

Alternative Education Program Profiles Jefferson County Public Schools 2025-2026

704 KAR 19:002 also requires a local board of education to “...adopt and annually review procedures for the operation of each alternative education program within the district. Locally adopted procedures shall include the:

- a) Purpose of the program, including the ways the program supports the district's college and career readiness goals for students;
- b) Eligibility criteria, as appropriate;
- c) Process for entering students into the program;
- d) Process for transitioning students out of the program;
- e) Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate;
- f) Procedures for collaboration with outside agencies involved with involuntary placements, including courts or other social service agencies to address student transitions between programs;
- g) Procedures for regular, periodic monitoring of the alternative education program by the district; and
- h) Procedures for selecting, implementing, and monitoring the impact of professional learning designed to meet the needs of the teachers and students served by the alternative education program.

Please consult 704 KAR 19:002 Alternative Education Programs for information regarding the requirements for the operation of alternative education programs in school districts.

"Alternative education program" means a program that exists to meet the needs of students that cannot be addressed in a traditional classroom setting but through the assignment of students to alternative classrooms, centers, or campuses that are designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. Alternative education programs do not include career or technical centers or departments." KRS 160.380(1) (b) and 704 KAR 19:002.

Exceptions to information provided in profiles:

- Decisions for individual students with disabilities under the IDEA shall be made when required through the Admissions and Release Committee (ARC) process and changes in service delivery required under the IDEA shall be made to the student's Individual Education Plan (IEP).
- Decisions for students identified under Section 504 shall be made through the team process as required under federal law and corresponding District policies and procedures.

A5 Alternative Education Programs

District-operated facilities with no definable attendance boundaries that are designed to remediate academic performance, improved behavior, or provide an enhanced learning experience.

- **Breckinridge Metropolitan High School**
 - Principal: Erik Huber
- **Georgia Chaffee Teen-Age Parent Program (TAPP)**
 - Principal: DeLena Alexander
- **Minor Daniels Academy**
 - Principal: Stephanie Bard
- **W.E.B. DuBois Academy**
 - Principal: Monica Hunter
- **Dr. Grace M. James Academy of Excellence**
 - Principal: LaTonya Frazier-Goatley
- **Liberty High School**
 - Principal: Sara Sutton
- **Newcomer Academy**
 - Principal: Gwen Snow
- **Pathfinder School of Innovation**
 - Principal: Todd Stockwell
- **Phoenix School of Discovery**
 - Principal: Ken Moeller

Breckinridge Metro

1. Program Information

Program Name	Breckinridge Metro
Location Number	129
Program Type	A5 – An alternative education program that is a district-operated facility with no definable attendance boundaries that is designed to remediate academic performance, improve behavior, and provide an enhanced learning experience. Off-site program - an alternative education program located in a separate and dedicated program facility not located within the student's assigned school
Student Ages Served	14-21
Grades Served	9-12

2. Program Purpose

Breckinridge Metropolitan High School addresses the unique needs of students who require continued placement in a structured environment to succeed in school. The school is committed to a vision and mission designed to encourage and promote responsibility and academic growth.

In addition to Breckinridge Metro's focus on standards and core content, the school has programs to enhance student learning that include reading intervention courses, credit recovery courses, Co-op, Advisory, and the use of the MAP (Measures of Academic Progress) to continually monitor reading progress.

In order to achieve this mission Breckinridge Metro:

- Is implementing the Big Picture Learning model wherein the student is the center of learning. This truly engages and challenges the student and makes learning authentic and relevant.
- Maintains a high-quality and equitable educational program in a safe, positive, and resourced learning environment
- Demonstrates growth in core academic skills to reach transition readiness
- Provides and connects services and supports for academic, social, emotional, and mental health needs necessary for each student to be a competent citizen
- Creates a learning environment that is based on relationships, high expectations, and accountability that embodies the JCPS Graduate Profile

The following strategies are used to address individual learning needs: academic interventions, college-and-career readiness, social and emotional engagement, behavior planning, individual/group meetings, de-escalation strategies, soft skills training, workforce development opportunities and mental health support. Individual learning needs for students with disabilities are provided based on the student's IEP.

3. Referral/Enrollment Procedures

Eligibility Criteria	District Assignment
Type Student Assignment (Voluntary or Involuntary)	Involuntary
Process for entering students into the program	District assignment is involuntary due to violations regarding adjudication, drugs, weapons and/or violence or violations of the <i>Student Support and Behavior Intervention Handbook</i>

	<p>Students are referred to Breckinridge Metro by the Office of Student Relations, after referral from the student's school. Once the referral is made by a school, the Office of Student Relations conducts an initial assessment, then schedules an appointment with the student and the family to review grades, attendance, and behavior, and discuss alternative assignment. At the conclusion of the meeting, families and students are informed of the assignment decision. Students with disabilities can be referred through the ARC process.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Guardian/Student Self-Referral Procedure	Not applicable. Students may not self-refer.
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Open entry. Students may be enrolled at any time during the school year.

4. Process for Transitioning Students Out of the Program

Assessment Tool Used for Exit	<p>Behavior progress sheets, attendance and grades are used to assess student readiness for exit. Students must obtain at least 80% of daily behavior points, passing all courses with no more than one "D", and record 80% or better attendance rate. Additionally, students must have no violent offenses or legal charges within the community.</p>
Exit Criteria	<ul style="list-style-type: none"> • Students must have no more than one class with a D average. • Students must obtain at least 80% Attendance. • No more than 10 referrals (including bus). The extent of the referrals is taken into consideration. • In some instances, students may be exited through the ARC process. <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Transition Strategies to Prepare Student for Exit	<p>Student must demonstrate satisfactory growth involving behavior. Expectations are provided to both parents and students. The receiving comprehensive school will receive notification once the student is approved for exit. Multi-Tiered Systems of Support (MTSS) reengagement staff facilitate transition meetings prior to student enrollment in the comprehensive school to ensure that guidance counseling, mental health counseling, administrative and academic planning and support services are in place.</p>

5. Individual Learning Plan Addendum (ILPA)

Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	The ILPA in Infinite Campus is required for all students transitioning into district-operated alternative education programs, including A5 and A6 programs. The Action Plan addresses the changed educational needs during the orientation conference. Academic, Attendance, and Behavioral strengths and weaknesses of the student documented, and criteria for re-entry into the comprehensive school program are reviewed during orientation. The Advisory Teacher and the student conference daily during an Advisory for ILPA development and regular review of the student's progress throughout the school year while in the alternative setting. Students receive life skills and employability training to prepare them for transition or employment after high school completion.
Procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs	Multiple strategies are used to collaborate with community stakeholders, including, but not limited to, businesses, churches, and private and public organizations (i.e., 15K, Everybody Counts, BAYA, Schooler Prep, Goodwill Industries, etc....). ILPA team works with DJJ workers to identify student strengths and interests and use that as a basis for the development of ILPA goals. Students receive life skills and employability training to prepare them for transition after high school completion.
Composition of the ILPA Team	Assistant Principals, Counselors, Parents/Guardians, Family, Student
Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate	Messenger notifications, mail communication, new student orientation
Person(s) responsible for guiding completion of the ILPA	Counselors, Advisory Teachers, and Student
Person(s) responsible for monitoring progress of the ILPA	Counselors, Advisory Teachers, and Student

Georgia Chaffee Teen-Age Parent Program (TAPP)

1. Program Information

Program Name	Georgia Chaffee T.A.P.P. Big Picture School
Location Number	050
Program Type	<p>A5 – An alternative education program that is a district-operated facility with no definable attendance boundaries that is designed to remediate academic performance, improve behavior, or provide an enhanced learning experience.</p> <p>Off-site program - an alternative education program located in a separate and dedicated program facility not located within the student's assigned school</p>
Student Ages Served	11-21
Grades Served	6-12

2. Program Purpose

The mission of the Georgia Chaffee Teenage Parent Program (TAPP) is to ensure that pregnant and parenting students are postsecondary ready and engaged in an environment that promotes high expectations for academic achievement encompassing the whole child by nurturing intellectual development, emotional stability, physical well-being, and self-sufficiency.

Vision/Core Beliefs

- Every student will be postsecondary ready
- Removing barriers to student success through
 - Health and Medical services
 - Social Services
 - Childcare services
- Exposure to various vocational/college/career pathways through career fairs, college and technical school visits and other postsecondary opportunities
- Students will be engrossed in a variety of career opportunities based on their interests as well as new possibilities
- Comprehensive support for pregnant and parenting students including a childcare center onsite with CTE classes related to pregnancy, parenting, and childcare

3. Referral/Enrollment Procedures

Eligibility Criteria	Pregnant or Parenting Teen
Type Student Assignment (Voluntary or Involuntary)	Voluntary
Process for entering students into the program	<p>A choice school application is submitted at the district level and an interview occurs with placement from the district. Students with disabilities can be referred through the ARC process.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee</p>

	must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.
Guardian/Student Self-Referral Procedure	Any parent, student or stakeholder may submit an application.
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Other entry. The enrollment acceptance is based on the available space in the Childcare Development Center housed in the same building.

4. Process for Transitioning Students Out of the Program

Assessment Tool Used for Exit	<p>Not Applicable. Most students remain at the school until graduation because of the support services provided to pregnant or parenting students and their children.</p> <p>If a student wishes to change assignments to an A1 school, that process would be handled through the standard student assignment or ARC process for JCPS high school students.</p>
Exit Criteria	<p>Not Applicable. Most students remain at the school until graduation because of the support services provided to parenting students and their children.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Transition Strategies to Prepare Student for Exit	<p>Most students remain at the school until graduation because of the support services provided to parenting students and their children.</p> <p>When students leave TAPP to a comprehensive school or through graduation, mental health practitioners, counselors and social services support workers work to develop a plan based on student need and interest. That includes plans for childcare, and for exploring postsecondary educational options, employment preparation and search, and life skills training (how to balance parenting with other responsibilities)</p>

5. Individual Learning Plan Addendum (ILPA)

Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	Being a school where teens voluntarily enroll based on pregnancy, the medical supervisor, social services support worker or mental health practitioner, and counselor are team members, along with the parent and student who are part of the ILPA process upon enrollment.
Procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.	Not Applicable
Composition of the ILPA Team	Counselor, Social Services Support Worker, Clinic Supervisor, and Teachers.
Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate	During the registration process, the counselor meets with the parents regarding the ILPA.
Person(s) responsible for guiding completion of the ILPA	Counselor
Person(s) responsible for monitoring progress of the ILPA	Counselor

Minor Daniels Academy

1. Program Information

Program Name	Minor Daniels Academy
Location Number	202
Program Type	<p>A5 – An alternative education program that is a district-operated facility with no definable attendance boundaries that is designed to remediate academic performance, improve behavior, and provide an enhanced learning experience.</p> <p>Off-site program - an alternative education program located in a separate and dedicated program facility not located within the student's assigned school</p>
Student Ages Served	11-19
Grades Served	6-12

2. Program Purpose

Minor Daniels Academy (MDA) is a safe and caring community where all learners are empowered to reach their full potential and to achieve their aspirations. The mission is to develop resilient students through a blend of academic programming, educational soft skills training, and workforce development opportunities in an environment of mutual trust and respect.

Program opportunities include core content instruction and credit recovery. Other strategies include behavioral, social, and academic development.

