

HOUSE SUBSTITUTE FOR
SENATE BILL NO. 1124

A bill to amend 1976 PA 451, entitled
"The revised school code,"
(MCL 380.1 to 380.1852) by adding section 1278a; and to repeal acts
and parts of acts.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

1 SEC. 1278A. (1) EXCEPT AS OTHERWISE PROVIDED IN THIS SECTION,
2 BEGINNING WITH PUPILS SCHEDULED TO GRADUATE FROM HIGH SCHOOL IN
3 2010, THE BOARD OF A SCHOOL DISTRICT OR BOARD OF DIRECTORS OF A
4 PUBLIC SCHOOL ACADEMY SHALL NOT AWARD A HIGH SCHOOL DIPLOMA TO A
5 PUPIL UNLESS THE PUPIL MEETS ALL OF THE FOLLOWING:

6 (A) HAS SUCCESSFULLY COMPLETED ALL OF THE FOLLOWING CREDIT
7 REQUIREMENTS AS PART OF HIS OR HER HIGH SCHOOL COURSE WORK:

8 (i) AT LEAST 4 CREDITS IN ENGLISH LANGUAGE ARTS THAT ARE
9 ALIGNED WITH SUBJECT AREA CONTENT EXPECTATIONS DEVELOPED BY THE

DEPARTMENT UNDER SUBSECTION (2) AND APPROVED BY THE STATE BOARD
UNDER SUBSECTION (3).

(ii) AT LEAST 4 CREDITS IN MATHEMATICS THAT ARE ALIGNED WITH
SUBJECT AREA CONTENT EXPECTATIONS DEVELOPED BY THE DEPARTMENT UNDER
SUBSECTION (2) AND APPROVED BY THE STATE BOARD UNDER SUBSECTION
(3), INCLUDING COMPLETION OF AT LEAST 1 ALGEBRA I CREDIT, 1 ALGEBRA
II CREDIT, 1 GEOMETRY CREDIT, AND AN ADDITIONAL MATHEMATICS CREDIT.
IF A PUPIL SUCCESSFULLY COMPLETES A CREDIT IN ALGEBRA I OR ALGEBRA
II BEFORE ENTERING HIGH SCHOOL, THE PUPIL SHALL BE GIVEN HIGH
SCHOOL CREDIT FOR THAT CREDIT. AT LEAST 1 OF THESE CREDITS SHALL BE
COMPLETED DURING THE PUPIL'S LAST YEAR IN HIGH SCHOOL.

(iii) AT LEAST 3 CREDITS IN SCIENCE THAT ARE ALIGNED WITH
SUBJECT AREA CONTENT EXPECTATIONS DEVELOPED BY THE DEPARTMENT UNDER
SUBSECTION (2) AND APPROVED BY THE STATE BOARD UNDER SUBSECTION
(3), INCLUDING COMPLETION OF AT LEAST 1 BIOLOGY CREDIT, 1 CHEMISTRY
OR PHYSICS CREDIT, AND AN ADDITIONAL SCIENCE CREDIT. AT LEAST 1 OF
THE ADDITIONAL CREDITS APPROVED BY THE DEPARTMENT SHALL BE A CREDIT
IN EARTH SCIENCE. IF A PUPIL SUCCESSFULLY COMPLETES 1 OR MORE OF
THESE SCIENCE CREDITS BEFORE ENTERING HIGH SCHOOL, THE PUPIL SHALL
BE GIVEN HIGH SCHOOL CREDIT FOR EACH OF THEM.

(iv) AT LEAST 0.5 CREDIT IN CIVICS, 0.5 CREDIT IN ECONOMICS, 1
CREDIT IN UNITED STATES HISTORY AND GEOGRAPHY, AND 1 CREDIT IN
WORLD HISTORY AND GEOGRAPHY. THESE CREDITS SHALL BE ALIGNED WITH
SUBJECT AREA CONTENT EXPECTATIONS DEVELOPED BY THE DEPARTMENT UNDER
SUBSECTION (2) AND APPROVED BY THE STATE BOARD UNDER SUBSECTION
(3).

(v) AT LEAST 1 CREDIT IN SUBJECT MATTER THAT INCLUDES BOTH

1 HEALTH AND PHYSICAL EDUCATION ALIGNED WITH GUIDELINES DEVELOPED BY
2 THE DEPARTMENT UNDER SUBSECTION (2) AND APPROVED BY THE STATE BOARD
3 UNDER SUBSECTION (3).

4 (vi) AT LEAST 1 CREDIT IN VISUAL, PERFORMING, AND APPLIED ARTS
5 ALIGNED WITH GUIDELINES DEVELOPED BY THE DEPARTMENT UNDER
6 SUBSECTION (2) AND APPROVED BY THE STATE BOARD UNDER SUBSECTION
7 (3).

