The background is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on the front. The bottom left shows a classroom with blue walls, desks, chairs, and colorful balloons. A large white diagonal shape cuts across the image from the top left to the bottom right.

Individual Learning Plan Addendum (ILPA)

Division of Student Success
Office of Continuous Improvement and Support



What is an ILPA?

- The Individual Learning Plan Addendum (ILPA) is an action plan that addresses the unique educational needs of a student upon entry into or exit from an alternative education program.
- The ILPA is intended to be an addendum to the student's Individual Learning Plan (ILP). The ILPA should be utilized as an additional resource to meet the needs of students enrolled in alternative education programs.





The ILPA is a Source Document

- Data collection
- Student direction
- ILP Meeting Guide
- PBIS foundation
- Progress monitoring

Who Needs an ILPA

Alternative students enrolled long-term (as defined by the district) in an A5 or A6 program (off-site) or in an A1 school with course set-up of Alternative Classroom (on-site).

Students who have a 504 plan DO need to have a completed ILPA as the 504 plan's focus is academics.

Students with disabilities and an active IEP (Individual Education Plan) are not required to have an ILPA.

Hint: But the ILPA is an excellent additional resource

Additional information can be found in the [704 KAR 19:002](#).

Offsite Alternative Education Programs

Campus Path: System Administration | Resources | School
(reference Section A of the [Alternative/ILPA Data Standards](#))

- Off-site alternative education programs must have
 - a location number
 - designated an *Alternative Education School* as **Type**
 - a **State Classification** of A5 (*district-operated*) or A6 (*KECSAC*).
- This set-up is based on New School Requests or School Update Requests submitted via [DASCAR](#).
- Students must be withdrawn from their A1 school and enrolled into the A5 or A6 program.
- All student data must be tracked during enrollment in an alternative education program. This includes but not limited to, Attendance, Behavior, Grades, Demographics.

School Detail

*Name

*Location Number

NCES School Number

*Type **04: Alternative Education School**

Standard Code (SIF StatePrid)

CEEB Number

State Classification **A5: District operated- alternative school**

Reference KDE's [K SIS Data Standards website](#) for entering student data into Infinite Campus.

On-Site Alternative Education Programs

Campus Path: Scheduling | Courses | Section tab
(reference Section B of the [Alternative/ILPA Data Standards](#))

- On-site alternative education programs must have course sections marked as *02: Alternative Classroom* in the **Special Type** drop list for each content class offered to students.
- Students placed in an on-site program should be assigned to the specified course sections.
- Refer to [Course Data Standards](#) for additional data elements that must be completed for reporting purposes.

The screenshot shows the 'Section Editor' interface with the following fields and values:

- SectionID: 309926
- *Section Number: 1
- Max Students: ()
- Room: (dropdown menu)
- Hide Standards On Portal:
- Instructional Setting (Override): (dropdown menu)
- (01)
- *Highly Qualified: Highly Qualified (dropdown menu)
- Primary Teacher: Patton, Sarah
- Instructional Time: 0
- Special Type: 02: Alternative Classroom (dropdown menu, highlighted in yellow)
- Population ID: (dropdown menu)
- Teacher Display Name: Patton, Sarah
- Lunch Count:
- Milk Count:
- Adult Count:
- Custom Count 1:
- Custom Count 2:
- Custom Count 3:
- Skinny Seq:
- Homeroom:
- Advisory:
- External LMS Exclude:

Transition/ILPA Team



Involved
Teachers



Traditional &
Alternative
Leadership
Representation



Student



Family/
Guardians



Counselor/
Mentor/
Therapist

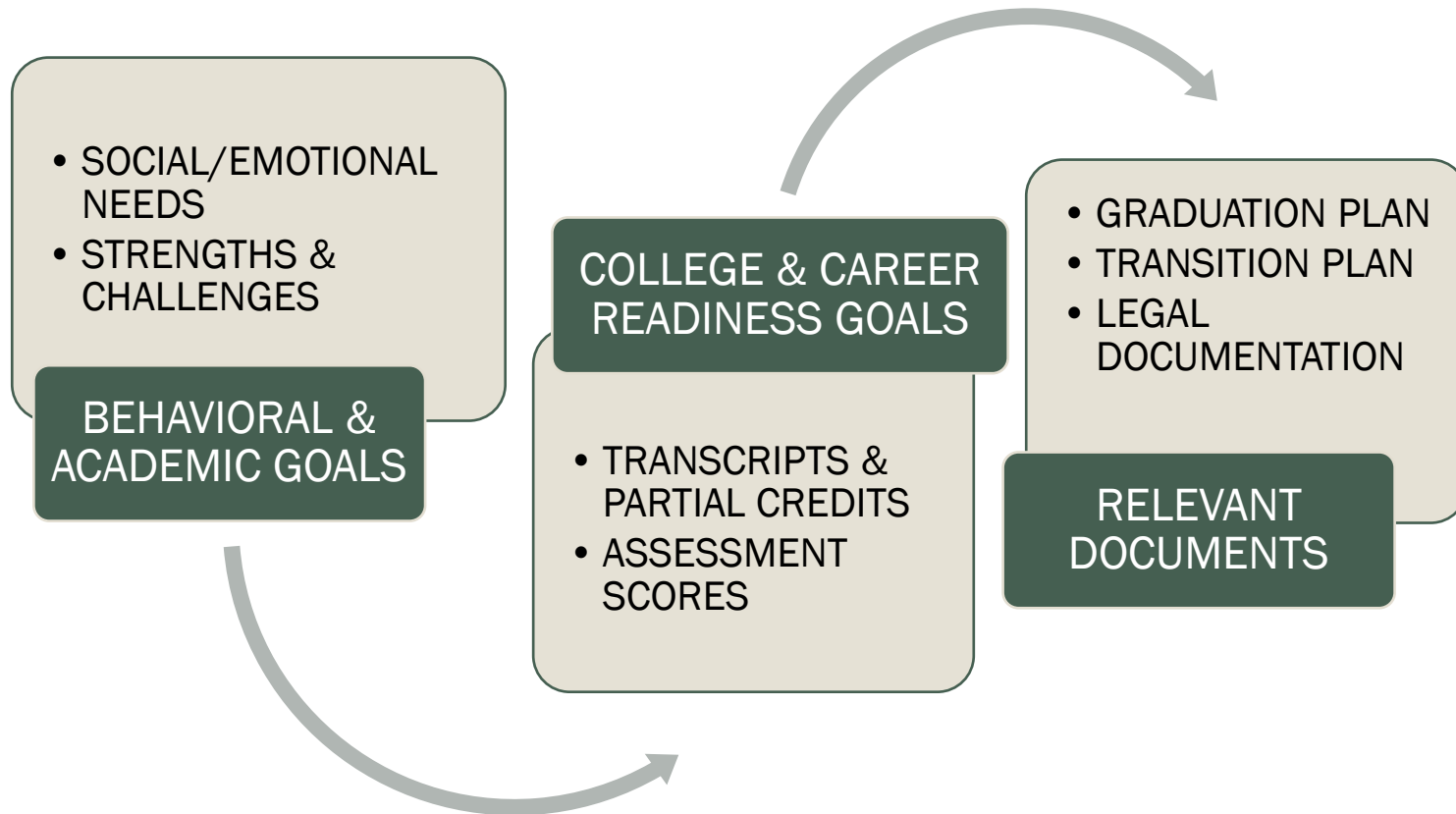
Anyone with a vested interest and influence in the success of the student.

Forming a Transition/ILPA Team

Campus Path: Student Information | ILPA | General | Team Members tab (reference Section C of the [Alternative/ILPA Data Standards](#))

- Team Member data will populate the Team Meeting information within the ILPA. Enter all staff that will be participating in the transition planning for the student by using either of the two functions:
 - *Find and Link New Team Member* – This option populates drop lists based on District Assignments.
 - *Enter New Team Member* – allows manual entry of a team member who may not necessarily have an existing district assignment.

Components of the ILPA



Rule of Thumb

If the information would be helpful for monitoring student progress, include it!

Our students are transient, therefore, ensuring as much information as possible goes with them boosts their chances of success!

