

Michigan Merit Curriculum

Guidelines



Personal Curriculum

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Quick Guide to Using a Personal Curriculum

Welcome

This guide was developed to assist educators, students and parents to understand when and how to use a personal curriculum modification of the Michigan Merit Curriculum (MMC). The use of a personal curriculum (PC) modification is allowed by state statute for only four reasons:

- A student wishes to modify the mathematics requirement
- A student wishes to go beyond the academic credit requirements by adding more math, science, English language arts, or world languages credits
- A student with an IEP needs to modify the credit requirements based on his or her disability
- A student that transfers to a district from out of state or from a nonpublic school

Definition of Personal Curriculum

The personal curriculum is a documented process that modifies certain requirements of the Michigan Merit Curriculum.

The personal curriculum (PC), requested by the parent, legal guardian, or emancipated student, allows the board of a school district or public school academy to award a high school diploma providing the student completes the PC, including as many of the content expectations of the MMC as practicable.¹ See page 13 for the text of the state statute.

The legislative intent of the PC is to increase the rigor and relevance of the educational experience. In this context, “practicable” is an inclusive term meaning as much of the subject area content expectations as possible during high school instruction for the individual student. Students with disabilities operate under this same context of increased rigor and relevance as well. The implication for a student with disabilities using the PC option is that the school “shall incorporate” as much of the content expectations in areas that are being modified as is reasonably doable for the individual student, while maintaining the legislative intent of increased rigor for all students. See page 6 for additional information for students with disabilities.

A PC allows a student to earn additional credit in specific subject areas, or for students challenged with Algebra II, the personal curriculum allows a student to adjust his or her remaining mathematics credits. The PC may also be an option for students with disabilities requiring specific modifications of the Michigan Merit Curriculum to ensure progress with the career pathway and post-secondary goals. The PC is also an option for students transferring to a district from out of state or

¹ MCL 380.1278 a
High School **Personal Curriculum** Guidelines

from nonpublic schools that allows modifications of requirements under certain conditions.

The personal curriculum is not a stand alone document that drives a student's high school experience, but must be developed and coordinated with any other plans a student has in effect such as, the Educational Development Plan (EDP) and the Individualized Educational Program (IEP). At a minimum, this means that modifications to the student's academic expectations made through the personal curriculum option, should not erect barriers to progress along their career pathway or the achievement of post-secondary goals. The intent of an IEP is to support the student's progress in the general curriculum. For the purpose of this document, general curriculum is comprised of the credit requirements and content expectations as outlined in MCL 380.1278a and MCL 380.1278b.

The first step in developing an individualized approach to learning starts with the Educational Development Plan (EDP). The Michigan Merit Curriculum (MMC) legislation states that, "The board of a school district or board of directors of a public school academy shall ensure that each pupil in Grade 7 is provided with the opportunity to develop an educational development plan, and that each pupil has developed an educational development plan before he or she begins high school. An educational development plan shall be developed by the pupil under the supervision of the pupil's school counselor or another designee qualified and selected by the high school principal, and shall be based on a career pathways program or similar career exploration program."²

The Educational Development Plan (EDP) is a secondary/post-secondary planning tool that directs the educational plan and career planning activities schedule for the final six years of a student's K-12 learning career. Many schools already use paper or electronic EDPs or a web-based system such as *My Dream Explorer* or *Career Cruising*. In their EDP, students identify a career pathway and write employment, education, and training goals. They also identify a course of study (the credits that will be taken) intended to provide the skills and competencies needed to be successful in the next steps after high school. EDPs are "living" documents that are updated as students age, and their interests and abilities become more obvious and focused. It is recommended that the EDP be updated at least annually in conjunction with other planning activities designed to support student achievement.

The Individualized Education Program (IEP) is a "written statement for a child with a disability developed in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) of 2004 (section 614(d)) and must be reviewed on an annual basis. The IEP is tailored to the student's specific needs and abilities and must include annual goals to enable the child to be involved in and make progress in the Michigan Merit Curriculum. The IEP must also include measurable post-secondary goals related to training, education, and employment by the time the student is 16 years old. When appropriate, the postsecondary goals must include independent living skills. Additionally, the IEP must contain a statement of the special education and related services, and supplementary aids and services that

² MCL 380.1278 a

will enable the child to be involved and make progress in the Michigan Merit Curriculum.

While the PC option is available to any student, the legislative intent is that districts will make curriculum modifications only when it is clear that a modification is necessary for the student to achieve graduation requirements. For example, students in alternative education settings, at-risk students, and students with a qualifying disability under Section 504 of the Rehabilitation Act, may request and be granted a personal curriculum modification, only if there is documented evidence that the student may not meet the graduation requirements. The personal curriculum committee needs to understand that section K of MCL 380.1278b applies only to students with an IEP.

Eligibility for Use of Personal Curriculum Modification (PC)

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

- Ability in a specific skill area consistent with a career pathway and/or a post-secondary goal or plan as determined by the EDP that requires additional or specialized instruction when there are limitations in time available for elective opportunities
- Ability to succeed in accelerated or advanced math, science, English language arts, or world languages
- Desire to complete math requirements, including the first half credit of Algebra II, through CTE or other programs
- Eligibility for special education services and a documented need to make modifications determined to be necessary because of the student's disability
- Lack of progress on the MMC despite documented interventions, supports, and accommodations for a student with an IEP
- Transferring from out of state or from a nonpublic school after successful completion of the equivalent of two years of high school credit

The PC is a process to modify specific content expectations based on the individual learning needs of a student. It is designed to serve any student at both ends of the continuum – a student that needs to accelerate or modify the learning environment to succeed with the Michigan Merit Curriculum. The MMC is the constant, the instructional approach or learning environment is the variable, and all students including alternative and at risk students, are entitled to have the opportunity to succeed with the MMC. The PC must align with the high school content expectations and remove all barriers that may limit a student's opportunity to take a challenging curriculum. The research is clear - low performing students do better when given the opportunity to learn a challenging curriculum. The PC is a process designed to help all students meet the graduation requirements.

