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Crosswalk of Personalized Learning Plans, Educational Support Team Plans, Individualized Education Program, and Section 504 Plans

	Personalized Learning Plan (PLP)	Educational Support Team Plan (EST)	Individualized Education Program (IEP)	Section 504 Plan
	General Education Plan	General Education Plan	Special Education Plan	General Education Plan (with protections under Section 504)
Who is this plan for?	As per Act 77, required for ALL students in Grades 7-12. Recommended for students in Grades K-6.	All students who need temporary support to be successful.	Students who have a disability and meet the eligibility requirements under IDEA.	Students who have a disability who need accommodations or limited services.
What is the purpose and function of this plan?	A personalized student-driven plan that documents students' individual learning needs, interests, and goals in grades 7-12 to help students stay engaged, complete secondary school, and achieve postsecondary education and career goals.	A written document that outlines the academic, behavioral, social/emotional and/or other supports a student needs to be successful in the general education environment. This plan documents the supports for students who require additional assistance within the general education curriculum which can include the action steps and goals detailed in their PLP.	A written education program for a student with a disability that provides for specialized instruction and related services. This plan allows the student to access and gain educational benefit from the general education curriculum offered by the school which can include the action steps and goals detailed in their PLP.	A written document that identifies the services and accommodations that allow a student with a physical or mental impairment which substantially limits one or more major life activities to have the same level of access to the general education curriculum offered by the school which can include the action steps and goals detailed in their PLP.

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Who creates this plan?	Students with the help of educators and parents/guardians.	The Educational Support Team. This team may include: <ul style="list-style-type: none"> • An administrator • Teachers • Other staff with behavioral and academic expertise • School Counselors • School Psychologist and/or Social Worker • Parents or guardians (when possible) • Other non-school supports Students	The IEP team which includes the student's special education teacher, parent/guardian, student (when appropriate), general education teacher, and a Local Education Agency Representative.	A 504 team of persons knowledgeable about the meaning of the evaluation data, the needs of the student, and the accommodation/service options that are available.
What is the legal basis for this plan?	16 V.S.A. §941 Often referred to as Act 77 or the Flexible Pathways Initiative	16 V.S.A. §2902 Often referred to as Act 157 or Act 117.	Individuals with Disabilities Education Act (IDEA 2004) [34 CFR § 300.320] Vermont State Rules 2360 through 2369	Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794
What are this plan's core components?	• Plan development information and student profile (which can include student strengths, skills & abilities,	• Collaborative problem solving to determine whether additional supports are needed for a	• A summary of the student's academic and functional strengths and weaknesses.	• A plan that outlines the services and accommodations for a student with a physical or

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	<p>student core values, and baseline assessment information)</p> <ul style="list-style-type: none"> • Student Goals that include both short- and long-term secondary and postsecondary goals. • Action Steps should include what the student will do immediately and overtime. • Achievement of Action Steps shows evidence of progress toward meeting common learning expectations and goals • Reflection should include student self-evaluations, parent/guardian reflection, and teacher/advisor reflections 	<p>student to make appropriate progress, and to monitor that progress. This may include academics, attendance, behavior, or enrichment activities. The team can offer suggestions for student supports that may not have been considered in previous planning efforts.</p> <ul style="list-style-type: none"> • EST meetings result in assigned action steps. The EST has an effective method of documenting meetings and decisions. • The EST monitors the student’s progress while receiving the supports and makes determinations regarding entry and exit criteria. 	<ul style="list-style-type: none"> • Measurable annual goals/objectives for learning. • Specialized instruction and related services. <p><i>NOTE: Accommodations and modifications are documented here and should not be documented in a student’s PLP.</i></p> <ul style="list-style-type: none"> • Measurable annual goals/objectives for areas of service provided on the IEP. Goals/objectives are reviewed for progress periodically (at least as often as all students receive report cards). • Specialized instruction is provided to students for support above and beyond that available in the general education environment. 	<p>mental impairment and identifies when they are needed and who will provide them.</p> <p><i>NOTE: Accommodations and modifications are documented here and should not be documented in a student’s PLP.</i></p> <ul style="list-style-type: none"> • The district documents in writing that the 504 team has met and arrived at the agreed-upon services. The purpose is always around access rather than progress towards goals. • A 504 plan is not an academic achievement plan. It ensures a level of access to educational services that is equal to the

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	<ul style="list-style-type: none"> • Revision should include edits, amendments, correspondence of revisions. Upon completion, the updated goals, action steps, and transition steps and/or plans should appear in the appropriate section of the plan. 		<ul style="list-style-type: none"> • Related school services and supports as needed. • Postsecondary Transition Plan: Beginning at age 16, a description of vocational interests and aptitude, measurable postsecondary and annual goals for education and training, employment, and, where appropriate independent living skills. Referrals to adult service agencies (as needed) are part of the transition process. 	level of access provided to nondisabled students.
How are families involved?	Parent involvement in development, monitoring, reflection, and annual review.	Parent involvement in development, monitoring and review whenever possible.	Parental notification, consent, and involvement at the evaluation, development of the IEP, and any revisions to IEP services and classroom accommodations or modifications.	Parent involvement in development, monitoring and review of the plan.
How often should the plan be reviewed?	Updated as student goals and needs change.	At transition points. As noted in progress monitoring schedule.	Annual review of the plan with additional revisions allowed throughout the year based upon the changing needs of the	Best practice is to have an annual review and update when the needs of the student changes.

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	By statute, at least annually by November 30th.		student. Special Education eligibility is reviewed every three years through the Comprehension Evaluation Process.	

Additional Resources and Information:

Act 77 and PLPs:

<http://education.vermont.gov/student-learning/personalized-learning>

<http://education.vermont.gov/student-learning/personalized-learning/personalized-learning-planning-process>

EST Plans and Multi-Tiered Systems of Support:

<http://education.vermont.gov/student-support/multi-tiered-system-supports/educational-support-team>

IEPs, 504 Plans and Special Education:

Special Education - <http://education.vermont.gov/student-support/special-education>

Section 504 of Rehab Act <http://education.vermont.gov/sites/aoe/files/documents/edu-special-education-504-guide.pdf>

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