Getting Started – ILPA Set-up

- The [ILPA Set-up Document](#) will assist the district with setting up the template banks located in various parts of the ILPA.
- If your district has off-site programs reference the Attribute Dictionary set-up section of the [ILPA Set-up Document](#) to populate the **Offsite** drop list on the *Plan Information* editor of the ILPA.
- Districts must grant appropriate users in the district and program [access to the ILPA module](#). User access is a local district decision and will vary.



Template Banks

There are several scroll textboxes within the ILPA criteria editors. If the data label has a paper symbol beside it a template can be created. Utilizing this tool will help expedite the ILPA completion process.

The following fields within the ILPA may have template banks made available by the district:

- Criteria for Re-Enrollment
- Student Strengths
- Student Needs
- Goals and Objectives

ILPA Set-up Template Banks

Campus Path: [System Administration](#) | [ILPA](#) | [Template Banks](#)

Template Banks



New Bank Category



New Bank Field



 Save  Save & Continue

KY ILPA Outline

Plan Information
Student Information
Parent/Guardian Information
District/School Information
Transition Information
Student Records
Strengths and Needs
Goals and Objectives
Team Meeting



Editors:

The KY ILPA Outline shows each editor of the plan and acts as a navigation tool. Saved editors display in bold.

Creating a New ILPA and Plan Information Editor

Campus Path: Student Information | ILPA | General | Documents tab (Reference Section D of the [Alternative/ILPA Data Standards](#))

- Create a new document and choose 'KY ILPA'
 - Navigate to the *Plan Information* editor
 - Add relevant dates and placement information. Multiple reasons for placement may be selected.
 - ***Best practice***: enter an end date of one year from enrollment date. This can be changed later.

The screenshot shows the 'Individual Learning Plan Addendum' form. It includes the following fields and sections:

- *Start Date**: A date input field with a calendar icon.
- *End Date**: A date input field with a calendar icon.
- Withdrawal Date**: A date input field with a calendar icon.
- *Enrollment Date**: A date input field with a calendar icon.
- *Anticipated Date of Transition**: A date input field with a calendar icon.
- *Placement**: A dropdown menu.
- Total Credits Earned To Date**: A text input field containing the number '0'.
- Location**: A dropdown menu.
- If Off Site, please specify**: A dropdown menu.
- *Reason for Placement**: A text input field with the placeholder text 'Select Values'.
- If Other, please specify**: A text input field.
- Team Manager**: A label at the bottom of the form.

Student Information Editor

Refresh Student Information button will populate data as read-only from student's Census record.

Student Demographics
Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy, click the button below.

Last Name	First Name	Middle Name	Suffix
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Federal Designation	Federal Race(s)	Race, Ethnicity (state)	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Birthdate	Birth City	Gender	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Student Address			
<input type="text"/>			
School Name	School Phone	Student Number	Grade
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Parent/Guardian Information Editor

Parent/Guardian Information

Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy of the guardian information, click the button below.

Refresh Guardian Information

Parent/Guardian comes from the census system and the only people listed here are marked as guardians of the student's current household, or direct guardians to the student through the relationship.

