

**Wexford-Missaukee Intermediate School
District**

**Personal Curriculum
(PC)
Handbook**

March 2009

Personal Curriculum (PC) Handbook

The Michigan Merit Curriculum (MMC) requires that the student earn credits in certain subject areas in order 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.

IMPORTANT!

A student may or may not be eligible for a high school diploma with a Personal Curriculum.

Districts must offer the personal curriculum option to students. The law states that parents have the option to request a personal curriculum for their child, and districts must have the capacity to respond. A district is not, however, obligated to approve all requests for a personal curriculum.

The board of a local school district or public school academy may award a diploma to a student successfully completing a PC. However, each variance from the MMC will need to be considered individually. The MMC requires the student to earn credits in certain subject areas in order to earn a Michigan diploma. The student must demonstrate competencies in core subject areas.

Modifications via the PC may limit the student's ability to:

- be admitted to college
- be eligible for college scholarships
- enter trade school
- secure a job in a career choice
- be eligible for NCAA athletic programs

If a student does not fulfill the approved Personal Curriculum, the PC is null and void, the student is obligated to make up the class(es) that were waived by the Personal Curriculum in order to be eligible to graduate.

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Personal Curriculum (PC)

Glossary of Terms

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

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.
 - **Extend Core Requirements:** Curriculum that exceeds the state and school district's high school graduation requirements. Students meeting existing state and school district HSCE's may qualify for a PC for extended core requirements.
 - **High School Content Area Expectations (HSCE):** The development of the High School Content Expectations (HSCE's) 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. Additional information is available at www.mi.gov/highschool.
 - **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 area 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).
 - **SWD (Student with Disabilities):** A student with a disability as noted in the student's IEP.
 - **Transfer In:** A student who has transferred into a school district from an out-of-state high school or non-public 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 may be eligible for a PC. The transfer pupil has successfully completed at least the equivalent of two (2) years of high school credit out of state or at a non-public school.

Personal Curriculum (PC)

Frequently Asked Questions (FAQ)

Q1: *What is a Personal Curriculum?*

A: A personal curriculum (PC) is a documented process that modifies certain requirements of the Michigan Merit Curriculum (MMC). This option is helpful for students seeking to accelerate their learning or needing extra assistance.

The personal curriculum is a tool to individualize the Michigan Merit Curriculum in order to make it accessible and achievable for all students without undermining the rigor of the Michigan Merit Curriculum or the integrity of the diploma (**revised March 2009**)

Q2: *Is a student eligible for a high school diploma if they have a PC?*

A: The board of a local school district or public school academy may award a diploma to a student successfully completing a PC. However, each variance from the MMC will need to be considered individually. The MMC requires the student to earn credits in certain subject areas in order to earn a Michigan diploma. The student must demonstrate competencies in core subject areas.

Modifications via the PC may limit the student's ability to:

- < be admitted to college
- < be eligible for college scholarships
- < enter trade school
- < secure a job in a career choice
- < be eligible for NCAA athletic programs

Major modifications may not result in a Michigan diploma.

Q3: *What happens if a student does not fulfill the PC?*

A: If the student does not fulfill the approved Personal Curriculum, the PC is null and void, the student is obligated to make up the class(es) that were waived by the Personal Curriculum in order to be eligible to graduate.

Q4: *When should a Personal Curriculum be used?*

A: The use of a PC is allowed by State statute for all students in grades 9 - 12 for the following reasons:

1. A student wishes to modify the mathematics requirements.
2. A student wishes to add more math, science, English language arts or world languages.
3. A student wishes to modify the credit requirements based on his/her disability.
4. A new transfer-in student wishes to modify credit requirements because he or she has transferred from out-of-state or from a non-public school.

Q5: *Who can request a Personal Curriculum?*

A: A parent, legal guardian, or a student who has adult status are the only persons who can request a PC.

School personnel may initiate a request for a personal curriculum for a specific student. The parent must still agree to the personal curriculum in order for it to take effect. A school may not implement a personal curriculum

for a student without his or her parent's consent. (**revised March 2009**)

Q6: *When can a Personal Curriculum be requested?*

A: There are no timelines for requesting a personal curriculum. A request for modifications of the content expectations requires an existing EDP. Students must be offered the opportunity to develop an EDP in the 7th grade; by the end of 8th grade, every student must have an EDP in place.

