

Personal Curriculum for Students with IEPs

Administrative Guidelines and Forms

Updated 2018



Personal Curriculum – Students with Disabilities Administrative Guidelines, Procedures and Forms

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Introduction

The Michigan Merit Curriculum identifies a state-wide curriculum intended to provide Michigan students with a more rigorous preparation for post-secondary pursuits in an increasingly competitive world economy. In alignment with companion High School Content Expectations (HSCEs) adopted by the Michigan Department of Education, school districts choose instructional approaches and design learning environments so that all students, including alternative and at-risk students, are provided the opportunity to benefit from the increased rigor of the MMC. The research is clear—all learners achieve to a higher standard when given the opportunity to learn in a challenging curriculum.

While the MMC is intended to be a rigorous platform for all students, it is not meant to be a barrier to the desired career pathways for individual students. Thus flexibility is built into the MMC framework by way of the Personal Curriculum (PC) option.

The legislative intent of the PC is to individualize the rigor and relevance of the educational experience by modifying the bar of content expectations to be mastered to a level that is practicable for the student, and by permitting certain credit modifications. In this context, “practicable” is an inclusive term meaning as much of the subject area content expectations as possible during the student’s high school instruction. Students with an IEP are permitted—somewhat broader latitude for MMC modification, as long as the modifications are necessitated by their disability, are consistent with their IEP and EDP, and do not exceed district decision rules as to what exceeds curriculum modification and instead constitutes the creation of an alternate curriculum. Transfer students from out of state or from a nonpublic school also have the right to request broader MMC modifications, provided certain prerequisites are met.

The PC is an option any student or family can explore as a way to modify certain graduation requirements and still earn a regular high school diploma. The purpose of secondary education is to prepare students for life after high school. Any modification to a student’s graduation requirements needs to be consistent with this purpose. The high school diploma is documentation that the student has met the expectations and possesses the knowledge and skills necessary for postsecondary success. Students who are not pursuing a diploma or students who are unable to meet modified MMC requirements do not need a personal curriculum.

Learn more about the MMC at www.michigan.gov/highschool

Purpose of the Personal Curriculum

The PC is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements and students who need to individualize learning requirements to meet the MMC requirements.

The personal curriculum option allows the board of a school district or public school academy to award a regular high school diploma provided the student completes the requirements of the PC, including as many of the content expectations of the MMC as practicable.

Providing Flexibility

A PC allows several flexible learning options, including:

- For students who are interested in earning additional credits in math, science, world languages and/or English language arts.
- For students who demonstrate a need to reduce the Algebra II requirement.
- **For students with an IEP, allowing modifications of the MMC necessary to demonstrate proficiency.**
- For students transferring to a district from out of state or from a nonpublic school after completing two years of high school.

This guidance document will specifically address the Personal Curriculum for Students with IEPs.

Personal Curriculum Background Information for Students with IEPs

MCL 380.1278b

The Michigan Merit Curriculum law says:

Sec. 1278b(5) The parent or legal guardian of a pupil who has completed grade 9... [goes on to list other requesters] may request a personal curriculum under this subsection for the pupil that modifies certain of the Michigan merit standard requirements...

“If all of therequirements are met, then the board of a school district or board of directors of a public school academy may award a high school diploma to a pupil who successfully completes his or her personal curriculum even if it does not meet the requirements of the Michigan merit standard....” MCL 380.1278b(5)

Sec. 1278b(5)(k) If the parent or legal guardian of a pupil requests as part of the pupil's personal curriculum a modification of the Michigan merit standard requirements that would not otherwise be allowed under this section and demonstrates that the modification is necessary because the pupil is a child with a disability, the school district or public school academy may allow that additional modification to the extent necessary because of the pupil's disability if the group under subdivision (a) determines that the modification is consistent with both the pupil's *educational development plan* under subsection (11) and the *pupil's individualized education program*.