The following strategies are used to address individual learning needs: academic interventions, college-and-career readiness, social and emotional engagement, behavior planning, individual/group meetings, de-escalation strategies, soft skills training, workforce development opportunities and mental health support. Individual learning needs for students with disabilities will be provided based on the student's IEP.

3. Referral/Enrollment Procedures

Eligibility Criteria	District Assignment
Type Student Assignment (Voluntary or Involuntary)	Involuntary
Process for entering students into the program	<p>District assignment is involuntary due to violations regarding adjudication, drugs, weapons and/or violence or violations of the <i>Student Support and Behavior Intervention Handbook</i>.</p> <p>Students are referred to Minor Daniels by the Office of Student Relations, after referral from the student's school. Once the referral is made by a school, the Office of Student Relations conducts an initial assessment, then schedules an appointment with the student and the family to review grades, attendance, and behavior and discuss alternative assignment. At the conclusion of the meeting, families and students are informed of the assignment decision. Students with disabilities can be referred through the ARC process.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a</p>

	disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.
Guardian/Student Self-Referral Procedure	Not applicable. Students may not self-refer.
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Open entry. Students may be enrolled at any time during the school year.

4. Process for Transitioning Students Out of the Program

Assessment Tool Used for Exit	Behavior referrals, attendance and grades are used to assess student readiness for exit. To qualify for exit, students must obtain at least 80% of behavior referrals, pass a minimum of 5 of 6 classes, and record 80% or better attendance rate. Additionally, students must have no pending violent offenses or legal charges within the community. Students with disabilities may be exited through the ARC process.
Exit Criteria	<ul style="list-style-type: none"> • Students must pass a minimum of 5 of 6 classes. • Students must obtain at least 80% behavior referrals. <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Transition Strategies to Prepare Student for Exit	Student must demonstrate satisfactory growth involving behavior. Expectations are provided to both parents and students. The receiving comprehensive school will receive notification once the student is approved for exit. Student Relations will facilitate transition meetings prior to student enrollment in the comprehensive school to ensure that guidance counseling, mental health counseling, administrative and academic support services are provided as needed

5. Individual Learning Plan Addendum (ILPA)

Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	
Procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.	<p>Multiple strategies are used to collaborate with community stakeholders, including, but not limited to, businesses, churches, and private and public organizations.</p> <p>The school works in close partnership with DJJ to inform development of student ILPAs. The school also works with Kentuckians Works, Job Corp, and Big Picture Schools "Leaving Campus to Learn" program to connect students to employment opportunities and prevent drop-out and offers CTE programs in allied health, small engine repair, and access to music creation/recording and engineering programming are provided. The school also uses Mental Health Practitioners, social workers, and counselors to do deploy family engagement strategies.</p>

Composition of the ILPA Team	Assistant Principals, Counselors, Parents/Guardians, Family, Student
Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate	Messenger notifications, mail communication, new student orientation
Person(s) responsible for guiding completion of the ILPA	Administrative Team, Counselors, Student
Person(s) responsible for monitoring progress of the ILPA	Counselors

W.E.B. DuBois Academy

1. Program Information

Program Name	W.E.B. DuBois Academy
Location Number	191
Program Type	<p>A5 – An alternative education program that is a district-operated facility with no definable attendance boundaries that is designed to remediate academic performance, improve behavior, or provide an enhanced learning experience.</p> <p>Off-site program – an alternative education program located in a separate and dedicated program facility not located within the student’s assigned school</p>
Student Ages Served	11-19
Grades Served	<p>6th-12th grades</p> <p>Served 6th & 7th in 2019-20; served 6th-8th in 2020-21. Served 6th- 9th in 2021-22. Served 6th-10th in 2022-23. Served 6th-11th grade in 2023-24. Served 6-12 in 2024-25 and in the future.</p>

2. Program Purpose

In 2018-19, W.E.B. DuBois Academy opened with an inaugural class of 150 sixth grade male students. In subsequent years, the program has grown by a grade each year, and will eventually serve grades six through twelve grades. The DuBois Academy is open to all male students and offers an Afrocentric curriculum and an innovative learning environment. This year over 90% of DuBois Academy students were males of color and approximately 80% of students qualify for free and reduced lunch.

The core tenets of the program emphasize academic skills such as literacy, numeracy, and digital integration. More importantly, the DuBois Academy focuses on building character and leadership attributes the school calls P.R.I.D.E. Values (Perseverance, Resilience, Initiative, Discipline, and Empathy). The school community firmly believes if it helps build better men who fully understand who they are, the greatness that lies within them, how to view the world, and how to listen to and learn from multiple perspectives, academic achievement will follow. DuBois Academy staff focus on what they want students to “be like” forty years from now, rather than a sole focus on what they want students to “test like” on the next state assessment.

As a result of its service, DuBois Academy has several metrics that illustrate success, including ranking in the top three of 23 middle schools in the district in each of the following categories: low suspension rates, student attendance, and staff attendance. Additionally, the DuBois Academy scored significantly higher than the district average in the area of sense of belonging amongst African-American males. Nationally, males of color consistently score lower than their peers on state assessments and are suspended and identified as needed ECE services more than any other peer group. The DuBois Academy, aims to demonstrate excellence amongst its students, thus supporting the district’s overall mission and vision which ensures success for all students.

Program opportunities include:

- Identification of students being Gifted/Talented in academic areas as well as in Leadership, Creativity, Visual and Performing Arts
- Leadership development
- Mentorship
- Counseling (small, group, and individual)
- Afrocentric and Multi-Cultural Curriculum

- 1:1 iPads

3. Referral/Enrollment Procedures

Eligibility Criteria	Male student
Type Student Assignment (Voluntary or Involuntary)	Voluntary
Process for entering students into the program	<p>Parents/guardians apply for their child to attend DuBois through the JCPS middle school application process. Students with disabilities can be referred through the ARC process.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Guardian/Student Self-Referral Procedure	Parents/guardians apply for their child to attend DuBois through the JCPS middle school application process.
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Term entry. Students enroll at the beginning of the school year.

4. Process for Transitioning Students Out of the Program

Assessment Tool Used for Exit	Historically, the W.E.B. DuBois Academy exits very few students. Students may be exited for academic, behavior, or attendance issues utilizing an 18-week process that is outlined below. Students with disabilities may be exited through the ARC process.
Exit Criteria	<p>Students tend to stay at DuBois for the entirety of their middle school years. As student transition to high school, most student remain at DuBois Academy, though others select a different school to attend. A student and their parent/guardian may choose to attend a different school. The standard processes for JCPS student assignment pertain.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Transition Strategies to Prepare Student for Exit	The transition counseling team will support students that are transitioning to a comprehensive or magnet middle or high school, based on parent or school-initiated reassignments.

5. Individual Learning Plan Addendum (ILPA)

Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	W.E.B. DuBois Academy intentionally develops field trip experiences relative to our Business, Engineering, and Culinary Arts Explore Pathways and Business CTE Pathway. In addition, ILP results are shared with parents who are invited to participate in school-initiated events for career readiness.
Procedures for collaboration with outside agencies involved with involuntary	The students at the W.E.B. DuBois Academy are voluntarily (by application) enrolled therefore this is not applicable.

placements, including court order or other social service agencies to address student transition between programs.	<p>We do however collaborate with outside agencies to ensure our students receive appropriate community and mental health supports. There have been a few situations that required students to receive psychiatric care outside of our building. The DuBois Academy administration team collaborates with the various mental health providers to ensure the most positive and smooth transition upon return to the DuBois Academy.</p> <p>The design and nature of our program is to create and execute opportunities for all students to discover and explore their interests and talents. The program also provides a multitude of opportunities for college and career readiness skills through our P.R.I.D.E. Values, Creed, and expectations. We also collaborate with colleges, community partners and other stakeholders to provide our students with exposure and opportunities to begin conversations towards college and career readiness.</p>
Composition of the ILPA Team	School Counselors, Youth Service Center Coordinator, Students, Teachers, and other School Leadership
Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate	Parents/guardians apply for their student to attend the DuBois Academy. Parents are encouraged and welcome to provide input on their students' ILPA goals.
Person(s) responsible for guiding completion of the ILPA	School Counselors
Person(s) responsible for monitoring progress of the ILPA	Teaching Staff

Dr. Grace M. James Academy

1. Program Information

Program Name	Dr. Grace M. James Academy
Location Number	800
Program Type	<p>A5 – An alternative education program that is a district-operated facility with no definable attendance boundaries that is designed to remediate academic performance, improve behavior, or provide an enhanced learning experience.</p> <p>Off-site program – an alternative education program located in a separate and dedicated program facility not located within the student's assigned school</p>
Student Ages Served	11-14
Grades Served	6 th grade in 2020-2021; 6 th & 7 th grade in 2021-2022; 6 th -8 th grades in 2022-2023; 6 th -9 th grades in 2023-2024; 6 th -10 th grades in 2024-2025; 6 th -11 th grades in 2025-2026. The Academy will add a grade each year until it serves grades 6 through 12.

2. Program Purpose

Grace James Academy opened in 2020-2021 with an inaugural class of 150 sixth grade students. In subsequent years, the program will grow to become a sixth through twelfth grade academy serving a maximum of 1,650 female students. Grace James Academy is an innovative STEAM school that is open to all female students. The school teaches STEAM in all subject areas through an Afrocentric and gender-specific lens.

Grace James Academy of Excellence strives to provide schooling to students that is unlike any experience they may have encountered. Their academic experience is innovative, interdisciplinary, technology rich, and encourages student advocacy at all times. The Grace James Academy has a focus on their core values known as C.R.O.W.N.S. (Collaboration, Resilience, Originality, Willingness, Narrative, and Sisterhood). In order to achieve a non-traditional setting that embraces these values students will learn in and outside of the classroom with local community partners.

Program Opportunities include:

- Student Advocacy Groups
- Personalized Counseling (small, group, and individual)
- Afrocentric and Gender Specific Curriculum
- Community Classroom Collaborative Opportunities
- Mentorship
- Beyond the CROWN Schoolwide Field Trips

3. Referral/Enrollment Procedures

Eligibility Criteria	Female student
Type Student Assignment (Voluntary or Involuntary)	Voluntary

Process for entering students into the program	<p>Parents/guardians apply for their child to attend Dr. Grace James Academy through the JCPS middle/high school application process. Students with disabilities can be referred through the ARC process.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Guardian/Student Self-Referral Procedure	Parents/guardians apply for their child to attend Dr. Grace James Academy through the JCPS middle/high school application process.
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Term entry. Students enroll at the beginning of the school year.

4. Process for Transitioning Students Out of the Program

Assessment Tool Used for Exit	Grace James Academy of Excellence strives to retain all students that enter their program. Our goal is to facilitate student academic success and to help all students in maximizing their full potential. If students have excessive amounts of behavior referrals (more than 3 annually) or are not passing their core academics course according to the SP&P & ALGF, then the following criteria will be used.
Exit Criteria	<p>If the program is deemed not the best fit for the child, the following measures will be in place.</p> <ol style="list-style-type: none"> 1. Notification to parents 2. Parent Teacher Conference to develop a plan 3. Admin. Team and parents will determine if another placement would be the best fit for their student. <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Transition Strategies to Prepare Student for Exit	The transition counseling team will support students that are transitioning to a comprehensive or magnet middle or high school through parent or school-initiated reassignments.

