

Alternative School Profile

1. Demographics

School Name	Jefferson County High School
Location Number	951
Program Type	Check One: A5 <input checked="" type="checkbox"/> A6 <input type="checkbox"/> See definitions in <i>Alternative Education Programs in KY</i>
Program Capacity	525 students per day JCHS Ahrens 200 (175 day students, 25 night students) JCHS Jaeger 150 (125 day students, 25 night students) JCHS Fairdale 100 (75 day students, 25 night students) JCHS Iroquois 75 (75 day students, no night classes) JCHS district-wide summer school program (two three-week sessions, 20 hours per week) - 435 session seats maximum capacity [A session seat is one student in a single three-week session with the potential of earning a half-credit. A majority of students need a full credit and will use more than one session seat]. Summer school tuition collected for the district in 2013 was \$47,195.
Building Capacity	Jefferson County High School manages three district buildings (Dawson Orman, Ahrens, and Jaeger). JCHS provides building administrators, custodians, security, and other support staff in these three buildings. However, these are multi-use buildings where JCHS occupies a minority of the available instructional space. Program capacity (above) is based on the number of classrooms JCHS has available.
Total number students served 12-13	JCHS served 1086 students at its four sites during the school year. The district-wide summer school program run by JCHS filled 252 session seats and students earned 241 half-credits. The district-wide independent study program, also run by JCHS, provided 194 courses to students.
Student Enrollment on Oct 1	332
Diploma Awarded	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

Ages Served	16-72	
Grades Served	9-12	
Administrative and Instructional Staff	Position	Identify Staff Member Name
	Principal –Full Time	Jerry Keepers
	Assistant Principal/s –Full Time	JCHS Ahrens - Jeff Snyder, building manager for the Ahrens Educational Resource Center (salary paid by Ahrens budget, not by JCHS) JCHS Jaeger - Jennifer Buhl, building manager for the Mary Grace Jaeger Education Center JCHS Fairdale - Mike Moss
	Counselor/s – Full Time	JCHS Jaeger - Dianne Meredith
	Part Time Administrator/s	JCHS Ahrens - Bob Zachery (counselor) JCHS Fairdale - Ron Gathright (counselor) JCHS Iroquois - Steve Randles (assistant principal) JCHS Iroquois - James Holman (counselor) JCPS Graduation Assistance Center - Connie Cosby and Cecil Steen
	Other Administrative Staff- Describe position/duty	
	Other Instructional Staff – Describe position/duty	JCHS pays district-wide summer school staff out of its budget. Teachers are hired on an as needed basis with a maximum of 17 teacher session slots (one teacher working a single summer school session [20 hours per week for three weeks] is a teacher session slot). Teachers are hired via a process provided in the JCTA contract. Goal clarity coach - Susan Kennedy
		Identify Number Of Staff
	Regular Class Teacher	FTE only: 18.75 JCHS Ahrens 7.75 (4 full-time and 6 part-time during the day, 3 quarter-time at night) JCHS Jaeger 5.25 (2 full-time and 5 part-time during the day, 3 quarter-time at night) JCHS Fairdale 3.25 (1 full-time and 3 part-time during the day, 3 quarter time at night) JCHS Iroquois 2.5 (1 full-time and 3 part-time during the day, no night classes)

	ECE Teacher	FTE only:
	Instructional Assistant	<p>FTE only: JCHS Ahrens 6.5 (5 full-time and 1 part-time during the day, 4 quarter-time at night)</p> <p>JCHS Jaeger 5 (3 full-time and 2 part-time during the day, 2 quarter-time and 1 part-time at night)</p> <p>JCHS Fairdale 3.5 (2 full-time and 1 part-time during the day, 2 quarter-time and 1 part-time at night)</p> <p>JCHS Iroquois 2.5 (2 full-time and 1 part-time during the day, no night classes)</p>

2. Program Purpose

Mission: Jefferson County High School is an alternative academic pathway to graduation and beyond. We are committed to providing instruction that inspires, nourishes self-esteem, and prepares students to become productive and accomplished members of a diverse and technologically advanced global society. JCHS had 236 graduates in 2012-2013.

