Alternative Education Programs (AEP) – Individual Learning Plan Addendum (ILPA) Requirements

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AEP Regulation

- 704 KAR 19:002 is the guiding regulation for AEPs
  - Defines off-site and on-site programs
  - Requires completion of an ILPA for students enrolled greater than 10 school days excluding students with a disability.

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Off-site AEP Definition

- An off-site program is *an alternative education program located in a separate and dedicated program facility not located within an existing A1 school*.

- Off-site programs are A5 (district-operated) or A6 (KECSAC funded program serving state agency children).

- AEPs that serve both A5 and A6 students are considered blended programs and must have a state classification of A6 for reporting services.

- Districts may use their discretion when determining the program classification if a program is a separate building but still located on the same campus as the A1.

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Off-site AEP Set-up

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

- Off-site AEP must have
  - a location number
  - Type selection of Alternative Education School
  - State Classification selection A5 (district-operated) or A6 (KECSAC)

- Students must be withdrawn from their A1 school and enrolled into the A5 or A6 program.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

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On-site AEP Definition

- An on-site program is *an alternative education program located within an existing A1 school*.

- On-site programs must utilize course section designations to distinguish students' participation in an on-site AEP.

- Programs located in an existing A1 school but serving different grade levels, can choose to designate the program as an off-site or an on-site program.

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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.

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Long-term Placement

- KAR defines *long-term placement* as a placement in an alternative education program for greater than ten (10) school days.

- The definition allows the program twenty (20) school days to complete the ILPA for those students meeting the definition of long-term placement.

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ILPA Components

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

- Intended to be an addendum to the student's Individual Learning Plan (ILP)

- Should be utilized as an additional resource to meet the needs of students enrolled in AEPs

- Complete ILPA should include the following:
  - steps to support the academic and behavioral needs
  - criteria for a re-entry to the traditional program
  - provisions for the regular review of the student's progress

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Items to Inform the ILPA

- Data collection

- Student direction

- ILP Meeting Guide

- PBIS foundation

- Progress monitoring

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Student's Required to have ILPA

- Enrolled in AEP greater than 10 school days (long-term)
- Students with an Individual Education Plan (IEP) do **not** have to have an ILPA
  - ILPA is an excellent resource that could accompany an IEP
- Program 504 students enrolled in AEP long-term must have an ILPA

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Transition Team/Members

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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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.