Sec. 1278b(6) If a pupil receives special education services, his or her individualized education program, in accordance with the Federal Individuals with Disabilities Education Act, must identify the supports, accommodations, and modifications necessary to allow him or her to progress in the Michigan Merit Curriculum requirements, or in a personal curriculum, and meet the requirements for a high school diploma.

What is a Personal Curriculum?

Personal Curriculum (PC): The PC is a mechanism that can modify specific MMC credits and/or content expectations based on the individual learning needs of a student. The intent of the PC option is to assure the relevance of the student's course of study and facilitate the achievement of postsecondary goals.

The PC must align with the high school content expectations and reduce barriers that may limit a student's opportunity to pursue their career pathway and offer a challenging curriculum.

The legislative intent of the Personal Curriculum is to individualize the rigor and relevance of the educational experience and provide a tool to help ALL students succeed with the MMC.

Who is eligible for a personal curriculum?

All students in grade 9-12 are eligible. Students with a documented disability and Individualized Education Program (IEP) are eligible, if appropriate, to modify the MMC to a greater extent than their non-disabled peers.

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

The board of a local school district or public school academy may award a diploma to a student who has successfully completed a PC. However, each variance from the MMC will need to be considered individually.

§340.1278b(5) If a student successfully completes all of the requirements of the personal curriculum, a district may award a high school diploma to a pupil even if it does not meet the requirement of the Michigan Merit standard required under Section 1278a.

Who can request a personal curriculum?

A parent, legal guardian, emancipated or age of majority student, or any qualified school personnel (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 PC, or who is determined by the principal to have qualifications otherwise relevant to developing a PC, or a school counselor or school employee qualified to act in a counseling role under state law) can request a PC.

(Note: While the possible need for a PC is an appropriate transition topic to be discussed at an IEP team meeting, IEP teams may not make the request for a PC.)

When can a personal curriculum be requested?

For a student with an IEP, a request for modification may be made at any time, but the modification cannot take effect until the student begins high school. (MDE PC FAQ Question 9 June 2015 p 11)

Who Develops the Personal Curriculum?

Michigan law states that “The personal curriculum shall be developed by a group that includes at least the pupil, at least 1 of the pupil’s parents or legal guardian, and teacher (380.1278b[5][a]) or the pupil’s high school counselor or another designee selected by the high school principal. In addition, for a pupil who receives special education services, a school psychologist should also be included in this group.”

- Student
- Parent/Guardian unless student is over 18
- Current teacher or teacher with expertise/relevant knowledge in subject area proposed to be modified
- Or - Student’s high school counselor or another designee qualified to act in a counseling role under state law
- For a student who receives special education services, a school psychologist
-

§340.1278b(5)(a) The development of the Personal curriculum does not require an in-person meeting of the group.

Who Approves the Personal Curriculum?

A PC takes effect when it is agreed to by the pupil, the pupil’s parent or legal guardian, and the superintendent of the school district or chief executive of the public school academy or his or her designee. If either party refuses agreement, the PC will not be in effect for the student.

What can be modified for a student with an IEP?

- No restrictions on what can be modified, except the total number of required credits overall and the total number of credits per core content area.
- Must incorporate as much content expectations as practicable
- May modify MDE’s content expectations
- May modify the credit requirements

Can the IEP team determine the modifications for the Personal Curriculum?

“The intent of the IEP is to support access to and achievement in the general curriculum, not to make exceptions to it.... The overarching purpose of the IEP is to identify appropriate supports, accommodations, and modifications necessary to allow the pupil to progress in meeting the requirements of the MMC or in the personal curriculum. It is not the function of the IEP to specify individual classes or curriculum or to determine or modify graduation requirements.” MDE Q & A, p. 59

Please see the document in these guidelines (p. 9) titled, “Accommodations for the IEP”.

Is a student whose course of study is identified as “Certificate of Completion” eligible for a PC?

No. “Course of study” refers to a portion of the IEP for a student with a disability that is filled out in the context of transition planning. This connotes a decision to pursue an alternate curriculum to the MMC. The PC is only available as an option to modify the MMC.

