

Special Education

OCTOBER **2024**

Personal Curriculum Guidance



Macomb Intermediate School District
Leadership, Service & Support in Education

www.misd.net



Macomb Intermediate School District

44001 Garfield Road
Clinton Township, MI 48038-1100

www.misd.net

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Macomb Intermediate School District:
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VISION

We are the Macomb Intermediate School District.

We provide quality service to special education and general education students, instructional and technical support to school staff, and cutting-edge educational leadership in Macomb County.

We are committed to all the students of Macomb County. To serve them well, we are resolute in involving parents, school personnel, and the community at large, including business, government, and civic organizations as active partners in planning, delivering and evaluating our services.

We work directly with individuals with disabilities who reside in Macomb County School Districts. We serve students of all ages, from newborns to adults, meeting their unique learning needs and supporting their families all along the way.

Within the twenty-one local districts and public charter schools, we focus our efforts on building capacity with school staff. Through quality training and instructional support, we increase their knowledge, skills and abilities so all students receive a rigorous and effective educational experience.

We promote all aspects of the educational process through our development and support of technology. We provide training in the use of essential technology tools that enhance curricular, instructional and administrative services in our schools and, as a result, opportunities are expanded for all.

We work collaboratively with colleges and universities and are leaders in state and national programs. We anticipate needs and opportunities, all with the single purpose of identifying, developing and implementing programs and practices that, through education, improve the quality of life in Macomb County.

The Macomb Intermediate School District (MISD) is an Equal Opportunity Employer. It is the policy of the MISD that no person on the basis of race, creed, color, religion, national origin, age, sex, height, weight, marital status, or disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which the MISD is responsible. Inquiries regarding compliance with Section 504, Title IX, or the Americans with Disabilities Act may be directed to: Rosetta K. Mullen, Assistant Superintendent of Human Resources/Legal Affairs and Coordinator under Section 504, Macomb Intermediate School District, 44001 Garfield Road, Clinton Township, Michigan 48038-1100, (586) 228-3309.



TABLE OF CONTENTS

Scope of Authority.....1

Glossary of Terms.....3

FQA.....5

Michigan Merit Curriculum.....7

Flow Chart.....8

Scenarios.....9

Personal Curriculum Implementation Guide.....13

MISD MMC Personal Curriculum Forms.....17

MISD/MDE Parent and Educator Guide28

MISD/MDE Additional Resources to Parent & Educator Guide44

MISD/MDE Focus on Transfer Students.....51

MISD/MDE Focus on Algebra II.....53

MISD/MDE Focus on Enrichment.....55

MISD/MDE Focus on Students with an IEP.....57

MISD/MDE Family Matters Fact Sheet.....60

At-a-Glance Flyer Guidance for Students with IEPs.....62

October 2024



SCOPE OF AUTHORITY, PERSONAL CURRICULUM

GENERIC OBLIGATIONS:

Federal law does not impose specific graduation requirements *for any students*, including students with an IEP to earn a high school diploma.

States impose specific graduation requirements for all students to earn a high school diploma.

Local Districts may add to those requirements as local districts grant high school diplomas for their high school students.

Students with an IEP must be offered a Free and Appropriate Public Education (FAPE) through the Least Restrictive Environment (LRE) which includes use of curriculum accommodations and modifications.

FEDERAL INFORMATION:

Federal law contemplates that states may modify diploma requirements for students with IEP's.

The Office of Civil Rights (OCR) supports utilizing modification of diploma requirements; citing Section 504 and the ADA.

A "Letter to Runkel" 25IDELR387 (OCR 1996) made it clear that districts should **ensure** the provision of FAPE by providing accommodations or modifications of the curriculum through the IEP process.

In the Supreme Court landmark decision (*Endrew F. v. Douglas County School District Re-1*, 137 S. Ct. 988), the Court rejected the Tenth Circuit's reasoning. The Supreme Court determined that, "[t]o meet its substantive obligation under the IDEA, a school must offer an IEP [individualized education program] that is reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances."

The Court additionally emphasized the requirement that *"every child should have the chance to meet challenging objectives."*

IEP Teams and other school personnel should be able to demonstrate that, consistent with the provisions in the child's IEP, they are providing special education and related services and supplementary aids and services; making program modifications; providing supports for school personnel; and allowing for appropriate accommodations that are reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances and enable the child to have the chance to meet challenging objectives.

STATE SUPPORT:

The Revised School Code Section 1278b **subsection 6** states: *"If a pupil receives special education services, the pupil's individualized education program, in accordance with the individuals with disabilities education act, title VI of Public Law 91-230, shall identify the appropriate course or courses of study and identify the supports, accommodations, and modifications necessary to allow the pupil to progress in the curricular*



requirements of this section and section 1278a, or in a personal curriculum as provided under subsection (5), and meet the requirements for a high school diploma.”

Subsection (5)(k) and (6) further state that a parent or legal guardian of a student with an IEP may request a Personal Curriculum that modifies the MMC, and requires that the school district award the diploma to the student when he/she meets the requirements of the PC, in accordance with the revised school code subsections stated above.

PRACTICAL INFORMATION:

- Personal Curriculum is an option any student or family can explore to modify certain graduation requirements and earn a diploma. Public schools have an obligation to make all relevant stakeholders aware of the personal curriculum as an option for students.
- Personal Curriculum can be requested by the parent/guardian, school personnel, and emancipated youth and the school is obligated to respond by developing a PC for the student.
- A Personal Curriculum must be developed by a team that includes the student; parent/legal guardian; counselor and/or teacher(s) with content expertise, knowledge of the student, and/or other relevant qualifications, and (if available and where appropriate) school psychologist. It is strongly recommended that the student participate and agree.
- **The Personal Curriculum is developed in alignment with the Education Development Plan (EDP) and ultimately, the IEP.** The PC must be carefully aligned to the learning experiences and requirements students need to meet Michigan’s graduation requirements. This pathway through high school courses and content should also be consistent with supporting a student’s readiness to take the next steps after school as identified in **postsecondary goals that are part of a student’s transition plan.**

FEDERAL, STATE AND LOCAL OBLIGATIONS:

As an educational entity in the State of Michigan there is an obligation to provide appropriate, utilizing the Personal Curriculum, when appropriate, meets the requirement of FAPE in the LRE demonstrating individualization of a student’s needs. Failure to utilize the Personal Curriculum may result in violation of a student’s right to FAPE in the LRE under IDEA, Section 504 obligations and ADA requirements.



Personal Curriculum (PC) Glossary of Terms

Career Pathway: A career concept in which all careers fall into six general categories.

1. Arts, Communications, Humanities, and Sciences
2. Business, Management, Marketing, and Technology
3. Engineering, Manufacturing, and Industrial Technology
4. Health Sciences
5. Human Services
6. Natural Resources and Agriscience.

Educational Development Plan (EDP): An outline of classes for students, beginning in the 7th grade, to help students reach their career goals by following a specific Career Pathway. Students must have an EDP completed by the time they enter 9th grade.

Extended Core Requirements: Curriculum that exceeds the state and school district's high school graduation requirements. Students meeting existing state and school district High School Content Expectations (HSCE) may qualify for a PC for extended core requirements.

High School Content Area Expectations (HSCE): The development of the High School Content Expectations (HSCE) is an ongoing project coordinated by the Michigan Department of Education and educators throughout the state. These expectations delineate the content that must be contained within the curriculum for the specific content area, such as Algebra, Chemistry, etc. at the high school level.

Individualized Education Program (IEP): An IEP is a written statement for a student with a disability that includes the following:

1. A written statement of the student's present levels of educational performance.
2. Annual goals.
3. A statement of the specific special education and related services to be provided to the student.
4. The projected dates for initiation of services and the anticipated duration of services.
5. Appropriate objective criteria, evaluation procedures and schedules for determining whether the short-term instructional objectives are being achieved.
6. Measurable post-secondary goals related to training, education, and employment by the time the student is 16 years old.

Michigan Merit Curriculum (MMC): The Michigan Merit Curriculum is the compilation of the various content areas high school content expectations that make up the core curriculum at the high school level. The merit curriculum aligns with the Michigan High School Graduation Requirements.

Personal Curriculum (PC): A personal curriculum (PC) is a documented process that modifies certain requirements of the Michigan Merit Curriculum (MMC).



Transfer In: A student who has transferred into a school district from an out-of-state high school or non-public school after completing at least two years of high school. In some cases, the student's previous high school curriculum does not match their new high school curriculum standards. In this case, a student who has completed the equivalent of 2 years of high school may be eligible for a PC.



Personal Curriculum (PC) FQA's

What is a Personal Curriculum?

A personal curriculum (PC) is a documented process that modifies certain requirements of the Michigan Merit Curriculum (MMC) which must be met for the awarding of a high school diploma in Michigan. A PC must be requested on an individual basis and must meet certain conditions to be approved.

Who is eligible for a personal curriculum? *All students in grades 9-12 are eligible.* Students with a documented disability and Individualized Education Program (IEP) are eligible to modify the MMC to a greater extent than their non-disabled peers.

Under what circumstances is a PC allowable? A PC is intended for high school students seeking a diploma who: (1) wish to modify the mathematics requirement; (2) wish to go beyond the academic credit requirements by adding more math, science, English Language Arts or foreign languages credits; (3) need modified content expectations because certain MMC content expectations are not practicable for them despite documented interventions and in light of their Educational Development Plan (EDP); or (4) need other modifications of MMC requirements due to the impact of their special education disabilities as identified in their IEP.

Can a personal curriculum be used to modify the entire MMC? The intention of the PC is to modify portions of the MMC that are not practicable for the student while remaining true to the intent that graduation with a diploma requires mastery of as much of the curriculum expectations of the MMC as possible. Allowable modifications should still reflect the basic number of credit requirements in the following areas: ELA, Science, World Languages, Civics/Government, and the Online Learning experience.

Who can request a personal curriculum? A parent, legal guardian, emancipated student, or any qualified school personnel can request a PC. (Note: While the PC is an appropriate topic to be discussed at IEP, Section 504, or health care team meetings, these teams may not make the request for a PC.)

When can a personal curriculum be requested? A PC can be requested after completion of 9th grade.

Example of the steps in the personal curriculum process and procedure (your district may have a different process and procedure to follow):

1. PC is requested.
2. Within 10 school days a counselor acknowledges receipt of a request, verifies the status of the requestor, and discusses next steps with the person requesting the PC.
3. A Personal Curriculum Committee is named by the building principal and a meeting is scheduled within 30 school days.
4. Staff collects documents for committee review at the PC committee meeting.



5. PC Committee is convened and reviews available documents to make a determination on student's eligibility for a PC.

6. If the student is eligible for a PC, the PC Committee writes the PC. The PC must meet as much of the MMC as possible and must include measurable goals and a method of evaluation.

7. PC is agreed to in writing by student/parent/legal guardian and superintendent designee.

8. Approved PC is monitored quarterly through communication between the parents and each teacher of modified area(s).

9. Revision to a PC may be made using the same process as the original PC.

Is a student eligible for a high school diploma if they have a PC? A student who successfully completes a PC and fulfills any additional local board of education graduation requirements is to be awarded a high school diploma.



Michigan Merit Curriculum

Michigan High School Graduation Requirements (18 credits)

English Language Arts (ELA) — 4 Credits

- Proficiency in State Content Standards for ELA (4 credits)

Mathematics — 4 Credits

- Proficiency in State Content Standards for Mathematics (3 credits); and
- Proficiency in district-approved 4th Mathematics credit options (1 credit) (Students MUST have a math experience in their final year of high school.)

Online Learning Experience

- Course, Learning, or Integrated Learning Experience.

Personal Finance — ½ Credit (Effective with students entering 8th grade in 2023)

- Proficiency in State Content Standards for Personal Finance

Physical Education & Health — 1 Credit

- Proficiency in State Content Standards for Physical Education and Health (1 credit); or
- Proficiency with State Content Standards for Health (1/2 credit) and district-approved extra-curricular activities involving physical activities (1/2 credit).

Science — 3 Credits

- Proficiency in State Content Standards for Science (3 credits); or
- Proficiency in some State Content Standards for Science (2 credits) and completion of a department-approved formal Career and Technical Education (CTE) program (1 credit).

Social Studies — 3 Credits

- Proficiency in State Content Standards for Social Studies (3 credits).

Visual, Performing, and Applied Arts — 1 Credit

- Proficiency in State Content Standards for Visual, Performing, and Applied Arts (1 credit).

World Language — 2 Credits

- Formal coursework or an equivalent learning experience in Grades K-12 (2 credits); or
- Formal coursework or an equivalent learning experience in Grades K-12 (1 credit) and completion of a department-approved formal CTE program; or an additional visual, performing, and applied arts credit (1 credit).