A district has unlimited possibilities to vary instructional strategies to help students meet the MMC. The district has the option of creating integrated courses that meet student needs as long as the courses demonstrate proficiency on the high school content expectations. For example, districts can combine technical or humanities

credit with academic credit to enhance relevance for students and increase student achievement or combine a stage lighting CTE class with a dual enrollment physics credit in a community college demonstrating the science of light. The key here is identifying the appropriate content expectations that are being addressed and ensuring the student is proficient. A personal curriculum is not needed to exercise these options. The MMC has not eliminated any of these options.

The personal curriculum provides alternative instructional strategies that help students to meet the graduation requirements. A student's capacity to learn is not dictated by the number of social or emotional challenges that exist in the student's life or whether the student's first language is English, but rather it is a function of teaching and learning and the schools commitment to helping students achieve the content expectations. There is nothing in the law that prevents teachers from exercising a multitude of instructional strategies to help the student become proficient at the content expectations.

When to Request a Personal Curriculum Modification

There are no set time lines in the state statute aside from the mathematics and social studies requirements described below in the Allowable Modifications section.

Educators should keep in mind that prior to considering a Personal Curriculum as a course of action for any individual student, every effort must be made to help students achieve or exceed the Michigan Merit Curriculum using varied and creative strategies such as:

- Integrated and differentiated instruction
- Online learning
- College credit opportunities
- Work based learning
- Project based learning
- Flexible scheduling
- Spiraled Curriculum
- Peer coaching
- Adult mentoring
- Electives

The local board of education establishes criteria for content mastery, allowable modifications, and what constitutes credit for specific courses. The local board may award partial credit for mastery of the student's personal curriculum.

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 credit
- The "cut score" a student must achieve to evidence mastery
- Alternative cut scores for students with certain barriers to learning (i.e. students with disabilities)

- 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 the 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

A student with a disability might be held to an alternate level of mastery on a given set of content expectations if the student's inability to achieve the district standard is due to the child's disability. For example the district standard for mastery on a given set of content expectations is 90 percent. A student with a disability might be held to a standard of 70 percent on the same set of content expectations and be awarded the same credit.

Partial credit may be awarded for mastery of individual or sets of content expectations. For example a student demonstrates mastery of "number systems and number sense" (math content expectations) at the 90 percent level, however only demonstrates mastery of "representations and relationships" at the 70 percent level. In this instance, the district may award partial math credit. The ability of a district to award partial credit applies to all students. A student can be awarded credit for Algebra I, Algebra II, or Geometry only if they achieve proficiency established by the district for these credits for all students.

Allowable Mathematics Modifications

For a PC to allow the Algebra II content to be taken over two years, the law requires a student to successfully complete 2 math credits including the equivalent of Geometry and Algebra I. The credit for the first year of Algebra II, however, may not be recorded as an Algebra II credit since the student has not yet completed the content expectations for Algebra II. A student gets the Algebra II credit when they have demonstrated proficiency with the required content expectations for Algebra II. A PC is not needed for students taking Pre-Algebra II for credit and Algebra II for credit.

All other modifications require students to complete a minimum of 2.5 math credits including Geometry, Algebra I, and $\frac{1}{2}$ credit of Algebra II, or the equivalent of these credit requirements in an integrated math or Career and Technical Education program. Once this requirement has been met, a modification may allow a student to take the remaining 1.5 credits in a math or math related course.

Allowable Mathematics Modifications

	1 credit	1 credit	1 credit	1 credit	Total Credits
MMC without PC	Algebra I, Algebra II and Geometry (no sequence required)			Final year math or math-related credit	4
Modification after successful completion of 2 math credits allowing Algebra II to be taken over two years	Algebra I and Geometry (no sequence required)		Algebra II		4
Modification after successful completion of minimum of 2.5 math credits	Students required to take Geometry and Algebra I		Algebra II ½ credit	Math or math-related credit	4
Modification after successful completion of 2 math credits	Algebra I and Geometry (no sequence required)		Algebra II content in CTE	Math or math related credit	4

Allowable Modifications to go Beyond Academic Requirements

Students are expected to meet all proficiency requirements for all credits in ELA, math, science, and world languages prior to requiring a Personal Curriculum to go beyond these academic requirements. If a Personal Curriculum is requested and granted and the student does not achieve proficiency in the required credits, the Personal Curriculum is null and void and the student will have to take the substituted credits to graduate.

Modifications include:

Social Studies (Michigan Merit Requirement: 3 credits)

- Substituting credit requirements for one social studies credit for students who have successfully completed two required social studies credits (which must include Civics), to acquire additional credits in English language arts, mathematics, science, or world languages

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

- Substituting credit requirements for one health and physical education credit to acquire additional credits in English language arts, mathematics, science, or world languages

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

- Substituting credit requirements for one visual, performing, and applied arts credit to acquire additional credits in English language arts, mathematics, science, or world languages

Allowable Modifications for a Student with a Disability

When to Request a Personal Curriculum Modification for a Student with a Disability

The parent of a student with a disability may request a modification to the MMC that is not *otherwise* allowable if the student has a disability as defined in the Individuals with Disabilities Education Act 2004 (IDEA 2004). This allows for additional credit substitution or content modification if the changes are based on the student's disability and the IEP.

IDEA 2004 specifies that an IEP for a student with a disability shall identify appropriate courses of study as well as; supports, accommodations, and modifications necessary to allow the pupil to progress in the requirements of the MMC or in the Personal Curriculum. Federal law requires the IEP to identify the course or courses of study that allow the student to achieve IEP goals and objectives, not to specify individual classes or curriculum.

NCLB and IDEA 2004 hold State and Public Agencies accountable for the performance of students with disabilities within a structure of state standards. While it is allowable to account for growth and performance for some of these students on alternative achievement standards, it is not appropriate to create a different path to graduation.

