Successful ILPAs in Alternative Education Programs

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What is an ILPA?

- An action plan that addresses the unique educational needs of a student upon entry into or exit from an alternative education program (AEP).

- Is intended to be an addendum to the student's Individual Learning Plan (ILP) and should be utilized as an additional resource to meet the needs of students enrolled in alternative education programs.

- Must include –
  - steps to support the academic and behavioral needs of the student
  - criteria for a student's re-entry to the traditional program
  - provisions for the regular review of the student's progress throughout the school year while enrolled in the AEP

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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 <mark>DO</mark> need to have a completed ILPA.

- Alternative education students with an active IEP (Individual Education Plan) are not required to have an ILPA. <mark>**But the ILPA is an excellent additional resource.</mark>

Additional information can be found in the 704 KAR 19:002

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Effective Use of the ILPA

- Clear systems in place for ILPA creation, review, and for ILPA to be informed by ILP

- Steps to support the student's academic and behavioral needs are included

- Student goals are clearly outlined

- ILPA Team

- ILPA process is embedded into the culture of the program

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Items to Inform the ILPA

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

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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)
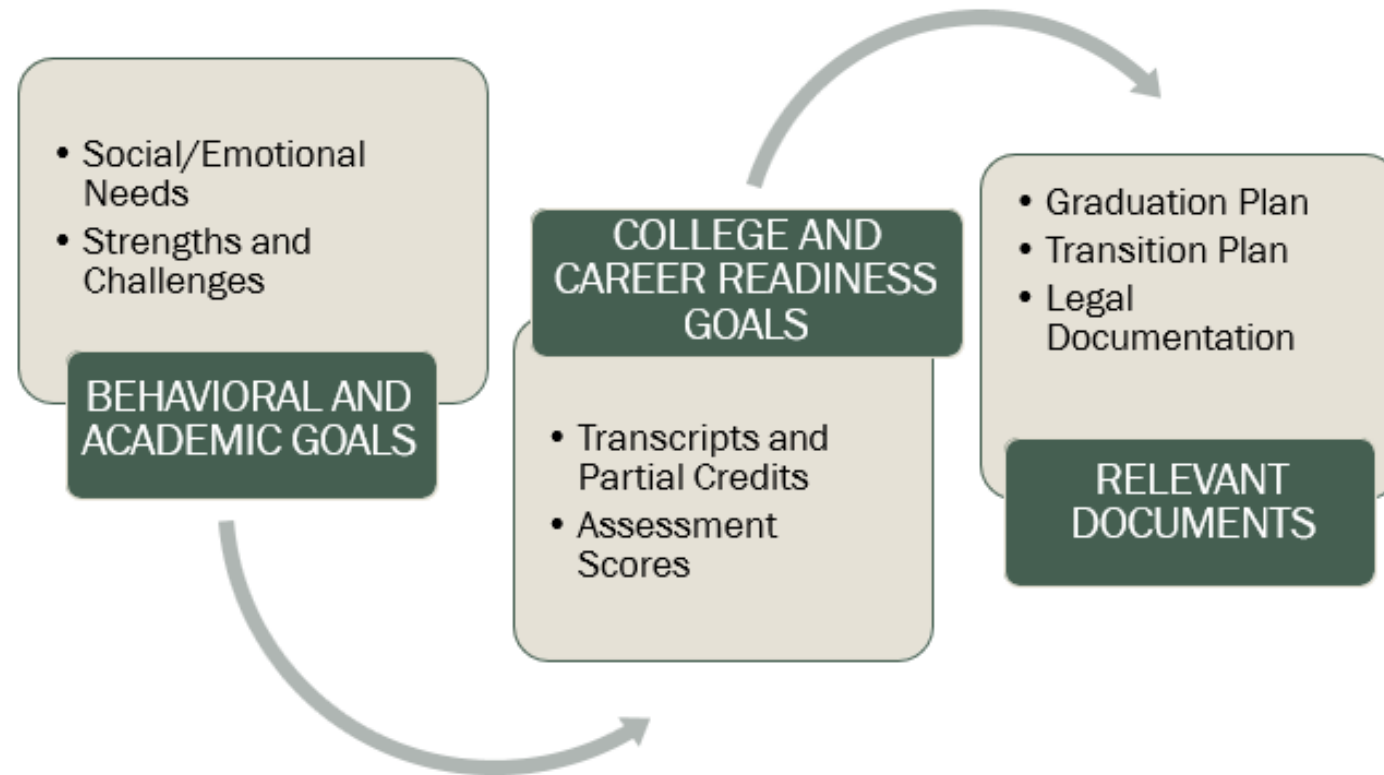
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Forming a Transition/ILPA Team

Tool Search: ILPA

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.