The decision to pursue a certificate of completion versus a high school diploma requires careful reflection based on knowledge of the student’s disability and how it impacts the student’s progress in the curriculum. This in turn entails examining the student’s performance on grade level content expectations over a number of years preceding high school, examining the MMC that will be unfolding, and looking at the decision rules by which PC Development Teams will be bound (i.e., will there be enough latitude to modify the MMC to the point that the student has a realistic chance of succeeding even with the PC). In the end the decision whether to pursue a regular high school diploma or a certificate of completion should be informed by discussion in the IEPT process, but should be a decision that is made by the parents or age of majority student. If, despite the concern of school staff, the diploma course of study is chosen, the best case scenario is that the student may succeed, with or without a PC. At worst, the decision can be revisited at a subsequent IEP Team meeting and the certificate of completion pursued.

What if the student does not complete or pass the courses outlined in the PC?

If the student does not fulfill the approved Personal Curriculum, the PC is null and void, and the student is obligated to meet the standard MMC requirements that were waived by the Personal Curriculum in order to be eligible to graduate.

Can a student who is assessed by using a MI-Access Alternate Assessment be eligible for a high school diploma?

Yes. A student does not need to pass the Michigan Merit Exam in order to receive a high school diploma in Michigan. However, it is unlikely (although not impossible) that a student who is recommended to take the Supported Independence MI-Access Assessment would be an appropriate candidate for a diploma with a PC. For a student recommended to take the Functional Performance MI-Access assessment, the diploma course of study would not be a certainty but could be a more likely prospect (with a PC).

What are the requirements for Monitoring Progress towards the goals in the PC?

Public Law 623 Section 5(d) states: “The pupil’s parent or legal guardian shall be in communication with each of the pupil’s teachers at least once each calendar quarter to monitor the pupil’s progress towards the goals contained in the pupil’s personal curriculum.”

Specific Requirements for a PC for a student with an IEP

The Personal Curriculum Modification must directly address the effect the student's disability has on his or ability to access and/or demonstrate progress in the content.

In order to receive a modification or credit substitution, there must be prior documentation that a deficit exists in the content area. For example, a student with a Learning Disability in Reading Decoding or Written Expression should not be granted a modification to the math requirement if they do not have a history (with supporting assessments/data) to support this need. Accommodations may be provided through the IEP to address access to the reading portions of the math curriculum.

On the other hand, a student with a mild cognitive impairment will have global delays in all core subject areas and may need modification in multiple requirements.

The Personal Curriculum must align with both the IEP and the Education Development Plan.

The Transition Page of the IEP should be aligned with the Career Pathway, Career Goal, and Education/Training Goal. For students with disabilities, the EDP (which must be completed by the end of 8th grade) fulfills many of the secondary transition requirements of IDEA 2004 long before the IEP transition components are required (the IEP year that the student turns 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 adult living goals as appropriate. This helps create alignment between the essential accountabilities of both general and special education.

PC may not be based solely on performance deficits resulting from non-disability related inadequate work habits.

Maintaining the spirit and intent of the law is a priority for the district. If a student is not able to complete a course(s) due to lack of effort, absenteeism (unrelated to disability), etc., this would not be grounds for a modification.

PC must require same total number of credits as for all students.

While modifications and course substitutions are allowable, the total number of credits the local school district requires for a high school diploma may not be altered.

Personal Curriculum Modifications for Students with IEPs

Local District Decisions – these may vary per district

★ Modify the required Standards for the Course

- Reduce the number of standards required for the course below 100% of power expectations, but no lower than 90%.
- Reduce the cut score Proficiency level below 60%, but no lower than 50%.