Q7: *Who is included on a Personal Curriculum Team?*

A: The PC Team must include at least:
< Student
< Parent/Guardian or Legal Guardian
< Counselor/Designee
Other possible team members:
< School Psychologist/IEP Team Member (Special Ed Student)
< Building Principal, General Education and/or Special Education Teacher(s), Superintendent/Designee

Q8: *What happens after a Personal Curriculum has been requested?*

A: The PC Eligibility Team will meet, look at the PC request along with existing student performance records, and decide if the request will be granted. If the team decides to grant the request, a personal curriculum will be created with the student, parent/guardian, and a high school counselor (School Psychologist/IEP Team Member if the student has a disability).

Q9: *How will the Personal Curriculum be monitored?*

A: The parent/legal guardian is responsible for monitoring student progress each quarter in collaboration with the school district.

Q10: *What are the steps for the Personal Curriculum Process and Procedure?*

- A:**
1. PC is requested by a parent/legal guardian or emancipated student.
 2. A counselor will document receipt of the request and discuss the next steps with the parent.
 3. PC Eligibility Team meets to determine eligibility for a personal curriculum.
 4. If eligible, the PC Team writes the PC with student and parent/legal guardian using the student's Educational Development Plan (EDP) and IEP (if applicable).
 5. PC is agreed to in writing by student, parent/legal guardian and Superintendent/Designee.
 6. PC is implemented by appropriate staff. The PC must meet as much of the MMC as practicable and must include measurable goals and a method of appropriate evaluation.
 7. Student progress is monitored quarterly by parents with each teacher of the modified area(s).
 8. Revision to a PC may be made using the same process as the original PC.

Q11: *Is the PC a "stand alone" document?*

- A:** No. The PC must consider the MMC, the student's EDP (all students) and the student's IEP (if applicable).

Q12: *Can Algebra II be taken over two years?*

- A:** Yes, Algebra II can be taken over two years for two credits without a personal curriculum. (**revised March 2009**)

Michigan Merit Curriculum Personal Curriculum Modification Options

Subject Area Credit Requirements	Personal Curriculum (PC) Modification Required
<p>All requirements may be fulfilled in a variety of ways, including: traditional courses; Career and Technical Education; integrated sequence of instruction of the required High School Content Expectations (HSCE); online learning; Advanced Placement and college credit courses; work based learning; project based learning, etc.,.</p>	
4 English Language Arts Credits	<ul style="list-style-type: none"> ✓ No modification except for students with disabilities
4 Mathematics Credits <ul style="list-style-type: none"> • 3 credits: Geometry, Algebra I, Algebra II; or an integrated sequence of instruction of the required High School Content Expectations (HSCE) for mathematics.1 additional math or math-related course • Math or math-related high school level credit in the final year 	<p>To qualify for a PC math modification, students must have completed:</p> <ul style="list-style-type: none"> ✓ 2 MMC math credit requirements (Geometry and Algebra I or equivalent) and would like a modification to complete Algebra II over two years with credit given for each year OR ✓ 2.5 MMC math credit requirements (Geometry, Algebra I and .5 credit of Algebra II or equivalent) and have a minimum of 4 credits including math in their final year <p>To graduate, students must complete:</p> <ul style="list-style-type: none"> ✓ A minimum of 4 math or math-related credits up through an equivalent of .5 of Algebra II and math in their final year <p>Additional modifications may be available for students with disabilities</p>
3 Science Credits <ul style="list-style-type: none"> • 2 credits: Biology, Chemistry or Physics; or an integrated sequence of instruction of the required HSCE for science from the above courses • 1 additional high school level science credit 	<ul style="list-style-type: none"> ✓ No modification except for students with disabilities
3 Social Studies Credits (no sequence required) <ul style="list-style-type: none"> • .5 Civics • .5 Economics • US History and Geography • World History and Geography 	<ul style="list-style-type: none"> ✓ No modification of Civics ✓ 2 credits must be earned ✓ Modified only if student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Languages
1 Physical Education and Health Credit <ul style="list-style-type: none"> • How this credit is offered is a local district decision 	<ul style="list-style-type: none"> ✓ Modification allowed only if student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Languages
1 Visual, Performing, Applied Arts Credit	<ul style="list-style-type: none"> ✓ Modification allowed only if student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Languages
Online Learning Experience or Credit <ul style="list-style-type: none"> • Online course or learning experience OR • Online experience is incorporated into each of the required credits 	<ul style="list-style-type: none"> ✓ No modification except for students with disabilities
2 World Language Credits	<ul style="list-style-type: none"> ✓ No modification except for students with disabilities

This document is intended to provide general guidance. Due to the complexity of the law, policies and guidance will continue to evolve. For specific information regarding the law, please refer to MCL 380.1278a and MCL 380.1278b. 2/08



Steps to the Personal Curriculum (PC) Process

Student/Parent/Legal Guardian Responsibilities

IMPORTANT!

