





# **Personal Curriculum (PC) Handbook**


May, 2011


## 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 7<sup>th</sup> 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 9<sup>th</sup> grade.


 **Extended 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](http://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 after completing at least two years of high school. In some cases the student's previous high school curriculum does not match their new high school curriculum standards. In this case, a student who has completed the equivalent of 2 years of high school may be eligible for a PC.

## Personal Curriculum (PC) Information Sheet

**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) which must be met for the awarding of a high school diploma in Michigan. A PC must be requested on an individual basis and must meet certain conditions to be approved.

**Q2: *Who is eligible for a personal curriculum?***

**A:** All students in grades 9-12 are eligible. Students with a documented disability and Individualized Education Plan (IEP) are eligible to modify the MMC to a greater extent than their non-disabled peers.

**Q3: *Under what circumstances is a PC allowable?***

**A:** A PC is intended for high school students seeking a diploma who:

- Wish to modify the mathematics requirement
- Wish to go beyond the academic credit requirements by adding more math, science, English Language Arts or foreign languages credits
- Need modified content expectations because certain MMC content expectations are not practicable for them despite documented interventions and in light of their Educational Development Plan (EDP)
- Need other modifications of MMC requirements due to the impact of their special education disabilities as identified in their IEP

**Q4: *Can a personal curriculum be used to modify the entire MMC?***

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

**Q5: *Who can request a personal curriculum?***

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

**Q6: *When can a personal curriculum be requested?***

**A:** A PC can be requested after completion of 9<sup>th</sup> grade.

**Q7: *What are the steps in the personal curriculum process and procedure?***

1. PC is requested.
2. Within 10 school days a counselor acknowledges receipt of a request, verifies the status of the requestor, and discusses next steps with the person requesting the PC.
3. A Personal Curriculum Committee is named by the building principal and a meeting is scheduled within 30 school days.
4. Staff collects documents for committee review at the PC committee meeting.
5. PC Committee is convened and reviews available documents in order to make a determination on student's eligibility for a PC.
6. If the student is eligible for a PC, the PC Committee writes the PC. The PC must meet as much of the MMC as possible and must include measurable goals and a method of evaluation.
7. PC is agreed to in writing by student/parent/legal guardian and superintendent designee.
8. Approved PC is monitored quarterly through communication between the parents and each teacher of modified area(s).
9. Revision to a PC may be made using the same process as the original PC.

**Q8: *Is a student eligible for a high school diploma if they have a PC***

**A:** A student who successfully completes a PC and fulfills any additional local board of education graduation requirements is to be awarded a high school diploma.

# Steps to the Personal Curriculum (PC) Process for Student/Parent/Legal Guardian and others who may wish to initiate a PC

## IMPORTANT!

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 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 a Request for a Personal Curriculum
- Provide relevant information/data to determine student's eligibility

### STEP 2 ~ Meet with Personal Curriculum Team:

- Determine eligibility
- Work with your Personal Curriculum Team to complete the plan for the Personal Curriculum.

### STEP 3 ~ Work with School Counselor on Personal Curriculum Monitoring (quarterly):

- Monitor personal curriculum through communication between parents and teachers of each modified area.

