



# COURSE OF STUDY

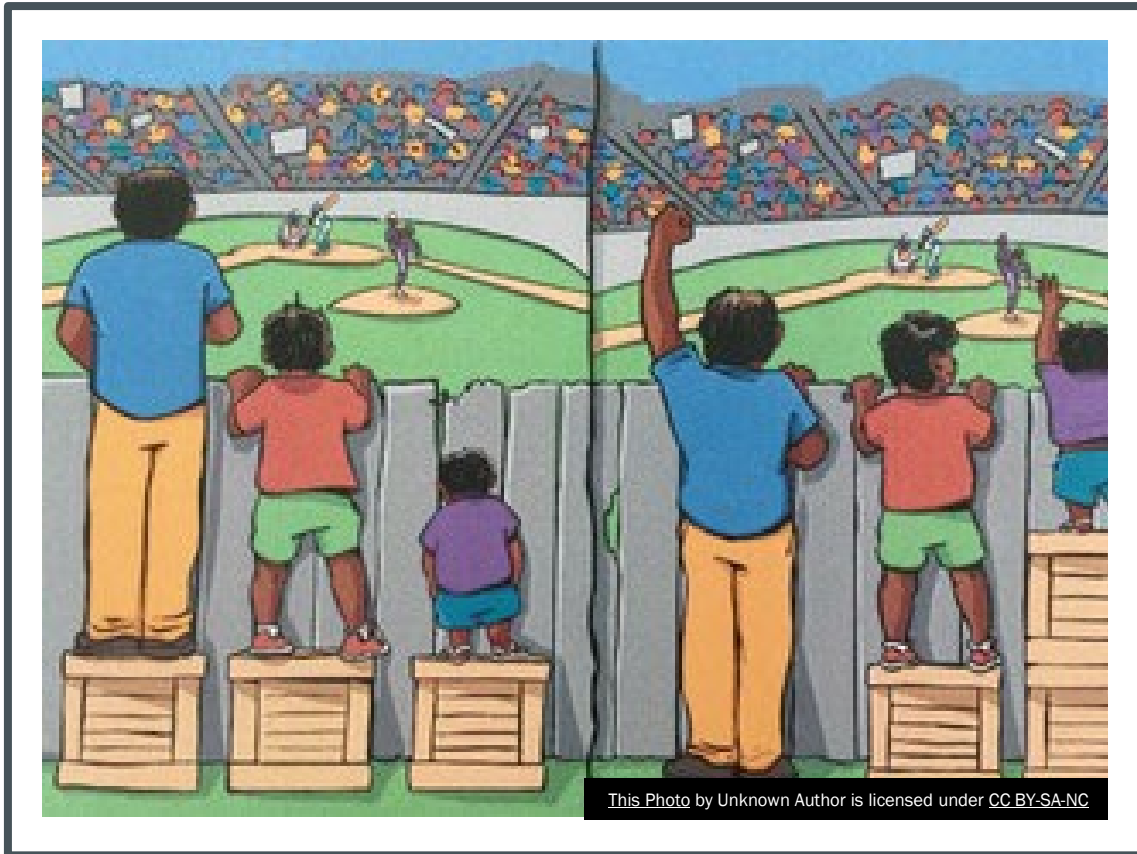
A DECISION THAT LASTS A LIFETIME



## COURSE OF STUDY: WHY CHANGE?



## MICHIGAN: COURSE OF STUDY (DEFINED BY MICHIGAN ALLIANCE FOR FAMILIES)



A **high school Diploma** is awarded to students that have met the Michigan Merit Curriculum **graduation** requirements.

A **Certificate of Completion (CoC)**, unlike a high school Diploma, is **not an academic credential**. ... A Certificate of Completion might be given to students with IEPs (Individual Education Program) that are being taught an “alternate” curriculum and taking the MI-Access alternate state assessment.

**FAIR ISN'T**

everybody getting the  
same thing.....

**FAIR IS**

everybody getting  
what they need  
In order to be

**SUCCESSFUL.**

# ACCOMMODATION VS MODIFICATION

An accommodation changes *how* a student learns the material.

