

**Standish-Sterling Community School District**  
Standish, Michigan 48658

**Board Policy**

**Personal Curriculum – Michigan Merit Curriculum**

The Board, recognizes that the parent or legal guardian of a pupil, or the pupil him/herself if emancipated or of majority age, may request a Personal Curriculum for the pupil that modifies certain of the Michigan merit standard requirements under subsection (1) or section 1 278a(1)(a) of the Revised School Code. The Personal Curriculum, if requested, cannot provide for anything less than the minimum 18 credits that the student must earn under the Michigan Merit Curriculum in order to be issued a diploma. The definition of what shall constitute a "credit" under the Personal Curriculum shall rest with the Superintendent and be transmitted to the Board for their information.

The Personal Curriculum, if requested, shall incorporate as much of the subject area content expectations of the Michigan merit standard required under law as is practicable for the pupil. It shall establish measurable goals that the pupil must achieve while enrolled in high school and shall provide a method to evaluate whether the pupil achieved these goals; and shall be aligned with the pupil's educational development plan (EDP) or individual educational development plan (IEDP.)

The Superintendent is charged with the responsibility to provide for and meet requests for a Personal Curriculum, including the formulation of the District's definition of the "cut scores" for each subject area, and shall follow all Michigan Department of Education requirements and guidelines pertaining thereto. The "Michigan Merit Curriculum Guidelines for the Personal Curriculum" and the "Michigan Merit Curriculum Supporting Materials and Examples for the Personal Curriculum," should be used when implementing the Personal Curriculum component of the District's instructional program.

Approved: December 14, 2009

PRC: IHH

LEGAL REF.: MCL 380. 1 278a(1)(a); 380.1278b

For purposes of Standish-Sterling Community School District's graduation credit requirements, a "credit" earned under a Personal Curriculum for students with an Individualized Educational Plan (I.E.P.) shall consist of mastering not less than sixty (60) percent of the Michigan High School Content Expectations for the subject areas indicated by the I.E.P. and subsequent documentation.

Should a formal request for a Personal Curriculum be submitted to the building Principal, the Principal shall convene a planning team meeting with the parents/guardians or student him/herself if emancipated or of majority age. The school personnel involved in the planning meeting shall be selected by the Principal and will include the student's guidance counselor, at least one classroom teacher familiar with the student's academic history, the parents/guardians (if appropriate), and one building administrator. As appropriate, other educational support specialists may be invited by the Principal. The Principal shall designate one member of the team as the team leader.

School personnel shall bring to the planning team meeting the following records and materials:

- Current Educational Development Plan (EDP)
- Individualized Education Program (IEP) - for a student eligible for special education
- All current and relevant assessment information (achievement, functional, career, etc.)
- Attendance, disciplinary, grading records.

#### The Meeting Agenda

The planning team meeting should strive to address the following questions:

1. What is the student's desired career pathway?
  - What job or career would he/she like to have?
  - What additional education or training will he/she need to be prepared for the job or career he/she wants?
  - Where/how is the student going to live?
  - How will the student become part of his/her community?

2. Where is the student now, relative to the job or career desired after high school?
  - What are the student's strengths, interests, abilities, and preferences related to his/her career pathway?
  - What is the student's current academic performance like?
  - How are the student's functional/vocational skills?
  - Do the student have the accommodations needed (504 or IEP)?
  - How can clarity be added to the student's career pathway/job choice?
3. What Course of Study should the student take in school that will move him/her closer to the job or career desired after high school?
  - What school programs/experiences (practicable content) align with the student's career pathway?
  - Will the student's EDP/IEP goals help him/her reach the desired career goals? .
  - What additional services will help the student reach his/her goals?
  - Has the planning process identified when the student will leave school?
  - How will we know the student is ready?
4. What plans will be in place to evaluate and assess the student's progress toward the student's desired career pathway?
  - Who will be responsible for monitoring the student's progress?
  - What measurement "tools" will be used to determine progress? (Performance portfolios, school-to-work employer evaluations, individual teacher-made measurements such as questionnaires, attitudinal measurements, attendance records, etc.?)
  - How frequently will measurements of progress be taken? (Once per year, once per semester, once per marking/reporting period, weekly, monthly?)

### Records

All records pertaining to the student's Personal Curriculum shall be entered into the student's CA-60 and retained there permanently unless otherwise removed according to provisions of law.