8 (B) HAS SUCCESSFULLY COMPLETED AT LEAST 1 COURSE OR LEARNING
9 EXPERIENCE THAT IS PRESENTED ONLINE, AS DEFINED BY THE DEPARTMENT.
10 IF A SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY IS UNABLE TO PROVIDE
11 THE BASIC LEVEL OF TECHNOLOGY AND INTERNET ACCESS REQUIRED BY THE
12 STATE BOARD TO COMPLETE THE ONLINE COURSE OR LEARNING EXPERIENCE,
13 THE SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY IS ENCOURAGED TO APPLY
14 FOR AN EDUCATIONAL MANDATE ROLLBACK CONTRACT AS DESCRIBED IN
15 SUBSECTION (9).

16 (2) FOR THE PURPOSES OF THIS SECTION, THE DEPARTMENT SHALL DO
17 ALL OF THE FOLLOWING:

18 (A) DEVELOP SUBJECT AREA CONTENT EXPECTATIONS FOR ALL ELEMENTS
19 OF THE CURRICULUM REQUIRED UNDER SUBSECTION (1)(A)(i), (ii), (iii), AND
20 (iv) AND DEVELOP GUIDELINES FOR THE REMAINING ELEMENTS OF THE
21 CURRICULUM REQUIRED UNDER SUBSECTION (1)(A). ALL OF THE FOLLOWING
22 APPLY TO THESE SUBJECT AREA CONTENT EXPECTATIONS AND GUIDELINES:

23 (i) ALL SUBJECT AREA CONTENT EXPECTATIONS SHALL BE CONSISTENT
24 WITH THE STATE BOARD RECOMMENDED MODEL CORE ACADEMIC CURRICULUM
25 CONTENT STANDARDS UNDER SECTION 1278. SUBJECT AREA CONTENT
26 EXPECTATIONS OR GUIDELINES SHALL NOT INCLUDE ATTITUDES, BELIEFS, OR
27 VALUE SYSTEMS THAT ARE NOT ESSENTIAL IN THE LEGAL, ECONOMIC, AND

1 SOCIAL STRUCTURE OF OUR SOCIETY AND TO THE PERSONAL AND SOCIAL
2 RESPONSIBILITY OF CITIZENS OF OUR SOCIETY.

3 (ii) THE SUBJECT AREA CONTENT EXPECTATIONS AND THE GUIDELINES
4 MUST BE APPROVED BY THE STATE BOARD UNDER SUBSECTION (3).

5 (iii) THE SUBJECT AREA CONTENT EXPECTATIONS SHALL STATE IN CLEAR
6 AND MEASURABLE TERMS WHAT PUPILS ARE EXPECTED TO KNOW UPON
7 COMPLETION OF EACH CREDIT.

8 (iv) EXCEPT AS OTHERWISE PROVIDED IN THIS SUBPARAGRAPH, THE
9 SUBJECT AREA CONTENT EXPECTATIONS AND THE GUIDELINES FOR ALL
10 SUBJECTS SHALL BE DEVELOPED BY THE DEPARTMENT AND APPROVED BY THE
11 STATE BOARD NOT LATER THAN APRIL 15, 2006. THE SUBJECT AREA CONTENT
12 EXPECTATIONS FOR SOPHOMORE-LEVEL ENGLISH LANGUAGE ARTS SHALL BE
13 DEVELOPED BY THE DEPARTMENT AND APPROVED BY THE STATE BOARD NOT
14 LATER THAN APRIL 15, 2007, FOR JUNIOR-LEVEL ENGLISH LANGUAGE ARTS
15 SHALL BE DEVELOPED BY THE DEPARTMENT AND APPROVED BY THE STATE
16 BOARD NOT LATER THAN APRIL 15, 2008, AND FOR SENIOR-LEVEL ENGLISH
17 LANGUAGE ARTS SHALL BE DEVELOPED BY THE DEPARTMENT AND APPROVED BY
18 THE STATE BOARD NOT LATER THAN APRIL 15, 2009.

19 (v) THE SUBJECT AREA CONTENT EXPECTATIONS FOR ENGLISH LANGUAGE
20 ARTS SHALL INCLUDE AT LEAST A FOCUS ON READING AND WRITING.

21 (vi) THE SUBJECT AREA CONTENT EXPECTATIONS FOR MATHEMATICS
22 SHALL FOCUS ON THE STUDY OF MEASUREMENT, PROPERTIES, AND
23 RELATIONSHIPS OF QUANTITIES AND SETS, USING BOTH NUMBERS AND
24 SYMBOLS.

