

## Section 7000 – Instructional Program

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?

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- Does 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.

(Appropriate sample forms, if needed for the planning team’s use, can be found in the Michigan Department of Education’s “*High School Personal Curriculum Supporting Materials*” on the Department’s website.)

Rules Accepted: June 29, 2009