

Alternative School Profile

1. Demographics

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| School Name | Ackerly | |
| Location Number | 456 | |
| Program Type | Check One: A5 <input type="checkbox"/> A6 <input checked="" type="checkbox"/> See definitions in <i>Alternative Education Programs in KY</i> | |
| Program Capacity | 20 | |
| Building Capacity | 20 | |
| Total number students served 12-13 | 412 | |
| Student Enrollment on Oct 1 | 7 | |
| Diploma Awarded | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | |
| Ages Served | 5-18 | |
| Grades Served | K-12 | |
| Administrative and Instructional Staff | Position | Identify Staff Member Name |
| | Principal –Full Time | .07, Michele Eckels |
| | Assistant Principal/s –Full Time | .33, Karen Corbeill |
| | Counselor/s – Full Time | |
| | Part Time Administrator/s | .035, Rhoda Lanman |
| | Other Administrative Staff- Describe position/duty | |
| | Other Instructional Staff – Describe position/duty | |
| | | Identify Number Of Staff |
| | Regular Class Teacher | FTE only: |
| | ECE Teacher | FTE only: 2 |
| | Instructional Assistant | FTE only: 1 |

2. Program Purpose

Mission:The mission of the State Agency Children's Programs is to integrate education and treatment in a safe environment for our students. We strive to help our students develop a love for learning, a positive plan for the future, a respect for diversity, and an appreciation of self as a productive member of society.

Vision:The State Agency Children's Programs are pioneering a national model for educating emotionally disturbed, at-risk, and delinquent youth in the nontraditional settings of psychiatric hospitals and treatment programs. Through the ongoing collaboration of educators and treatment partners, all students will learn academic and social skills in a caring and equitable environment.

Describe Purpose of your program, including the ways the program supports the district's college and career readiness goals for students. Ackerly is designed to provide continued programs for school-age children while they are inpatients. Our main goals, which support the district's college and career readiness:

- To allow students to follow the Kentucky Department of Education curriculum and continue their school assignments.
- To build successful experiences in the school setting and attempt to improve self-esteem.
- To provide individual and group academic instruction.
- To improve school behavior through a structured setting.

3. Referral/Enrollment Procedures

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| Criteria for Entrance: | <p>The Ackerly Child Psychiatry inpatient service of Kosair Children's Hospital specializes in the evaluation, stabilization and short-term treatment (inpatient care) of emotionally distressed children. They are admitted to the program by medical doctors. Children and youth at Ackerly have social, emotional, developmental, and personal problems with family and community.</p> <p>Among the conditions and problems addressed are:</p> <ul style="list-style-type: none">• Depression• Suicidal tendencies• Aggression• Hyperactivity and/or anxiousness• Psychosis• Autism |
| Procedure for Entrance | <p>Ackerly through Kosair Children's Hospital facilitates entry through their Emergency Room, as medical personnel conduct individual evaluations to determine needs and whether criteria is met to admit individuals for in-patient psychiatric treatment. Parents, legal guardians, state workers, and social service personnel refer students to the Emergency Room at Kosair Children's Hospital.</p> |
| Student Assignment | <p>Involuntary <input checked="" type="checkbox"/> Describe procedure: Students are assigned basis on intake criteria at the hospital.</p> <p>Voluntary <input type="checkbox"/> Describe procedure:</p> |

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| Parent/Student Self-Referral | Describe procedure: Parents and legal guardian may refer students to Ackerly, the hospital determines admittance based on set criteria. |
| Enrollment Cycle | <p>Check as appropriate:</p> <p>Open entry: <input checked="" type="checkbox"/></p> <p>Term entry: <input type="checkbox"/></p> <p>Other entry: <input type="checkbox"/></p> |

4. Program Entry/Student Program Planning

| Strategy | Description |
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| Initial Assessment: | Initial assessment for program entry is conducted by medical personnel/doctors through the use of individual assessments to determine psychiatric treatment needs. |
| Program Planning: Identification of Behavioral Needs | Ackerly school staff meet with hospital staff on a daily basis (hospital rounds) to determine priority behavior needs (reasons students were admitted in hospital for treatment). School staff also reviews the Individual Education Plan, Functional Behavior Analysis, and Behavior Intervention Plan when applicable. |
| Program Planning: Identification of Academic Needs | Academic needs are identified through the San Diego Quick Assessment for reading, math diagnostic assessment, review of Individual Education Plan present levels of performance and goals/objectives. Diagnostic and proficiency assessments are also utilized within the classroom. |
| Describe Instructional Methods | Instructional methods include differentiated instruction, direct instruction, small groups, modeling, guided practice, and use of technology. |
| Describe Instructional Tools and Technology | Instructional tools and technology include use of SmartBoards. |
| Describe Program Opportunities | Check appropriate: <input checked="" type="checkbox"/> Core Content Instruction <input type="checkbox"/> Credit Recovery <input type="checkbox"/> Content Recovery <input type="checkbox"/> Credit Acceleration <input type="checkbox"/> Other, Describe |
| System for Monitoring Academic Progress | System for monitoring academic progress includes consistent use of Professional Learning Communities, core content instruction, diagnostic and proficiency assessments, and formative and summative assessments. |
| System for Monitoring Behavioral Progress | Behavioral progress is monitored through the hospital's internal note-taking system (ERIC) and collection/analysis of Individual Education Plan goals and Behavior Intervention Plan goals. |
| System for Parent Communication | Parent communication occurs through the coordination of hospital social workers who work closely with the parents to answer questions, concerns, and provide information. The associate principal communicates with parents as needed. |
| System for Communication to Sending School | Associate principal and teachers communicate with schools as-needed to gain insight into a student's performance at prior schools. |
| 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. | Teachers consistently participate in Professional Learning Community and in embedded and district professional developments. |
| Describe the types of programs used in your building to address individual learning needs. | Programs at Ackerly used to address individual learning needs include: implementation of Individual Education Plans and Behavior Intervention plans, and staff participation in daily rounds and bimonthly treatment team. |

5. Transition to A1 School

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| Assessment Tool Used for Exit | N/A |
| Exit Criteria for Academic Performance | N/A |
| Exit Criteria for Behavioral Performance | N/A |
| Transition Strategies to Prepare Student for Exit | Staff continually work with students on their treatment goals and implement classroom activities and structure that supports student transition to another school. |
| Transition Strategies to Support Student Following Exit | School staff communicate with schools when needed to provide support strategies to help students during the transition process. |
| Attach Examples of Current Student Transition Plans | <input type="checkbox"/> See attached |

6. Provisions of 704 KAR 19:002

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| 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. | Hospital social workers assist with student transition between programs. |
| Who will serve on the ILPA Team? | N/A |
| Who will guide completion of the ILPA? | N/A |
| Who will monitor student progress of the ILPA? | N/A |