**Alternative Education**

**Individual Service Plan Guidance**

Individual service plans (ISP) are an important component of effective alternative education programs. The ISP ensures that the alternative education program is the appropriate placement for the student and sets forth goals and a plan for accomplishing them. It also identifies services the student and their immediate family will need to be successful. Indiana Code is explicit about the process for developing an Individual Service Plan for each student in an alternative education school or program. All alternative education programs with approved grants qualifying them for state alternative education funding need to ensure that their process aligns with the following process.

**Local Process for developing Individual Service Plans for students in approved alternative education programs**

1. The school identifies eligible students (IC 20-10.1-4.6-6.3) for the alternative education program and ensures that they are eligible to participate in the alternative education program. To be eligible, the student must:

\* Be enrolled in or be eligible to be admitted to grades 6-12.

\* Meet at least one of the criteria for placement:

* + - * Student intends to withdraw or has withdrawn before graduation.
      * Student has failed to comply academically AND would benefit from instruction offered in a manner different from the traditional school.
      * Student is a parent or expectant parent and is unable to regularly attend the traditional school.
      * Student is employed and the employment is necessary for support of the student’s family AND interferes with a part of the instructional day.
      * Student is a disruptive student (documented history of frequent disruptions despite repeated attempts to modify behavior with a progressive disciplinary program).

\* Have a written Individual Service Plan (ISP).

2. Appropriate staff (teacher(s), principal or designee) writes the initial Individual Service Plan (ISP) for the student. It must be signed indicating that they agree that the student is likely to benefit from participation in the alternative education program.

3. The ISP must contain all of the items in **bold** print in the state TEMPLATE. However, programs can determine the order or add additional items as needed at the local level.

4. The ISP must be reviewed and revised annually. To document the review, the individuals involved should sign and date the ISP.

*The intent is for an ISP to be a living document that informs programming. As a result most programs review ISPs frequently or at critical intervals such as the end of a grading period or end of semester.*

5. The local school board is responsible for ensuring that students in the alternative

education program meet the eligibility criteria.

**Legal Requirement**

IC 20‑10.1‑4.6‑6.7

Individual service plans for students

Sec. 6.7. (a) Before placing a student in an alternative education program, the school corporation in which the student is enrolled shall prepare an individual service plan for the student's placement.

(b) The individual service plan for a student shall be reviewed and revised as needed. However, the individual service plan must be reviewed and revised at least annually.

(c) The initial plan and each revised plan shall be jointly prepared by the student's teacher or teachers and principal or principal's designee. If a student is enrolled in an alternative education program when an individual service plan is revised, the principal and teacher for the alternative education program may prepare the revised plan. If a student is enrolled in the classes of more than one (1) teacher, a teacher who is designated by the school corporation as the student's principal advisor shall prepare the individual service plan.

(d) The individual service plan for a student must be in writing. In the plan, the student's teacher or teachers and principal or principal's designee must indicate that they jointly agree that the student is likely to academically benefit from participation in an alternative education program. The plan must also include a description of at least the following:

(1) Educational goals appropriate for the student.

(2) Behavioral goals appropriate for the student.

(3) An alternative education program that is appropriate for the student.

(4) Services required by the student and the student's immediate family to meet the educational goals and behavioral goals specified in the individual service plan.

As added by P.L.260‑1997(ss), SEC.70.

**(Program Name)**

**Individual Service Plan**

**Student Name: School Year:**

**Address:**

Home phone: Cell: Work phone:

Parent/Guardian(s):

Address (if different from student):

Home phone: Cell: Work phone:

Birth date: Age:

**Grade level (circle): 6 7 8 9 10 11 12**

The student meets the following criteria for placement:

\_\_\_\_\_ Student intends to withdraw or has withdrawn before graduation.

\_\_\_\_\_ Student has failed to comply academically AND would benefit from instruction

offered in a manner different from the traditional school.

\_\_\_\_\_ Student is a parent or expectant parent AND is unable to regularly attend the

traditional school.

\_\_\_\_\_ Student is employed and the employment is necessary for support of the student’s

family and it interferes with a part of the instructional day.

\_\_\_\_\_ Student is a disruptive student (as defined in  IC 20-10.1-4.6-1.6).

Additional barriers to education for the student (Check all that apply.):

\_\_\_\_\_ Offender/Juvenile Justice/Probation

\_\_\_\_\_ Homeless or Run Away

\_\_\_\_\_ Poor school attendance

\_\_\_\_\_ Mental/Emotional health

\_\_\_\_\_ Physical health

\_\_\_\_\_ Substance Abuse

\_\_\_\_\_ Family/Personal Relationships

Does student have an IEP or 504 Plan? If so, has a case conference been held?

Date of last attendance at sending school:

Number of credits:

Attach current transcript and list courses and credits needed for HS graduation.

GPA:

Passed Accountability Assessment: Math yes/no Score\_\_\_\_\_\_\_\_\_\_\_\_

English/LA yes/no Score\_\_\_\_\_\_\_\_\_\_\_\_

Other assessment information (NWEA, Behavioral Assessment, Learning Style, etc.):

Career Interest/Exploration:

Post-Secondary Plans:

Life goal/career objective:

Sending school comments (strategies implemented and/or student strengths/challenges/interests):

**Individual Service Plan Goal Worksheet**

***Identify as many academic, behavioral, or self-managed goals as needed. Only 1-3 goals to address pivotal issues are recommended. Under services, identify the strategies, approaches, courses, skills, accommodations, etc. that the program will use to help the student meet the goal(s). Finally, identify how to measure progress toward the goal(s). Remember, if you can’t graph or chart it, it is not measurable. Complete each step in the template below.***

|  |  |
| --- | --- |
| Expectations   * Closely aligned with the stated mission of the alternative program * The general intention for all of the students participating in the alternative program |  |
| Issues, Concerns & Needs (Describes the current situation. Be as specific as possible.)   * Individualized current status * Data-based when possible * Baseline for measuring progress * Comprehensively identifying obstacles to meeting expectations * Leading to a hypothesis of WHY the student has not been successful |  |
| Goals   * Stated as a student behavior or proficiency, not an activity of school personnel or event * Giving access to the achieve expectations * Individualized based on needs * Stated in observable, measurable terms * Stated so that is obvious what is “good enough” * Providing a logical rationale for services * Permitting progress monitoring at intervals in the program (graph-able) | The student will… |
| Services   * Defined as anything that the school does for the student * Can include instructional services, counseling, behavioral supports, and the provision of computer software… * Customizable with consideration of the needs and goals of the student | The teacher/staff/program will… |
| Progress Monitoring   * An extension of the baseline needs/goals * Directly leverages the measurements from the goal statement * Uses counting or graphing system as the easiest method * Reporting out in intervals that permit correction |  |
| Program Effectiveness   * Measured in terms of students meeting one or more expectation of the program | Do the goal(s) listed above contribute to achieving the program goals) identified in your alternative education grant? |

**Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Designated School Official Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_**

(**ISP review must be completed annually but frequent review is recommended in order to monitor progress, adjust services and revise goals. Revisions can be made directly to this form or a new form can be printed and attached.**)