Section 300.102(a)(3) of IDEA, regarding exceptions to a free appropriate public education (FAPE), clarifies that a regular high school diploma does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate of completion or a general educational development credential (GED).

Neither the Michigan Department Education, local, or intermediate school districts have the authority to override the accountability framework that NCLB and IDEA created.

Key Points for the PC for Students with Disabilities

IDEA 2004 guarantees a FAPE but does not establish an entitlement to a diploma. Every effort must be made to provide students with disabilities full access to the MMC before making modifications. Modifications to state standards may affect a student's opportunity to receive a diploma. For a student eligible for special education services, the personal curriculum modifications must:

- Incorporate as much of the subject area content expectation as practicable for the student
- Be consistent with both the Educational Development Plan (EDP) and the Individualized Education Program (IEP)
- Modify components of the content expectations within each credit requirement

It is important to remember that while we may be making modifications to the expectations for a student with a disability, we are doing so within the context of the high school content. The curriculum any student receives must be comprised of the content expectations outlined in the Michigan Merit course/credit requirements. Assumptions about what students are capable of should be carefully considered given the possible impact modifications could have on granting a diploma.

Practicable content is the mix of existing MMC content expectations and modifications to those expectations driven by student need, that when achieved, will assure the student progresses towards his or her identified post-secondary goal/s and career pathway.

The starting point for the development of a personal curriculum (practicable content) begins with:

- Identification of the student's career pathway
- Identification of the student's post-secondary goal/s
- Assessment and documentation of the student's current level of performance
- Identification of the requirements for achieving career and post-secondary goals
- Identification of the critical educational experiences the student needs to achieve post-secondary goals
- Modifications to facilitate the student's achievement of post-secondary goals

The personal curriculum modifications should:

- Reasonably enable the achievement of post-secondary goals
- Facilitate progress along the student's career pathway and the achievement of post-secondary goals
- Enhance the relevance of the student's educational experience
- Provide full access to statewide assessments
- Provide a gateway to employment and productive adult living
- Maintain the integrity of the diploma

The law also states that the Superintendent of Public Instruction shall monitor a school district if there is reason to believe that the school district is allowing modifications inconsistent with the requirements.

Allowable Modifications for Transfer Students

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

- The student has completed the equivalent of two years of high school credit. The school district or public school academy may use appropriate assessment

examinations to determine credits the student has earned to satisfy the curricular requirements of the MMC

- The student's PC includes as much of the subject area content expectations as practicable for the student
- The student completes one mathematics course in the final year of high school enrollment. If the student is enrolled in the district for one full year, the final year of math must be the equivalent of Algebra I or higher in the normal sequence of mathematics
- The student's PC must include a civics credit

Modifications Not Allowed

There are **no** modifications to credit requirements allowed in the following areas except for students with disabilities or transfer students:

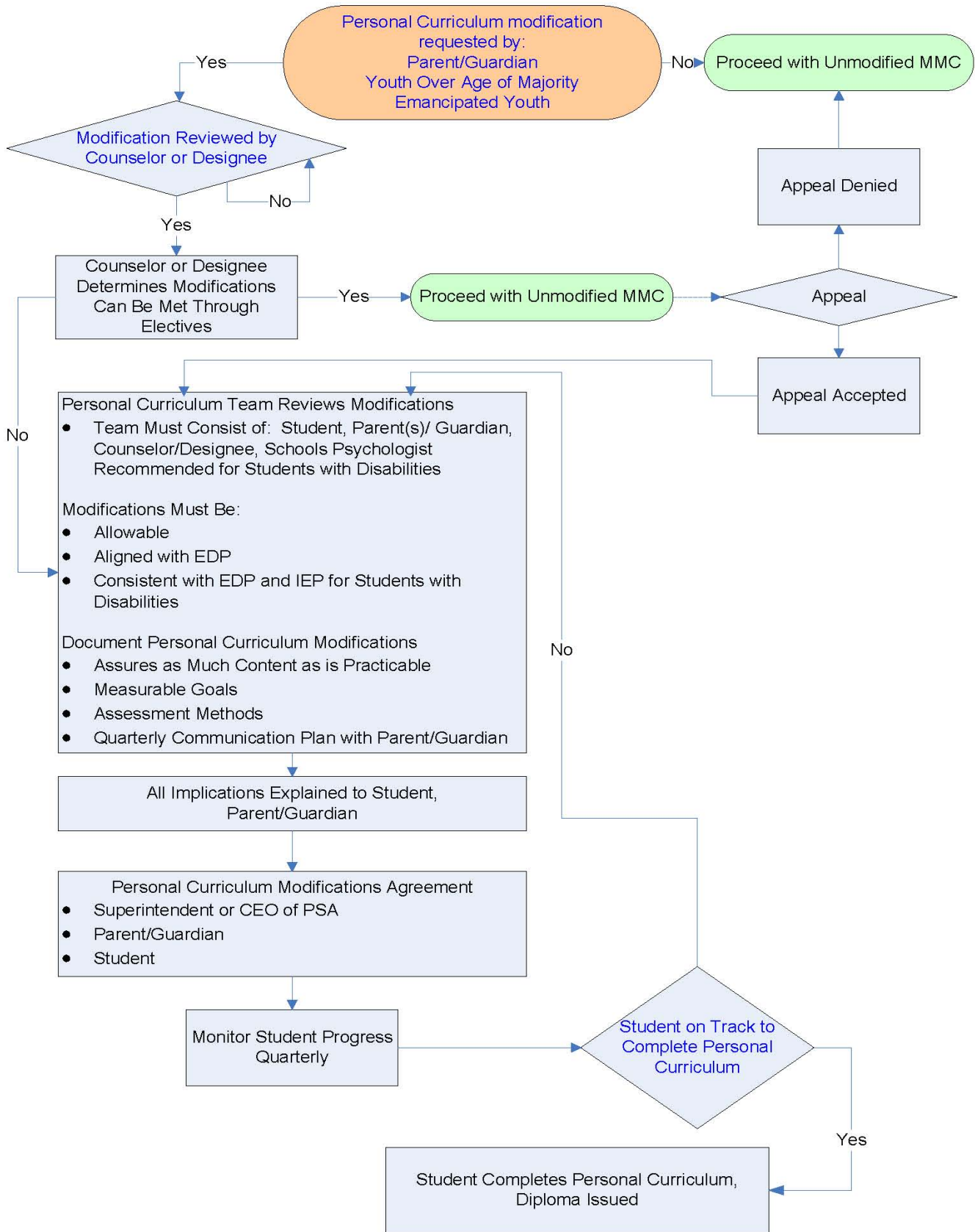
- English Language Arts
- Science
- World Languages
- Civics/Government
- Online Learning Experience

