

KENT ISD
STUDENT SERVICES DEPARTMENT

PERSONAL CURRICULUM MANUAL

SEPTEMBER, 2022



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OVERVIEW

This guide was adapted from content developed by the Michigan Department of Education, as well as Lapeer County ISD, and 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 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 to Michigan state standards, as practicable, and must not create barriers that limit a student’s opportunity to be engaged in a challenging curriculum.

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

The PC is a process to modify specific MMC 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 criteria to prepare for their postsecondary career.

PC Development Requirements

Districts are required to develop local PC policies and procedures that are communicated to families on an annual basis including website visibility. The development of a PC must include the student, parent/legal guardian, counselor and/or teacher, and a principal/and or district designee. The members of a PC team must be able to address the standards being modified and the impact modifications to the MMC may have on credit obtainment leading to graduation for a student. If a student qualifies for an IEP, the PC team should also include a special education teacher and/or a special education service provider that can address the student’s area(s) of disability. Through each districts’ Student Management System (SMSD), PC data will be collected by the Michigan Student Data System (MSDS) biannually.

Aligned to Post-Secondary Planning

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 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.

When is a PC Not Needed?

Earning credit in the following non-traditional settings does NOT require a PC, as 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.

A PC is not needed when courses, including those listed above, are taken in addition to the MMC requirements. These additional courses may be counted as electives, as they are not replacing any MMC requirements.

When is a PC 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

Before Considering a PC

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

Additionally, performance deficits resulting from non-disability-related inadequate work habits must be considered. A PC may not be developed to address an incomplete course(s) due to lack of effort or absenteeism unrelated to disability.

When a PC Request May Be Denied

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 PC is not transferable from school district to school district.

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.

ACCOUNTABILITY

Federal Accountability

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

State Accountability

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 Accountability

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.

Curriculum Alignment

Districts continue to be held accountable for offering opportunities for students to meet Michigan standards and 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 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.

STUDENT CAREER PATHWAY

Educational Development Plan (EDP) Overview

There is no specific form or format required to develop a student's EDP, and member districts may customize the design that works best to meet the needs of their students. There are several critical components to include in all EDPs:

- Personal Information - includes the student's name, date of birth, and grade and often includes the unique identification code (UIC) of the student to maintain confidentiality when sharing information among staff
- Career Goal(s) - identified by the student to aid in identifying a career pathway for achieving post-secondary success. These goals may be more general in middle school and become more specific as the student progresses through high school
- Education/Training Goal(s) - identify the level of educational preparation needed to attain the student's career goal. This promotes thinking beyond high school graduation to set longer-term goals. These might include on-the-job training (e.g., apprenticeships), military service, certificate programs, two-year associate degree programs, trade or technical education, four-year university programs, and beyond
- Assessment Results - includes summarized results of various assessments relevant to planning and making career decisions. Assessments may include career interest surveys, aptitude tests, informal observations, hobbies, academic achievements and interests, values assessments, and extracurricular activities
 - For students with IEPs, the Individuals with Disabilities Education Act (IDEA) requires age-appropriate transition assessments as part of the transition planning process. This process includes ongoing assessment of the student's strengths, needs, preferences, and interests in the areas of employment, education, living, personal, and social environments. Transition assessment is accomplished by using a variety of assessments and data sources and must be completed prior to the first IEP Team meeting where transition services will be discussed, and must be updated annually.
- Plan(s) of Action - these should include high school course selections, anticipated graduation date, desired post-secondary degree or certificate or other credential, timeline for post-secondary education application, financial assistance options and deadlines, and employment opportunities. This plan may identify resources and supports needed for successful completion of the PC. Plan may include volunteer or work-related experiences, job shadowing, mentorship programs, or part-time employment related to career goals
- Parent/Guardian Consultation and Endorsement - parents/guardians should be given the opportunity to review, provide input, and endorse their child's EDP. The EDP will inform parents about emerging careers and occupational trends that will enable them to help support and prepare their child for the future. The EDP should be used as a conversation piece to facilitate career and education goals and interests between the student, the parent, and the school
- Updated Annually - the EDP and above critical components should be updated annually to reflect current progress and interests, and to accommodate changing progress and interests in education and career goals

