



Personal Curriculum Guidance

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Introduction and Overview

This guide was adapted from content developed by the Michigan Department of Education, Michigan Alliance for Families, and Kent County Intermediate School District (ISD). It was developed to support and understand when it may be appropriate to use a Personal Curriculum (PC) option to modify the Michigan Merit Curriculum (MMC) requirements.

Disclaimer: This document is intended for informational and educational purposes only and does not constitute legal advice. Districts should consult legal counsel regarding the application of state and federal law to individual circumstances.

State statute(s) including: [MCL 380.1278a](#) (Michigan Merit Curriculum) and [MCL 380.1278b](#) (Personal Curriculum) allows a PC to:

- Go beyond the academic credit requirements by adding more math, science, English language arts, or world languages credits; or completing a department-approved formal career and technical education program
- Modify the State Content Standards for Mathematics
- Modify, when necessary, the credit requirements of a student with an Individualized Education Program (IEP)
- Modify credit requirements for a student who transfers from out of state or from a nonpublic school and is unable to meet the MMC requirements

The Michigan Merit Curriculum, in place since 2006, establishes the minimum academic standards students must meet to earn a high school diploma. It consists of 18 credits aligned to state academic standards in mathematics, English language arts, science, social studies, health/physical education, visual/performing/applied arts, world language, an online learning experience, and personal finance, earned through demonstrated mastery of required content. School districts can choose to require additional credits but must meet the minimum standards. Michigan's Personal Curriculum was established in 2006 through Public Act 123 as part of the Michigan Merit Curriculum and became available to students entering high school beginning in the 2007-08 school year.

Purpose

Personal curriculum plans, often termed personalized learning plans (PLPs) or individualized learning plans (ILPs), are formal plans (or a tool) that tailor a student's educational experiences to their individual needs, interests, and goals. These plans allow for flexibility, which can include the pace and content of the curriculum for each learner, while maintaining an appropriate level of rigor. PCs maintain the relevance of graduation requirements while maintaining alignment with state standards. All students are eligible for a PC, though allowable modifications vary by student population. For students with IEPs, PCs allow for additional modifications that are disability related while maintaining the integrity of the diploma.

Aligned to Post-Secondary Planning

In practice, a personal curriculum plan involves the student (with educators and family) setting learning goals and mapping out the courses, skills, and experiences needed to earn credit and achieve post

secondary goals. The PC must be developed and coordinated with other plans, including the Educational Development Plan (EDP) and the IEP. Modifications to the student's academic expectations made through the PC option must not erect barriers to making progress in completing the career pathway or the achievement of postsecondary goals. The EDP is the plan of study or academic course of study for achieving postsecondary goals and will include course titles and appropriate high school graduation and college entrance requirements. It will be used as a guide along with other career planning materials. The EDP should be reviewed each year and may be modified to reflect changing goals. Development of an EDP begins in the 7th grade for all students.

Outcomes of Engaging Students in Curriculum Planning

In Michigan, only about 58% of students with disabilities earn a regular high school diploma, compared with about 84% for students without disabilities (The Detroit News, 2023).

Many students with disabilities exit with a “certificate of completion” rather than a diploma, or may drop out entirely, because they can’t meet rigid requirements as written. A PC offers a structured, legally-sanctioned path to diploma eligibility that adapts to their needs, which can reduce those dropout or non-diploma rates (Hanover Research, 2025).

While rigorous research on personal curriculum plans is limited, evidence suggests that engaging students in setting learning goals and developing curriculum plans improves college and career readiness.

- Michigan Department of Education reports that PC plans improve attendance and graduation rates.
- A 2014 study of states supporting PC plans indicates that these plans help students select more rigorous courses and increase the likelihood of pursuing postsecondary education (Hanover Research, 2025).
- Data from the High School Longitudinal Study of 2009 shows that students who completed a PC focused on career preparation in Grade 9 were more likely to set career goals early and achieve employment outcomes after graduation (Hanover Research, 2025).

Practicable Content

The legislative intent of the PC is to individualize rigor and relevance. PCs must include as many MMC content expectations **as practicable**. In this context, “practicable” means including as much of the subject area content as possible during high school instruction. Further, it means that the student can reasonably achieve the expectations set forth by the modification while maintaining academic rigor for that student. This expectation applies equally to students with IEPs. The PC is an option available to any student or family seeking to modify certain [graduation requirements](#) while still earning a diploma. The PC is an option for students pursuing a diploma. *For students with an IEP, if the IEP team has determined the course of study is Certificate of Completion, they do not need a PC to modify the MMC* (Michigan Department of Education, 2010).

With aligned curriculum, instructional delivery, and assessment systems in place, districts may determine:

- How the graduation requirements might be modified on an individualized basis, within the

boundaries for modification described in the state legislation

- How student progress will be measured and tracked on a district-wide basis

PC development and identification of practicable content begins with:

- Identification of the student's career pathway
- Requirements for achieving career and postsecondary goals
- Analysis of the student's current and past levels of performance, including student strengths, which will be enhanced through the PC (i.e., transcript and formal and informal assessment data)
- Identification of the courses and other educational experiences the student needs to progress along the career pathway and achieve postsecondary goals (as identified in the EDP)

The PC modifications should:

- Facilitate progress along the student's career pathway and the achievement of postsecondary goals
- Enhance the relevance of the student's educational experience
- Provide access to MMC content knowledge, processes, and skills
- Provide full access to statewide assessments
- Maintain the integrity of the diploma

Modifications to the content must be based on Michigan standards. The PC will plan for effectively and consistently engaging the student in accessing the MMC and finding success in high school.

The MMC establishes consistent learning standards statewide, while districts determine instructional approaches and learning environments to help all students—including alternative and at-risk learners—meet those standards. Research consistently shows that students benefit from access to a challenging curriculum. Any PC modification must align with the MMC as much as practicable and must not reduce rigor or limit a student's access to meaningful learning opportunities.

Students who complete a personal curriculum plan may do so in conjunction with an EDP and an IEP when relevant, to guide their selection of courses (Kent ISD, 2022).

Coordinating Student Planning

The PC is not a stand-alone document. It must be aligned with other student planning tools, including the EDP and, when applicable, the IEP. PC modifications must not create barriers to completing a career pathway or achieving postsecondary goals.

The EDP outlines a student's plan of study and postsecondary goals and, starting in 8th grade, must be reviewed and updated annually. The PC works in conjunction with the EDP to ensure instructional decisions remain purposeful and goal-aligned.