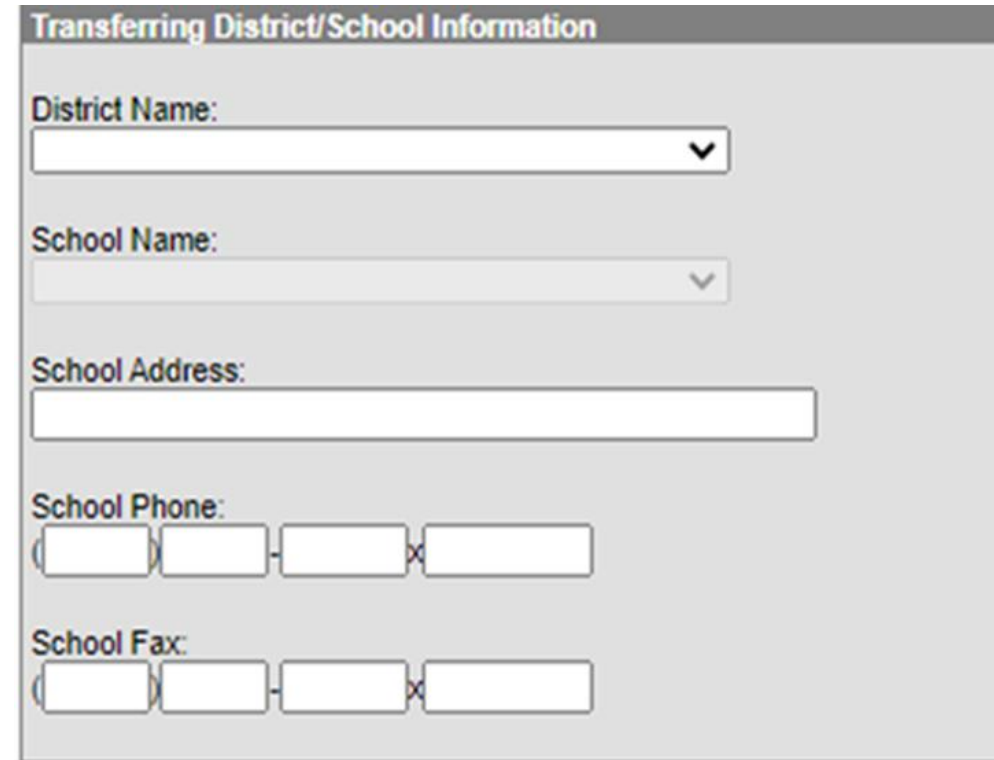
Guardian

Name

Refresh Guardian Information button will populate data as read-only from student's Household record.

District/School Information Editor

- Select from drop lists the District and School in which the student is transitioning from.
- School details will auto-populate if selection is within the same district.

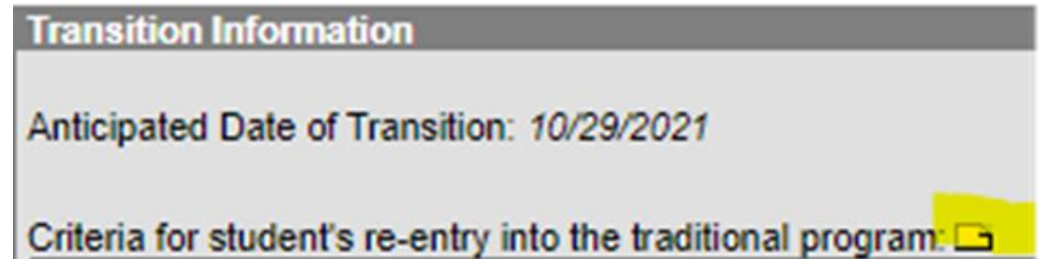


The screenshot shows a web form titled "Transferring District/School Information". It contains the following fields:

- District Name:** A dropdown menu.
- School Name:** A dropdown menu.
- School Address:** A text input field.
- School Phone:** Four input boxes for digits, with a hyphen between the second and third boxes and an "X" between the third and fourth boxes.
- School Fax:** Four input boxes for digits, with a hyphen between the second and third boxes and an "X" between the third and fourth boxes.


Transition Information Editor

- Anticipated Date of Transition will auto-populate from the Plan Information editor entry.
- This section provide an overview of the criteria necessary for the student to meet their transition goal. This will vary greatly by student and program type.



Transition Information

Anticipated Date of Transition: 10/29/2021

Criteria for student's re-entry into the traditional program: 

Hint: Use your template bank!

Template Banks

New Bank Category New Bank Field Save Delete

- Academic
 - Academics-English
 - Academics-Mathematics
 - Behavioral
 - Transition Information
 - 45 Day Placement
 - Academic
 - Graduation

***Bank Category**
Transition Information ▾

***Template Type**
Criteria for Re-enrollment ▾

***Name**
Academic

Template

must show respectful responses to authority, demonstrate a consistent ability to follow school rules, be passing all classes with a 70% or higher, be on grade level with credits, and have complaint attendance.

Active

Criteria for Re-Enrollment Template Bank Example

Student Records Editor

- Review and select all documents available upon enrollment in the program.
- Reference the student's ILP for a more efficient transition and completion of the ILPA.

