

FOCUS on Results

Office of Special Education and Early Intervention Services

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In FOCUS

IEP, EDP, PC Alignment

The Individualized Education Program (IEP), Educational Development Plan (EDP), and Personal Curriculum (PC) are tools designed to meet specific student needs and guide individual students toward positive postsecondary outcomes.

Occasionally, a student is eligible to use two or three of these tools. While the purpose of each is different, the IEP, EDP, and PC will be most effective if they are coordinated and aligned so that the student's postsecondary goals are consistent across all documents.

This **FOCUS on Results** document includes:

- An example of a student with a disability who plays an active role in planning for a successful postsecondary outcome. **Cover Story**
- Guidance on the purpose of each tool and how the tools can complement each other. **Page 2**
- Technical assistance on the steps to take to request a Personal Curriculum. **Page 5**

This **FOCUS on Results** document addresses:

Curriculum and Instruction

2009-2010 Volume 8,
Issue 3, Packet 18, Article 2

Aligning Student Goals Promotes Postsecondary Success

Ask Caleb if there is somewhere he would rather be than at school. He won't hesitate to tell you he would like to be up north at the cabin he and his father built last year. Fourteen-year-old Caleb is an outdoorsman. Whenever his family takes a trip up north, he spends his time exploring the woods, hiking, hunting, or fishing. Caleb has a postschool vision of working in the outdoors.

Nature is a refuge for Caleb. The outdoors often takes him away from things like school and books—books that cause him trouble because of a learning disability that was diagnosed at age nine.

When Caleb entered 4th grade, he became easily frustrated with homework and disenchanted with school. His peers seemed to learn at a much faster pace. His parents began to worry about his struggles with reading and writing and the effect this was having on his other studies.

An evaluation determined that Caleb had a learning disability causing him to struggle in the areas of reading comprehension and written expression. An Individualized Education Program (IEP) team determined Caleb eligible for special education programs and developed his IEP.

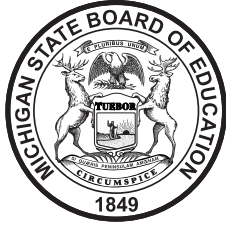
School personnel, along with Caleb and his parents, discussed his goals and set up appropriate

supports and accommodations. Caleb and his parents met annually as part of the IEP team to review the reading interventions and other supports that helped Caleb progress to middle school.

Caleb's middle school creates time during his school day for him to develop his Educational Development Plan (EDP) with assistance from one of his teachers. As a member of Caleb's IEP team, his teacher is aware of Caleb's expressed interest in becoming a taxidermist. Caleb is familiar with the profession because his uncle Pete is a taxidermist.

Caleb confirms for the teacher that his vision for the future has not changed, and he documents in his EDP that he is striving for a job in taxidermy. With his IEP and EDP goals aligned, the two documents can work together to help ensure that Caleb's future goals are met.

Research into the profession, including discussion with Caleb's uncle Pete, suggests that attendance at a four-year college is not a requirement for Caleb's postsecondary employment goal. However, his uncle Pete notes that Caleb must study at a training center for taxidermy after high school. Basic reading and writing skills are needed to gather information and communicate, both at the training center and later in his career. Caleb agrees that pursuing a high



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school diploma will allow him to strengthen his skills and give him a valuable credential.

As Caleb approaches 9th grade, the IEP team's concern for him is that even with accommodations, English will be a struggle. As documented in his IEP, Caleb is struggling in English with accommodations throughout middle school.

Caleb receives English language

arts (ELA) instruction in a self-contained special education classroom. A general education and special education teacher team-teach his math class. Caleb receives extended time on tests and assignments, a quiet setting, and a special reader for tests in other classes.

In spite of the accommodations, the grade-level material is becoming increasingly difficult for Caleb, especially in ELA. His

Individualized Education Program (IEP)

For a student with a disability, the IEP determines the special education programs and services and supports needed.

Educational Development Plan (EDP)

All students develop EDPs, which can help identify appropriate career pathways and an academic plan (course of study) to support their postsecondary goals.

Personal Curriculum (PC)

When deemed necessary, a PC permits a student to modify the Michigan Merit Curriculum (MMC) in order to achieve postsecondary goals.