25 (vii) THE SUBJECT AREA CONTENT EXPECTATIONS FOR SCIENCE SHALL
26 INCLUDE AT LEAST THE USE OF THE SCIENTIFIC METHOD TO CRITICALLY
27 EVALUATE SCIENTIFIC THEORIES AND USING RELEVANT SCIENTIFIC DATA TO

1 ASSESS THE VALIDITY OF THOSE THEORIES AND FORMULATE ARGUMENTS FOR
2 AND AGAINST THOSE THEORIES.

3 (viii) THE SUBJECT AREA CONTENT EXPECTATIONS FOR CIVICS SHALL
4 INCLUDE AT LEAST A FOCUS ON THE CONSTITUTION OF THE UNITED STATES,
5 THE CONSTITUTION OF THIS STATE, AND THE HISTORY AND PRESENT FORM OF
6 GOVERNMENT OF THE UNITED STATES AND OF THIS STATE AND ITS POLITICAL
7 SUBDIVISIONS.

8 (ix) THE SUBJECT AREA CONTENT EXPECTATIONS FOR ECONOMICS SHALL
9 INCLUDE AT LEAST A FOCUS ON THE FUNDAMENTAL CONCEPTS OF
10 MICROECONOMICS, MACROECONOMICS, INTERNATIONAL ECONOMICS, AND
11 PERSONAL FINANCE.

12 (x) THE SUBJECT AREA CONTENT EXPECTATIONS FOR UNITED STATES
13 HISTORY AND GEOGRAPHY SHALL INCLUDE AT LEAST A FOCUS ON THE HISTORY
14 OF THE AMERICAN EXPERIMENT OF LIBERTY UNDER LAW AND SHALL COVER
15 AMERICAN COLONIAL HERITAGE AND THE FOUNDING OF THE REPUBLIC TO
16 PRESENT DAY.

17 (xi) THE SUBJECT AREA CONTENT EXPECTATIONS FOR WORLD HISTORY
18 AND GEOGRAPHY SHALL INCLUDE AT LEAST A FOCUS ON ANALYZING AND
19 INTERPRETING DOCUMENTS, ACCOUNTS, ARTIFACTS, AND HISTORICAL SITES
20 FROM THE EARLIEST CIVILIZATIONS TO PRESENT DAY TO UNDERSTAND THE
21 LONG-TERM CONSEQUENCES OF DECISIONS OR EVENTS.

22 (xii) THE GUIDELINES FOR PROVIDING SUBJECT MATTER THAT INCLUDES
23 HEALTH AND PHYSICAL EDUCATION SHALL BE CONSISTENT WITH THE MICHIGAN
24 MODEL FOR COMPREHENSIVE SCHOOL HEALTH EDUCATION AND WITH PART 21.

25 (xiii) THE GUIDELINES FOR PROVIDING INSTRUCTION IN VISUAL,
26 PERFORMING, AND APPLIED ARTS SHALL INCLUDE AT LEAST A FOCUS ON
27 EXPANDING A PUPIL'S CREATIVE CAPACITY BY PROVIDING FIRSTHAND

1 EXPERIENCE WITH WORKS OF ART OR MUSIC.

2 (B) DEVELOP AND IMPLEMENT A PROCESS FOR DEVELOPING THE SUBJECT
3 AREA CONTENT EXPECTATIONS AND GUIDELINES REQUIRED UNDER THIS
4 SECTION. THIS PROCESS SHALL PROVIDE FOR ALL OF THE FOLLOWING:

5 (i) SOLICITING INPUT FROM ALL OF THE FOLLOWING GROUPS:

6 (A) RECOGNIZED EXPERTS IN THE RELEVANT SUBJECT AREAS.

7 (B) REPRESENTATIVES FROM 4-YEAR COLLEGES OR UNIVERSITIES,
8 COMMUNITY COLLEGES, AND OTHER POSTSECONDARY INSTITUTIONS.

9 (C) TEACHERS, ADMINISTRATORS, AND SCHOOL PERSONNEL WHO HAVE
10 SPECIALIZED KNOWLEDGE OF THE SUBJECT AREA.

11 (D) REPRESENTATIVES FROM THE BUSINESS COMMUNITY.

12 (E) REPRESENTATIVES FROM VOCATIONAL AND CAREER AND TECHNICAL
13 EDUCATION PROVIDERS.

14 (F) GOVERNMENT OFFICIALS, INCLUDING OFFICIALS FROM THE
15 LEGISLATURE.

16 (G) PARENTS OF PUBLIC SCHOOL PUPILS.