<b>Requirements</b>	
	Provide each student in 7 <sup>th</sup> grade the opportunity to develop an EDP
	Guarantee each student has completed an EDP prior to starting HS
	Consider the need for a Personal Curriculum upon request
<b>Decisions</b>	
	Establish criteria for content mastery
	<ul style="list-style-type: none"> <li>▪ Determine performance criteria on demonstrating mastery</li> </ul>
	Establish criteria for allowable modifications
	Establish criteria for what constitutes credit for specific courses
	<ul style="list-style-type: none"> <li>▪ Number or percentage of content expectation for full credit</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Cut scores</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Alternative cut scores for SWD</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Content expectations for other allowable courses not specified by MMC</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Partial credit options</li> </ul>
	Develop credit assessments
	<ul style="list-style-type: none"> <li>▪ Course, Unit test, Test-lets</li> </ul>
	Determine “testing out” procedures and guidelines
	Determine other allowable opportunities for meeting MMC requirements (Testing out, CTE, online, dual enrollment, IS, MS courses, IB, AP)
	Develop credit record keeping process/format
	Determine minimum achievement criterion that applies to all students
	<ul style="list-style-type: none"> <li>▪ Extent to which PC may deviate from local standards</li> </ul>
	Establish PC procedures and timelines
	<ul style="list-style-type: none"> <li>• Develop forms for requests, determination of need and PC</li> <li>Quarterly reporting expectations</li> </ul>
	Determine methods for communication and advising on PC and allowable modifications to:
	<ul style="list-style-type: none"> <li>▪ staff</li> </ul>
	<ul style="list-style-type: none"> <li>▪ parents</li> </ul>
	<ul style="list-style-type: none"> <li>▪ students</li> </ul>
	Determine whether to award diploma to students completing a Personal Curriculum if local criteria has been met
	Determine whether to add additional requirements beyond MMC for students to complete for a HS diploma
	Define an appeals process for PC decisions
<b>Other issues to consider:</b>	
	Standards-based report cards
	Standards-based IEPs
	Course/instructional alignment to prepare for MMC
	Early transition planning



### Steps in the Personal Curriculum (PC) Process

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Current Grade: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Anticipated Graduation Date: \_\_\_\_\_

UIC #: \_\_\_\_\_

#### TASK

#### DETAILS

#### DATE OF COMPLETION

#### 1. Initial Contact with Counselor:

a. PC is requested.

Person Requesting:  
Name: \_\_\_\_\_  
Role: \_\_\_\_\_

b. Counselor acknowledges receipt of PC request and discusses next step w/ parent/legal guardian or student.

#### 2. Day of Meeting with parent/legal guardian or student:

a. Provide PC information to parent/legal guardian or student.

PC Parent Packet \_\_\_\_\_

b. Discuss reason for the PC request with parent/legal guardian or student.

Is student eligible for special education and have an IEP?  yes  no  
Date of last IEP: \_\_\_\_\_  
Please designate disability: \_\_\_\_\_

Reason for PC request:

- Modify math requirements
- Additional core requirements
- Modify content expectations
- Modification due to disability as identified by IEP
- Transfer in (out-of-state or non-public school)

#### 3. Collect documents for PC Committee Review:

Educational Development Plan (EDP)  
Date of EDP: \_\_\_\_\_

- Transcripts: Middle and High School
- Test results (State, National, District)
- Attendance Record
- Discipline Record
- Interventions (inc. remedial support)
- Diagnostic Information
- Other Pertinent Information  
(See PC Eligibility Determination Form)

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

<u>TASK</u>	<u>DETAILS</u>	<u>DATE OF COMPLETION</u>
<b>4. Schedule PC Committee Meeting:</b>	Date of Meeting: _____ Time of Meeting: _____ Location of Meeting: _____ <b>REQUIRED PARTICIPANTS:</b> Parent/Legal Guardian/Student Name: _____ Parent/Legal Guardian/Student Name: _____ Counselor Name: _____ Teacher Name: _____ <b>OTHER POSSIBLE TEAM MEMBERS:</b> School Psychologist (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: _____	_____
<b>5. Personal Curriculum Committee Meets:</b>	<input type="checkbox"/> PC Eligibility Determination Form completed <input type="checkbox"/> Eligibility Approved <input type="checkbox"/> Eligibility Denied	
a. PC Committee determines eligibility		
b. If eligible for PC, the PC Committee writes the PC Plan using the student's EDP. (The PC must be consistent with the intent of the MMC Legislation and include measurable goals and a method of evaluation.)		
c. Review finalized PC and EDP with PC Committee Team. Obtain signatures of finalized plan.	PC & EDP approved and signed by: <input type="checkbox"/> Parent/Legal Guardian/Student <input type="checkbox"/> Counselor <input type="checkbox"/> School Psychologist (Sp Ed Student) <input type="checkbox"/> Content Area Teacher <input type="checkbox"/> Special Ed Case Manager <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____	
<b>6. Final Approval:</b>	PC & EDP approved and signed by: <input type="checkbox"/> Superintendent <input type="checkbox"/> Superintendent's Designee Date PC approved: _____	_____
Submit PC to Superintendent / Designee for final approval.		