Educational Development Plan (EDP) Overview

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

- Personal Information - includes the student's name, date of birth, and grade and often includes the unique identification code (UIC) of the student to maintain confidentiality when sharing information among staff
- Career Goal(s) - identified by the student to aid in identifying a career pathway for achieving post-secondary success. These goals may be more general in middle school and become more specific as the student progresses through high school
- Education/Training Goal(s) - identify the level of educational preparation needed to attain the student's career goal. This promotes thinking beyond high school graduation to set longer-term goals. These might include on-the-job training (e.g., apprenticeships), military service, certificate programs, two-year associate degree programs, trade or technical education, four-year university programs, and beyond
- Assessment Results - includes summarized results of various assessments relevant to planning and making career decisions. Assessments may include career interest surveys, aptitude tests, informal observations, hobbies, academic achievements and interests, values assessments, and extracurricular activities
 - For students with IEPs, the Individuals with Disabilities Education Act (IDEA) requires age-appropriate transition assessments as part of the transition planning process. This process includes ongoing assessment of the student's strengths, needs, preferences, and interests in the areas of employment, education, living, personal, and social environments. Transition assessment is accomplished by using a variety of assessments and data sources and must be completed prior to the first IEP Team meeting where transition services will be discussed, and must be updated annually.
- Plan(s) of Action - these should include high school course selections, anticipated graduation date, desired post-secondary degree or certificate or other credential, timeline for post-secondary education application, financial assistance options and deadlines, and employment opportunities. This plan may identify resources and supports needed for successful completion of the PC. Plan may include volunteer or work-related experiences, job shadowing, mentorship programs, or part-time employment related to career goals
- Parent/Guardian Consultation and Endorsement - parents/guardians should be given the opportunity to review, provide input, and endorse their child's EDP. The EDP will inform parents about emerging careers and occupational trends that will enable them to help support and prepare their child for the future. The EDP should be used as a conversation piece to facilitate career and education goals and interests between the student, the parent, and the school
- Updated Annually - Students should be provided the opportunity to develop an EDP in 7th grade and must be started no later than 8th grade to reflect current progress and interests and to accommodate changing progress and interests in education and career goals (Kent ISD, 2022)

EDP and IEP Alignment

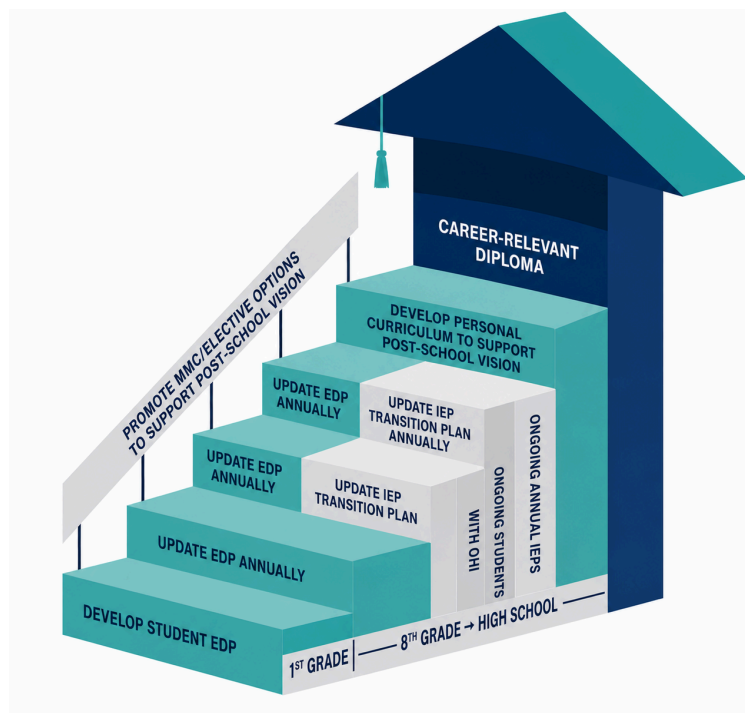
The Individuals with Disabilities Education Act (IDEA) 2004 states that the IEP shall contain "appropriate, measurable, post-secondary goals... related to education, training, employment, and, where appropriate, independent living skills; (and) the transition services (including course of study) needed to assist the child in reaching those goals..." (34 CFR) 300.320(b)(1) and (2)).

“Transition services are a coordinated set of activities... that focus on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities...” and “includes instruction, related services, community experiences, the development of employment, and other post-school adult living objectives...”(34 C.F.R. § 300.43). The EDP and IEP are distinct and separate documents, but with an aligned goal of improved post-secondary outcomes.

For students with disabilities, the EDP meets many of the secondary transition requirements of IDEA 2004 several years before the requirements take effect at age 16. Since the EDP addresses education, career goals, strategies, and classes, it makes sense to complete the initial planning for students with disabilities by incorporating training goals and, if appropriate, adult living goals. This creates and ensures alignment between the critical accountabilities of both general and special education.

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

This graphic shows where and how a PC can provide a valuable connection between the student’s post-school vision from the EDP to a career-relevant diploma, maximizing the student’s high school experience in helping them achieve post-secondary success (Kent ISD, 2022):



Personal Curriculum and Least Restrictive Environment

Personal Curriculums align with the Least Restrictive Environment (LRE) requirement for students with IEPs because they are designed to remove unnecessary barriers to access the MMC curriculum, not to lower expectations or segregate students. When used correctly, a PC is an *LRE-supportive tool*, not an alternative placement.

LRE Is About Access and Participation, Not Just Physical Placement

IDEA requires that students with disabilities are educated with nondisabled peers to the maximum extent appropriate, with removal from the general education inclusive environment occurring only when education in regular classes cannot be achieved satisfactorily, even with supports. A Personal Curriculum adjusts how a student accesses or demonstrates learning and can prevent placement into a more restrictive program.

Personal Curriculum Functions as an Individualized Support, Not a Separate Track

For students with IEPs, a Personal Curriculum (PC) is intended to complement, not replace, the special education services, supports, and accommodations provided through the Individualized Education Program (IEP). Personal Curriculum modifications should be based on the student's documented disability-related needs and must remain consistent with both the student's Educational Development Plan (EDP) and IEP. This approach reflects IDEA's emphasis on individualized decision-making and educational programming designed to meet each student's unique needs. When developed appropriately and within the parameters established by Michigan law, a PC may provide flexibility that enables a student to continue working toward a high school diploma while addressing barriers related to the student's disability. By aligning graduation requirements with the student's strengths, needs, and postsecondary goals, a PC can support meaningful participation in the curriculum, continued engagement in school, and progress toward diploma completion.

PCs Support LRE by Modifying Requirements, Not Expectations

A well-constructed Personal Curriculum maintains high academic standards, focuses on prioritizing or substituting content when appropriate and provides access to instruction alongside peers. A PC doesn't mean there isn't any rigor. A Personal Curriculum must keep as much of the MMC as practicable. That helps guard the integrity of the diploma and ensures that students graduate with meaningful skills. Because the PC is integrated with other planning tools (IEP, EDP), it encourages alignment and coherence, so that supports are consistent and targeted, which improves student success.