NOTE: A personal curriculum is NOT required for the following modifications of Algebra II:

- a. Taking the Algebra II content over two years for two credits;*
- b. Taking the Algebra II content over 1.5 years for 1.5 credits;*

★ Substitute a required MMC course

- Substituted course, (such as Algebra II, Chemistry, World Language, etc.) must be listed on PC.
- For substituted Course, must have on file: Course syllabus including content expectations and assessment measures. Course must be approved by board (through High School Course Offerings)

★ Adapted Special Education Classes

- Adapted Special Education Classes are to align directly with the General Education Class. Essential Standards are utilized for instruction and assessment.
- Due to the fact that the curriculum is fully aligned, A PC is not required for a student enrolled in an adapted Core Class. The exception to this rule would be if the course is utilized as a substitution for a required core class that it is not aligned to (i.e. World Language, Algebra II, etc.)
 - For example, a student enrolled in Transition Capstone course in place of English Capstone would not require a PC. MMC requires an English Credit in 12th grade, not a specific course such as (Algebra, Chemistry, etc.).
 - If the student was enrolled in Life Skills or Computer-Aided Drafting as a substitution for a World Language requirement, a PC would be required.

★ Physical Education Modification

- Physical Education Standards/Content Expectations may be modified if supported by disability.
- Physical Education course substitution should only be approved if a physician statement is on file indicating that student cannot participate due to their disability.

Accommodations for the IEP

The following Supplemental Aids and Services may be included in the IEP, and do NOT require a Personal Curriculum in order to implement. Remember, accommodations should be required over time, and not just developed for a particular assessment (ACT) or purpose (PC).

1. The student will be assessed for proficiency at more frequent intervals than the typical population. Units of instruction which are assessed should not exceed X days/weeks.
2. The student will have more than one opportunity to demonstrate proficiency on summative assessments (i.e., will be allowed to re-take the summative assessment after re-teaching and use the higher score for calculating the final grade.) IEP should specify course(s.)
3. The student will be provided with an alternate assessment format covering the same standards as all other students. IEP must specify format: oral response instead of essay, multiple choice rather than constructed response, etc. **NOTE:** *The format of the assessment cannot undermine the integrity of the assessment or the construct which the assessment is designed to measure.*
4. The student will be graded on a pass/fail or credit/no credit option rather than a letter grade. IEP must specify course. **NOTE:** *“credit” or “pass” is still based on the minimum proficiency levels established in Board policy, so the IEPT would still need to make a decision about the cut score (i.e., proficiency on all standards versus essential standards.)*
5. The student’s grade will be based only on assessments of the standards and will not be based on formative assessments, practice work, or other assignments that are not designed as summative assessments of standards.

The following **MODIFICATIONS** would require a Personal Curriculum:

1. Demonstrating proficiency in an MMC course with a performance level of less than 60% (whether on ALL standards or just the Essential standards.)
2. Demonstrating proficiency on a subset of standards that is less than the set of Essential Standards.
3. Substituting another course for a required MMC course.
4. Waiving any MMC-required course

Any future changes in legislation or Local District School Board Policy will impact this document and will require review.

This document developed by Michelle Proulx, LCISD Director of Special Education

Modifying Michigan Merit Curriculum (MMC) requirements for Graduation with a Regular High School Diploma

The Personal Curriculum is a process to modify specific graduation credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements and students who need to individualize learning requirements to meet the MMC requirements for high school graduation.

The parent or guardian of a student for whom a personal curriculum is sought, or the student (if age of majority) or an emancipated minor may request a personal curriculum.

Other potential requesters include a current teacher of the student who has expertise in the proposed area to be modified by the PC, or who is determined by the principal to have qualifications otherwise relevant to developing a PC, or a school counselor.

According to Section 380.1278b amended of the Revised School Code regarding the Michigan Merit Curriculum and personal curriculum, If the request for a personal curriculum is made by the pupil's parent or legal guardian or, if the pupil is at least age 18 or is an emancipated minor, by the pupil, the school district or public school academy shall develop a personal curriculum for the pupil.

A personal curriculum may be requested prior to 9th grade for a student with an Individualized Education Program (IEP), with the earliest implementation at the start of 9th grade. For students without an IEP, a request for a PC is allowable after the student has completed 9th grade. To request a Personal Curriculum, please contact your local high school.

