

## Alternative School Profile

### 1. Demographics

School Name	Peace Academy		
Location Number	784		
Program Type	Check One: A5 <input type="checkbox"/> A6 <input checked="" type="checkbox"/> See definitions in <b><i>Alternative Education Programs in KY</i></b>		
Program Capacity	200		
Building Capacity	200		
Total number students served 12-13	750		
Student Enrollment on Oct 1	201		
Diploma Awarded	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
Ages Served	Population served: Boys and girls ages 4 to 21		
Grades Served	Preschool through grade 12		
<b>Administrative and Instructional Staff</b>	<b>Position</b>	<b>Identify Staff Member Name</b>	
	Principal –Full Time	.07	Michele G. Eckels
	Assistant Principal/s –Full Time	100	Robert Spears
	Counselor/s – Full Time	100	Pamela Robbins
	Part Time Administrator/s	.035	Rhoda Lanman
	Other Administrative Staff- Describe position/duty		
	Other Instructional Staff – Describe position/duty	.5	Patti Meyer - ECE Consulting TeacherI
		<b>Identify Number Of Staff</b>	
	Regular Class Teacher	FTE only: 4	
	ECE Teacher	FTE only: 15	
	Instructional Assistant	FTE only: 15	

## 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:	Physician referral/ approval
Procedure for Entrance	Dr. Referral, admission after assessment
Student Assignment	Involuntary <input type="checkbox"/> Describe procedure:  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/Math
Program Planning: Identification of Behavioral Needs	IEP- Goals/Objectives
Program Planning: Identification of Academic Needs	Star Testing, IEP, Transcript
Describe Instructional Methods	Core Content- Differentiated Instruction
Describe Instructional Tools and Technology	Smart Boards, Laptops, I-Pads, Desktops
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	PLC, Cascade, progress data, Report Cards
System for Monitoring Behavioral Progress	Point sheets, BIP data, IEP progress goals
System for Parent Communication	Treatment meetings, parent conferences
System for Communication to Sending School	Invitation to ARC meetings, phone calls, emails while students are in attendance
Describe strategies to <b>build capacity with teachers</b> in high quality services and programming that conforms with best practices and guides all students to college and career readiness.	PLC- weekly meetings, best practice PD, peer observation, teacher exchange within building
Describe the types of programs used in your building to address individual learning needs.	Success maker, A+, Ed. Helper, PLC meetings focused on individual staff need

## 5. Transition to A1 School

Assessment Tool Used for Exit	n/a Transition is upon discharge from hospital
Exit Criteria for Academic Performance	n/a
Exit Criteria for Behavioral Performance	n/a
Transition Strategies to Prepare Student for Exit	Treatment team meetings- contact with receiving school
Transition Strategies to Support Student Following Exit	Follow up via contact with receiving schools as appropriate
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.	Treatment team meetings with Dr., social worker, parents, social services, receiving 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