17 (ii) A REVIEW OF THE SUBJECT AREA CONTENT EXPECTATIONS OR
18 GUIDELINES BY NATIONAL EXPERTS.

19 (iii) AN OPPORTUNITY FOR THE PUBLIC TO REVIEW AND PROVIDE INPUT
20 ON THE PROPOSED SUBJECT AREA CONTENT EXPECTATIONS OR GUIDELINES
21 BEFORE THEY ARE SUBMITTED TO THE STATE BOARD FOR APPROVAL. THE TIME
22 PERIOD ALLOWED FOR THIS REVIEW AND INPUT SHALL BE AT LEAST 15
23 BUSINESS DAYS.

24 (C) DETERMINE THE BASIC LEVEL OF TECHNOLOGY AND INTERNET
25 ACCESS REQUIRED FOR PUPILS TO COMPLETE THE ONLINE COURSE OR
26 LEARNING EXPERIENCE REQUIREMENT OF SUBSECTION (1)(B), AND SUBMIT
27 THAT DETERMINATION TO THE STATE BOARD FOR APPROVAL.

(D) DEVELOP AND MAKE AVAILABLE MATERIAL TO ASSIST SCHOOL DISTRICTS AND PUBLIC SCHOOL ACADEMIES IN IMPLEMENTING THE REQUIREMENTS OF THIS SECTION. THIS SHALL INCLUDE DEVELOPING GUIDELINES FOR ALTERNATIVE INSTRUCTIONAL DELIVERY METHODS AS DESCRIBED IN SUBSECTION (5).

(3) THE STATE BOARD SHALL APPROVE SUBJECT AREA CONTENT EXPECTATIONS AND GUIDELINES DEVELOPED BY THE DEPARTMENT UNDER SUBSECTION (2) BEFORE THOSE SUBJECT AREA CONTENT EXPECTATIONS AND GUIDELINES MAY TAKE EFFECT. THE STATE BOARD ALSO SHALL APPROVE THE BASIC LEVEL OF TECHNOLOGY AND INTERNET ACCESS REQUIRED FOR PUPILS TO COMPLETE THE ONLINE COURSE OR LEARNING EXPERIENCE REQUIREMENT OF SUBSECTION (1)(B).

(4) THE REQUIREMENTS OF THIS SECTION ARE SUBJECT TO ALL OF THE FOLLOWING:

(A) A PUPIL MAY REQUEST A PERSONALIZED CURRICULUM MODIFYING HIS OR HER INDIVIDUAL HIGH SCHOOL CURRICULUM REQUIREMENTS FOR GRADES 11 AND 12. HOWEVER, A PUPIL WHO IS AT LEAST AGE 16 MAY REQUEST A PERSONALIZED CURRICULUM MODIFYING HIS OR HER INDIVIDUAL HIGH SCHOOL CURRICULUM REQUIREMENTS FOR ANY SEMESTER THAT BEGINS AFTER THE PUPIL TURNS AGE 16. IF ALL OF THE REQUIREMENTS UNDER THIS SUBDIVISION FOR A PERSONALIZED 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 PERSONALIZED CURRICULUM EVEN IF IT DOES NOT MEET THE REQUIREMENTS OF THE CURRICULUM REQUIRED UNDER SUBSECTION (1). ALL OF THE FOLLOWING APPLY TO A PERSONALIZED CURRICULUM:

(i) THE PERSONALIZED CURRICULUM SHALL BE DEVELOPED BY A GROUP

1 CONSISTING OF THE PUPIL, AT LEAST 1 OF THE PUPIL'S PARENTS OR THE
2 PUPIL'S LEGAL GUARDIAN, AND THE PUPIL'S HIGH SCHOOL COUNSELOR OR
3 ANOTHER DESIGNEE QUALIFIED UNDER SECTION 1233 OR 1233A SELECTED BY
4 THE HIGH SCHOOL PRINCIPAL. IF THE PUPIL IS AT LEAST AGE 18 OR IS AN
5 EMANCIPATED MINOR, AT THE PUPIL'S OPTION THIS GROUP SHALL NOT
6 INCLUDE THE PUPIL'S PARENT OR LEGAL GUARDIAN.

7 (ii) THE PERSONALIZED CURRICULUM SHALL MEET ALL OF THE
8 FOLLOWING:

9 (A) SHALL INCORPORATE AS MUCH OF THE SUBJECT AREA CONTENT
10 EXPECTATIONS OF THE CURRICULUM REQUIRED UNDER SUBSECTION (1) AS IS
11 PRACTICABLE.

