
Explanation of VT Student-Centered Learning Plans A Comparison Tool to Ensure Equity Throughout the Learning Process

Purpose

There are different types of student learning plans for Kindergarten through Grade 12 that are developed to guide students and families regarding the respective role of the school, families, and the student to systematically plan and monitor student academic and personal success. Through these plans, educators work with the student and family to facilitate two-way communication and cooperative efforts to support the student's success. Learning plans address individual needs with a tailored plan designed to help students personalize their learning, meet the state's learning standards, and stay on track for graduation. Federal and State legislation, as well as State Board Rule have developed these plans over time to ensure student equity.

The purpose of this document is to serve as a resource for families and educators to ascertain which plan(s) would be the most appropriate to address student's current needs within a determined time period. This explanation is a non-exhaustive list of the many different types of plans that a student may have, and it is possible for students to have more than one plan.



	Personalized Learning Plan (PLP) General Education Plan	Educational Support Team Plan (EST) General Education Plan	Individualized Education Program (IEP) Special Education Plan	Section 504 Plan General Education Plan (with protections under Section 504)
Who is this plan for?	Per Act 77, required for ALL students in Grades 7-12. Highly recommended for students in Grades K-6.	Any student who is not making expected academic or social/behavioral progress, despite well-planned support interventions in the regular classroom.	Students who have a disability and meet the eligibility requirements under the Individuals with Disabilities Education Act (IDEA).	Students who have a disability and need accommodations, modifications, or limited services. For a student to be eligible under Section 504, criteria must be met: <ul style="list-style-type: none"> • must have a physical or mental impairment, have a record of such impairment or be regarded as having such impairment; • impairment must substantially limit one or more major life activities.

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What is the purpose and function of this plan?	<p>A PLP is a personalized, student-driven plan that documents students' individual learning needs, interests, and goals to help them stay engaged, complete high school, and move on to post-secondary and/or career opportunities.</p> <p>As an integral part of Act 77, the purpose of PLPs is to:</p> <ul style="list-style-type: none"> • Allow school districts to develop and expand high-quality educational experiences both in and outside of the classroom; • Allow Vermont students to achieve college and career readiness by examining their individual goals, learning styles, and abilities and matching these to their learning experiences; • Increase the rates of secondary school completion and postsecondary continuation in Vermont. 	<p>The EST plan describes specific, short-term interventions or supports that may provide previously unused expertise or other resources to address learning/performance gaps and to better understand a student's learning style.</p>	<p>A written education program for a student with a disability that provides 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 Personalized Learning Plan (PLP).</p>	<p>A written document that identifies the services and reasonable accommodations and/or modifications that allow a student with a physical or mental impairment, either of 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 Personalized Learning Plan (PLP).</p> <p>Section 504 is a Federal law that prohibits disability discrimination and guarantees that students with disabilities have equal access to educational opportunities, including a free appropriate public education (FAPE) in public elementary and secondary schools.</p>

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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 an administrator, teachers, other staff with behavioral and academic expertise, school counselors, school psychologist, and/or social workers, as well as other non-school supports.	The IEP team which includes required members such as the student's special education teacher, parent/guardian, student (when appropriate), general education teacher, and a Local Education Agency Representative.	A Section 504 team of individuals knowledgeable about the meaning of the evaluation data, the needs of the student, and the reasonable accommodations/modifications and service supports to provide access to a free and accessible public education (FAPE).
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.

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What are the plan's core components?	<ul style="list-style-type: none"> • Plan Information • Student Profile • Student Goals (short term [school or personal], long term [career or post-secondary] this is where career information goes) • Action Steps • Achievement of Action Steps • Reflection and Next Steps • Revision (B) • Transition (B) 	<ul style="list-style-type: none"> • Concerns are clearly defined and detailed on the plan. • Plans clearly define roles: i.e. what will be done, by whom, where, and when. • The current level of performance is always noted on the plan. • The plan describes change(s) that is measurable, and data informed. • Plans provide for review and possible changes. • Specific dates are provided for review and expected completion of the plan. • The plan includes information used to improve instruction for the student in the general education setting. 	<p>A summary of the student's academic and functional strengths and weaknesses.</p> <ul style="list-style-type: none"> • Measurable annual goals/objectives for learning. • Specialized instruction and related services. <p>NOTE: Accommodations and modifications are documented here and should not be documented in a student's PLP.</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. • Related school services and supports as needed. • Postsecondary Transition Plan: Beginning at age 16, or earlier if appropriate, 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 and supports (as needed) are part of the transition process. 	<p>A plan that outlines the services, accommodations, and modifications for a student with a physical or mental impairment and identifies when they are needed and who will provide them.</p> <p>NOTE: Accommodations and modifications are documented here and should not be documented in a student's PLP.</p> <p>The district documents in writing that the Section 504 team has met and arrived at the agreed-upon services. The purpose is centered on access and opportunity rather than progress towards goals.</p> <p>A Section 504 plan ensures a level of access to educational services that is equal to the level of access provided to nondisabled students and not necessarily considered an academic achievement or outcome plan.</p>

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How are families involved?	Per Act 77, families should be involved when possible in development, monitoring, reflection, and annual review of a student’s PLP. A PLP should be present at parent-teacher conferences.	Families (as well as students) should be involved in interventions prior to an EST meeting. Families and students should be included to the greatest extent possible in planning and reviewing the EST plan.	Family notification, informed consent, and involvement at the evaluation, development of the IEP, and any revisions to IEP services and classroom accommodations or modifications.	Family involvement in development, monitoring and iterative review of the plan as student needs and context changes and evolves.
How often should the plan be reviewed?	Required by law at least annually, but should be Updated frequently as part of a cycle of student inquiry into their own learning, as student goals and needs change, and to inform course or flexible pathway selection. By statute, at least annually by November 30th.	At transition points. Plans should usually last no more than 8 to 10 weeks. The EST should plan at least a brief progress review bi-weekly.	Annual review of the plan with additional revisions allowed throughout the year based upon the changing needs of the student. Special Education eligibility is reviewed every three years through the Comprehension Evaluation Process.	As best practice, Section 504 teams are encouraged to provide iterative and annual reviews of plans and updates when needs and resources for students change and evolve.
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Additional Resources and Information

Act 77 and Personalized Learning Plans (PLPs)

- [Personalized Learning Plans \(PLPs\)](#)
- [Personalized Learning Planning Process](#)
- [Personalized Learnings Plan Process Manual](#)

Educational Support Teams (EST) and Multi-Tiered Systems of Support (VTmtss)

- [Educational Support Teams](#)

Individualized Education Plans (IEP), Section 504 Plans and Special Education

- [Vermont Special Education](#)
- [Individuals with Disabilities Education Act \(IDEA\)](#)

Section 504 Plans and Rehabilitation Act of 1973

- [Section 504 of Rehabilitation Act](#)