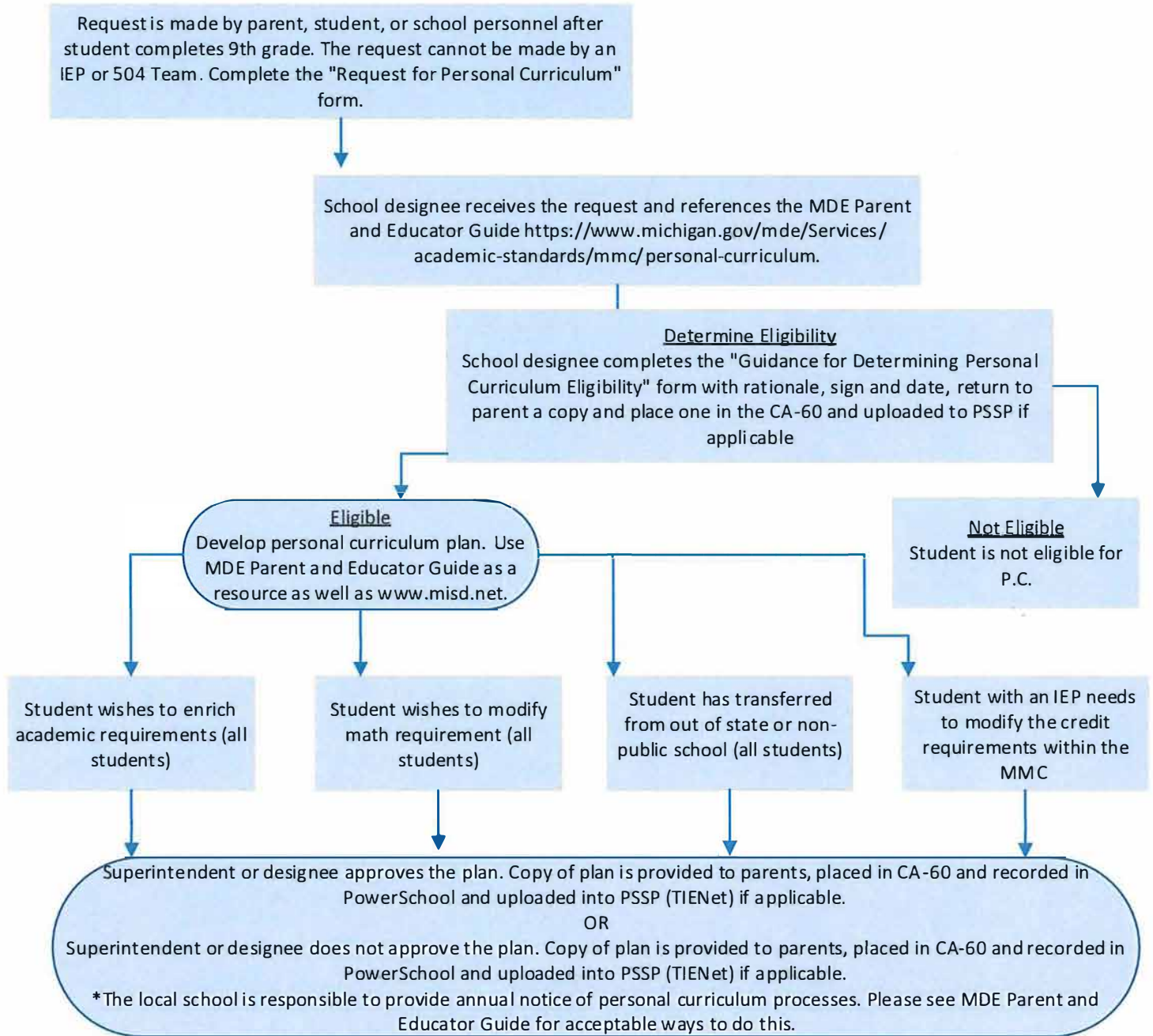
Courses vs. Credits

- The Michigan Merit Curriculum reimagines what the diploma represents. With credit based on student proficiency instead of seat time, the diploma represents what the students knows and can do, not the courses that they took. Credits don't have to equate courses; instead courses, CTE programs, work internships, and other learning opportunities can provide pieces of a variety of credits – filling up the credit pipeline.
- The legislation also allows for specific credit requirements and/or content standards to be modified based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements as well as students who need to individualize learning requirements to meet the MMC requirement.

For specific information regarding the MMC law, please refer to the online [Michigan Merit Curriculum Frequently Asked Questions](#).



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MDE Personal Curriculum Resources:

<https://www.michigan.gov/mde/Services/academic-standards/mmc/personal-curriculum>



Scenario/ Examples

Scenario 1 – Tameka

Tameka is a tenth-grade student eligible for special education as a student with a learning disability in math. Specifically, her disability expresses itself as difficulty in calculation which results in mild frustration and a slower rate of completing work and assignments. Overall, when adequately supported, Tameka's work is accurate and of high quality. Her IEP identifies the following supplementary aids and services and special education programs and services:

Supplementary Aid: retake quizzes, use of calculator on quizzes and summative tests, up to two times extended time on assignments greater than 10 problems in length, up to two times extended time on summative, state, and national tests.

Program Service: Resource program 1-5 hours per week.

Tameka completed her Educational Development Plan with her counselor and identified that she would like to become a Childcare Provider after she graduates from high school.

Tameka's course of study currently includes all the MMC credits and local credits necessary to earn a high school diploma as an "on time" graduate.

Tameka's postsecondary goals in her transition plan include:

After graduation, Tameka will attend the local community college and pursue an associate's degree in licensed childcare.

After graduation, Tameka will continue to work part-time at the ABC Early Childhood Learning Center.

After graduation, Tameka will continue to live at home until she completes her associate's degree.

As a freshman, Tameka has taken Algebra I with support per her IEP but failed the course. Tameka's mother is requesting a Personal Curriculum so that Tameka can earn Algebra I credit and take other math courses relevant to her post school needs and aspirations and still graduate from high school with a diploma.

After looking at Tameka's goals and postschool plans as well as the impact of her disability, the PC team decides the following modifications will help as Tameka prepares for life as a young adult.

| Period | 9th | 10th | 11th | 12th |
|--------|-------------------------------------|-------------------------------------|-----------------------------|------------------|
| 1 | Algebra I (failed) | Algebra I (50%) Personal Finance | Integrated Math | Accounting |
| 2 | English 9 | English 10 | English 11 | English 12 |
| 3 | World History | US History | Government and Economics | Human Anatomy |
| 4 | Physical Education and Health | Art | CTE Early Childhood | |
| 5 | Biology | Chemistry | CTE Early Childhood | |



| 6 | SE Study Skills | Spanish I Class | CTE Early Childhood | |
|-------------------------|-----------------|-----------------------|-----------------------|---|
| Outside of school hours | | Math Support/tutoring | Math Support/tutoring | Spanish II class at local Community College |

Scenario 2 – Justin

Justin is a twelfth-grade student eligible for special education as a student with a specific learning disability in reading comprehension, written expression, math calculation and math problem solving. While his support needs are considered moderate in nature, his disability impacts multiple areas of the curriculum in terms of comprehension and demonstration of knowledge or proficiency.

Despite his academic struggles, His IEP identifies the following supplementary aids and services and special education programs and services:

Supplementary Aid: Extended Time on assessments and assignments, checklist or rubric for assignments with multiple components by limiting the number of questions or problems given at a single time or giving a sequential guide to completing all assignment components, audio support, access to word processor, and use of calculator.

Program Service: Social Work Services 1-2 per month; Resource: 4.5-9 hours per week

Justin completed his EDP with his counselor and identified his aspirations of working in the labor field.

Justin's course of study currently includes a CTE sequence in construction trades.

Justin's postsecondary goals in his transition plan include:

Education/Training: After graduation, Justin will complete classroom, training and work experience necessary to attain his Journeyman's card in the labor field.

Employment: After graduation, Justin will work in the labor field as a certified Mason for a builder in Metro Detroit.

Adult Living: After graduation, Justin will live at home while completing his education and training, before saving up to get his own apartment.

Due to the impact of his disability on multiple areas of the curriculum, Justin has experienced multiple course failures and a deficit in credit accumulation but has done well in courses involving the construction trades sequence in CTE and work-based learning within the community. During the summer after his junior year, Justin found a training and apprenticeship opportunity where he continues to earn certifications through work in a classroom, training center and with employers in the field working towards a Journeyman's card. Justin has attained his driver's license and has maintained consistent, long-term employment.

After looking at Justin's goals and post school plans as well as the impact of his disability, the PC team decides the following modifications will help Justin as he prepares for life as a young adult.



| Period | 9th | 10th | 11th | 12th | 12th |
|-------------------------|----------------------------------|-------------------------------------|---|---|--|
| 1 | Pre-Algebra I | Algebra 1 | Geometry A | CTE Construction Trades | Online Course Geometry |
| 2 | LA 1 (failed one semester) | LA2 (failed one semester) | LA3 (failed) | CTE Construction Trades | Online Course Language Arts |
| 3 | US History (failed one semester) | World History (failed one semester) | Civics (failed one semester) | CTE Construction Trades | apprenticeship content aligned to credit counted |
| 4 | Biology (failed one semester) | Chemistry (failed) | History of Pop/Rock | US History (failed) | apprenticeship content aligned to credit counted |
| 5 | Study Skills | Health | Work-Based Learning/ Chemistry (failed) | Work-Based Learning/ Consumer Math (failed) | apprenticeship content aligned to credit counted |
| 6 | AARI | Drafting (failed) Computer Apps | Work-Based Learning/ Networking | Work-Based Learning/ Employability Skills | apprenticeship content aligned to credit Counted |
| 7 | Elective | Study Skills (failed one semester) | Work-Based Learning/ Web Design | Work-Based Learning/ Study Skills (failed) | apprenticeship content aligned to credit counted |
| Outside of school hours | | | | Training Program and Apprenticeship | Training Program and Apprenticeship |

The following were PC considerations:

| Missing Credits | Recommended Action |
|----------------------|---|
| US History | Use History of Rock/Pop as substitute content |
| Bio | PC out – not critical to career pathway |
| Language Arts part A | No modification - Needed as it aligns with career pathway |
| Language Arts 3/ 4 | PC out - not critical to career pathway |
| World Studies | PC out - not critical to career pathway |
| Geometry | No modification - Needed as it aligns with career pathway |
| Algebra 2 | PC out - not critical to career pathway |
| World Language | PC out - not critical to career pathway |

Adapted from Oakland Schools



| | |
|-----------|---|
| Chemistry | Exchange for Physics which completed in Training/Apprentice program |
|-----------|---|

Career & College Ready

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Michigan Merit Curriculum

<http://www.michigan.gov/mde>

Personal Curriculum Implementation Guide



Introduction

The personal curriculum (PC) is a tool for modifying the MMC in order to individualize the rigor and relevance of the state graduation requirements. All students are eligible for a Personal Curriculum with different populations of students falling under different rules for modifications allowed. The latest data indicate that the use of the PC has risen steadily since the inception of the MMC in 2006, and during the 2019-2020 school year 10,311 students used a PC to modify the MMC to suit their post-school needs.



Tools and resources are in place and continuously being developed to ensure students have access to the PC and that schools are appropriately utilizing the flexibility that this provides to students.

Data related to Personal Curriculum is collected in the Michigan Student Data System (MSDS). The Personal Curriculum Component is part of the three general collections. Counselors, administrators, and data specialist should work together to ensure that the data entered into MSDS is an accurate reflection of the personal curriculums implemented in your district.

Decision Making and Implementation Steps

1. Parent, student, or school personnel requests a Personal Curriculum (PC). Request is reviewed to determine if modifications are consistent with legislation. If modifications are allowable a PC MUST be developed. Districts should process requests on a student-to-student basis using procedures, forms, and policies established by that district.
2. Upon receipt of the PC request, the counselor or designee determines the student's eligibility. The designee:
 - Reviews education development plan (EDP).
 - Reviews other student information such as, performance data and supports, and interventions already implemented.
 - Contacts the PC team members for input.

If the student is eligible for a PC, the counselor or designee will schedule a PC committee meeting. The committee must include the student, at least one parent, teacher, high school guidance counselor or designee selected by the principal. A school psychologist would be needed if the student has an IEP. This meeting does not have to be an in-person meeting, all members do however need to provide input to support PC development and implementation

3. Upon determination of the student's eligibility, the PC team meets to:
 - Analyze student needs and MMC content to determine appropriate modifications.
 - Address the following for students with IEP's
 - Review student information to verify that a MMC diploma is the correct path for the student, also considering a certificate of completion.
 - Identify the postsecondary goal in the EDP and the transition plan.
 - Assess and document the student's current level of performance.
 - Identify any requirements for achieving career and postsecondary goals including college, vocational certification, and/or workforce training.

This committee is charged with convening to examine the student's request while considering the student's EDP, past and current academic performance, supports and interventions, IEP (if applicable), and any other supporting documents deemed necessary by the committee. The committee develops a proposed PC based on the needs of the student, using his or her EDP, which must incorporate as much of the MMC content expectations as is practicable for the student. The PC does not have to include all modifications requested; this is a decision made by consensus of the team.
4. PC team develops the Personal Curriculum and gets approval from superintendent or designee, parent/guardian, and the student if over age 18. PC is not implemented without these approvals.
5. Personal Curriculum is implemented. Student's courses and coursework would reflect changes and modifications.
6. The board of local school district or public-school academy awards a diploma to students completing all graduation/PC requirements.

