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## VERMONT AGENCY OF EDUCATION CASE STUDY LEARNING PROJECT - ALEX

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Welcome to the Vermont Agency of Education case study learning project. The goal of these case studies is to provide exemplars of the inter-relationship between a student's personalized learning plan (PLP), IEP transition plan and the student's pathway to meeting proficiency based graduation requirements (PBGRs). We are fortunate to have had these developed by Lee Ann Jung, a nationally recognized expert on personalization, disability and proficiency based learning. Through these case studies you will see some examples of how our fictional Happy Valley High School executed the requirements of Act 77, the VT Education Quality Standards, and IDEA. These case scenarios provide potential models that can and should be adapted to fit each school's particular context. These models are not new requirements but rather tangible exemplars of how these plans might be developed to support rather than duplicate each other. Additionally this resource showcases a strategy for making adaptations to the PBGR performance indicators where necessary. Schools can pick and choose any or all of the strategies they feel will fit into the model they have created at their school. Please also see the [crosswalk of plans](#) developed by the Agency for further context.

This resource builds off the original case studies created by the National Technical Assistance Center on Transition. Lee Ann Jung's website is [www.LeadInclusion.org](http://www.LeadInclusion.org) and she can be reached at [jung@leadinclusion.org](mailto:jung@leadinclusion.org).

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# Alex

By Lee Ann Jung and Nicole DeZarn

## Background

Alex is a 19-year-old junior who is focused on having a successful career in the automotive industry. He's been interested, in particular, in auto body work and has spent the past few years working along side his uncle, Jerry, to learn more about auto body work and welding at Jerry's welding business.

Alex qualifies for special education services because of a diagnosed emotional and behavioral disability as well as moderate hearing loss. He wears hearing aids and is able to communicate well with residual hearing, lip reading, and speech. His speech is excellent, and everyone is always able to understand him, but he is able to use sign language as well.

Although Alex had a lot of difficulty with self-regulation of his emotions and behavior in elementary school, he has shown a great deal of growth and maturity in the past year. He has maintained proficiency in the 10<sup>th</sup> and 11<sup>th</sup> grade general curriculum with only accommodations for his hearing loss. He is not interested in attending a 4-year college or university.

He was close to dropping out of school in 10<sup>th</sup> grade, but his teachers and family listened to his goals for employment and they worked together to develop a plan to help him reach his goals that included gaining admission into the Career and Technical Education center and getting paid work experiences with his uncle's business. Alex didn't enjoy school because it didn't seem related to what he wanted to do when he graduated. He also really enjoyed working and was ready to gain more skills in his chosen career and earn income. Alex has enjoyed manual labor and working with people and began courses with the Career and Technical Education center this year.

## Highlighting Inclusive Practice

It is not insignificant that Alex considered dropping out of school and that his family and teacher were successful to support him in staying in school. Notice that the family and school worked together as a team to support Alex, and that the team did so by focusing on what Alex wanted to accomplish, rather than on their own goals. Malcom Knowles' work from the 1980s on Adult Learning Theory teaches us that adults will engage in a learning experience only if it meets their own goals or they find an inherent need to know what is being taught. If students do not see relevance of what they are being asked to learn or how it can relate to a goal they have, they are more likely to disengage. Listening to and responding to what Alex wants is a critical feature of successful practice.

## Developing the Personalized Learning Plan

Anthony is Alex's welding teacher at the Career and Technical Education Center (CTE.) He and Alex have developed an excellent relationship this year, and Alex's career interests center on welding. For these reasons, Alex selected Anthony to be his mentor for his Personalized Learning Plan during morning advisory time.

Anthony started the conversation, "Alex, you are doing such an amazing job in welding this year. How are you liking CTE?"

Without hesitation, Alex answered, “Last year, before CTE, it all felt like such a waste of time. Now, in your class, I’m getting what I need to start my business next year.”

Anthony responded, “You’ve alluded to this in class a few times. Have you thought about the specifics of what kind of business you want to have?”

Alex replied, “I want to be able to have my own body shop.”

“Well, you certainly have the skills to do that. I’m confident with more training and experience, you’d have excellent success. There’s plenty of room for another body shop in town, if you want to stay here,” Anthony encouraged.

“Yeah, that’s what my Uncle Jerry says,” agreed Alex.

“He’s the one you work with, right? The one with the welding shop in town?” asked Anthony.

Alex nodded and said, “Yeah, I’ve been working with him a couple of years now.”

Anthony and Alex talked for about 20 minutes about his job with Jerry. Alex’s face lit up as he gave details of some of his most recent jobs. Anthony had heard Alex talk about Jerry and his job, but this was the first time he’d sat with Alex at length to really listen and hear his passion come through without distractions from a classroom. Alex’s passion really came through. Anthony knew at that point that this Personalized Learning Plan was going to be an expression of this passion.

“What a great opportunity you have there. You’ll have so much experience and hours on the job by the time you graduate,” added Anthony.

Anthony turned to the second page of the personalized learning plan and said, “This first part of the plan is where we summarize your skills, strengths, and what’s important to you. We got through a lot of that last week. Let’s start with your strengths and skills. Did you have a chance to think about this before the meeting?” “Yes,” Alex replied. Anthony asked, “How would you like to summarize that?”

“Well, I like to work. I’m not lazy,” replied Alex. “True,” added Anthony. “And you already have strong skills in welding, and you have leadership skills. People listen to you. And I heard your mom and uncle talk about how helpful you are. How you persist at difficult jobs until they are done and done well.”