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

<u>TASK</u>	<u>DETAILS</u>	<u>DATE OF COMPLETION</u>
<p><b>7. Copies of approved PC to appropriate individuals:</b></p>	<p>Copies of the PC distributed to:            Parent/Legal Guardian/Student            Name: _____            Counselor            Name: _____            School Psychologist (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: _____</p>	<p>_____</p>
<p><b>8. Monitoring active PC:</b></p> <p>Student progress must be monitored quarterly by the parent/legal guardian and/or student.</p>	<p>Date progress was monitored:            1<sup>st</sup> Quarter: _____            Evidence of monitoring:            _____</p> <p>2<sup>nd</sup> Quarter: _____            Evidence of monitoring:            _____</p> <p>3<sup>rd</sup> Quarter: _____            Evidence of monitoring:            _____</p> <p>4<sup>th</sup> Quarter: _____            Evidence of monitoring:            _____</p>	
<p>_____</p> <p>Counselor Name (please print)</p>	<p>_____</p> <p>Counselor Signature</p>	<p>_____</p> <p>Date</p>





# Request for a Personal Curriculum

## STUDENT INFORMATION:

Date: \_\_\_\_\_ Student Name: \_\_\_\_\_ Current Grade: \_\_\_\_\_

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

Counselor Name: \_\_\_\_\_

Person Requesting PC/Role \_\_\_\_\_

Reason for Request:  Modify Math Credit Requirements  
 Additional Core Requirements  
 Modify Content Expectations  
 Transfer-In (out-of-state or 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 a PC is needed: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The Michigan Merit Curriculum (MMC) requires that the student earn specified credits in the subject areas attached 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 and to develop a PC.**

## 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 that the student may or may not be eligible for further consideration of a PC, even though a PC is requested.

	<b>Print Name</b>	<b>Signature</b>
<input type="checkbox"/> Parent <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Emancipated Student	_____	_____

Date: \_\_\_\_\_

**Michigan Merit Curriculum  
Personal Curriculum Modification Options**

Credits	Subject Area	Graduation Requirement	Personal Curriculum (Credit Modification for Gen Ed)
4 credits	English Language Arts	Aligned with subject area content expectations developed by the Department and approved by the State Board of Education	No modification except for students with an IEP and for transfer students who have completed 2 years of high school
4 credits	Mathematics	3 credits aligned with required state content expectations (Algebra I, Geometry, Algebra II) 1 additional math or math-related Credit 1 math or math-related course in the final year Note: Students may earn 2 math credits for Algebra II when the credit is earned over 2 years, or 1.5 credits of 1.5 years, without requesting a personal curriculum	1 credit of Algebra II may be modified to ½ credit Algebra II, statistics, or functions and data analysis Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
3 credits	Science	1-Biology 1-Chemistry or Physics 1 additional Science credit	No modification except for students with an IEP and for transfer students who have completed 2 years of high school
3 credits	Social Studies	.5 Civics .5 Economics 1-US World History and Geography 1-World History and Geography	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 Languages other than English
1 credit	Physical Education and Health	Credit guidelines developed by the Michigan Department of Education	Modified only if student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or Languages other than English
1 credit	Visual, Performing, Applied Arts	Credit guidelines developed by the Michigan Department of Education	Modified only if student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or Languages other than English
2 credits	Languages other than English	<b>Begins with students entering 3<sup>rd</sup> grade in 2006</b> Credits earned in grades 9-12 OR an equivalent learning experience in grades K-12	No modification
	Online Learning Experience	Online course or learning experience OR Online experience is incorporated into each of the required credits	No modification

- Content modifications may be made in any course, based on the student's need as determined by the PC Committee.
- Special Education students with IEP identified disabilities are eligible for modifications beyond those noted here.