Suggested Roles and Responsibilities

Local School Board

- Approve local policy for personal curriculum process.
- Align course curricula with content expectations.
- Approve local credit and proficiency levels associated with each course.
- Approve local assessments to measure mastery and proficiency levels.
- Commit to preparing all students for success beyond high school.

School District

- Establish the protocol for participation on the PC Committee.
- Develop a PC agreement, including forms and procedures, that include:
 - Alignment with EDP (and IEP, if applicable).
 - As many of the content standards that are practicable for the student.
- Superintendent must agree to the personal curriculum developed.
- Collect data on personal curricula and report into the MSDS. Designate responsible staff for reporting duties
- Determine that personal curriculum meets district policy in awarding diploma.

School

- Provide a guaranteed and viable curriculum.
- Provide challenging goals and effective feedback to all students.
- Facilitate parent and community involvement.
- Establish and maintain a safe and orderly environment.
- Maintain collegiality and professionalism among faculty and staff.
- Designate and train appropriate personnel for reporting responsibilities.

Personal Curriculum Committee

- Review student academic and behavior records to ensure appropriate interventions have been implemented prior to PC modifications.
- Determine the MMC content that the student would need proficiency in to be able to meet their post-school goals.
- Develop the PC to align with EDP, and IEP (if applicable).
- Must include school psychologist if PC is for a student with a disability.

Teacher

- Plan instruction based on content standards that are designed to help student master content and achieve proficiency.
- Manage the classroom to ensure an environment that is conducive to high levels of learning.
- Maintain rigor and relevance of instruction and establish relationships with students to facilitate the learning process.
- Must participate on PC committee.

Parent/Guardian

- Create a home environment that is conducive to supporting learning, study skills, and completion of assignments.
- Must participate on PC committee.
- Must agree to the personal curriculum developed.
- Participate in quarterly communication with teachers about student's progress.

Student

- Establish an Educational Development Plan to share postsecondary education and career goals and direct high school course selection.
- May request a personal curriculum if emancipated minor or over age of 18.
- Must participate on the PC committee.

Resources

- [Michigan Department of Education High School Website](#)
- [Personal Curriculum Documents and Resources](#)



Personal Curriculum (PC) Application and Plan for Students with an IEP

The Revised School Code Act 451 380.1278b

“(5): The parent or legal guardian of a pupil who has completed grade 9, a teacher who is currently teaching the pupil, who currently teaches in or whose expertise is in a subject area proposed to be modified by the personal curriculum, or who is determined by the principal to have qualifications otherwise relevant to developing a personal curriculum, or a school counselor or school employee qualified to act in a counseling role under section 1233 or 1233a may request a personal curriculum under this subsection for the pupil that modifies certain of the Michigan merit standard requirements under subsection (1) or section 1278a(1)(a). If the request for a personal curriculum is made by the pupil's parent or legal guardian or, if the pupil is at least age 18 or is an emancipated minor, by the pupil, the school district or public school academy shall develop a personal curriculum for the pupil.”

“(k) If the parent or legal guardian of a pupil requests as part of the pupil's personal curriculum a modification of the Michigan merit standard requirements that would not otherwise be allowed under this section and demonstrates that the modification is necessary because the pupil is a child with a disability, the school district or public school academy may allow that additional modification to the extent necessary because of the pupil's disability if the group under subdivision (a) determines that the modification is consistent with both the pupil's **educational development plan** under subsection (11) and the pupil's **individualized education program**.”

“(6): If a pupil receives special education services, the pupil's individualized education program, in accordance with the individuals with disabilities education act, title VI of Public Law 91-230, must **identify the appropriate course or courses of study and identify the supports, accommodations, and modifications necessary** to allow the pupil to progress in the curricular requirements of this section and section 1278a, or in a personal curriculum as provided under subsection (5), and meet the requirements for a high school diploma.”

MDE Guidelines and Supporting Materials
Michigan Department of Education
Academic Standards

Michigan Merit Curriculum/Graduation Requirements
Personal Curriculum

<https://www.michigan.gov/mde/Services/academic-standards/mmc/personal-curriculum>



The Personal Curriculum A Tool for Modifying the Michigan Merit Curriculum

Students With an Individualized Education Program (IEP)

Allowable Modifications for a Student with an Individualized Education Program

The parent or legal guardian of a student with an IEP may request a PC to modify the requirements of the MMC not otherwise allowed, providing the PC:

- Incorporates as much of the subject area content expectations as practicable for the student within the context of the MMC requirements.
- Aligns with the EDP and is consistent with the IEP.
- Modifications directly address the effect the student's disability has on his or her ability to access and/or demonstrate progress in the content.

Additionally, the PC:

- May modify components of the content expectations within each credit requirement.
- May modify the credit requirements.
- Should reflect student strengths and outline how those strengths will be enhanced and utilized.

Potential Adverse Effects of Using a Personal Curriculum

Parents and students should understand the possible consequences for modifications of the MMC credit requirements or high school content expectations. 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, and/or preparedness for success in 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 erect barriers to student success may impact the district's ability to:

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

-Parent and Educator Guide, MDE July 2015



Personal Curriculum Timeline/Process for Students with an IEP

| PERSONAL CURRICULUM PURPOSE |
|--|
| The PC is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who need to individualize learning requirements to meet the Michigan Merit Curriculum requirements. The student's Education Development Plan and IEP Post-Secondary Plan must be robust to support a personal curriculum. |
| DIRECTIONS |
| This form is to be used by the student's counselor to track the Personal Curriculum process. |
| PERSONAL CURRICULUM PROCESS |
| <input type="checkbox"/> 1. PC is requested by a parent/legal guardian, emancipated student, or school personnel. |
| <input type="checkbox"/> 2. Student meets Michigan Personal Curriculum application requirements. |
| <input type="checkbox"/> 3. Counselor schedules a virtual or in-person PC Development Team committee meeting. <ul style="list-style-type: none"> a. Identify team members. b. Send team members, student, and parent/legal guardian notice of meeting. |
| <input type="checkbox"/> 4. Staff collects documents for team to review: <ul style="list-style-type: none"> a. Education Development Plan b. IEP with Post-secondary Plan and PLAAFP written to reflect student's career/job interest, transition skills and transition needs c. Transcript |
| <input type="checkbox"/> 5. PC Development Team reviews the student's EDP, IEP, and transcript. |
| <input type="checkbox"/> 6. PC Development Team completes the PC Development Form and Plan. |
| <input type="checkbox"/> 7. The PC must meet as much of the MMC as practicable and must include measurable goals and a method of evaluation. |
| <input type="checkbox"/> 8. The PC Development team determines that the modification is consistent with both the EDP and the IEP. |
| <input type="checkbox"/> 9. The PC Plan is agreed upon by the parent or student (if the student is 18 or older). |
| <input type="checkbox"/> 10. PC paperwork is sent to the superintendent and director of special education for their agreement or disagreement. Include: <ul style="list-style-type: none"> a. Request for PC form b. Determination form c. PC Plan d. Transcript e. EDP f. IEP Post Secondary Page |
| <input type="checkbox"/> 11. Appropriate staff implements the agreed upon PC. |
| <input type="checkbox"/> 12. Revision to a PC may be made using the same process as the original PC. |



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Request for Personal Curriculum for Students with an Individualized Education Program (IEP)

DATE OF REQUEST:

| STUDENT INFORMATION | | | |
|---|----------------------------|------------------------|-----------------------------|
| Student First Name: | Student Last Name: | Student DOB: | Grade: |
| Parent/Guardian First Name: | Parent/Guardian Last Name: | Parent/Guardian Email: | Parent/Guardian Cell Phone: |
| Anticipated Graduation Date: | School: | School Counselor: | Counselor Phone Number: |
| PC Requested By: <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Student (18 or older) <input type="checkbox"/> Counselor <input type="checkbox"/> Teacher <input type="checkbox"/> Other Role: Specify First Name of Other: Last Name: | | | |

| MODIFICATION REQUEST | |
|--|--|
| Select what area(s) to Michigan Merit Curriculum need proposed modification(s) | |
| English Language Arts – 4 credits <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 | Mathematics – 4 credits <input type="checkbox"/> Geometry <input type="checkbox"/> Algebra 1 <input type="checkbox"/> Algebra 2 <input type="checkbox"/> Additional Math-Related Credit |
| Science – 3 credits <input type="checkbox"/> Biology <input type="checkbox"/> Chemistry <input type="checkbox"/> Physics <input type="checkbox"/> Earth 1 and Earth 2 <input type="checkbox"/> Other science credit | Social Studies – 3 credits <input type="checkbox"/> Global History <input type="checkbox"/> U.S. History <input type="checkbox"/> U.S. Government (.5 credit) <input type="checkbox"/> Economics (.5 credit) |
| Physical Education and Health – 1 credit <input type="checkbox"/> Physical Education <input type="checkbox"/> Health | World Language – 2 credits <input type="checkbox"/> Year 1 of World Language <input type="checkbox"/> Consecutive Year 2 of Same World Language |
| <input type="checkbox"/> Online Learning Experience – 1 credit | <input type="checkbox"/> Visual, Performing, or Applied Arts – 1 credit |
| <input type="checkbox"/> Career and Technical Education | <input type="checkbox"/> Personal Finance - .5 credit |

October 2024



| DESCRIBE THE CURRICULUM MODIFICATIONS YOU WANT INCLUDED IN THE PC PLAN. | |
|---|--|
| 1. | |
| 2. | |
| 3. | |

| SIGNATURES |
|------------|
|------------|

| Requested By: | First Name | Last Name | Signature | Date |
|---------------------------------|------------|-----------|-----------|------|
| | | | | |
| Received By: | First Name | Last Name | Signature | Date |
| PC Development Team Coordinator | | | | |



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Personal Curriculum Determination Form for Students with an IEP

DATE:

DIRECTIONS

This form is to be completed by the Personal Curriculum Team.

STUDENT INFORMATION

| | | | | | |
|---------------|--|---------------------|--|----------------|--|
| Student Name: | | DOB: | | Current Grade: | |
| School: | | Date of PC Request: | | | |

SOURCES OF EVALUATION INFORMATION:

Check each document used to determine eligibility for the personal curriculum and attach the data that supports the recommendation.

| | |
|--------------------------|---|
| <input type="checkbox"/> | Review EDP: career goals or pathway, educational training goals, plan of action |
| <input type="checkbox"/> | Review Current IEP. Current IEP date: _____ SE Eligibility Area: _____ |
| <input type="checkbox"/> | Review IEP accommodations/modifications |
| <input type="checkbox"/> | Review IEP goals/objectives |
| <input type="checkbox"/> | Review IEP Post-secondary Goals & Transition Activities |
| <input type="checkbox"/> | Review student's course of study and identify: <input type="checkbox"/> Diploma or <input type="checkbox"/> Certificate of Completion |
| <input type="checkbox"/> | Review District and State Assessment results |
| <input type="checkbox"/> | Review attendance records |
| <input type="checkbox"/> | Review behavioral records |
| <input type="checkbox"/> | Review student's curricular assessments |
| <input type="checkbox"/> | Review grades and/or transcripts. Attach a copy of transcript. |
| <input type="checkbox"/> | Teacher input |

PC TEAM PARTICIPANTS (Signature indicates participation)

| Role | Print Name | Signatures |
|-----------------|------------|------------|
| Student | | |
| Parent/Guardian | | |

October 2024



| | | |
|---------------------------|--|--|
| | | |
| Parent/Guardian | | |
| Counselor/Designee | | |
| School Psychologist | | |
| Special Education Teacher | | |
| General Education Teacher | | |
| Administrator | | |
| Other | | |
| Other | | |
| Other | | |



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Personal Curriculum for Students with an IEP

DATE:

STUDENT INFORMATION

| | | | | | |
|---------------|--|------------|--|----------------|--|
| Student Name: | | DOB: | | Current Grade: | |
| School: | | Counselor: | | | |

PC TEAM PARTICIPANTS (Signature indicates participation)

| ROLE | PRINT NAME | SIGNATURES |
|---------------------------|------------|------------|
| Student | | |
| Parent/Guardian | | |
| Parent/Guardian | | |
| Counselor/Designee | | |
| School Psychologist | | |
| Special Education Teacher | | |
| General Education Teacher | | |
| Administrator | | |
| Other | | |
| Other | | |
| Other | | |



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STUDENT CAREER PATHWAY AS INDICATED ON THE MOST RECENT EDP

| | | |
|---|---|-------------------|
| <input type="checkbox"/> Arts and Communication | <input type="checkbox"/> Business Mgt, Marketing, & Technology | Career Option #1: |
| <input type="checkbox"/> Health Services | <input type="checkbox"/> Engineering/Manufacturing, Industrial Technology | Career Option #2: |
| <input type="checkbox"/> Human Services | <input type="checkbox"/> Natural Resources & Agriscience | Career Option #3: |