Best Practice: Comprehensive student records make transition easier and increases chances of student success.

Student Records
Indicate if the following are available in the student's record (check all that apply)

<input type="checkbox"/> Individual Learning Plan (ILP)	<input type="checkbox"/> Individual Education Plan (IEP)
<input type="checkbox"/> 504 Plan	<input type="checkbox"/> Official Transcript
<input type="checkbox"/> Current Report Card	<input type="checkbox"/> Explore/Plan
<input type="checkbox"/> Assessment Scores	<input type="checkbox"/> MAP
<input type="checkbox"/> ACT	<input type="checkbox"/> Other, please specify:
<input type="checkbox"/> Other, please specify:	<input type="checkbox"/> Other, please specify:



Student Strengths and Needs Editor

Student Strengths and Needs

Academic or Behavioral Strengths ▾

Academic or Behavioral Needs ▾

- Record students academic or behavioral strengths and needs
 - Utilize your template bank

VYA Youth

24 Character Strengths



APPRECIATION OF BEAUTY & EXCELLENCE

- Feels awe and wonder in nature
- Admires skills of others
- Inspired by the goodness of others



BRAVERY

- Shows valor
- Accepts challenges
- Faces difficulties
- Speaks up for what's right



CREATIVITY

- Clever
- A Problem-solver



CURIOSITY

- Interested
- Open to new ideas



FAIRNESS

- Cares about what's right
- Treats others fairly
- Tries not to be biased against certain groups



FORGIVENESS

- Gives others a second chance
- Accepts others' faults
- Doesn't hold grudges



GRATITUDE

- Thankful
- Shows appreciation
- Feels blessed



HONESTY

- Tells the truth
- Keeps promises
- Trustworthy



HOPE

- Optimistic
- Expects the best
- Excited about the future



HUMILITY

- Modest
- Puts attention on others
- Doesn't brag about accomplishments



HUMOR

- Playful
- Enjoys bringing smiles/laughter to others
- Sees the funny side of things



JUDGMENT

- A critical thinker
- Fact-based and logical
- Open minded



KINDNESS

- Caring
- Generous
- Compassionate
- Nice



LEADERSHIP

- Encourages others
- Organizes groups
- Sets a good example



LOVE

- Warm and genuine
- Prioritizes relationships
- A good listener



LOVE OF LEARNING

- Excited to learn new things
- Masters new skills



PRESERVERANCE

- Hardworking
- Overcomes obstacles
- Finishes what is started



PERSPECTIVE

- Wise
- Gives good advice
- Sees the big picture



PRUDENCE

- Careful
- Plans ahead
- Thinks about consequences before



SELF-REGULATION

- Self-controlled
- Disciplined
- Manages feelings and actions



SENSE OF MEANING

- Searches for meaning
- Feels a sense of purpose
- Feels interconnected



SOCIAL INTELLIGENCE

- Understands others
- Aware of own feelings and thoughts
- Shows empathy



TEAMWORK

- Loyal
- A team player
- Shows responsibility to



ZEST

- Active
- Energetic
- Enthusiastic



Change the way your students see themselves with positive descriptive character strengths.



Identify strengths and help students build on those to address areas of need.



Strengths & Needs



Academic



Behavioral



Social



Emotional

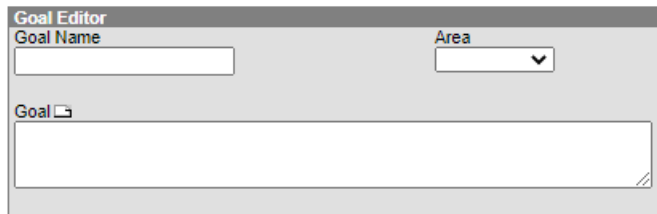


Build a template from recurring themes



Goals and Objectives Editor

- Develop meaningful goals - Not all goals and objectives are measured by academics or disciplinary related events.
 - College and Career Readiness
 - Social/Emotional
- Use the template bank - Identify common goals used in your program and build those into your bank. Updates can be for individual students.
- Objectives should be measurable – goals can have multiple objectives.



