

Career & College Ready

MICHIGAN

Michigan Merit Curriculum

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

Personal Curriculum Implementation Guide

A large, light gray silhouette of a suspension bridge, likely the Mackinac Island Bridge, spans the bottom of the page. The bridge has two tall towers and a long deck supported by multiple piers.

MICHIGAN
Department of **Education**

Introduction

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



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

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

Decision Making and Implementation Steps

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

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

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

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

Suggested Roles and Responsibilities

Local School Board

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

School District

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

School

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

Personal Curriculum Committee

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

Teacher

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

Parent/Guardian

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

Student

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

Resources

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