CURRICULUM CREDIT AUDIT:

Check which credits have already been earned and enter date of completion.

| | | | |
|---|--|--|--|
| <input type="checkbox"/> grade 9 Number of credits completed: ____ | <input type="checkbox"/> grade 10 Number of credits completed: ____ | <input type="checkbox"/> grade 11 Number of credits completed: ____ | <input type="checkbox"/> grade 12 Number of credits completed: ____ |
|---|--|--|--|

MMC ENGLISH LANGUAGE ARTS MODIFICATION

| |
|---|
| <input type="checkbox"/> If area is checked, describe modification(s) |
|---|

MMC MATH CREDIT MODIFICATION

| |
|---|
| <input type="checkbox"/> If area is checked, describe modification(s) |
|---|

MMC SCIENCE CREDIT MODIFICATION

| |
|---|
| <input type="checkbox"/> If area is checked, describe modification(s) |
|---|

MMC SOCIAL STUDIES CREDIT MODIFICATION

| |
|---|
| <input type="checkbox"/> If area is checked, describe modification(s) |
|---|

MMC VISUAL PERFORMING ARTS CREDIT MODIFICATION

| |
|---|
| <input type="checkbox"/> If area is checked, describe modification(s) |
|---|

MMC PHYSICAL EDUCATION CREDIT MODIFICATION

| |
|---|
| <input type="checkbox"/> If area is checked, describe modification(s) |
|---|



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MMC ONLINE LEARNING EXPERIENCE CREDIT MODIFICATION

☐ If area is checked, describe modification(s)

MMC WORLD LANGUAGE CREDIT MODIFICATION

☐ If area is checked, describe modification(s)

CAREER AND TECHNICAL EDUCATION CREDIT MODIFICATION

☐ If area is checked, describe modification(s)

PERSONAL FINANCE CREDIT MODIFICATION

☐ If area is checked, describe modification(s)

IMPLEMENTATION DATE: OR the first day of the _____ school year

PARENT AND/OR STUDENT AGREEMENT (Student agreement is required if 18 or older)

☐ I agree to allow implementation of this personal curriculum plan.

☐ I disagree with the implementation of this personal curriculum plan because (explain here):

Print Parent or Student Name:

Parent or Student Signature:

Date:

DISTRICT AGREEMENT

☐ I agree to allow implementation of this personal curriculum plan.

☐ I disagree with the implementation of this personal curriculum plan because (explain here):

Print Superintendent/Designee Name:

Signature of Superintendent/Designee:

Date:



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Personal Curriculum for Students with an IEP Tracking Record

DATE:

STUDENT NAME:

PERSONAL CURRICULUM HIGH SCHOOL CONTENT EXPECTATION TRACKING RECORD

| High School Content Expectations Alignment Record (Check box if PC allows modification) | Date of Completion – Criteria Met for Credit | Name of Counselor Who Verified Credit Completion |
|--|---|---|
| <input type="checkbox"/> English Language Arts | | |
| <input type="checkbox"/> Math | | |
| <input type="checkbox"/> Science | | |
| <input type="checkbox"/> Social Studies | | |
| <input type="checkbox"/> Visual Performing Applied Arts | | |
| <input type="checkbox"/> Physical Education & Health | | |
| <input type="checkbox"/> Online Learning Experience | | |
| <input type="checkbox"/> World Languages | | |
| <input type="checkbox"/> Career and Technical Education | | |
| <input type="checkbox"/> Personal Finance | | |

Personal Curriculum



PARENT AND EDUCATOR GUIDE

Overview

Accountability

Guidelines

Michigan Merit Curriculum (MMC)

Mathematics Modifications

Enrichment

Transfer Students

Students with an Individualized Education Program (IEP)

Processes

The Personal Curriculum

A Tool for Modifying the Michigan Merit Curriculum

Overview

Summary

This guide was developed to help educators, students, and parents understand when it may be appropriate to use a personal curriculum (PC) option to modify the Michigan Merit Curriculum (MMC) requirements. State statute allows personal curriculum modification in order to:

- Go beyond the academic credit requirements by adding more math, science, English language arts, or world languages credits; or completing a department-approved formal career and technical education program.
- Modify the State Content Standards for Mathematics.
- Modify, when necessary, the credit requirements of a student with an Individualized Education Program (IEP).
- Modify credit requirements for a student who transfers from out of state or from a nonpublic school and is unable to meet the MMC requirements.

The MMC defines consistent learning standards that are intended to remain constant from district to district. Districts choose instructional approaches and design learning environments so that all students, including alternative and at-risk students, can meet the requirements of the MMC. The research is clear—struggling learners do better when given the opportunity to learn in a challenging curriculum. PC modifications must align Michigan state standards 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 an IEP operate under this same context.

The PC is an option any student or family can explore as a way to modify certain graduation requirements and earn a diploma. 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 PC.

Purpose of the Personal Curriculum

The PC is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements and students who need to individualize learning requirements to meet the MMC requirements.

Section 380.1278a of the Revised School Code regarding the Michigan Merit Curriculum requirements for a high school diploma may be accessed and read online at:

[www.legislature.mi.gov/\(hzka3q2cfmj4r0vc4mdmp055\)/documents/mcl/pdf/mcl-380-1278a.pdf](http://www.legislature.mi.gov/(hzka3q2cfmj4r0vc4mdmp055)/documents/mcl/pdf/mcl-380-1278a.pdf)

Section 380.1278b of the Revised School Code regarding the Michigan Merit Curriculum and personal curriculum may be accessed and read online at:

[www.legislature.mi.gov/\(hzka3q2cfmj4r0vc4mdmp055\)/documents/mcl/pdf/mcl-380-1278b.pdf](http://www.legislature.mi.gov/(hzka3q2cfmj4r0vc4mdmp055)/documents/mcl/pdf/mcl-380-1278b.pdf)

The Personal Curriculum

A Tool for Modifying the Michigan Merit Curriculum

Overview *continued*

The PC option allows the board of a school district or public school academy to award a regular high school diploma provided the student completes the requirements of the PC, including as many of the content expectations of the MMC as practicable.

Providing Flexibility

A PC allows several flexible learning options, including:

- Earning additional credit in specific subject areas and counting these credits toward meeting the state requirements.
- Modifying the mathematics content for students who are challenged with meeting the proficiency requirement in the State Content Standards for math.
- Allowing modifications of the MMC necessary to demonstrate proficiency for students with an IEP.
- Allowing modifications of the MMC necessary to demonstrate proficiency for students transferring to a district from out of state or from a nonpublic school.

Coordinating Student Planning

The PC is not a stand-alone document that drives the high school experience. The PC must be developed and coordinated with other plans, including the Educational Development Plan (EDP) and the IEP. Modifications to the student's academic expectations made through the PC option must not erect barriers to making progress in completing the career pathway or the achievement of postsecondary goals. The EDP is the plan of study or academic course of study for achieving postsecondary goals and will include course titles and appropriate high school graduation and college entrance requirements. It will be used as a guide along with other career planning materials. The EDP should be reviewed each year and may be modified to reflect changing goals.

Options for Meeting or Modifying the MMC Requirements

A student's capacity to learn is a function of effective teaching practices and the school's commitment to helping all students meet the content expectations that define the credits required by the MMC. Teachers are expected to employ a multitude of research-based instructional strategies to help students meet the content expectations. Teachers are encouraged to provide supports, interventions, and accommodations to increase access to the content for students who struggle in traditional instructional approaches. Districts may create integrated courses or combine technical and academic experiences to enhance relevance in credit-earning options. Districts may offer opportunities for credit recovery when students fail to meet some expectations required for earning credit. All options for earning credit should be carefully aligned with content expectations to ensure that all expectations will be met and that students have opportunities to meet the MMC requirements. Supports or flexible delivery options as described above should be available for ALL students and do NOT require a PC.

The Personal Curriculum

A Tool for Modifying the Michigan Merit Curriculum

Overview *continued*

Earning credit in the following non-traditional settings does NOT require a PC so long as proficiency is still met within the state content standard requirement:

- Career and technical education courses, humanities courses, industrial education, or applied arts.
- Accelerated courses through dual enrollment, Advanced Placement, or International Baccalaureate programs.
- Online courses.
- Alternative education or credit recovery programs.

Students participating in these programs are expected to meet the MMC credit requirements. If the programs do not fully align with the content expectations, students may earn partial credit in the programs and can meet the additional expectations to complete the credit requirements through testing out, supplemental offerings, or other options offered by the district.

When is a Personal Curriculum Modification Appropriate?

A PC may be appropriate for a student who has demonstrated one or more of the following:

- The ability or desire to access advanced or specialized content that cannot be met through electives (e.g., district lacks the resources to provide the course/content, or schedule does not allow student to access district offering).
- The ability to succeed in accelerated or advanced math, science, English language arts, world languages, or career and technical education.
- The academic need to modify the State Content Standards for Mathematics.

For a student with an IEP:

- A documented need to make modifications because the student's disability affects access to and/or demonstration of proficiency in the curriculum.
- Lack of progress on the MMC despite documented interventions, supports, and accommodations.

For a transfer student:

- Transferring from out of state or from a nonpublic school after successful completion of the equivalent of two years of high school credit.

The Personal Curriculum

A Tool for Modifying the Michigan Merit Curriculum

Overview *continued*

Prior to considering a PC modification as a course of action for any student, educators must make every effort to help the student meet the requirements of the MMC using varied and creative strategies such as:

- Integrated and differentiated instruction within a multi-tiered system of supports
- Interventions and support
- Spiraled curriculum
- Online learning
- Work-based learning
- Project-based learning
- Flexible scheduling
- Peer coaching
- Adult mentoring
- Electives
- College credit opportunities

While every request to modify a student's graduation requirements should be considered, the school district or public school academy may deny a PC request if:

- The request does not comply with state statute.
- Other options for meeting the student's educational needs have not been documented.
- It is not in the best interest of the student.
- The members of the PC development team cannot reach agreement.

A parent, legal guardian, emancipated student, or school personnel may request a PC at any time. The state statute includes restrictions on when the mathematics and social studies requirements may be implemented as described in the "Allowable Modifications" section.

The Personal Curriculum

A Tool for Modifying the Michigan Merit Curriculum

Accountability

State and Federal

Decisions regarding parameters for evaluating student achievement can be described within an accountability framework, which is defined by federal and state requirements, including the *Elementary and Secondary Education Act (ESEA)*, *Individuals with Disabilities Education Act (IDEA)*, Michigan Merit Curriculum (MMC), and Local Educational Agency (LEA) policy. Each set of requirements includes significant considerations.

The Elementary and Secondary Education Act (ESEA) establishes:

- The requirement of a core curriculum.
- The measurement of student achievement within that curriculum.
- A method for evaluating a school's ability to help students learn the curriculum.
- An expectation that evidence-based practice be applied in the classroom.

The Individuals with Disabilities Education Act (IDEA) establishes:

- That students with disabilities must be assured access to, support for achievement in, and be assessed against the same standards as all other students.
- Provisions and assurances that students with disabilities are not held to a separate standard.
- An expectation that evidence-based practice be applied in the classroom.

While federal legislation establishes basic parameters, it leaves to states the authority and flexibility to define the core curriculum and how achievement in that curriculum is measured. As a result, in 2006, Michigan established the MMC.

The MMC establishes:

- The credits that make up the state requirements for graduation.
- Content expectations that define the required credits.

Local

Local districts and/or boards of education continue to be responsible for establishing criteria for content mastery, the definition of proficiency, allowable modifications, what constitutes credit for specific courses, and additional credit requirements beyond those established by the MMC. Districts must ensure that all students are effectively and consistently engaged in school.

The Personal Curriculum

A Tool for Modifying the Michigan Merit Curriculum

Curriculum Alignment

Districts continue to be held accountable for offering opportunities for students to meet Michigan standards and thus earn the credits required to earn a high school diploma. Determinations regarding possible requirement modifications cannot be made until decisions about curriculum, instructional delivery, assessment, and defining credit have been made.

Districts design curriculum that:

- Organizes the content to be mastered and skills to be developed as defined in Michigan standards.
- Defines what students will know and be able to do within each of the units and by the end of each course.
- Determines how mastery of content and skill will be measured using assessments designed for that purpose—
 - ◊ Formative (classroom, ongoing, assessment FOR learning)
 - ◊ Summative (classroom, district and/or state, assessment OF learning)
 - ◊ Flexible opportunities for demonstrating proficiency.
- Identifies instructional strategies and specialized instructional programs for supporting ALL students in meeting the content expectations, earning the required credits, and developing the knowledge and skill necessary for postsecondary success. Offering individualized and differentiated instruction does NOT require a PC.

