

Alternative School Profile

1. Demographics

School Name	Louisville Day Treatment	
Location Number	138	
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	40	
Building Capacity	40	
Total number students served 12-13	129	
Student Enrollment on Oct 1	30	
Diploma Awarded	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Ages Served	14-18	
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	
	Counselor/s – Full Time	0
	Part Time Administrator/s	Maurice Risner
	Other Administrative Staff- Describe position/duty	Joseph Rapp, part-time Counselor, .035 Rhoda Lanman
	Other Instructional Staff – Describe position/duty	
		Identify Number Of Staff
	Regular Class Teacher	FTE only: 3
	ECE Teacher	FTE only: 2
	Instructional Assistant	FTE only: 2

2. Program Purpose

Mission: 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 youth, 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. We believe these goals are achieved through the process of interagency collaboration. Those children who do not receive an education of quality cannot realize their greatest potential. Our purpose is to provide and assure high-quality educational support services through a collaborative delivery system involving the Kentucky Department of Education (KDE), Juvenile Justice, Community-Based Services, Mental Health, Developmental Disabilities and Addiction Services, and private and public child and youth care programs.

3. Referral/Enrollment Procedures

Criteria for Entrance:	Probates to Department of Juvenile Justice
Procedure for Entrance	Referred to Department of Juvenile Justice Superintendent, interviews
Student Assignment	Involuntary <input checked="" type="checkbox"/> Describe procedure: Department of Juvenile Justice refers probated students Voluntary <input type="checkbox"/> Describe procedure:
Parent/Student Self-Referral	Describe procedure: N/A
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 and Math pre and post testing, TABE, Career Assessment
Program Planning: Identification of Behavioral Needs	ECE data, Department of Juvenile Justice assessment, information
Program Planning: Identification of Academic Needs	Review STAR data and school history
Describe Instructional Methods	Differentiated Learning, group, and individual
Describe Instructional Tools and Technology	SMART board, computers, and IPAD's
Describe Program Opportunities	Check appropriate: <input checked="" type="checkbox"/> Core Content Instruction <input checked="" type="checkbox"/> Credit Recovery <input type="checkbox"/> Content Recovery <input checked="" type="checkbox"/> Credit Acceleration <input type="checkbox"/> Other, Describe
System for Monitoring Academic Progress	End of Course, PLC, Cascade, and grades
System for Monitoring Behavioral Progress	ECE data, Department of Juvenile Justice behavior program
System for Parent Communication	Progress reports and parent conferences
System for Communication to Sending School	Safe Schools, fax, Principal to Principal, Counselor to Counselor
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.	PLC meetings, Core Content taught, Career days
Describe the types of programs used in your building to address individual learning needs.	Corrective reading, GED, IEP's

5. Transition to A1 School

Assessment Tool Used for Exit	STAR Reading and Math
Exit Criteria for Academic Performance	Progress in Academics
Exit Criteria for Behavioral Performance	Complete Treatment Program
Transition Strategies to Prepare Student for Exit	Individual conferences
Transition Strategies to Support Student Following Exit	Principal follow-up
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.	Louisville Day Treatment is a specialized treatment and educational program with the primary goals being the prevention of further delinquent behavior, the prevention of institutionalization, the improvement of individual and family functioning, and a successful instructional transition to the community school.
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