“That’s true,” Alex agreed.

Anthony prompted the next part of the plan. “I think you have made your interests pretty clear. How would you summarize those?” “I like fixing cars. I like working with other people on projects. And I like it when the projects are always different. When there’s something new to figure out.”

Anthony nodded and agreed, “I think that sums it up nicely.”

Anthony introduced the next section, “The next section on the plan is a summary of assessments you’ve taken to guide you on this path to goals after school. You’ve taken the career inventory with Lucy. What did you learn about yourself with that assessment?” “Not anything I didn’t already know,” Alex remarked jokingly.

Anthony admitted that since Alex was so in tuned to what he wanted after high school that the career inventory probably only serves a minor role. “Let’s think about other forms of assessment, then,” he suggested. “What about how you’re doing in welding class? You are doing outstanding work and are a model student in class. What does that tell us?”

“I guess it says I’m kind of good at welding.” “And,” prompted Anthony. “I guess it means that I like it. And I like to work hard. And I’ll probably do well in a job that’s like that,” added Alex.

Alex nodded, “Definitely.”

They moved to the next section. “On the next part of the plan, we work to identify your short and long term goals.

Anthony reflects on the post-secondary goal that Alex has just expressed, “Alex, last year you said you wanted to work for your uncle after graduation. Now you’re wanting to extend that toward an ultimate goal of having your own auto body business. This is ambitious, and I know you will be a successful business owner. You’re hard working and driven and have really come into your own this year! So it seems we have a clear direction for a goal after high school. You do still need to earn a welding certificate after graduation like we’ve talked about in class. Do you still want to work part time for your uncle while you earn that?”

Alex didn’t hesitate. “Yeah, I need to start making money to save for my business. I don’t want to wait and start making money after that. Besides, I’d get to practice what I’m learning at the shop.”

“Great,” Anthony said. “Then you want to set a goal of staying employed part time at your uncle’s shop to save money; you want to earn a welding certificate, and ultimately, you want to have your own successful auto body shop. Maybe work 15-20 hours per week? Does that sum it up?” Alex replied, “Yep. That about got it.”

“Wonderful!” Anthony replied. “Let’s think about what we need to accomplish this and next school year as we work to reach these goals.”

After a brief pause, Anthony interjected, “You know, Alex, if you want to be a business owner, maybe you want to take some of the business classes we have here at the CTE. Mrs. Tutweiler is excellent, and everyone works on learning how to make a business plan in her class.”

Alex responded with an upbeat “That sounds pretty cool!”

Anthony added, “And there are four or five other business classes. For some people, that’s their main program here. You have real leadership skills, and I think you’d really like what these have to offer.”

“I could get into that,” replied Alex.

Anthony had an idea, “What about making the completed business plan your goal for school over the next year?”

“That sounds good to me,” replied Alex.

Anthony returned to a goal from a previous plan, “Now it’s hard for me to imagine, but you used to have a goal for managing your frustration and anger. I’ve not seen one hint of difficulty with this in my class, but how do you feel about your ability to keep your cool at work? You can’t lose it on the job. You’d get fired.” “Or lose customers.”

Alex responded, “I know I need to work on not getting so mad. And I’m not sure what it would be like interacting with a customer that made me angry. I guess I need to think about that.”

Anthony agreed, “Yes, dealing with the public can be really frustrating. Even when you’re right, you have to make the customer happy. That’s hard for anyone. And since you’re wanting to work on ways to interact professionally with customers and bosses at work, we could write a goal about that to get you ready for the cranky customers you’ll eventually have to be nice to.”

Alex agreed this was a good idea. Anthony summarized the goals.

“Clearly the goal of opening an independent shop is your most important, long-term goal, because it guides the entire rest of the plan. And we can add the two short-term goals of the business plan and the dealing with conflict. Does that sound good?” “Yes,” replied Alex.

“Do you want to add any other goals?” asked Anthony. “I don’t think so,” responded Alex.

“Okay, then let’s get to work on a more complete plan for each of these goals,” Anthony directed. For each short-term goal they had selected, Anthony and Alex created a goal attainment scale. The goal attainment scale is a 9-level scale that outlines increments of progress from present level to the goal. To begin, Alex and Anthony describe what Alex is able to do right now with regards to each target skill and put this description on the scale next to the zero. Next, they describe what they want Alex’s performance to be at the end of the year and placed this description next to the 4. Finally, they selected three incremental steps between Alex’s current skill level and the final goal as benchmarks of progress and placed these descriptions on the scale next to the 1, 2, and 3. (For more information on Goal Attainment Scaling, see [this article](#).)

Next, Alex and Anthony developed action plans for each of his secondary goals. Anthony and Alex outlined each step of growth toward the goal on the Goal Attainment Scale. They discussed each of the strategies that Alex will use and that his teachers will use to help him reach his goals.

With the action plans in place, it was time to connect the plans to proficiency-based graduation requirements (PBGRs.) This step allows the plans to have meaning within the graduation framework and allows all of the student’s work toward their personalized goals to support their body of evidence for graduation. After outlining each of the short-term secondary goals and action plans, Anthony and Alex reviewed each of the performance indicators from the PBGRs for Transferable Skills to see which ones could connect to the short-term learning goals. For each goal, they together connected multiple performance indicators from the PBGRs. Alex then

took the list of performance indicators for each short-term secondary goal and independently wrote a description of how he would demonstrate proficiency of the each PBGR through meeting the short-term goal. This work is in the tables, labeled “Connections to PBGRs.”

