

# 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 (AEP).
- 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.
- A complete ILPA includes steps to support the academic and behavioral needs of the student, the criteria for a student's re-entry to the traditional program, and provisions for the regular review of the student's progress throughout the school year while enrolled in the AEP.

# Items to Inform the ILPA

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

# Who Needs an ILPA?

- Students enrolled long-term (more than 10 consecutive school days) in an A5 or A6 program (off-site) or in an A1 school with course set-up of Alternative Classroom (on-site).
- Alternative education students who have a 504 plan **DO** need to have a completed ILPA.
- Alternative education students with an active IEP (Individual Education Plan) are not required to have an ILPA.  
**\*\*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- Students must be withdrawn from their A1 school and enrolled into the A5 or A6 program.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 [KSIS Data Standards website](#) for entering student data into Infinite Campus (IC).

# 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' form with the following fields and values:

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

# 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)



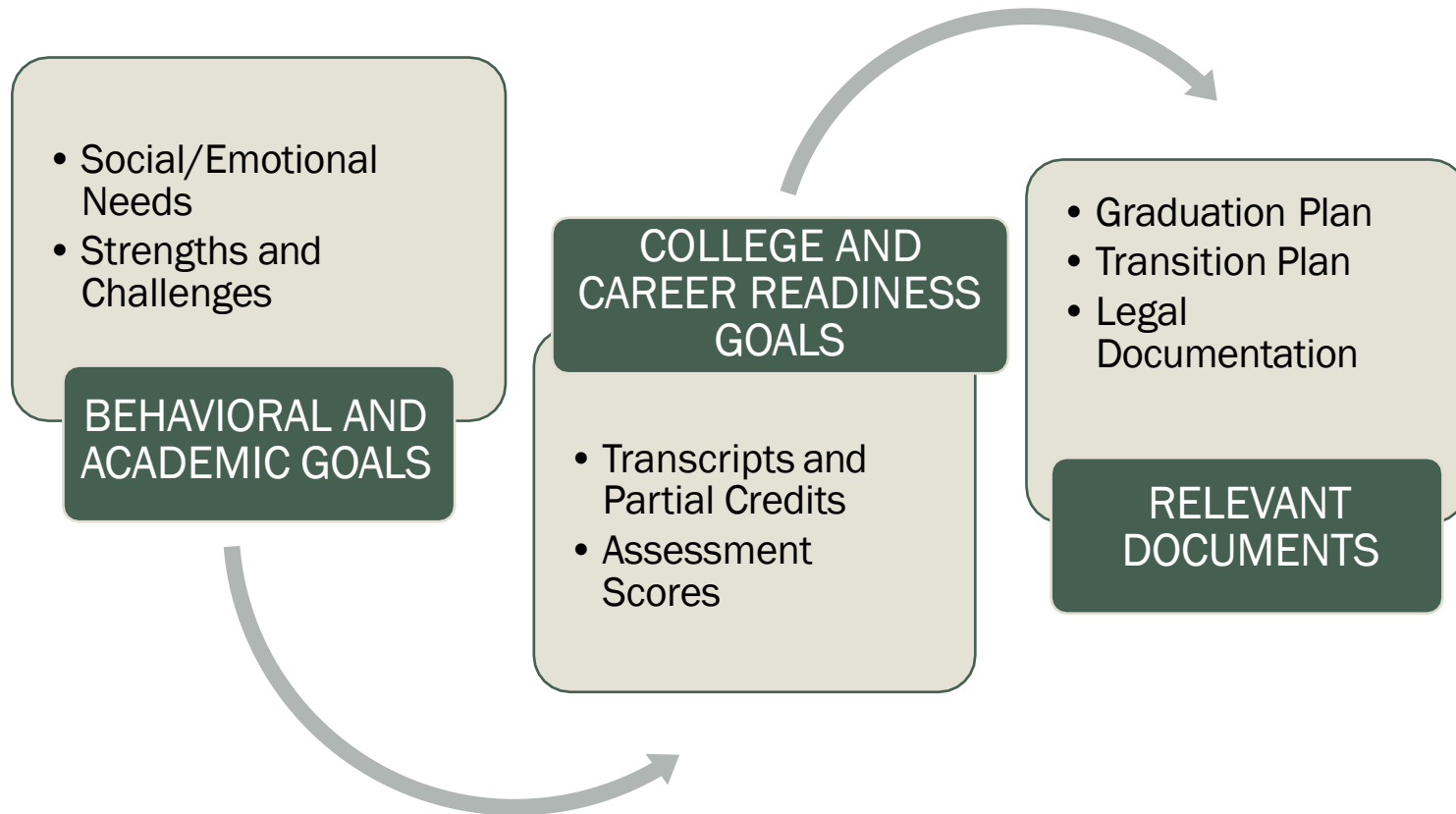
# Forming a Transition/ILPA Team

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



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

- Scroll textboxes with a paper symbol indicate a template bank
- Utilizing template banks will expedite the ILPA completion process
- The following fields within the ILPA may have template banks:
  - Criteria for Re-Enrollment
  - Student Strengths
  - Student Needs
  - Goals and Objectives

Tool Search: ILPA Template Bank Setup

ILPA Template Bank Setup ☆

+ New Bank Category

+ New Bank Field

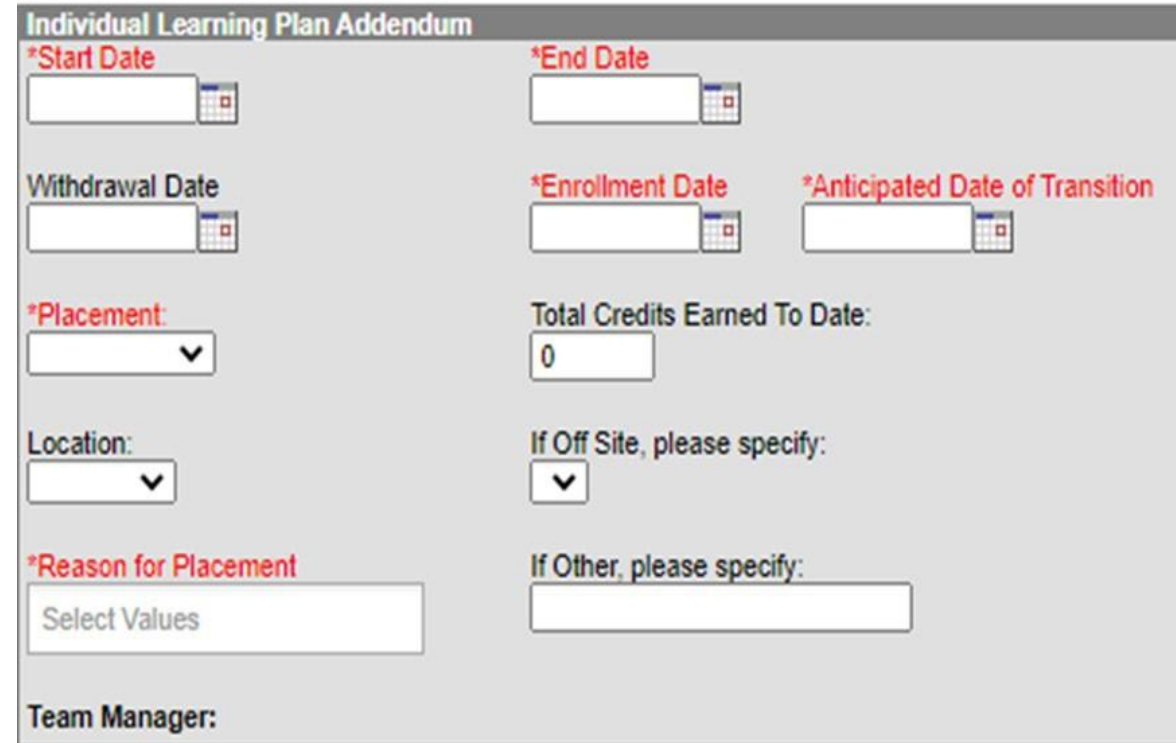
# ILPA Editors

- The Kentucky 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.
- Location:**: A dropdown menu.
- \*Reason for Placement**: A text input field with the placeholder 'Select Values'.
- Total Credits Earned To Date:**: A text input field with the value '0'.
- If Off Site, please specify:**: A dropdown menu.
- 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