EDP and Individualized Education Program (IEP) Alignment

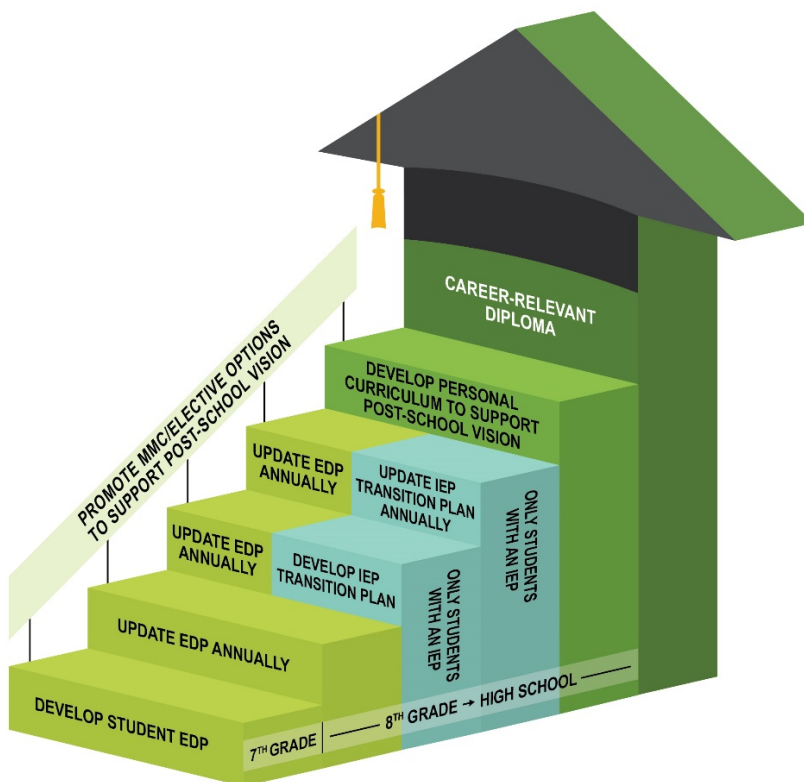
The Individuals with Disabilities Education Act (IDEA) 2004 states that the IEP shall contain “appropriate, measurable, post-secondary goals... related to education, training, employment, and, where appropriate, independent living skills; (and) the transition services (including course of study) needed 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...”. The EDP and IEP are distinct and separate documents, but with an aligned goal of improved post-secondary outcomes.

For students with disabilities, the EDP meets many of the secondary transition requirements of IDEA 2004 several years before the requirements take effect at age 16. 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, if appropriate, adult living goals. This creates and ensures alignment between the critical accountabilities of both general and special education.

Further, the EDP process helps students identify the education, pathway, and career goals in planning for the courses they will take throughout high school. In this sense, the EDP outlines the “academic course of study” and the IEP identifies the supports, accommodations, and services necessary to facilitate the student’s success toward the EDP goals. The EDP can also provide support for and documentation of the appropriateness for a PC modification. Students with a disability are allowed a PC modification only if “the modification is consistent with both the pupil’s EDP... and the pupil’s IEP.” To show alignment with these documents, it is critical to clearly specify a student’s post-secondary goals in their IEP using language aligned to that used in the EDP.

This graphic shows where and how a PC can provide a valuable connection between the student’s post-school vision from the EDP to a career-relevant diploma, maximizing the student’s high school experience in helping them achieve post-secondary success:



MICHIGAN MERIT CURRICULUM AND THE PERSONAL CURRICULUM

A PC may be requested prior to 9th grade for a student with an IEP, and may be implemented at the start of the student’s 9th-grade year. For students without an IEP, a request for a PC is available after the student has completed 9th grade and may be implemented at the start of the student’s 10th-grade year. The following table compares the MMC to allowable PC options.