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Components of the ILPA

- Social/Emotional Needs
- Strengths and Challenges

BEHAVIORAL AND ACADEMIC GOALS

COLLEGE AND CAREER READINESS GOALS

- Transcripts and Partial Credits
- Assessment Scores

- Graduation Plan
- Transition Plan
- Legal Documentation

RELEVANT DOCUMENTS

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!

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Getting Started – ILPA Set-up

- [ILPA Set-up Document](#) – set-up template banks located in various parts of the ILPA

- [ILPA Set-up Document](#) - to populate the *Offsite* drop list on the **Plan Information** editor of the ILPA

- [Access to the ILPA](#) [module](#) – instructions to grant access to the ILPA

User rights are a local district decision

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Template Banks

Tool Search: ILPA Template Bank Setup

- 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

ILPA Template Bank Setup ☆

➕ New Bank Category   ➕ New Bank Field

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ILPA Editors

- The Kentucky ILPA Outline shows each editor of the plan and acts as a navigation tool.

- Saved editors display in bold.

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Creating a New ILPA and Plan Information Editor

Tool Search: ILPA

Team Members 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.

Individual Learning Plan Addendum

*Start Date

*End Date

Withdrawal Date

*Enrollment Date   *Anticipated Date of Transition

*Placement:

Total Credits Earned To Date:
0

Location:

If Off Site, please specify:

*Reason for Placement
Select Values

If Other, please specify:

Team Manager:

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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.

Refresh Student Information

| Last Name | First Name | Middle Name | Suffix |

| Federal Designation | Federal Race(s) | | Race, Ethnicity (state) |

| Birthdate | Birth City | Gender |

Student Address

| School Name | School Phone | Student Number | Grade |

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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.
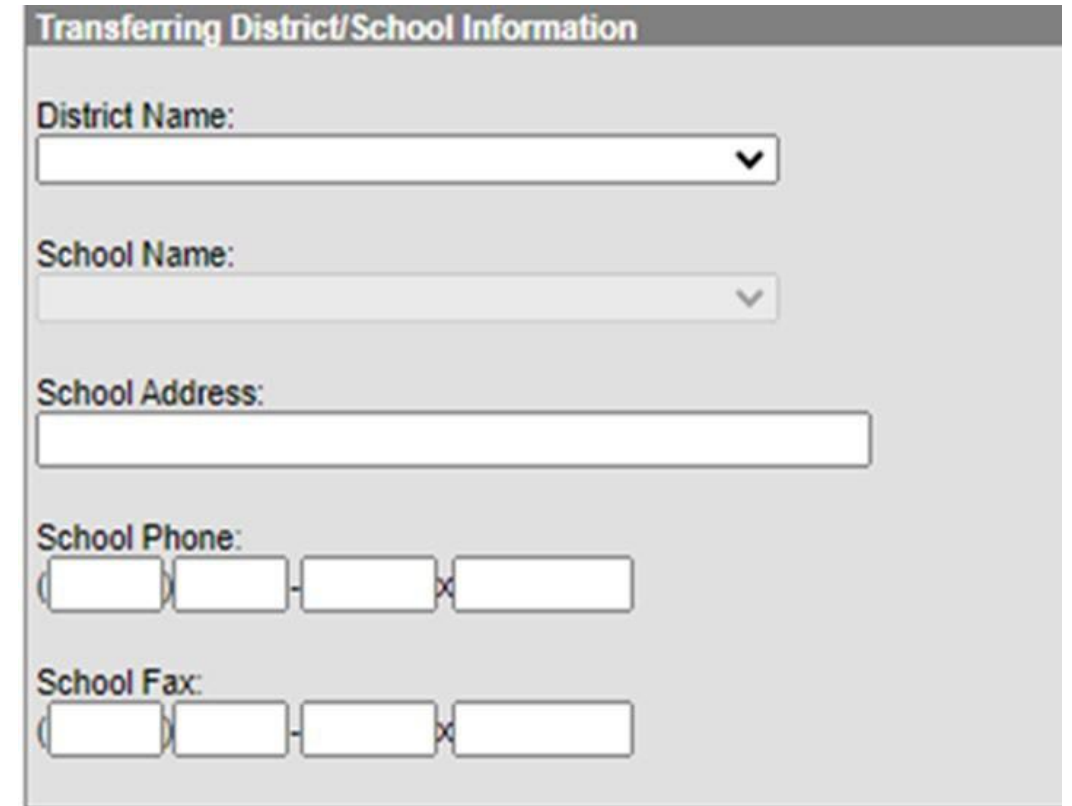
Guardian   Name