In their next meeting, Alex and Anthony reflected on progress toward the goals and determined if any revisions to the plan were needed.

Alex’s Personalized Learning Plan follows.

<b>Highlighting Inclusive Practices</b>
Notice how the personalized learning plan includes language that is directly from Alex. The personalized learning plan should be driven by students to the greatest extent possible and respond to the student’s strengths, skills, and interests. This is where the student more than ever takes charge of his or her own learning with the support and mentorship of the faculty and family. This bridge between individualized planning and the personalized learning plan is what we have been preparing students to do for the entire academic career. Time to let them shine!

### **Personalized Learning Plan**

Happy Valley High is dedicated to ensuring that we personalized learning for every student by ensuring that all students attain the skills, knowledge, and dispositions needed for long-term success. This form is a place to document a student’s plan and should be seen as a living document that can be updated at any time.

#### **Plan Information**

<b>Student’s Name:</b>	<b>Alex</b>
<b>Student’s ID:</b>	112358
<b>Student’s School:</b>	Happy Valley High and CTE
<b>Student’s Grade:</b>	11
<b>Student’s Graduation Date:</b>	5/30/2020
<b>Date of Initial Plan:</b>	9/30/2017
<b>Dates of Previous Plan Revisions:</b>	10/30/2017
<b>Today’s Date:</b>	11/30/2018

#### **Team Members Present**

<b>Name</b>	<b>Role</b>
Alex	Student
Anthony	CTE Teacher

## Interests and Strengths

<b>Summary of my skills, strengths, and abilities:</b> <i>What am I great at doing? What are my best qualities?</i>
I enjoy working hard. I already have strong welding skills. I have leadership skills, and people listen to me.
<b>My core values:</b> <i>What do I value? What do I feel strongly about and support? What inspires me? What's important to me? Who influences me?</i>
I value solving problems and figuring out new solutions. I'm inspired by my uncle, who has his own business. I'm also inspired by my mom and many of my friends. It's important to help people by coming up with solutions.
<b>My Interests:</b> <i>How do I enjoy spending my time? What can I do for hours and hours and still enjoy?</i>
I like fixing cars. I like working with other people on projects. And I like it when the projects are always different. When there's something new to figure out.
<b>Assessments of my skills:</b> <i>What assessments have informed my thoughts about what I want to accomplish after graduation? What have I learned from these assessments?</i>
I've taken career assessments that say I will enjoy manual labor and will work hard. I already knew these things, but it was good to see the career test said the same thing.

## Post-Secondary Goals

<b>Long-term goals for after graduation:</b> <i>This is what I want to happen in my life years from now.</i>
1. Within 5 years of graduation, I will open an independent auto body shop.
<b>Short-term goals for after graduation:</b> <i>This is what I want to happen right after graduation. These should relate to the long-term goals if possible.</i>
1. After graduating from high school, I will maintain successful employment* for 15-20 hours per week at Jerry's welding shop until I have completed requirements to receive a professional welding certificate.
2. Immediately after graduation, I will complete course and practical hour requirements to attain a professional welding certificate from the local career and technical institute.
*Successful employment is defined as: Employment that is mutually beneficial to the employer and employee. The employee fulfills expected duties proficiently, within acceptable safety and behavioral standards, and receives competitive pay for his work.
<b>Supports I need:</b> <i>What supports do I need to have in place to ensure my success with each of these goals?</i>
I'll need the support of Medicaid for my hearing aids until I have health insurance that will cover them. I'll need continued job experience and training on the job to improve my skills in auto body repair and customer relations.

## Personalized Learning Plan: Employment

(For more information on Goal Attainment Scaling, see [this article](#).)

### Action Plan for Secondary Goals

<b>Goal 1: Employment</b>
I will complete all 8 components of developing a high-quality comprehensive business plan for opening an independent auto body shop.

## Goal Attainment Scale

Scale	Goal
9	I finalized a business plan, complete with an Executive Summary, so that it is ready to share with potential lenders and investors.
8	
7	I completed the Operations, Management, Development, and Financial Summary portions of the plan.
6	
5	I completed a sales and marketing plan. Plan includes a logo, a simple, professional website that could be shown to potential lenders and investors, and a description of unique ways that I will make community connections to bring work to the shop.
4	
3	I completed a formal business description that defines all services the shop will provide, the historical and current offerings of body shops in the area, ideas for the shop and what will make it successful. A "Products and Services" section of the business plan details exactly how services will look, including photos from any services I have already provided.
2	
1	I have not yet begun a business plan.

### Strategies for Success

I will extend my learning beyond class to online searches of business plans and talking to my uncle and others who have businesses.

The Business Class teacher will complete instruction with me about business plans and their components. We will work together on a timeline for its completion and the teacher will serve as a resource if I struggle with course content or any other aspect of completing the business plan as well as just checking in to see that I am on track to complete it.

### Data Map

	Settings
Date	Business Class

## Personalized Learning Plan: Independent Living

### Action Plan for Secondary Goals

#### Goal 2: Independent Living

When offended or frustrated in school, at home, or at work, I will respond calmly in a way that be considered professional in a work setting on every opportunity for 4 weeks.