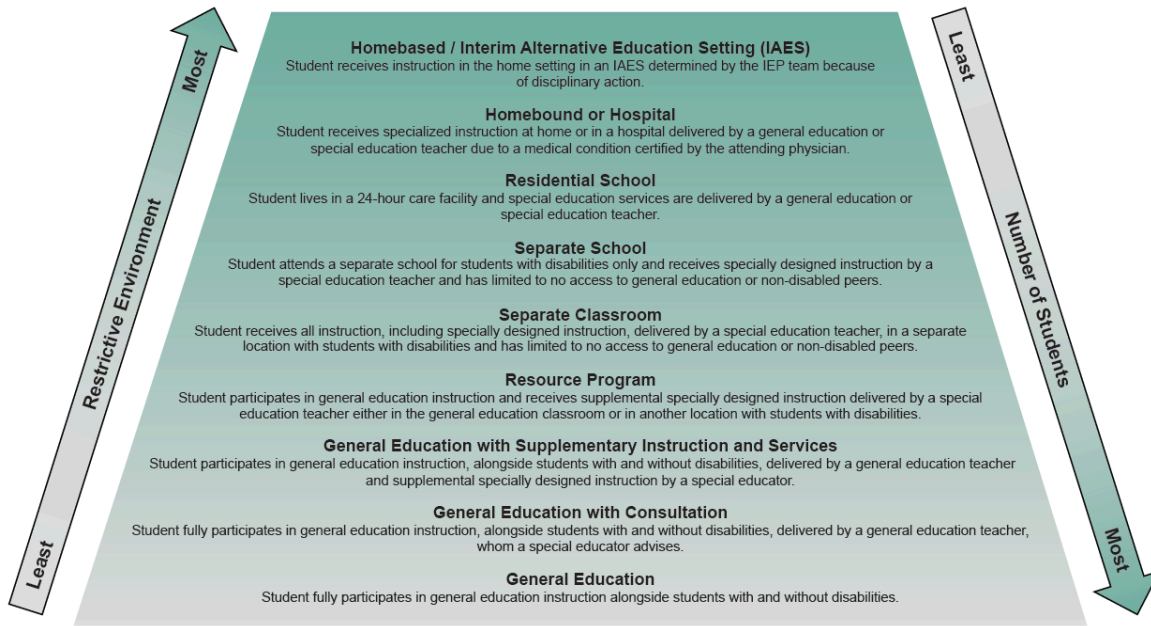
Early intervention and planning

Because PCs are planning tools, they often allow earlier conversations among IEP teams, parents, and students about goals and supports.. That kind of planning helps catch derailments early (e.g., failing a course) and allows course corrections so students stay on track to earn a diploma.



Least Restrictive Environment (LRE) Continuum

Michigan Department of Education Office of Special Education
November 2025



Before Considering a PC

Prior to considering a PC modification as a course of action for any student, educators must make every effort to help the student meet the requirements of the MMC using varied and creative strategies such as:

- Integrated and differentiated instruction within a multi-tiered system of supports
- Interventions and support
- Spiraled curriculum
- Online learning
- Work-based learning
- Project-based learning
- Flexible scheduling
- Peer coaching
- Adult mentoring
- Electives
- College credit opportunities

Additionally, performance deficits resulting from non-disability-related inadequate work habits must be considered. A PC should not be used solely to address academic difficulties arising from lack of effort or absenteeism unrelated to a student's disability or documented educational needs.

The parent or legal guardian of a pupil who has completed grade 9, a teacher who is currently teaching the pupil who currently teaches in or whose expertise is in a subject area proposed to be modified by the personal curriculum or who is determined by the principal to have qualifications otherwise relevant to developing a personal curriculum, or a school counselor or school employee qualified to act in a counseling role under section 1233 or 1233a may request a personal curriculum at any time. The state statute includes restrictions on when the mathematics and social studies requirements may be implemented as described in the “Allowable Modifications” section.

Options That Do Not Require a PC

Effective instruction, research-based interventions, accommodations, and flexible delivery options should be available to all students and **do not require a PC**. Teachers are expected to use research-based instructional strategies, interventions, and accommodations to increase access to content. Districts may also offer integrated courses, technical and academic combinations, and credit recovery opportunities aligned to MMC standards.

The following credit-earning options also **do not require a PC**:

- Career and technical education, humanities, industrial education, and applied arts
- Dual enrollment, Advanced Placement, or International Baccalaureate programs
- Online learning
- Alternative education and credit recovery programs

Students must still meet MMC requirements. Partial credit may be awarded when programs do not fully align, with remaining expectations met through district-approved options (Michigan Department of Education, 2010).

For 2023-2024, the Michigan Department of Education reports that:

- 51% of PC modifications included enrichment opportunities
- 27% supported transition goals for students with disabilities

A PC may be requested prior to 9th grade for a student with an IEP, and may be implemented at the start of the student's 9th-grade year. For students without an IEP, a request for a PC is available after the student has completed 9th grade and may be implemented at the start of the student's 10th-grade year (Michigan Department of Education, 2010).

Scenario: Ryan (IEP)

- ➔ Ryan is starting his 11th grade year in the fall, he has an IEP, SLD in reading and math.
- ➔ He wants to be a chef and own a restaurant one day.
- ➔ Ryan hopes to enroll in the culinary arts sequence through Career and Technical Education (CTE) his last two years of HS. He is short a few graduation credits.
- ➔ Ryan hasn't earned any world language credits due to the extra support needed in ELA and math.
- ➔ What MMC Flexibility options do we have for Ryan?
 - Can we waive? PC?

Scenario: Nicole (IEP)

- ➔ Nicole is a 10th grader who receives special education services due to her certification as a student with an SLD in math.
- ➔ She has taken Algebra I with accommodations and support per her IEP, but she has failed once and is currently failing in her 2nd attempt.
- ➔ According to Nicole's EDP and transition plan she wants to become a childcare provider after high school.
- ➔ She is barely passing most of her other courses.
- ➔ What MMC Flexibility options do we have for Nicole?
 - Can we waive? PC?

The following table compares the MMC to allowable PC options (Kent ISD, 2022).