A student may or may not be eligible for a high school diploma with a Personal Curriculum.

The board of a local school district or public school academy may award a diploma to a student successfully completing a PC. However, each variance from the MMC will need to be considered individually. The MMC requires the student to earn credits in certain subject areas in order to earn a Michigan diploma. The student must demonstrate competencies in core subject areas.

Modifications via the PC may limit the student's ability to:

- < be admitted to college
- < enter trade school
- < be eligible for NCAA athletic programs
- < be eligible for college scholarships
- < secure a job in a career choice

If the student does not fulfill the approved Personal Curriculum, the PC is null and void, the student is obligated to make up the class(es) that were waived by the Personal Curriculum in order to be eligible to graduate.

If you believe you or your student will require a Personal Curriculum, follow these steps:

STEP 1 ~ Meet with School Counselor:

- Work with your school counselor to complete the following form:
 - Request for a Personal Curriculum
 - Provide relevant information/data to the Eligibility Team for consideration

STEP 2 ~ School Counselor & Eligibility Team will meet to determine eligibility:

- The Eligibility Team will gather supporting data and documentation and complete the following form:
 - Personal Curriculum Eligibility Form
- The Eligibility Team will meet to determine eligibility.
 - If the student is eligible, a Personal Curriculum Team meeting will be scheduled.
 - If the student is ineligible, parent contact will be made by the person responsible.

STEP 3 ~ Meet with Personal Curriculum Team:

- Work with your Personal Curriculum Team to complete the following form:
 - Plan for a Personal Curriculum

STEP 4 ~ Work with School Counselor on Personal Curriculum Monitoring (quarterly):

- Work with your school counselor quarterly to monitor the Personal Curriculum Plan.

Steps to the Personal Curriculum (PC) Process

School District Responsibilities

Local Boards of Education shall:

- Ensure that each pupil in Grade 7 is provided with the opportunity to develop an Educational Development Plan (EDP) and that each pupil has developed an EDP before he or she begins high school.
- Establish criteria for content mastery.
- Establish criteria for allowable modifications.
- Establish criteria for what constitutes credit for specific courses.

Local Boards of Education need to determine:

- The performance parameters that determine whether or not a student has demonstrated mastery of a sufficient amount of the core content expectations to be awarded for credit.
- The number or percentage of content expectations a student must demonstrate mastery on to receive full credit.
- Which content expectations may make up specific courses allowed, but not identified by MMC explicitly (i.e.; what content makes up a course such as integrated math).
- How the content expectations within strands and subject areas may be divided into partial credit.

Local Boards of Education may:

- Award a diploma to students completing a Personal Curriculum.

Local Boards of Education must determine:

- The minimum achievement criterion that applies universally to all students in the district that is competitive with all other districts in the state.
- How far they want to depart from local standards to award diplomas for students with a Personal Curriculum.

Steps to the Personal Curriculum (PC) Process

Date: _____ Student Name: _____ Current Grade: _____

Date of Birth: _____ Anticipated Graduation Date: _____ UIC #: _____

<u>TASK</u>	<u>DETAILS</u>	<u>DATE OF COMPLETION</u>
<i>Initial Contact with Counselor:</i>		
1. PC is requested by a parent/legal guardian or emancipated student.	Date of Request: _____ Person Requesting: <input type="checkbox"/> Parent <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Emancipated Student Name: _____	_____
2. Counselor acknowledges receipt of PC request and discusses next step w/ parent/legal guardian or student.	Date of Contact: _____	_____
<i>Day of Meeting with parent/legal guardian or student:</i>		
3. Provide PC documentation to parent/legal guardian or student.	<input type="checkbox"/> Board / District Policy <input type="checkbox"/> FAQ/Information Sheet <input type="checkbox"/> Diploma Requirements <input type="checkbox"/> MMC Requirements <input type="checkbox"/> PC Informational Brochure	_____
4. Discuss reason for the PC request with parent/legal guardian or student.	Reason for PC request: <input type="checkbox"/> Modify math requirements <input type="checkbox"/> Extend core requirements <input type="checkbox"/> Modification due to disability <input type="checkbox"/> Transfer in (out-of-state or non-public school)	_____
	Is student eligible for special education and have an IEP? <input type="checkbox"/> yes <input type="checkbox"/> no	
	Date of last IEP: _____	
	Please designate disability: _____	
<i>Post parent/legal guardian/student meeting:</i>		
5. Collect documents for Eligibility Committee review.	<input type="checkbox"/> Educational Development Plan (EDP) Date of EDP: _____ <input type="checkbox"/> Transcripts: Middle and High School <input type="checkbox"/> Test results (State, National, District) <input type="checkbox"/> Attendance Record <input type="checkbox"/> Discipline Record Special Education Student: <input type="checkbox"/> IEP Date of IEP: _____ <input type="checkbox"/> Diagnostic Information <input type="checkbox"/> Other Pertinent Information (See PC Eligibility Determination Form)	_____
6. Eligibility Committee briefs Superintendent / Designee of status of PC request.	Date contacted: _____	_____