## Goal Attainment Scale

Scale	Goal
9	I could see the other person's point of view, responded calmly, and expressed my emotions in a way that would be professional in a work setting.
8	
7	I was able to see a bit of the other person's point of view and feel calm, but my body language, tone of voice, or facial expressions showed some signs of anger or frustration.
6	
5	I remained in the conversation but my body language, tone of voice, or facial expressions definitely showed clear signs of anger; I couldn't see the other person's point of view.
4	
3	I walked away but didn't interact aggressively; I couldn't see the other person's point of view.
2	
1	I yelled aggressively; I was unable to stop myself and couldn't see the other person's point of view.

### Strategies for Success

I will work with my teachers to gain strategies for handling interpersonal conflict constructively. I will monitor my progress using the goal attainment scale and discuss strategies for positive reparation of relationships if I have any difficult interactions.

My teachers will engage in role-play to help me gain practices with using new strategies (like controlled breathing and positive self talk) and to feel more in control of my emotions and behaviors during conflict.

### Data Map

Date	Settings		
	School	Work	Home

## Personalized Learning Plan

### Connections to Performance-based Graduation Requirements

\*\*\*For the purposes of this resource and to ensure it is a manageable length, the transferable skills were selected for inclusion. However, the VT AOE suggests that all relevant content areas can be included in a student's PLP and aligned to their short-term and long-term goals.\*\*\*

With the action plans in place, it was time to connect the plans to proficiency-based graduation requirements. This step allows the plans to have meaning within the graduation framework and allows all of the student's work toward their personalized goals to support their body of evidence for graduation.

After outlining each of the short-term secondary goals and action plans, Anthony and Alex reviewed each of the performance indicators from the PBGRs for Transferable Skills to see which ones could connect to the short-term learning goals. For each goal, they connected multiple performance indicators from the PBGRs. Then, Alex recorded his answers as to how she would demonstrate those skills in sentences. This work is in the tables, labeled "Connections to PBGRs."

## Goal 1: Employment

I will complete all 8 Components of developing a high-quality comprehensive business plan for opening an independent auto body shop.

### Communication

Performance Indicators	How will I meet this indicator with my plan
(a) Demonstrate organized and purposeful communication.	My business plan will have to be organized and professional if I am going to use it to help get loans or investors.
(b) Use evidence and logic appropriately in communication.	If my business plan is going to help me get investors, a loan, etc. I will have to have logical reasons for why it will be successful and evidence that I can do the work.
(c) Adjust communication based on the audience, context, and purpose.	I'm not used to writing for business but I will have to learn how to write my business plan.
(d) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.	I will have to explain my business ideas to my mentors and listen to their advice. I will be using the computer to create my business plan and my website, which is multi-media.
(e) Use technology to further enhance and disseminate communication.	I will need to use a couple different programs like word and excel to create my business plans. Plus, I have to learn to make a website.

### Collaboration

Performance Indicators	How will I meet this indicator with my plan
(a) Identify opportunities for collaboration.	I get to help choose my mentors to help me with my business plan. I also will need to figure out who might support and invest in my business and who will be my customers for the plan.
(b) Collaborate effectively and respectfully.	I have to be respectful with my mentors and my teachers when they are helping me with my business plan.
(c) Collaborate as needed to advance learning.	I need advice from my mentors and information from my classes to write a good business plan.

### Creativity

Performance Indicators	How will I meet this indicator with my plan
(a) Participate in and contribute to the enhancement of community life.	My business will help me interact with and help people in the community.
(b) Identify, manage, and assess new opportunities related to learning goals.	I will need to use the information from my classes and from my mentors to write a business plan for the future in the real world.
(c) Apply knowledge in familiar and new contexts.	I will be using my welding skills to work and get my license, which is familiar to me. I will also have to use what I know about welding to decide what I'll need to have for my auto body shop with is a new context.
(d) Demonstrate initiative and responsibility for learning.	If I don't stay on top of this project, it won't get finished for me to graduate.
(e) Demonstrate flexibility, including the ability to learn, unlearn, and relearn.	I am used to welding but I don't get to work on cars all that often. I will have to learn new techniques to do new car work. I might have to learn new or different things to do with technology to write my plan too.

## Innovation

Performance Indicators	How will I meet this indicator with my plan
(a) Identify opportunities for innovation.	I have to figure out the things that will make my shop special so that people want to invest in it.
(b) Apply knowledge in familiar and new contexts.	I can already do a lot of things on the computer but I will be using those skills to write a business plan and that is new.
(c) Integrate information gathered from active speaking and listening.	I will integrate information from active speaking and listening when I ask for and take advice from my mentors.
(d) Analyze, evaluate, and synthesize information from multiple sources to build on knowledge.	To write my business plan, I will gather information from the internet, mentors, my uncle, things I read, and things I use in class.
(e) Integrate knowledge from a variety of sources to set goals and make informed decisions.	I will use information from all of the sources above to set business goals and plans.

## Inquiry

Performance Indicators	How will I meet this indicator with my plan
(a) Use evidence and reasoning to justify claims.	In my business plan, I will have to show sources for how much items will cost, what kind of work I can do, and why my business will work in this area.
(b) Observe and evaluate situations in order to define problems.	To write a business plan, I will have to look at the body shops in the area and what I can do to make mine the best.
(c) Analyze the accuracy, bias, and usefulness of information.	I will have to analyze the information I use to write my business plan and I will have to evaluate my own accuracy and bias when I edit it.
(d) Persevere in challenging situations.	This project will probably be hard and I will have to work even harder to get it done well.
(e) Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes.	I have to understand the economy to know how to sell my business. I also have to understand how the technical systems of my equipment will work in my shop.