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Components of the ILPA

- SOCIAL/EMOTIONAL NEEDS
- STRENGTHS & CHALLENGES

BEHAVIORAL & ACADEMIC GOALS

COLLEGE & CAREER READINESS GOALS

- TRANSCRIPTS & PARTIAL CREDITS
- ASSESSMENT SCORES

- GRADUATION PLAN
- TRANSITION PLAN
- LEGAL DOCUMENTATION

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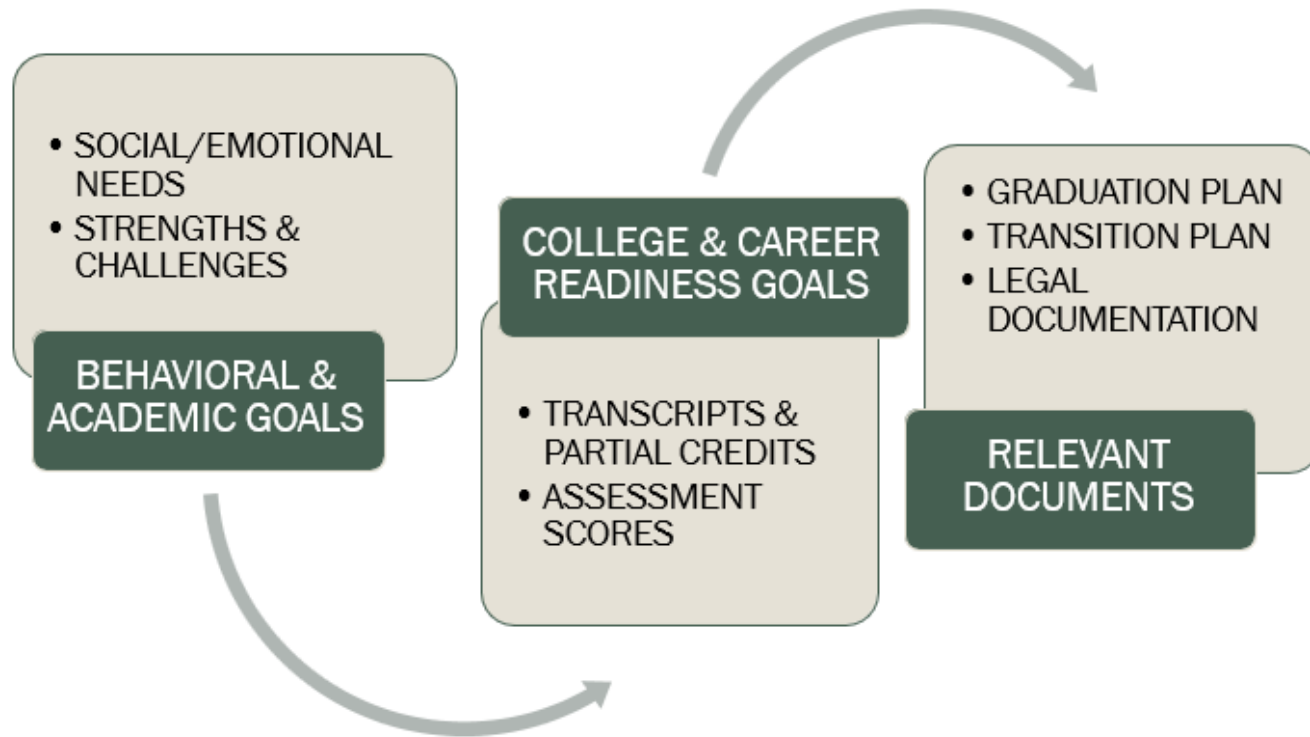
If the information would be helpful for monitoring student progress, include it!

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

- 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.

Appropriate access must be granted by the local district to the ILPA module.

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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
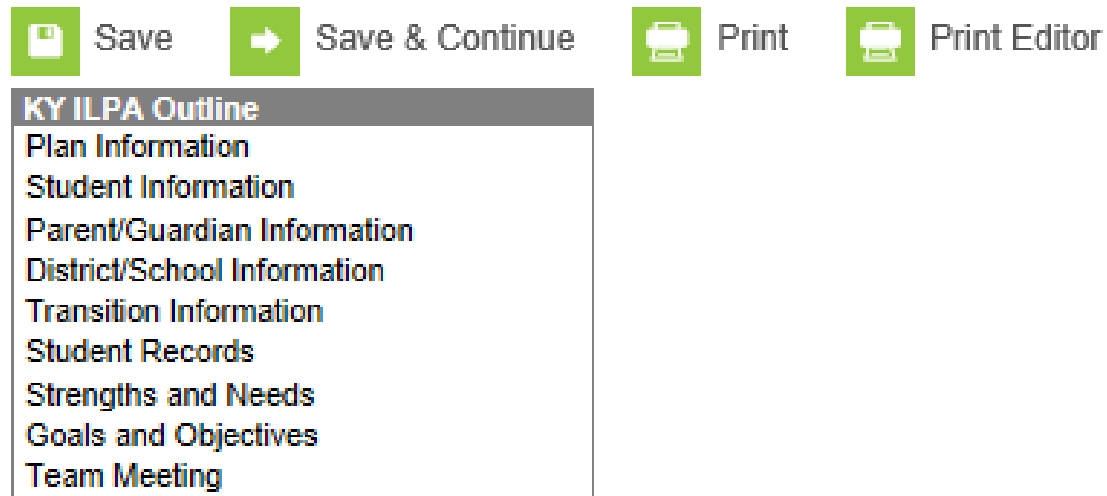
ILPA Template Bank Setup ☆

➕ New Bank Category   ➕ New Bank Field

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ILPA Editors

- The KY 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

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.