12 (B) SHALL ESTABLISH MEASURABLE GOALS THAT THE PUPIL MUST
13 ACHIEVE WHILE ENROLLED IN HIGH SCHOOL AND SHALL PROVIDE A METHOD TO
14 EVALUATE WHETHER THE PUPIL ACHIEVED THESE GOALS.

15 (C) SHALL BE DESIGNED TO PREPARE THE PUPIL FOR EMPLOYMENT
16 AFTER GRADUATION FROM HIGH SCHOOL OR FOR ENROLLMENT IN A 4-YEAR
17 COLLEGE OR UNIVERSITY, A COMMUNITY COLLEGE, OR A POSTSECONDARY
18 TRADE, TECHNICAL, OR VOCATIONAL INSTITUTION AFTER GRADUATION FROM
19 HIGH SCHOOL.

20 (iii) BEFORE IT TAKES EFFECT, THE PERSONALIZED CURRICULUM MUST
21 BE AGREED TO BY THE PUPIL'S PARENT OR LEGAL GUARDIAN, OR BY THE
22 PUPIL IF THE PUPIL IS AT LEAST AGE 18 OR IS AN EMANCIPATED MINOR,
23 AND BY THE SUPERINTENDENT OF THE SCHOOL DISTRICT OR CHIEF EXECUTIVE
24 OF THE PUBLIC SCHOOL ACADEMY OR HIS OR HER DESIGNEE.

25 (iv) UNLESS THE PUPIL IS AT LEAST AGE 18 OR IS AN EMANCIPATED
26 MINOR, THE PUPIL'S PARENT OR LEGAL GUARDIAN SHALL BE IN
27 COMMUNICATION WITH EACH OF THE PUPIL'S TEACHERS AT LEAST ONCE EACH

1 CALENDAR QUARTER TO MONITOR THE PUPIL'S PROGRESS TOWARD THE GOALS
2 CONTAINED IN THE PUPIL'S PERSONALIZED CURRICULUM.

3 (v) A GROUP CONSISTING OF THE SAME PEOPLE AS UNDER
4 SUBPARAGRAPH (i) SHALL AT LEAST ANNUALLY REVIEW THE PUPIL'S PROGRESS
5 TOWARD THE GOALS CONTAINED IN THE PUPIL'S PERSONALIZED CURRICULUM.

6 (vi) MODIFICATIONS MAY BE MADE IN A PERSONALIZED CURRICULUM IF
7 THE MODIFICATIONS ARE DEVELOPED AND AGREED TO IN THE SAME MANNER AS
8 THE ORIGINAL PERSONALIZED CURRICULUM.

9 (B) IF A PUPIL RECEIVES SPECIAL EDUCATION SERVICES, THE
10 PUPIL'S INDIVIDUALIZED EDUCATION PROGRAM, IN ACCORDANCE WITH THE
11 INDIVIDUALS WITH DISABILITIES EDUCATION ACT, TITLE VI OF PUBLIC LAW
12 91-230, SHALL IDENTIFY THE APPROPRIATE COURSE OR COURSES OF STUDY
13 AND IDENTIFY THE SUPPORTS, ACCOMMODATIONS, AND MODIFICATIONS
14 NECESSARY TO ALLOW THE PUPIL TO PROGRESS IN THE GENERAL EDUCATION
15 CURRICULUM, OR IN A PERSONALIZED CURRICULUM AS PROVIDED UNDER THIS
16 SUBSECTION, AND MEET THE REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA.

17 (C) IF A PUPIL IS UNABLE TO MEET A REQUIREMENT UNDER THIS
18 SECTION FOR A HIGH SCHOOL DIPLOMA BECAUSE THE STATE BOARD HAS NOT
19 APPROVED SUBJECT AREA CONTENT EXPECTATIONS FOR A CREDIT OR THE
20 DEPARTMENT OR STATE BOARD OTHERWISE HAS NOT COMPLIED WITH THIS
21 SECTION, THEN THAT PARTICULAR REQUIREMENT DOES NOT APPLY TO THE
22 PUPIL.