Align Postsecondary Goals

For students using two or three of the above tools, making the goals and vision the same for each helps promote postsecondary success.

Steps used to develop the EDP can assist with some IEP and PC requirements. The EDP should gather and document information related to key areas of student development through assessments. Key areas include:

- Educational and career interests and aspirations.
- Career pathway and level of educational preparation needed for achieving the stated goals.
- High school course selections; projected high school completion date; desired degree, certificate, or other credential; and employment opportunities.

The knowledge gained about the student through the EDP process may be directly applied to the IEP and the PC for students who qualify for these supports. The results of the assessments used in the EDP can be used

in the transition IEP to develop measurable postsecondary goals in the areas of education, training, employment, and when appropriate, adult living. Knowing the course sequence where specific content will be learned, which is laid out by the EDP, the IEP can appropriately speak to the programs, accommodations and modifications, and services that are necessary to support the student's success.

For students seeking a PC, the goals and course of study identified in the EDP provide documentation for granting and creating a PC. The knowledge gathered enables the PC team to better understand the most appropriate modifications or other alternatives available. For a student with an IEP, the EDP may provide assistance in understanding the student's proficiency level or what content the student can access.



Suggested Practice for Parents: Prepare for a Personal Curriculum or Individualized Education Program meeting by gathering and reviewing any paperwork that documents your child's progress and response to learning supports, including the educational development plan. Prepare yourself to discuss any type of additional services or supports your child has received.

7th grade Michigan Education Assessment Program (MEAP) levels were 3 (partially proficient) for both reading and writing; in 8th grade, the levels fell to 4 (not proficient) in both areas. Caleb's IEP team believes the right combination of effective instruction, services, and accommodations will help him succeed in the Michigan Merit Curriculum (MMC). Therefore, the team feels he should request a Personal Curriculum (PC).

Because Caleb is a student with an IEP, he may make a request for a PC before entering high school. His parents make a formal request with the high school counselor and set up a meeting to discuss the possibility of a PC. The PC team again includes those familiar with Caleb's academic career, including the counselor and teachers. The high school principal is also part of the PC team.

The PC team considers Caleb's struggles with ELA, which are documented in the IEP. The team also recognizes the classes selected in Caleb's EDP, which put him on track for a high school diploma.

Because of the concern over the ELA requirements, a general education teacher and a special education teacher go through the content expectations one by one for 9th grade English. They determine which ones are within

Caleb's demonstrated ability and would be most essential to his postsecondary success. They present their recommendations to the other members of the PC team.

The team arrives at a set of 14 basic content expectations (8 in the reading strand, 6 in the writing strand) that they feel will both challenge Caleb and prepare him well for his postsecondary life. If Caleb can pass these with 90 percent proficiency, the local district will consider him as having satisfied the MMC requirements for 9th grade English. The team agrees that no further modifications to the MMC are needed. Caleb has shown proficiency in the other disciplines when he receives appropriate accommodations.

Upon entering high school, Caleb's parents will schedule quarterly meetings with Caleb's teachers for the year. This regular contact will help parents and teachers have a similar understanding of Caleb's progress in his classes. In one year, the PC team will reconvene as it considers what further changes need to be made in Caleb's PC, if any.

Because many of the participants involved in planning Caleb's IEP, EDP, and PC are the same, Caleb and his team of supporters help ensure that all of Caleb's goals are aligned and updated as necessary.

Statement of Compliance With Federal Law

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Compliance With Title IX

What Title IX is: Title IX of the Education Amendments of 1972 is the landmark federal law that bans sex discrimination in schools, whether it is in curricular, extra-curricular or athletic activities.

Title IX states: "No person in the U.S. shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subject to discrimination under any educational program or activity receiving federal aid."

The Michigan Department of Education (MDE) is in compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq. (Title IX), and its implementing regulation, at 34 C.F.R. Part 106, which prohibits discrimination based on sex. The MDE, as a recipient of federal financial assistance from the U.S. Department of Education (USED), is subject to the provisions of Title IX. MDE does not discriminate based on gender in employment or in any educational program or activity that it operates.

