

Alternative School Profile

1. Demographics

School Name	Western Mental Health Day Treatment	
Location Number	110	
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	24	
Building Capacity	24	
Total number students served 12-13	23	
Student Enrollment on Oct 1	20	
Diploma Awarded	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Ages Served	5-11	
Grades Served	K-5	
Administrative and Instructional Staff	Position	Identify Staff Member Name
	Principal –Full Time	.07, Michele G. Eckels
	Assistant Principal/s –Full Time	Lori Nodler - head teacher
	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: 3
	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: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. Western Day Treatment is a collaborative program between Seven Counties Services, Inc. and JCPS. The program has three classrooms, each with eight children. The Western Mental Health Day Treatment (MHDT) Program provides intensive therapeutic services to children with severe emotional disturbances (SED).

Children in kindergarten through grade five receive academic instruction; individual, family, and group therapy; and psychiatric services along with KY Impact and a variety of assessment measures during the course of an average six-month stay. Coordination and consultation among the family, mental health providers, and the school system provide the children and their families a seamless set of services.

- Population Served: Boys and girls, kindergarten through grade five
- Specific Characteristics: The Western MHDT Program provides intensive therapeutic services to children with SED.
- Maximum Enrollment: 24
- Western MHDT follows the JCPS calendar and includes a summer program.

3. Referral/Enrollment Procedures

Criteria for Entrance:	Children referred to the Western MHDT Program must be in need of a more restrictive environment. In order for the referral process to begin, a signed recommendation letter from a psychiatrist is needed, stating current status and behaviors, diagnosis, medications, age, and grade level; current school placement with Individual Education Program (IEP) information; important treatment history; all treatment providers involved; and guardian information. The child must display functional difficulty in at least two environments (school, family self-care, self-direction, and/or interpersonal relations).
Procedure for Entrance	Once all referral information has been received, staff will complete an intensive screening assessment and present it to our treatment team to determine appropriateness and availability. It is necessary to allow adequate time for this to occur. Our therapist contacts the referring clinician to inform him or her of our team's decision.
Student Assignment	Involuntary <input type="checkbox"/> Describe procedure: Voluntary <input checked="" type="checkbox"/> Describe procedure: Students are assigned based on referrals from state workers, social workers, psychologists, and parents.

Parent/Student Self-Referral	Describe procedure: Parents and legal guardians may refer students to Western Mental Health Day Treatment through Seven Counties Services, who then determine admittance based on set criteria and team decision making.
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
Initial Assessment:	Seven Counties assesses students upon entry - through parent and student interviews and a clinical evaluation. Seven Counties then determines the treatment plan.
Program Planning: Identification of Behavioral Needs	School staff communicate with Seven Counties staff on a daily basis and participate in weekly treatment team to determine priority behavior needs. Individualized daily points based on current IEP and BIP goals are utilized to further assess 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, SuccessMaker, 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, Spelling Aces/talking dictionaries, AlphaSmart, and iPads.
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, 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 Seven Counties and the school staff) and collection/analysis of Individual Education Plan goals and Behavior Intervention Plan goals.
System for Parent Communication	Parent communication occurs throughout the school year and through Parent-Teacher Conferences. Communication also occurs via monthly medication management meetings and treatment team.
System for Communication to Sending School	Head teacher 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-site 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 used to address individual learning needs include: implementation of Individual Education Plans and Behavior Intervention plans, and staff participation daily communication with Seven Counties Services staff and treatment team.

5. Transition to A1 School

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

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 therapists 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