Personal Curriculum Modification Process

The PC process demands the involvement of many people and should be used only after other options, like the use of electives, have been exhausted. The PC process must include the parent/legal guardian, student, counselor or principal designee, school psychologist (if available for a student with a disability), school district superintendent or public school academy executive, and school board.

- **Initiation:** Initiated by the parent/legal guardian or emancipated student, or by the student with permission of parent/legal guardian
- **Development Team:** Developed by student, parent/legal guardian, counselor or designee, and (if available) school psychologist if a special education student
- **Agreement:** Written agreement between the local school district or public school academy superintendent or chief executive, parent/legal guardian, and student
- **Credits and Content:** Must meet as much of MMC as practicable. Includes measurable goals to be met in high school and a method of evaluation on whether goals are met
- **Use of EDP:** Aligned with student's educational development plan (EDP).
- **Use of IEP:** Special education student's IEP shall identify courses (which may be contained in the PC), supports, accommodations, and modifications to ensure student success
- **Quarterly Meetings to Monitor:** Parent/legal guardian meets quarterly with each teacher of modified curriculum area to monitor student's progress
- **Revision:** Revisions to PC may be made using the same process as the original PC

Michigan Merit Curriculum Diploma Decision Tree



Related Processes

- **Awarding Diploma:** A board of the local school district or public school academy may award a diploma to students completing a PC. The local board must first determine the minimum achievement criterion that applies universally to all students in the district that is competitive with all other districts in the state. Second, the local board must determine how far they want to depart from local standards to award diplomas for students with a PC. If the standard is 90% of the content expectations at 80% proficiency, then the local board needs to determine what is acceptable for students with a PC that may not be able to achieve this standard for the purpose of acquiring a diploma.
- **Reporting:** MDE is required to monitor the use of PC to ensure compliance and consistent application of the PC requirements. Local school districts and public school academies will provide annual information on the number of personal curriculum modifications in use.

Options to Meet or Modify the MMC Requirements

A student may wish to specialize in a curriculum area like music or technical education. The personal curriculum modification is not necessarily the way to accomplish this. For example, a personal curriculum is not needed if:

- A student wants to pursue career and technical education courses, humanities courses, industrial education, or applied arts
- A student wants to take accelerated courses through dual enrollment, advanced placement, or International Baccalaureate
- A student wants to enroll in alternative education programs
- A student wants to change the Educational Development Plan (EDP)

Students participating in these programs are expected to meet the MMC credit requirements and can do so through the use of electives, testing out, CTE programs, and other processes which are already in use in the high school. The school district or public school academy may deny a personal curriculum modification if it does not comply with state statute, if other options for meeting the student's educational needs have not been documented, if it is not in the best interest of the student, or if the members of the PC development team cannot reach agreement.

Potential Adverse Effects of Using a Personal Curriculum

Parents and students need to understand the possible consequences for modifications of the MMC or high school content expectations. Personal curriculum modifications for students with disabilities that reduce the number of content expectations mastered by the student, may affect the student's readiness to:

- Pass the Michigan Merit Exam

- Be admitted to college
- Be eligible for college scholarships
- Enter a trade school
- Secure a job in the career of their choice
- Be eligible for NCAA athletic programs

Modifications that erect barriers to student success may impact the districts ability to:

- Achieve Adequate Yearly Progress
- Meet improvement targets informed by the Continuous Improvement and Monitoring System, the State Performance Plan, and the Annual Performance Report

Appendix A

Section 380.1278b of the Revised School Code

(5) The parent or legal guardian of a pupil may request a personal curriculum for the pupil that modifies certain of the Michigan merit standard requirements under subsection (1) or section 1278a(1)(a). If all of the requirements under this subsection for a personal curriculum are met, then the board of a school district or board of directors of a public school academy may award a high school diploma to a pupil who successfully completes his or her personal curriculum, even if it does not meet the requirements of the Michigan merit standard required under subsection (1) and section 1278a(1)(a). All of the following apply to a personal curriculum:

(a) The personal curriculum shall be developed by a group that includes at least the pupil, at least 1 of the pupil's parents or the pupil's legal guardian, and the pupil's high school counselor or another designee qualified to act in a counseling role under section 1233 or 1233a selected by the high school principal. In addition, for a pupil who receives special education services, a school psychologist should also be included in this group.

(b) The personal curriculum shall incorporate as much of the subject area content expectations of the Michigan merit standard required under subsection (1) and section 1278a(1)(a) as is practicable for the pupil; shall establish measurable goals that the pupil must achieve while enrolled in high school and shall provide a method to evaluate whether the pupil achieved these goals; and shall be aligned with the pupil's educational development plan developed under subsection (11).

(c) Before it takes effect, the personal curriculum must be agreed to by the pupil's parent or legal guardian and by the superintendent of the school district or chief executive of the public school academy, or his or her designee.

(d) The pupil'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 pupil's progress toward the goals contained in the pupil's personal curriculum.