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Norma Tims, Office of Career and Technical Preparation, Michigan Department of Education, Hannah Building, 608 West Allegan, P.O. Box 30008, Lansing, MI 48909, Phone: (517) 241-2091, Email: timsn@michigan.gov.



Standards-Based IEPs

The need to align Individualized Education Programs (IEPs) with the general education curriculum was first introduced in the 1997 reauthorization of the *Individuals with Disabilities Education Act* (IDEA). Related requirements in IDEA 1997, IDEA 2004, and the *No Child Left Behind* (NCLB) Act of 2001 are the driving forces that affect the planning process for IEPs.

Michigan now requires standards-based IEPs, which encourage teachers and parents to consider all students as general education students with access to and support in the general education curriculum.

When creating a standards-based IEP, the IEP team should incorporate as many of the grade level content expectations (GLCEs) in the goals as are appropriate for the student. All IEP team members will need to be familiar with the general education curriculum standards, based on the GLCEs, as well as all of the state assessments, in order to be able to make informed decisions.

For more information on standards-based IEPs, visit www.cenmi.org and download FOCUS On Results Standards-Based Individualized Education Programs (IEPs) Benefit Students (2008-2009, Volume #7, Issue #2, Packet #14, Article 1).



Individualized Education Programs

As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with Sec. 300.320 through 300.324.

~IDEA 2004

An Individualized Education Program (IEP) is a written statement for a child with a disability that is developed, reviewed, and revised at least once a year. This mandatory, written plan documents the education programs and services that students eligible for special education receive. The IEP identifies appropriate supports, accommodations, and modifications necessary to allow the student to progress in the requirements of the MMC, in addition to identifying the course of study that will be used to support the student's skill development.

An eligible student can receive special education services. The process begins when a school professional or parent asks that an evaluation take place for a child suspected of having a disability. With the parent's permission, the child is assessed in all areas related to the child's suspected disability by a multidisciplinary evaluation team. The results are used to not only decide the child's eligibility and

need for special education and related services but to help make decisions about an appropriate educational program for the child. If the child is found to have a disability, an IEP "team" (see boxed item below for a list of participants) must form and meet to write an IEP for the child.

After the creation of the IEP team, members assemble to talk about the child's needs. The IEP documents those needs, and team members suggest ways to meet those needs through appropriate supports and services. By law, the IEP must contain certain information about the child and the educational program designed to meet his or her unique needs, including current performance, annual goals, special education and related services, participation level with children in general education programs, participation in state- and district-wide tests, dates and places of services and evaluations, transition planning, transition services, the age of majority, and the measuring/evaluation process for the student.

IEP Team Participants

According to the IDEA 2004 (Section 1414(d)(1)(B)), a child's IEP team includes the following:

1. The parents.
2. Not less than one general education teacher.
3. Not less than one special education teacher.
4. A representative of the local educational agency (district).
5. An individual who can interpret the instructional implications of evaluation results.
6. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child.
7. Whenever appropriate, the child with a disability.

Personal Curriculum

If all of the requirements under this subsection for a personal curriculum 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 required under subsection (1) and section 1278a(1)(a).

~MMC legislation

All students must successfully fulfill the requirements of the Michigan Merit Curriculum (MMC) in order to obtain a high school diploma. Under certain circumstances, a student may make modifications to the MMC with a Personal Curriculum (PC) in order to support the student in earning a diploma.

The PC is a tool for students to individualize learning requirements within the MMC and have an opportunity to accomplish academic and career goals. The PC option allows the board of a school district or public school academy to award a regular high school diploma to students who complete the requirements of the PC.

The PC modifications must align with as many of the High School Content Expectations (HSCEs) as practicable and must not create barriers that limit a student's opportunity to be engaged in a challenging curriculum. The legislative intent of the PC is to individualize the rigor and relevance of the educational experience.

In this context, "practicable" is an inclusive term meaning as much of the subject area content expectations as possible during high school instruction. Students with or without an Individualized Education Program (IEP) operate under this same context. The purpose of secondary education is

to prepare students for life after high school. Any modification to a student's graduation requirements needs to be consistent with this purpose.