MMC Subject Area Credit Requirements	PC Modifications
4 ELA Credits	
<ul style="list-style-type: none"> ● Proficiency in State Content Standards for ELA 	<ul style="list-style-type: none"> ➤ No modification except for: <ul style="list-style-type: none"> ○ Students with an IEP (see pg 15) ○ 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) ● Student must have a Mathematics experience in their final year of high school ● Note: students may earn 2 Mathematics credits for Algebra 2 when the credit is earned over 2 years, or 1.5 credits over 1.5 years, without requesting a PC 	<ul style="list-style-type: none"> ➤ 1 credit of Algebra 2 may be modified to 0.5 credit Algebra 2, statistics, or functions and data analysis ➤ A department-approved formal career and technical (CTE) program that embeds the same content as 1 semester of Algebra 2 can meet the 0.5 credit requirement ➤ No modification except for: <ul style="list-style-type: none"> ○ Students with an IEP (see pg 15) ○ Transfer students who have completed 2 years of high school
3 Science Credits	
<ul style="list-style-type: none"> ● 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 CTE program (1 credit) 	<ul style="list-style-type: none"> ➤ No modification except for: <ul style="list-style-type: none"> ○ Students with an IEP (see pg 15) ○ 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) 	<ul style="list-style-type: none"> ➤ No modification of Civics ➤ 1 Social Studies credit (other than Civics) can be exchanged for an additional ELA, Mathematics, Science, or World Languages credit, or department-approved formal CTE program ➤ No modification except for: <ul style="list-style-type: none"> ○ Students with an IEP (see pg 15) ○ Transfer students who have completed 2 years of high school

MMC Subject Area Credit Requirements	PC Modifications
1 Physical Education and Health Credit	
<ul style="list-style-type: none"> ● Proficiency in State Content Standards for Physical Education and Health (1 credit), OR ● Proficient with State Content Standards for Health (0.5 credit) and district-approved extra-curricular activities involving physical activities (0.5 credit) 	<ul style="list-style-type: none"> ➤ Credit can be exchanged for an additional ELA, Mathematics, Science, or World Languages credit, or department-approved formal CTE 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) 	<ul style="list-style-type: none"> ➤ Credit can be exchanged for an additional ELA, Mathematics, Science, or World Languages credit, or department-approved formal CTE program ➤ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
2 World Languages Credits	
<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 CTE program OR an additional Visual, Performing and Applied Arts credit (1 credit) 	<ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> ➤ No modification except for students with an IEP and transfer students who have completed 2 years of high school

District Board Approved Number of Credits Required for Diploma	While a PC is not needed to modify credits beyond the MMC, for some students consideration should be made to eliminate additional non-MMC credits in providing flexibility toward earning a high school diploma.
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PERSONAL CURRICULUM TYPES

There are four types of PCs available to students to help them achieve their career goals. All PCs must be aligned with the student’s EDP and post-secondary goals and, if applicable, the student’s IEP. Careful consideration should be given to the type of PC and the modifications to ensure the PC will not create any post-secondary barriers to education, training, and/or career goals.

1. General Modified - Mathematics

Algebra 2 credit is earned when there is demonstrated proficiency in the required content expectations for Algebra 2. Students may take Algebra 2 over two years for two credits, or over 1.5 years for 1.5 credits, without requesting a PC.

A modification of Algebra 2 with a PC requires students to complete a minimum of 2.5 math credits, including Algebra 1, Geometry, and 0.5 credit of Algebra 2, statistics, or functions and data analysis, or the equivalent of these credit requirements in an integrated math or other program, such as CTE. See below for options with or without a PC modification.

	1 Credit	1 Credit	1 Credit	1 Credit	Total Credits
MMC without PC	Algebra 1, Algebra 2, and Geometry (no required sequence)			Math or Math-related credit	4
MMC without PC	Algebra 1 and Geometry (no required sequence)		Algebra 2		4
MMC without PC	Algebra 1 and Geometry (no required sequence)		Algebra 2 content in other program	Math or Math-related credit	4
PC modification	Algebra 1 and Geometry (no required sequence)		0.5 credit Algebra 2 modification	Math or Math-related credit	3.5

Additional math or math-related courses should address 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.

2. General Enrichment

This PC option enables students to go beyond existing academic requirements in mathematics, science, ELA, and/or world languages, or to complete a department-approved formal CTE program.

Social Studies (MMC Requirement: 3 credits)

After successful completion of two required social studies credits, students may substitute one social studies credit for additional credits in ELA, mathematics, science, or world languages, or complete a department-approved formal CTE program.

Health and Physical Education (MMC Requirement: 1 credit)

Students may substitute one health and physical education credit for additional credits in ELA, mathematics, science, or world languages, or complete a department-approved formal CTE program. A previous law remains in effect that requires students who are physically capable to take a physical education course. 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 (MMC Requirement: 1 credit)

Students may substitute one visual, performing, and applied arts credit for additional credits in ELA, mathematics, science, or world languages, or complete a department-approved formal CTE program.