## Problem Solving

Performance Indicators	How will I meet this indicator with my plan
(a) Frame questions, make predictions, and design data collection and analysis strategies.	I make predictions in my financial projections in my business plans and I will have to explain how I will monitor my financial progress.
(b) Identify patterns, trends, and relationships that apply to solutions.	In order to figure out my financial projections, I will need to look at market trends, supply relationships, and customer patterns.
(c) Persist in solving challenging problems and learn from failure.	This project will be challenging and I will probably need to correct mistakes and polish it to make it professional.
(d) Apply knowledge from various disciplines and context to real life situations.	I will be using skills I learned in technology, English, at work, in math, and in social studies to write my business plan.

## Use of Technology

Performance Indicators	How will I meet this indicator with my plan
(a) Practice responsible digital citizenship.	I have to follow school and ethical rules to write my business plan.
(b) Use technology to support and enhance the critical thinking process.	Making my business plan including my website and graphs, etc. will help me make decisions about what I need to do with my business.
(c) Use a range of tools, including technology, to solve problems.	Technology will be in pretty much every part of my business plan.
(d) Use technology and digital media strategically and capably.	I will show proficiency with technology with the successful completion of this business plan.

## Goal 2: Independent Living

When offended or frustrated in school, at home, or at work, I will respond calmly in a way that be considered professional in a work setting on every opportunity for 4 weeks.

## Communication

Performance Indicators	How will I meet this indicator with my plan
(a) Demonstrate organized and purposeful communication.	To be clear with my boss, teachers, and customers I have to be purposeful in my communication and organized to be clear.
(b) Use evidence and logic appropriately in communication.	If someone is upset with me or disagrees with me, I need to keep calm and explain my side with logic and proof.
(c) Adjust communication based on the audience, context, and purpose.	You have to talk differently to customers than your boss or your friends.
(d) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.	I need to listen to people when we disagree and explain myself without getting mad.

## Collaboration

Performance Indicators	How will I meet this indicator with my plan
(a) Identify opportunities for collaboration.	I need to figure out how to work with people even when we disagree.
(b) Collaborate effectively and respectfully.	I have to work with people and see their side without getting mad.
(c) Collaborate as needed to advance learning.	I have to be able to listen to people and learn from criticism without getting mad to learn how to do things better.
(d) Participate in and contribute to the enhancement of community life.	By communicating without getting upset, I can keep my job and my customers and that will enhance my community life.
(e) Demonstrate commitment to personal and community health and wellness.	I have healthy relationships when I can talk through conflict without getting mad and yelling or walking out.

## Creativity

Performance Indicators	How will I meet this indicator with my plan
(a) Identify, manage, and assess new opportunities related to learning goals.	If I can listen to advice and criticism without getting upset, I can find new opportunities to grow and achieve my goals.

## Innovation

Performance Indicators	How will I meet this indicator with my plan
(a) Identify opportunities for innovation.	Listening to criticism and learning from my mistakes gives me a chance to make things better. Learning new ways to make things better is innovation.

## Inquiry

Performance Indicators	How will I meet this indicator with my plan
(a) Use evidence and reasoning to justify claims.	Instead of getting mad and walking out, I can use reason to explain my side and justify what I am saying.
(b) Observe and evaluate situations in order to define problems.	If I can really step back and look at situations and think about them, I can solve problems without getting mad.
(c) Analyze the accuracy, bias, and usefulness of information.	During conflict, I have to be able to look at other people's point of view and my own bias too. I need to think about when information people are telling me can help me do things better.

## Problem Solving

Performance Indicators	How will I meet this indicator with my plan
(a) Frame questions, make predictions, and design data collection and analysis strategies.	I may need to find ways to ask questions so that people don't get frustrated with me, which makes me upset.
(b) Identify patterns, trends, and relationships that apply to solutions.	I need to look for patterns that will help me not repeat mistakes like getting all of my stuff together before I start working on a welding job.

## Reflections

<p><b>Student Reflection</b></p> <p><i>Why and how did I complete my action steps and/or meet my goals? What were obstacles or barriers to completing my action steps or meeting my goals?</i></p> <p>Last year I wanted to get admitted to CTE so I could take classes that were going to help me in my job. I started this year and have been really happy with the welding class. I also met the goal of successfully completing all of my 10<sup>th</sup> grade classes last year with grade of at least a C. This was hard, especially in history, but I met the goal. I also met my goal of being professional with my teachers and feel I'm ready to be in a professional setting working with the public.</p>
<p><b>Family Reflection</b></p> <p>Jerry: Alex, you have learned a lot of new skills on the job. I know that if you keep working to improve your safety and ability to accept feedback on the job, you'll make a great employee and future business owner. Keep up the good work.</p>
<p><b>Faculty Reflection</b></p> <p>Anthony: Alex, you have made excellent progress, meeting all of your personalized learning plan goals from last year. You maintained good grades in all of your classes with only accommodations last year. You have identified your own long and short-term goals for your plan, and I am confident you can meet these goals. You are a hard worker, and I am here to support you along the way if you need it.</p>

## The IEP Transition Planning Meeting

A few weeks after Alex and Anthony met to develop his Personalized Learning Plan (PLP) the full team met to develop his transition plan. The team needed to determine if any accommodations, modifications, specially designed instruction, or services were needed to support Alex's successful transition into post-secondary education and employment and determine if any additional goals were needed.