5. Individual Learning Plan Addendum (ILPA)

Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	Counselors provide a google form to both parent and student which is assigned in the google classroom. Counselors review the process with students in counseling classroom visits.
Procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.	Not applicable. Attendance at Grace James is voluntary (by application)

Composition of the ILPA Team	Assistant Principals, Counselors, Parents/Guardians, Family, Student
Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate	Electronic form will be used to invite parents and guardians to participate in the ILPA team.
Person(s) responsible for guiding completion of the ILPA	School Counselors
Person(s) responsible for monitoring progress of the ILPA	School Counselors

Liberty High School

1. Program Information

Program Name	Liberty High School
Location Number	030
Program Type	<p>A5 – An alternative education program that is a district-operated facility with no definable attendance boundaries that is designed to remediate academic performance, improve behavior, or provide an enhanced learning experience.</p> <p>Off-site program - an alternative education program located in a separate and dedicated program facility not located within the student's assigned school</p>
Student Ages Served	13-21
Grades Served	7 th – 12 th

2. Program Purpose

Liberty is a non-traditional safety net school designed to address the educational needs of 16-21-year-old high school students and 13-15-year-old middle school students. New students are enrolled every nine weeks. During the first 27 weeks, students participate in the Discovery program designed to teach life skills and learning habits. This program is designed with smaller classes allowing more one on one personalized instruction. Hands-on activities are performed on a regular basis to address the different learning styles of our students.

Instructional tools used to differentiate/individualize instruction are: SMART boards, IPADS, Chromebooks, internet access, E-School, Study Island, Corrective Reading, math and reading remediation, individual tutoring, learning style inventory, and Discovery program.

3. Referral/Enrollment Procedures

Eligibility Criteria	Middle and high school students
Type Student Assignment (Voluntary or Involuntary)	Voluntary
Process for entering students into the program	<p>Procedure for Student Assignment:</p> <ol style="list-style-type: none"> 1) Parents and student must attend OR watch an information session. 2) Go online and fill out an application (can be completed at information session). 3) Meet with Student Relations Choice School Counselor. 4) Students with disabilities can be referred through the ARC process. <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Guardian/Student Self-Referral Procedure	The information sessions are posted on our website and happen quarterly. Information sessions are open to any family interested in Liberty.

Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Term entry. Students are enrolled at the beginning of a new term.
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4. Process for Transitioning Students Out of the Program

Assessment Tool Used for Exit	<p>In general, students at Liberty High Schools attend through graduation, so no formal exit assessment tool is used. If a student wishes to change assignments to an A1 school, that process is handled through the standard student assignment process for JCPS high school students. Students with disabilities may be exited through the ARC process.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Exit Criteria for Academic Performance	In general, students at Liberty High Schools attend through graduation, so no formal exit criteria for academic performance are used.
Exit Criteria for Behavioral Performance	In general, students at Liberty High Schools attend through graduation, so no formal exit criteria for behavioral performance are used.
Transition Strategies to Prepare Student for Exit	<p>In general, students at Liberty High Schools attend through graduation, so no formal transition strategies are in place. If a student wishes to change assignments or an ARC determines a change is appropriate, Liberty staff work with student, family, and receiving school to ensure a smooth transition.</p> <p>Students preparing to graduate receive support through the KentuckianaWorks Educational Talent Search program, college visits, ACT preparation, FAFSA completion support, and a college application fee waiver program.</p>

5. Individual Learning Plan Addendum (ILPA)

Composition of the ILPA Team	Guidance Counselors, Assistant Principals, Resource Teacher
Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	
Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate	Guidance counselors are responsible for inviting parents/guardians, and, as appropriate, students.
Person(s) responsible for guiding completion of the ILPA	The Advisory Teachers
Person(s) responsible for monitoring progress of the ILPA	Resource Teacher

Newcomer Academy

1. Program Information

Program Name	Newcomer Academy
Location Number	186
Program Type	A5 – An alternative education program that is a district-operated facility with no definable attendance boundaries that is designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. Off-site program - an alternative education program located in a separate and dedicated program facility not located within the student's assigned school
Student Ages Served	13 to 21
Grades Served	8 to 12

2. Program Purpose

Newcomer Academy is a school for multilingual learners, grades 8 to 12 up to age 21. The school facilitates personalized, accelerated academic and English language learning and character development with a globally responsive perspective. Approved students may stay at Newcomer Academy until they graduate, or age-out.

There are three criteria used to determine if students are eligible for voluntary enrollment at Newcomer Academy:

- Newcomer (to support the needs of newcomer adolescents who are new to the US. Upon demonstrated English growth, these students may choose to transition to other neighborhood schools throughout JCPS, or remain to participate in the A2G program (see below)
 - Grades 8 to 12
 - Within first year of US school enrollment
 - 1.0 ELP or 1.5 ELP + Interruption
- Accelerate to Graduate (A2G) (to accelerate academic, English language, and post-secondary readiness for multilingual learners who are approaching the Kentucky maximum age of enrollment and are at risk of not graduating.)
 - 17 and 0-10 credits or 18 – 20 and not on track to graduate
 - 4.4 ELP or less
- Significant Interruption of Formal Education (SIFE) (to accelerate the literacy and numeracy learning of multilingual learners who have missed two or more years of formal education)
 - No access to or attendance in school for 2 or more continuous years (14 to 20 years old)

Because Newcomer accepts new students at any time, the program begins the year with about 450 students and can grow to about 800 students by the end of the year. Newcomer's students hail from more than 45 different countries and speak more than 30 languages. The program works to diversify classes with students from various backgrounds. Newcomer is a trauma-informed program that intentionally takes into consideration the background of students and seeks to build social emotional capacity and resiliency for future academic success.

New students, who are welcomed at Newcomer all year long, are quickly oriented and placed in classes. All of the program's teachers are certified in English Language Development and certified or highly qualified in their teaching content area. Thus, students receive intensive English Language Development instruction and interaction in English in all of their courses.

Outside of the classroom, Newcomer Academy offers students and their families extended supports, including mental health services; an adolescent English Learner library; a youth services center; connections to partner community-based organizations and refugee agencies; a volunteer mentor program; and parent outreach activities such as open houses and adult education.

Our students, many who are new to the US school system, are provided with lessons and opportunities to help plan for their education past high school that will include information about college and trade schools and the cost to attend those schools. Information is provided about how to apply for scholarships and how to budget while attending postsecondary education. Students attend career and college fairs at the school where local businesses are available to provide information about their business and the requirements needed to work for them. At the Fair, local colleges and trade schools are in attendance to assist students with learning what they have to offer.

For the approximately one-fourth of Newcomer students who have experienced significant interruptions in their formal education (e.g., due to lack of access, war), the program offers extra time in core areas of literacy and numeracy.

Students are also provided the opportunity to receive more in-depth lessons on skills for learning and how to access the system of education in the United States.

Trauma-informed instruction is a priority at Newcomer Academy - all staff have been trained and a mental health practitioner is on-site full-time. Collaborations with local agencies support targeted needs of immigrants and refugees.

3. Referral/Enrollment Procedures

Eligibility Criteria	<p>There are three criteria used to determine if students are eligible for voluntary enrollment at Newcomer Academy:</p> <ul style="list-style-type: none"> • Newcomer <ul style="list-style-type: none"> ○ Grades 8 to 12 ○ Within first year of US school enrollment ○ 1.0 ELP or 1.5 ELP + Interruption • Accelerate to Graduate (A2G) <ul style="list-style-type: none"> ○ 17 and 0-10 credits or 18 – 20 and not on track to graduate ○ 4.4 ELP or less • Significant Interruption of Formal Education (SIFE) <ul style="list-style-type: none"> ○ No access to or attendance in school for 2 or more continuous years (14 to 20 years old)
Type Student Assignment (Voluntary or Involuntary)	Voluntary
Process for entering students into the program	<p>Students are assessed at the Office of Multilingual Learners Welcome Center. If they meet the criteria for entrance, information about the services at our school are shared with the guardian. Guardians may choose to accept services at our program, or to enroll in a reside school based on their address. Students with disabilities can be referred through the ARC process.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee</p>

	must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.
Guardian/Student Self-Referral Procedure	Through the JCPS Office of Multilingual Learners Welcome Center
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Open entry. Students may be enrolled at any time during the school year.

4. Process for Transitioning Students Out of the Program

Assessment Tool Used for Exit	Jefferson County Public Schools Graduation Criteria WIDA ACCESS assessment Students with disabilities may be exited through the ARC process
Exit Criteria	<ul style="list-style-type: none"> • Graduation from A2G program (refer to SPP&G) • Students with disabilities may be exited through the ARC process. <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Transition Strategies to Prepare Student for Exit	<ul style="list-style-type: none"> • Monitoring of Academic Progress (Writing CFAs, MAP, CERT, passing coursework) • Meet with counselors at least two times a year to review Individual Learning Plans (ILPs) and transcripts • Defenses of Learning and Milestones of Success • Guidance lessons take place through Advocacy in the fall and in the spring assisting students with working on their ILP.

5. Individual Learning Plan Addendum (ILPA)

Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	The ILPA is composed consistently for all of our students by a team consisting of counselor, assistant principal, and the parent/guardian is invited. The plan is created when the student enrolls each year, within the first week of enrollment.
Procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.	Because assignment to Newcomer is voluntary, this is not applicable; however, there are many partnerships with outside agencies to support students both during their time at the Academy and during the transition.
Composition of the ILPA Team	Guardian, Counselor
Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate	Interview at time of enrollment
Person(s) responsible for guiding completion of the ILPA	Counselors
Person(s) responsible for monitoring progress of the ILPA	Counselors

Pathfinder School of Innovation

1. Program Information

Program Name	Pathfinder School of Innovation
Location Number	951
Program Type	A5 – An alternative education program that is a district-operated facility with no definable attendance boundaries that is designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. Off-site program - an alternative education program located in a separate and dedicated program facility not located within the student's assigned school
Student Ages Served	14 to 18
Grades Served	9-12

2. Program Purpose

The Pathfinder School of Innovation is the premier virtual learning option in JCPS. Pathfinders will receive on-demand instruction with live support and intensive progress monitoring. We will work to meet each Pathfinder's needs academically, socially, emotionally, and behaviorally just as they would for in-person instruction via digital tools and resources. Pathfinders will use the digital platforms *JCPSeSchool*, Edmentum, Edmentum EdOptions Academy, FlexPoint, Buzz, and Google Classroom to:

- Access their courses
- Access supplemental tools and resources
- Take assessments
- Review grades
- Interact with faculty, staff, and peers in an online community

3. Referral/Enrollment Procedures

Eligibility Criteria	Voluntary
Type Student Assignment (Voluntary or Involuntary)	Voluntary
Process for entering students into the program	Families apply via Online Alternative Choice School Referral/Application form. The application window opened on April 1, 2025.
Guardian/Student Self-Referral Procedure	Same as above
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Open entry. Students may be enrolled at any time during the school year.

4. Process for Transitioning Students Out of the Program

Assessment Tool Used for Exit	Placement is voluntary and most Pathfinder students choose to continue in the program until graduation. If a student should choose to return to an A1 school, they work through JCPS student assignment/transfer process. Students with disabilities may be exited through the ARC process.
Exit Criteria	<p>Students exit Pathfinder in the following ways:</p> <ul style="list-style-type: none"> • Complete 22 credits in the appropriate areas to graduate • Voluntarily return to resides A1 school • Students with disabilities may be exited through the ARC process. <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Transition Strategies to Prepare Student for Exit	When a student transitions from Pathfinder, the transcript is reviewed and updated as needed and a counselor/administrator meeting is completed to review appropriate next steps.