Subject Area	Requirements
ENGLISH LANGUAGE ARTS (ELA)	• 4 Credits • Proficiency in State Content Standards for ELA (4 credits)
MATHEMATICS	• 4 Credits • Proficiency in State Content Standards for Mathematics (3 credits) AND • Proficiency in district approved 4th Mathematics credit options (1 credit) (Student MUST have a Math experience in their final year of high school.)
ONLINE LEARNING EXPERIENCE	• Course, Learning, or Integrated Learning Experience
PERSONAL FINANCE	• ½ Credit (effective with students entering 8th grade in 2023) • Proficiency in State Content Standards for Personal Finance
PHYSICAL EDUCATION & HEALTH	• 1 Credit • Proficiency in State Content Standards for Physical Education and Health (1 credit); OR • Proficiency with State Content Standards for Health (1/2 credit) and district approved extracurricular activities involving physical activities (1/2 credit)
SCIENCE	• 3 Credits • Proficiency in State Content Standards for Science (3 credits) OR • Proficiency in some State Content Standards for Science (2 credits) and completion of a Department approved formal Career and Technical Education (CTE) program (1 credit)
SOCIAL STUDIES	• 3 Credits • Proficiency in State Content Standards for Social Studies (3 credits)
VISUAL, PERFORMING, AND APPLIED ARTS	• 1 Credit • Proficiency in State Content Standards for Visual, Performing, and Applied Arts (1 credit)
WORLD LANGUAGE	• 2 Credits • Formal coursework or an equivalent learning experience in Grades K-12 (2 credits) OR • Formal coursework or an equivalent learning experience in Grades K-12 (1 credit) and completion of a Department approved formal Career and Technical Education (CTE) program or an additional visual, performing, and applied arts credit (1 credit)

The PC Team and Approval Process

The table below outlines the decision-making and implementation steps for developing and approving a PC for students, including those with IEPs. It clarifies required team members, documentation, approval processes, and monitoring responsibilities based on whether a student has an IEP and who initiated the PC request. Consistent with IDEA's emphasis on individualized, team-based decision-making and Michigan's Personal Curriculum statute, the process ensures that PCs are used as a support to maintain access to the general education curriculum and diploma pathways, while incorporating as much of the MMC as practicable and ensuring ongoing review and collaboration with families.

Decision-Making and Implementation Steps

INITIAL PHASE

	Student without an IEP	Student with an IEP
Who can request a PC?	Parent, Student over 18, Teacher, Counselor	
Required PC Team Members	At a minimum, a parent/guardian, student, administrator and counselor All team members must provide input	At a minimum, a parent/guardian, student, administrator and counselor, special education case manager and subject area teacher(s) Optionally: A school psychologist All team members must provide input
Documentation Reviewed	Review EDP Review student performance data, supports, and interventions already implemented Consult with potential PC team members	Review EDP Review IEP (including transition plan, goals, progress reports) Review student performance data, supports, information regarding post secondary and career goals, and interventions already implemented Consult with potential PC team members

DETERMINATION PHASE

	Student without an IEP	Student with an IEP
PC Team Review and Development	District determines “point person” who gets notified with requests, scheduling of meetings and development of PC (if applicable) PC meeting is scheduled to determine eligibility PC is developed if applicable using appropriate MMC modifications aligned with the student PC goals The PC must incorporate as much of the MMC content expectations as practicable. Not all requested modifications must be approved; the team develops recommendations based on the student's educational data, EDP, IEP (when applicable), and postsecondary goals.	District determines “point person” who gets notified with requests, scheduling of meetings and development of PC (if applicable) PC meeting is scheduled to determine eligibility, type and scope of PC PC is developed if applicable using appropriate MMC modifications aligned with the student PC goals The PC must incorporate as much of the MMC content expectations as practicable. Not all requested modifications must be approved; the team develops recommendations based on the student's educational data, EDP, IEP (when applicable), and postsecondary goals. Note: If a parent, legal guardian, or student age 18 or older requests a Personal Curriculum for a student with an IEP, the district must develop a Personal Curriculum in accordance with MCL 380.1278b. The final plan may differ from the specific modifications originally requested based on the student's disability-related needs, educational data, EDP, IEP, and postsecondary goals.
Required Approvals	The finalized Personal Curriculum must be approved by the superintendent or designee, the parent or legal guardian, and the student if age 18 or emancipated. The PC cannot be implemented without these	The finalized Personal Curriculum must be approved by the superintendent or designee, the parent or legal guardian, and the student if age 18 or emancipated. The PC cannot be implemented without these

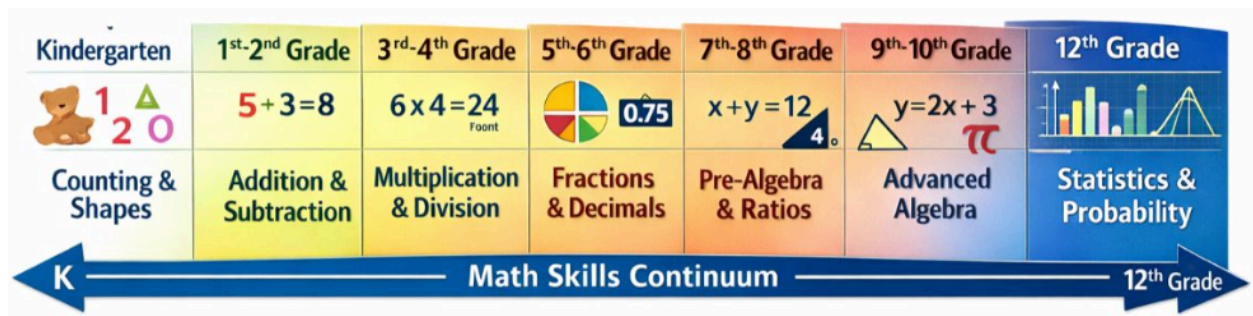
IMPLEMENTATION PHASE

	Student without an IEP	Student with an IEP
Implementation and Monitoring	The student's schedule and coursework reflect the approved PC modifications. The district monitors progress toward graduation, and the PC team reconvenes if revisions are needed. PC MUST be reviewed annually	The student's schedule and coursework reflect the approved PC modifications. The district monitors progress toward graduation, and the PC team reconvenes if revisions are needed. PC MUST be reviewed annually
Grading Process	Grading practices are a district decision	Grading practices are a district decision
Awarding the Diploma	A diploma is awarded when the student completes the MMC requirements as modified	A diploma is awarded when the student completes the MMC requirements as modified

Modifying the MMC

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

General Modified - Mathematics



(Michigan Alliance for Families, 2026)

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

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

Additional math or math-related courses should address school content as defined by the district and may include trigonometry, statistics, pre-calculus, financial literacy, pre-algebra, applied mathematics, accounting, business mathematics, and others (Michigan Department of Education, 2010).

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

General Enrichment

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

- *Social Studies* (MMC Requirement: 3 credits) - After successful completion of two required social studies credits, students may substitute one social studies credit for additional credits in ELA, mathematics, science, or world languages, or complete a department-approved formal CTE program.
- *Health and Physical Education* (MMC Requirement: 1 credit) - Students may substitute one health and physical education credit for additional credits in ELA, mathematics, science, or world languages, or complete a department-approved formal CTE program. A previous law remains in effect that requires students who are physically capable to take a physical education course. Districts may credit a student's participation in athletics and other extracurricular activities involving physical activity as meeting the physical education requirement.
- *Visual, Performing, and Applied Arts* (MMC Requirement: 1 credit) - Students may substitute one visual, performing, and applied arts credit for additional credits in ELA, mathematics, science, or world languages, or complete a department-approved formal CTE program.