Mathematics	
Michigan Merit Curriculum	Personal Curriculum Options
4 credits of mathematics, including: 380.1278a (1,a,i)	3 ½ credits of mathematics, including: MCL 380.1278b (5,g)
Algebra I (may be granted prior to grade 9)	Algebra I (may be granted prior to grade 9)
Geometry	Geometry
Algebra II –OR- An integrated sequence the content of those 3 courses	Algebra II may be modified if the student meets one or more of the following : <ul style="list-style-type: none"> • One semester of algebra II • In a statistics, functions and data analysis, technical math, or similar class that the local district determines satisfies half of the standards typically found in an Algebra II course. • MDE-approved CTE program or curriculum that completes the same content as algebra II • One credit modified to .5 credit (PC not required for Algebra II over two years for 2 credits)
An additional math credit (trigonometry, statistics, pre-calculus, calculus, applied math, accounting, business math, a retake of Algebra II, or financial literacy)	
Students must successfully complete at least one math course during final High School year	Students must successfully complete at least 1 math credit during his or her final 2 years of high school
English Language Arts (no modifications)	
At least 4 credits of English Language Arts MCL 380.1278b (1,a)	
Science (no modifications)	
At least 3 credits of science , including: MCL 380.1278b (1,b)	
Biology	
Chemistry, physics, anatomy, ag science, or MDE-approved program with the same chemistry or physics content	
One additional science credit or MDE-approved computer science or CTE program	

Social Science	
At least 3 credits in Social Science , including: MCL 380.1278a (1,a,ii)	At least 2 credits of social science, including ½ credit of civics MCL 380.1278b (5, h)
1 credit I United States history and geography	1 additional credit in ELA, mathematics, science, a language other than English, or a CTE program
1 credit in world history and geography	
½ credit in economics	
½ Credit in civics	
Health and Physical Education	
At least 1 credit that includes both health and physical education MCL 380.1278a (1,a,iii)	May substitute an additional credit in ELA, mathematics, science, a language other than English, or a CTE program MCL 380.1278b (5, i)
OR ½ credit in health, plus ½ credit for district-approved participation in extra-curricular athletics or activities involving physical activity	
Visual, Performing or Applied Arts	
At least 1 credit of visual, performing, or applied arts MCL 380.1278a (1,a,iv)	May substitute an additional credit in ELA, mathematics, science, a language other than English, or a CTE program MCL 380.1278b (5, j)
World Languages	
Two world language credits, both in the SAME language other than English, Can be earned anytime, K-12, if grade-appropriate. MCL 380.1278a (2) (Effective class of 2016)	
For Graduating Classes of 2015 through 2020 only, may partially or fully substitute 1 world language credit with a MDE-approved CTE program or by completing an additional visual or performing arts course	
American Sign Language “counts” as a world language	
May be an online world language course	
Sub-section K – Students with Disabilities	
	Any modification not otherwise allowed but necessary because the pupil is a child with a disability and modification is consistent with both the students EDP and IEP MCL 380.1278b (5, k)
Sub-section L – Transfer Students	
	Student transfers in with at least 2 years of HS credits from an out-of-state or from nonpublic school MCL 380.1278b (5, l)
	The Personal Curriculum includes as much of the subject content as practicable.
	Must include at least 1 math class during final year of HS.
	If the transfer student is enrolled for at least one full school year: <ul style="list-style-type: none"> • Must take at least algebra I or • Must take a course normally taken after algebra I
	Must include civics course
Online Learning Requirement	
A separate online course or learning experience OR integrated online experience throughout each MMC course MCL 380.1278a (1, b)	

REQUEST FOR PERSONAL CURRICULUM

Student with IEP

In April 2006, Public Acts 123 & 124 were passed and beginning with the class of 2011, they specified 16 credits which are a minimum required to graduate from a Michigan public high school. For the class of 2016, two credits of a language other than English are added for a minimum of 18 credits. Public Act 141 allows modifications to these credits through a personal curriculum. A high school diploma may be awarded to a pupil who successfully completed his or her personal curriculum even if it does not meet the requirements of the Michigan Merit Standard.