Steps to the Personal Curriculum (PC) Process *continued*

<u>TASK</u>	<u>DETAILS</u>	<u>DATE OF COMPLETION</u>
<i>Post parent/legal guardian/student meeting continued:</i>		
7. Schedule Eligibility Committee Meeting.	Date of Meeting: _____ Time of Meeting: _____ Location of Meeting: _____ <input type="checkbox"/> Name: _____ Title: _____ <input type="checkbox"/> Name: _____ Title: _____ <input type="checkbox"/> Name: _____ Title: _____ <input type="checkbox"/> Name: _____ Title: _____ <input type="checkbox"/> Name: _____ Title: _____	_____
8. PC Eligibility Committee meets to review documents and makes a recommendation to approve or deny the PC. PC Eligibility Determination Form completed.	<input type="checkbox"/> Eligibility Approved Date: _____ <input type="checkbox"/> Eligibility Denied Date: _____ <input type="checkbox"/> PC Eligibility Determination Form completed Date: _____	
<i>PC has been denied:</i>		
9. PC Eligibility Form and documentation paperwork submitted to Superintendent's office.	Date PC Eligibility Determination Form & documentation submitted to Superintendent's office: _____ _____	_____
Parent is contacted with determination.	Date parent contacted: _____ _____	_____
<i>PC has been approved:</i>		
10. Schedule PC Review Committee Meeting.	Date of Meeting: _____ Time of Meeting: _____ Location of Meeting: _____ REQUIRED PARTICIPANTS: <input type="checkbox"/> Parent/Legal Guardian/Student Name: _____ <input type="checkbox"/> Parent/Legal Guardian/Student Name: _____ <input type="checkbox"/> Counselor	_____

Name: _____

OTHER POSSIBLE TEAM MEMBERS:

School Psychologist /
IEP Team Member (Special Ed Student)

Name: _____

Content Area Teacher(s) for Area of
Modification Suggested

Name: _____

Name: _____

Special Ed Case Manager for Student
with Disability

Name: _____

Other ~ Title: _____

Name: _____

TASK

DETAILS

DATE OF COMPLETION

11. PC Committee writes the PC Plan using the student's EDP and IEP, if Special Education eligible. (The PC must be consistent with the intent of the MMC Legislation and include measurable goals and a method of evaluation.) Review finalized PC and EDP with PC Committee Team. Obtain signatures of finalized plan.

Date PC & EDP finalized: _____

PC & EDP approved and signed by: _____

- Parent/Legal Guardian/Student
- Counselor
- School Psychologist /
IEP Team Member (Special Ed Student)
- Content Area Teacher
- Special Ed Case Manager
- Other: _____
- Other: _____

12. Submit PC to Superintendent / Designee for final approval.

Date submitted to Superintendent /
Designee: _____

PC & EDP approved and signed by: _____

- Superintendent
- Superintendent's Designee

Date PC approved: _____

PC approved by Superintendent / Designee:

13. Copies of approved PC to appropriate individuals.

Date PC distributed: _____

Copies of the PC distributed to: _____

Parent/Legal Guardian/Student

Name: _____

Counselor

Name: _____

School Psychologist /
IEP Team Member (Special Ed Student)

Name: _____

Content Area Teacher(s) for Area of
Modification Suggested

Name: _____

Name: _____

Special Ed Case Manager for Student with Disability

Name: _____

Other ~ Title: _____

Name: _____

Monitoring active PC:

14. Student progress must be monitored quarterly by the parent/legal guardian and/or student.

Date progress was monitored: _____

1st Quarter: _____

Evidence of monitoring: _____

2nd Quarter: _____

Evidence of monitoring: _____

3rd Quarter: _____

Evidence of monitoring: _____

4th Quarter: _____

Evidence of monitoring: _____

Counselor Name (please print)

Counselor Signature

Date

Request for a Personal Curriculum

STUDENT INFORMATION:

Date: _____ Student Name: _____ Current Grade: _____

Student Career Pathway: Arts & Communication
 Business Management, Marketing, and Technology
 Engineering/Manufacturing and Industrial Technology
 Health Services
 Human Services
 Natural Resources and Agriscience

Career Goal: _____

Counselor Name: _____

Person Requesting PC: _____ Parent Legal Guardian Student

Reason for Request: Modify Math Requirements
 Extend Core Requirements
 Transfer-In (out-of-state or non-public school)
(Successfully completed at least two (2) years of high school credit out of state or at a non-public school)
 Modification Due to Disability (complete section below):
 The student is eligible for Special Education and has an Individual Education Plan (IEP).
Area of Special Education eligibility: _____
Date of latest IEP: _____

Explain why you feel this modification is needed: _____

The Michigan Merit Curriculum (MMC) requires that the student earn specific credits in order 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 Eligibility Committee will meet to determine eligibility.**

ASSURANCE OF PERSON REQUESTING PERSONAL CURRICULUM:

- 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, parent or legal guardian who has chosen to participate in a PC, it is my responsibility to maintain communication quarterly with teachers regarding the areas of modification.
- 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 class(es) that were waived by the Personal Curriculum in order to be eligible to graduate.

- Parent
 Legal Guardian
 Emancipated Student

Print Name _____ *Signature*

Personal Curriculum Eligibility Form

STUDENT INFORMATION:

Date: _____ Student Name: _____ Current Grade: _____

Date of Birth: _____ Student With Disability: Yes No Date of PC Request: _____

Person Requesting PC: _____ Parent Legal Guardian Student

- Reason for Request: Modify Math Requirements
 Extend Core Requirements
 Transfer-In (out-of-state or non-public school)
(Successfully completed at least two (2) years of high school credit out of state or at a non-public school)
 Modification Due to Disability

Explain why you feel this modification is needed: _____

ELIGIBILITY COMMITTEE PARTICIPANTS:

NOTE: Local Districts may determine committee participants but must include the Counselor.

	Print Name	Signature
Student:	_____	_____
Parent/Guardian:	_____	_____
Parent/Guardian:	_____	_____
Counselor:	_____	_____
Building Principal:	_____	_____
Content Area Teacher:	_____	_____
Content Area Teacher:	_____	_____
Other:	_____	_____
Special Education Only:		
School Psychologist / IEP Team Member:	_____	_____
Special Education Teacher:	_____	_____
Other:	_____	_____

Continued on next page

Personal Curriculum Eligibility Form *continued*

POSSIBLE SOURCES OF EVALUATION INFORMATION *(attach documentation to form):*

EDP Course of Study ~ Career Pathway Identified: _____ Career Goal: _____ *

* **NOTE: Required for ALL students.**

- | | |
|---|--|
| <input type="checkbox"/> Grades in General Education Classes | <input type="checkbox"/> Attendance / Behavior Record |
| <input type="checkbox"/> MEAP / MME Scores | <input type="checkbox"/> Teacher Input |
| <input type="checkbox"/> ACT Plan / ACT Explore / ACT Compass | <input type="checkbox"/> Transcripts (Transfer-In Students Only) |
| <input type="checkbox"/> Curricular Assessment | |

Other (*specify*): _____

Other (*specify*): _____

SPECIAL EDUCATION:

IEP Date of IEP: _____ Eligibility Areas: _____

*

* **NOTE: Required for Students With Disability.**

- Current IEP Goals & Objectives: (Attach copy of IEP At a Glance Report)
- IEP Accommodations/Modifications: (Attach copy of IEP At a Glance Report)

DOCUMENTED INTERVENTIONS, SUPPORTS & ACCOMMODATIONS*:

***NOTE:** In order to be eligible, students in General Education must have attempted Algebra 1 and Geometry.

ELIGIBILITY DETERMINATION & SUPERINTENDENT/DESIGNEE SIGNATURE:

- The Eligibility Team has determined the student is **not** eligible for further consideration for a PC.
- Based on the review of the documents above, the student **may** be considered for a PC in the area(s) of:
- | | | |
|---|---|---|
| <input type="checkbox"/> English Language Arts | <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Physical Education/Health | <input type="checkbox"/> Science | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Visual, Performing or Applied Arts | | |

Superintendent /
Designee Name: _____ Signature: _____ Date: _____

THE FOLLOWING INDIVIDUALS WILL BE INVITED TO THE PERSONAL CURRICULUM COMMITTEE:

REQUIRED	Print Name	OTHER POSSIBLE TEAM MEMBERS	Print Name
Student:	_____	Building Principal	_____
Parent/Guardian:	_____	Content Area Teacher	_____
Parent/Guardian:	_____	Content Area Teacher	_____
Counselor:	_____	Other:	_____
		<i>Special Ed Students Only:</i>	
		School Psychologist /	
		IEP Team Member	_____
		Special Education Teacher	_____
		Other:	_____

Plan for Personal Curriculum

(Additional or revised modifications must be made by reconvening the PC Team)

STUDENT INFORMATION:

Date: _____ Student Name: _____ Current Grade: _____

Date of Birth: _____ Student With Disability: Yes No Date of PC Request: _____

Student Career Pathway as indicated on EDP: Arts & Communication Business Management, Marketing, and Technology Engineering/Manufacturing and Industrial Technology Health Services Human Services Natural Resources and Agriscience Career Goal: _____

Person Requesting PC: _____ Parent Legal Guardian Student

ALLOWABLE MODIFICATIONS:

Reason for PC Plan:

- Modify Math Credits
- 2 MMC math credit requirements (Geometry and Algebra I or equivalent) and would like a modification to complete Algebra II over two years with credit given for each year.
- OR
- 2.5 MMC math credit requirements (Geometry, Algebra I and .5 credit of Algebra II or equivalent) and have a minimum of 4 credits including math in their final year.

Math Modifications

- Modify Social Studies Credits (**No Modifications in Civics**)
- Modified only if student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Languages.

Extend Core Requirements

- Modify Physical Education & Health Credits
- Modified only if student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Languages.
- Modify Visual, Performing, Applied Arts Credits
- Modified only if student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Languages.

Transfer-In

- Transfer-In (out-of-state or non-public school)
(Successfully completed at least two (2) years of high school credit out of state or at a non-public school)

Student with Disability

- Modification Due to Disability (Please utilize Special Education Personal Curriculum Plan)

Continued on next page

Plan for Personal Curriculum *continued*

PLEASE DESCRIBE MODIFICATION:

PERSONAL CURRICULUM COMMITTEE MEMBERS:

REQUIRED	Print Name	OTHER POSSIBLE TEAM MEMBERS	Print Name
Student:	_____	Building Principal	_____
Parent/Guardian:	_____	Content Area Teacher	_____
Parent/Guardian:	_____	Content Area Teacher	_____
Counselor:	_____	School Psychologist / IEP Team Member	_____
		Other:	_____
		Other:	_____

ASSURANCE OF PERSON REQUESTING PERSONAL CURRICULUM:

- 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, parent or legal guardian who has chosen to participate in a PC, it is my responsibility to maintain communication quarterly with teachers regarding the areas of modification.
- 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 class(es) that were waived by the Personal Curriculum in order to be eligible to graduate.

I understand and accept the assurances as listed above:

	Print Name	Signature
Parent(s) or Legal Guardian	_____	_____
Emancipated Student/Student	_____	_____

I understand and accept the Plan for Personal Curriculum:

	Print Name	Signature
REQUIRED: Parent(s) or Legal Guardian	_____	_____
Emancipated Student/Student	_____	_____
Superintendent/Designee	_____	_____

OTHER PARTICIPANTS:

Counselor:	_____	_____
Building Principal:	_____	_____
Content Area Teacher:	_____	_____
Content Area Teacher:	_____	_____
School Psychologist / IEP Team Member:	_____	_____
Other:	_____	_____

DISTRICT USE ONLY:

Date of District Review: _____

Successful completion of the Personal Curriculum Plan
 will or will not result in a high school diploma.

Superintendent/District Designee: Name _____

Title: _____

Signature:

Individual Student Personal Curriculum Progress Monitoring Form

STUDENT INFORMATION:

Date: _____ Student Name: _____ Current Grade: _____

Date of Birth: _____ Student With Disability: Yes No Date of PC Request: _____

Student Career Pathway as indicated on EDP:

- Arts & Communication
- Business Management, Marketing, and Technology
- Engineering/Manufacturing and Industrial Technology
- Health Services
- Human Services
- Natural Resources and Agriscience

Career Goal: _____

FIRST QUARTER:

Date: _____ Person Responsible for Reporting Progress: _____
Print Name *Signature*

Date Parent Contacted: _____ Method of Contact: Phone Mail Personal Contact Other: _____