# Personal Curriculum Eligibility Form

Date: \_\_\_\_\_ Student Name: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Student With Disability:  Yes  No Date of PC Request: \_\_\_\_\_

Person Requesting PC/Role: \_\_\_\_\_

- Reason for Request:
- Modify Math Requirements
  - Additional Core Requirements
  - Modify Content Expectations
  - Transfer-In (out-of-state or non-public school)
  - Modification Due to IEP Identified Disability

Explain why you feel a PC is needed:

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

- |  |  |
|--|--|
| <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   | <input type="checkbox"/> Interventions (incl. remedial support)  |
| <input type="checkbox"/> IEP   | <input type="checkbox"/> 504 Plan                                |
| <input type="checkbox"/> EDP Course of Study ~ Career Pathway Identified: _____ Career Goal: _____ |  |
| <input type="checkbox"/> Other ( <i>specify</i> ): _____   |  |

### DOCUMENTED INTERVENTIONS, SUPPORTS & ACCOMMODATIONS:

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Based on the review of the documents above, the student is eligible and **may** be considered for a PC in:

- |   |   |   |
|---|---|---|
| <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 |   |   |

The Eligibility Team has determined the student is **not** eligible for further consideration for a PC.

Sign below:

Student: \_\_\_\_\_

Building Principal: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Content Area Teacher \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Content Area Teacher \_\_\_\_\_

Counselor: \_\_\_\_\_

Other: \_\_\_\_\_

-



# 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: \_\_\_\_\_

SUBJECT AREA check (✓) one	MODIFICATION GOALS	METHOD OF EVALUATION	MASTERY CRITERION	STATUS
<input type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language <input type="checkbox"/> Physical Ed / Health <input type="checkbox"/> Visual, Performing or Applied Arts		<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 Modifications:				

**SECOND QUARTER:** Date: \_\_\_\_\_

SUBJECT AREA check (✓) one	MODIFICATION GOALS	METHOD OF EVALUATION	MASTERY CRITERION	STATUS
<input type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language <input type="checkbox"/> Physical Ed / Health <input type="checkbox"/> Visual, Performing or Applied Arts		<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 Modifications:				

*Continued on next page*

# Individual Student Personal Curriculum Progress Monitoring Form

*continued*

**THIRD QUARTER:** Date: \_\_\_\_\_

SUBJECT AREA check (✓) one	MODIFICATION GOALS	METHOD OF EVALUATION	MASTERY CRITERION	STATUS
<input type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language <input type="checkbox"/> Physical Ed / Health <input type="checkbox"/> Visual, Performing or Applied Arts		<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 Modifications:				

**FOURTH QUARTER:** Date: \_\_\_\_\_

SUBJECT AREA check (✓) one	MODIFICATION GOALS	METHOD OF EVALUATION	MASTERY CRITERION	STATUS
<input type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language <input type="checkbox"/> Physical Ed / Health <input type="checkbox"/> Visual, Performing or Applied Arts		<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 Modifications:				

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

Date: \_\_\_\_\_

**EVALUATION APPROVED BY PERSONAL CURRICULUM COMMITTEE PARTICIPANTS:**

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



# Plan for Personal Curriculum – Student with IEP

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

Date: \_\_\_\_\_ Student Name: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Area of Disability: \_\_\_\_\_ Date of last IEP: \_\_\_\_\_  
Subcategory: \_\_\_\_\_

### Credit Modifications

- Modify English Language Arts Credits
- Modify Math Credits
- Modify Science Credits
- Modify Social Studies Credits
- 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)

### Content Modifications

- Modify English Language Arts Content Expectations
- Modify Math Content Expectations
- Modify Science Content Expectations
- Modify Social Studies Content Expectations
- Modify Visual, Performing, Applied Arts Content Expectations
- Modify Physical Education & Health Content Expectations
- Modify Online Learning Experience Content Expectations
- Modify World Language Content Expectations

**PLEASE DESCRIBE MODIFICATION AND METHOD OF EVALUATION:** (attach any CE specifications)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 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 that the student may or may not be eligible for further consideration of a PC, even though a PC is requested.

**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:	_____	_____
Special Education Teacher:	_____	_____
Other:	_____	_____
Other:	_____	_____