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District/School Information Editor

- Select from drop lists the *District Name* and *School Name* 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:

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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:

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Criteria for Re-Enrollment Template Bank Example

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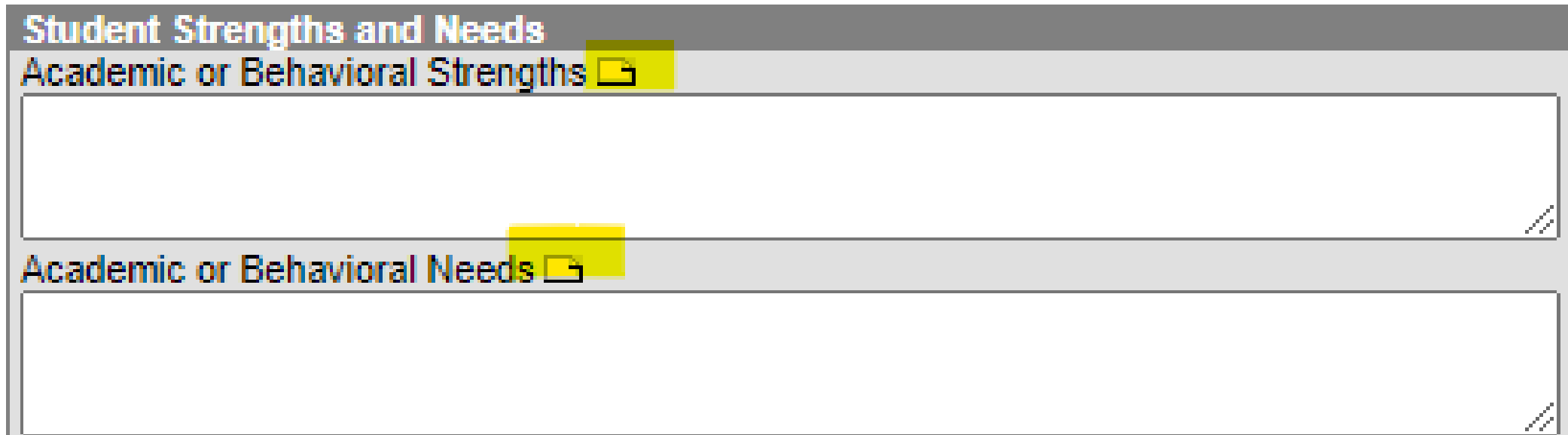
Student Records
Indicate if the following are available in the student's record (check all that apply)

☐ Individual Learning Plan (ILP)　　　　☐ Individual Education Plan (IEP)

☐ Program 504 Plan　　　　☐ Official Transcript

☐ Current Report Card　　　　☐ Behavior Records

☐ Assessment Scores　　　　☐ Attendance Records

☐ ACT　　　　☐ Benchmark Assessments

☐ ACCESS for ELLs　　　　☐ Socio-Emotional Assessment

Traumatic Informed Score
[   ]

☐ Other, please specify:　　　　☐ Other, please specify:

[   ]　　　　[   ]

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Student Strengths and Needs Editor

- 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.

