

## **The Relationship Between Individualized Education Programs (IEPs), Personalized Learning Plans (PLPs), and Proficiency-Based Graduation Requirements (PBGRs)**

**Does an IEP take the place of a PLP? Does a PLP take the place of an IEP?**

No. Both serve unique functions in supporting student success, and one does not supplant the other. PLPs articulate the learning experiences that ultimately shape a student's path to graduation, in accordance with locally-developed graduation requirements. IEPs outline the specialized instruction and services needed to help a student with a disability access and progress in the general education curriculum.

At the same time, these documents will inform one another; both documents, for example, must utilize students' strengths, interests, and preferences. There will also be some overlap in the parties completing each document; EQS requires that an IEP or 504 Team assure that key information regarding a student's skills, aptitudes, and present levels of performance be incorporated into a student's PLP.

**Do students who are eligible to receive special education services have the option of meeting an alternate set of PBGRs?** No. EQS states that students eligible to receive special education services shall meet the same graduation requirements as non-disabled peers in an accommodated and/or modified manner. These modifications will be documented in each student's PLP.

**What are the respective roles of General Educators and Special Educators within a PLP-development process?** The Personalized Learning Plan (PLP) is to be developed by a team that includes at least one general education designee, the student, and a parent or guardian.

For students on IEPs or 504 plans, the PLP will be developed with technical input from the student's respective IEP or 504 team. The most likely assist from a special educator or 504 team will be in incorporating any modifications, accommodations or supports needed for the student to meet their local graduation requirements. If a school is utilizing the AOE's sample PLP template, this information would be outlined in that template's Learning Expectations (common school goals page) section.

In thinking about school staff involvement in PLP development, it is highly important that this process primarily involves general education practitioners, with special educators providing key technical input around any accommodations or modifications that a student requires.

Why shouldn't a special educator be tasked with independently representing a school's staff in constructing a PLP?

Special educators are best utilized in a PLP development process as members of a larger, more representative team of educators. They can offer technical assistance and insights around the necessary accommodations or modifications required for a student to meet their local graduation requirements. But they cannot be expected to singlehandedly represent the general education perspective, or to singlehandedly fill the EQS-described role of the “representative of the school” in these discussions.

*For more information please see the [Education Quality Standards 2120.7](#)*