(e) Revisions may be made in the personal curriculum if the revisions are developed and agreed to in the same manner as the original personal curriculum.

(f) The English language arts credit requirements of subsection (1)(a) and the science credit requirements of subsection (1)(b), are not subject to modification as part of a personal curriculum under this subsection.

(g) Except as otherwise provided in this subdivision, the mathematics credit requirements of section 1278a(1)(a)(i) may be modified as part of a personal curriculum only after the pupil has successfully completed at least 2-1/2 credits of the mathematics credits required under that section, and only if the pupil successfully completes at least 3-1/2 total credits of the mathematics credits required under that section before completing high school. The requirement under that section that a pupil must successfully complete at least 1 mathematics course during his or her final year of high school enrollment is not subject to modification as part of a personal curriculum under this subsection. The Algebra II credit required under that section may be modified as part of a personal curriculum under this subsection only if the pupil has successfully completed at least 2 credits of the

mathematics credits required under section 1278a(1)(a)(i) and meets 1 or more of the following:

(i) Has successfully completed the same content as 1 semester of Algebra II, as determined by the department.

(ii) Elects to complete the same content as Algebra II over 2 years, with a credit awarded for each of those 2 years, and successfully completes that content.

(iii) Enrolls in a formal career and technical education program or curriculum, and in that program or curriculum, successfully completes the same content as 1 semester of Algebra II as determined by the department.

(h) The social science credit requirements of section 1278a(1)(a)(ii) may be modified as part of a personal curriculum only if all of the following are met:

(i) The pupil has successfully completed 2 credits of the social science credits required under section 1278a(1), including the Civics course described in section 1166(2).

(ii) The modification requires the pupil to complete 1 additional credit in English language arts, mathematics, or science, or 1 additional credit in a language other than English. This additional credit must be in addition to the number of those credits otherwise required under subsection (1) and section 1278a(1) or under section 1278a(2).

(i) The health and physical education credit requirement under section 1278a(1)(a)(iii) may be modified as part of a personal curriculum only if the modification requires the pupil to complete 1 additional credit in English language arts, mathematics, or science, or 1 additional credit in a language other than English. This additional credit must be in addition to the number of those credits otherwise required under subsection (1) and section 1278a(1) or under section 1278a(2).

(j) The visual arts, performing arts, or applied arts credit requirement under section 1278a(1)(a)(iv) may be modified as part of a personal curriculum only if the modification requires the pupil to complete 1 additional credit in English language arts, mathematics, or science, or 1 additional credit in a language other than English. This additional credit must be in addition to the number of those credits otherwise required under subsection (1) and section 1278a(1) or under section 1278a(2).

(k) If the parent or legal guardian of a pupil requests as part of the pupil's personal curriculum, a modification of the Michigan merit standard requirements that would not otherwise be allowed under this section, and demonstrates that the modification is necessary because the pupil is a child with a disability. The school district or public school academy may allow that additional modification to the extent necessary because of the pupil's disability, if the group under subdivision (a) determines that the modification is consistent with both the pupil's Educational Development Plan under subsection (11) and the pupil's Individualized Education Program. If the Superintendent of Public Instruction has reason to believe that a school district or a public school academy is allowing modifications inconsistent with the requirements of this subdivision, the Superintendent of Public Instruction shall monitor the school district or public school academy to ensure that the school

district's or public school academy's policies, procedures, and practices are in compliance with the requirements for additional modifications under this subdivision. As used in this subdivision, "child with a disability" means that term as defined in 20 USC 1401.

(l) If a pupil transfers to a school district or public school academy from out of state or from a nonpublic school, the pupil's parent or legal guardian may request, as part of the pupil's personal curriculum, a modification of the Michigan merit standard requirements that would not otherwise be allowed under this section. The school district or public school academy may allow this additional modification for a transfer pupil if all of the following are met:

(i) The transfer pupil has successfully completed at least the equivalent of 2 years of high school credit out of state or at a nonpublic school. The school district or public school academy may use appropriate assessment examinations to determine what credits, if any, the pupil has earned out of state or at a nonpublic school that may be used to satisfy the curricular requirements of the Michigan merit standard and this subdivision.

(ii) The transfer pupil's personal curriculum incorporates as much of the subject area content expectations of the Michigan merit standard as are practicable for the pupil.

(iii) The transfer pupil's personal curriculum requires the pupil to successfully complete at least 1 mathematics course during his or her final year of high school enrollment. In addition, if the transfer pupil is enrolled in the school district or public school academy for at least 1 full school year, both of the following apply:

(A) The transfer pupil's personal curriculum shall require that this mathematics course is at least algebra I.

(B) If the transfer pupil demonstrates that he or she has mastered the content of algebra I, the transfer pupil's personal curriculum shall require that this mathematics course is a course normally taken after completing algebra I.

(iv) The transfer pupil's personal curriculum includes the civics course described in section 1166(2).

(m) If a pupil is at least age 18 or is an emancipated minor, the pupil may act on his or her own behalf under this subsection.

(n) This subsection does not apply to a pupil enrolled in a high school that is designated as a specialty school under section 1278a(5), and that is exempt under that section from the English language arts requirement under subsection (1)(a) and the social science credit requirement under section 1278a(1)(a)(ii).