5. Individual Learning Plan Addendum (ILPA)

Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	
Procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.	Not applicable. Voluntary placement only.
Composition of the ILPA Team	Student, Parent/Guardian, Counselor
Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate	This is covered during the program orientation meeting and addressed by the counselor going forward.
Person(s) responsible for guiding completion of the ILPA	Counselor
Person(s) responsible for monitoring progress of the ILPA	Counselor

Phoenix School of Discovery

1. Program Information

Program Name	The Phoenix School of Discovery
Location Number	201
Program Type (A5 or A6)	<p>A5 – An alternative education program that is a district-operated facility with no definable attendance boundaries that is designed to remediate academic performance, improve behavior, or provide and enhanced learning experience.</p> <p>Off-site program - an alternative education program located in a separate and dedicated program facility not located within the student's assigned school.</p>
Student Ages Served	11 to 19 years old
Grades Served	6 th through 12th

2. Program Purpose

The Phoenix Mission

The Phoenix is dedicated to providing every student an environment of academic and emotional support that will ensure their individual success.

The Phoenix Vision

The Phoenix School of Discovery offers a creative, challenging, and diverse learning experience that considers students' specific social, emotional, and academic needs and stresses their active involvement in their own intellectual development.

The Phoenix Cause - To ignite The Phoenix spirit -- Rise, Transform, Soar

The Phoenix Commitments - At The Phoenix we will:

1. Be compassionate and enthusiastic
2. Support each other
3. Provide a high-quality education
4. Continuously improve
5. Give the best version of ourselves every day

The Phoenix Way

1. Social-Emotional Solutions
2. Effective teaching and coaching of habits, skills & strategies
3. School of Doing – Learning by Doing
4. Effective use of Blended Learning
5. Life Planned for an Innovation Era

The Phoenix School of Discovery serves students in grades six through twelve. It is a creative, challenging, and diverse learning environment that considers students' specific social, emotional, and academic needs. The Phoenix provides wrap around supports and resources for all students and offers a safe, smaller school environment and caring teachers. The school's culture and climate has been designed to work around student's academic barriers and is a positive environment that focuses on caring, respect and support.

Our students are self-directed problem solvers who are committed to academic success. Phoenix students have the ability to learn independently and be self-directed in their studies. The classes are taught using a mixture of classical teaching strategies mixed with blended learning.

The school's primary focus is not only to prepare students in grades six through twelve to reach state Proficiency levels, but also to meet the needs of the students where they are and to equip them with the necessary skills to be successful in life after high school.

The Phoenix provides a range of opportunities that prepare students for college and career. Advanced Placement classes, career preparation electives, and credit recovery classes are ways that Phoenix students become prepared. The Phoenix has a strong relationship with the UPS career readiness program.

3. Referral/Enrollment Procedures

Eligibility Criteria	Middle and high school students with a history of appropriate school behavior.
Type Student Assignment (Voluntary or Involuntary)	Voluntary
Process for entering students into the program	<p>The family must complete a JCPS Specialized Options Application online. The criteria used is a mixture of family essays, teacher and administrator recommendations and Infinite Campus data. A committee of administrators and teachers makes the determination as to whether the student qualifies for enrollment.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Guardian/Student Self-Referral Procedure	The family must complete a Specialized Options Application online.
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	<p>Other entry. For a new academic year, application window opens in April and closes in May</p> <p>Term entry. During the school year, students are enrolled at the start of each semester.</p>

4. Process for Transitioning Students Out of the Program

Assessment Tool Used for Exit	Students who need to learn self-management skills to prevent aggressive behavior are put on a School Behavior Contract.
Exit Criteria	<p>There are no exits for academic performance.</p> <p><u>Exit Timeline – Phoenix Exit Procedure</u></p> <ul style="list-style-type: none"> • If the School Behavior and Attendance Contract is unsuccessful, students and parents or guardians are notified by formal letter that behavioral and attendance criteria are not being met and their student is being placed on probation with the potential of being exited. • School will develop an intervention plan for students placed on probation to prevent student exits. • Schools notify JCPS Specialized Options Counselor of those students on the probation list and Specialized Options counselor will meet with student on assigned site visits. • School monitors progress of probationary students and modifies intervention plan and communicates with student/parent.

	<ul style="list-style-type: none"> • Schools must submit all exit forms and interventions to JCPS Student Relations Exiting System. • Beginning April 1 - School exit committee (comprised of administrators/ counselors/ teachers/ JCPS Specialized Options counselor) meets to review students on probation and make student exit decisions. School committee reviews intervention strategies and support implementation. Intervention strategies will be listed and reported on probation form • Students/parents will be notified of exit decision by certified mail. • Students with disabilities may be exited through the ARC process. <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Transition Strategies to Prepare Student for Exit	<p>Very few of our students exit the program. Students find success in the school and remain in the program to graduation. Special Education students transition through the ARC process.</p> <p>Phoenix works on preparing students for transition after high school, focusing both on employability and postsecondary access. Currently, one-half of seniors work for UPS. By the end of the school year all seniors will be placed in a job at UPS or in the Lyndon neighborhood. The school conducts employability visits with employers, where students learn about expectations for getting and holding a job.</p> <p>The school organizes college visits, and works closely with JCTC, UofL, Sullivan University, and other postsecondary institutions to connect students to postsecondary opportunities.</p>

5. Individual Learning Plan Addendum (ILPA)

<p>Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate</p>	<p>Teachers, student, and/or parent (guardian) will provide input into the strengths and needs of the student to assist with goal setting. Progress of the student's academic and behavior will be monitored each semester.</p> <ol style="list-style-type: none"> 1. The Phoenix counselors meet with JCPS ILPA Lead every year for updates. 2. Convene before the student arrives at alternative school, Committee consists of parent/guardian, student, any agency workers, teacher, counselor. 3. Address the changed academic and behavioral needs/goals of the student. 4. List provisions for regular review of student's progress in an alternative program. 5. Determine criteria for student's re-entry into the traditional program. <p>All students who DO NOT have an IEP MUST have an ILPA, including those with a 504.</p>
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	<p>For a student with a disability, the placement decision must be made through that student's Admission and Release Committee. Students that choose to come to The Phoenix School of Discovery rarely return to their traditional school but go on to graduate on time from The Phoenix School of Discovery.</p>
<p>Procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.</p>	<p>Each student that does not have an active IEP has an ILPA Plan recorded in Infinite Campus (approximately 50% of students have an IEP). The plan addresses the changed educational needs of the student based upon entry into or exit from The Phoenix. The team members are the Student (if appropriate), Parents/Guardians, and the School Counselor.</p> <p>The ILPA will include: appropriate academic and/or behavioral needs of the student; criteria for the student's re-entry into the traditional program; and regular review of the student's progress throughout the school year while at The Phoenix.</p>
<p>Composition of the ILPA Team</p>	<ul style="list-style-type: none"> • Parent / Guardian • Counselor • Student (if appropriate) • Outside agencies (if appropriate)
<p>Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate</p>	<p>Counselor calls all attendees and send ILPA invitations.</p>
<p>Person(s) responsible for guiding completion of the ILPA</p>	<p>Grade level counselor</p>
<p>Person(s) responsible for monitoring progress of the ILPA</p>	<p>Grade level counselor</p>

A6 Alternative Education Programs

Programs funded by the Kentucky Educational Collaborative for State Agency Children (KECSAC) serving state agency children.

Principal: Denille Johnson

- **Ackerly**
- **Bellewood School**
- **Boys and Girls Haven**
- **The Brook – Dupont**
- **The Brook – KMI**
- **Brooklawn School**
- **Home of the Innocents**
- **Jefferson Regional Juvenile Detention Center (JRJDC)**
- **Louisville Day Treatment High School**
- **Maryhurst Academy**
- **Peace Academy**
- **St. Joseph Children's Home**
- **Western Day Treatment**

Ackerly

1. Program Information

Program Name	Ackerly
Location Number	456
Program Type	A6 – KECSAC funded programs serving state agency children. Off-site program - an alternative education program located in a separate and dedicated program facility not located within the student's assigned school
Student Ages Served	11-18
Grades Served	6 th -12 th

2. Program Purpose

Treatment Provider:

The 20-bed Ackerly Child Inpatient Unit at Norton Children's Hospital provides intensive diagnostic and treatment services for severely disturbed children and adolescents. These services include psychiatric and psychological evaluation, individual, group and family therapies and educational evaluations. Many children require medical evaluations in the coordination of psychiatric treatment; this is provided by consultants from the Norton Children's Hospital. Hospitalizations are as brief as possible and discharge planning is initiated at the time of admission to allow the most appropriate follow up care to be provided.

Demographics:

Population Served: Children ages 9-18

Maximum Enrollment: 20 (Rated bed Capacity is 21).

Average Length of Stay: 3-5 days

The Ackerly yearly calendar coincides with JCPS and includes a summer program.

School Program:

Ackerly School offers a comprehensive curriculum by fully certified JCPS teachers. Teachers teach the basic subject areas of English, math, science, and social studies. In addition, teachers also focus on college and career readiness through developed thematic lessons. School class size averages 4-6 students to ensure that all academic and behavioral needs are being met.

School Vision - To educate the whole child by promoting a positive, structured, and therapeutic environment conducive to academic and emotional growth for all students.

School Mission - To provide all students with the tools necessary to become productive members of society by helping them to make positive social, emotional, and academic changes.

Ackerly abides by all federal, state and district guidelines. Ackerly supports individual learning needs of our students and help to prepare students for college and career readiness through specific lessons tailored to real world experiences, (i.e., finances, budgeting, career speakers).

Ackerly provides students with art therapy and various visiting groups (i.e., Louisville Zoo). When students are enrolled at Ackerly, if they have been previously enrolled in eSchool or credit recovery they are able to work on and complete that during school hours.

3. Referral/Enrollment Procedures

Eligibility Criteria	<p>The Norton Children's Hospital Emergency Room is the primary receiving facility for acute child and adolescent psychiatric emergencies. The division provides 24-hour coverage for this service, including face-to-face consultations throughout the week, and emergency consultations on the weekend.</p> <p>Upon admission, students are enrolled as an Ackerly student in the Jefferson County Public Schools system to ensure they are not counted as absent at their regular school.</p>
Type Student Assignment (Voluntary or Involuntary)	Involuntary
Process for entering students into the program	<p>Students/Patients are admitted to Ackerly based on a doctors' assessment of danger to self or others.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Guardian/Student Self-Referral Procedure	Students/Patients are admitted to Ackerly based on a doctors' assessment of danger to self or others.
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Open entry. Students may be enrolled at any time during the school year.