Districts must also:

- Base decisions about credit assignment (at least in part) on assessments aligned with the instructional model and with the content expectations addressed. Districts may develop their own assessments or use those developed by MDE if they align with the district's instructional model.
- Determine performance standards for earning MMC credit (e.g., what will be assessed, assessment instruments, multiple opportunities for demonstrating proficiency, proficiency cut scores, flexibility in assigning credit). All students should have access to multiple opportunities for demonstrating proficiency in meeting the MMC standards and expectations.
- Determine the credit associated with each course. Identify courses in which students may earn partial credit.
- Measure and monitor student progress.
- Develop and implement strategies for accelerating learning for students who have not met state achievement standards.

Practicable Content

With aligned curriculum, instructional delivery, and assessment systems in place, districts may determine:

- How the graduation requirements might be modified on an individualized basis, within the boundaries for modification described in the state legislation.
- How student progress will be measured and tracked on a district-wide basis.

The legislation states that “the personal curriculum shall incorporate as much of the content expectations” in areas that are being modified as is reasonably “practicable” for the individual student, while maintaining the legislative intent of increased rigor for all students. Practicable content is the mix of existing MMC content expectations and modifications to those expectations

The Personal Curriculum

A Tool for Modifying the Michigan Merit Curriculum

driven by student need, that when achieved, will ensure the student progresses toward his or her identified postsecondary and career goal(s).

PC development and identification of practicable content begins with:

- Identification of the student's career pathway.
- Requirements for achieving career and postsecondary goals.
- Analysis of the student's current and past levels of performance, including student strengths, which will be enhanced through the PC (i.e., transcript and formal and informal assessment data).
- Identification of the courses and other educational experiences the student needs to progress along the career pathway and achieve postsecondary goals (as identified in the EDP).

The PC modifications should:

- Facilitate progress along the student's career pathway and the achievement of postsecondary goals.
- Enhance the relevance of the student's educational experience.
- Provide access to MMC content knowledge, processes, and skills.
- Provide full access to statewide assessments.
- Provide a gateway to employment and productive adult living.
- Maintain the integrity of the diploma.

Modifications to the content must be based on Michigan standards. The PC will provide an individualized plan for effectively and consistently engaging the student in accessing the MMC and finding success in high school.

The Personal Curriculum

A Tool for Modifying the Michigan Merit Curriculum

Guidelines *continued*

Critical Questions to Ask Before Making Content Expectation or Credit Requirement Modifications

- How much high school content mastery is necessary to meet or exceed MMC performance standards?
- What knowledge and skills are necessary to be considered college ready?
- How much content is sufficient to ensure that the student is prepared for postsecondary success?

There are no clear, definitive answers to these questions, but the consensus is that modifications should be made in such a way as to support meeting most or all of the content expectations, where possible.

Modifying Requirements through a Personal Curriculum

The PC is a process to modify specific credit requirements or content expectations based on the individual learning needs of a student. Allowable modifications are described in the chart on the following page.

In addition to identifying content or credit modifications, the PC must:

- Align with the EDP, postsecondary goals, and the IEP.
- Establish measurable goals.
- Provide a method to evaluate whether the student meets the goals.

Modifications Not Allowed

There are no modifications to credit requirements allowed in the following areas (exceptions may apply for students with an IEP or transfer students):

- English language arts
- Civics/Government
- Online learning experience
- World Language

Modification restrictions are intended to protect the futures of students by ensuring that the PC option is not used as a convenient escape door for schools to shy away from providing access to the MMC for students who are more difficult to reach and teach.

The legislation requires that the State Superintendent monitor a school district if there is reason to believe that the school district is allowing modifications inconsistent with the PC requirements.

The Personal Curriculum

A Tool for Modifying the Michigan Merit Curriculum

Michigan Merit Curriculum (MMC)

| Subject Area Credit Requirements | Personal Curriculum (PC) Modifications (Sequence and delivery up to district; support courses can count for credit regardless of year) |
|---|--|
| 4 English Language Arts (ELA) Credits <ul style="list-style-type: none"> Proficiency in State Content Standards for ELA (4 credits) | ✓ No modification except for students with an Individualized Education Program (IEP) and for transfer students who have completed 2 years of high school |
| 4 Mathematics Credits <ul style="list-style-type: none"> Proficiency in State Content Standards for Mathematics (3 credits) Proficiency in district-approved 4th mathematics credit options (1 credit) <p>* Students must have a math experience in their final year of high school.</p> | ✓ 1 credit of the state content standards for Mathematics may be modified to ½ credit so long as the modification continues to provide the state content standards ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school. * Students must have a math experience in one of their two final years of high school. |
| 3 Science Credits <ul style="list-style-type: none"> Proficiency in State Content Standards for Science (3 credits); <i>Or</i> Proficiency in some State Content Standards for Science (2 credits) and completion of a department-approved formal career and technical education program (1 credit) | ✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school |
| 3 Social Studies Credits <ul style="list-style-type: none"> Proficiency in State Content Standards for Social Studies (3 credits) | ✓ 1 social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science, or world languages credit, or department-approved formal career and technical education program. ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school. |
| 1 Physical Education and Health Credit <ul style="list-style-type: none"> Proficiency in State Content Standards for Physical Education and Health (1 credit); <i>Or</i> Proficiency with State Content Standards for Health (1/2 credit) and district-approved extra-curricular activities involving physical activities (1/2 credit) | ✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit, or department-approved formal career and technical education program. ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school. |
| 1 Visual, Performing, and Applied Arts Credit <ul style="list-style-type: none"> Proficiency in State Content Standards for Visual, Performing and Applied Arts (1 credit) | ✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit, or department-approved formal career and technical education program. ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school. |

The Personal Curriculum

A Tool for Modifying the Michigan Merit Curriculum

| Subject Area Credit Requirements | Personal Curriculum (PC) Modifications (Sequence and delivery up to district; support courses can count for credit regardless of year) |
|--|--|
| 2 World Languages Credits (Effective beginning with students graduating in 2016) <ul style="list-style-type: none"> Formal coursework OR an equivalent learning experience in grades K-12 (2 credits); Or Formal coursework or an equivalent learning experience in grades K-12 (1 credit) and completion of a department- approved formal career and technical education program or an additional visual, performing and applied arts credit (1 credit) | ✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school |
| Online Learning Experience <ul style="list-style-type: none"> Course, Learning or Integrated Learning Experience | ✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school |

Michigan Academic Standards Page http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html

The Personal Curriculum

A Tool for Modifying the Michigan Merit Curriculum

Mathematics Modifications

Allowable mathematics modifications within a traditional and integrated model

A student earns Algebra II credit when he or she has demonstrated proficiency in the required content expectations for Algebra II. Students may take Algebra II over 2 years for 2 credits, or over 1.5 years for 1.5 credits, without requesting a PC.

A modification of Algebra II with a PC requires students to complete a minimum of two-and-a-half (2.5) math credits including Algebra I, Geometry, and one-half (0.5) credit of Algebra II, statistics, or functions and data analysis, or the equivalent of these credit requirements in an integrated math or other program, such as Career and Technical Education (CTE). Once this requirement has been met, a student must earn, at minimum one (1) additional math or math-related credit.

| | 1 Credit | 1 Credit | 1 Credit | 1 Credit | Total Credits |
|--|--|---|-----------------------------|--|---------------|
| Traditional Model (High School Content Expectations = 3 Credits) | | | | | |
| Michigan Merit Curriculum (MMC) without PC | Algebra I, Algebra II and Geometry (no required sequence) | | | Final year math or math-related credit | 4 |
| MMC without PC allowing Algebra II to be taken over 2 years for 2 credits | Algebra I and Geometry (no required sequence) | Algebra II | | | 4 |
| MMC without PC after successful completion of 2 math credits | Algebra I and Geometry (no required sequence) | Algebra II content in other program | Math or math-related credit | | 4 |
| PC modification after successful completion of minimum of 2.5 math credits | Students required to take Geometry and Algebra I | ½ credit Algebra II modification | Math or math-related credit | | 3.5 |
| Integrated Model (High School Content Expectations = 3 credits) | | | | | |
| MMC without PC | Integrated Mathematics Sequence Integrated Mathematics I, II, and III | | | Final year math or math-related credit | 4 |
| MMC without PC allowing remaining credit to be taken over 2 years for 2 credits | Integrated Mathematics Sequence Integrated Mathematics I and II | Integrated III | | | 4 |
| MMC without PC after successful completion of 2 math credits | Integrated Mathematics Sequence Integrated Mathematics I and II | Integrated III content in other program | Math or math related credit | | 4 |
| PC modification after successful completion of minimum of 2.5 math credits | Students required to complete 2 math credits Integrated I and II | | | | 3.5 |

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.

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Enrichment

Modifications to Go Beyond Academic Requirements

Students may request a PC to go beyond academic requirements in mathematics, science, English language arts, and/or world languages; or to complete a department-approved formal career and technical education program. 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.

Allowable Modifications

The PC must align with the EDP and postsecondary goals, as well as the IEP if applicable.

Social Studies (Michigan Merit Requirement: 3 credits)

- Substituting credit requirement for one social studies credit for students who have successfully completed two required social studies credits (which must include one-half [0.5] credit in Civics), to earn additional credits in English language arts, mathematics, science, or world languages; or complete a department-approved formal career and technical education program.

Health and Physical Education (Michigan Merit Requirement: 1 credit)

- Substituting credit requirement for one health and physical education credit to acquire additional credits in English language arts, mathematics, science, or world languages; or to complete a department-approved formal career and technical education program.
- Consideration: A previous law remains in effect requiring students who are physically fit and capable to take a physical education course.
- Note: Districts may credit a student's participation in athletics and other extracurricular activities involving physical activity as meeting the physical education requirement.

Visual, Performing, and Applied Arts (Michigan Merit Requirement: 1 credit)

- Substituting credit requirement for one visual, performing, and applied arts credit to acquire additional credits in English language arts, mathematics, science, or world languages; or to complete a department-approved formal career and technical education program.

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Transfer Students

Allowable Modifications for Transfer Students

The parent or legal guardian of a transfer student from out of state or from a nonpublic school may request a PC to modify the requirements of the MMC not otherwise allowed, providing the following conditions are met:

- The PC is aligned with the EDP and postsecondary goals.
- The student has completed the equivalent of two years of high school credit. Districts may use assessments or examinations to determine credits earned.
- The PC includes as much of Michigan standards as practicable for the student.
- The student completes 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's PC must include one-half (0.5) credit in Civics.

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Students With an Individualized Education Program (IEP)

Allowable Modifications for a Student with an Individualized Education Program

The parent or legal guardian of a student with an IEP may request a PC to modify the requirements of the MMC not otherwise allowed, providing the PC:

- Incorporates as much of the subject area content expectations as practicable for the student within the context of the MMC requirements.
- Aligns with the EDP and is consistent with the IEP.
- Modifications directly address the effect the student's disability has on his or her ability to access and/or demonstrate progress in the content.

Additionally, the PC:

- May modify components of the content expectations within each credit requirement.
- May modify the credit requirements.
- Should reflect student strengths and outline how those strengths will be enhanced and utilized.

Potential Adverse Effects of Using a Personal Curriculum

Parents and students should understand the possible consequences for modifications of the MMC credit requirements or high school content expectations. 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, and/or preparedness for success in 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 erect barriers to student success may impact the district's ability to:

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

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Processes

Personal Curriculum Modification Process

The personal curriculum (PC) process demands the involvement of many people and should be used only after other options, like the use of supports and research-based interventions, have been exhausted. The PC process should include the student, parent/legal guardian, counselor or principal designee, school psychologist (if available for a student with an Individualized Education Program [IEP]), teacher(s) with content expertise, school district superintendent or public school academy executive, and school board.

- Initiation—Initiated by the parent/legal guardian, emancipated student, or school personnel.
- PC Team—Student; parent/legal guardian; counselor and/or teacher(s) with content expertise, knowledge of the student, and/or other relevant qualifications, and (if available and where appropriate) school psychologist if a special education student.
- Agreement—Written agreement between the local school district or public school academy superintendent or chief executive, parent/legal guardian, and student.
- Credits and Content—
 - ◊ Must meet as much of the Michigan Merit Curriculum (MMC) as practicable.
 - ◊ Includes measurable goals to be met in high school and a method of evaluation of whether goals are met.
 - ◊ Identifies credits to be earned and describes modifications to existing content expectations or credit requirements.
- Use of Educational Development Plan (EDP)—Aligned with student's EDP.
- Use of IEP—Consistent with the IEP.
- Revision—Revisions to PC may be made using the same process as used in developing the original PC.