Alex's case manager, Lucy, convened Alex's transition meeting. Alex wanted the meeting to be at the Career and Technical Education Center so his welding teacher, Anthony, could be a part of it. Alex, his uncle, Jerry, and mother, Tamera, all attended the meeting. Lucy and Anthony attended, as did Chris, a transition counselor from Vocational Rehabilitation.

Lucy opened the meeting by asking Alex how things are going with welding at CTE and if he is enjoying that more than some of the traditional classes last year. Alex responded, "I really like it here. Yeah. I don't think I could've handled all day regular school much longer." Anthony added, "Alex is a model welding student. He came in knowing a lot about welding after working with Jerry. It's been exciting to take that and really run with it."

"What about your other classes, Alex," asked Lucy. Alex replied, "They're okay." Lucy noted that Alex, now at midway through the first trimester, is demonstrating proficiency in all coursework and is performing superiorly in welding. Everyone acknowledged Alex's work and persistence in his courses. He smiled. Lucy added that Alex had recently taken a career inventory with her, and it showed he is well suited for a job where he can work with other people, work with his hands, and he is likely to be a dedicated, hard-working employee. His mom and uncle both agreed.

Lucy asked Alex if he had a chance to make notes or add anything from the Personalized Learning Plan meeting the week before. "The good news is that you already thought about your post-secondary goals at your PLP meeting. We can add others, of course. I was excited to see how your goals have really developed since last year. Last year, you wanted to become admitted to CTE, and you accomplished that! We can archive that goal on your plan and develop a revised plan today. Do you think that you and Anthony captured all of your main goals in your meeting last week? Do you want these to be goals on your transition plan?"

"Yeah," replied Alex. "I feel great about the PLP. It got me really excited about graduation and next year. Having a business is what I really want, and Anthony made me feel like that's something that could really happen."

Anthony agreed, "I know sometimes school can feel disconnected from what you want to accomplish. We want it to help you with your goals but also give you a well-rounded experience so you have lots of doors open to you in case you decide to do something different in the future."

"I know. I get it," Alex replied.

Tamera added, "He is always working on projects at the house. Anything that is broken, Alex will figure out how to fix it. And if nothing is broken he finds something to fix! He and his friends bought a junker car, and it's in the back yard. They come over and all work on it. Now that it runs, they've been taking it to the back road races on the weekend. It's good they know

how to fix cars, but I get worried they're going to get busted for illegal racing. The cops are starting to crack down on that I hear." His uncle, Jerry chimed in, "Yeah, if he goes to jail for back road racing, that could get in the way of starting work."

Lucy then returned to Alex's mention of starting a business. "Alex, last year, you talked about working in your uncle's shop to help him out. But now we see from your Personalized Learning Plan that you want to start a business. Tell us more about this."

Alex replied, "Yeah, I want to work for Uncle Jerry more until I have what I need to go out on my own."

Lucy added, "So it seems from your PLP you want to open a body shop."

Jerry interjected, "My shop is a general welding shop. We do all sorts of welding jobs, but mostly we build and repair iron gates and fences. We do some minor auto body work, but this isn't our main setup. Alex wants to only work on cars."

Alex added, "Yeah, but that's going to take time and a lot of money. To buy a shop, all the equipment, and everything. And I know some about paint preparation, but we send everything outside for painting now because we don't have the climate-controlled environment. So all I know is how to prep a vehicle for painting. I want to learn about the painting process, too. And I still need to get my professional welding certificate."

Lucy responded, "Completing your welding class is not in your PLP, but it seems to make sense to add that as a short-term secondary goal to meet your longer-term goals of the professional welding certificate and then ultimately owning a business. Can we add this as a secondary goal, Alex?"

"Sure," responded Alex. "I won't have any trouble meeting that one!" Everyone smiled.

Jerry expressed a concern. "One thing I really worry about is Alex doesn't always wear the safety equipment. When he's welding a big job he does, of course, but there are times when you're making a quick cut, and you have to wear safety glasses every single time. It only takes one mistake to lose an eye. I've seen it happen."

Lucy asked, "Alex, do you forget to wear the glasses, or what's going on there?" Alex rolled his eyes and answered, "Nah. It's just sometimes I'm so into it, I don't want to stop to get the glasses. Or I've left them across the shop, and I'd have to stop to go all the way over there to get them to make a 2-second cut. I guess I'm lazy about it." Jerry responded, "I don't think it's lazy. I think it's that you're just intense about the work and don't want to stop when you're solving a problem. But you've got to be safe. And last time I got frustrated with you about it, you stormed out of the shop and didn't come back the rest of the day. You can't keep a job or customers if you do that."

Anthony diffused the situation. "I can see both points. Alex is driven to finish a job. I didn't need the career assessment to tell me he would be a hard worker! He works and works until each job is finished and done right. At school we make sure everyone is suited up with safety equipment before they begin, so it's different here."

Tamera added a concern. "One thing I worry about a little bit is that if Alex gets frustrated, he can fly off the handle. That won't work at a job. You'd lose your job." "Or customers," Anthony added.

Alex responded, "I know I need to work on not getting so mad. Sometimes it's easier with people I don't know than with family."

Lucy added, "It's so obvious how much growth you've made here, Alex. You've really matured, and we are all so proud! Remember how hard it used to be to manage your anger and frustration?"

"Oh yeah," Alex agreed.

Everyone, including Alex, giggled a bit. Jerry added, "Yes, dealing with the public can be really frustrating. Even when you're right, you have to make the customer happy. That's hard for anyone." Alex agreed that sounded challenging.