4. Process for Transitioning Students Out of the Program

Assessment Tool Used for Exit	<p>Ackerly treatment partner works with social workers, doctors, nurses, and other paraprofessionals to determine length of stay and criteria for exiting the program, based on individual needs of patients. Ackerly chooses when to discharge students, and then they are exited from the school. Most students are transitioned to an A1 school, but some students are sent on to an A5/A6 school based on individual needs.</p>
Exit Criteria	<p>If a student is enrolled for longer than 30 days at Ackerly, and the student's plan is to stay for an extended length of time, then staff begins a discussion with the school counselor to discuss programmatic needs.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Transition Strategies to Prepare Student for Exit	<p>Conferencing with student, parent/guardian is done by Ackerly program staff. Individual student needs are discussed with treatment team during rounds to determine placement of the student.</p>

5. Individual Learning Plan Addendum (ILPA)

Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	Within ten (10) days general education students will meet with the ILPA team to update or create an ILPA. This team consists of the Team Lead, Treatment Partner Representative, Asst. Principal, Counselor, and student. Treatment partners act as the guardian when in residential and hospital settings. Parents will be invited when applicable.
Procedures for collaboration with outside agencies involved with involuntary placements, including a court order or other social service agencies to address student transition between programs.	Ackerly teachers will work closely with psychiatrist on a daily basis to determine student strengths and weaknesses as well as kept both parties updated on student progress.
Composition of the ILPA Team	Director of Residential, Assistant Principal, School Counselor, Clerk
Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate	Teachers provide both strengths and weaknesses for each student enrolled, in addition, treatment partners (therapist) provide further information to support the ILPA.
Person(s) responsible for guiding completion of the ILPA	School counselor and treatment therapist work together to complete the items included in an ILPA for each student.
Person(s) responsible for monitoring progress of the ILPA	Assistant Principal and Clerk

Bellewood School

1. Program Information

Program Name	Bellewood School
Location Number	035
Program Type	A6 – KECSAC funded programs serving state agency children.
Student Ages Served	5-12
Grades Served	K-5

2. Program Purpose

Uspiritus, a merger of Bellewood Home for Children and Brooklawn Child & Family Services, is a psychiatric residential treatment center and private childcare residential facility for adolescents and children in need of intensive therapeutic support to overcome the effects of abuse, neglect, or other family crisis situations. The Bellewood campus includes an on-site educational program operated by JCPS. The school program is designed to enable students to make a successful transition to a public school. Uspiritus-Bellewood follows the JCPS calendar and includes a summer program.

Students have access to learning opportunities in Health/Nutrition, Art, Horticulture, and Social Skills in addition to Core English/Language Arts, Math, Science and Social Studies.

3. Referral/Enrollment Procedures

Eligibility Criteria	All youth admitted into the program must be referred through Uspiritus. Some residents are committed to the Cabinet for Families and Children. Some are referred by social workers, medical personnel, and/or parents/guardians. Private referrals are also accepted.
Type Student Assignment (Voluntary or Involuntary)	Both
Process for entering students into the program	<p>All youth admitted into the program must be referred through Uspiritus. Some residents are committed to the Cabinet for Families and Children. Some are referred by social workers, medical personnel, and/or parents/guardians. Private referrals are also accepted.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Guardian/Student Self-Referral Procedure	Parents/guardians may refer their children through Uspiritus.
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Open entry. Students may be enrolled at any time during the school year.

4. Process for Transitioning Students Out of the Program

Assessment Tool Used for Exit	Determined by the treatment partner Professional Learning Communities, MAP, Work Samples, teacher- and district-developed formative and summative assessments.
Exit Criteria	<p>Upon completion of treatment, students are released from the treatment center and transition to another school or program.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Transition Strategies to Prepare Student for Exit	Discharge meetings and/or exit meetings, ARC meetings, Conference calls, Facilitated Staffing Meetings

5. Individual Learning Plan Addendum (ILPA)

Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	Within ten (10) days general education students will meet with the ILPA team to update or create an ILPA. This team consists of the Team Lead, Treatment Partner Representative, Asst. Principal, Counselor, and student. Treatment partners act as the guardian when in residential and hospital settings. Parents will be invited when applicable.
Procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.	Community resources will be utilized to for individual students based upon recommendations from their treatment teams.
Composition of the ILPA Team	Social Workers, Mentors, Therapists, Program Managers, School and Treatment Staff
Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate	Treatment Team meetings, meetings with school staff, Parent/Student and Teacher Conferences
Person(s) responsible for guiding completion of the ILPA	Teacher of Record (TOR), Assistant Principal, School Counselor
Person(s) responsible for monitoring progress of the ILPA	Teacher of Record (TOR), Assistant Principal, School Counselor

Boys & Girls Haven

1. Program Information

Program Name	Boys & Girls Haven
Location Number	028
Program Type	A6 – KECSAC funded programs serving state agency children.
Student Ages Served	11-18
Grades Served	6-12

2. Program Purpose

Boys and Girls Haven school is staffed by fully certified JCPS teachers who provide appropriate instruction to meet the academic and behavior needs of their students. The goal of the school is to overcome academic and behavior deficits and build upon student strengths in a risk-free academic environment and to address behavior issues when needed.

Once the academic strengths and deficits have been identified and the instruction provided, the students return to the community school. Successful re-entry to a comprehensive school is the goal of the faculty and residential staff. Teachers work closely with the residential staff to provide seamless support for the students. The curriculum includes academic support, development of life skills, and employment readiness.

3. Referral/Enrollment Procedures

Eligibility Criteria	Boys and Girls Haven provides 24-hour residential treatment and ancillary supportive services for children ages 11 to 18 who need, for a variety of reasons, out-of-home placement and a therapeutic setting to help them with emotional, behavioral (status offender level), and social adjustment difficulties. Two programs operate at Boys and Girls Haven—the long-term Therapeutic Care and Independent Living Program, and the Family Treatment program for middle-school-age children with an emphasis on family counseling and individual therapy.
Type Student Assignment (Voluntary or Involuntary)	Voluntary
Process for entering students into the program	<p>Students at Boys and Girls Haven are referred to the treatment program by social service agencies, private placement, or juvenile courts. Once the academic and behavior deficits have improved, students can attend school at a comprehensive school.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Guardian/Student Self-Referral Procedure	Not applicable. Students at Boys and Girls Haven are referred to the treatment program by social service agencies, private placement, or juvenile courts.
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Open entry. Students may be enrolled at any time during the school year.

4. Process for Transitioning Students Out of the Program

Assessment Tool Used for Exit	Once the academic and behavior deficits have been improved, students can attend school at a JCPS Comprehensive School. Boys & Girls Haven uses Report Cards, MAP Assessments for Reading and Math, and daily Behavior/Academic Monitoring Point Sheets. Decisions determined by the treatment partner.
Exit Criteria	<p>Once the academic and behavior deficits have been improved, students can attend school at a comprehensive school. Boys & Girls Haven uses Report Cards and MAP Assessments for Reading and Math, and daily Behavior/Academic Monitoring Point Sheets.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Transition Strategies to Prepare Student for Exit	<p>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 and to nurture and support the development of strengths 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 a comprehensive school. Successful re-entry to a comprehensive school is the goal of the faculty and residential staff. Teachers work closely with the residential staff to provide seamless support for the students. Students follow the JCPS curriculum, this includes eSchool and Edgenuity.</p> <p>Boys & Girls Haven staff communicates with the receiving school and provides information regarding the student and their progress and challenges. School visits are set up to improve transitions.</p>

5. Individual Learning Plan Addendum (ILPA)

Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	Within ten (10) days general education students will meet with the ILPA team to update or create an ILPA. This team consists of the Team Lead, Treatment Partner Representative, Asst. Principal, Counselor, and student. Treatment partners act as the guardian when in residential and hospital settings. Parents will be invited when applicable.
Procedures for collaboration with outside agencies involved with involuntary placements, including a court order or other social service agencies address student transition between programs.	Call and/or email appropriate personnel to obtain needed information.
Composition of the ILPA Team	Student, Parent/Guardian, Teachers, Associate Principal, School Liaison/Coordinator

Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate	Call and/or email
Person(s) responsible for guiding completion of the ILPA	Assistant Principal and Counselor
Person(s) responsible for monitoring progress of the ILPA	Teachers, Assistant Principal and Counselor

The Brook –Dupont

1. Program Information

Program Name	The Brook-Dupont
Location Number	019
Program Type	A6 – KECSAC funded programs serving state agency children. Off-site program - an alternative education program located in a separate and dedicated program facility not located within the student's assigned school.
Student Ages Served	5-13
Grades Served	K-7

2. Program Purpose

The Brook—Dupont is designed to provide continued programs for school-age children while they are inpatients or outpatients. Our main goals are:

- To allow students to follow the Kentucky Department of Education curriculum and continue their school assignments.
- To build successful experiences in the school setting and attempt to improve self-esteem.
- To provide individual and group academic instruction in exceptional child and comprehensive classrooms.
- To improve school behavior through a highly structured setting.
- To expedite student transition to the home school upon release from the hospital.

Learning opportunities are provided in Health/Nutrition, Art, Social Skills, in addition to Core English/Language Arts, Math, Science and Social Studies

3. Referral/Enrollment Procedures

Eligibility Criteria	Students at The Brook—Dupont are generally referred by social service agencies, private placement, and juvenile courts. Medical doctors admit them to the program.
Type Student Assignment (Voluntary or Involuntary)	Both
Process for entering students into the program	Students at The Brook—Dupont are generally referred by social service agencies, private placement, and juvenile courts. Medical doctors admit them to the program. For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and

	Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.
Guardian/Student Self-Referral Procedure	Not applicable
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Open entry. Students may be enrolled at any time during the school year.

4. Process for Transitioning Students Out of the Program

Assessment Tool Used for Exit	Determined by the treatment partner. Professional Learning Communities, MAP, Work Samples, teacher- and district-developed formative and summative assessments
Exit Criteria	Upon completion of treatment, students are released from the treatment center based upon a determination by hospital staff, and transition to another school or program. For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.
Transition Strategies to Prepare Student for Exit	Discharge meetings and/or exit meetings, ARC meetings, Conference calls, Facilitated Staffing Meetings

5. Individual Learning Plan Addendum (ILPA)

Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	Within ten (10) days general education students will meet with the ILPA team to update or create an ILPA. This team consists of the Team Lead, Treatment Partner Representative, Asst. Principal, Counselor, and student. Treatment partners act as the guardian when in residential and hospital settings. Parents will be invited when applicable.
Procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.	Community resources will be utilized to for individual students based upon recommendations from their treatment teams.
Composition of the ILPA Team	Social Workers, Mentors, Therapists, Program Managers, School Staff
Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate	Treatment Team meetings, meetings with school staff, Parent/Student and Teacher Conferences
Person(s) responsible for guiding completion of the ILPA	Teacher of Record (TOR), Assistant Principal, School Counselor

Person(s) responsible for monitoring progress of the ILPA	Teacher of Record (TOR), Assistant Principal, School Counselor
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The Brook – KMI

1. Program Information

Program Name	The Brook KMI
Location Number	020
Program Type	<p>A6 – KECSAC funded programs serving state agency children.</p> <p>Off-site program - An alternative education program located in a separate and dedicated program facility not located within the student's assigned school</p> <p>Off-site program - an alternative education program located in a separate and dedicated program facility not located within the student's assigned school</p>
Student Ages Served	13-18
Grades Served	6-12

2. Program Purpose

The Brook - KMI is an on-site school at The Brook – KMI Hospital. Since November 1995, this JCPS program serves students in acute care and extended care. The student body consists of hospitalized patients as well as partial hospital patients (PHP) who may live at home but return to the hospital during the day. The Brook - KMI offers other treatment programs, which include individual and group therapy, outpatient groups, family therapy, and recreational activities.

The main goal of the KMI educational program is to help troubled children lead productive lives in society, in their home, school, and community. The program teaches each student to cope with their problems by encouraging alternate behaviors that are rewarded. Individual and group instruction is provided in both special education and regular academic classes. The student can follow the JCPS curriculum or can continue with their home school's assignments. Our curriculum includes academic support, development of life skills, and employment readiness.