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

## 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



# 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.

**Transferring District/School Information**

District Name:

School Name:

School Address:

School Phone:

School Fax:



# Transition Information Editor

- Anticipated Date of Transition will auto-populate from the Plan Information editor entry.
- This section provides 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: <input type="text"/>

# Criteria for Re-Enrollment Template Bank Example

**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

# 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"/> Assessment Scores	<input type="checkbox"/> Explore/Plan
<input type="checkbox"/> ACT	<input type="checkbox"/> MAP
<input type="checkbox"/> Other, please specify: <input type="text"/>	<input type="checkbox"/> Other, please specify: <input type="text"/>

# 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.

# Student Strengths and Needs

- Academic
- Behavioral
- Social
- Emotional

Build a template from recurring themes.

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.



# 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.

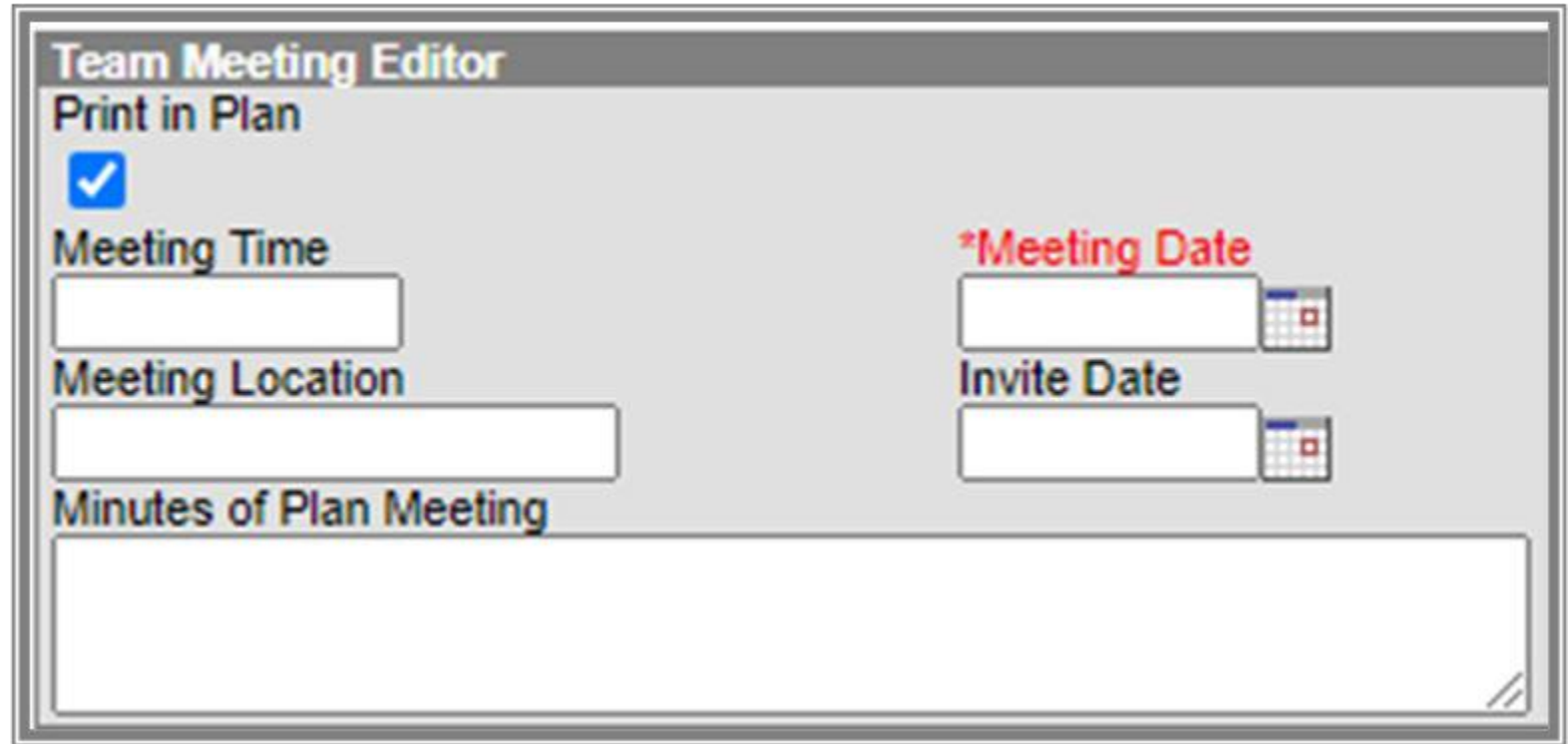
# Goals and Objectives Template Bank Example

- 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.