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Student Demographics 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.
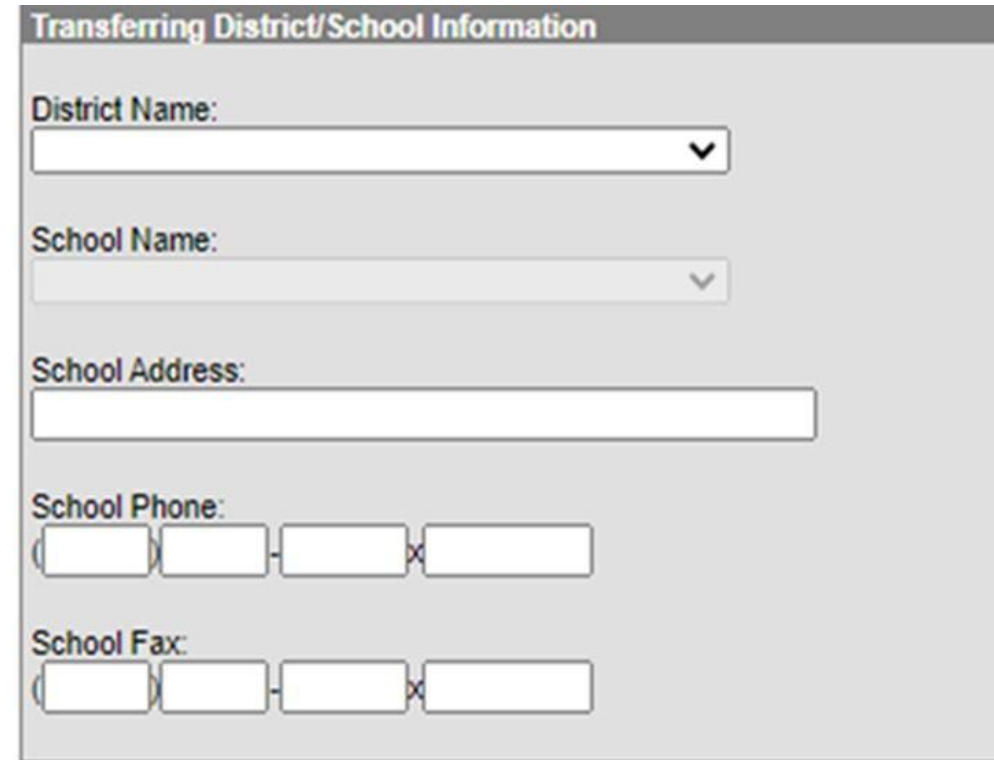
[Refresh Guardian Information]

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 and School in which the student is transitioning from.

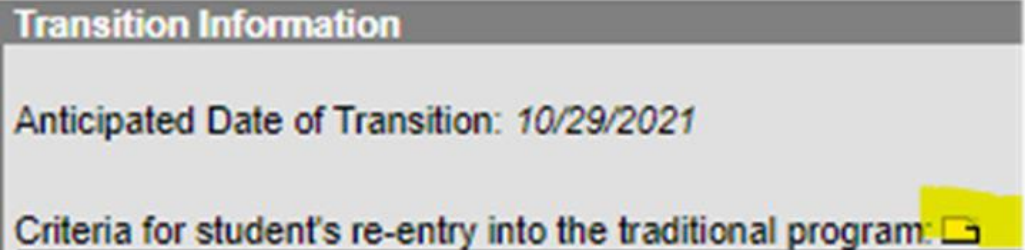- School details will auto-populate if selection is within the same district.

Transferring District/School Information

District Name:

School Name:

School Address:

School Phone:

School Fax:

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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.