Examples of CTE Embedding:

Student takes the Health Occupations program which embeds many ELA standards. The ELA component of this CTE program is equivalent to many ELA 11/12 standards.

- ➡ Student earns 1 ELA credit on their transcript for showing mastery on an assessment.

Students in the Mechatronics program learn a subset of the HS Math and Science standards. Students show mastery of those standards on an assessment.

- ➡ Students earn both math (0.5) and science (0.5) credit on their transcript!

Transfer Students

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

Students with IEPs

The parent or legal guardian of a student with an IEP may request a PC to modify the requirements of the MMC not otherwise allowed under the Mathematics Modifications, Enrichment, or Transfer Student types. The PC for a student with an IEP must incorporate as much of the subject area content expectations as practicable for the student within the MMC requirements, and must directly address the effect of the student's disability on their ability to access and/or demonstrate progress in the content. To this end, there must be prior documentation that a deficit exists in the content area(s).

Additionally, the PC may modify components of the content expectations within each credit requirement. The PC should reflect student strengths and detail how those strengths will be leveraged and enhanced. For students with IEPs, allowable modifications are subject to the limitations of MCL 380.1278b and must incorporate as much of the subject area content expectations as practicable while maintaining the required credit structure.. It is important to note that a PC should not be utilized as a separate/parallel curriculum or to dilute the requirements and rigor of the MMC, yet should align to the student's skill deficit/barrier to learning identified in the IEP and aligned to the student's disability. The PC must support the student's post-secondary vision and align to the IEP Transition Plan.

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

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

Finally, consistent with Michigan Department of Education guidance, a Personal Curriculum(PC) is a separate process from the development of an Individualized Education Program (IEP). While the IEP

team provides critical information regarding the student's disability-related needs, strengths, transition goals, and supports, the IEP itself does not determine Personal Curriculum modifications or graduation requirements. The primary purpose of the IEP is to ensure access to and progress in the general education curriculum through appropriate special education services, supports, accommodations, and modifications. The Personal Curriculum process, in contrast, is used to determine whether modifications to Michigan Merit Curriculum (MMC) requirements are appropriate and allowable under state law. Accordingly, the IEP should support the student's progress toward meeting the MMC requirements, or the MMC requirements as modified through an approved Personal Curriculum, but it is not the function of the IEP to establish graduation requirements or specify a particular curriculum pathway. (Michigan Department of Education, 2010).

The following chart is provided for illustrative purposes only and demonstrates the literacy demands commonly associated with various skilled trades and career pathways. These examples should not be interpreted as minimum admission or employment qualifications.

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

Key consideration: Any PC waivers must align with the student's best interests and maintain rigor. If a student has an IEP, there needs to be a disability-related reason to the PC (balancing that while maintaining rigor).

Examples of Academic Needs (ELA)

Trade Profession	Typical Reading Level (Grade Equivalent)	Notes
Electrician	Grade 10-12	Must read technical manuals, safety codes, blueprints
Plumber	Grade 10-12	Requires understanding of building codes and schematics
HVAC Technician	Grade 10-12	Must read schematics, manuals, and safety regulations
Welder	Grade 10-12	Includes reading safety instructions and blueprints
Automotive Technician	Grade 9-11	Technical manuals, diagnostic procedures
Carpenter	Grade 8-10	Reading blueprints and instructions
Heavy Equipment Operator	Grade 8-10	Understanding safety signage and basic manuals
Construction Laborer	Grade 7-9	Basic safety rules and instructions
Machinist	Grade 10-12	Interpreting technical drawings and specifications

Examples of Academic Needs (Math)

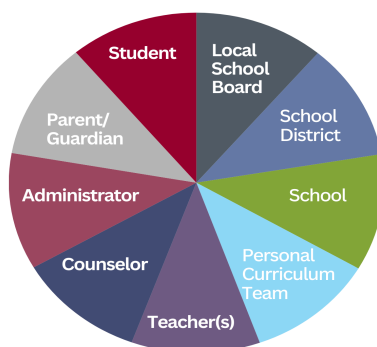
Trade Profession	Math Skills Required
Electrician	Algebra, Ohm's Law, power formulas, unit conversions, and measurements
Carpenter	Fractions, decimals, measurements, perimeter, area, and calculations
Welder/Fabricator	Geometry, trigonometry (angles, arcs, circles), basic algebra
Plumber/Pipefitter	Fractions, geometry, pressure calculations, pipe measurements
HVAC Technician	Algebra, unit conversions, pressure, and temperature calculations
Precision Machinist	Algebra, geometry, trigonometry, statistics
Automotive Technician	Basic math, measurements, diagnostic calculations
Construction Worker	Measurements, area and volume calculations, basic arithmetic
Elevator Technician	Algebra, mechanical calculations, safety measurements

Outcomes of Credit Flexibility

Research indicates that reducing credit requirements or offering flexible coursework can create opportunities for students to pursue courses aligned with personal and career goals. However, care must be taken to maintain rigor:

- Ohio's graduation requirement study suggests flexible credits can improve alignment with student goals while still requiring rigorous assessments.
- Michigan schools must support students in meeting MMC requirements through standard instruction before offering a PC.
- Advanced coursework (e.g., Precalculus, AP Literature, General Physics) is correlated with higher college enrollment rates. PCs can help students access advanced courses, improving postsecondary outcomes.
- Avoiding Algebra II through a PC may reduce the likelihood of four-year college attendance (Hanover Research, 2025).

Personal Curriculum Roles & Responsibilities



Local School Board

Holds the legal authority and accountability for the process of Personal Curricula are implemented, monitored, and approved within the district. While the board does not approve individual student Personal Curriculum, its role is essential to ensuring the process is lawful, consistent, and equitable. A local district must always review their school board policy before developing and implementing a PC. It is also the school board that grants diplomas to students. The local board retains ultimate responsibility for awarding diplomas in accordance with state law and district policy.

School District

Establishes consistent PC committee protocols and develops forms and procedures that align with the student's EDP and, when applicable, their IEP. The district ensures that each PC receives superintendent (or designee) approval and that all implementation complies with district policy. Additionally, the district is responsible for collecting and reporting PC data through the Michigan Student Data System (MSDS) to maintain accountability and monitor outcomes. The district must also provide information about

Personal Curricula to families and the community, which may be included in annual notifications or on the district website.

Personal Curriculum Team

Central to ensuring that each PC is individualized, meaningful, and aligned with student goals. The team reviews student records and interventions to understand prior supports and performance, determines the necessary MMC content to support the student's postsecondary and career goals, and develops the PC to align with the student's EDP and, when applicable, their IEP. By collaborating across disciplines and including input from parents, educators, and specialists, the PC team ensures that each plan maintains academic rigor, supports the least restrictive environment, and provides a clear pathway for the student to successfully complete diploma requirements.