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

Appendix B

Personal Curriculum At A Glance

Welcome

This At A Glance document was developed to align the guidelines document with the legislation and other supporting information from the Michigan revised school code. The use of a personal curriculum (PC) modification is allowed by state statute for only three reasons:

- A student wishes to modify the mathematics requirement
- A student wishes to go beyond the academic credit requirements by adding more math, science, English language arts or languages other than English credits
- A student with a disability needs to modify the credit requirements based on his or her disability

Legislation	Guidance	Additional Support
<p>Sec. 1278b. (1) Except as otherwise provided in this section or section 1278a, beginning with pupils entering grade 8 in 2006, as part of the requirements under section 1278a the board of a school district or board of directors of a public school academy shall not award a high school diploma to a pupil unless the pupil has successfully completed all of the following credit requirements of the Michigan merit standard before graduating from high school:</p>	<p>Establishes as 18 the total number of credits that a student must achieve within the MMC before the school board of a local education agency or board of a public school academy may issue a diploma.</p>	
<p>At least 4 credits in English language arts that are aligned with subject area content expectations developed by the department and approved by the state board under this section. (b) At least 3 credits in science that are aligned with subject area content expectations developed by the department and approved by the state board under this section, including completion of at least biology and either chemistry or</p>	<p>Establishes the minimum number of credits within each subject area a student must earn within the MMC before the school board of a local education agency or board of a public school academy may issue a diploma.</p>	

Legislation	Guidance	Additional Support
<p>physics. The legislature strongly encourages pupils to complete a fourth credit in science, such as forensics, astronomy, Earth science, agricultural science, environmental science, geology, physics or chemistry, physiology, or microbiology.</p> <p>(c) The credit requirements specified in section 1278a(1)(a)(i) to (iv).</p>		
<p>(5) The parent or legal guardian of a pupil may request a personal curriculum for the pupil that modifies certain of the Michigan merit standard requirements under subsection (1) or section 1278a(1)(a). If all of the requirements under this subsection for a personal curriculum are met, then the board of a school district or board of directors of a public school academy may award a high school diploma to a pupil who successfully completes his or her personal curriculum even if it does not meet the requirements of the Michigan merit standard required under subsection (1) and section 1278a(1)(a). All of the following apply to a personal curriculum:</p>	<p>The personal curriculum (PC), requested by the parent, legal guardian, or emancipated student, allows the board of a school district or public school academy to award a high school diploma providing the student completes the PC, including as many of the content expectations of the MMC as practicable.</p>	
<p>(a) The personal curriculum shall be developed by a group that includes at least the pupil, at least 1 of the pupil's parents or the pupil's legal guardian, and the pupil's high school counselor or another designee qualified to act in a counseling role under section 1233 or</p>	<p>The PC must be developed by student, parent/legal guardian, counselor or designee, and (if available) school psychologist if a student who receives special education supports or services. The legislative intent is for an adult with</p>	<p>Michigan's Revised School Code Sec. 1233. (1) Except as otherwise provided by law, the board of a school district or intermediate school board of an intermediate school district shall not permit a teacher who does not hold a</p>

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<p>1233a selected by the high school principal. In addition, for a pupil who receives special education services, a school psychologist should also be included in this group.</p>	<p>experience and training in the provision of guidance and counseling services assist the student in the development of the personal curriculum. The inclusion of the school psychologist was intended to communicate the need for an individual on the team who is familiar with the impact a disability might have on a student's ability to progress in the curriculum without certain kinds of supports or services.</p>	<p>valid teaching certificate to teach in a grade or department of the school. (2) The board of a school district or an intermediate school district shall not allow an individual to serve in a counseling role in the school district or intermediate school district, as the role is defined by the superintendent of public instruction, unless the individual meets 1 or more of the following and the board or intermediate school board complies with subsection (7): (a) The individual holds a valid teaching certificate with a school counseling endorsement. (b) The individual meets all of the following: (i) Holds a master's degree awarded after completion of an approved school counselor education program that includes at least all of the following skills and content areas or their equivalent: (A) Guidance services--philosophy, principles, and practices. (B) Individual and group analysis--nature and range of human characteristics and appraisal methods. (C) Guidance information--vocational development theory, educational and occupational information. (D) Counseling theory and practice--individual and group procedures, administration and coordination relationships, professional relationships, and ethics. (E) Supervised experiences--laboratory, practicum, or internship.</p>

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		<p>(F) Evaluation--statistics and research methodology, follow-up evaluation, and measurement methods.</p> <p>(ii) Has successfully completed the department's guidance counselor examination.</p> <p>(iii) Has been recommended by an approved school counselor education program to provide services as a school counselor.</p> <p>(c) The individual meets both of the following:</p> <p>(i) Has at least 5 years of successful experience serving in a school counseling role in another state within the immediately preceding 7-year period.</p> <p>(ii) Has successfully completed the department's guidance counselor examination.</p> <p>380.1233a Employment counseling and placement services; agreement to establish joint or cooperative service; assistance; S 338.2006 inapplicable.</p> <p>Sec. 1233a. (1) Counseling or guidance staff employed by a school district, which for purposes of this section may include noncertified, nonendorsed personnel, shall devote an appropriate portion of working time and effort to employment counseling and placement services for pupils 16 to 19 years of age who do not intend to enroll in an institution of higher education after graduating from high school or who require or desire employment in</p>

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		<p>conjunction with their continued education.</p> <p>(2) A school district may enter into an agreement with 1 or more school districts, with the intermediate school district to which the school district is constituent, or with any other appropriate unit of local government to establish a joint or cooperative employment counseling or placement service. Upon the request of a school district, the Michigan employment security commission, the department of labor or any other appropriate state agency shall provide assistance in establishing or conducting the service. A school district operating a placement service shall not be subject to section 6 of Act No. 301 of the Public Acts of 1974, being section 338.2006 of the Michigan Compiled Laws, and shall not charge a fee or any other consideration.</p>
<p>(b) The personal curriculum shall incorporate as much of the subject area content expectations of the Michigan merit standard required under subsection (1) and section 1278a(1)(a) as is practicable for the pupil; shall establish measurable goals that the pupil must achieve while enrolled in high school and shall provide a method to evaluate whether the pupil achieved these goals; and shall be aligned with the pupil's educational development plan developed under subsection (11).</p>	<p>The legislative intent of the PC is to increase the rigor and relevance of the educational experience. In this context, "practicable" is an inclusive term meaning as much of the subject area content expectations as possible for the individual student. The implication for a student with disabilities using the PC option is that the school "shall incorporate" as much of the content expectations in areas that are being modified as is reasonably doable in the context of increased rigor. The PC is not a process for</p>	