Anthony added, "I'll tell you something I've noticed, Alex. I see on these IEPs (Individualized Education Plans) that you had a really hard time with managing your frustration in the past. But it's hard for me to even imagine. What that tells me is if you are able to really connect what you're doing to your goals and you enjoy what you're doing, you maybe don't feel as frustrated. Do you think that's true?" asked Anthony.

"Absolutely," responded Alex.

Lucy made suggestions for supporting this goal. "There are a number of ways we can support you in this, Alex. We have an excellent training in nonviolent communication/restorative practices and self-determination that many students have benefited from. Jerry and Anthony can provide instruction related to job safety. I'd like to work with you and Anthony on instruction to prepare you for working with customers."

Chris added, "We can provide additional support and coaching from Vocational Rehabilitation. I would probably be the transition counselor that would work with you, Alex."

"That sounds like a lot of training and work," Alex responded skeptically.

"I know it does," answered Lucy. "But we want to give you all the support you need over the next year and a half. We can always discontinue any of the supports or services if you feel they aren't helpful."

"Alright," agreed Alex. "That sounds okay. I do like the idea of getting help with my actual job."

The team talked for a while about how supports could look in the classroom and at Alex's job with Jerry. They all agreed that the goals on the PLP with the addition of a goal for completing the standards in the welding class would be a comprehensive and achievable plan.

Lucy summarized the priorities and courses the team discussed:



## **Education and Training**

### *Post-Secondary Goals*

- Beginning immediately after graduation, Alex will complete all requirements successfully and receive professional welders certification within two calendar years.

### *Secondary Goals*

- Alex will successfully demonstrate proficiency in the 3 major skill areas taught in welding by the end of the course.

## **Employment**

### *Post-Secondary Goals*

- After graduating, Alex will maintain successful, part time employment at least 15-20 hours per week at Jerry's welding shop to continue until he receives his welding certification and can seek fulltime employment.
- Within five years of graduation, Alex will open an independent auto body shop that is capable of making a profit.

### *Secondary Goals*

- Alex will complete all 8 components of developing a high-quality comprehensive business plan for opening an independent auto body shop.

## **Independent Living**

### *Post-Secondary Goals*

- When offended or frustrated at work, Alex will respond in a way that is calm and would be considered professional in a work setting on every opportunity.

### *Secondary Goals*

- When offended or frustrated in school, home, or at work, Alex will respond in a way that is calm and would be considered professional in a work setting on every opportunity for 4 weeks.

## **Course of Study**

1. CTE Welding
2. CTE Business Planning and Management
3. CTE Computer for Business
4. English IV
5. Algebra II
6. Chemistry
7. World History

Everyone agrees this seems like an excellent plan and is excited to see Alex flourish and grow into a successful business owner in the community. Lucy thanks everyone for their time.

Alex's Transition Plan follows.

### Highlighting Inclusive Practices

Alex's uncle is concerned that Alex doesn't always adhere to safety on the job. His family is concerned that he participates in illegal racing. It could be tempting to write goals that Alex will use safety equipment or obey the laws, because that's what we want for him. But we must remember how important it is to connect to Alex's goals. Fortunately, in this case, it is easy for the team to connect his goal of earning an income to safety and citizenship goals.

### Individualized Education Program - Post-Secondary Transition Plan

**Student Name:** Alex

**IEP Meeting Date:** 11/15/2018

**Current Grade Level:** 11th

**Expected Date of Graduation:** 5/30/2020

**Evidence of involving student and related agencies:**

Alex met with Lucy to select his own transition goals based on his interests for employment after graduation. Alex wanted Anthony, his welding teacher, to be included in his meeting since this class is most connected with his career goals. Vocational Rehabilitation was invited to attend the transition meeting.

**Age Appropriate Transition Assessments Performed (State the assessment and date, then identify the student's preferences, interests, strengths and needs, then link that information to post-secondary goals):**

WAIS-R - 9/17, Differential Aptitude test - 9/17, Woodcock Johnson- 9/17, Audiological Report - 8/17, Career Planning Survey- 5/18, Work adjustment Inventory- 3/18

The results of these tests and surveys suggest Alex has the potential of meeting his post-secondary goals of being a self-employed welder. These findings suggest that Alex may benefit from short-term academic or site-specific training supports after graduation from high school as he transitions into a post-secondary educational setting and employment. Alex has strengths and interests in the area of mechanical work and will likely be a serious, dedicated employee.

**Definitions:**

**Measurable Post-Secondary Goals** - A post-secondary goal is a statement of the desired outcome for the student after leaving high school.

**Measurable Annual Transition Goals** - Goals that address the skills that the student will be focusing on during the life of the annual IEP in order for the student to reach his/her post- secondary goals.

**Education and Training (Required)**

**Post-Secondary Goal(s) for Education and Training (Required)** - Beginning immediately after graduation, Alex will complete all requirements successfully and receive professional welders certification within two calendar years.

### Progress Review Dates

	2 /15/2019	4 /15/2019	8 /15/2019	10 /15/2019
<b>Annual Transition Goal(s) for Education and Training (Required):</b> Alex will successfully demonstrate proficiency in the 3 major skill areas taught in welding by the end of the course.				

**List Transition Services related to Education and Training:**

Specially-designed instruction at CTE to support his development of the written business plan.