3. Transfer Students

The parent or legal guardian of a transfer student who has completed at least two years of high school, who is transferring from out of state or from a nonpublic school may request a PC to modify the requirements of the MMC not otherwise allowed under the Enrichment or Mathematics Modifications types. This PC type should include as much of the Michigan standards as practicable for the student. The student must complete one mathematics course that must be the equivalent of Algebra 1 or higher in their final year of high school. The student's PC must also include 0.5 credit in Civics.

4. Students with an IEP

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 under the Mathematics Modifications, Enrichment, or Transfer Student types. The PC for a student with an IEP must incorporate as much of the subject area content expectations as practicable for the student within the MMC requirements, and must directly address the effect of the student's disability on their ability to access and/or demonstrate progress in the content. To this end, there must be prior documentation that a deficit exists in the content area(s).

Additionally, the PC may modify components of the content expectations within each credit requirement. The PC should reflect student strengths and detail how those strengths will be leveraged and enhanced. There are no restrictions on what can be modified, except the total number of required credits overall and the total number of credits per core content area. It is important to note that a PC should not be utilized as a separate/parallel curriculum or to dilute the requirements and rigor of the MMC, yet should align to the student's skill deficit/barrier to learning identified in the IEP and aligned to the student's disability. The PC must support the student's post-secondary vision and align to the IEP Transition Plan.

Examples for a student with an IEP:

Classification	Course to be Modified	Description of Modification/ Replacement of Content/Course	Justification for Modification
Math	Algebra II	Construction Work-Based Learning (WBL)	Based on most recent EDP and IEP Transition Plan, student has indicated interest in the construction field after high school.
Science	Physics	District Elective: - Industrial Arts - Manufacturing	Based on the most recent EDP, student has indicated interest in manufacturing after high school.
English	English 4 (Semester 2 - 0.5 credits)	Internship developing Social Media for Realty Brokerage	Based on the most recent EDP and IEP Transition Plan, student has indicated interest in working in the communications field.
World Language	Spanish I & II	(1 Credit) Year 1: - Pre-vocational training (1 Credit) Year 2: - Paid WBL	Based on student's eligibility of Speech & Language Impairment and related difficulties with receptive language.
District Board Approved Number of Credits Required for Diploma	While a PC is not needed to modify credits beyond the MMC, for some students consideration should be made to eliminate additional non-MMC credits in providing flexibility towards earning a high school diploma.		

Particular consideration should be given to this type of PC to ensure barriers or obstacles to career goals are not created by the modifications. PC modifications that reduce the number of content expectations mastered by the student may affect the student's:

- Performance on the Michigan Merit Exam
- Admission to, and/or preparedness for success in college
- Eligibility for post-secondary scholarships
- Admission to a trade or certification school
- Ability to secure a job outlined in the EDP and IEP
- Eligibility for NCAA athletic programs

Finally, per MDE guidance, the IEP team may not determine the modifications for a PC. The intent of the IEP is to support access to, and achievement in, the general curriculum, not to make exceptions to it. The overarching purpose of the IEP is to identify appropriate supports, accommodations, and modifications necessary to allow the pupil to progress in meeting the requirements of the MMC or in the PC. It is not the function of the IEP to specify individual classes or curriculum or to determine or modify graduation requirements.



FREQUENTLY ASKED QUESTIONS

Who is eligible for a PC and when?

A PC may be requested prior to 9th grade for a student with an IEP, and may be implemented at the start of the student's 9th-grade year. For students without an IEP, a request for a PC is available after the student has completed 9th grade and may be implemented at the start of the student's 10th-grade year. For transfer students from out-of-state or a nonpublic school, students must complete two years of high school to be eligible for a Transfer Student PC.

Is a student eligible for a high school diploma if they have a PC?

The school board of a member district, including a public school academy, may award a diploma to a student who has successfully completed an approved PC.

Who can request a PC?

A parent, legal guardian, emancipated minor or age of majority student, or any qualified school personnel (i.e., student's current teacher, teacher currently teaching a subject proposed to be modified by the PC, staff who is determined by the principal to have qualifications to develop a PC, or a school counselor) can request a PC.