1.	Student Information		
Name:	Birthdate:	Counselor:	
Requested By: <input type="checkbox"/> Parent/Legal Guardian <input type="checkbox"/> Student (age 18 or an emancipated minor) <input type="checkbox"/> School Personnel		Anticipated Graduation Date:	
Name of Parent/Guardian:		Home Phone:	
School:		Graduating Class:	

2.	The personal curriculum is being requested for:
<input type="checkbox"/>	<p>A student with a current IEP whose disability (ies) necessitate(s) modification of one or more Michigan Merit credit requirements. The requested modification(s) must be consistent with both the pupil's educational development plan (EDP) and his/her individualized education program (IEP):</p> <p>EDP Career Area:</p> <p>IEP Subject Area(s) impacted by disability:</p>

3.	Credit Modifications Requested-aligned to area selected above in Section 2, check all curriculum areas of requested modifications
<input type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Physical Education & Health <input type="checkbox"/> Language other than English <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Online Learning Experience <input type="checkbox"/> Visual, Performing, or Applied Arts	

4.	Signature of Person Requesting Personal Curriculum	
Requested by:		Date:
5.	Signature of Building Administrator	
		Date:

Office use: Received by: _____ Meeting date: _____ Parent notification date: _____ by: _____



PERSONAL CURRICULUM PLAN Student with an IEP

Date: _____

Student: _____

§340.1278b(5)(a) does not require an in-person meeting of the group

OR {

5. Personal Curriculum Meeting Participants *Required
*Student
*Parent/Guardian
*Counselor/Designee
*Teacher in area of concern
Other
Other

6. Evaluation Information (Education Development Plan, IEP & teacher input is required for all students with IEPs requesting a Personal Curriculum. Check other information this is available and that applies.)
<input type="checkbox"/> Education Development Plan (EDP) – career goals or pathway, educational training goals, plan of action
<input type="checkbox"/> Current Individual Education Plan (IEP) Date: _____ Curriculum Impact area(s): _____
<input type="checkbox"/> MSTEP / MME / SAT / ACT Workkeys
<input type="checkbox"/> Teacher Input
<input type="checkbox"/> Other

7. Eligibility for a Personal Curriculum
<input type="checkbox"/> Does NOT Meet Requirements Reason? (Proceed to SECTION #12)
<input type="checkbox"/> Meets Requirement(s) (if all of the statements below are true): <p style="margin-left: 40px;">A student with a current IEP who needs to modify any of the credit requirements. The modification, which is necessary because of the pupil's disability, is to be consistent with both the pupil's educational development plan and their individualized education program (IEP).</p> <p><input type="checkbox"/> The student's disability necessitates modification of 1 or more Michigan Merit Curriculum requirements.</p> <p><input type="checkbox"/> The requested modification is consistent with EDP.</p> <p><input type="checkbox"/> The requested modification is consistent with IEP.</p>

8. Check individual credits eligible to be modified based on section 7	
English Language Arts – 4 credits <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 12	Mathematics – 4 Credits <input type="checkbox"/> Algebra 1 <input type="checkbox"/> Geometry <input type="checkbox"/> Algebra 2 <input type="checkbox"/> Math or Math Related Credit
Science – 3 credits <input type="checkbox"/> Biology <input type="checkbox"/> Chemistry or Physics <input type="checkbox"/> Additional Science:	Social Studies – 3 credits <input type="checkbox"/> US History/ Geography <input type="checkbox"/> Economics <input type="checkbox"/> World History/Geography <input type="checkbox"/> Civics
Physical Education & Health – 1 credit <input type="checkbox"/> PE <input type="checkbox"/> Health	<input type="checkbox"/> Language other than English – 2 credits
<input type="checkbox"/> Online Learning Experience	<input type="checkbox"/> Visual, Performing, or Applied Arts – 1 credit

Student: _____

Section 9: Specify how each individual credit identified in Section 8 will be modified. Fill in only those identified; cross out those not used. For student with current IEPs, modifications must look to EDP and IEP impact areas, and cannot exceed decision rules for reducing # of HSCEs to be mastered or level of proficiency to indicate mastery. If credit substitutions are made, the substitution should yield the required number of credits in the core curriculum area.