Pertinent information, such as immunization records, Individual Education Programs (IEPs), and textbooks with assignments, are requested from the sending school. Upon discharge, the home school is sent a withdrawal form.

3. Referral/Enrollment Procedures

Eligibility Criteria	Students at The Brook - KMI are referred to the hospital by the surrounding school districts, social service agencies, private placement, or juvenile courts and are admitted on doctor's orders or the recommendations of other qualified staff.
Type Student Assignment (Voluntary or Involuntary)	Voluntary
Process for entering students into the program	<p>Students at The Brook - KMI are referred to the hospital by the surrounding school districts, social service agencies, private placement, or juvenile courts and are admitted on doctor's orders or the recommendations of other qualified staff.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>

Guardian/Student Self-Referral Procedure	Students at The Brook - KMI are referred to the hospital by the surrounding school districts, social service agencies, private placement, or juvenile courts and are admitted on doctor's orders or the recommendations of other qualified staff.
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Open entry. Students may be enrolled at any time during the school year.

4. Process for Transitioning Students Out of the Program

Assessment Tool Used for Exit	Students at The Brook - KMI are released from the hospital and another school or program. MAP Assessments for Reading and Math are used.
Exit Criteria	<p>Students at The Brook - KMI are released from the hospital based on a determination by hospital staff and return to their home school.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Transition Strategies to Prepare Student for Exit	<p>The main goal at the KMI educational program is to help troubled children lead productive lives in society, in their home, school, and community. The program teaches each student to cope with his or her problems by encouraging alternate behaviors that are rewarded. Individual and group instruction is provided in both special education and regular academic classes. The student can follow the school's curriculum or can continue with his or her home school's assignments.</p> <p>The Brook-KMI staff provide information to receiving school to ensure students supports are in place when students make a transition. All information sharing must be in compliance with the privacy protections under the Health Insurance Portability and Accountability Act of 1996 (HIPPA)</p>

5. Individual Learning Plan Addendum (ILPA)

Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	Within ten (10) days general education students will meet with the ILPA team to update or create an ILPA. This team consists of the Team Lead, Treatment Partner Representative, Asst. Principal, Counselor, and student. Treatment partners act as the guardian when in residential and hospital settings. Parents will be invited when applicable.
Procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.	Call and/or email appropriate personnel to obtain needed information.
Composition of the ILPA Team	Student, Parent/Guardian, Teachers, Associate Principal, School Liaison/Coordinator
Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate	Call and/or email

Person(s) responsible for guiding completion of the ILPA	Assistant Principal and Counselor
Person(s) responsible for monitoring progress of the ILPA	Teachers, AP and Counselor

Brooklawn School

1. Program Information

Program Name	Uspiritus Brooklawn
Location Number	026
Program Type	A6 – KECSAC funded programs serving state agency children.
Student Ages Served	10-21
Grades Served	6-12

2. Program Purpose

Uspiritus, a merger of Bellewood Home for Children and Brooklawn Child & Family Services, is a psychiatric residential treatment center and private childcare residential facility for adolescents and children in need of intensive therapeutic support to overcome the effects of abuse, neglect, or other family crisis situations. The Brooklawn campus includes an on-site educational program operated by JCPS. The school program is designed to enable students to make a successful transition to a public school. The average length of stay is 6 to 12 months. Uspiritus follows the JCPS school calendar and includes a summer program.

Brooklawn School offers an individualized treatment program that includes school, individual and group therapy; family therapy; and recreational activities. In the school, we provide the following:

- A safe learning environment for each student
- An individualized program of basic skills and remediation where necessary
- Small-group instruction with fully certified teachers
- Behavior management that teaches acceptable social and academic behaviors so that the students may return to their homes and regular public schools
- Vocational classes in auto technology and horticulture

3. Referral/Enrollment Procedures

Eligibility Criteria	All youth admitted into the program must be referred through Uspiritus . Some residents are committed to the Cabinet for Families and Children. Some are referred by social workers, medical personnel, and/or parents/guardians. Private referrals are also accepted.
Type Student Assignment (Voluntary or Involuntary)	Both
Process for entering students into the program	<p>All youth admitted into the program must be referred through Uspiritus. Some residents are committed to the Cabinet for Families and Children. Some are referred by social workers, medical personnel, and/or parents/guardians. Private referrals are also accepted.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining</p>

	whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.
Guardian/Student Self-Referral Procedure	Parents/guardians may refer their children through Uspiritus.
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Open entry. Students may be enrolled at any time during the school year.

4. Process for Transitioning Students Out of the Program

Assessment Tool Used for Exit	Determined by the treatment partner. Professional Learning Communities, MAP assessments in Reading and Math, Work Samples, teacher- and district-developed formative and summative assessments
Exit Criteria	Upon completion of treatment, students are released from the treatment center and transition to another school or program. For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.
Transition Strategies to Prepare Student for Exit	Discharge meetings and/or exit meetings, ARC meetings, Conference calls, Facilitated Staffing Meetings

5. Individual Learning Plan Addendum (ILPA)

Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	Within ten (10) days general education students will meet with the ILPA team to update or create an ILPA. This team consists of the Team Lead, Treatment Partner Representative, Asst. Principal, Counselor, and student. Treatment partners act as the guardian when in residential and hospital settings. Parents will be invited when applicable.
Procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.	Community resources are utilized to for individual students based upon recommendations from their treatment teams.
Composition of the ILPA Team	Social Workers, Mentors, Therapists, Program Managers, School and Treatment Staff
Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate	Treatment Team meetings, meetings with school staff, Parent/Student and Teacher Conferences

Person(s) responsible for guiding completion of the ILPA	Teacher of Record (TOR), Assistant Principal, School Counselor
Person(s) responsible for monitoring progress of the ILPA	Teacher of Record (TOR), Assistant Principal, School Counselor

Home of the Innocents

1. Program Information

Program Name	Home of the Innocents (Includes both Weinberg and Discovery schools)
Location Number	768/769
Program Type	A6 – KECSAC funded programs serving state agency children. Off-site program - an alternative education program located in a separate and dedicated program facility not located within the student's assigned school
Student Ages Served	5-21
Grades Served	K-12

2. Program Purpose

Vision: To educate the whole child by promoting a positive, structured, and therapeutic environment conducive to academic, emotional, and behavioral growth for ALL students.

Mission: To provide ALL students with the tools to make positive social, emotional, and academic changes necessary to be lifelong learners and productive members of society.

Activities focus on four areas: academic support, development of life skills, employment readiness, and leadership/community involvement. The program also monitors student attendance, behavior, and progress in earning academic credits.

Student's records are requested from each school enrollment. They are reviewed and shared with the students. Student profile sheet is used for a tool to ensure all ECE, credits, and schedules are complete and reflect college and career readiness.

3. Referral/Enrollment Procedures

Eligibility Criteria	<p>Home of the Innocents operates licensed residential facilities for abandoned, abused, neglected, and homeless children. The on-site school program provides educational services to students who reside at the emergency shelter and the residential program.</p> <p>Specific Characteristics: Students who are unable to attend a regular classroom in school due to a variety of reasons, including behavior/emotional issues and/or severe medical disabilities.</p> <p>School Program: The Weinberg Academy enables children and youth admitted to the emergency shelter from outside Jefferson County to attend school immediately. Students are evaluated and given appropriate school assignments relative to the Kentucky Core Academic Standards.</p> <p>The length of stay may vary from one day to several weeks. As a result, it is the goal of the educational program to keep these students engaged in meaningful academic activities until they return to their home school, are referred to another placement, or are enrolled in a JCPS school.</p>
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	Special-needs students located in the Pediatric Convalescent Care Unit are given learning opportunities in our on-site Discovery classrooms. These medically fragile students attend school daily, where their medical, physical, and educational needs can be met.
Type Student Assignment (Voluntary or Involuntary)	Involuntary
Process for entering students into the program	<p>Students are referred by Child Protective Services, the Department for Community Based Services, the Children's Review Program, the Department of Juvenile Justice, Impact Plus, or Home to Home.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Guardian/Student Self-Referral Procedure	Not applicable. Students are referred by Child Protective Services, the Department for Community Based Services, the Children's Review Program, the Department of Juvenile Justice, Impact Plus, or Home to Home.
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Open entry. Students may be enrolled at any time during the school year.

4. Process for Transitioning Students Out of the Program

Assessment Tool Used for Exit	<p>Treatment team decision</p> <p>MAP assessment</p> <p>Common formative assessments</p> <p>Teacher-developed assessments</p>
Exit Criteria	<p>Students are most likely to exit the program due to treatment and custody needs for each student.</p> <p>Graduation would be the only reason to exit due to academic performance.</p> <p>A student may transition to another school based on a decline in behavioral incidents and increase positive behavior. The behavior team (associate principal, counselor, mental health practitioner, and treatment partner) help decide whether the student is able to be removed from behavioral supports.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Transition Strategies to Prepare Student for Exit	When a student transitions out to public school, not including the residential program, the school staff attempts to help provide feedback and supports for them when the student enrolls in their new school.

5. Individual Learning Plan Addendum (ILPA)

Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	Within ten (10) days general education students will meet with the ILPA team to update or create an ILPA. This team consists of the Team Lead, Treatment Partner Representative, Asst. Principal, Counselor, and student. Treatment partners act as the guardian when in residential and hospital settings. Parents will be invited when applicable.
Procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.	Home of the Innocents therapeutic team school coordinators, and Independent Living Coordinators work with outside agencies to address student transition between programs.
Composition of the ILPA Team	Director of Residential, Assistant Principal, School Counselor, and Clerk
Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate	Teachers provide both strengths and weaknesses for each student enrolled, in addition, treatment partners (therapist) provide further information to support the ILPA.
Person(s) responsible for guiding completion of the ILPA	School counselor and treatment therapist work together to complete the items in an ILPA for each student.
Person(s) responsible for monitoring progress of the ILPA	Assistant Principal and Clerk

Jefferson Regional Juvenile Detention Center

1. Program Information

Program Name	Jefferson Regional Juvenile Detention Center (JRJDC)
Location Number	463
Program Type	A6 – KECSAC funded programs serving state agency children. Off-site program - an alternative education program located in a separate and dedicated program facility not located within the student's assigned school
Student Ages Served	11-18 (MS and HS) Any school age student who is arrested.
Grades Served	6-12 Any school age student who is arrested.

2. Program Purpose

JCPS has an Inter-Agency Agreement with the Department of Juvenile Justice which states that JCPS will provide a continuum of educational services to students as they are admitted into the Jefferson Regional Juvenile Detention Center upon arrest or placement by the Commonwealth.

3. Referral/Enrollment Procedures

Eligibility Criteria	Students are arrested and court ordered placement determined by the Commonwealth and the Department of Juvenile Justice.
Type Student Assignment (Voluntary or Involuntary)	Involuntary
Process for entering students into the program	Students are arrested and court ordered placement determined by the Commonwealth and the Department of Juvenile Justice. For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.
Guardian/Student Self-Referral Procedure	Not applicable
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Open entry. Students may be enrolled at any time during the school year.