The high school diploma is documentation that the student has met the expectations and possesses the knowledge and skills necessary for postsecondary success. Students who are not pursuing a diploma or students who are unable to meet modified MMC requirements do not need a Personal Curriculum.

A parent, school personnel, or an emancipated student (who does not require parental approval) can request a PC at certain times during a student's high school career. The request should be made through the high school counselor or principal, or according to the local district's policy.

For students with IEPs, requests may be made as early as grade 7 or 8 (as in Caleb's scenario). The request is followed by a thorough review of the relevant information by a PC team (see boxed item on page 7 for PC team and process). Finally, once everyone involved comes to an agreement, the PC must be signed by both the parent and the superintendent (or designee) to be implemented. For a student with an IEP who is granted a PC in grade 7 or 8, the PC goes into effect when the student enters high school.

Personal Curriculum (PC) School Resource

ActPoint is an easy to use automated service schools can use to accurately pre-qualify Personal Curriculum requests specific to the Michigan Merit Curriculum.

Using the *ActPoint* decision-tree application, Michigan school administrators have unlimited access to an automated, self-service system which accurately diagnoses, analyzes, and prescribes specific action steps for most Michigan Merit Curriculum Personal Curriculum options as prescribed by the legislature.

ActPoint eliminates inconsistencies and errors in the qualification process and links to relevant documents, policies, and procedures. It automatically generates personalized action plans and/or forms and reports to assist the user in understanding the decision before taking the next step.

For more information, visit:
www.actpoint.com/mi.



Some Credits May Be Substituted for Enrichment Credits

A student may substitute up to one credit of:

Visual, performing, and applied arts.

Social studies.

The student must first successfully complete two social studies credits, including one-half credit in Civics.

Health and Physical Education.

A previous law remains in effect requiring students who are physically fit and capable to take a physical education course. A district may choose to credit a student's participation in extracurricular activities involving physical activity as meeting the physical education requirement. Students are also still required to have STD and HIV instruction.



There are four allowable reasons for granting a PC.

1. Enrichment
2. Algebra II
3. Transfer
4. IEP

Enrichment

If a student's postsecondary goals require extra math, science, English language arts, and/or world languages, the MMC can be modified through a PC with the approval of the school district.

With this type of modification, a student may modify a half credit (0.5) of health, a half credit (0.5) of physical education, one credit (1.0) of visual, performing, and applied arts, and/or one credit (1.0) of social studies in order to earn additional credit in mathematics, science, English language arts, and/or world languages. Students should pursue all elective options before requesting a PC.

If a PC is requested and granted—and the student does not achieve proficiency in the substituted credits—the PC is null and void and the student will have to take the required credits to graduate.

Algebra II

If there is a compelling reason to believe a student will be unable to complete the MMC due to the Algebra II requirement, the student may request and receive a PC that modifies the Algebra II credit with one of the following options:

- One-half (0.5) credit of Algebra II.
- One-half (0.5) credit of Statistics.
- One-half (0.5) credit of Functions and Data Analysis.

Students may take Algebra II over two years for two (2.0) credits or over one-and-a-half years for one-and-a-half (1.5) credits without requesting a PC.

Students with a PC modifying the Algebra II requirement must still meet the remainder of the MMC math requirements, which include:

- One (1) credit of Geometry.
- One (1) credit of Algebra I.
- One (1) additional math or math-related credit.

Additional math or math-related courses should address high school content as defined by the district and may include trigonometry, statistics, pre-calculus, financial literacy, pre-algebra, applied mathematics, accounting, business mathematics, and others.

Students may complete the equivalent of the MMC math requirements (Algebra I; Geometry; Algebra II, Statistics, or Functions and Data Analysis; additional math or math-related credit) in an integrated math or other program, such as Career and Technical Education (CTE). Students must complete a mathematics or math-related course in their final year of high school.

Transfer Students

Students transferring into Michigan public schools from out of state or from a non-public school having earned at least the equivalent of two years of high school credit are permitted to seek MMC modifications not otherwise allowable. Parents and students can request a PC upon transferring into high school, or at any point thereafter. For a PC to be granted, the student must still meet as much of the MMC as practicable.