Teacher(s)

The general education teacher plays a critical role in the PC process by delivering rigorous, standards-based instruction that ensures the student continues to access the core curriculum while working toward diploma requirements. They are responsible for the application of modified content as outlined in the PC. Additionally, general education teachers provide input on instructional strategies, curriculum modifications, and student progress, ensuring that the PC is both academically meaningful and aligned with the student's postsecondary goals.

Special education teachers ensure that curriculum modifications and supports are aligned to the disability related learning needs. They provide expertise in adapting instruction, accommodations, and interventions while maintaining alignment with the MMC and the student's IEP. Special education teachers also collaborate with general education teachers, counselors, and families to develop a PC that is rigorous, achievable, and designed to help the student meet postsecondary goals while remaining in the least restrictive environment.

Counselor

Help ensure that the PC aligns with the student's EDP and supports the student's long-term goals. They offer insights on course sequencing, graduation requirements, and potential interventions.

Administrator/School Leaders

Ensure that all team members are trained and informed about the process. Administrators also monitor implementation to guarantee that the PC maintains academic rigor, aligns with the MMC, and supports the student's access to the general education curriculum in the least restrictive environment.

School Leaders support high expectations and effective feedback with staff to guide student progress and maintain rigor within individualized PC plans. They are also responsible for maintaining a safe, professional learning environment where students can engage fully in modified coursework, while training designated personnel to accurately manage and report PC data. Through these responsibilities, schools ensure that Personal Curricula are implemented effectively, equitably, and in a way that promotes student success toward diploma completion.

Parent/Guardian

Support learning at home and reinforcing the skills, content, and goals outlined in the PC. They engage in regular communication regarding student progress, providing input on the student's strengths, needs, and postsecondary aspirations to help shape a plan that is both rigorous and achievable. Additionally, parents or legal guardians participate in the development and approval of the Personal Curriculum as required by state law.

Student

Take responsibility for developing and maintaining their EDP to guide academic progress and postsecondary goals. They provide input on their learning preferences, strengths, and career or college aspirations to help shape a PC that is meaningful and achievable. Additionally, students who are age 18 or emancipated have the right to request a PC, ensuring they have a voice in designing their educational pathway

Accountability

Federal Accountability

Decisions regarding parameters for evaluating student achievement can be described within an accountability framework, which is defined by federal and state requirements, including the Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), Michigan Merit Curriculum (MMC), and Local Educational Agency (LEA) policy. Each set of requirements includes significant considerations (Kent ISD, 2022).

The Elementary and Secondary Education Act (ESEA) establishes:

- The requirement of a core curriculum
- The measurement of student achievement within that curriculum
- A method for evaluating a school's ability to help students learn the curriculum
- An expectation that evidence-based practice be applied in the classroom

The Individuals with Disabilities Education Act (IDEA) establishes:

- That students with disabilities must be assured access to, support for achievement in, and be assessed against the same standards as all other students
- Provisions and assurances that students with disabilities are not held to a separate standard
- An expectation that evidence-based practice be applied in the classroom

State Accountability

While federal legislation establishes basic parameters, it leaves to states the authority and flexibility to define the core curriculum and how achievement in that curriculum is measured. As a result, in 2006, Michigan established the MMC.

The MMC establishes:

- The credits that make up the state requirements for graduation
- Content expectations that define the required credits

Frequently Asked Questions

Who can request a Personal Curriculum?

Parents or legal guardians, emancipated students, students age 18 or older, or school personnel may request a PC. Requests begin by contacting the school counselor or principal and require agreement among the family, student, and superintendent or designee.

Why would I request a Personal Curriculum?

A PC may support students who need individualized pathways to meet graduation requirements or postsecondary goals, particularly those struggling to meet specific MMC requirements despite appropriate supports.

When can a Personal Curriculum be requested?

Exploration may begin during EDP development in middle school and may occur at any point during the time that a student is **earning credits** towards the MMC (typically at high school level although some students are earning credits at the middle school level).

Does the district have to develop a PC upon request?

It depends. There are very specific conditions and options for a student without an IEP. If a school personal recommends a PC for a student with an IEP, the PC team will meet and discuss if that student requires a PC. If the parent of a student with an IEP or a student with an IEP who is over 18 requests a PC, a PC must be developed by the district. However, the PC team meets to determine the scope and type of PC the student requires. ***The superintendent or designee, as well as the parent or legal guardian (or emancipated student), must sign the PC before implementation.***

Do all students with IEP's need a personal curriculum?

A Personal Curriculum is **not required** for all students with IEPs but may be a valuable option for some. students receiving special education services may not need a personal curriculum if they are able to meet the graduation requirements through the appropriate supports, services and supplemental aids from their IEP.

Will a personal curriculum allow a student with a cognitive impairment to earn a diploma?

A Personal Curriculum (PC) is not based on a student's specific disability or eligibility category; therefore, students with any IEP eligibility, including cognitive impairment, may have a PC. If the IEP team identifies the Michigan Merit Curriculum (MMC) as the student's course of study, a PC may be an appropriate option to support progress toward a diploma. However, if the IEP identifies a course of study other than the MMC, a Personal Curriculum would not be applicable. In all cases, the provision of FAPE requires the IEP team to carefully balance diploma and/or certificate of completion considerations based on the individual student's unique needs, strengths, and postsecondary goals.

How do the IEP, EDP, and PC work together?

The IEP outlines the students' disability, learning and disability profile, and their strengths and weaknesses. The transition and post secondary vision and the supports and services a student receives, the EDP defines postsecondary goals and coursework, and the PC modifies MMC requirements when necessary. Together, they support the student's progress toward college, career, and life readiness.

What are the essential elements of a Personal Curriculum?

A PC must align with the EDP and IEP (if applicable), include as much of the MMC as practicable, and support the student's postsecondary goals.

Do PC meetings have to be in person?

Meetings do not need to be in person, but all members should have the opportunity to provide input.

How does grading look for a class whose standards have been reduced (via a PC) as compared to a class that has been substituted?

Grading procedures and practices are a district decision. These practices and procedures may include differences between classes that are substituted (without modifications to the standards) and classes where the standards are modified. Grading practices should be consistent across all students.

Do PC modifications include the exchanging or substitution of specific classes?

Yes, a Personal Curriculum (PC) may involve exchanging or substituting one class for another, and students with IEPs often have greater flexibility in what modifications are possible. However, as with any curriculum modification, careful consideration must be given to ensure that the change truly meets the student's needs. The PC team determines what is appropriate by aligning modifications with the student's disability-related needs, postsecondary and career goals, while maintaining as much academic rigor as practicable.

Is a district required to make the personal curriculum part of a student's IEP?

No, personal curricula are tools aligned with the MMC graduation requirements, not with IEP requirements. However, the IEP is a critical piece of the overall personal curriculum discussion in that it provides disability related, transition/post secondary, goals and other data information that guide what a personal curriculum may include.

