



State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
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Individual Learning Plan (ILP) Framework

Purpose

The Individual Learning Plan (ILP) is a student directed planning and monitoring tool that customizes learning opportunities throughout their secondary school experience, broadens their perspectives and supports attainment of goals. The ILP documents students' interests, needs, supports, course selections (including access to college level programming), transition placements and other learning experiences both in and out of school. This information produces a thoughtful program of study leading to proficiency for graduation and post-secondary experiences.

The ILP, which supports personalization and proficiency in a culturally and linguistically responsive manner, is a vital component of the Regents' Secondary Regulations (RIDE, 2008). The design of the ILP process is research-based and includes both local and national best practices. The ILP process reflects articulation and collaboration among involved adults, within and across schools. As a working document, the ILP is at the center of a flexible educational program. The ILP is more than a repository of information about a student; it is a dynamic tool that maps academic plans, and reflects each student's unique set of interests, needs, learning goals and graduation requirements. This document guides individual students' development towards meeting the ASCA standards¹ found in the Rhode Island Framework for Comprehensive K-12 School Counseling Programs, culminating in students' achieving goals in three domains: academic, career, and personal/social.

Research and resources:

- ✓ ASCA
- ✓ Breaking Ranks
- ✓ Turning Points
- ✓ Gysbers & Henderson

Students who engage in the ILP process assume an active role in the mapping, assessment, and reflection required when developing current and future academic, career, and personal/social goals. Students' involvement in concrete activities (interest inventories, individual learning style assessments, goal setting, and internships) helps to demystify the process so that success is no longer viewed as something bestowed upon individuals by outside forces. As students' skills surrounding individual planning improve, the process becomes more transparent, and manageable. The likelihood that students will not only accept but embrace the responsibility of impacting their current and future plans increases.

The ILP must also coordinate with IEPs, 504s, PLPs, and ELL programs. The ILP supports changes in instructional placements and key transitions including middle level to high school, high school to post-secondary placement, and transfer across schools and districts. The ILP process engages all students in a way that advances goal setting, decision-making, and self-advocacy skills that support their life-long learning. This process promotes student responsibility and accountability for their learning by adopting attitudes and learning behaviors that contribute to their success.

¹ <http://www.ade.az.gov/cte/Counselors/NationalStandards.pdf>

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Roles and responsibilities

The ILP process is a collaborative effort shared by the student, the student's family and involved educators (not limited to school counselors).

Student: All students develop and maintain their ILPs with direction and support from parents/families and school personnel. They develop an understanding of the purpose, process, importance and use of an ILP in designing their learning opportunities. During this process, students learn and practice the skills to become self-directed and advocate for their learning. Through the ILP process, students are reflective individuals discovering and reflecting on their strengths, personal interests and needs, and learn how to best use this understanding to promote their success throughout their secondary years.

Educators: As active participants in the ILP process, all educators share responsibility for facilitating development and implementation of the ILP, ensuring that students have regular and multiple opportunities to review and revise goals, plans, and reflections. Educators use ILP data to identify additional experiences that can lead students to meeting their goals, including course selection and/or scheduling at the high school level.

Families: The ILP process must reflect the cultural and linguistic needs of a school community in order to provide families with significant and meaningful information about their child as a student that helps them support and advocate for their child's success. Families have access to their child's ILP and are actively involved in the ILP process. This allows families to engage in conversations with their children about their choices, learning experiences, and future goals and allows for families to have input into their child's education.

Local Educational Agencies (LEAs): Administrators within the LEA are responsible for developing policy that supports a culturally and linguistically responsive ILP process, including monitoring its effectiveness. Further, LEAs support this process by providing adequate resources and by communicating with the learning community at large about the advantages of the ILP process.

LEA resources: <ul style="list-style-type: none">✓ Time✓ Professional development✓ Access to support and technology
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Protocol and Logistics

Each student, beginning no later than entry into sixth grade, will have an ILP. The ILP document reflects the developmental stage of the student and is consistent with regards to content and process within a district and, at a minimum, reflects the requirements set within this framework.