Vision: Jefferson County High School provides an alternate path to high school graduation through a self-paced and competency-based program of studies.

Describe Purpose of your program, including the ways the program supports the district's college and career readiness goals for students. Jefferson County High School is available for adults and youth 16 years of age and older who have withdrawn from high school. These students are able to earn a regular high school diploma by attending Jefferson County High School. Qualified students may begin at any time, work at their own pace, and earn credits needed for graduation. The program multiple class sessions and sites, which allows students to schedule classes around work and other commitments. JCHS provides education services for students who (due to employment, health, and family issues) are not served in any other school in JCPS. JCHS also allows the district to recover ADA on these students.

3. Referral/Enrollment Procedures

Criteria for Entrance:	Students must be a minimum of 16 years of age and score a minimum of 6.0 in both reading and math on the Test of Adult Basic Education (TABE). The program primarily serves students who have dropped out or are at risk of dropping out.
Procedure for Entrance	Attend (with a parent if under 18) an orientation session, complete the application form, score at or above the minimum on the TABE, and be withdrawn from their former school.
Student Assignment	Involuntary <input type="checkbox"/> Describe procedure: Voluntary <input checked="" type="checkbox"/> Describe procedure: After completing the entrance requirements, student will be evaluated for entrance by the JCHS counselor and will be contacted with site and session assignment.
Parent/Student Self-Referral	Describe procedure: Parents of students under the age of 18 should meet with their child's regular school before applying to JCHS. Parents and/or students interested in JCHS must attend an orientation and testing session before the student may be considered for admittance.
Enrollment Cycle	Check as appropriate: Open entry: <input checked="" type="checkbox"/> Term entry: <input type="checkbox"/> Other entry: <input type="checkbox"/>

4. Program Entry/Student Program Planning

Strategy	Description
Initial Assessment:	Students must attend an orientation session and score a minimum of 6.0 in both reading and math on the Test of Adult Basic Education (TABE).
Program Planning: Identification of Behavioral Needs	Jefferson County High School is a voluntary academic alternative school. Students do not attend JCHS for behavior-related reasons. Counselors and assistant principals will evaluate a student's behavior record to determine site and session placement and may create a behavior contract for that student.
Program Planning: Identification of Academic Needs	Counselors review all transcripts and create individual graduation plans for each student. The students meet with the counselor on their first day at JCHS to discuss the graduation plan along with the students' academic goals.
Describe Instructional Methods	The model of instruction is asynchronous, competency-based, and individually-paced. Students will access courses either through JCHS book courses or JCPSeSchool courses. These courses are written and maintained by highly qualified teachers as defined by KDE.
Describe Instructional Tools and Technology	<p>JCPSeSchool courses - online courses are created and facilitated using Common Core and Quality Core standards by highly qualified teachers. Students work through the courses individually with the assistance and mentoring of their JCHS teachers. Highly qualified teachers provide one-on-one assistance and intervention.</p> <p>JCHS book courses - courses are written to Common Core and Quality Core standards by highly qualified teachers. Students work through the courses individually with the assistance and mentoring of their JCHS teachers. Highly qualified teachers provide one-on-one assistance and intervention.</p>
Describe Program Opportunities	<p>Check appropriate:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Core Content Instruction <input checked="" type="checkbox"/> Credit Recovery <input checked="" type="checkbox"/> Content Recovery <input checked="" type="checkbox"/> Credit Acceleration <input checked="" type="checkbox"/> Other, Describe - College Now! dual-credit courses and services through the JCPS Graduation Assistance Center are available. Students are highly encouraged to co-op and in 2012-2013, 161 students participated in the co-op program and earned over \$654,000 in salary.
System for Monitoring Academic Progress	Students must demonstrate competency on all formative and summative assessments. Students' progress is monitored in the student information database. Students receive regular feedback from their teacher of record.
System for Monitoring Behavioral Progress	JCHS is an alternative academic program not a behavioral one. Behavioral issues are dealt with on a case-by-case basis.
System for Parent Communication	<p>Parents of JCHS students receive regular communication from teachers and school staff via telephone, email, and face-to-face conferences. All communication is documented on student data forms and in Infinite Campus.</p> <p>Parents also have access to their child's JCPSeSchool course 24 hours a day.</p>
System for Communication to Sending School	Not applicable. Students come to our program voluntarily - they are not sent.