4. Process for Transitioning Students Out of the Program

Strategy	Description
Assessment Tool Used for Exit	Court ordered. Students are arrested and court ordered placement, including entry, exit and transition are determined by the Commonwealth and the Department of Juvenile Justice.
Exit Criteria	Court ordered. Students are arrested and court ordered placement, including entry, exit and transition are determined by the Commonwealth and the Department of Juvenile Justice. For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the

	behavior was a manifestation of the child's disability and follow JCPS ECE procedures.
Transition Strategies to Prepare Student for Exit	Court ordered. Students are arrested and court ordered placement, including entry, exit and transition are determined by the Commonwealth and the Department of Juvenile Justice.

5. Individual Learning Plan Addendum (ILPA)

Strategy	Description
Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	Within ten (10) days general education students will meet with the ILPA team to update or create an ILPA. This team consists of the Team Lead, Treatment Partner Representative, Asst. Principal, Counselor, and student. Treatment partners act as the guardian when in residential and hospital settings. Parents will be invited when applicable.
Procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.	Each student is assigned a worker who monitors the student's progress, acts as a liaison between the school and the family, as well as provides any additional supports not included in an IEP, ILPA, or regular school instruction.
Composition of the ILPA Team	School Leadership
Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate	Meeting notices are sent home to the parent/guardian if applicable.
Person(s) responsible for guiding completion of the ILPA	Assistant Principal and Counselor
Person(s) responsible for monitoring progress of the ILPA	Teacher of Record and Counselor

Louisville Day Treatment High School

1. Program Information

Program Name	Louisville Day Treatment High School
Location Number	138
Program Type	A6 – KECSAC funded programs serving state agency children. Off-site program - an alternative education program located in a separate and dedicated program facility not located within the student's assigned school
Student Ages Served	15-18 (High School Freshmen-Seniors)
Grades Served	9-12

2. Program Purpose

The overall purpose of our program is to provide students with the academic and social skills they need to transition high school and life beyond high school. Some of the tools used to reach this goal are:

- (1) ILPAs;
- (2) GED testing;
- (3) Vocational classes;
- (4) Individual and group counseling.

3. Referral/Enrollment Procedures

Eligibility Criteria	Referral, Court order
Type Student Assignment (Voluntary or Involuntary)	Involuntary
Process for entering students into the program	Adjudicated, Court order, referral. For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.
Guardian/Student Self-Referral Procedure	Not applicable
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Open entry. Students may be enrolled at any time during the school year.

4. Process for Transitioning Students Out of the Program

Strategy	Description
Assessment Tool Used for Exit	Completion of Department of Juvenile Justice Level System
Exit Criteria	Successful completion of a tiered behavior system. For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.

Transition Strategies to Prepare Student for Exit	<ol style="list-style-type: none"> 1. Committee review of progress and completion of the tiered behavior system. 2. Likelihood of success in a regular program If a student has completed the program but the transition team feels they may need some additional time, the student is offered additional time to ensure success.
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5. Individual Learning Plan Addendum (ILPA)

Strategy	Description
Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	Within ten (10) days general education students will meet with the ILPA team to update or create an ILPA. This team consists of the Team Lead, Treatment Partner Representative, Asst. Principal, Counselor, and student. Treatment partners act as the guardian when in residential and hospital settings. Parents will be invited when applicable.
Procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.	Each student is assigned a worker who monitors the student's progress, acts as a liaison between the school and the family, as well as provides any additional supports not included in an IEP, ILPA, or regular school instruction.
Composition of the ILPA Team	School Leadership
Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate	Meeting notices are sent home to the parent/guardian.
Person(s) responsible for guiding completion of the ILPA	Assistant Principal and Counselor
Person(s) responsible for monitoring progress of the ILPA	Assistant Principal and Counselor

Maryhurst Academy

1. Program Information

Program Name	Maryhurst Academy
Location Number	275-193
Program Type	A6 – KECSAC funded programs serving state agency children. Off-site program - an alternative education program located in a separate and dedicated program facility not located within the student's assigned school
Student Ages Served	11-21
Grades Served	6-12

2. Program Purpose

Residential Treatment Provider: Maryhurst (residential treatment care facility) provides residential treatment, an on-campus school, treatment-oriented foster care, and supervised transitional living. Maryhurst provides intensive treatment in residential settings for girls with severe emotional trauma and destructive behaviors. Special education services are provided based on students' Individual Education Plans.

Demographics:

- Population Served: Girls ages 11 to 21 (grades 6 through 12)
- Specific Characteristics: Residential students have behavioral disorders as a result of severe emotional and physical trauma and abuse. Residents may have emotional, behavioral, or learning disabilities.
- Maximum Enrollment: 70 (Rated bed capacity for facility is 156)
- Average Length of Stay: 6 to 12 months
- The Maryhurst yearly calendar coincides with JCPS and includes a summer program.

School Program: Maryhurst School offers a comprehensive curriculum by fully certified JCPS teachers. In addition to the basic subject areas of English, math, science, and social studies, Maryhurst also offers a variety of related arts curriculum. School class size averages eight to twelve to ensure that intensive teacher attention is given to the academic and behavioral needs of each student.

Referral Process: Approximately 95 percent of residents are committed to the Cabinet for Families and Children. Maryhurst does accommodate private placements and placements from other states.

School Purpose

Vision: To educate the whole child by promoting a positive, structured, and therapeutic environment conducive to academic, emotional, and behavioral growth for ALL students.

Mission: To provide ALL students with the tools to make positive social, emotional, and academic changes necessary to be lifelong learners and productive members of society.

Three Pillars: Backpack of Success Skills, Racial Equity, Culture and Climate

Maryhurst Academy offers two high school completion tracks: diploma and certificate of completions (for our Moderate to Severe Disability (MSD)/alternate assessment students). We also offer credit recovery via eSchool and afterschool hours are also available for additional completion of work. At Maryhurst Academy, we take pride in reviewing every transcript, conferencing with students on their Multi-Year Course of Study and making individual graduation plans based on student needs. We also provide a partial day summer school program for our students to earn additional credits and participate in credit recovery.

Maryhurst Academy abides by all federal, state and district guidelines. We support individual learning needs and prepare our students for college and career readiness through vocational/career courses, college visits, providing students with a college and career fair along with guest speakers, provide mentoring opportunities and involve students in state testing. We also make sure all students complete an annual ILP and all students have either an ILPA or and IEP to best meet their needs.

3. Referral/Enrollment Procedures

Eligibility Criteria	Most residents are committed to the Cabinet for Families and Children and are placed by their state social workers. Maryhurst does accommodate private placements and placements from other states, coordinated through social workers.
Type Student Assignment (Voluntary or Involuntary)	Involuntary
Process for entering students into the program	<p>Maryhurst has a contract with the state to provide residential care services to adolescent (ages 11-21) females who are committed to the Cabinet for Families and Children for a variety of reasons. Maryhurst specializes in Level 5 adolescent females who have been impacted by significant trauma and display externalizing behaviors.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Guardian/Student Self-Referral Procedure	Referrals come through the Cabinet for Families and Children. Our Maryhurst treatment partner screens those applicants to ensure they meet the criteria for their facility as well as the beds they have available as there is different criteria for each dorm/cottage.
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Open entry. Students may be enrolled at any time during the school year.

4. Process for Transitioning Students Out of the Program

Assessment Tool Used for Exit	Maryhurst treatment partner works with social workers, families, and students to determine length of stay and criteria for exiting the program, considering individual needs. When Maryhurst chooses to discharge, students then exit our school.
Exit Criteria	<p>If a student has been enrolled at Maryhurst for at least 12 weeks and the student's plan is to remain at Maryhurst for an extended length of time, then we begin the discussion with the student's treatment team on transition, if the student has made good progress by:</p> <ul style="list-style-type: none"> • Passing all classes with at least a C or better; and • Maintaining at least 85% of their points and having no significant behavior events. • If a student has been enrolled at Maryhurst for at least 12 weeks and has made good progress by maintaining at least 85% of their points and having no significant behavior events (also meeting academic criteria) and the student's plan is to remain at Maryhurst for an extended length of time, then we begin the discussion with the student's treatment team on transition.

	For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.
Transition Strategies to Prepare Student for Exit	Discharge meetings and/or exit meetings, ARC meetings, Conference calls, Facilitated Staffing Meetings. Transition counselor works with receiving school to ensure appropriate strategies and supports are in place.

5. Individual Learning Plan Addendum (ILPA)

Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	Within ten (10) days general education students will meet with the ILPA team to update or create an ILPA. This team consists of the Team Lead, Treatment Partner Representative, Asst. Principal, Counselor, and student. Treatment partners act as the guardian when in residential and hospital settings. Parents will be invited when applicable.
Procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.	All placements at Maryhurst residential care facility are involuntary. All placements are coordinated through the state and Maryhurst residential treatment staff. Maryhurst treatment will coordinate with the receiving facility prior to entry into the program. Prior to many of the intakes, Maryhurst treatment staff will meet with the potential student at the sending facility. Upon intake, all students are conferenced with by treatment staff to determine strengths and needs. Upon enrollment at Maryhurst Academy, we request records including the KECSAC Educational Passport.
Composition of the ILPA Team	Teacher, Administrator, treatment team staff, parents, and student
Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate	Students are an integral part of the ILPA team and always participate in their ILPA meetings. The staff extends the invitation to treatment team to participate, and treatment team invites parents when possible (not all parents have contact with the students).
Person(s) responsible for guiding completion of the ILPA	Teacher and Administrators
Person(s) responsible for monitoring progress of the ILPA	Teacher and Administrators

Peace Academy

1. Program Information

Program Name	Peace Academy
Location Number	784
Program Type	A6 – KECSAC funded programs serving state agency children. Off-site program - An alternative education program located in a separate and dedicated program facility not located within the student's assigned school Off-site program - an alternative education program located in a separate and dedicated program facility not located within the student's assigned school
Student Ages Served	4-21
Grades Served	K-12

2. Program Purpose

Peace is divided into 3 Programs; Crossroads Partial Hospitalization, Innovations which is longer term more restrictive environment with more severe and profound behaviors and Peace Academy 4L which is K-12 in-patient students.

The vision of the State Agency Children's Programs is to educate the whole child by promoting a positive, structured, and therapeutic environment conducive to academic, emotional, and behavioral growth for ALL students. To achieve this vision, we have adopted three Pillars to increase achievement.

1. Culture and Climate
2. Backpack of Success Skills
3. Racial Equity

These pillars will allow us to provide ALL students with tools to make positive social, emotional, and academic changes necessary to be lifelong learners and productive members of society. JCPS State Agency Schools integrate education and treatment in a safe environment for students. We strive to help 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 the community.

Furthermore, Peace Academy is designed to provide continued instruction for school-age children while they are patients in UofL Health – Peace Hospital. Our primary goals are to:

- allow students to keep up with the classwork they are missing in their home school
- provide students with access to grade-level curriculum and opportunities to demonstrate deeper learning
- provide students with opportunities to accelerate and enrich their learning
- improve each student's self-concept through legitimate success experiences
- increase student success in the school setting through promoting positive behavior interventions and support (PBIS), trauma informed care, and connectedness/relationships between staff and students

JCPS staff work closely with Peace Hospital staff to ensure that treatment programs include school, behavior and academic acceleration and enrichment, and that educational considerations are made when students are discharged. Close contact is maintained with the home school to ensure that no major lapses occur in the curriculum and to provide the school with assessment data and strategies that will help them provide a successful re-entry into school. In addition to the core curriculum (Reading and Writing, Math, Science, and Social Studies), Career Choices, Digital Literacy, Social Skills, Life Skills, and PE are offered at Peace Academy.

Since 75% of students are enrolled at Peace Academy for 15 days or less, teachers provide weekly assessments of the essential standards. Students who do meet proficiency are provided with acceleration opportunities in the classroom.

Students who do not show progress with acceleration opportunities are then provided small group catch up opportunities with our acceleration teacher. The classroom teacher and the acceleration teacher collaborate to ensure student learning growth, during the time that students are enrolled at Peace Academy. In addition to the core curriculum (Reading and Writing, Math, Science, and Social Studies), Career Choices, Digital Literacy, Social Skills, Life Skills, and PE are offered at Peace Academy.

Peace Academy follows the guidelines outlined in our Peace Panthers Positive Behavior in School (PBIS) handbook. Each student has a daily point sheet and when a student scores less than 80% of their weekly Panther Points, an alert goes to the student's teachers. Classroom teachers then provide feedback on the individual student (successes, challenges, potential triggers, strategies that work) to create a list of common strategies to use with the student in all classes. School staff will work collaboratively with hospital staff to create individual plans for student success and progress will be monitored weekly. Students who do not show progress with the identified acceleration opportunities are then provided small group catch up opportunities through Pathways to Success. The classroom teachers and the pathways teacher collaborate to ensure student growth, during the time that students are enrolled at Peace Academy.

3. Referral/Enrollment Procedures

Eligibility Criteria	Referrals are made by the Department of Juvenile Justice, parents, social workers, and counselors, and either private or state agencies. Students are admitted to the hospital on doctor's orders.
Type Student Assignment (Voluntary or Involuntary)	Involuntary.
Process for entering students into the program	<p>Referrals are made by the Department of Juvenile Justice, parents, social workers, and counselors, and either private or state agencies. Students are admitted to the hospital on doctor's orders.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Guardian/Student Self-Referral Procedure	Not applicable
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Open entry. Students may be enrolled at any time during the school year.

4. Process for Transitioning Students Out of the Program

Assessment Tool Used for Exit	Determined by treatment partner, UofL Health – Peace Hospital, per doctor's orders.
Exit Criteria for Academic Performance	Determined by treatment partner, UofL Health – Peace Hospital, per doctor's orders.
Exit Criteria for Behavioral Performance	<p>Determined by treatment partner, UofL Health – Peace Hospital, per doctor's orders.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and</p>

	Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.
Transition Strategies to Prepare Student for Exit	<p>A student transition plan, which includes academic education, career education, and health/mental health, has been created for Peace Academy and is submitted annually as part of our Memorandum of Agreement (MOA).</p> <p>Peace Academy utilizes an optional school-to-school communication form in which contact information for the teacher, counselor, and social worker are shared, as well as classroom and therapeutic supports that contribute to student success in the school setting. If the school would like to be a part of the family session with our treatment partner, to help with transition back to their home/comprehensive school, that is also an option. Withdrawal grades, ECE records, etc... can be accessed through IC, and daily student point sheets can be sent upon request.</p>

5. Individual Learning Plan Addendum (ILPA)

Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	Within ten (10) days general education students will meet with the ILPA team to update or create an ILPA. This team consists of the Team Lead, Treatment Partner Representative, Asst. Principal, Counselor, and student. Treatment partners act as the guardian when in residential and hospital settings. Parents will be invited when applicable.
Procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.	Students are admitted to the hospital on doctor's orders and therefore JCPS works with UofL Health – Peace Hospital to address student transition between the hospital (Peace Academy) and the student's home/comprehensive school.
Composition of the ILPA Team	The ILPA team is consists of a counselor, teacher, student (when appropriate), and parent/guardian/treatment partner.
Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate	Parents/guardians/treatment partner receive a phone request and meeting request notice to initiate parent/guardian/treatment partner participation on the ILPA Team.
Person(s) responsible for guiding completion of the ILPA	The counselors and acceleration teacher are responsible for guiding completion of the ILPA, in which students identify academic and behavioral strengths, areas for growth, and goals. Student MAP scores are also included on the ILPA. Overseen by the AP.
Person(s) responsible for monitoring progress of the ILPA	While students are enrolled at Peace Academy, teachers are responsible for monitoring the progress of the ILPA.

St. Joseph Children's Home

1. Program Information

Program Name	St. Joseph Children's Home
Location Number	748
Program Type	A6 – KECSAC funded programs serving state agency children. Off-site program - an alternative education program located in a separate and dedicated program facility not located within the student's assigned school
Student Ages Served	Boys and girls, ages 5 to 14
Grades Served	K-8

2. Program Purpose

Applebee's School provides both academic and behavioral support to the children that reside in the residential program at St. Joseph Children's Home. Our mission at Applebee's School is to provide all students with the tools to make positive social, emotional, and academic changes necessary to be lifelong learners and productive members of society. Our vision is to educate the whole child by promoting a positive, structured, and therapeutic environment conducive to academic, emotional, and behavioral growth for ALL students. The program supports the District's College and Career Readiness Goals by ensuring systems for student records' exchange, completion of the Individualized Learning Plan (ILP) for all middle school students, completion of the ILPA for regular education students, transition meetings for all ECE students as they transition to in-county schools and collaboration with the treatment partner when planning for off campus placement.

3. Referral/Enrollment Procedures

Eligibility Criteria	Students enrolled at Applebee's School are in grades K-8, and residents at St. Joseph Children's Home. The student's treatment team determines whether they will attend school on campus or be recommended for consideration of placement at another school within the JCPS district.
Type Student Assignment (Voluntary or Involuntary)	Involuntary. Placed by DCBS.
Process for entering students into the program	Students are assigned to the school by the treatment partner. For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.
Guardian/Student Self-Referral Procedure	Not applicable
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Court Determined. Open entry. Students may be enrolled at any time during the school year.

4. Process for Transitioning Students Out of the Program

Assessment Tool Used for Exit	Treatment Team Recommendation
Exit Criteria for Academic Performance	Students at St. Joe are residential and are discharged based on level which is tied to behavior in and out of the cottage, not academic performance.

Exit Criteria for Behavioral Performance	<p>Students must be on a Level 3 and/or have had no significant history of behavior in school to be considered for off campus placement. Decisions made by treatment team.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Transition Strategies to Prepare Student for Exit	Discharge meetings and/or exit meetings, ARC meetings, Conference calls, Facilitated Staffing Meetings. Transition counselor works with receiving school to ensure appropriate strategies and supports are in place.

5. Individual Learning Plan Addendum (ILPA)

Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	
Procedures for collaboration with outside agencies involved with involuntary placements; including court order or other social service agencies to address student transition between programs.	ILPAs are shared during the transition meeting or staffing upon exit of St. Joe School.
Composition of the ILPA Team	Assistant Principal, Education Coordinator (Treatment Partner Staff), Counselor, and Classroom Teacher
Procedure to invite parents/guardians to participate on the ILPA Team, and as appropriate, to invite the student to participate	Meeting notices are sent to the guardian.
Person(s) responsible for guiding completion of the ILPA	Assistant Principal
Person(s) responsible for monitoring progress of the ILPA	Assistant Principal, Teacher of Record

Western Day Treatment

1. Program Information

Program Name	<i>Western Day Treatment</i>
Location Number	110
Program Type	A6 – KECSAC funded programs serving state agency children. Off-site program - an alternative education program located in a separate and dedicated program facility not located within the student's assigned school
Student Ages Served	5-12
Grades Served	K-5

2. Program Purpose

The Western Day Treatment (WDT) Program provides intensive therapeutic services to children with severe emotional disturbance (SED).

Children in kindergarten through grade five receive academic instruction, individual, family, and group therapy, and psychiatric services along with KY Impact, as well as a variety of assessment measures during the course of an average six-nine 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: 32
- Western MHDT follows the JCPS calendar and includes a summer program.

The mission of Western Day Treatment is to provide students with academic instruction and therapeutic services to ensure that ALL students grow academically, socially, and emotionally to become respectful and responsible citizens of our community.

Our vision is to educate the whole child with a growth mindset in a positive learning environment that promotes respect, responsibility, and good work ethic.

The program supports the District's College and Career Readiness Goals by ensuring systems for student records' exchange, completion of the ILPA for regular education students, New Student Checklist, and transition meetings for all ECE students and staffing for all regular education students upon entry and exit of Western Day Treatment. As well as, continuous collaboration with Centerstone and families when planning for successful completion of the program.

3. Referral/Enrollment Procedures

Eligibility Criteria	The program is for children with severe emotional disturbances in grades K-5. The child must currently be receiving Medicaid and seeing a therapist. The child must display functional difficulty in at least two environments: school, family, self-care, self-direction, and/or interpersonal relations.
Type Student Assignment (Voluntary or Involuntary)	Voluntary
Process for entering students into the program	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 referral form from the child's therapist is needed, stating current status and behaviors, diagnosis, medications, age, and grade level; current school placement and interventions being used by the school;

	<p>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. 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.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Guardian/Student Self-Referral Procedure	Not applicable. Student must be referred by their therapist.
Enrollment Cycle (Open Entry, Term Entry, or Other Entry)	Open entry. Students may be enrolled at any time during the school year.

4. Process for Transitioning Students Out of the Program

Strategy	Description
Assessment Tool Used for Exit	Treatment Team Recommendation
Exit Criteria	<p>Students enrolled at Western Day are primarily there for therapeutic treatment. Discharge is based on reaching treatment goals, not academic performance.</p> <p>Students must pass a minimum of 4 of 6 classes. Students must obtain at least 80% behavior points.</p> <p>Students are enrolled at Western Day until they have met their treatment goals. Upon decision to release, meetings are scheduled to discuss placement options either in ARC meetings or Treatment Team.</p> <p>For a student with a disability, the Admission and Release Committee may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Admission and Release Committee must convene and determine if the behavior was a manifestation of the child's disability and follow JCPS ECE procedures.</p>
Transition Strategies to Prepare Student for Exit	Discharge meetings and/or exit meetings, ARC meetings, Conference calls, Facilitated Staffing Meetings. Transition counselor works with receiving school to ensure appropriate strategies and supports are in place.
Assessment Tool Used for Exit	Behavior progress sheets, attendance and grades are used to assess student readiness for exit. To qualify for exit, students must obtain at least 80% of daily behavior points, pass a minimum of 4 of 6 classes, and record 80% or better attendance rate.
Transition Strategies to Prepare Student for Exit	Student must demonstrate satisfactory growth involving behavior. Expectations are provided to both parents and students. The receiving comprehensive school will receive notification once the student is approved for exit. Student Relations will facilitate transition meetings prior to student enrollment in a comprehensive school to ensure that guidance counseling, mental health counseling, administrative and academic support services are provided as needed.

5. Individual Learning Plan Addendum (ILPA)

Strategy	Description
Process for developing the ILPA for students with long term placements, including the composition of the team to develop the ILPA, which shall include an invitation to the guardian to participate and, as appropriate, an invitation to the student to participate	
Procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.	ILPAs are shared during the transition meeting upon exit from Western Day Treatment.
Composition of the ILPA Team	Assistant Principal, ARC Chairperson
Procedure to invite parents/guardians to participate on the PILPA Team, and as appropriate, to invite the student to participate	Meeting notices are sent home to the parent/guardian.
Person(s) responsible for guiding completion of the ILPA	Assistant Principal
Person(s) responsible for monitoring progress of the ILPA	Assistant Principal, Teacher of Record