The ILP is a confidential document; levels of access to the ILP are based on the role and responsibilities of those accessing the document (some sections of the ILP can be shared, such as in advisory groups, while respecting privacy as requested). Access to some sections of the ILP may be limited to the student, the family, and involved educators (those providing direct educational and support services to students). LEAs are advised to follow all Family Educational Rights and Privacy Act (FERPA) and related privacy policies in the implementation of ILPs.

LEAs are responsible for developing an iterative and interactive ILP process that provides regular and multiple opportunities for students to revise their ILP. Minimally, the frequency of review occurs prior to the start of each semester. Students review their ILP by reflecting on past goals, revising and/or

setting goals, and developing plans to meet these goals. The ILP process documents students' progression and growth through middle level, high school and into post secondary while meeting their academic, career and personal/social goals. Ultimately, this process communicates whether or not students are meeting their goals and are successfully progressing toward promotion or graduation. Involved school personnel and family members help facilitate this process.

LEAs monitor the effectiveness of the ILP process by using student data: for example, discipline and attendance data, promotion and graduation rates, transition/post-school outcome data, the effectiveness of targeted supports connected to student needs and goals, student questionnaires that ask students to reflect on the value of the ILP process, and educator and parental questionnaires that garner ideas for improving the process.

Components

The following components must be structured to include guiding prompts and probing questions that enhance students' goal setting, planning and reflective skills. Further, the ILP includes sufficient space for students to document their goals, plans and reflections.

Academic domain:

All students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across their life span. They will complete school with the academic preparation essential to choose from a range of post-secondary options, including work and post-secondary education; they will understand the relationship of academics to the world of work and to life at home and in the community (ASCA, 2003)

The academic component of the ILP minimally documents these features: goal setting, planning, reflection (the "so what" of learning experiences), course selection, course audit, monitoring for meeting proficiency requirements, transitions and transition planning. The ILP should also include lists of accommodations, learning strategies, programs and other opportunities that support all students meeting proficiency requirements.

Learning opportunities:

- ✓ AP courses
- ✓ Dual enrollment
- ✓ Internships
- ✓ Extended learning
- ✓ Early enrollment
- ✓ ELL
- ✓ Service learning
- ✓ Work-related experiences

Supports for learning:

- ✓ Short and long term interventions – Response to Intervention (RTI)
- ✓ IEP
- ✓ PLP
- ✓ 504

Career domain:

All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. They will employ strategies to achieve future career goals with success and satisfaction and they will understand the relationship between personal qualities, education, training and the world of work (ASCA, 2003).

The career related activities that must be documented by students in their ILP include: goal setting, career exploration and awareness, plans for attaining career goal(s), and reflections. When appropriate, internships and work-related experiences and skills must also be documented.

Personal/social domain:

All students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. They will make informed decisions, set goals and take necessary action to achieve their goals (ASCA, 2003).

The personal/social component of the ILP minimally documents these features: exploring interests and activities, addressing needs, setting goals, continually reflecting upon decisions that will determine life actions.

Transition planning:

The ILP process shall ensure that all students are provided with opportunities to develop and revise transition goals that include successfully moving from middle level to high school, from school to school and from high school to post-secondary opportunities. Involved educators, students and their families will agree to and document the necessary supports, programs, resources and placement to help students progress through grade levels. At the appropriate time, the ILP process will provide meaningful opportunities to develop informed post-secondary goals by reviewing assessments and activities in which students have participated in over the years.

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| Secondary transition planning: <ul style="list-style-type: none">✓ Reference to specific supports/programs provided✓ Educational/career goals/interests✓ Program of study |
| Post-secondary transition planning: <ul style="list-style-type: none">✓ Next placement (work, school, military)✓ Necessary supports |

The transition planning component of the ILP minimally documents: educational, career goals and interests, the existence of specific supports or programs provided to the student (i.e. IEP, 504, ELL, PLP or others), scheduling considerations or other pertinent information necessary to assist students in successful transitions. Post-secondary transition plans document students' next placement and how it relates to their career pathway (work, apprenticeships, technical schools, college, and military service) and necessary supports.