MODIFICATION check (✓) one	MODIFICATION GOALS	METHOD OF EVALUATION	CURRENT LEVEL OF PERFORMANCE	PROGRESS TOWARD GOAL
<input type="checkbox"/> Math <input type="checkbox"/> Extend Core Requirements <input type="checkbox"/> Transfer-In <input type="checkbox"/> Student With Disability		<input type="checkbox"/> Student's Daily Work <input type="checkbox"/> Student Progress Reports <input type="checkbox"/> Demonstration <input type="checkbox"/> Rating Scale <input type="checkbox"/> Assessment (standardized or non-standardized) <input type="checkbox"/> End of Credit Assessment <input type="checkbox"/> Other (<i>specify</i>): _____	<input type="checkbox"/> Percent accurate _____ <input type="checkbox"/> Rate _____ <input type="checkbox"/> Achievement Level _____ <input type="checkbox"/> Other (<i>specify</i>): _____	<input type="checkbox"/> Achieved <input type="checkbox"/> Progressing sufficiently <input type="checkbox"/> Progressing insufficiently <input type="checkbox"/> Not Applicable <input type="checkbox"/> Other (<i>specify</i>): _____

Additional Comments:

Continued on next page

Individual Student Personal Curriculum Progress Monitoring Form

continued

SECOND QUARTER:

Date: _____ Person Responsible for Reporting Progress: _____
Print Name *Signature*

Date Parent Contacted: _____ Person Responsible for Contacting Parent: _____
Print Name *Signature*

Method of Contact: Phone Mail Personal Contact Other: _____

MODIFICATION check (✓) one	MODIFICATION GOALS	METHOD OF EVALUATION	CURRENT LEVEL OF PERFORMANCE	PROGRESS TOWARD GOAL
<input type="checkbox"/> Math <input type="checkbox"/> Extend Core Requirements <input type="checkbox"/> Transfer-In <input type="checkbox"/> Student With Disability		<input type="checkbox"/> Student's Daily Work <input type="checkbox"/> Student Progress Reports <input type="checkbox"/> Demonstration <input type="checkbox"/> Rating Scale <input type="checkbox"/> Assessment (standardized or non-standardized) <input type="checkbox"/> End of Credit Assessment <input type="checkbox"/> Other (<i>specify</i>): _____	<input type="checkbox"/> Percent accurate _____ <input type="checkbox"/> Rate _____ <input type="checkbox"/> Achievement Level _____ <input type="checkbox"/> Other (<i>specify</i>): _____	<input type="checkbox"/> Achieved <input type="checkbox"/> Progressing sufficiently <input type="checkbox"/> Progressing insufficiently <input type="checkbox"/> Not Applicable <input type="checkbox"/> Other (<i>specify</i>): _____

Additional Comments:

THIRD QUARTER:

Date: _____ Person Responsible for Reporting Progress: _____
Print Name *Signature*

Date Parent Contacted: _____ Person Responsible for Contacting Parent: _____
Print Name *Signature*

Method of Contact: Phone Mail Personal Contact Other: _____

MODIFICATION check (✓) one	MODIFICATION GOALS	METHOD OF EVALUATION	CURRENT LEVEL OF PERFORMANCE	PROGRESS TOWARD GOAL
<input type="checkbox"/> Math <input type="checkbox"/> Extend Core Requirements <input type="checkbox"/> Transfer-In <input type="checkbox"/> Student With Disability		<input type="checkbox"/> Student's Daily Work <input type="checkbox"/> Student Progress Reports <input type="checkbox"/> Demonstration <input type="checkbox"/> Rating Scale <input type="checkbox"/> Assessment (standardized or non-standardized) <input type="checkbox"/> End of Credit Assessment <input type="checkbox"/> Other (<i>specify</i>): _____	<input type="checkbox"/> Percent accurate _____ <input type="checkbox"/> Rate _____ <input type="checkbox"/> Achievement Level _____ <input type="checkbox"/> Other (<i>specify</i>): _____	<input type="checkbox"/> Achieved <input type="checkbox"/> Progressing sufficiently <input type="checkbox"/> Progressing insufficiently <input type="checkbox"/> Not Applicable <input type="checkbox"/> Other (<i>specify</i>): _____

Additional Comments:

Individual Student Personal Curriculum Progress Monitoring Form

Continued

FOURTH QUARTER:

Date: _____ Person Responsible for Reporting Progress: _____
Print Name *Signature*

Date Parent Contacted: _____ Person Responsible for Contacting Parent: _____
Print Name *Signature*