It is important to note that, while a PC is an appropriate transition topic for an IEP team meeting, the IEP team may not request a PC, nor is the PC part of the IEP.

Who develops the PC?

According to Michigan law, the PC must be developed by the committee, which includes at least: the student, at least one of the student's parents or legal guardians, a district designee selected by the high school principal. It is recommended that at least one teacher who currently teaches the student or teaches a subject being modified by the PC should also be involved.

If the student has an IEP, a school psychologist or member of the student's IEP team should also be included on the PC team.

Does the PC require a formal meeting with the PC Committee, which includes the parent?

The PC does not require an in-person meeting; however, this is highly recommended due to the complexities and implications for the student's graduation and post-secondary planning.

Who approves the PC?

Once the PC is agreed upon by the student, the student's parent or legal guardian, and the district designee, the PC is approved and takes effect.

Is a student whose course of study is identified as "Certificate of Completion" eligible for a PC?

No, only students who are pursuing a regular high school diploma aligned to the MMC are eligible for a PC.

What if the student does not complete or pass the courses outlined in the PC?

The PC becomes null and void, and the student is obligated to complete the standard MMC requirements that were modified by the PC in order to graduate.

How is progress monitored toward completion of the modifications detailed in the PC?

Per Public Law 623 Section 5(d), the student's parent or legal guardian shall be in communication with each of the pupil's teachers at least once each calendar quarter to monitor the student's progress toward the goals in the PC. However, the school district should be communicating progress with the student and parent(s) as often as progress is reported or at least annually.

Does a PC limit the student’s opportunity to join the military or attend a post-secondary institution (trade school or certificate program, community college, college university)?

No, part of the PC development process includes specific questions that support addressing potential barriers to achieving the post-secondary vision. While a PC does not limit post-secondary options, careful consideration must be made in using a PC to modify MMC/ graduation requirements.

Is graduating with a PC the same as graduating with a regular diploma?

Yes, a district approved PC meets all of the requirements needed for a high school diploma.

What does a PC look like for a student with a disability?

Per Public Law 380.1278b(5)(k), a student with an IEP may receive a personal curriculum that would not otherwise be allowed if it can be demonstrated that the modification is necessary due to the disability. The PC should reflect student strengths and detail how those strengths will be leveraged and enhanced. There are no restrictions on what can be modified, except the total number of required credits overall and the total number of credits per core content area. It is important to note that a PC should not be utilized as a separate/parallel curriculum or to dilute the requirements and rigor of the MMC, yet should align to the student’s skill deficit/barrier to learning identified in the IEP and aligned to the student’s disability. The PC must support the student’s post-secondary vision and align to the EDP and the IEP Transition Plan.

Should a PC be written into a student’s IEP?

No, the IEP team may not determine the modifications for a PC. The intent of the IEP is to support access to, and achievement in, the general curriculum, not to make exceptions to it. The overarching purpose of the IEP is to identify appropriate supports, accommodations, and modifications necessary to allow the pupil to progress in meeting the requirements of the MMC or in the PC. It is not the function of the IEP to specify individual classes or curriculum or to determine or modify graduation requirements.

What students should PCs be considered for?

It is important for districts to realize the benefits that a PC can provide for most students. Child Study/Student Assistance Teams should consider a continuum of how a PC can help increase opportunities for students, such as those going directly to the workforce, those struggling with social-emotional/behavioral/attendance concerns, students with a 504 Plan or an IEP, or those wanting enhanced opportunities to graduate by increasing the relevance and modifying requirements in support of increased graduation rates and decreased drop-out rates.

APPENDIX - MiPSE PC FORMS

Personal Curriculum Invitation

A. Invitation: Verify accuracy of meeting date, time, location.

INVITATION TO ATTEND A MEETING FOR PERSONAL CURRICULUM CREDIT MODIFICATION

A District: Sample District Date: MM/DD/YYYY

INVITATION

B. Purpose: Select the purpose of the meeting as **Initial** to create the first PC for the student. To **Revise** an invitation, create a revision of the PC Invitation.

Dear Parent/Guardian:

You are invited to attend a meeting for Susan Sample including the team members indicated below. The details of this meeting are as follows:

Date: MM/DD/YYYY

Day: Thursday

Time: 1:00am

Place: Sample High School

If for any reason the scheduled time, date or place is not workable for you, please contact me as soon as possible.

B **PURPOSE**

The Personal Curriculum (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 Michigan Merit Curriculum (MMC) requirements and students who need to individualize learning requirements to meet the MMC requirements.

Purpose: Initial

Modification Type: IEP

Additional Details:

This Personal Curriculum is being developed to enable the student to focus on coursework aligned to their EDP and post-secondary vision. The credit modification will enable the student to substitute an MMC-required course for a course that will prepare the student to succeed in their chosen post-secondary career.

C. Invited Committee

Members: Committee members must include: student, one parent/guardian, district designee, teacher or counselor. If student has an IEP, special education representative should be included.

C **INVITED COMMITTEE MEMBERS**

Participant Name	Title/Relationship
Susan Sample	Student
Nick Sample	Parent/Guardian
Teacher Sample	General Ed Teacher
Special Education Provider Sample	Special Ed Provider
Rebecca Sample41	School District Rep

D **ADDITIONAL INFORMATION & RESOURCES**

D. Additional Information & Resources:

MDE-developed guides, online resources, Michigan Merit Curriculum and Graduation requirements, answers to questions about PCs, and link to a parent/family advocacy organization with many parent-friendly resources.

- PERSONAL CURRICULUM PARENT AND EDUCATOR GUIDE: https://www.michigan.gov/mde/-/media/Project/Websites/mde/2017/03/28/PC_Guide_1_2015.pdf
- PERSONAL CURRICULUM RESOURCE PAGE: <https://www.michigan.gov/mde/services/academic-standards/mmc/personal-curriculum>
- MICHIGAN MERIT CURRICULUM (MMC) & GRADUATION REQUIREMENTS: <https://www.michigan.gov/mde/services/academic-standards/mmc>
- MICHIGAN MERIT CURRICULUM (MMC) FREQUENTLY ASKED QUESTIONS: https://www.michigan.gov/mde/-/media/Project/Websites/mde/Year/2017/09/25/Complete_MMC_FAQ_August_2014.pdf
- MICHIGAN ALLIANCE FOR FAMILIES: 1325 S. Washington Ave, Lansing, MI 48910; 1-800-552-4821; www.michiganallianceforfamilies.org

E. Contact and Signatures:

District Designee will be the staff member signing the PC Invitation. Address/Phone provided by lookup function.

E **CONTACT AND SIGNATURES**

If you have questions regarding any of this information, please do not hesitate to contact me. I look forward to meeting with you

Respectfully,

School Address/Phone:

District Rep, District Rep
Office Phone

Sample High School
123 Main St
Sample City, MI 12345
555-555-5555

Personal Curriculum Credit Modification Request and Plan

A. Student Information: Verify accuracy of demographic information.

B. Committee Members: Members must include: student, one parent/guardian, district designee, teacher or counselor. If student has an IEP, special education representative should be included. The members must have knowledge of:

- Academic content being modified,
- The student's academic proficiencies,
- The student's post-school goals, &
- The district's graduation requirements and course offerings.

C. Credit Modification(s) Requested:

- List the Committee Member who **requested** the Credit Modification.
- Select the **purpose** of the meeting as **Initial** to create the first PC for the student. To Revise an invitation, create a revision of the PC Invitation.

D. Career Pathway: Identify at least one Career Pathway of interest as identified by the student.

- Career Pathways should align with the student's EDP, post-school goals and Transition Plan if applicable.
- The identification of Career Pathways aids in recognizing the required technical and academic skills required in each field listed.

PERSONAL CURRICULUM CREDIT MODIFICATION REQUEST AND PLAN	
Meeting Date: MM/DD/YYYY	
STUDENT INFORMATION	
Student: Susan Sample	School: Home School
Birth Date: MM/DD/YYYY	Grade: Eleventh grade
Special Education Eligible: Yes	Anticipated Graduation Date: MM/DD/YYYY
Course of Study: Classes leading to a high school diploma	
COMMITTEE MEMBERS	
<i>These committee members have provided input to create this personal curriculum. Teachers listed should be directly educating the student and have expertise in the subject area being modified.</i>	
Participant Name	Title/Relationship
Susan Sample	Student
Nick Sample	Parent/Guardian
Teacher Sample	General Ed Teacher
Special Education Provider Sample	Special Ed Provider
Rebecca Sample41	School District Rep
CREDIT MODIFICATION(S) REQUESTED	
Requested by: School Personnel	D Choose Interested Career Pathways: Architecture & Construction
Name of Requester: Teacher Sample	
Purpose: Initial	
Modification Type: IEP	
Student's Post-School Goal: Define the student's post-secondary career goal.	

E. Modification Type drives the Credit Modification, or **Classification**, available. All PC's must align with the student's EDP and post-school goal(s).

- **IEP:** Allows modifications to the MMC that directly address the effect a student's disability has on the student's ability to access and/or progress in the content. Modifications to the MMC must align to the student's IEP, Transition Plan, and EDP while keeping the MMC relevant and rigorous.
- **Transfer:** Allows modifications to the MMC for a student who transfers to a Michigan high school from out of state/country or a nonpublic school where the student has completed an equivalency of two years of high school credits.
- **General Enhanced – Enrichment:** Allows students to go beyond requirements of the MMC in mathematics, science, English language arts, and/or world languages; or to complete an approved formal Career and Technical Education program.
- **General Modified – Mathematics:** Modifications to Algebra II requires students to complete a minimum of 2.5 math credits including Algebra I, Geometry, and 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 approved program. Once completed, a student must earn a minimum of 1 additional math or math-related credit.

F. Student's Post School Goal: Define the student's post-school goal(s). Include a description of a specific career or job of interest aligned to the student's EDP and Transition Plan if applicable. Education and/or vocational training interests and/or requirements should be included in this section.

Personal Curriculum Credit Modification Request and Plan Continued

A	B	C	D	E	F	G
Personal Curriculum Modification(s)						
Classification	Course to be Modified	Description of Modification/Replacement of Content/Course	Justification for Modification	Status	Start Date	Completed/Discontinued Date
Social Studies	Course Title: History of the World: A Historical Perspective	What course or learning opportunity will be replacing the required MMC course or credit(s)?	1. How does this align to the IEP Transition Plan and/or EDP? 2. How does this modification align with this student's vision for post-secondary education and/or training? 3. Using data, define the proficiency level in related subject area being modified: 4. Does the modification to this content area create barriers to the student's ability to obtain employment and/or education and training in the identified career pathway(s)? <input type="checkbox"/> Yes <input type="checkbox"/> No	Ongoing	MM/DD/YYYY	MM/DD/YYYY

- A. Classification:** Classification will be driven by the Modification Type chosen. Choose the correct MMC subject area that is being modified through the PC and ensure that the classification type aligns with the Modification Type.
- B. Course to be Modified:** Select the correct MMC course/credit requirement being modified through the PC, and enter the course title if applicable.
- C. Description of Modification/Replacement of Content/Course:** List the course or provide a description of the learning opportunity (e.g. WBL, internship, etc.) that will be replacing the required MMC course/credit listed in the Course to be Modified column. Refer to the Michigan Merit Curriculum and the Personal Curriculum chart in this manual for allowable PC Modifications.
- D. Justifications for Modifications:** This section ensures that the PC aligns to the student's post-school vision through the review of student level data and is intended to identify any barriers the PC may cause to employment and/or education and/or training.
1. Review the student's EDP to ensure that the PC being developed aligns with the student's post-school vision. For students with an IEP, also review the IEP to address the effect of the student's disability on their ability to access and/or demonstrate progress in the content being modified. Additionally, review the Transition Plan within the IEP to ensure that the PC being developed aligns with the student's Transition Vision including preferred area of post-secondary employment.
 2. Based on the evidence collected in **Justification 1**, describe how the credit modification aligns with the student's post-secondary education (e.g. college, vocational school etc.) and/or training (e.g. apprenticeship, on the job training etc.).
 3. Utilizing data, analyze the student's current and past levels of performance in the area being modified which should include student strengths and deficits (i.e., transcript and formal and informal assessment data). The purpose of this section is to:
 - a. Identify student strengths in specific areas of study to justify taking courses that extend beyond the MMC,
 - b. determine if student supports (e.g. MTSS, project-based learning, classroom-based accommodations etc.) should be implemented instead of modifying the MMC to address student needs, or
 - c. determine the educational impact on a student's ability to progress in specific areas of the MMC where modifying the content standards may unintentionally create barriers to success in other courses/standards or progressing towards the student's post-school goals.
 4. Based on the data collected in **Justifications 1-3** and the student's the EDP and IEP Transition Plan (if eligible for an IEP), will this modification create barriers that will interfere with the obtainment of the student's post-school goals including both employment and education and training. The PC team may be required to research the specific requirements to obtain employment in specific fields and/or determine entrance criteria for specific colleges, vocational programs, or other training opportunities.
- E. Status:** Select the status of the PC:
1. **Ongoing** identifies a credit modification that is currently active.
 2. **Discontinued** identifies a credit modification that no longer aligns with the student's post-school vision and was ended.
 3. **Completed** identifies a credit modification that was completed.
 4. **Denied** indicates the modification listed is denied by at least one member of the PC Committee and this modification is not authorized.
 - a. If a modification is denied, a 5th prompt will appear under Justification for Modifications to document appropriate rationale.
- F. Start Date:** Identifies the date of when the credit modification will begin, or the date the modification was denied.
- G. Completed/Discontinued Date:** Identifies the date of when the credit modification was completed or discontinued, or was denied.