Related Processes

- Awarding the Diploma—A board of the local school district or public school academy may award a diploma to students who complete an approved PC.
- High School Completion without a Diploma—Students who require significant modifications may not be eligible for a diploma or a PC. Students who need these modifications are still able to progress to good careers, college educations, and more. The significance of completing high school without earning a diploma depends on career choice, future employment requirements, and plans for education beyond high school. A student who completes high school without earning a diploma can enter a trade or vocational school, attend most community colleges, enter certain branches of the armed forces, and apply for scholarships and financial aid.
- Reporting—MDE is required to monitor PC use to ensure compliance and consistent application of the PC requirements. Local school districts and public school academies will provide annual information on the number of PC modifications and reasons for modifications granted. Data for the PC is collected through the Michigan Student Data System (MSDS).

http://www.michigan.gov/cepi/0,4546,7-113-986_50502---,00.html

Personal Curriculum



ADDITIONAL RESOURCES

Supplement to the Personal Curriculum Parent and Educator Guide

Six Steps to a Diploma via the Personal Curriculum (PC)
Educational Development Plan (EDP) Overview
Diploma vs. Completion without a Diploma

Updated January 2015

Additional Resources: Supplement to the Personal Curriculum Parent and Educator Guide

This document is to enhance the understanding of the *Personal Curriculum Parent and Educator Guide*. This supplement provides information to help frame the personal curriculum guidelines, and sample scenarios to illustrate how the personal curriculum can be used.

The Revised School Code for the Michigan Merit Curriculum and personal curriculum can be found online at www.michigan.gov/highschool. Direct links are provided below:

Section 380.1278a of the Revised School Code regarding the Michigan Merit Curriculum requirements for a high school diploma may be accessed and read online at:

[www.legislature.mi.gov/\(hzka3q2cfmj4r0vc4mdmp055\)/documents/mcl/pdf/mcl-380-1278a.pdf](http://www.legislature.mi.gov/(hzka3q2cfmj4r0vc4mdmp055)/documents/mcl/pdf/mcl-380-1278a.pdf)

Section 380.1278b of the Revised School Code regarding the Michigan Merit Curriculum and personal curriculum may be accessed and read online at:

[www.legislature.mi.gov/\(hzka3q2cfmj4r0vc4mdmp055\)/documents/mcl/pdf/mcl-380-1278b.pdf](http://www.legislature.mi.gov/(hzka3q2cfmj4r0vc4mdmp055)/documents/mcl/pdf/mcl-380-1278b.pdf)

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A Tool for Modifying the Michigan Merit Curriculum

Six Steps to a Diploma via the Personal Curriculum (PC)

Step 1: Parent, student, or school personnel requests a PC. Request is reviewed to determine if modifications are consistent with state and district policy.

Step 2: PC team meets, including student, parent, counselor or designee, and teachers or others familiar with the student and/or content to be modified. The PC team:

- Reviews Educational Development Plan (EDP), student information, performance data, supports and interventions already implemented, and develops a PC based on the review.
- Analyzes student needs and Michigan Merit Curriculum (MMC) content to determine appropriate modifications.
- Determines how much of MMC content is practicable.
- Develops measurable performance goals and evaluation standards aligned to the goals for student success.
- Provides a method for evaluating progress.
- Confirms alignment with EDP goals.

Additional considerations for Students with an Individualized Education Program (IEP)

- Add school psychologist to PC team (if available/appropriate).
- Confirms consistency with IEP.

Additional considerations for Transfer Students who have completed the equivalent of two years of high school credit

- Reviews credits earned (based on transcript and appropriate assessments) to satisfy the curricular requirements of the MMC.
- Determines the MMC content and credit requirements necessary for the student to earn a diploma.
 - ◊ Requirements must include one-half (0.5) credit in Civics and math or math-related credit in final year of high school (Algebra I or higher if enrolled for at least one full school year).
- Confirms alignment with EDP or postsecondary career goals.

Step 3: PC team writes agreement and gets sign-off from superintendent or chief executive, parent, and student.

Step 4: PC is implemented.

Step 5: Progress is monitored by school and family. If revisions are needed, PC team reconvenes and revises using same process.

Step 6: The board of local school district or public school academy may award a diploma to students completing all requirements of a PC.

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Educational Development Plan (EDP) Overview

What are the Essential Elements of an EDP?

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

- **Personal Information:** This usually includes the student's name, date of birth, and grade level in school. The school could use a personal identification number for each student to maintain confidentiality when sharing information among staff or publishing information online. 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):** Each student should identify a career pathway and goals for achieving success. These may be more general in middle school and become more specific as the student progresses through high school.
- **Educational/Training Goal(s):** Each student should identify the level of educational preparation that will be needed to meet his or her career goal. This encourages the student to think beyond high school graduation and to 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, students will be able to identify individual interests and strengths. They may also set improvement goals. Over time, students 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 plan may also identify special resources and supports needed for the student's success in the PC. For example, an EDP might contain a personal literacy plan to aid students who are struggling readers, or a prevention plan for students who have been identified as at risk of dropping out. Activities may include volunteer or work-related experiences, including job shadowing, mentorship programs in community businesses, or part-time employment in areas related to the career goal(s).

The scope of student planning may include career awareness or exploration activities, work-based activities, and course selections that will prepare her or him for greater understanding of career options and achievement of career goals. 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). The student should also take the time to explore the opportunities for earning college credit while still in high school through Advanced Placement (AP) courses, dual enrollment, International Baccalaureate, and other programs.

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EDP Overview *continued*

- **Parent Consultation/Endorsement:** Parents/guardians should have the opportunity to review and endorse their child's EDP. This will give parents access to information about emerging careers and employment trends so they can help their children prepare for the future. Parents/guardians may also need to discuss assessment results and may need assistance with interpreting them. Students should be encouraged to discuss career-related issues with their parents and share their goals and action plans.

How Does the EDP Coordinate with Other Plans

- **IEP/EDP Alignment—Transition:** The Individuals with Disabilities Act (IDEA) 2004 states the IEP shall contain "appropriate, measurable postsecondary goals ... related to education, training, employment, and, where appropriate, independent living skills; (and) the transition services (including courses of study) needed to assist the child in reaching those goals..."

"Transition services are a coordinated set of activities ... that focus on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities..." and "includes instruction, related services, community experiences, the development of employment, and other post-school adult living objectives ..." Thus, the EDP and the IEP are distinct documents with the common goal of improved postsecondary outcomes.

For students with disabilities, the EDP fulfills many of the secondary transition requirements of IDEA 2004 long before the federal mandates take effect. Since the EDP addresses education, career goals, strategies, and classes, it makes sense to complete the initial planning for students with disabilities by incorporating training goals and adult living goals as appropriate. This helps create alignment between the essential accountabilities of both general and special education.

As described above, during the EDP process, students identify education, pathway, and career goals in planning for the courses they will take throughout high school. For students receiving special education services, this may fulfill (at least in part) the IDEA requirement to identify courses of study. The EDP outlines the "academic course of study" and the IEP identifies the supports, accommodations, and services that are necessary to support the student's success toward the EDP goals. The IEP should refer to the EDP when addressing courses of study. If the EDP contains the essential elements outlined in the next section, it creates an important and necessary link required by the MMC legislation. The EDP can provide support and documentation for a PC modification. Students with a disability are allowed a PC modification only if "the modification is consistent with both the pupil's Education Development Plan ... and the pupil's Individual Education Program." To show alignment with these documents, it will be necessary to clearly specify a student's postsecondary goals in his or her IEP using the same or similar language as used in the EDP.

The role of the IEP is to support the student's progress in the general curriculum, not to make exceptions to it. The statute is specific about modifications to the MMC made through the Personal Curriculum, indicating that modifications must be consistent with both the EDP and the IEP.

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EDP Overview *continued*

- ***Universal elements of quality planning may be blended with the current EDP process including the:***
 - 1) Development of postsecondary goals in education, training, employment, and adult living (when appropriate).
 - 2) Identification of student preferences, interests, strengths, and needs.
 - 3) Review of academic performance, learning style, and effective support strategies for students K-8.
 - 4) Identification and coordination of course(s) and support and possible consideration of a PC.
 - 5) Annual review.

The Personal Curriculum

A Tool for Modifying the Michigan Merit Curriculum

Diploma vs. Completion without a Diploma

With a high school diploma a student may be eligible for:

- Entering any branch of the U.S. military and armed forces.
- Attending a community college or four-year university.
- Entering a trade or vocational school.
- Applying for scholarships and financial aid (certain test scores such as the MME, ACT, and SAT are also considered).
- Tuition Incentive Program (TIP).
- GEAR UP Scholarships (federal funds).
- Michigan Competitive Scholarship (MCS).
- Michigan Tuition Grant (MTG).
- Children of Veterans Tuition Grant (CVTG).
- Survivors Tuition Grant (STG).

Without a diploma a student may:

- Enter trade or vocational school ("Ability to Benefit"* admission method which is usually based on the results of a standardized test such as the ACT, SAT, Work Keys, etc.).
- Attend most community colleges ("Ability to Benefit"* admission method which is usually based on the results of a standardized test such as the ACT, SAT, Work Keys, etc. Most community colleges also require students to take placement exams).
- Enter certain branches of the U.S. armed forces—
 - ◇ The U.S. armed forces will accept applicants who possess a "Certificate of Attendance." These are sometimes called certificates of competency or completion, but they are based on course completion rather than a test such as the GED or CHSPE. These applicants are called Tier II candidates.
 - ◇ Less than 1 percent of Air Force enlistees are Tier II candidates each year; approximately 10 percent of Army and Navy enlistees are Tier II candidates; approximately 5 percent of Marines enlistees are Tier II candidates.
- Apply for scholarships and financial aid such as:
 - ◇ Michigan Competitive Scholarship
 - ◇ Michigan Tuition Grant
 - ◇ Tuition Incentive Program
 - ◇ Children of Veterans Tuition Grant
 - ◇ Survivors Tuition Grant

*Students without a diploma or recognized equivalent who first enroll in a program of study on or after July 1, 2012, will **not** be eligible for Title IV student aid. Students with intellectual disabilities who are enrolled in approved Comprehensive Transition & Postsecondary Programs will still be eligible.

A Parent's Guide to Personal Curriculum



Focus on Transfer Students

Students transferring from out-of-state or nonpublic schools after completing two years of high school

Understanding the Personal Curriculum (PC) process and the options it may offer your student will help in making informed decisions about your student's educational experience and path to earning a high school diploma.

Helping All Students Succeed

All students must have a plan for the future.

Students need opportunities to investigate career pathways, to discover their interests, and to identify options for meeting their potential. This is addressed through the Educational Development Plan (EDP), which documents the student's postsecondary goals. The EDP also outlines the high school coursework the student will need to earn a high school diploma and achieve his or her postsecondary goals. A transfer student must develop an EDP in consultation with his or her school counselor upon enrollment in a Michigan public school. If a transfer student has completed at least two years of high school credit and will be unable to earn all required Michigan Merit Curriculum (MMC) credits during his or her remaining time in high school, the MMC may be modified through a PC.

The Michigan Merit Curriculum (MMC) can be modified.

A PC for a transfer student who has earned at least two years of high school credit may allow the student to modify content within any required credit of the MMC except Civics. In order to determine whether or not a student has earned two years of high school credit, the district may use the student's transcript(s) from his or her previous school(s) and/or appropriate assessments to determine whether or not credit may be awarded based on demonstrated mastery of content. A transfer student who has not earned at least two years of high school credit may only be eligible for an Algebra II modification and/or additional content modifications available to all students. A modification is allowable only if it includes all MMC content that is possible for the student to complete in the remaining time in high school and enables the student to achieve his or her postsecondary goals. A modification to the MMC through use of a PC starts with a request by a parent, an emancipated student, or school personnel. The request is followed by a thorough review of the relevant information by a PC team. The PC team develops the PC plan, which must be agreed to by both the parent or legal guardian (or emancipated student) and the superintendent or his or her designee before being implemented. Upon completing the MMC, as modified by the PC, the student receives a high school diploma.

Basic Steps to a PC

Step 1: The parent, school personnel, student age 18 or older, or emancipated student requests a PC.

Step 2: The PC team meets (student, parent, counselor or designee, and/or teacher(s) who currently teaches the student or has expertise in the content being modified). The PC team reviews student information, performance data, and supports—including the EDP—and develops a PC. The PC team develops measurable performance goals for the modified content and methods to evaluate the achievement of those goals.

Step 3: The PC team writes agreement and gets sign-off from the superintendent or chief executive and the parent or legal guardian (or emancipated student).

Step 4: The PC is implemented.

Step 5: The parent or emancipated student monitors progress with each teacher of modified content area. If revisions to the PC are needed, the PC team reconvenes and makes revisions using the same process.

Step 6: The student is awarded a diploma upon completing all PC requirements.

Why would I request a Personal Curriculum?

For some students, a PC may offer the best opportunity to succeed in high school and achieve postsecondary goals. A parent may want to consider this option if his or her child has transferred from out of state or a nonpublic high school, has already earned two years of high school credit, and will be unable to earn all required MMC credits during his or her remaining time in high school.

Is my child eligible for a Personal Curriculum?

Transfer students must meet the following conditions to modify the MMC beyond what is available to all students:

- The student's transcript adequately demonstrates that the student has completed the equivalent of two years of high school credit.
- The student has taken appropriate assessments that demonstrate that the student has completed two years of high school credit if the student has no transcript or the transcript does not provide sufficient information to determine whether or not the student has earned two years of high school credit.