Method of Contact: Phone Mail Personal Contact Other: _____

MODIFICATION check (✓) one	MODIFICATION GOALS	METHOD OF EVALUATION	CURRENT LEVEL OF PERFORMANCE	PROGRESS TOWARD GOAL
<input type="checkbox"/> Math <input type="checkbox"/> Extend Core Requirements <input type="checkbox"/> Transfer-In <input type="checkbox"/> Student With Disability		<input type="checkbox"/> Student's Daily Work <input type="checkbox"/> Student Progress Reports <input type="checkbox"/> Demonstration <input type="checkbox"/> Rating Scale <input type="checkbox"/> Assessment (standardized or non-standardized) <input type="checkbox"/> End of Credit Assessment <input type="checkbox"/> Other (<i>specify</i>): _____	<input type="checkbox"/> Percent accurate _____ <input type="checkbox"/> Rate _____ <input type="checkbox"/> Achievement Level _____ <input type="checkbox"/> Other (<i>specify</i>): _____	<input type="checkbox"/> Achieved <input type="checkbox"/> Progressing sufficiently <input type="checkbox"/> Progressing insufficiently <input type="checkbox"/> Not Applicable <input type="checkbox"/> Other (<i>specify</i>): _____

Additional Comments:

END OF YEAR STATUS:

Date: _____

- Personal Curriculum Completed Date Completed: _____
- Continue Personal Curriculum for the following school year with no modifications
- Revise Personal Curriculum

NOTE: Additional or revised modifications must be made by reconvening with the Personal Curriculum Committee.

Date: _____ Person Responsible for Reporting Progress: _____
Print Name *Signature*

Date Parent Contacted: _____ Person Responsible for Contacting Parent: _____
Print Name *Signature*

Method of Contact: Phone Mail Personal Contact Other: _____

Plan for Personal Curriculum for Students With Disability

(Additional or revised modifications must be made by reconvening the PC Team)

STUDENT INFORMATION:

Date: _____ Student Name: _____ Current Grade: _____

Date of Birth: _____ Area of Disability: _____ Date of PC Request: _____

Subcategory: _____

Student Career Pathway as indicated on EDP:

- Arts & Communication
- Business Management, Marketing, and Technology
- Engineering/Manufacturing and Industrial Technology
- Health Services
- Human Services
- Natural Resources and Agriscience

Career Goal: _____

Person Requesting PC: _____ Parent Legal Guardian Student

ALLOWABLE MODIFICATIONS FOR STUDENTS WITH DISABILITIES:

- Reason for Plan:
- Modify English Language Arts Credits
 - Modify Math Credits
 - Modify Science Credits
 - Modify Social Studies Credits (**No Modifications in Civics**)
 - Modify Visual, Performing, Applied Arts Credits
 - Modify Physical Education & Health Credits
 - Modify Online Learning Experience Credits
 - Modify World Language Credits (Beginning with Class of 2016 and beyond)

PLEASE DESCRIBE MODIFICATION:

Continued on next page

Plan for Personal Curriculum for Students With Disability *continued*

PERSONAL CURRICULUM COMMITTEE MEMBERS:

REQUIRED	Print Name	OTHER POSSIBLE TEAM MEMBERS	Print Name
Student:	_____	Building Principal	_____
Parent/Guardian:	_____	Content Area Teacher	_____
Parent/Guardian:	_____	Content Area Teacher	_____
Counselor:	_____	School Psychologist / IEP Team Member	_____
		Special Education Teacher	_____
		Other:	_____
		Other:	_____

See attached Michigan Merit Curriculum High School Content Area Expectations Tracking Form for the appropriate content area(s). As a committee determine the HSCE deemed practicable for this student.

ASSURANCE OF PERSON REQUESTING PERSONAL CURRICULUM:

- 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, parent or legal guardian who has chosen to participate in a PC, it is my responsibility to maintain communication quarterly with teachers regarding the areas of modification.
- 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 class(es) that were waived by the Personal Curriculum in order to be eligible to graduate.

I understand and accept the assurances as listed above:

	Print Name	Signature
Parent(s) or Legal Guardian	_____	_____
Emancipated Student/Student	_____	_____

I understand and accept the Plan for Personal Curriculum:

	Print Name	Signature
REQUIRED:		
Parent(s) or Legal Guardian	_____	_____
Emancipated Student/Student	_____	_____
Superintendent/Designee	_____	_____
OTHER PARTICIPANTS:		
Counselor:	_____	_____
Building Principal:	_____	_____
Content Area Teacher:	_____	_____
Content Area Teacher:	_____	_____
School Psychologist / IEP Team Member:	_____	_____
Special Education Teacher:	_____	_____
Other:	_____	_____
Other:	_____	_____

DISTRICT USE ONLY:

Date of District Review: _____

Successful completion of the Personal Curriculum Plan

will or will not result in a high school diploma.

Superintendent/District Designee: Name _____

Title: _____

Signature: