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| COURSE OF STUDY  DATA BASED REVIEW DOCUMENTATION |
| **Data Based Course of Study IEP Process**  **For all students the IEP team must determine what instruction and educational experiences will assist the child to prepare for the transition from secondary education to postsecondary life.**  **Course of study should focus on all courses and educational experiences.**  **Course selection should be aligned to the student’s post-secondary (vision) goals.**  **The course of study must be reviewed and updated annually.**  **The process for developing the course of study should assist students and their family in selecting courses that are meaningful and will help motivate students to complete their education.**  **Special Considerations When Considering**  **Altering the Course of Study**  **The IEP should identify when course of study will be discussed/considered as part of the IEP (included on the invite notice)**  **Parents should have access to information regarding MMC requirements and PC options before their students enter high school.**  **Parent should be given information regarding the Certificate of Completion implications and opportunities prior to the meeting to consider a change to the course of study for their student.**  **Student data should drive the discussion regarding the course of study options**  **Staff should have information readily available for a course of study discussion and decision making:**  **Information regarding alternative pathways to a Michigan Merit curriculum high school diploma (personal curriculum options)**  **Student educational history including needed accommodations, modifications, transcript, transition data, etc.**  **Information regarding a certificate of completion course of study and its implications for post-secondary options (ie: post-secondary education, training, employment, etc)**  **A comprehensive, individualized determination (see supporting documents) which will consider a certificate of completion should be a last resort after other supports (short of an alternative curriculum) have been considered.** |

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| **DATA REVIEW FOR COURSE OF STUDY** | | | |
| Team Members Involved in the Data Review: | | | |
| Student: | Date of Birth: | Grade: |  |
| School: | District: | Date: |  |
| **Data Sources**  **Factors to be considered in the analysis of Course of Study** | **Student Data**  **List existing student data** | **Action Plan for Additional Data** | **Analysis and Implications** |
| **Student Profile**   * 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?* |
| **K-12 Transcript History**   * Courses and grades * On track to meet MMC requirements? |  |  | *This may have implications for ongoing review of the Course of Study decision.* |
| **Attendance/Discipline**   * IEP supports are adequate if behaviors are disability related? |  |  | *Mere absence from school is not a determinant of Course of Study* |
| **Data Sources**  **Factors to be considered in the analysis of Course of Study** | **Student Data**  **List existing student data** | **Action Plan for Additional Data** | **Analysis and Implications** |
| **Present Level of Academic Achievement**   * 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 existing 8th grade standards and relation to skills needed to earn 9th grade credits * Activities of Daily Living |  |  | *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).* |
| **Goals/Objectives** (Include Progress Data) |  |  |  |
| **Data Sources**  **Factors to be considered in the analysis of Course of Study** | **Student Data**  **List existing student data** | **Action Plan for Additional Data** | **Analysis and Implications** |
| **Accommodation History**  For each accommodation previously provided, identify:   * What student need was addressed * Whether the accommodation was aligned with the need * Resulting student performance Are there any additional accommodations that should be considered prospectively? |  |  | *Review of student performance in the context of the student's accommodation history helps the IEP team to filter out disability related input and output issues and to focus on the student's ability to demonstrate proficiency on MMC core standards.* |
| **Modification History**  Any evidence of modified or alternate curriculum   * State Assessment/Alternate Assessment |  |  | *The legislature requires that the regular high school diploma be based on the general curriculum as defined by the MMC* |
| **Personal Curriculum**  Have there been any prior PC requests? Did the student satisfactorily complete the PC(s) |  | *If it is suspected that the student is not on track to meet MMC requirements and PC has not previously been requested, complete Checklist for PC Request* | *Successful completion of prior PC's is a favorable indicator for continued regular diploma Course of Study* |
| **Summary Analysis:** 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? **NO**  **If No,** the team should discuss what non-diploma study option(s) are appropriate.  **If Yes,** the team should continue to discuss and work toward a Course of Study leading to a diploma. | | | |
| **Transition Goals/EDP**  What is the student's postsecondary vision?   * Education/Training * Employment * Independent Living |  |  |  |