The screenshot shows a 'Goal Editor' window. It has a title bar 'Goal Editor'. Below the title bar, there is a 'Goal Name' label followed by a text input field. To the right of the input field is an 'Area' label followed by a dropdown menu. Below these fields is a 'Goal' label followed by a large text area for editing the goal content.



Goals and Objectives Template Bank Example

- Build a bank with goals and objectives that align with common initiatives of students in the program.
- The example provided is the bank of an A5 offsite program with a minimum stay of 45 days.

Template Banks

+ New Bank Category + New Bank Field Save Delete

Template Bank

- Academic
 - Grades/Credit Recovery
 - Graduation
- Academics-English
- Academics-Mathematics
- Behavioral
 - Attendance
 - Communication Skills
 - Decision Making
 - Emotional Regulation
 - Following Directions
 - Impulse Control
 - Managing Conflict
 - Productivity
- Transition Information
 - 45 Day Placement
 - Academic
 - Graduation

Bank Field Editor

*Bank Category
Behavioral

*Template Type
Goals

*Name
Attendance

Goal
will be on time and attend school daily, using prescribed point and level behavior modification program, teacher observation, anecdotal records, IC data and self reflection to monitor progress.

Objective 1
Actively engage and participate in daily academic achievement.

Objective 2
Be prepared to receive and complete instruction in each assigned class.

Objective 3

Objective 4

Objective 5

Team Meeting Editor

Print in Plan

Meeting Time *Meeting Date

Meeting Location Invite Date

Minutes of Plan Meeting

New Team Meeting ➔ Continue

Team Meeting List		
Print in Plan	Meeting Date	Meeting Location

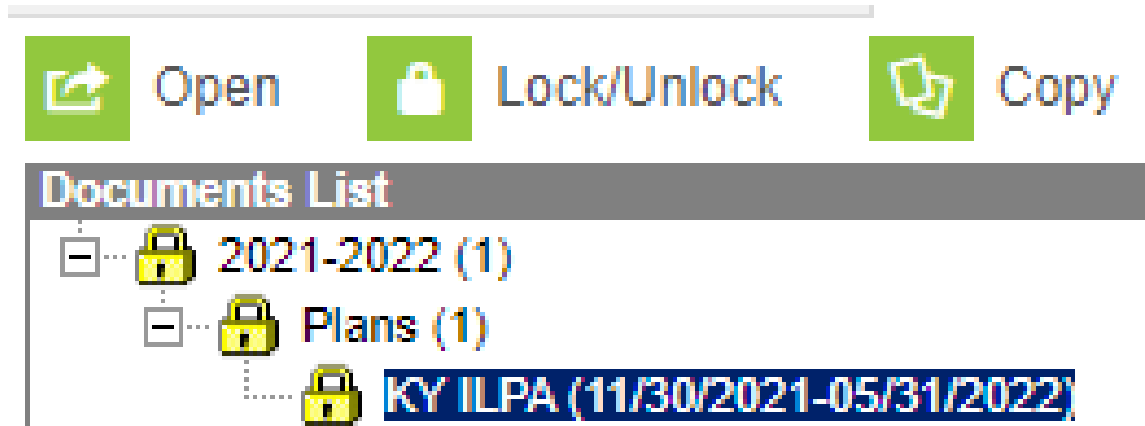
Please add Team Members by clicking on the Team Member tab before creating a meeting.

Team Meeting Editor

- Regular team meetings to review student progress is a vital component of the ILPA process.
 - Document the time, purpose, attendance and outcome of team meeting.
- Members that were added via the Team Member section will be available in this editor.