**Individualized Education Program - Post-Secondary Transition Plan**

**Employment (Required):**

**Post-Secondary Goal(s) for Employment (Required) -**

1. After graduating, Alex will maintain successful, part time employment at least 15-20 hours per week at Jerry’s welding shop to continue until he receives his welding certification and can seek fulltime employment.
2. Within five years of graduation, Alex will open an independent auto body shop that is capable of making a profit.

**Progress Review Dates**

	2 /15/2019	4 /15/2019	8 /15/2019	10 /15/2019
<b>Annual Transition Goal(s)</b> <b>Employment (Required):</b> Alex will complete all 8 components of developing a high-quality comprehensive business plan for opening an independent auto body shop.				

**List Transition Services related to Employment:**

Community based instructional experiences related to construction work, Work-based instruction with Alex’s uncle, a local welder.

**Independent Living (as appropriate):**

**Post-Secondary Goal(s) for Independent Living (as appropriate):** Upon graduating, when offended or frustrated at work, Alex will respond in a way that is calm and would be considered professional in a work setting on every opportunity.

## Progress Review Dates

	2/15/2019	4/15/2019	8/15/2019	10/15/2019
<b>Annual Transition Goal(s) for Independent Living (Required):</b> When offended or frustrated in school or at work, Alex will respond in a way that is calm and would be considered professional in a work setting on every opportunity for 4 weeks.				

### List Transition Services related to Independent Living:

Training in nonviolent communication/restorative practices, Instruction related to job safety, Self-determination training, Specially-designed instruction related to workplace social behavior, coaching services from Vocational Rehabilitation.

## Individualized Education Program - Post-Secondary Transition Plan

**Course(s) of Study:** A description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year, to include the IEP-PLP connection.

1. CTE Welding
2. CTE Business Planning and Management
3. CTE Computer for Business
4. English IV
5. Algebra II
6. Chemistry
7. World History

### Describe the Coordinated Interagency Linkages and Responsibilities (services provided or paid for from another agency and a timeline for completion):

Voc Rehab will develop an Individualized Plan for Employment (IPE) to look at independent employment and post-secondary education aptitudes, interests and preferences by December 2020.

**If the student will be reaching age 17 during the duration of this IEP, he/she and their parents must have been notified, in writing, that parental rights will transfer to the student upon reaching the age of 18. n/a**

Yes

If not completed in writing, please specify how they were notified: \_\_\_\_\_

n/a

## Adaptations to Graduation Requirements

Happy Valley High uses the Vermont Agency of Education Graduation Proficiencies, EQS Transferable Skills, and Recommended Performance Indicators. After outlining each of the short-term secondary goals, the team reviewed each of the performance indicators from the EQS Transferable Skills and Content Graduation Proficiencies to determine which ones needed any type of adaptation. For each, the team determined if an accommodation, modification, or no

adaptation was needed and gave a general description of any adaptation needed for the student to meet the performance indicator. Within each of his courses, if he meets the performance indicator with the accommodation or modification, he will have met the PBGR within that course. Although Mount Aspirations High uses all of the Agency of Education Content Graduation Proficiencies, they choose to use only Language Arts and Mathematics with Transferrable Skills on the transition plan to focus on cross-cutting skills for long term success.

**Adaptations to Proficiency-based Graduation Requirements for Transferrable Skills**

The following section outlines the adaptations needed for the student to meet PBGRs. Student will have met the PBGRs if they accomplish each with the listed adaptations.

**Communication**

<b>Performance Indicator</b>	<b>Adaptation Needed</b>
(a) Demonstrate organized and purposeful communication.	<input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None
(b) Use evidence and logic appropriately in communication.	<input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None
(c) Adjust communication based on the audience, context, and purpose.	<input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None
(d) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.	<input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None
(e) Use technology to further enhance and disseminate communication.	<input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None

<b>Description of Accommodations</b>	None.
<b>Description of Modifications</b>	Using a system of least to most prompts, teachers and supervisors will support Alex’s communication in situations of conflict.

## Collaboration

Performance Indicator	Adaptation Needed
(a) Identify opportunities for collaboration.	<input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None
(b) Collaborate effectively and respectfully.	<input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None
(c) Collaborate as needed to advance learning.	<input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None
(d) Participate in and contribute to the enhancement of community life.	<input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None
(e) Demonstrate commitment to personal and community health and wellness.	<input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None

<b>Description of Accommodations</b>	Training and reminders to adhere to safety requirements in welding class and on the job.
<b>Description of Modifications</b>	None.

## Adaptations to Proficiency-based Graduation Proficiencies for Content Areas

The following section outlines the adaptations needed for the student to meet PBGRs. Student will have met the PBGRs if they accomplish each with the listed adaptations.

### Language Arts

Graduation Proficiency	Adaptation Needed
<b>1. READING</b> Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.	<input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None
<b>2. WRITING</b> Produce clear and coherent writing for a range of tasks, purposes, and audiences.	<input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None
<b>3. WRITING</b> Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None
<b>4. SPEAKING AND LISTENING</b> Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.	<input checked="" type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None
<b>5. SPEAKING AND LISTENING</b> Present information, findings and supporting evidence conveying a clear and distinct perspective.	<input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None
<b>6. LANGUAGE</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None

<b>Description of Accommodations</b>	Alex's hearing aids and lip reading ability will help him access the ability to listen and participate in verbal conversations.
<b>Description of Modifications</b>	Using a system of least to most prompts, teachers and supervisors will support Alex's speaking and listening in situations of conflict.