Personal Curriculum Credit Modification Request and Plan Continued

A. Personal Curriculum Credit

A

PERSONAL CURRICULUM CREDIT MODIFICATION ASSURANCE STATEMENTS

Modification Assurance Statements: Statements of understanding of responsibility and potential limitations the PC may have on school and post-school options.

The Michigan Merit Curriculum (MMC) requires that the student earn specific credits to graduate from high school. Credits are earned when the student demonstrates competencies in content expectations in the given subject areas. The law allows certain modifications of these credits and/or expectations through the development of a Personal Curriculum (PC). A Personal Curriculum Committee will meet to determine eligibility and modifications that are consistent with student needs and district requirements/policy.

- I understand that modifications to the Michigan Merit Curriculum may limit the student's readiness to be admitted to college, be eligible for college scholarships, enter trade school, secure a job in a career choice, or be eligible for NCAA athletic programs.
- I understand major modifications to the MMC may not result in a Michigan diploma.
- As an emancipated student who has chosen to participate in a PC, it is my responsibility to maintain communication quarter with teachers regarding the areas of modification.

B. Parent/Guardian/Student

B

Commitment: Statements of commitment by both the student and parent(s)/guardian(s) of the responsibility to complete the credit modifications, and consequences for not adequately completing the credit modifications. In addition, the student and parent(s)/guardian(s) are acknowledging and agreeing to the Assurance Statements.

I understand that the student may or may not be eligible for further consideration of a PC, even though a PC is requested. I understand that if the student does not fulfill the approved Personal Curriculum, the PC is null and void; the student is obligated to make up the classes that were waived by the PC to be eligible to graduate.

PARENT/GUARDIAN/STUDENT COMMITMENT

- I/We agree with this personal curriculum plan and understand it needs district approval in order to be implemented. I also understand that the district may deny the PC and that if this happens all MMC requirements would be back in place.
- I/We understand that modifications made to the Michigan Merit Curriculum with a PC are based on a student's current post-school goal and that the PC may need to be amended if that goal or career pathway changes.
- I/We understand that if the student does not fulfill the approved Personal Curriculum, the PC is null and void; the student is obligated to make up the classes that were waived by the PC to be eligible to graduate.
- I/We understand that modifications to the Michigan Merit Curriculum may limit the student's readiness to be admitted to college, be eligible for college scholarships, enter trade school, secure a job in a career choice, or be eligible for NCAA athletic programs.
- I/We understand and agree to the above PERSONAL CURRICULUM CREDIT MODIFICATION ASSURANCE STATEMENTS.

C. District Commitment:

District designee signature indicates official district agreement with the selection(s) identified in the Personal Curriculum Modifications section.

C

Signature of Student: _____	Printed Name: _____	Date: _____
Signature of Parent/Guardian: _____	Printed Name: _____	Date: _____
Signature of Parent/Guardian: _____	Printed Name: _____	Date: _____

DISTRICT COMMITMENT

- The district agrees with the selection(s) identified in the Personal Curriculum Modification(s) section above.

Signature of Superintendent/Designee: _____ Date: MM/DD/YYYY

Printed Name District Designee