<p>Describe strategies to build capacity with teachers in high quality services and programming that conforms with best practices and guides all students to college and career readiness.</p>	<p>Professional development is based on the JCHS model of instruction and the Common Core Standards. Instructional staff attend summer PD on improving instruction and meeting the requirements of district initiatives.</p> <p>All staff is currently participating in a top-to-bottom curriculum review of all courses to ensure alignment with district, state, and ACT Quality Core standards and appropriate depth and rigor.</p> <p>JCHS is partnering with the University of Louisville on cultural competency to assist staff in working with our highly diverse and academically at-risk student body.</p>
<p>Describe the types of programs used in your building to address individual learning needs.</p>	<p>JCHS has always been a leader in individualizing instruction. Each student meets with a JCHS counselor and teacher to evaluate the student's transcript and discuss his or her individualized graduation pathway (known as a grad plan).</p> <p>Every student is involved in a formal process of goal setting and progress monitoring (now part of the ILPA).</p> <p>All coursework is individualized and self-paced. Students receive one-on-one assistance and mentoring daily. Reteaching occurs whenever a students does not demonstrate competency on a formative or summative assessment. Additional assistance in math is available for all students.</p> <p>Students receive interventions to ensure college and career readiness.</p>

5. Transition to A1 School

Assessment Tool Used for Exit	Jefferson County High School is a terminal (diploma awarding) voluntary alternative academic program. Students are not involuntarily assigned to JCHS. The overwhelming majority of students at JCHS plan to graduate from the program. For those students who wish to return to an A1 school, academic goals are set using the graduation plan (for course completions) and the Test of Adult Basic Education (where gains in basic skills are measured). These are documented on student goal sheets and the ILPA.
Exit Criteria for Academic Performance	<p>For students transitioning back to A1 schools, the exit criteria varies widely based on student goals. Students who wish to return to an A1 school will have goals set collaboratively by the student, parents, teacher of record, and counselor. These will be documented on the ILPA. Before exit, the JCHS counselor will work with the receiving school counselor to ensure a smooth transition.</p> <p>All other students exit when they graduate from JCHS. Efforts are made to ensure College/Career readiness for all graduates. College and career fairs are held to help students understand post-graduation opportunities. Counselors lead college field trips and discuss post-secondary education with all students.</p> <p>Students graduating from JCHS must meet all course and credit requirements, complete state-required testing, and score at least and average of 11.0 on the math and reading TABE.</p>
Exit Criteria for Behavioral Performance	N/A
Transition Strategies to Prepare Student for Exit	Teachers work with students on basic math and reading skills throughout their time at JCHS, and the graduation plan is regularly reviewed with the student.
Transition Strategies to Support Student Following Exit	Students will continue to have no-cost access to their assigned JCPSeSchool course(s) and assistance from eSchool teachers after their exit to an A1 school.
Attach Examples of Current Student Transition Plans	<input type="checkbox"/> See attached

6. Provisions of 704 KAR 19:002

<p>Describe your building's procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.</p>	<p>Jefferson County High School is a voluntary alternative academic program. Students are not involuntarily assigned to JCHS.</p> <p>JCHS works closely with and responds promptly to the requests of agencies working with students assigned to the program.</p>
<p>Who will serve on the ILPA Team?</p>	<p>Site assistant principal, site counselor, and teacher of record will work with students and parents to complete the ILPA.</p>
<p>Who will guide completion of the ILPA?</p>	<p>Site counselors.</p>
<p>Who will monitor student progress of the ILPA?</p>	<p>Teachers of record will monitor progress of their students.</p>