The ILP is a transferable document and must follow students when they move from grade to grade, school to school, district to district; additionally, the ILP must be given to students as they transition to post-secondary placements.

Family Engagement:

Families are engaged in helping their children through well-established interactions that support them in school and prepare them for the future.

The family component of the ILP should document these features but are not limited to: evidence of family participation and a list of prompts that guide conversations between the student and his/her family.

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| Examples of family engagement activities: <ul style="list-style-type: none">✓ Homework monitoring✓ Reviewing and discussing student goals✓ ILP comment section sign-off✓ Participation in Post secondary Planning Activities |
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References

- American School Counselor Association. (2003). *The ASCA national model: A framework for school counseling programs*. Alexandria, VA: Author.
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- Rhode Island Department of Education. (2008). Regulations of the Board of Regents for Elementary and Secondary Education. In *Office of Middle and High School Reform*. Retrieved from <http://www.ride.ri.gov/Regents/Docs/RegentsRegulations/HS%20Regulations%20September,%202008.pdf>
- U.S. Department of Education (2008). Family Educational Rights and Privacy. Retrieved from <http://www.ed.gov/legislation/FedRegister/finrule/2008-4/120908a.pdf>

ILP Glossary

Accommodations

A change in the learning or testing conditions that support students meeting, but not changing the expected outcome

American School Counselor Association (ASCA)

The national association that supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society

Advisory

A supportive and stable student peer group that meets regularly with an adult advisor who is responsible for creating and nurturing a caring environment for academic guidance and support; is a requirement for Middle Level and a suggested personalization strategy for High Schools

Comprehensive School Counseling

School counseling program that integrates the functions/activities of counseling and guidance with school-wide personalization strategies

Confidential document

Contains information about a student that may be associated with privacy issues protected under state or federal law (i.e. disclosure of a disability, private family information, etc.), protocols are needed to ensure that privacy is maintained

Culturally and linguistically responsive

Showing the ability to understand, communicate, relate, and provide effective services to students and families with different cultural and linguistic backgrounds and experiences

Domains

Three areas (academic, career, and personal/social) described in the ASCA Standards and the ASCA National Model that support students attaining their goals

Early College Access Programs

Include dual enrollment, Early Enrollment Program, JumpStart, Advanced Placement, etc. where appropriate

English Language Learners (ELL) program

Programs that serve students who have a first language other than English, are in the process of acquiring English, and are not yet able to profit fully from English-only instruction

Individual Education Plan (IEP)

A document developed for a child with a disability that represents a student's present levels of academic and functional performance and describes appropriate goals and supports to assist the student in reaching those goals within the least restrictive environment and requires measurement of progress towards those goals.

Involved adults

Adults who have an educational interest in and who provide supports to a particular child

Local Educational Agency (LEA)

Public board of education/school committee or other public authority legally constituted within the State for either administrative control or direction of one or more Rhode Island public elementary schools or secondary schools

Learning strategies

Variety of approaches used by educators and students to optimize learning

Multiple opportunities

Sufficient occasions for students to meet proficiency or other expectations/requirements

Personalization

Personalization is a learning process in which schools help students assess their own talents and aspirations, plan a pathway toward their own purposes, work cooperatively with others on challenging tasks, maintain a record of their explorations, and demonstrate learning against clear standards in a wide variety of media, all with the close support of adult mentors and guides (Clarke, 2003). In Rhode Island, every middle level and high school student is assigned a responsible adult, in addition to a school counselor to provide this support.

Proficiency

A measure of a student's knowledge and skill demonstrated in a consistent manner across multiple disciplines in various settings over time

Response-to-Intervention (RTI)

A school wide instruction and intervention system that utilizes screening and progress-monitoring data to make data based educational decisions to maximize student achievement.

Rhode Island School Counselor Association (RISCA)

A state association that promotes excellence in the school counseling profession along with the development of all students

Section 504 Plan

Section 504 of the Rehabilitation Act provides qualified students with disabilities a free and appropriate public education (FAPE). A 504 plan documents the supports and accommodations necessary for a student to receive FAPE.

Service learning

Participants engage in meaningful and personally relevant service activities that meet rigorous Academic standards