The screenshot displays a software interface for managing a 'Template Bank'. At the top, there are four buttons: '+ New Bank Category', '+ New Bank Field', 'Save', and 'Delete'. The main area is split into two panels. The left panel, titled 'Template Bank', shows a hierarchical tree structure with categories like 'Academic', 'Behavioral', and 'Transition Information', each containing sub-items such as 'Grades/Credit Recovery', 'Graduation', 'Academics-English', 'Academics-Mathematics', 'Attendance', 'Communication Skills', 'Decision Making', 'Emotional Regulation', 'Following Directions', 'Impulse Control', 'Managing Conflict', 'Productivity', '45 Day Placement', 'Academic', and 'Graduation'. The right panel, titled 'Bank Field Editor', is used to edit a specific field. It shows the following details:   
- **\*Bank Category:** Behavioral (selected in a dropdown)   
- **\*Template Type:** Goals (selected in a dropdown)   
- **\*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:** (This section is currently empty).

# 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.



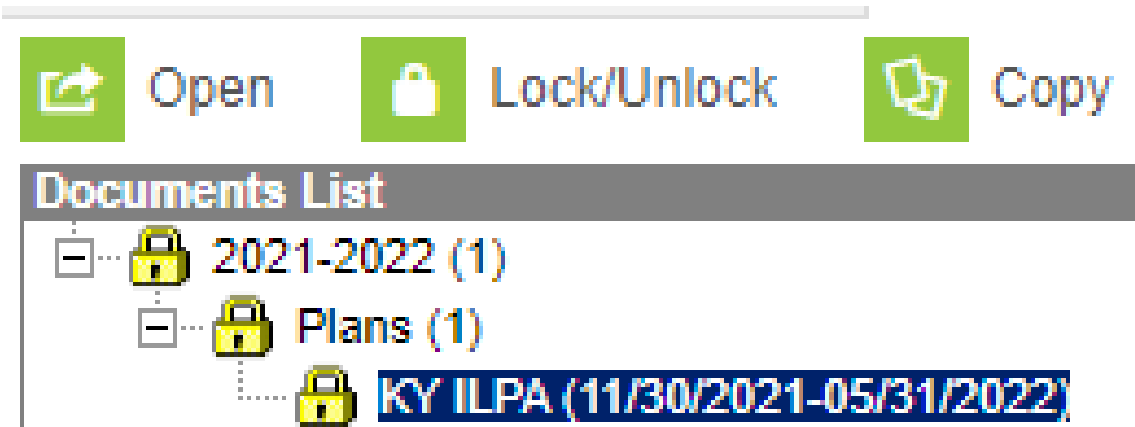
The screenshot shows a web-based form titled "Team Meeting Editor". The form includes the following fields and controls:

- Print in Plan:** A checkbox with a blue checkmark, indicating it is selected.
- Meeting Time:** A text input field.
- Meeting Location:** A text input field.
- Minutes of Plan Meeting:** A large text area for notes.
- \*Meeting Date:** A date selection field with a calendar icon.
- Invite Date:** A date selection field with a calendar icon.



# \*\* 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 goal and objective should be documented on a regular basis.
- Regular progress monitoring is vital to the success of the ILPA.
- Plan, act, review progress, make necessary changes, repeat.

# Contact Information and Resources

Alternative Education Program

Consultant:

[Leticia.Porter@education.ky.gov](mailto:Leticia.Porter@education.ky.gov)

Alternative Education Program Data

Contact:

[Windy.Spalding@education.ky.gov](mailto:Windy.Spalding@education.ky.gov)

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