

# LEA Decision Making Tool – Personal Curriculum for Students with IEPs

The Michigan Merit Curriculum requires that Local Boards of Education establish criteria for allowable modifications through a Personal Curriculum (PC). This chart is intended to assist with facilitating the conversation when determining the parameters for modification. These parameters are then utilized uniformly and objectively by the Personal Curriculum Development Team (PCDT).

	CONTENT EXPECTATIONS		CREDIT MODIFICATIONS
	MASTERY	PROFICIENCY	
Probe Questions	<p>Local boards of education need to determine - The performance parameters that determine whether or not a student has demonstrated mastery of a sufficient amount of the core content expectations to be awarded credit</p> <p><u>POWER STANDARDS</u> - Has your district identified “Power Standards” for each course? ( Michigan has 911 high school content expectations in the areas of mathematics, social studies, English language arts, and science) Has your district identified - The number or percentage of content expectations a student must demonstrate mastery on to receive full credit?</p>	<p>Local boards of education need to determine - - The “cut score” a student must achieve to evidence mastery - Alternative cut scores for students with certain barriers to learning (i.e. SWD)</p> <p><u>CUT SCORE</u> - What is your proficiency cut score established by your district BOE? For General Education? For Special Education?</p> <p>What is the <i>floor</i> for the proficiency score for students utilizing a PC?</p> <p>Can a PC modify content expectations in both areas .... <i>Mastery and Proficiency</i>?</p>	<p>Local boards of education need to determine – the parameters of modification for students with IEPs. NOTE: A PC cannot modify the total number of credits needed to graduate.</p> <p><u>COURSE SUBSTITUTION</u> Will you require the substitute course to not only align with EDP/IEP, but also be in the same content area? (ie. Transition math for math credit or study skills for world language?)</p> <p>Any limit to the # of course substitutions?</p> <p>For courses utilized as substitutions, are the curriculum and content expectations on file? (special education transition math, Life English, etc.)</p>
Resources	<p><u>POWER STANDARDS</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.act.org/standard/index.html">The ACT College Readiness Standards™</a> The College Readiness Standards and Benchmarks are closely aligned with the HSCes and are the minimum assessment standards for passing the ACT</li> <li>• <a href="http://mmc.edzone.net/powerstandards.html">http://mmc.edzone.net/powerstandards.html</a> Mid – Michigan Consortium Power Standards</li> <li>• Allegan Area ESA identified HS power standards – available on <a href="http://moodle.alleganaesa.org/">moodle.alleganaesa.org/</a></li> <li>• Macomb ISD Science Power Standards <a href="http://www.misd.net/Science/PowerStandards.htm">www.misd.net/Science/PowerStandards.htm</a></li> </ul>		<p><u>CREDIT SUBSTITUTIONS/ MODIFICATIONS</u> Rochester Community Schools Personal curriculum policy 5460.1 <a href="http://www.rochester.k12.mi.us/pages/5102/5000-students">http://www.rochester.k12.mi.us/pages/5102/5000-students</a>.</p> <p><u>Lapeer County ISD PC Guidelines</u> <a href="http://www.lcisd.k12.mi.us/departments/special_education/guidelines/personal_curriculum/">http://www.lcisd.k12.mi.us/departments/special_education/guidelines/personal_curriculum/</a></p> <p>Novi Community Schools PC Guidelines <a href="http://maase.pbworks.com/w/page/39123598/Secondary%20Transition%20Administrators">http://maase.pbworks.com/w/page/39123598/Secondary%20Transition%20Administrators</a></p>
Examples	<p>- Reduce the number of standards required for the course below 100% of power expectations, but no lower than 90%.</p> <p>- 50% proficiency on 90% of power expectations.</p>	<p>- Reduce the cut score Proficiency level below 60%, but no lower than 50%.</p> <p>- A Proficiency below 60% will result in a “Credit” and not a letter grade.</p>	<p>- PC may not be based solely on performance deficits resulting from non-disability related inadequate work habits.</p> <p>- If a personal curriculum establishes a proficiency level of less than 60% on the standards for a course, the student will not earn a letter grade but will instead be granted “credit” based on achievement of the established proficiency rate (or “no credit” if the established proficiency rate is not achieved.)</p>