Does a student with a 504 plan qualify for the same modifications within a PC as a student with an IEP?

No. Students with a 504 Plan are not eligible for the same level of modifications within a PC as students with an IEP. The MMC allows certain modifications to graduation requirements only for students who meet the definition of a student with a disability under the federal IDEA 2004. Students with a 504 Plan do not meet this definition. However, students with a 504 plan can still request a PC in the same way as any general education student. For example, they may:

- Request a PC to modify the Algebra II requirement
- Take additional courses in English language arts, math, science, or world languages

These options are available to all students, not just those with an IEP.

When can a PC request be denied?

While every request to modify a student's graduation requirements should be considered, the school district or public school academy may deny a PC request if:

- The request does not comply with state statute
- Other options for meeting the student's educational needs have not been documented
- The members of the PC development team cannot reach agreement (even if the team "shall" develop one (Michigan Public Act No. 380.1278b(5), 1976)
- A PC is not transferable from school district to school district (modified from Kent ISD, 2022)

Can districts include more than what is required?

Yes—with limits. Districts may create local procedures or supports related to the PC, but they cannot add requirements that restrict or conflict with state law.

Districts may:

- Develop local forms, timelines, or workflows for requesting and documenting a PC
- Provide additional guidance, counseling, or review steps to support decision-making
- Offer more flexibility or options than the minimum required by the MMC

Districts may not:

- Deny a student the opportunity to request a PC
- Add eligibility criteria that are stricter than what the law allows
- Require extra approvals or conditions that effectively limit access to a PC
- Remove rights granted under state law or federal law (IDEA, Section 504)

Districts can build local processes around the PC, but those processes must stay aligned with state requirements and cannot create barriers for students who are eligible. Refer to your board of education policies and/or legal advisors for specific information related to your District.

Does a PC mean the student automatically earns credit?

No, having a PC does not automatically guarantee that a student will earn credit. The PC allows for modifications to the educational program, which may include adjusting requirements or substituting classes to better meet the student's needs. The student must meet the modifications detailed in the PC plan to earn credit.

Does a student with a Personal Curriculum have to take a class named "English 10" to earn a Michigan Merit Diploma?

No. Michigan graduation requirements are based on earning the required Michigan Merit Curriculum (MMC) credits and demonstrating proficiency in the applicable content standards, not on taking a course with a specific title such as "English 10." A district may award an English Language Arts credit through a differently titled course if the course is aligned to the required standards and satisfies district credit requirements. For students with an approved Personal Curriculum (PC), the student must meet the applicable MMC requirements as modified by the approved PC.

What is the difference between the Michigan Merit Curriculum (MMC) and course names like "English 10" or "Biology"?

The MMC establishes the required content and standards students must learn to earn a Michigan Merit Diploma. Course names such as "English 10," "Algebra II," or "Biology" are local district scheduling and transcript conventions. While districts organize instruction into courses, the graduation requirements are based on the MMC content expectations and credit requirements—not on specific course titles.

Does a Personal Curriculum modify the name of a required course?

No. A PC modifies graduation requirements by adjusting specific MMC content expectations and, where permitted by law, certain credit requirements. It does not simply waive, rename, or substitute courses. Through the PC process, the team determines how the student will access, learn, and demonstrate the required content while incorporating as much of the MMC as is practicable.

Can a student earn a Michigan Merit Diploma without taking every traditionally named high school course?

Potentially, yes. A student must satisfy the MMC graduation requirements, which are based on earning the required credits and meeting the applicable content standards. Districts may use different course titles and instructional models to deliver that content. In addition, students with an approved PC may have certain content expectations or credit requirements modified as permitted by law. Regardless of the course title, the student must meet the applicable MMC requirements or approved modifications to earn a diploma.

When developing a Personal Curriculum, should the team focus on course titles or the Michigan Merit Curriculum standards?

The focus should be on the Michigan Merit Curriculum standards and required content expectations. The PC team should review the student's strengths, disability-related needs, postsecondary goals, and the applicable MMC requirements to determine what modifications are appropriate. Course titles are secondary to ensuring the student has access to and demonstrates the required learning outcomes.

If a district offers a differently named course, can it still count toward a Michigan Merit Diploma requirement?

Yes. Districts may use different course titles or organize instruction differently, provided the course is aligned with the Michigan Merit Curriculum content expectations and the district awards the appropriate credit. For students with an approved Personal Curriculum, the course should address the applicable standards as modified through the PC.

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Appendix A

Personal Curriculum Meeting Invitation (Sample)

(Kent ISD, 2022)

Note: These are sample forms only. You should:

- *Include your district/school logo and contact information*
- *Ensure that all information included in your district forms adhere to your district policies and procedures*

PERSONAL CURRICULUM MEETING INVITATION

District:

Meeting Date:

INVITATION

Dear Parent/Guardian,

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

DATE:

DAY:

TIME:

PLACE:

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

PURPOSE

The Personal Curriculum (PC) is a process to modify specific credit requirements and/or content expectations based on the initial learning needs of a student. It is designated to serve students who want to accelerate or go beyond the Michigan Merit Curriculum (MMC) requirements and students who need to individualize learning requirements to meet the MMC requirements.

Purpose:

Modification Type:

Additional Details:

INVITED COMMITTEE MEMBERS

Participant Name	Title/Relationship

ADDITIONAL INFORMATION & RESOURCES

Personal Curriculum Resource Page:

<https://www.michigan.gov/mde/services/academic-standards/mmc/personal-curriculum>

Personal Curriculum Parent and Educator Guide:

https://www.michigan.gov/mde/-/media/Project/Websites/mde/Academic-Standards/MMC/Personal-Curriculum/PC_Parent_Educator_Guide.pdf

Michigan Merit Curriculum (MMC) & Graduation Requirements:

<https://www.michigan.gov/mde/services/academic-standards/mmc>

Michigan Alliance for Families: 1325 S. Washington Ave. Lansing, MI 48910; 1-800-552-4821;

www.michiganallianceforfamilies.org

CONTACT AND SIGNATURES

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

Respectfully,

District Representative

Phone Number

School Name, Address, Phone Number

Appendix B

Personal Curriculum Process for Students with an IEP (Sample)

This is a sample process. Please review with your team/district, consult board policies, and make changes where needed before adopting this process.

PERSONAL CURRICULUM PROCESS FOR STUDENTS WITH AN IEP

PROCESS OVERVIEW

The Michigan Merit Curriculum requires that the student earn credits in the subject areas listed elsewhere in this document 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/substitutions of these credits through the establishment of a personal curriculum. A personal curriculum maintains rigor while embedding what is practicable. A personal curriculum team will meet to determine next steps.