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	tracking large groups of students into an alternative curriculum.	
(c) Before it takes effect, the personal curriculum must be agreed to by the pupil's parent or legal guardian and by the superintendent of the school district or chief executive of the public school academy or his or her designee.	Establishes that both the "family" and the "district" must be in agreement before a modification to the curriculum can be implemented.	
(d) The pupil'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 pupil's progress toward the goals contained in the pupil's personal curriculum.	Parent/legal guardian is in communication with each teacher of modified curriculum area to monitor student's progress. These communications must be on at least a quarterly basis.	
(e) Revisions may be made in the personal curriculum if the revisions are developed and agreed to in the same manner as the original personal curriculum.	Revisions to PC may be made using the same process as the original PC.	
(f) The English language arts credit requirements of subsection (1)(a) and the science credit requirements of subsection (1)(b) are not subject to modification as part of a personal curriculum under this subsection.	<p>There are no modifications to credit requirements allowed in the following areas.</p> <ul style="list-style-type: none"> • English Language Arts • Science • World Languages • Civics/Government • Online Learning Experience <p>Exception: students with disabilities may make modifications if there is a documented need to make</p>	

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	<p>modifications determined to be necessary because of the student's disability and IEP. The PC is not a process for tracking large groups of students into an alternative curriculum.</p>	
<p>(g) Except as otherwise provided in this subdivision, the mathematics credit requirements of section 1278a(1)(a)(i) may be modified as part of a personal curriculum only after the pupil has successfully completed at least 2-1/2 credits of the mathematics credits required under that section and only if the pupil successfully completes at least 3-1/2 total credits of the mathematics credits required under that section before completing high school. The requirement under that section that a pupil must successfully complete at least 1 mathematics course during his or her final year of high school enrollment is not subject to modification as part of a personal curriculum under this subsection. The algebra II credit required under that section may be modified as part of a personal curriculum under this subsection only if the pupil has successfully completed at least 2 credits of the mathematics credits required under section 1278a(1)(a)(i) and meets 1 or more of the following: <i>(i)</i> Has successfully completed the same content as 1 semester of algebra II, as determined by the department. <i>(ii)</i> Elects to complete the</p>	<p>A student can use the PC to reduce the credit requirements for mathematics to 3.5 providing the student takes mathematics in the senior year. A student must complete a minimum of Algebra I, Geometry and the first semester of Algebra II (2.5 credits) or the equivalent of these credit requirements in an integrated math course to qualify for a PC modification. A PC can modify the Algebra II credit requirements if the student has successfully completed at least 2 of the required mathematics credits (Algebra I and Geometry or its equivalent) and wants to take Algebra II over two years).</p>	

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<p>same content as algebra II over 2 years, with a credit awarded for each of those 2 years, and successfully completes that content.</p> <p>(iii) Enrolls in a formal career and technical education program or curriculum, and in that program or curriculum successfully completes the same content as 1 semester of algebra II, as determined by the department.</p>		
<p>(h) The social science credit requirements of section 1278a(1)(a)(i) may be modified as part of a personal curriculum only if all of the following are met:</p> <p>(i) The pupil has successfully completed 2 credits of the social science credits required under section 1278a(1), including the civics course described in section 1166(2).</p> <p>(ii) The modification requires the pupil to complete 1 additional credit in English language arts, mathematics, or science or 1 additional credit in a language other than English. This additional credit must be in addition to the number of those credits otherwise required under subsection (1) and section 1278a(1) or under section 1278a(2).</p>	<p>Substituting credit requirements for one <u>social studies</u> credit for students who have successfully completed two required social studies credits (which must include Civics), to acquire additional credits in English language arts, mathematics, science, or world languages</p>	
<p>(i) The health and physical education credit requirement under section 1278a(1)(a)(iii) may be modified as part of a personal curriculum only if the modification requires the pupil to complete 1 additional credit in English language arts,</p>	<p>Substituting credit requirements for one <u>health and physical education credit</u> to acquire additional credits in English language arts, mathematics, science, or world languages</p>	

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<p>mathematics, or science or 1 additional credit in a language other than English. This additional credit must be in addition to the number of those credits otherwise required under subsection (1) and section 1278a(1) or under section 1278a(2).</p>		
<p>(j) The visual arts, performing arts, or applied arts credit requirement under section 1278a(1)(a)(iv) may be modified as part of a personal curriculum only if the modification requires the pupil to complete 1 additional credit in English language arts, mathematics, or science or 1 additional credit in a language other than English. This additional credit must be in addition to the number of those credits otherwise required under subsection (1) and section 1278a(1) or under section 1278a(2).</p>	<p>Substituting credit requirements for one <u>visual, performing, and applied arts</u> credit to acquire additional credits in English language arts, mathematics, science, or world languages</p>	
<p>(k) If the parent or legal guardian of a pupil requests as part of the pupil's personal curriculum a modification of the Michigan merit standard requirements that would not otherwise be allowed under this section, and demonstrates that the modification is necessary because the pupil is a child with a disability, the school district or public school academy may allow that additional modification to the extent necessary because of the pupil's disability, if the group under subdivision (a) determines that the</p>	<p>The parent of a student with a disability may request a modification to the MMC that is not <i>otherwise</i> allowable if the student has a disability as defined in the Individuals with Disabilities Education Act 2004 (IDEA 2004). This allows for additional credit substitution or content modification if the changes are based on the student's disability and IEP. For a student eligible for special education services, the personal curriculum modifications must:</p>	