ELA Required Credits – Check requested Personal Curriculum credit changes & specify modifications			
<input type="checkbox"/> Grade 9	<input type="checkbox"/> Grade 10	<input type="checkbox"/> Grade 11	<input type="checkbox"/> Grade 12
Date Completed:	Date Completed:	Date Completed:	Date Completed:
ELA Comments:			

Mathematics Required Credits – Check requested Personal Curriculum credit changes & specify modifications (a student must successfully complete at least 1 mathematics course during his or her final 2 years of high school.)			
<input type="checkbox"/> Algebra 1	<input type="checkbox"/> Geometry	<input type="checkbox"/> Algebra 2	<input type="checkbox"/> Additional Math Credit
Date Completed:	Date Completed:	Date Completed:	Date Completed:
Math Comments:			

Science Required Credits – Check requested Personal Curriculum credit changes & specify modifications		
<input type="checkbox"/> Biology	<input type="checkbox"/> Chemistry or Physics	<input type="checkbox"/> Additional Science Credit
Date Completed:	Date Completed:	Date Completed:
Science Comments:		

Social Studies Required Credits – Check areas of requested Personal Curriculum & specify modifications			
<input type="checkbox"/> Civics (0.5 credits)	<input type="checkbox"/> Economics (0.5 credits)	<input type="checkbox"/> History	<input type="checkbox"/> Geography
Date Completed:	Date Completed:	Date Completed:	Date Completed:
Social Studies Comments:			

Student: _____

Section 9: Specify how each individual credit identified in Section 8 will be modified. Fill in only those identified; cross out those not used. For student with current IEPs, modifications must look to EDP and IEP impact areas, and cannot exceed decision rules for reducing # of HSCEs to be mastered or level of proficiency to indicate mastery. If credit substitutions are made, the substitution should yield the required # of credits in the core curriculum area.

Health & Physical Education Required Credit – Check areas of requested Personal Curriculum & specify modifications	
<input type="checkbox"/> Health	<input type="checkbox"/> Physical Education
Date Completed:	Date Completed:
Health & Physical Education Comments:	

Visual, Performing & Applied Arts Required Credit – Check areas of requested Personal Curriculum & specify modifications
<input type="checkbox"/> Visual, Performing & Applied Arts
Date Completed:
Visual, Performing & Applied Arts Comments:

Online Requirement – Check areas of requested Personal Curriculum & specify modifications
<input type="checkbox"/> Online Requirement (Can be fulfilled by an online course, learning experience or incorporated into required MMC credits)
Date Completed:
Online Additional Comments:

Language other than English Required Credit – Check areas of requested Personal Curriculum & specify modifications
<input type="checkbox"/> World Language
Date Completed:
World Language Comments:

Student: _____

10. Quarterly Academic Updates
Public Law 623 Section 5(d) states: "The pupil's parent or legal guardian shall be in communication with each of the pupil's teachers at least once each calendar quarter to monitor the pupil's progress towards the goals contained in the pupil's personal curriculum."

11. Personal Curriculum Revisions
Public Law 623 Section 5(e) states: "Revision may be made in the personal curriculum if the revision are developed and agreed to in the same manner as the original personal curriculum."

12. Signatures in Agreement (Required)
The credit modifications in this personal curriculum have incorporated as much of the subject area content expectations as is practicable for the pupil. When approved and enacted, the specified coursework and its curriculum become the measureable goals, which will be monitored through progress reports and report cards. This personal curriculum was aligned with the student's Education Development Plan and IEP.
Student
Parent/Guardian

13. District Commitment (Required)
<input type="checkbox"/> I approve this personal curriculum request. Actual implementation date (Month/Day/Year) _____ OR the first day of the _____ school year.
<input type="checkbox"/> I deny this personal curriculum request.

Signature of Superintendent/Designee:	Date:
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