment, the student’s career and employment/vocational goals, the student’s educational and training goals, and a plan to achieve those post secondary goals.

Modification/Review of the EDP

1. A student’s interests and career aspirations may change over time. An EDP may be modified to meet these changes in the same manner as developed above, under supervision of the student’s assigned school counselor. A student’s EDP will be reviewed and revised throughout the student’s educational career on at least an annual basis. For students with a Personal Curriculum (PC), such review and revision could occur during or following periodic review of a student’s progress on his/her PC (if applicable), before or after parent/teacher conferences, or any time a student’s career goals change.

†MCL 380.1233 and 1233a set forth education and training requirements for persons to act as a school counselor and/or to provide employment counseling to students aged 16 to 19. Essentially, these statutes require that the individual hold a teaching certificate with school counselor approval, hold a masters degree in school counseling, or have acted in another state as a school counselor for 5 of the prior 7 years.
Personal Curriculum Plans:

The Michigan Merit Curriculum (MMC) has established high school content expectations and credit requirements which students must complete in order to be awarded a high school diploma. Adrian Public Schools has adopted graduation requirements which are aligned with the MMC. The Policy also requires that an eligible student be provided a Personal Curriculum (PC) in accordance with state law. The guidelines are established to ensure the process of developing and granting a PC are applied consistently and in accordance with statutory requirements and Board Policy.

Some students may have career goals which may not be aligned with the requirements of the MMC, or may have learning challenges or barriers which make it impractical for a student to complete all of the MMC expectations. Therefore, the parent(s) or legal guardian of a student, school personnel, or the student him/herself if emancipated or the student is of the age of majority, may request a PC which modifies certain aspects of the MMC. If the PC is approved and the student completes the requirements of the PC, the student may be awarded a high school diploma.

Information Dissemination

1) Each student entering the 7th grade will be assigned a school guidance counselor.

2) Each student entering high school should have been provided information regarding the MMC in 7th grade. Upon entry into grades 8, 9, 10, 11 and 12, all students will again be provided information regarding the requirements of the MMC, and the process and procedures relating to Educational Development Plans (EDPs) and requesting a PC. This information will be included in the Program of Studies, and informational pamphlets will be available in the guidance office, the principal's office and will be maintained on the district’s web site.

3) Upon request to the high school principal or the student’s high school guidance counselor, information regarding the procedures for requesting modification of those requirements through a PC will be provided to students/parents.

The Personal Curriculum (PC) – General

The PC is a documented process through which the MMC is modified by agreement of the parent and the superintendent or designee of the local school district. In general, a PC is available when:

1) A student wants to earn additional credit in specific subject areas; or for students challenged with Algebra II, the personal curriculum allows a student to adjust his or her remaining mathematics credits.

2) A student with an IEP requires specific modifications of the MMC to ensure progress within their career pathway and post-secondary goals.
3) A student transfers into the district from out of state or from nonpublic schools.

The PC must be set forth in a Personal Curriculum Plan which includes all of the following:

1) The identifying information regarding the student and the student’s grade;
2) A summary of the reasons the PC is being requested;
3) A summary of the information in the student’s EDP;
4) The aspects of the MMC which are to be modified;
5) The measurable goals determined by the PC team participants;
6) The method of evaluating the goals;
7) A statement that the parent(s) must be in communication with the student’s teachers in the modified curriculum area each calendar quarter to monitor progress toward achieving the PC;
8) Agreement by the parent(s) with the content of the PC;
9) Agreement of the Superintendent or designee with the content of the PC.

Once the plan is developed by the PC team participants, it will be forwarded to the Superintendent or designee for approval. No PC is effective until it has been reviewed and agreed upon by the parent and the Superintendent or his/her designee. Once developed and agreed upon, a PC may be modified in the same manner as set forth above.

**Procedure To Request A Personal Curriculum (PC) – General**

1) A parent or legal guardian may, on behalf of a high school student, or the student, if emancipated, or of the age of majority, may request a PC. Upon completion of an EDP, the request will be made on the form “Request for Personal Curriculum” (attached).

Note: School District personnel may request a PC on behalf of a student. School district personnel is defined as an administrator, counselor, or caseload provider.

2) If a student has not developed an EDP the student is precluded from seeking a PC until the student has completed his/her EDP.

3) The completed form must identify the following:
   A. That the student has completed an EDP (attach a copy);
   B. The aspects of the MMC which are sought to be modified;
   C. The reasons for the requested modification;
   D. The proposed credit/classes to be modified.
4) The form must be returned to the high school guidance counselor.

5) Following receipt of the “Request for Personal Curriculum” form, the high school guidance counselor will determine if the request sets forth an appropriate request for a PC (e.g., the appropriate person requested the PC, an appropriate reason identified) and make a recommendation to the Principal.

6) The parent, guardian, school personnel, or student will be notified by the Principal of the decision.

Developing the Personal Curriculum (PC)

A. TRANSFER STUDENTS:

A student transferring into the district from a public school located in another state or from a non-public school may request a PC which modifies curricular requirements not otherwise allowable. In order to be eligible for a PC, a transfer student must have completed the equivalent of two years of high school credit, and is unable to meet the MMC requirements.

Procedure to Request a PC (For Transfer)

The procedures for requesting a PC is the same as for any other student:

1) All students are required to prepare an EDP. Students transferring from another state or from a non-public school may not have completed an EDP.

2) The parent or legal guardian, school personnel, or the student if emancipated or over the age of 18, requests the PC by completing the “Request for Personal Curriculum” form.

3) The student’s PC must include as much of the subject area content expectations of the MMC as practicable for the student. For purposes of these guidelines, “practicable” is an inclusive term meaning as much of the subject area content expectations as possible during high school instruction for the individual student.

4) The PC must require the student to complete one mathematics-related course in the final year of high school enrollment.

5) The student’s PC must include a civics course meeting the requirements of MCL 380.1166(2).
6) The PC team must determine the content expectations and evaluation methods that must be set forth in the PC document.

7) The PC must be aligned with the student’s EDP.

B. STUDENTS WITHOUT AN IEP:

1) If the request sets forth an appropriate reason for a PC, and the PC is for a student who does not have an IEP, the school counselor will schedule a meeting, which will include, at a minimum, the student, at least one of the student’s parent(s) or legal guardian, the school counselor, a teacher of relevant academic area and an administrator to discuss the requested modifications.

2) The PC must incorporate as much of the subject area content expectations of the MMC as is practicable for the student.

3) The PC team must determine the content expectations and evaluation methods that must be set forth in the PC document.

4) The PC must be aligned with the student’s EDP.

Allowable Modifications:
The extent of modification of the MMC under the PC available to students, except a student with an IEP or a transfer student, is limited in the following manner:

a. Mathematics may be modified only after the student completes 2 1/2 credits of math, including 1 course during the student’s final year. Almost any math or math related class is allowed for the 4th credit. Algebra II may be taken as a two credit course over two years with a credit awarded for each of those two years (this does not require a PC). The 4th credit of math can include a retake of Algebra II. The PC must require the student to complete one mathematics course in the final year of high school enrollment (for a total of 4 credits).

b. The social science credit may be modified if the student successfully completes 2 credits of social science (including civics), and an additional credit in English, math, science or foreign language.

c. The P.E. and visual or performing arts credits may be modified if the student takes an additional credit in English, math, science or foreign language. The student must still complete the required health education component.
d. The credit requirements for English Language Arts, Science, World Languages, Civics and the On-line experience may not be modified, except for transfer student or students with an IEP as set forth below.

C. STUDENTS WITH AN IEP:

A student with an IEP may request a PC to modify curricular requirements which are not otherwise allowable.

Procedure to Request a PC (For Students With an IEP)

1) A parent or legal guardian, on behalf of a high school student, school personnel, or the student if emancipated, or of the age of majority, may request a PC. The request will be made on the form “Request for Personal Curriculum” (attached).

2) All students are required to have an EDP prior to entering high school. If a student has not developed an EDP the student is precluded from seeking a PC until the student has completed his/her EDP.

3) The completed form must identify the following:
   a. That the student has completed an EDP (attach a copy);
   b. The aspects of the MMC which are sought to be modified;
   c. The reasons for the requested modification, including the reasons that the student’s disability impacts the student’s ability to progress in the MMC;
   d. The proposed credit/classes to be modified, or the content modification to be granted, or other summary of the modifications the requesting party believes are necessary because of the student’s disability. If the requesting party requests a modification of a curricular requirement that would not otherwise be allowed, he/she must demonstrate through documentation that the requested modification is necessary because the student is a “child with a disability” as defined in the Individuals with Disabilities Education Act, 20 USC 1400, et. seq. Merely having an IEP is not sufficient to demonstrate that a student needs a modification of the MMC content expectation.

4) The form must be returned to the high school guidance counselor.

5) Following receipt of the Request for PC Form, the high school guidance counselor will review the form to determine whether the request meets the minimal requirements for granting a PC.
6) Once the guidance counselor has determined that the PC request sets forth an appropriate reason for requesting a PC, the counselor will schedule a meeting, which will include, at a minimum, the high school guidance counselor, the student and at least one of the student’s parent(s) or legal guardian, and include a school psychologist, or special education (case worker) or general education teacher of course modified, or an administrator (as appropriate) or other person knowledgeable about the student’s disability and the student’s educational performance and abilities.

7) The parent has the obligation to show that modification of the MMC is necessary because of the student’s disability. Merely having an IEP does not establish that a modification is required. The same type of information discussed above can be helpful to the PC team in determining if modifications are necessary because the student is a “child with a disability.” If and only if the team determines that modifications are necessary because the student is a child with a disability, the school district may permit modification of the MMC requirements in each identified curricular area beyond those permitted for students without disabilities, but only to the extent necessary because of the pupil’s disability.

8) The team will review the various documents and information available to determine the appropriate modifications to incorporate in the student’s PC. The information reviewed may include outside evaluations and/or evaluations or assessments performed by school personnel documenting an educational need for modification of the content area for which modification is requested; information from the student’s IEP, including any Present Level of Academic Achievement and Functional Performance statement, Annual Goals, or other documented necessary modification; etc.

Note: The IEP does not create or act as a student’s PC. Instead, the PC must be consistent with the IEP and the EDP. Further, the IEP will identify the supports, accommodations, and modifications necessary to allow the student to progress in the MMC. These would also typically be the same types of supports and modifications needed by the student to meet the student’s PC.

9) The PC must incorporate as much of the subject area content expectations of the MMC as may be practicable for the student. “Practicable content” is the mix of existing MMC content expectations and modifications to those expectations driven by student need, that when achieved, will assure the student progresses towards his or her identified post-secondary goal/s and career pathway. The starting point for the development of a PC begins with identification of the student’s career pathway, identification of the student’s post-secondary goal/s, assessment and documentation of the student’s current level of performance, identification of the requirements for achieving career and post-secondary goals, identification of the critical educational experiences the student needs to achieve post-secondary goals, and the modifications to facilitate the student’s achievement of post-secondary goals.
10) Once the modifications have been identified, the PC team will review the modifications set forth in the student’s PC and determine measurable content expectations that the student must achieve while enrolled in high school. A method to evaluate whether the student is or has achieved those goals will be determined.

Implementation of the PC

Once completed, the parent or legal guardian and the Superintendent or designee must agree to the PC before it can take effect. The parent is required to be in contact with the teachers of the student at least quarterly to monitor progress on the PC. The agreement of the Superintendent or designee, the parent/guardian and the student will be set forth in the PC document, including assurances that the parent will be in contact with the teachers of the student, before it will take effect. All participants will receive copies of the PC plan.

Modification of the PC

Any revisions to the PC must be made and agreed to in the same manner as the original PC set forth above. While there is no requirement in the statute for periodic review of the student’s PC, it is expected that the PC for any student will be reviewed during the progress monitoring required every quarter, and discussions will occur relative to the need for any revisions.

Determination of Mastery

For purposes of these guidelines, a student will be considered to have demonstrated proficiency or mastery of a given PC content area by attaining a score of 60% (“cut score”) "D-" on the end of course assessment, or by demonstrating mastery through the basic assessment process utilized in the course, which may consist of, but are not limited to, class assignments, periodic tests, portfolio, project, paper, examination or presentations.

A student with an IEP may demonstrate proficiency or mastery based upon an alternate cut score. For a student with an IEP, the cut score may be reduced if the student’s inability to meet the typical mastery expectation is due to the student’s disability. The alternate cut score will be included in the student’s PC as a component of the assessment of the student’s content expectations. For purposes of these guidelines, the Superintendent or designee may not approve a PC where the cut score is below 50%.

Awarding Credit

The Superintendent or designee has reviewed the various content expectations within each course/subject area of the MMC and has identified those content area expectations which, at a minimum, must be met by students in order to receive a high school diploma. For purposes of these graduation requirements, “credit” will be awarded where a student is able to show mastery (as set forth above) for each course based on Michigan’s High School Course Content Expectations.
A student with an IEP may be awarded credit in a MMC course if the student is able to show mastery based upon the alternate cut score identified in his/her PC. A PC may also identify a lesser number of content expectations on which the student must demonstrate proficiency in order to receive credit in the course, only if the student’s inability to meet the typical mastery expectation is due to the student’s disability. (The Superintendent will not approve any PC which does not require a student with an IEP to attain mastery of at least 90% of the content expectations outlined in the PC.) Credit will not be awarded to any student who does not meet the above minimum proficiency expectations.

Credit Obtained Through Other Programs

Students with a PC may still earn credit such as, but not limited to, Career and Technical Education (CTE), accelerated courses, dual enrollment, or in alternative education settings.

Awarding the Diploma

A high school diploma will be granted to a student who has completed the Adrian Public Schools graduation requirements. Students with a PC that have met modified graduation requirements will be granted a Michigan Merit Curriculum Diploma.

Review of a Decision Regarding a PC – Appeal

1. The parent(s)/student must submit a written response to the denial (within 5 business days), setting forth the reasons why the PC or requested modification should be granted. This written response should be submitted to the Superintendent.

2. After reviewing information provided by the PC team and the parent, the Superintendent will make a decision regarding the denial of a PC or requested modification. A written response will be given to the parent(s)/student.

3. The decision of the Superintendent is reviewable by appeal to the Curriculum and Students Committee. The parent(s)/student must submit a written request for a Committee appeal. The Committee will determine a date for this decision; generally, the next Committee meeting.

An annual report of the program will be given to the Board of Education at the end of each school year.

Amended: November 17, 2014