If the local district determines the student has earned two years of high school credit and cannot meet all of the MMC requirements in his or her remaining time in high school, a PC can be created to address the student's individual circumstances by modifying any MMC requirement except Civics.

What are the restrictions on a Personal Curriculum?

Even with a PC, transfer students must complete:

- A math credit in the final year of high school. The math credit must be the equivalent of Algebra I or higher if the student is enrolled in the district for one full year and has not previously earned credit in Algebra I. If the student has earned credit in Algebra I, then the credit must be earned in a math course normally taken after Algebra I (i.e., Geometry or Algebra II).
- A half credit of Civics.

When would I request a Personal Curriculum?

A good time for parents to explore the PC option is at enrollment or during the creation of an EDP. A PC can be requested any time during the student's high school career.

Who can request a Personal Curriculum?

The parent(s) or legal guardian(s) of a student, or an emancipated student may request a PC. School personnel may also request a PC or recommend that students and parents consider the PC option. Interested parents must contact the high school counselor or principal to begin the process. A planning meeting may be scheduled when the school receives a formal request. The process will involve an agreement between the parent, student, and the district superintendent or designee.

Districts MUST offer the PC option and respond to PC requests but are NOT required to approve all PC requests.

Please be sure to review all appropriate Personal Curriculum *Parent Resource Guides* for your student:

Focus on Enrichment

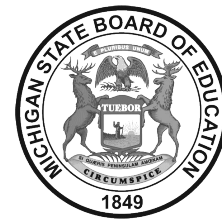
Students who are interested in earning additional credits in math, science, world languages and/or English language arts.

Focus on Algebra II

Students who demonstrate a need to reduce the Algebra II requirement.

Focus on Students with an IEP

Students with an Individualized Education Program (IEP).



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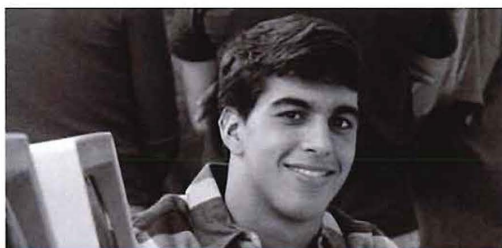
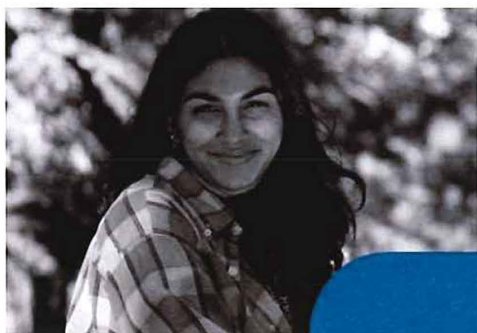
For more information, contact:

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A Parent's Guide to Personal Curriculum



Focus on Algebra II

Students who demonstrate a need to reduce the Algebra II requirement in the Michigan Merit Curriculum (MMC)

The purpose of this parent guide is to provide a description of the Personal Curriculum (PC) process and the options it may offer your student. Understanding this educational option will help in making informed decisions about your student's educational experience and path to earning a high school diploma.

Helping All Students Succeed

All students must have a plan for the future.

Students need opportunities to investigate career pathways, to discover their interests, and to identify options for meeting their potential. This is addressed through the Educational Development Plan (EDP), which documents the student's postsecondary goals. The EDP also outlines the high school coursework the student will need to earn a high school diploma and achieve his or her postsecondary goals. If there is reason to believe a student may be unable to complete the mathematics requirement of the Michigan Merit Curriculum (MMC), the requirement may be modified with a PC. A PC can only be put in place with the agreement of both the parent or guardian (or emancipated student) and the district superintendent or his or her designee.

The Michigan Merit Curriculum (MMC) can be modified.

The MMC math requirement includes 3 credits that cover all of the State Content Standards for Mathematics, and 1 additional credit that can be outside of those standards; 1 credit of the State Content Standards for Mathematics may be modified to 0.5 credit. The PC team must be strategic in identifying those standards in the 0.5 credit that will be addressed due to the modification so that the student will not be disadvantaged when pursuing his/her postsecondary goals. A modification to the MMC through use of a PC starts with a request by a parent, an emancipated student, or school personnel. The request is followed by a thorough review of the relevant information by a PC team. The PC team develops the PC, which must be agreed to by the parent or guardian and the superintendent or his or her designee before being implemented. Upon completing the MMC, as modified by the PC, the student receives a high school diploma.

Step 1: The parent, school personnel, student age 18 or older, or emancipated student requests a PC.

Step 2: The PC team meets (student, parent, counselor or designee, and/or teacher(s) who currently teaches the student or has expertise in the content being modified). The PC team reviews student information, performance data, and supports—including the EDP—and develops a PC. The PC team develops measurable performance goals for the modified 0.5 credit of the State Content Standards and methods to evaluate the achievement of those goals.

Step 3: The PC team writes agreement and gets approval from the superintendent or chief executive and the parent or legal guardian (or emancipated student).

Step 4: The PC is implemented if all parties agree.

Step 5: The parent or emancipated student monitors progress with each teacher of modified content area. If revisions to the PC are needed, the PC team reconvenes and makes revisions using the same process.

Step 6: The student is awarded a diploma upon completing all PC requirements.

Why would I request a Personal Curriculum?

For some students, a PC may offer the best opportunity to succeed in high school and achieve postsecondary goals. A parent may want to consider this option if his or her child has struggled with the middle or high school math curriculum and will require extensive support to meet the full math credit requirement of the MMC.

What math modifications are allowed?

One credit of the State Content Standards for Mathematics may be modified to one-half credit. Options for modifications include:

- In a Career and Technical Education (CTE) course that the local district determines satisfies half of the standards typically found in an Algebra II course.
- In an Algebra II course that the local district determines satisfies half of the standards typically found in an Algebra II course.
- In a statistics, functions and data analysis, technical math, or similar class that the local district determines satisfies half of the standards typically found in an Algebra II course.

A PC is not required for students to take Algebra II over 2 years for 2 math credits, or 1.5 years for 1.5 credits. Students must earn 3.5 total math credits and take math during their final year of high school if they receive a PC to modify the math requirement.

When would I request a Personal Curriculum?

A PC to modify the mathematics requirement may be requested and created after the student completes 9th grade.

Who can request a Personal Curriculum?

The parent(s) or legal guardian(s) of a student, or an emancipated student may request a PC. School personnel may also request a PC or recommend that students and parents consider the PC option. Interested parents must contact the high school counselor or principal to begin the process. A planning meeting may be scheduled when the school receives a formal request. The process will involve an agreement between the parent or legal guardian (or emancipated student), and the district superintendent or designee.

The essential elements of the Personal Curriculum:

- ◇ The PC must align with the EDP. Both should be consistent regarding student goals.
- ◇ The PC must include as much of the MMC as possible.
- ◇ Measurable goals and an evaluation process must be clearly stated.

Districts MUST offer the PC option and respond to PC requests by developing a PC. Districts do not however, have to approve all written PCs.

The school has the discretion to deny a PC. There are many other options available to support students that should be considered before requesting a PC.

Please be sure to review all appropriate Personal Curriculum *Parent Resource Guides* for your student:

Focus on Enrichment

Students who are interested in earning additional credits in math, science, world languages and/or English language arts.

Focus on Transfer Students

Students transferring from an out of state or a nonpublic school after completing two years of high school.

Focus on Students with an IEP

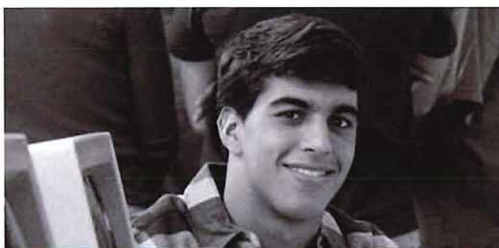
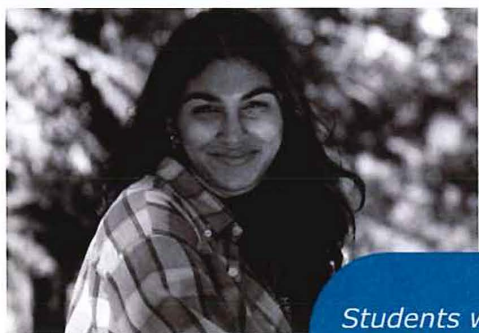
Students with an Individualized Education Program (IEP).

For more information, contact:

Rashell Bowerman, Education Consultant
(517) 335-3062
bowermanr1@michigan.gov



A Parent's Guide to Personal Curriculum



Focus on Enrichment

Students who are interested in earning additional credits in math, science, English language arts, or world languages, or completing a department-approved formal career and technical education program

The purpose of this parent guide is to provide a description of the Personal Curriculum (PC) process and the options it may offer your student. Understanding this educational option will help in making informed decisions about your student's educational experience and path to earning a high school diploma.

Helping All Students Succeed

All students must have a plan for the future.

Students need opportunities to investigate career pathways, to discover their interests, and to identify options for meeting their potential. This is addressed through the Educational Development Plan (EDP), which documents the student's postsecondary goals. The EDP also outlines the high school coursework the student will need to earn a high school diploma and achieve his or her postsecondary goals. If a student's postsecondary goals require extra math, science, English language arts, world languages, or content from a formal career and technical education program, the Michigan Merit Curriculum (MMC) may be modified through a PC. A PC can only be put in place with the agreement of both the parent or guardian (or emancipated student) and the district superintendent or his or her designee.

The Michigan Merit Curriculum (MMC) can be modified.

Modifications to the MMC, made through the PC, allow a student to earn additional credits in math, science, English language arts, world languages, or a department-approved formal career and technical education program, by exchanging up to one credit each of social studies, physical education and health, and/or visual, performing, and applied arts credits. A modification to the MMC through use of a PC starts with a request by a parent, an emancipated student, or school personnel. The request is followed by a thorough review of the relevant information by a PC team. The PC team develops the PC plan, which must be agreed to by the parent or legal guardian (or emancipated student) and the superintendent or his or her designee before being implemented. Upon completing the MMC, as modified by the PC, the student receives a high school diploma. A PC is not needed for students to earn credit through Advanced Placement, dual enrollment, International Baccalaureate classes, career and technical education, alternative education, a humanities course sequence, or industrial education.

Basic Steps to a PC

Step 1: The parent, school personnel, student age 18 or older, or emancipated student requests a PC.

Step 2: The PC team meets (student, parent, counselor or designee, and/or teacher(s) who currently teaches the student or has expertise in the content being modified). The PC team reviews student information, performance data, and supports—including the EDP—and develops a PC. The PC team develops measurable performance goals for the modified content and methods to evaluate the achievement of those goals.

Step 3: The PC team writes agreement and gets sign-off from the superintendent or chief executive and the parent or legal guardian (or emancipated student).

Step 4: The PC is implemented.

Step 5: The parent or emancipated student monitors progress with each teacher of modified content area. If revisions to the PC are needed, the PC team reconvenes and makes revisions using the same process.

Step 6: The student is awarded a diploma upon completing all PC requirements.

What modifications are allowed?

After all elective options have been exhausted, students may substitute the following to take additional credits in math, science, English language arts, world languages, or a department-approved formal career and technical education program.

- Up to one credit of visual, performing, and applied arts credit.
 - Up to one credit of social studies, excluding the required 0.5 credit in Civics.
 - Up to one credit of health and physical education.*
- * The availability of this option is left to the discretion of the local district, as separate laws remain in effect requiring students who are physically fit and capable to take a physical education course and to receive instruction regarding the spread and prevention of HIV and AIDS, which may present conflict with state law regarding the PC.

Who can request a Personal Curriculum?

The parent(s) or legal guardian(s) of a student, or an emancipated student may request a PC. School personnel may also request a PC or recommend that students and parents consider the PC option. Interested parents must contact the high school counselor or principal to begin the process. A planning meeting may be scheduled when the school receives a formal request. The process will involve an agreement between the parent or legal guardian (or emancipated student), and the district superintendent or designee.

The essential elements of the Personal Curriculum:

- ◇ The PC must align with the EDP. Both should be consistent regarding student goals.
- ◇ The PC must include as much of the MMC as possible.
- ◇ Measurable goals and an evaluation process must be clearly stated.

Districts **MUST** offer the PC option and respond to PC requests but are **NOT** required to approve all PC requests.

The school has the discretion to deny a request for a PC. There are many other options available to support students in achieving the goals outlined in the EDP that should be considered before requesting a PC.

Please be sure to review all appropriate Personal Curriculum *Parent Resource Guides* for your student:

Focus on Algebra II

Students who demonstrate a need to reduce the Algebra II requirement.

Focus on Transfer Students

Students transferring from an out of state or a nonpublic school after completing two years of high school.

Focus on Students with an IEP

Students with an Individualized Education Program (IEP).