23 (D) IF ANY OF THE SUBJECT AREA CONTENT EXPECTATIONS AND
24 GUIDELINES REQUIRED UNDER SUBSECTION (2) ARE NOT DEVELOPED BY THE
25 DEPARTMENT AND APPROVED BY THE STATE BOARD BY THE APPLICABLE DATE
26 PRESCRIBED IN SUBSECTION (2), THEN THE REQUIREMENTS OF THIS SECTION
27 APPLY BEGINNING WITH PUPILS SCHEDULED TO GRADUATE FROM HIGH SCHOOL

1 IN 2011 INSTEAD OF PUPILS SCHEDULED TO GRADUATE FROM HIGH SCHOOL IN
2 2010.

3 (5) A SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC
4 SCHOOL ACADEMY SHALL ENSURE THAT THE CONTENT EXPECTATIONS FOR THE
5 CURRICULUM REQUIREMENTS OF SUBSECTION (1) ARE MET BY PROVIDING THE
6 CREDITS SPECIFIED IN SUBSECTION (1) OR BY USING ALTERNATIVE
7 INSTRUCTIONAL DELIVERY METHODS SUCH AS ALTERNATIVE COURSE WORK,
8 HUMANITIES COURSE SEQUENCES, OR CAREER AND TECHNICAL EDUCATION. THE
9 PURPOSE OF CAREER AND TECHNICAL EDUCATION IS TO PREPARE PUPILS FOR
10 CAREERS AFTER HIGH SCHOOL. SCHOOL DISTRICTS AND PUBLIC SCHOOL
11 ACADEMIES THAT OPERATE CAREER AND TECHNICAL EDUCATION PROGRAMS ARE
12 ENCOURAGED TO INTEGRATE THE CREDIT REQUIREMENTS OF THIS SECTION
13 INTO THOSE PROGRAMS.

14 (6) IF THE BOARD OF A SCHOOL DISTRICT OR BOARD OF DIRECTORS OF
15 A PUBLIC SCHOOL ACADEMY WANTS ITS HIGH SCHOOL TO BE ACCREDITED
16 UNDER SECTION 1280, THE BOARD OR BOARD OF DIRECTORS SHALL ENSURE
17 THAT ALL ELEMENTS OF THE CURRICULUM REQUIRED UNDER SUBSECTION (1)
18 ARE MADE AVAILABLE TO ALL AFFECTED PUPILS. IF A SCHOOL DISTRICT OR
19 PUBLIC SCHOOL ACADEMY DOES NOT OFFER ALL OF THE REQUIRED CREDITS,
20 THE BOARD OF THE SCHOOL DISTRICT OR BOARD OF DIRECTORS OF THE
21 PUBLIC SCHOOL ACADEMY SHALL ENSURE THAT THE PUPIL HAS ACCESS TO THE
22 REQUIRED CREDITS BY ANOTHER MEANS, SUCH AS ENROLLMENT IN A
23 POSTSECONDARY COURSE UNDER THE POSTSECONDARY ENROLLMENT OPTIONS
24 ACT, 1996 PA 160, MCL 388.511 TO 388.524; ENROLLMENT IN AN ONLINE
25 COURSE; A COOPERATIVE ARRANGEMENT WITH A NEIGHBORING SCHOOL
26 DISTRICT OR WITH A PUBLIC SCHOOL ACADEMY; OR GRANTING APPROVAL
27 UNDER SECTION 6(6) OF THE STATE SCHOOL AID ACT OF 1979, MCL

1 388.1606, FOR THE PUPIL TO BE COUNTED IN MEMBERSHIP IN ANOTHER
2 SCHOOL DISTRICT.

3 (7) IF A PUPIL IS NOT SUCCESSFULLY COMPLETING A CREDIT
4 REQUIRED FOR GRADUATION, OR IS IDENTIFIED AS BEING AT RISK OF
5 WITHDRAWING FROM HIGH SCHOOL, THEN THE PUPIL'S SCHOOL DISTRICT OR
6 PUBLIC SCHOOL ACADEMY SHALL NOTIFY THE PUPIL'S PARENT OR LEGAL
7 GUARDIAN OR, IF THE PUPIL IS AT LEAST AGE 18 OR IS AN EMANCIPATED
8 MINOR, THE PUPIL, OF THE AVAILABILITY OF TUTORING OR OTHER
9 SUPPLEMENTAL EDUCATIONAL SUPPORT AND COUNSELING SERVICES THAT MAY
10 BE AVAILABLE TO THE PUPIL UNDER EXISTING STATE OR FEDERAL PROGRAMS,
11 SUCH AS THOSE PROGRAMS OR SERVICES AVAILABLE UNDER SECTION 31A OF
12 THE STATE SCHOOL AID ACT OF 1979, MCL 388.1631A, OR UNDER THE NO
13 CHILD LEFT BEHIND ACT OF 2001, PUBLIC LAW 107-110.

14 (8) IF A SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY DEMONSTRATES
15 TO THE DEPARTMENT THAT THE SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY
16 IS UNABLE TO MEET THE REQUIREMENTS OF THIS SECTION BECAUSE THE
17 SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY IS UNABLE TO HIRE ENOUGH
18 HIGHLY QUALIFIED TEACHERS, THE DEPARTMENT SHALL WORK WITH THE
19 SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY TO DEVELOP A PLAN TO ALLOW
20 THE SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY TO HIRE ENOUGH HIGHLY
21 QUALIFIED TEACHERS TO MEET THE REQUIREMENTS OF THIS SECTION.

22 (9) IF A SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY DOES NOT
23 OFFER ALL OF THE REQUIRED CREDITS OR PROVIDE OPTIONS TO HAVE ACCESS
24 TO THE REQUIRED CREDITS AS PROVIDED UNDER SUBSECTION (6), THEN THE
25 SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY IS ENCOURAGED TO APPLY FOR
26 AN EDUCATION MANDATE ROLLBACK CONTRACT UNDER SECTION 1290.

27 (10) THE DEPARTMENT SHALL DEVELOP, WITH STATE BOARD APPROVAL,

1 A MODEL POLICY REGARDING INSTRUCTION IN LANGUAGES OTHER THAN
2 ENGLISH. THIS MODEL POLICY SHALL ADDRESS THE GRADE LEVELS IN BOTH
3 THE ELEMENTARY AND SECONDARY LEVELS AT WHICH PUPILS LEARN LANGUAGES
4 OTHER THAN ENGLISH MOST EFFECTIVELY AND SHALL PROVIDE GUIDELINES ON
5 HOW TO PROVIDE INSTRUCTION IN THOSE GRADES. FOR THE PURPOSES OF
6 THIS SECTION, AMERICAN SIGN LANGUAGE IS CONSIDERED A LANGUAGE OTHER
7 THAN ENGLISH. SCHOOL DISTRICTS AND PUBLIC SCHOOL ACADEMIES ARE
8 ENCOURAGED TO PROVIDE INSTRUCTION IN ACCORDANCE WITH THIS MODEL
9 POLICY.

10 (11) THE BOARD OF A SCHOOL DISTRICT OR BOARD OF DIRECTORS OF A
11 PUBLIC SCHOOL ACADEMY THAT OPERATES A HIGH SCHOOL SHALL ENSURE THAT
12 EACH PUPIL ENTERING HIGH SCHOOL HAS AN EDUCATIONAL DEVELOPMENT PLAN
13 BEFORE BEGINNING HIGH SCHOOL. ALL OF THE FOLLOWING APPLY TO AN
14 EDUCATIONAL DEVELOPMENT PLAN:

15 (A) AN EDUCATIONAL DEVELOPMENT PLAN SHALL BE BASED UPON A
16 PUPIL'S INDIVIDUAL CAREER OR EDUCATIONAL GOALS AND SHALL IDENTIFY
17 WHICH COURSES THE PUPIL SHOULD ENROLL IN DURING EACH GRADE OF HIGH
18 SCHOOL IN ORDER TO ACHIEVE THESE GOALS. AN EDUCATIONAL DEVELOPMENT
19 PLAN SHALL MEET ALL OF THE FOLLOWING:

20 (i) SHALL IDENTIFY COURSES THAT ARE ALIGNED WITH THE PUPIL'S
21 INDIVIDUAL CAREER OR EDUCATIONAL GOALS AND THAT THE PUPIL SHOULD
22 ENROLL IN TO COMPLETE THE CURRICULUM REQUIRED UNDER SUBSECTION (1).

23 (ii) SHALL IDENTIFY ELECTIVE COURSES THAT ARE ALIGNED WITH THE
24 PUPIL'S INDIVIDUAL CAREER OR EDUCATIONAL GOALS AND THAT WILL
25 PREPARE THE PUPIL FOR EMPLOYMENT AFTER GRADUATION FROM HIGH SCHOOL
26 OR FOR ENROLLMENT IN A 4-YEAR COLLEGE OR UNIVERSITY, A COMMUNITY
27 COLLEGE, OR A POSTSECONDARY TRADE, TECHNICAL, OR VOCATIONAL

1 INSTITUTION AFTER GRADUATION FROM HIGH SCHOOL.

2 (iii) SHALL IDENTIFY MEASURABLE GOALS THAT A PUPIL SHOULD
3 ACHIEVE WHILE ENROLLED IN HIGH SCHOOL THAT INDICATE THE PUPIL IS
4 MAKING PROGRESS TOWARD THE PUPIL'S INDIVIDUAL CAREER OR EDUCATIONAL
5 GOALS.

6 (B) AN EDUCATIONAL DEVELOPMENT PLAN SHALL BE DEVELOPED BY THE
7 PUPIL WITH THE SUPERVISION OF THE COUNSELOR. THE BOARD OF A SCHOOL
8 DISTRICT OR THE BOARD OF DIRECTORS OF A PUBLIC SCHOOL ACADEMY SHALL
9 ENSURE THAT THE PUPIL'S PARENTS OR THE PUPIL'S LEGAL GUARDIAN HAS
10 THE OPPORTUNITY TO PARTICIPATE IN THE DEVELOPMENT OF THE PUPIL'S
11 EDUCATIONAL DEVELOPMENT PLAN.

12 (C) THE BOARD OF A SCHOOL DISTRICT OR THE BOARD OF DIRECTORS
13 OF A PUBLIC SCHOOL ACADEMY SHALL PERIODICALLY NOTIFY THE PUPIL'S
14 PARENT OR THE PUPIL'S LEGAL GUARDIAN ABOUT THE PUPIL'S PROGRESS
15 TOWARD MEETING THE GOALS IDENTIFIED IN THE EDUCATIONAL DEVELOPMENT
16 PLAN.

17 (D) THE PUPIL SHALL BE PROVIDED THE OPPORTUNITY TO ANNUALLY
18 REVIEW AND MODIFY THE PUPIL'S EDUCATIONAL DEVELOPMENT PLAN.
19 MODIFICATIONS MAY BE MADE IN AN EDUCATIONAL DEVELOPMENT PLAN IF THE
20 MODIFICATIONS ARE DEVELOPED IN THE SAME MANNER AS THE ORIGINAL
21 EDUCATIONAL DEVELOPMENT PLAN.

22 (12) FOR THE PURPOSES OF THIS SECTION, ALL OF THE FOLLOWING
23 APPLY:

24 (A) A PUPIL IS CONSIDERED TO HAVE COMPLETED A CREDIT IF THE
25 PUPIL SUCCESSFULLY COMPLETES THE SUBJECT AREA CONTENT EXPECTATIONS
26 OR GUIDELINES DEVELOPED FOR THE CREDIT BY THE DEPARTMENT AND
27 APPROVED BY THE STATE BOARD.

1 (B) A PUPIL IS CONSIDERED TO HAVE SUCCESSFULLY COMPLETED A
2 CREDIT IF THE PUPIL MEETS EITHER OF THE FOLLOWING:

3 (i) EARNS A PASSING GRADE.

4 (ii) EARNS A QUALIFYING SCORE, AS DETERMINED BY THE STATE
5 BOARD, ON AN ASSESSMENT DEVELOPED OR SELECTED BY THE DEPARTMENT AND
6 APPROVED BY THE STATE BOARD THAT MEASURES A PUPIL'S UNDERSTANDING
7 OF THE SUBJECT AREA CONTENT EXPECTATIONS OR GUIDELINES. UNTIL THE
8 STATE BOARD APPROVES ASSESSMENTS FOR THE PURPOSES OF THIS
9 SUBPARAGRAPH, A SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY MAY AWARD
10 CREDIT TO A PUPIL IF THE PUPIL RECEIVES A PASSING GRADE, AS
11 DETERMINED BY THE SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY, ON AN
12 ASSESSMENT SELECTED BY THE SCHOOL DISTRICT OR PUBLIC SCHOOL
13 ACADEMY.

14 (13) THE DEPARTMENT SHALL SUBMIT AN ANNUAL REPORT TO THE
15 LEGISLATURE THAT EVALUATES THE OVERALL SUCCESS OF THE HIGH SCHOOL
16 CURRICULUM REQUIRED UNDER THIS SECTION, THE RIGOR AND RELEVANCE OF
17 THE COURSE WORK REQUIRED BY THE CURRICULUM, THE ABILITY OF PUBLIC
18 SCHOOLS TO IMPLEMENT THE CURRICULUM AND THE REQUIRED COURSE WORK,
19 AND THE IMPACT OF THE CURRICULUM ON STUDENT SUCCESS, AND THAT
20 DETAILS ANY ACTIVITIES THE DEPARTMENT HAS UNDERTAKEN TO IMPLEMENT
21 THIS SECTION OR TO ASSIST PUBLIC SCHOOLS IN IMPLEMENTING THE
22 REQUIREMENTS OF THIS SECTION.

23 (14) THE DEPARTMENT SHALL SUBMIT THE ANNUAL REPORT UNDER
24 SUBSECTION (13) NOT LATER THAN APRIL 1 OF EACH YEAR.

25 Enacting section 1. Section 1166 of the revised school code,
26 1976 PA 451, MCL 380.1166, is repealed effective July 1, 2007.

27 Enacting section 2. This amendatory act does not take effect

1 unless all of the following bills of the 93rd Legislature are
2 enacted into law:

3 (a) House Bill No. 4079.

4 (b) House Bill No. 4080.