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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.

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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.

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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.

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Lock the ILPA

- Once saved, the ILPA **MUST** be <mark>locked</mark>

- Required for ILPA to sync to IC State Edition

- Required for ILPA to be part of the Student Records Transfer process
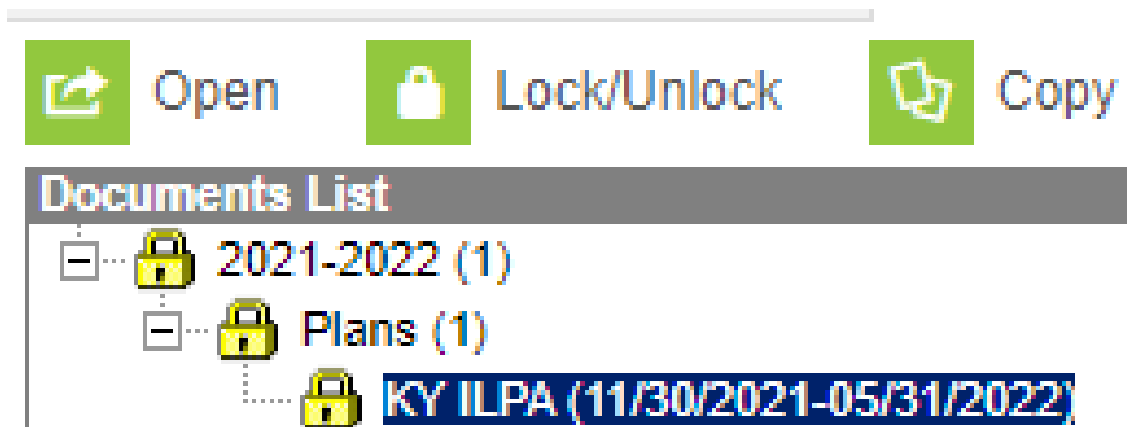
Progress Monitoring

Tool Search: ILPA

Team Members tab (reference Section D 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.

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Individualized Learning Plan Addendum Checklist

Prep work:

- ❑ Assemble ILPA Team (a committee of stakeholders dedicated to the long-term success of the student)
    - ❑ Parent/Guardian
    - ❑ Student (when appropriate)
    - ❑ Administrator
    - ❑ Teacher
    - ❑ Counselor/Mental Health Specialist
    - ❑ Advocate/Court Designated Worker/Etc.
    - ❑ Other:

- ❑ Record Review: Gather relevant data from the student's record to assist in determining current strengths, challenges, and needs. Indicate the records utilized:
    - ❑ Individual Learning Plan (ILP)
    - ❑ IEP/Section 504 Plan
    - ❑ Official Transcript/Current Report Card
    - ❑ Assessment Scores (Formative, Benchmark, Progress Monitoring, ACT, ACCESS, Social Emotional Assessments)
    - ❑ Behavior/Attendance Records
    - ❑ ACES
    - ❑ Other:

In the meeting:

- ❑ Create new ILPA document in IC

- ❑ Indicate placement type, location, and reason for placement

- ❑ Document the specific criteria for the student's re-entry into the traditional program and the anticipated date of re-entry (If stating "per policy," ensure the policy is published and accessible)

- ❑ Discuss and document the student's strengths and challenges

- ❑ Review the student's current Individualized Learning Plan (ILP) (ILPA should be aligned to the established educational goals in this document)

- ❑ Discuss how the services provided by the AEP operate in service toward the long-term educational goals of the student

- ❑ Collaboratively write goals for the student and indicate how each goal will be measured

- ❑ Establish and document clear monitoring protocols that may include a variety of elements such as formative assessments, benchmark assessments, and/or behavioral/mental health screenings

- ❑ Document if the student will graduate from the AEP and if so, include a plan for transition to post-secondary opportunities

- ❑ Include detailed information for the services provided by any external agencies and how those services support the student's long-term educational goals

- ❑ **LOCK THE DOCUMENT IN INFINITE CAMPUS**

ILPAs must be locked in Infinite Campus once completed for student records to transfer, syncing of data, and for reporting purposes.

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Resources

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