

Personal Curriculums (PC) in the Grosse Pointe Public Schools: **Background Information & Procedures for Proposing and Developing a PC**

Revised 11/12/14

The Grosse Pointe Public Schools recognizes the importance of maintaining a rigorous, relevant curriculum for all students. The awarding of a diploma should be a meaningful achievement which signifies that a student has demonstrated proficiency in the Michigan Merit Curriculum (MMC) as established by the Michigan Department of Education (MDE) and met the rigorous graduation standards approved by the Grosse Pointe Public Schools Board of Education.

The Board recognizes that the State of Michigan allows exceptions to the MMC requirements through a process known as a Personal Curriculum (PC).

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 and district requirements and students who need to individualize learning requirements to meet the MMC and district graduation requirements.

The PC process was developed to help students and parents understand when it may be appropriate to use a PC option to modify the MMC and graduation requirements. Students and/or parents may propose a PC in the following circumstances:

- To go beyond the academic credit requirements by adding more math, science, English language arts, or world languages credits.
- To modify the mathematics requirement.
- To modify, if necessary, the credit requirements of a student with an Individualized Education Plan (IEP).
- To 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.

PC modifications must align with the Common Core State Standards (CCSS) or High School Content Expectations (HSCE) as practicable and must not create barriers that limit a student's opportunity to be engaged in a rigorous curriculum. The legislative intent of the PC is to individualize the rigor and relevance of the educational experience. In this context, "practicable" is an inclusive term meaning as much of the subject area content expectations as possible during high school instruction. Students with an IEP operate under this same context.

While every request to modify a student's graduation requirements should be considered, the district 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 requested PC is not in the best interest of the student.
- The members of the PC development team cannot reach agreement.

PC development and identification of practicable content begins with:

- Identification of the student's career pathway.
- Requirements for achieving career and postsecondary goals.
- An 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 Educational Development Plan (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.
- Provide a gateway to employment and productive adult living.
- Maintain the integrity of the diploma.

Modifications Not Allowed:

There are no modifications to credit requirements allowed in the following areas (exceptions may apply for students with an IEP or transfer students):

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

The following page from the Grosse Pointe Public Schools High School Program of Studies lists the graduation requirements necessary to obtain a diploma from a Grosse Pointe North or Grosse Pointe South.

Additional Resources:

Michigan Department of Education – Personal Curriculum Parent and Educator Guide

http://michigan.gov/documents/mde/PC_Guide_Final_5_12_09_277958_7.pdf

Michigan Department of Education – Personal Curriculum Supplement to the Parent and Educator Guide

http://michigan.gov/documents/mde/PC_Extras_Final_5_12_09_277957_7.pdf

Michigan Department of Education – Personal Curriculum FAQ

http://michigan.gov/documents/mde/PC_FAQs_5_12_09_277981_7.pdf

CREDITS NEEDED FOR GRADUATION

English	4
<ul style="list-style-type: none"> ▶ Freshman English ▶ American Literature and Composition <ul style="list-style-type: none"> ▶ Juniors – Either: <ul style="list-style-type: none"> ○ Power of Language ○ AP Literature and Composition ○ AP Language and Composition ▶ Electives 	1 1 1 (A student may fulfill this requirement with another English credit after their Counselor has determined that an alternate English credit is in the students' best interest <u>and</u> it is approved by both the Principal and English Department Chair). 1
Mathematics	4*
<ul style="list-style-type: none"> ▶ Algebra I ▶ Geometry ▶ Algebra II ▶ Math or math related credit in senior year 	1 1 1 .5 (If 3.5 credits or more have been earned prior to senior year) 1 (If less than 3.5 credits have been earned prior to senior year)
Science	3
	(Strongly recommended in 9 th grade but one year must be taken by 10 th grade)
<ul style="list-style-type: none"> ▶ Biology ▶ Chemistry or Physics ▶ One additional science 	1 1 1
Social Studies	3*
<ul style="list-style-type: none"> ▶ Government and Economics ▶ U.S. History and Geography ▶ World History and Geography 	1 (See Program of Studies for listing of courses and course combinations) 1 1
World Languages	2
	(Must be same language series - i.e. Spanish I and Spanish II)
Health Education	.5*
Physical Education	1*
Computers/Technology	.5
	(Computer class or competency demonstration)
Visual, Performing, or Applied Arts	1*
*Personal Curriculum Plan	<p>In accordance with State law, a plan developed by the parent(s), high school counselor, Principal or designee and agreed to by the parent(s) and superintendent or designee. It allows the following modifications:</p> <ul style="list-style-type: none"> ▶ Math may be modified to .5 credit Algebra II, Statistics, or Functions and Data Analysis. Note: Students may earn 2 math credits for Algebra II when the credit is earned over 2 years or 1.5 credits over 1.5 years, without requesting a personal curriculum. ▶ Social Studies may be modified only after completing 2 credits including Government and Economics. The student may then complete the requirement with 1 additional credit of English, Math, Science, or World Languages. ▶ Health and Physical Education may be modified if the student completes 1 additional credit of English, Math, Science, or World Languages. ▶ Visual, Performing, or Applied Arts may be modified if the student completes 1 additional credit of English, Math, Science, or World Languages.

Required courses identified above may be satisfied by designated, traditional, honors, college preparatory, essentials, or advanced placement versions of these courses.

FORM 1: PROCEDURE TO REQUEST A PERSONAL CURRICULUM

PERSONAL CURRICULUM PROCESS

PC Request	<input type="checkbox"/>	<p>The Personal Curriculum (PC) forms are available on the district website. The PC can be requested by a parent/legal guardian, age of majority/emancipated student, or school counselor/administrator/case manager using the <i>Request & Plan</i> Form 2 (general education) or Form 3A (students with an IEP). PC requests are typically accepted starting in a student's sophomore year. The completed request form should be submitted to the student's designated school counselor. Within 30 school days from the date the PC Request Form is received the PC process will be completed.</p>
Counselor Review	<input type="checkbox"/>	<ol style="list-style-type: none"> 1. The school counselor will review the request to assure that it meets state requirements. 2. If the request meets state requirements: <ol style="list-style-type: none"> A. The school counselor may approve a PC for a general education request. Counselor should complete Form 2 with appropriate signatures. B. For a PC request for a student with an IEP, the school counselor sends the PC review team notice of a meeting. The PC Review Team shall include the student's counselor, the student, the parent, the relevant content area teacher(s), the school psychologist and special education caseload teacher. Additional staff may be added as appropriate. 3. Staff collects appropriate documents for committee review at the PC Review Team meeting. (See list of documents on PC Review Team form)
PC Review and Development Team	<input type="checkbox"/>	<p>The PC Review Team meets to review the necessary documents in order to make a recommendation to approve or deny a PC. The school counselor serves as the chair of the PC Review Team and completes the PC Review Team form 3B at this meeting.</p>
PC Implementation	<input type="checkbox"/>	<ol style="list-style-type: none"> 1. Appropriate staff implements approved PC on the date identified by the school counselor and/or PC Development Team. 2. Student progress can be monitored quarterly by parents through such tools as Progress Reports, Report Cards, Parent/Student Connect, and Teacher Conference (upon request). 3. Any modification to a PC must be made using the same process as the original PC.