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For more information, contact:

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A Parent's Guide to Personal Curriculum: Focus on Students with an Individualized Education Plan (IEP)

The purpose of this parent guide is to provide a description of the Personal Curriculum (PC) and the options that the personal curriculum may offer your student to modify the Michigan Merit Curriculum (MMC) credit requirements. The MMC requirements have been in place since 2006 and specify that all students who earn a diploma, at a minimum, have demonstrated proficiency with the content outlined by the state academic standards. The MMC consists of 18 credits, each aligned to specific academic standards in areas such as math, English language arts, social studies, and science. Students earn MMC credits within these standards when they demonstrate mastery of these required academic standards. The PC makes credit modifications to the MMC possible and allows students to individualize the rigor and relevance of their educational experience with their potential. Understanding this option will help make informed decisions about your child's high school experience and support a path to earning a high school diploma.

Helping All Students Succeed

All students must have a plan for the future.

Students need opportunities to investigate career pathways, discover their interests, and identify options for meeting their potential. This is addressed through the development of and continuous updating of an Educational Development Plan (EDP), which documents the student's career pathway and postsecondary goals. The EDP also outlines the high school coursework that students will need to achieve their postsecondary goals. The EDP must contain the MMC requirements to ensure that the student gains the required content knowledge to earn a diploma as he/she/they is/are meeting EDP goals.

For students with an IEP, the IEP is used to document special education services necessary for the student to access and make progress in the general curriculum that results in achieving the Michigan Merit Curriculum (MMC) and a diploma. The IEP further addresses a student's postsecondary goals through the development of a transition plan. A PC can be used to modify MMC standards and credits for a student with an IEP, if needed, to access and earn a diploma.

The PC modifications must be consistent with the student's EDP, transition plan, and IEP and also maintain as many MMC standards and credits as practicable for the student.

The MMC can be modified.

The PC will not be necessary for all students with an IEP but can be a valuable tool for some students to help earn a diploma. A modification to the MMC through the use of a PC starts with a request by a parent or legal guardian, emancipated student, or school personnel. The request is followed by a thorough review of relevant student information by a PC team.

The PC Team, at a minimum, must include the student; parent/legal guardian; counselor and/or teacher(s), and when appropriate, a school psychologist. The school psychologist is suggested for the PC team when the student has an IEP. A PC for a student with an IEP allows a district to consider modifications to any area of the MMC.

MMC content may be modified to the extent necessary because of the student's disability if the PC team determines the modifications are consistent with the student's (1) educational development plan; and (2) IEP, including a transition plan. The PC plan must be agreed to by both the parent or legal guardian (or emancipated student) and the superintendent or designee before implementation. Upon completing the MMC, as modified by the PC, the student receives a high school diploma.

For questions about personal curricula, please contact Rashell Bowerman at bowermanr1@michigan.gov or 517-335-3062. For special education questions, please contact the Office of Special Education Information Line at 833-633-5788 or mde-ose@michigan.gov.

Basic Steps to a PC

Step 1: The parent, school personnel, student age 18 or older, or emancipated student requests a PC.

Step 2: The PC team meets (student, parent, school psychologist, counselor, and/or teacher who currently teaches the student or has expertise in the content being modified). The PC team reviews student information, performance data, and supports—including the EDP—and develops a PC. The PC must incorporate as much of the subject area content expectations of the MMC as practicable for the student.

Step 3: The PC team writes the agreement and gets sign-off from the superintendent or chief executive and the parent or legal guardian (or emancipated student).

Step 4: The PC modifications are implemented. The student's schedule and course of study reflect the PC modifications.

Step 5: The district monitors the student's progress toward meeting the MMC and earning a diploma. If revisions to the PC are needed, the PC team reconvenes and makes revisions using the same process.

Step 6: The student is awarded a diploma upon completing the MMC with PC credit modifications. Once a student completes the requirements for a high school diploma, eligibility ends for special education programs and services.

FREQUENTLY ASKED QUESTIONS

Who can request a Personal Curriculum?

The parent(s) or legal guardian(s) of a student or an emancipated student may request a PC. School personnel may also request a PC or recommend that a student and a parent or legal guardian consider the PC option. Interested parents or legal guardians should contact the high school counselor or principal to begin the process. The process will involve an agreement among the parent or legal guardian, the student, and the district superintendent or designee.

Why would I request a Personal Curriculum?

For some students, a PC may offer the best opportunity to succeed in high school and achieve postsecondary goals. A parent or legal guardian may want to consider this option if their child struggled with the middle school curriculum and will require extensive support to meet all high school requirements or requirements in a specific content area or is currently having difficulty meeting high school requirements.

When should I request a Personal Curriculum?

Parents or legal guardians of students with an IEP can begin to explore the PC option as early as 7th or 8th grade when the EDP is being developed. If granted, the PC goes into effect when the student enters high school. Parents or legal guardians of students with an IEP may also request a PC at any point during the student's high school career.

Does the district have to approve a PC?

The school has the discretion to deny a personal curriculum once it has been developed. The parent(s) or legal guardian(s) of a student, or an emancipated student, must also approve PC modifications before they are implemented.

How do the IEP, EDP, and PC work together to support my student?

All three documents work together to support the student in becoming career, college, and life ready. The student's IEP must identify the appropriate courses of study, the supplementary aids and services, and supports necessary to allow the student to progress within the credit requirements of the MMC. The IEP team must first consider the use of supplementary aids and services as well as specially designed instruction to ensure the student's access to the MMC. The EDP identifies post-secondary goals and the actions necessary to fulfill those goals, including high school courses and experiences. The IEP team must first consider the use of supplementary aids and services as well as specially designed instruction to ensure the student's access to the MMC. The PC team will consider MMC modifications and develop a PC consistent with both the IEP and EDP.

What are the essential elements of the Personal Curriculum?

The PC must be consistent with the EDP and IEP, including the student's goals and supports. The PC must include as much of the MMC as possible and as necessary to meet post-secondary goals.



Personal Curriculum (PC)

The personal curriculum (PC) is a tool for modifying the rigor of the Michigan Merit Curriculum (MMC) by individualizing the state graduation requirements. The PC Team consists of the student, parent, school psychologist, counselor and/or teacher (who currently teaches the student or has expertise in the content being modified). [Educational development plans \(EDPs\)](#) are created in 7th grade and this “living document” is updated each year as the student moves through high school. Goals set in the PC should align with the student’s EDP. The PC and EDP should align with, but not be included in, the student’s IEP.

When is a Personal Curriculum Appropriate?

Personal curriculums may be used to modify:

- MMC requirements by exchanging non-core standards and credits for additional core standards and credits.
- The MMC math requirement by removing a half credit worth of math standards.
- MMC standards and credit requirements for students with an IEP to align to post-school goals.
- Standards and credit requirements for a transfer student who has completed 2 years of high school outside of Michigan.

Earning credit in the following non-traditional settings does not require a PC so long as proficiency is still met within the state content standards:

- Career and technical education courses, humanities courses, industrial education, or applied arts.
- Accelerated courses through dual enrollment, Advanced Placement, or International Baccalaureate programs.
- Online courses.
- Alternative education or credit recovery programs.

Personal Curriculum Requests

Districts must provide information about a PC and develop a PC when requested, but district superintendents or chief executives are not required to approve them. The PC, IEP, and EDP should include as much of the Michigan Merit Curriculum (MMC) as possible, with clearly written information on measurable goals and an evaluation process. For students with an IEP, the PC must align with the disability related needs in the IEP and EDP. Parents (or students who are 18 years or older) should work with their school district’s counseling department to find out more information or to request a PC.

November 2023



Personal Curriculum Process

Learn more at the [Michigan Department of Education website](#).

- 1

The parent, school personnel, student age 18 or older, or emancipated student requests a PC.
- 2

The PC Team meets (student, parent, school psychologist, counselor and/or teacher, who currently teaches the student or has expertise in the content being modified). The PC Team reviews student information, performance data, and supports—including the EDP—and develops a PC. The PC must incorporate as much of the subject area content expectations of the MMC as practicable for the student.
- 3

The PC Team writes agreement and gets sign-off from the superintendent or chief executive and the parent or legal guardian (or emancipated student).
- 4

The PC modifications are implemented. The student’s schedule and course of study should reflect the PC modifications.
- 5

The district monitors the student’s progress towards meeting the MMC and earning a diploma. If revisions to the PC are needed, the PC Team reconvenes and makes revisions using the same process.
- 6

The student is awarded a diploma upon completing the MMC with PC credit modifications. Once a student receives a high school diploma, eligibility ends for special education programs and services.

Resources

The [Parent’s Guide to Personal Curriculum-Focus on Students with an IEP](#) is a Frequently Asked Questions document available from the Michigan Department of Education. It is a good resource for more information on the personal curriculum.



Michigan Alliance for Families
information, support, and education

[Michigan Alliance for Families](#)

- Michigan Department of Education**
 - [Personal Curriculum: Parent and Educator Guide](#)
 - [Personal Curriculum Webpage](#)
 - [Overview of Michigan Merit Curriculum \(MMC\)](#)
- Michigan Merit Curriculum**
 - [\(Revised School Code\) Personal Curriculum](#) ⁶¹



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Personal Curriculum (PC) Guidance At a Glance

For Students with Individualized Education Programs (IEPs)

The Revised School Code Section 1278b subsection 6 states: *"If a pupil receives special education services, the pupil's individualized education program, in accordance with the individuals with disabilities education act, title VI of Public Law 91-230, must identify the appropriate course or courses of study and identify the supports, accommodations, and modifications necessary to allow the pupil to progress in the curricular requirements of this section and section 1278a, or in a personal curriculum as provided under subsection (5), and meet the requirements for a high school diploma."*

The Purpose of a PC

The PC is a process to modify specific credit requirements based on the individual needs of a student.

PCs allow for

1. Additional credits in specific subject areas and counting those credits toward meeting the state requirements.
2. Modifications of the [Michigan Merit Curriculum \(MMC\)](#) necessary to demonstrate proficiency for students with an Individualized Education Program (IEP):
 - Change the 18 credits required by MMC;
 - Remove an MMC credit/course to meet the needs of the student to better fit his/her course of study.
3. Modifications of the MMC necessary to demonstrate proficiency for students transferring to a district from out of state or from a non-public school.

| Must Do's for Students with IEPs |
|--|
| District/school website visibility of option |
| Team of parent/guardian, student, counselor, teacher, school psychologist. This same team is required to create a PC after 9 th grade completion at the request of parent/guardian but does not have to include all requested elements. |
| Approved by superintendent or designee and parent/guardian after development and before implementation |
| Annually review PC with written notice to the parent/guardian |
| PC is directly tied to student's updated Education Development Plan (EDP) and IEP transition plan |
| EDP is attached and incorporated into IEP |



Leadership • Service • Support in Education

| Should Do's for Students with IEPs |
|--|
| Keep an easily accessible PC request form |
| PC forms should include student info, post-school pathway, curriculum modifications, and approval signature of parent/guardian |
| PC record-keeping protocol: attach PC to IEP and consider placing PC in CA-60 file |
| Educating of staff about the PC implementation process |

Michigan Merit Curriculum

Michigan High School Graduation Requirements (18 credits)

English Language Arts (ELA) — 4 Credits

- Proficiency in State Content Standards for ELA (4 credits)

Mathematics — 4 Credits

- Proficiency in State Content Standards for Mathematics (3 credits); and
- Proficiency in district-approved 4th Mathematics credit options (1 credit) (Students MUST have a math experience in their final year of high school.)

Online Learning Experience

- Course, Learning, or Integrated Learning Experience.

Personal Finance — ½ Credit (Effective with students entering 8th grade in 2023)

- Proficiency in State Content Standards for Personal Finance

Physical Education & Health — 1 Credit

- Proficiency in State Content Standards for Physical Education and Health (1 credit); or
- Proficiency with State Content Standards for Health (1/2 credit) and district-approved extra-curricular activities involving physical activities (1/2 credit).

Science — 3 Credits

- Proficiency in State Content Standards for Science (3 credits); or
- Proficiency in some State Content Standards for Science (2 credits) and completion of a department-approved formal Career and Technical Education (CTE) program (1 credit).

Social Studies — 3 Credits

- Proficiency in State Content Standards for Social Studies (3 credits).

Visual, Performing, and Applied Arts — 1 Credit

- Proficiency in State Content Standards for Visual, Performing, and Applied Arts (1 credit).

World Language — 2 Credits

- Formal coursework or an equivalent learning experience in Grades K-12 (2 credits); or
- Formal coursework or an equivalent learning experience in Grades K-12 (1 credit) and completion of a department-approved formal CTE program; or an additional visual, performing, and applied arts credit (1 credit).

Courses vs. Credits

- The Michigan Merit Curriculum reimagines what the diploma represents. With credit based on student proficiency instead of seat time, the diploma represents what the students knows and can do, not the courses that they took. Credits don't have to equate courses; instead courses, CTE programs, work internships, and other learning opportunities can provide pieces of a variety of credits – filling up the credit pipeline.
- The legislation also allows for specific credit requirements and/or content standards to be modified based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements as well as students who need to individualize learning requirements to meet the MMC requirement.



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