A modification changes *what* a student is taught or expected to learn.

**ACCOMMODATION = How**

**MODIFICATION = What**



# ACCOMMODATIONS

# MODIFICATIONS

	Accommodations	Modifications
<b>Classroom Instruction</b>	Accommodations can help students learn the same material as their peers. This allows them to meet the same expectations.	Students who are far behind their peers may need changes to their curriculum they're learning. These are called modifications.
<b>Classroom Instruction Examples</b>	A student with dyslexia, for example, might listen to an audio version of a book, but it's still the same book the rest of the class is reading. The same for a student with difficulties in focusing, seating next to the teacher, but still must do all the regular assignments.	A student could be assigned shorter or easier reading assignments, that's different from the rest of the class. Students who receive modifications are not expected to learn the same material as their classmates.
<b>Classroom Tests</b>	Accommodations for testing can be different from those used for teaching.	Modifications in testing often mean that a student covers less material or material that is less complex.
<b>Classroom Test Examples</b>	Using spellcheck might help a student with writing difficulties; however, it wouldn't be appropriate to use for spelling tests. At the same time, this student might benefit from having extra time to complete the spelling test or using a keyboard if the physical act of writing is difficult.	A spelling test may require the class to study 20 words; however, a student with modification might only have to study 10 of them or there might be two different lists of spelling words...with a modification, what the student is tested on is different.
<b>Standardized Testing Examples</b>	Statewide tests allow some accommodations like extra time or taking a test on a computer. It's best if these are the same accommodations a child uses to take class tests.	Some students take what's called an <u>alternate assessment</u> . This state test includes modifications to the regular test. Questions might be fewer or not cover the same material as the standard exams. Also, the results are interpreted differently.

# MODIFICATION DECISION PATH DOCUMENT — DATA REVIEW



## ■ Course of Study Considerations

- Summary Analysis from Data Review: Does it appear that accommodations, in conjunction with specialized instruction and/or a Personal Curriculum provide a meaningful opportunity for the student to demonstrate sufficient mastery of the MMC to attain a regular high school diploma?
  - If No, the team should discuss what non-diploma study options(s) are appropriate.
  - If Yes, the team should discuss a Course of Study leading to a diploma.
- Developing and Reviewing Your School District Policies and Practices: Graduation Requirements, EDP considered with post-secondary goals, PC options
- Special Considerations when changing a Course of Study
- Course of Study Implications: Employers, Technical Centers, Community Colleges, Universities, Military...

## ■ Course of Study Documentation

- Data Based on Course of Study Review: student data must drive the decision, transition goals for post-secondary outcomes
- Data collected should be included in the student's PLAAFP.
- Data documentation should be kept in the student's CA60

# DATA REVIEW FOR COURSE OF STUDY

<b>Data Sources</b> Factors to be considered in the analysis of Course of Study	<b>Student Data</b> List existing student data	<b>Action Plan for Additional Data</b>	<b>Analysis and Implications</b>
<b>Student Profile</b> - State and district-wide assessment results - Current evaluation results			What if any implications can be drawn regarding the student's performance in the general curriculum?
<b>K-12 Transcript History</b> - Courses and grades - On track to meet MMC requirements?	Attach transcript.		This may have implications for ongoing review of the Course of Study decision.
<b>Attendance/Discipline</b> - IEP supports adequate if disability related?			Mere absence from school is not a determinant of Course of Study
<b>Present Level of Academic Achievement and Functional Performance</b> - Activities of Daily Living - Work Habits - Rote vs abstract reasoning, generalization, problem solving - State and district assessment as compared to classroom assessment - Performance of student with disability and typically developing peers in comparison to exiting 8th grade content expectations and end of course expectations			How do the student's functional skills "fit" with the regular diploma MMC requirements? How do they "fit" with the regular diploma MMC requirements as modified by a Personal Curriculum (PC), including a PC that makes as many modifications as possible within the decision rules adopted by the district (i.e., without creating an alternate curriculum)?



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# REVIEW: COURSE STUDY IMPLEMENTATIONS

- Accommodations
- Modifications
- State Assessments
- Purpose of Data Collection
- Outcome

