# Alternative School Profile

1. **Demographics**

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| School Name | Bellewood |
| Location Number | 035 |
| Program Type | Check One:  A5☐   A6☒<br>See definitions in **Alternative Education Programs in KY** |
| Program Capacity | 50 |
| Building Capacity | 50 |
| Total number students served 12-13 | 45 |
| Student Enrollment on Oct 1 | 26 |
| Diploma Awarded | Yes☐  No ☒ |
| Ages Served | 5-11 |
| Grades Served | K-5 |

| | Position | Identify Staff Member Name |
|---|---|---|
| **Administrative and Instructional Staff** | 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 | .25 - Special education coordinator |
| | | **Identify Number Of Staff** |
| | Regular Class Teacher | FTE only: |
| | ECE Teacher | FTE only: 4.75 |
| | Instructional Assistant | FTE only: 6 |

## 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. The Bellewood educational program affords an individualized approach to the student's academic needs by using the following:
- Small-group instruction following the JCPS core curriculum
- Individualized programs for regular education and special education students
- Fully certified teachers
- Technology-based instruction
- Proactive approaches to behavior management

## 3. Referral/Enrollment Procedures

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| Criteria for Entrance: | All youth admitted to the program must be referred through Uspiritus/Bellewood Children's Home and Brooklawn. Some residents are committed to the Cabinet for Families and Children. Private referrals are also accepted. |
| Procedure for Entrance | Uspiritus receives referrals from state workers, social workers, and parents. Uspiritus determines admission. |
| Student Assignment | Involuntary ☒ Describe procedure: Students are assigned based on referrals from state workers, social workers, and parents. K-5 students residing on Uspiritus' Brooklawn and Bellewood campuses attend school at the Bellewood school (Brooklawn students are bussed daily). Voluntary ☐ Describe procedure: |
| Parent/Student Self-Referral | Describe procedure: Parents and legal guardians may refer students to Uspiritus (Bellewood and Brooklawn) the facility determines admittance based on set criteria. |
| Enrollment Cycle | Check as appropriate: Open entry: ☒ Term entry: ☐ Other entry: ☐ |

**4. Program Entry/Student Program Planning**

| Strategy | Description |
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| Initial Assessment: | Uspiritus assesses students upon entry. |
| Program Planning: Identification of Behavioral Needs | Bellewood school staff communicate with Uspiritus staff on a daily basis and participate in treatment team to determine priority behavior needs. 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 STAR Assessments for reading and math, review of Individual Education Plan present levels of performance and goals/objectives. District 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, computers, iPads, and Kindles. |
| Describe Program Opportunities | Check appropriate:<br>☒ Core Content Instruction<br>☐ Credit Recovery<br>☐ Content Recovery<br>☐ Credit Acceleration<br>☐ Other, Describe |
| System for Monitoring Academic Progress | System for monitoring academic progress includes consistent use of Professional Learning Communities, core content instruction, district diagnostic and proficiency assessments, and formative and summative assessments. |
| System for Monitoring Behavioral Progress | Behavioral progress is monitored through daily point sheets (shared between Uspiritus and the school staff) and collection/analysis of Individual Education Plan goals and Behavior Intervention Plan goals. |
| System for Parent Communication | Parent communication occurs through communication with the associate principal and teachers as needed. |
| System for Communication to Sending School | Associate principal and teachers communicate with schools on an as-needed basis 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 Communities with other state agency schools, on-sight Professional Learning Communities, and in embedded and district professional developments. |
| Describe the types of programs used in your building to address individual learning needs. | Programs at Bellewood used to address individual learning needs include: implementation of Individual Education Plans and Behavior Intervention plans, and staff participation daily communication with Uspiritus staff and treatment team. |

### 5. Transition to A1 School

| Assessment Tool Used for Exit | N/A |
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| 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 | ☐ 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. | Social workers and state case 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 |