Lock the ILPA

- Once saved – the ILPA must be locked
 - Required for ILPA to sync to IC State Edition
- Required for ILPA to be part of the Student Records Transfer process



Progress Monitoring

Campus Path: Student Information | ILPA | General | Documents tab (reference Section F of the [Alternative/ILPA Data Standards](#))

Create New Document – Select Create New Progress Report

- Progress toward each goal and objective should be documented on a regular basis.
- Regular progress monitoring is vital to the success of the ILPA and, in turn, the student.
- Plan, act, review progress, make necessary changes, repeat. Think of these steps as cogs in a clock, working together to meet the goal

Create New Document Wizard

Please select one of the following documents:

Create New Plan:
Goals and Objectives, Transition Information, and Other Information

Create New Progress Report:
Report measurable progress against ongoing Plan Goals

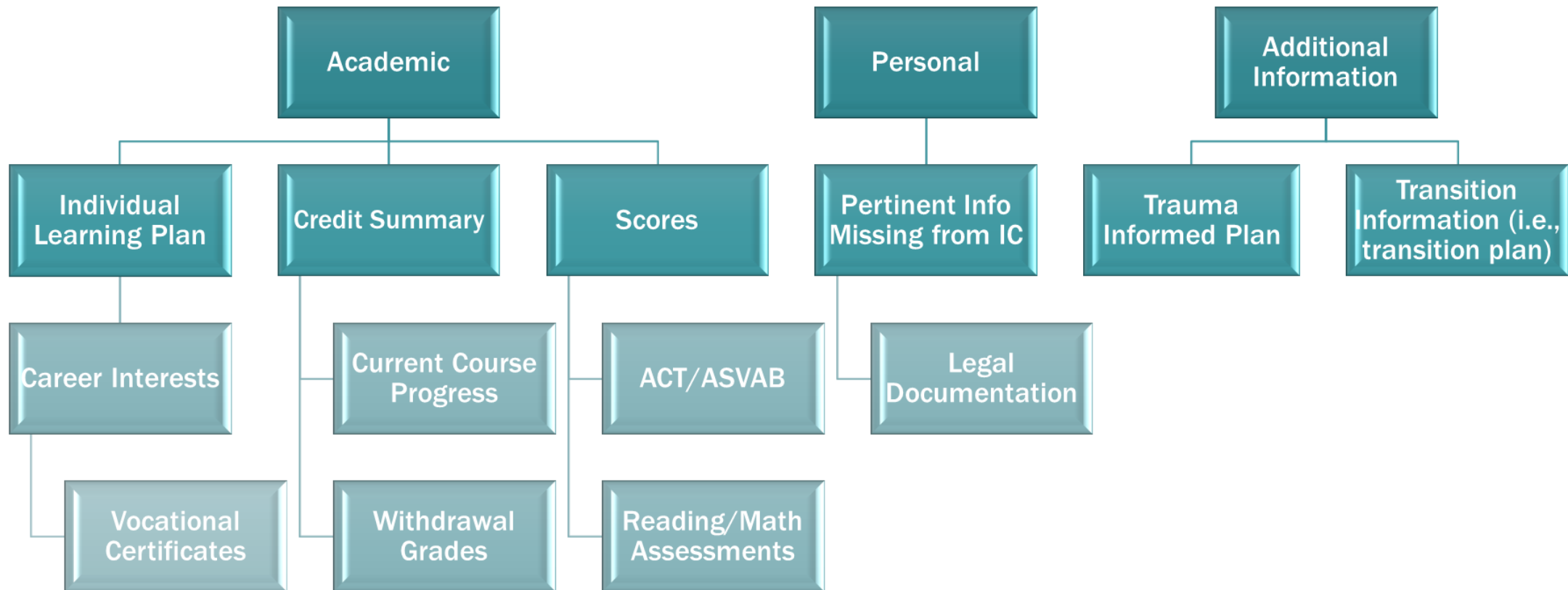
Progress Report Link to an Enrollment . . .
Arthur School 2023 B(08/10/2022-) ▼

Create Custom Form:
Notices, checklists, and supplemental forms

DOCUMENT SELECTED FOR CREATION: Progress Report

Instructions:

The default format used to report measurable progress against ongoing plan goals. Can log multiple progress report assessments.



Upload Documents Feature

Campus Path: Student Information | ILPA | General | Documents tab

- Upload relevant, useful documents for reference

Resources

- [KSIS Data Standards website](#)
- [Alternative/ILPA Data Standards](#)
- [Course Data Standard](#)
- [ILPA Set-up Instructions](#)
- [ILPA User Security Document](#)
- [KDE's Alternative Education website](#)