

Alternative School Profile

1. Demographics

School Name	Waller-Williams Environmental	
Location Number	034	
Program Type	Check One: A5 <input type="checkbox"/> A6 <input type="checkbox"/> See definitions in <i>Alternative Education Programs in KY</i>	
Program Capacity	144	
Building Capacity	168	
Total number students served 12-13	139	
Student Enrollment on Oct 1	96	
Diploma Awarded	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Ages Served	ages 5-16	
Grades Served	K-9	
Administrative and Instructional Staff	Position	Identify Staff Member Name
	Principal –Full Time	Heather Moss
	Assistant Principal/s –Full Time	
	Counselor/s – Full Time	
	Part Time Administrator/s	
	Other Administrative Staff- Describe position/duty	Jane Watson-Counselor Conducts all intake and ARC meetings;meets with students and families daily;collaborates with Seven Counties and outside therapeutic programs
	Other Instructional Staff – Describe position/duty	Resource Teacher- Aids with behavioral strategies and interventions Family Liaison Coordinator- Works closely with the counselor, ECE Consulting Teacher and Placement Specialist to successfully transition students from Waller to home school. Serves as an ARC Chair and reviews data and paperwork on all students transitioning in and out of Waller. Also, collaborates with home school and family by taking students on school visits and other transition activities.
		Identify Number Of Staff
	Regular Class Teacher	FTE only: 2-ART and PE plus a .5Librarian

	ECE Teacher	FTE only: -22
	Instructional Assistant	FTE only: 27

2. Program Purpose

Mission: The staff at Waller-Williams Environmental School will provide a positive, structured and nurturing environment conducive to emotional and behavioral growth for all students. We accept our responsibility to educate all students in a manner that promotes academic achievement and social growth.

Vision: Our vision is to provide our students with the tools to make the positive social, emotional, and behavior changes necessary to transition into a regular setting for the duration of their education. We will encourage our students to be lifelong learners and productive citizens in today's society.

Describe Purpose of your program, including the ways the program supports the district's college and career readiness goals for students. Waller-Williams Environmental School is a special school for students with severe and profound emotional and, or behavioral disabilities. The school serves students from K-9th grade in a highly structured environment and utilizes a token economy behavior management system. There are 18 homeroom units each of which contains a maximum of 8 students with a certified teacher and a teacher assistant. The school follows the district curriculum and incorporates a social skills program as part of its programming. Waller-Williams has a partnership with Seven Counties Services that provides on site therapeutic services to many of the students.

3. Referral/Enrollment Procedures

Criteria for Entrance:	ARC (Admissions and Release Committee) Placement Meeting including the participation of the parent, central office staff, regular and special education teachers and others who provide services for the student.
Procedure for Entrance	Referred by local school counselor to the ECE Consulting teacher and/or EBD Program Specialist. Observations and documentation is kept and monitored prior to an ARC being set up through the placement specialist.
Student Assignment	Involuntary <input type="checkbox"/> Describe procedure: Voluntary <input checked="" type="checkbox"/> Describe procedure: See above ARC decision
Parent/Student Self-Referral	Describe procedure: Must go through placement
Enrollment Cycle	Check as appropriate: Open entry: <input type="checkbox"/> Term entry: <input type="checkbox"/> Other entry: <input checked="" type="checkbox"/>

4. Program Entry/Student Program Planning

Strategy	Description
Initial Assessment:	Students are identified as EBD and the ARC determines the Least Restrictive Environment for the student.
Program Planning: Identification of Behavioral Needs	All students are identified as having severe emotional and behavioral needs. They follow a daily point sheet and level system and behaviors are continually monitored. Behavior Intervention Plans are created and monitored. As students progress through levels their placement is reviewed.
Program Planning: Identification of Academic Needs	Graduation Plan is a collaborative effort between the local school counselor, the JCHS student, the parents, and the student.
Describe Instructional Methods	The KCAS-Common Core Standards are utilized and differentiated for all students. It is imperative that students receive the same instruction as a regular comprehensive school.
Describe Instructional Tools and Technology	Most teachers have Smart Boards and document cameras to enhance instruction. All teachers have computers for student use as well as access to iPads and Nooks.
Describe Program Opportunities	Check appropriate: <input checked="" type="checkbox"/> Core Content Instruction <input checked="" type="checkbox"/> Credit Recovery <input checked="" type="checkbox"/> Content Recovery <input type="checkbox"/> Credit Acceleration <input checked="" type="checkbox"/> Other, Describe Modified instruction per IEP
System for Monitoring Academic Progress	Students must demonstrate competency on all formative and summative assessments. Students' progress is monitored in the student information database. Students receive regular feedback from their teacher. Grade reportin, IEP data collection and daily teacher observations and data collections. All academic data is monitored through the PLC process.
System for Monitoring Behavioral Progress	Daily point sheets and a school-wide level system are used to monitor student progress and behavior. Data collection for IEPs and therapeutic concerns is also kept and monitored
System for Parent Communication	Parents receive a daily note home and are contacted by phone and email.
System for Communication to Sending School	Staff meetings and/or ARC meetings along with transition visits and meetings
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.	All teachers receive professional development through embedded pd and staff meetings on the Common Core, Cultural Competency, Positive Behavioral Supports and other necessary instructional and behavioral strategies.
Describe the types of programs used in your building to address individual learning needs.	All coursework is indivudalized based off of students IEPs and needs. Class size is 8 with both a teacher and an assistant in each room so that all students' needs can be met. Data is collected and monitored for RTI as well.

5. Transition to A1 School

Assessment Tool Used for Exit	Level System and data collection reviewed by the school staff
Exit Criteria for Academic Performance	N/A All data is reviewed to determine if the student is ready for transition to a comprehensive school
Exit Criteria for Behavioral Performance	Progress in the Level System and a review of all data. An ARC would be held to determine eligibility for exit and placement.
Transition Strategies to Prepare Student for Exit	-Staff meetings and input -Parental Involvement _Visits to the home school/transitioning school
Transition Strategies to Support Student Following Exit	-Follow up meetings and visits form the Family Liaison Coordinator
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.	We collaborate regularly with seven Counties and the Placement Specialist. A student cannot be placed involuntarily. It is an ARC decision and the parent or guardian is a part of the ARC meeting.
Who will serve on the ILPA Team?	Not applicable. Students are not enrolled in an alternative school.
Who will guide completion of the ILPA?	Counselor and teachers will ensure ILPs are completed
Who will monitor student progress of the ILPA?	Counselor and teachers will monitor ILP progress and completion