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Student Strengths & 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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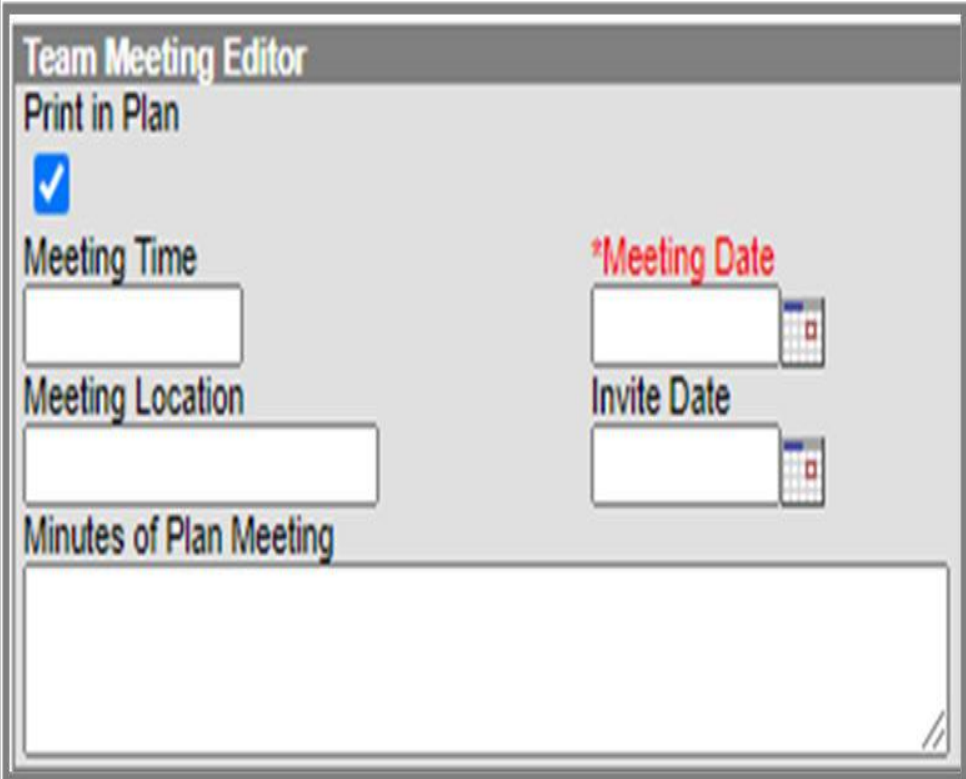
Team Meeting Editor

- 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.

Team Meeting Editor
Print in Plan
☑
Meeting Time

*Meeting Date

Meeting Location

Invite Date

Minutes of Plan Meeting

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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

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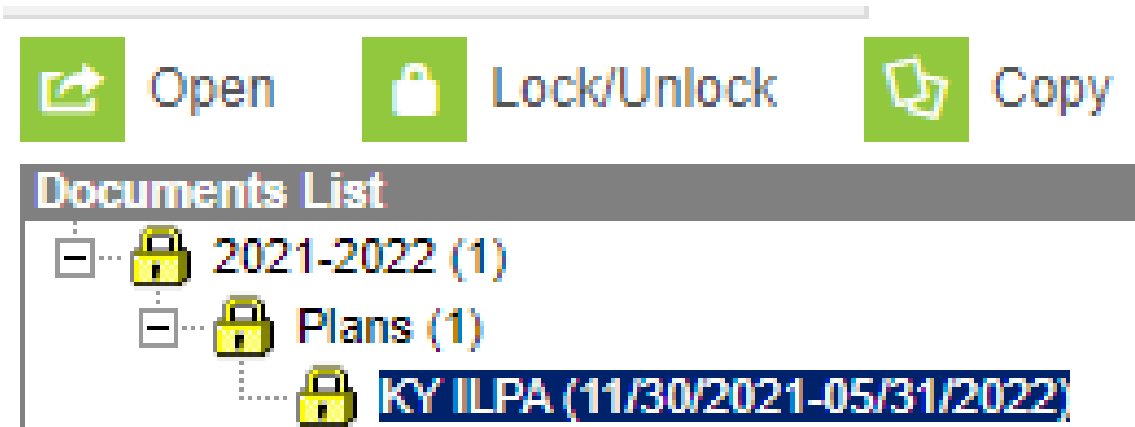
Progress Monitoring

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.

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Resources

- KSIS Data Standards website

- Alternative Education Programs-ILPA Data Standards

- Course Data Standard

- ILPA Set-up Instructions

- ILPA User Security Document

- KDE's Alternative Education website

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Contacts

- Alternative Program Contacts: Leticia.Porter@education.ky.gov

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