

Alternative School Profile

1. Demographics

School Name	Boys Haven		
Location Number	028		
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	36		
Building Capacity	36		
Total number students served 12-13	103		
Student Enrollment on Oct 1	23		
Diploma Awarded	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
Ages Served	11 - 18		
Grades Served	6 - 12		
Administrative and Instructional Staff	Position	Identify Staff Member Name	
	Principal –Full Time	.07	Michele G. Eckels
	Assistant Principal/s –Full Time	.50	Fran McCormick
	Counselor/s – Full Time		
	Part Time Administrator/s	.035	Rhoda Lanman
	Other Administrative Staff- Describe position/duty	.25	Barbara Donoghue - ECE Coordinator, ECE records and ARC Chair
	Other Instructional Staff – Describe position/duty		
		Identify Number Of Staff	
	Regular Class Teacher	FTE only: 2	
	ECE Teacher	FTE only: 2	
	Instructional Assistant	FTE only: 3	

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: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. Boys and Girls Haven school is staffed by fully certified JCPS teachers who provide appropriate instruction to meet the academic and behavior deficits of their students. The goal of the school is to overcome those deficits in a risk-free academic environment and to address behavior issues when needed. Once the academic deficits have been identified and the instruction provided, the students return to the community school. Successful re-entry to a community school is the goal of the faculty and residential staff. Teachers work closely with the residential staff to provide seamless support for the students

3. Referral/Enrollment Procedures

Criteria for Entrance:	Referrals are made by families in crisis, social workers, and court recommendations.
Procedure for Entrance	The rubric for entry would depend on services needed for child. counselors credialed in the area of need; bed availability. Students are generally sent by social services however a parent could do a private pay if child is appropriate for BH.
Student Assignment	Involuntary <input checked="" type="checkbox"/> Describe procedure: Social Service referrals and/or parents/guardians Voluntary <input type="checkbox"/> Describe procedure:
Parent/Student Self-Referral	Describe procedure: Child must meet the same criteria as a child recommend by a state agency.
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:	STAR reading/math diagnostic; initial treatment meeting
Program Planning: Identification of Behavioral Needs	IEP; FBA and or BIP
Program Planning: Identification of Academic Needs	ILP, IEP, STAR, PLC
Describe Instructional Methods	Differentiated instruction; small group; tutoring
Describe Instructional Tools and Technology	Smart board/projectors A+ credit recovery; ; Study Island
Describe Program Opportunities	Check appropriate: <input checked="" type="checkbox"/> Core Content Instruction <input checked="" type="checkbox"/> Credit Recovery <input type="checkbox"/> Content Recovery <input type="checkbox"/> Credit Acceleration <input type="checkbox"/> Other, Describe
System for Monitoring Academic Progress	Teacher assessment; PLC; Cascade Treatment Team notes State Assessments; teacher observations
System for Monitoring Behavioral Progress	Weekly treatment team notations IEP Progress Data monitoring, teacher observations
System for Parent Communication	Letter of introduction; parent teacher conferences (twice yearly), treatment meetings
System for Communication to Sending School	Infinite Campus
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.	Membership in horizontal and vertical PLC's District & School based PD
Describe the types of programs used in your building to address individual learning needs.	Star reading & Math diagnostics A+ computer based software tutoring in reading & math

5. Transition to A1 School

Assessment Tool Used for Exit	Star Reading/Math
Exit Criteria for Academic Performance	Passing grades and good attendance
Exit Criteria for Behavioral Performance	Good school attendance and continues appropriate behavior
Transition Strategies to Prepare Student for Exit	Students tour the school prior to enrollment
Transition Strategies to Support Student Following Exit	Timely transfer of records
Attach Examples of Current Student Transition Plans	<input type="checkbox"/> See attached

6. Provisions of 704 KAR 19:002

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.	Local students are assessed by the District to match student need with schools. available to meet there needs
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