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<p>modification is consistent with both the pupil's educational development plan under subsection (11) and the pupil's individualized education program. If the superintendent of public instruction has reason to believe that a school district or a public school academy is allowing modifications inconsistent with the requirements of this subdivision, the superintendent of public instruction shall monitor the school district or public school academy to ensure that the school district's or public school academy's policies, procedures, and practices are in compliance with the requirements for additional modifications under this subdivision. As used in this subdivision, "child with a disability" means that term as defined in 20 USC 1401.</p>	<ul style="list-style-type: none"> • Incorporate as much of the subject area content expectation as practicable for the student • Be consistent with both the Educational Development Plan and the Individualized Education Program (IEP) • Modify components of the content expectations within each credit requirement. <p>The curriculum any student receives must be comprised of the content expectations outlined in the course/credit requirements.</p> <p>Practicable content is the mix of existing MMC content expectations and modifications to those expectations driven by student need, that when achieved, will assure the individual student progresses towards his or her identified post-secondary goal/s and career pathway.</p> <p>The law also states that the Superintendent of Public Instruction shall monitor a school district if there is reason to believe that the school district is allowing modifications inconsistent with the requirements.</p>	
<p>(l) If a pupil transfers to a school district or public school academy from out of state or from a nonpublic school, the pupil's parent or legal guardian may request, as part of the pupil's personal curriculum, a modification of the Michigan merit standard requirements that would not otherwise be</p>	<p>The parent or legal guardian of a transfer student from out of state or from a nonpublic school may request a personal curriculum to modify the requirements of the MMC not otherwise allowed providing the following are met:</p>	

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<p>allowed under this section. The school district or public school academy may allow this additional modification for a transfer pupil if all of the following are met:</p> <p>(i) The transfer pupil has successfully completed at least the equivalent of 2 years of high school credit out of state or at a nonpublic school. The school district or public school academy may use appropriate assessment examinations to determine what credits, if any, the pupil has earned out of state or at a nonpublic school that may be used to satisfy the curricular requirements of the Michigan merit standard and this subdivision.</p> <p>(ii) The transfer pupil's personal curriculum incorporates as much of the subject area content expectations of the Michigan merit standard as are practicable for the pupil.</p> <p>(iii) The transfer pupil's personal curriculum requires the pupil to successfully complete at least 1 mathematics course during his or her final year of high school enrollment. In addition, if the transfer pupil is enrolled in the school district or public school academy for at least 1 full school year, both of the following apply:</p> <p>(A) The transfer pupil's personal curriculum shall require that this mathematics course is at least algebra I.</p> <p>(B) If the transfer pupil demonstrates that he or she has mastered the</p>	<ul style="list-style-type: none"> • The student has completed the equivalent of two years of high school credit. The school district or public school academy may use appropriate assessment examinations to determine credits the student has earned to satisfy the curricular requirements of the MMC • The student's PC includes as much of the subject area content expectations as practicable for the student • The student completes one mathematics course in the final year of high school enrollment. If the student is enrolled in the district for one full year, the final year of math must be the equivalent of Algebra I or higher in the normal sequence of mathematics • The student PC must include a civics credit 	

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<p>content of algebra I, the transfer pupil's personal curriculum shall require that this mathematics course is a course normally taken after completing algebra I.</p> <p>(iv) The transfer pupil's personal curriculum includes the civics course described in section 1166(2).</p>		
<p>(6) If a pupil receives special education services, the pupil's individualized education program, in accordance with the individuals with disabilities education act, title VI of Public Law 91-230, shall identify the appropriate course or courses of study and identify the supports, accommodations, and modifications necessary to allow the pupil to progress in the curricular requirements of this section and section 1278a, or in a personal curriculum as provided under subsection (5), and meet the requirements for a high school diploma.</p>	<p>IDEA 2004 specifies that an IEP for a student with a disability shall identify appropriate courses of study as well as supports, accommodations, and modifications necessary to allow the pupil to progress in the requirements of the MMC or in the Personal Curriculum. Federal law requires the IEP to identify the course or courses being supported by the supports, accommodations, services, modifications, goals and objectives, not to specify individual classes or curriculum.</p>	
<p>(9) If a pupil is not successfully completing a credit required for graduation under this section and section 1278a, or is identified as being at risk of withdrawing from high school, then the pupil's school district or public school academy shall notify the pupil's parent or legal guardian or, if the pupil is at least age 18 or is an emancipated minor, the pupil may act on his or her own behalf under this subsection, of the availability of tutoring or other supplemental educational support and</p>	<p>Requires a LEA or PSA to notify the legal representative of the student if that student is in jeopardy of not completing a credit, or is at risk of withdrawal from school. The LEA or PSA must make the legal representative of the student aware of support services designed to prevent failure and/or dropout.</p>	

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<p>counseling services that may be available to the pupil under existing state or federal programs, such as those programs or services available under section 31a of the state school aid act of 1979, MCL 388.1631a, or under the no child left behind act of 2001, Public Law 107-110.</p>		
<p>(11) The board of a school district or board of directors of a public school academy shall ensure that each pupil in grade 7 is provided with the opportunity to develop an educational development plan, and that each pupil has developed an educational development plan before he or she begins high school. An educational development plan shall be developed by the pupil under the supervision of the pupil's school counselor or another designee qualified to act in a counseling role under section 1233 or 1233a selected by the high school principal and shall be based on a career pathways program or similar career exploration program. In addition, if the pupil receives special education services, a school psychologist should also participate in developing the pupil's educational development plan.</p>	<p>The first step in developing an individualized approach to learning starts with the Educational Development Plan (EDP). The Educational Development Plan (EDP) is a secondary/ postsecondary planning tool that directs the educational plan and career planning activities schedule for the final six years of a student's K-12 learning career. Many schools already use paper or electronic EDPs or a web-based system such as <i>My Dream Explorer</i> or <i>Career Cruising</i>. In their EDP, students identify a career pathway and write employment, education and training goals. They also identify a course of study (the credits that will be taken) intended to provide the skills and competencies needed to be successful in the next steps after high school. EDPs are "living" documents that are updated as students age, and their interests and abilities become more obvious and focused. It is recommended that the EDP be updated at least annually in conjunction with other planning activities designed to support student achievement.</p>	