Other requirements include:

- The student must complete at least one mathematics course in the final year of high school enrollment.
- If the student is enrolled in the district for one full year, the final year of math must be the equivalent of Algebra I or higher in the normal sequence of mathematics.
- The student must complete one-half credit in Civics.

Students With an IEP

A PC can be requested for a student with an IEP exactly the same way a PC is requested for any student. The same state and district requirements apply for a student with an IEP.

A student with an IEP can have a PC for purposes of enrichment, Algebra II, or as a transfer student. A student with an IEP, like a transfer student, can request MMC modifications not otherwise allowable. A student with an IEP can have a PC meeting as early as grade 7. If a PC is granted, the PC takes effect when the student enters high school.

Modifications to the MMC not otherwise allowed should only be developed if they are necessary to directly address access to and progress in the MMC and achievement of postsecondary goals. The PC should take into account the student's identified disability.

Modifications should not be made if the barrier to access or proficiency in the MMC is the instructional environment. Modifications not otherwise allowed should support progress along the career pathway and achievement of postsecondary goals. A PC for a student with an IEP must be developed on an

individualized basis. The PC must include as much of the MMC as is practicable. A PC may modify the number of HSCEs needed to earn a credit in the MMC, or it may modify the required credits in the MMC.

A PC for a student with an IEP should maintain the highest level of academic expectation with the MMC. The PC, in alignment with the IEP and the EDP, must reflect planning and decision making that will support student success in pursuit of a high school diploma and postsecondary goals.

Potential Adverse Effects of Using a Personal Curriculum

Parents and students should understand the possible consequences for modifications of the MMC credit requirements or HSCEs. PC modifications that reduce the number of content expectations mastered by the student may affect the student's:

- Performance on the Michigan Merit Exam (MME).
- Admission to college.
- Eligibility for college scholarships.
- Admission to a trade school.
- Ability to secure a job in the career of choice.
- Eligibility for NCAA athletic programs.

Modifications that create barriers to student success may impact the district's ability to:

- Achieve Adequate Yearly Progress (AYP).
- Meet improvement targets informed by the Continuous Improvement and Monitoring System (CIMS-2), the State Performance Plan (SPP), and the Annual Performance Report (APR).

Personal Curriculum (PC) Team and Process

The PC team includes:

- Student.
- Parent/legal guardian.
- Counselor or designee.
- Teacher(s) with content expertise and/or who currently teaches the student.
- School psychologist of a student with an IEP (if available and where appropriate).

In order for a PC to be implemented, the meeting must result in a written agreement between the local school district or public school academy superintendent or chief executive, parent/legal guardian, and student.

Revisions to a PC may be made using the same process as used in the original PC. The parent/legal guardian must communicate quarterly with each teacher of the modified curriculum area to monitor the student's progress (e.g., progress reports, email, or phone communication).



Educational Development Plan (EDP) School Resources

Schools use paper EDPs, electronic EDPs, or Web-based systems such as *MyDreamExplorer*® or *Career Cruising* to help students write their education and career goals, including strategies and high school classes that will help them reach these goals.

A free online career exploration course called *CareerForward*® (cFWD) is available through Michigan Virtual University (MVU) as a resource. The cFWD course provides a good starting point for students to explore the world of work in the 21st century.

For more information, visit www.mivhs.com.



Educational Development Plans

The board of a school district or board of directors of a public school academy shall provide the opportunity for each pupil to develop an educational development plan during grade 7, and shall ensure that each pupil reviews his or her educational development plan during grade 8 and revises it as appropriate before he or she begins high school. ... An educational development plan shall be designed to assist pupils to identify career development goals as they relate to academic requirements.

~MMC legislation

An Educational Development Plan (EDP) documents an ongoing process in which a student identifies both career goals and a plan of action to achieve them. All students are required to develop an EDP with guidance from school advisors. When applicable, parents and community contacts should also be included. EDPs must be based on high school readiness scores and a career pathways program.

State law requires local schools to provide students an opportunity to begin developing an EDP in grade 7 and requires that every student review and revise his or her EDP in grade 8 as appropriate.

Creating an EDP in grade 7 rather than grade 8 can benefit the student by providing additional time to think about career and education goals as the student prepares for the rigor demanded at the high school level. By preparing the initial EDPs in middle school, students can better plan their high school curriculum to meet postsecondary goals.

EDPs are "living" documents, updated as student interests and abilities become more obvious and focused. A student's EDP should be reviewed and updated at least annually. An EDP process could also include yearly work samples that document the student's progress toward anticipated goals

and accomplishments. The school must establish times to annually review EDPs and update them as students choose and change high school courses or career pathways.

Through the EDP process, each student becomes more aware of the connection between a career goal and the requirements for attaining that goal. The EDP provides opportunities for a student to learn about him or herself, to understand career pathway options, and to explore postsecondary education and training.

The EDP engages each student to think about the credits he or she needs to take in middle and high school, and how those credits coordinate with his or her career pathway. This enhances understanding of the relevance between high school and preparation for entering college or the workforce.

Each student should be aware of the basic requirements for college and employment, disability supports (if receiving special education services), and traditional or alternative pathways for meeting the MMC (e.g., community college, trade schools, technical college, apprenticeship program, Career and Technical Education, or an interdisciplinary course sequence).

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

Personal Information: This includes the student's name, date of birth, and grade level. The school can use a personal identification number to maintain confidentiality. 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): The student should identify a career pathway and goals for achieving success. Goals may be more general in middle school and become more specific as the student progresses through high school.

Educational/Training Goal(s): The student should identify the level of educational preparation needed to meet career goals. This encourages the student to think beyond high school graduation and 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, the student will be able to identify individual interests and strengths. The student may also set improvement goals. Over time, the student 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 scope of student planning can include career awareness or exploration activities and work-based activities. 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).

Parent Consultation/Endorsement: Parents/guardians should have the opportunity to review and endorse their child's EDP. Parents/guardians may also need to discuss assessment results or have assistance interpreting them. The student should be encouraged to discuss career-related issues with the parents and share his or her goals and action plans.

Sharing Resources in an Educational Development Plan (EDP) and a Personal Curriculum (PC)

The EDP may identify special resources and support needed for the student's success in the PC.

For example, an EDP might contain a personal literacy plan to aid a student who is a struggling reader or a prevention plan for a student who has been identified as at risk of dropping out of high school.





The Center for Educational Networking (CEN) is a statewide education information network that produces and disseminates publications and documents related to the education of students with Individualized Education Programs (IEPs).

CEN produces ***FOCUS on Results*** to offer valuable, up-to-date information for special education stakeholders, including parents, teachers, school administrators, counselors, and others.

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FOCUS Highlights

- Make the postsecondary goals and vision the same in the Individualized Education Program (IEP), Educational Development Plan (EDP), and Personal Curriculum (PC).
- Every student must have a completed EDP before entering high school.
- The allowable modifications for a PC vary based on the purpose of the PC.
- A PC modification for a student with an IEP must be directly related to the student's postsecondary goals.

Glossary of Terms

Postsecondary Vision: Postsecondary refers to after high school. "Postsecondary vision" describes the set of postsecondary goals to be considered for the student. The areas of postsecondary goals include employment, adult living, community support, and postsecondary education.

Practicable: When a Personal Curriculum (PC) team determines what content expectations or courses a student needs as part of the PC, the team must include all content expectations and courses deemed "practicable" as is stated in the law. The PC must be challenging and appropriate. Before modifying course or content expectations, the PC team must thoroughly examine if the student is capable of achieving the MMC course or content expectations with the appropriate supports.

Michigan Merit Curriculum: The Michigan Merit Curriculum (MMC) is the state established curriculum required for obtaining a high school diploma. The MMC consists of 16 credits, which can be met using alternative instructional delivery methods such as alternative course work, humanities course sequences, career and technology courses, industrial technology or vocational education courses, or through a combination of these programs.

Resources

Personal Curriculum Online Service for Schools
www.actpoint.com/mi

**Michigan Department of Education
Personal Curriculum Home Page**
www.michigan.gov/mde/0,1607,7-140-6530_30334_49879---,00.html

Michigan Department of Education High School Home Page
www.michigan.gov/highschool