In Vermont, each high school is required to have one diploma for graduation that is issued to all students. Per Vermont’s Education Quality Standards (EQS), adopted in 2014, all students graduating in 2020 must meet requirements for graduation by demonstrating evidence of proficiency, aligned to state standards, in the curriculum. It is critical, when developing and refining Proficiency-Based Graduation Requirements (PBGRs) that all students have access to, make progress, and demonstrate proficiency in the curriculum in an equitable manner. The PBGRs should be overarching, representative of the school, and accessible to all students. It is essential that PBGRs and expectations for proficiency are transparent and readily available to students, families, and community members.

The shift to a proficiency-based system for meeting graduation requirements means that changes need to be made to the Multi Year Plan (MYP), a plan that was historically used to support students with intensive needs in meeting their graduation requirements. The MYP allowed students who could not access courses -- even with modifications -- to take alternate courses to meet the graduation requirements. The PBGR Access Plan is intended to carry on this same spirit of accessibility.

The PBGR Access Plan template has been developed to assist schools, districts and supervisory unions in ensuring that their locally-developed PBGRs can be met by each and every student and replaces the Multi Year Plan template. The Education Quality Standards (see EQS 2120.7) allow high schools to individually modify or make accommodations to how a student accesses the PBGR performance indicators as long as it does not result in creating a separate standard for proficiency. In other words, while most students will meet the PBGRs without accommodations or modifications, a small percentage of students will need this support in order to demonstrate proficiency of the graduation requirements.

The PBGRs should be overarching, representative of the knowledge and skills necessary to be college and career ready, and accessible to all students.

What follows is the VT AOE recommended PBGR Access Plan sample and template. This template will be housed in the same place the Multi Year Plan template was within the VT Special Education Forms.

For additional resources or more information about Kevin’s case study please see the [VT AOE Case Study Project](https://education.vermont.gov/student-support/special-education/special-education-resources#secondary-transition-planning) and the Companion Professional Learning Series on Schoology. If you have questions or feedback, please email AOE.SpecialEd@vermont.gov

#

Student Name:       IEP Meeting Date:

Please describe below how the student will access the PBGR Performance Indicator

|  |  |
| --- | --- |
| **Name of PBGR:** | *Write out the PBGR description here:* |
| **PBGR Performance Indicator that requires modifications** |       |
| **Essential Elements** | EE:      Skills:       |
| **Describe any modifications to the performance indicator** |        |
| **How will you know if the student met the performance indicator?** |       |

|  |  |
| --- | --- |
| **Name of PBGR:** | *Write out the PBGR description here:*  |
| **PBGR Performance Indicator that requires modifications** |       |
| **Essential Elements** | EE:      Skills:       |
| **Describe any modifications to the performance indicator** |       |
| **How will you know if the student met the performance indicator?** |       |

|  |  |
| --- | --- |
| **Name of PBGR:**  | *Write out the PBGR description here:*  |
| **PBGR Performance Indicator that requires modifications** |       |
| **Essential Elements** | EE:      Skills:       |
| **Describe any modifications to the performance indicator** |       |
| **How will you know if the student met the performance indicator?** |       |

When performance indicators are being modified, this page must be signed by the LEA Representative.

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LEA Representative Date

[ ]