KEY TERMS

EDP = Education Development Plan
 IEP = Individualized Education Program
 MME = Michigan Merit Exam
 MSTEP = Michigan Student Test of Educational Progress
 PC = Personal Curriculum

PERSONAL CURRICULUM PROCESS FOR A STUDENT WITH AN IEP

1.		PC is requested by a parent/legal guardian, school personnel or emancipated student. The staff member receiving the request will forward it to the student's counselor for review. If modifications beyond what are allowed for all students are requested then the parent/guardian/emancipated student must make the request.
2.		The casemanager sets up PC meeting with the required members; student, parent/guardian(unless student is 18 or emancipated) teacher, counselor, content area teacher(s), administrator and school psychologist(optional),.
3.		Counselor and/or case manager contact staff to collect data for committee review at the PC committee meeting. (See list of documents on PC Determination form for Students with an IEP)
4.		The PC committee (includes parent unless student 18 or emancipated) convenes to review necessary data in order to make a recommendation within ____ school days. Personal Curriculum Determination form for Students with an IEP is completed at this meeting.
5.		When a recommendation is made, the PC team meets within ____ school days with the student to write the PC Plan using the data that was discussed at the Determination meeting.
6.		PC Plan is agreed to in writing by emancipated student or parent/legal guardian and superintendent or designee at the meeting . Copies of approved PC plan are distributed to appropriate individuals. If the PC plan is not approved, then the student will not have a PC and will be subjected to MMC requirements.
7.		_____ staff implements approved PC Plan. The PC Plan must meet as much of the MMC as practicable and must include measurable goals and a method of evaluation.
8.		Student progress is monitored by school and reported out to parent with such tools as; progress reports, report cards, parent/student connect and teacher conferences (upon request). The PC plan will be reviewed minimally at least on an annual basis.

Appendix C

Personal Curriculum Determination Form for Students with an IEP (Sample)

This is a sample form. Please review with your team/district, consult board policies, and make changes where needed before utilizing this form.

PERSONAL CURRICULUM DETERMINATION FORM FOR STUDENTS WITH AN IEP

STUDENT INFORMATION <i>(Complete all sections)</i>		Today's Date:
Name of Student:		Grade:
Anticipated Graduation Date:	School:	
Date of PC Request:		

POSSIBLE SOURCES OF EVALUATION INFORMATION		
<i>(Check each document used to determine eligibility for the personal curriculum and attach the data that supports the recommendation)</i>		
	Educational Development Plan-career goals or pathway, educational training goals plan of action	
	Career Goal :	
	Attendance	
	NWEA/I-READY reports	
	Common Assessment information (if available)	
	Grades	
	MSTEP/MI Merit Exam scores	
	Parent, Student, and/or Teacher Input	
	Documented lack of progress in the MI Merit Curriculum	
	IEP Information	Date of Current IEP: Eligibility Area(s):
	IEP accommodations/modification	
	Current IEP goals/objectives	
	Postsecondary Transition goals	
	History of goals/objectives in the deficit area that demonstrates an inability to meet grade level course expectations	
	Other Pertinent Information (specify):	

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 modifications to the standards in a class will result in a credit/no credit designation on progress reports, report cards or transcripts rather than a letter grade (only utilize this statement of understanding, if this option is aligned with grading policies and procedures of the district). I understand that the standard grading practices will apply if a class is substituted with no modifications of the standards.
- I understand I have the right to request a PC, however the plan that is approved may look different from what I requested, depending on my child's disability and the data reviewed by the PC committee.

PC TEAM MEETING COMMITTEE MEMBERS IN ATTENDANCE <i>(Signature indicates participation)</i>	
Student	Counselor/ Designee
Parent/Guardian	Parent/Guardian
Content Area Teacher(s)	Administrator/Designee
Case Manager	Psychologist (optional)

Choose **ONE option** and sign below:

- ☐ I have decided to formally **withdraw my request** for a Personal Curriculum for my child at this time. I understand this does not remove my option to request a Personal Curriculum in the future.
- ☐ After receiving and reviewing additional information about the Personal Curriculum process, **I request that a Personal Curriculum be developed for my child.**

Signature _____

Date: _____

Appendix D

Personal Curriculum Plan for a Student with an IEP (Sample)

This is a sample form. Please review with your team/district, consult board policies, and make changes where needed before utilizing this form.

PERSONAL CURRICULUM PLAN FOR A STUDENT WITH AN IEP

A student with an IEP may require modifications to the Michigan Merit Curriculum. The modification, which is necessary because of the pupil's disability, is to be consistent with both the pupil's educational development plan (EDP) and their individualized education program (IEP). Their IEP will identify the appropriate course or courses of study and the support, accommodations, and modifications necessary to allow the pupil to progress in the curricular requirements.

STUDENT INFORMATION: <i>(Complete all sections.)</i>		Date:
Name:	DOB:	Current Grade:
School:		Counselor:

MMC CREDIT AUDIT: <i>(Check which credits have already been earned & enter date of completion. 4 credits required.)</i>			
☐ Grade 9 Date completed:	☐ Grade 10 Date completed:	☐ Grade 11 Date completed:	☐ Grade 12 Date completed:

MMC _____ CREDIT MODIFICATION/JUSTIFICATION NOTES: <i>(Optional)</i>

MODIFICATION/SUBSTITUTION REQUEST- Select what area(s) to Michigan Merit Curriculum are in need of proposed modifications/substitution. Completed by the PC Committee.

English Language Arts- 4 credits ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	Mathematics- 4 credits ☐ Algebra 1 ☐ Geometry ☐ Algebra 2 ☐ Additional Math related credit
Science- 3 credits ☐ Biology ☐ Chemistry or Physics ☐ Additional Science: _____	Social Studies- 3 credits ☐ World History (1 credit) ☐ U.S. History (1 credit) ☐ Economics (.5 credit) ☐ Civics (.5 credit)
Physical Education & Health- 1 credit ☐ PE ☐ Health	World Language- 2 credits ☐ _____
☐ Personal Finance - ½ credit	☐ Visual, Performing, or Applied Arts- 1 credit

PERSONAL CURRICULUM (Listed below is the alternate class, standards, or other modified requirements the student must satisfy to earn credit.) *This is a sample form only. Additional lines may need to be added for additional standards or information that a student would be required to master to earn credit.*

CLASS OR ALTERNATE CLASS	STANDARDS OR MODIFICATIONS THAT STUDENT WILL BE RESPONSIBLE FOR	EVALUATION METHOD <i>Student Daily Work, Assessment (Standardized/nonstandardized), End of Course Assessment, or Other (name details if other)</i>

Grading and transcript practices for courses affected by a Personal Curriculum shall be determined in accordance with district grading policies and procedures.

Parent(s) shall request quarterly updates from the student's teachers. The student's Personal Curriculum (PC) will be reviewed annually in conjunction with the student's Educational Development Plan (EDP).

SIGNATURES:	
Parent Signature:	Date:
Superintendent/Designee:	Date: