Youth Academy Program Description & Expectations

Mission

The Mission of Youth Academy is to support each student socially, emotionally, and academically while developing resiliency and connections to be successful in school.

Program Overview

The Youth Academy serves a specific population of students who need additional resources to fully access academic and school settings. Our program provides transitional support for students needing intervention or recovery in a therapeutic setting to increase social and emotional skills.

The Youth Academy was established to serve several purposes; students may be eligible for enrollment:

1. Through Youth in Care team discussion and recommendation
    - Division of Child and Family Services or Juvenile Justice Youth Services
2. Upon return from residential or day treatment programs and/or home and hospital services and recommendation
3. District Support Team recommendation
    - At-risk behaviors (suicidal ideation)
    - Mental health diagnosis
    - Significant/recent trauma
    - Parent/student referrals will follow the DST process
4. By District Case Management or Safe Schools Referral
    - Assault
    - Distribution of illegal substances
    - Distribution of pornography
    - Fighting (serious bodily injury and serious and continuous disruption that threatens the safety of the school)
    - Gang activity
    - Sexual misconduct

Vision & Expectations

- The Youth Academy Program is a short-term, smaller learning environment for eligible K–12 students provided at four sites. The program provides individualized academic and behavioral support to build skills for a successful return to the student's regular school placement.
- Before enrollment, an orientation meeting is held with the Youth Academy team, the student and family, and the school of record. Students are expected to participate in weekly therapeutic activities offered individually, in small groups, and in whole-group settings.

- Youth Academy enrollments are temporary, the length of stay is determined by the student's needs and Youth Academy team recommendations; for students referred by DCMT and DST, the duration is based on recommendations at scheduled review meetings.
- Transitions will consider quarter timelines, natural breaks, and other factors that motivate student progress.
- The Youth Academy team will collaborate with schools of record, YIC teams, and health professionals to establish student goals. School teams are expected to maintain positive connections by visiting students weekly. Students may begin mainstreaming into grade-level classes once they consistently meet behavior expectations for engaging in larger peer settings.

Programs and Locations

- Our Glacier Hills Elementary School program serves grade K-5.
- Our Eastmont Middle School program serves grades 6-8.
- Our Diamond Ridge High School program serves grades 9-12.
- Our District Case Management program serves grades 6-12.

Progress Monitoring

- While at Youth Academy, student's behavioral and academic progress will be monitored through the use of multiple data collection methods, including a level system, behavior tracking and assessments.

Positive Behavior Supports

- While at Youth Academy, students will participate in a token economy system and a variety of reinforcement strategies. These procedures teach learners what to do rather than what not to do and creates a more reinforcing environment (Cooper et al., 2020).

Exit Criteria & Transition Planning

- Student behavior and participation are monitored daily to assess readiness for returning to their regular school. When exit criteria are met, a transition meeting is scheduled with families and school staff.
- Students placed by DCMT, the district team will determine the required behavior expectations and exit criteria. Students remain at Youth Academy until those criteria are met.
- Students placed through YIC, DST or treatment centers, Youth Academy will collaborate to develop individualized Transition Plans with six- and twelve-week reviews. Collaboration with home schools is key.
- Students meeting their goals complete a reflection.

Considering Multilingual (ML) Students

- If a student is not a newcomer and is enrolled in a course at a middle school or high school that utilizes System 44 or Read 180, the same service will continue at YA and would count towards meeting the

language goals for the student. If the ML student is performing at a Level 1 or is enrolled in a newcomer class, then an Individualized Language Development Plan will be created by the sending school to make recommendations for the continued language services that can be provided by licensed educators at YA.

Considering Special Education Services

Child Find

- The IEP team at the school of record will work closely with YA instructional and support staff to determine any suspicion of child find and will be the determining body for any student that is believed to be a student with a disability. All decisions for Prior Written Notice (including consent for testing) will be issued from the IEP team at the school of record.

Evaluation

- The IEP team at the school of record will work to provide evaluation support for any suspected child find case while enrolled at YA. Instructional and support staff can participate in evaluation surveys or other relevant information gathering needs that the school of record IEP team requires to make a determination regarding eligibility for special education or related services or students who might qualify under section 504.

Reevaluation

- The school based team, Case Manager in the event that a Re-Evaluation is due, will complete the following:

☐ will complete the Data Review Document after coordinating with applicable team members including the home and hospital service providers (teacher & other related service providers as applicable).

☐ will contact the family, share the team's recommendations (which is to include Youth Academy staff observations, data, and other input) and determine if the parent has additional testing concerns or any other information that will be helpful to the re-evaluation.

☐ will complete the Data Review and generate consent.

☐ will complete any necessary testing to determine Eligibility.

☐ will arrange for the eligibility meeting to occur at school-based site, virtual, or conference call and invite all relevant service providers (which is to include Youth Academy staff).

☐ will solicit feedback from relevant providers (to include Youth Academy staff) such as data, observations, and input that will help the school based team create present levels of performance and develop goals based off of those present levels.

☐ will hold all relevant meetings regarding student's offer of FAPE (IEP) and coordinate with all service providers (to include Youth Academy staff).

- The student will maintain his/her enrollment and class schedule at school of record.

IEP Development and Timelines

- The IEP team at the school of record will work with the YA instructional and support staff to develop an offer of FAPE or maintain annual renewals for such purposes (IEP reauthorization). The staff at YA will

assist with providing relevant progress monitoring etc. for teams to have meaningful present levels with which to develop new goals and creating timely, meaningful progress reports. Coordination for this particular IEP required item should be done in collaboration and under the supervision of administration from the school of record and administrative staff overseeing the YA program.

- The Special Ed team at the school of record schedules an IEP Meeting to discuss adjustments of the IEP and potential amendments to IEP services while the student is attending Youth Academy.
    - School of record IEP team meets with the parent and a member of the Youth Academy team to discuss the provision of services at YA.
    - IEP minutes are amended to reflect the services and time provided to the student while attending YA, to include a shortened day.
    - Meeting notes should clearly document the services reflected on the IEP before instruction begins at YA, this can be reviewed at the scheduled review meetings when student progress is discussed. These services will be reinstated upon return to the student's school of record.
    - It is the responsibility of the school of record to schedule any and all IEP meetings and amend/update all IEP documents based on IEP team decisions.

<u>FAPE</u>

- The agreed upon offer of FAPE, as documented in the agreed upon annual IEP, will be carried out by YA staff during the duration of student enrollment in the program.

Youth Academy Contract

Student: _____ Orientation Date: _____

Program Overview:

- Short-term, transitional support program
- Reduced schedule with a therapeutic focus
- Collaboration with family, school and YA to monitor progress and set goals
- Students return to their school of record when YA goals are met

Student Expectations:

- Attend regularly and on time
- Follow all district and school expectations
- Participate in therapeutic opportunities

Family Expectations:

- Maintain communication with YA team
- Ensure student attends school regularly
- Support YA team with student conduct and behavior
- When deemed necessary, family must pick up student or they will be transported to another location

School of Record Expectations:

- Visit students weekly to maintain or restore positive relationships
- Develop and support goals with YA team
- Attend orientation and 6-week reviews to support student progress
- Maintain status as IEP/504 team, provide necessary case management and related services, contact Gina Bagshaw to ensure EdPlan access.
- Facilitate and support the transition/return of student by collaborating with YA
- Support student enrollment needs (providing school counseling services, school year registration, CCR's, etc.)

Youth Academy Team Expectations:

- Facilitate a therapeutic, focused environment
- Provide individualized instruction both academically and socially
- Collaborate to develop goals and exit criteria for student
- Collaborate in the development and implementation of mainstream/transition plan

_____ _____

Student Parent/Guardian

_____ _____

YA Staff School of Record Staff

Cover letter or Email Content with Referral Form:

Good afternoon [school of record] Admin Team,

Here is the link to the referral form for Youth Academy. I've already created a folder for [student initials], so you can complete the form directly there.

[link to google doc in student specific folder on GHE YA shared drive]

A couple of important notes:

- This form must be completed prior to the orientation meeting. The information you provide helps our team prepare and ensure we can best support the students entering the program.
- If the form cannot be completed before the scheduled orientation on [date and time], we will need to reschedule the meeting.
- The more detail you can include, the better equipped we'll be to support [student initials] effectively.

Please don't hesitate to reach out if you have any questions.
Thank you for your attention to this!

Preferred Orientation Meeting Outline:

Time	School of Record Team	GHE YA Team	Family/ Student	Assistant Director (DST / DCMT)
First 15 minutes	Meeting with GHE YA Team to discuss student needs, history and proposed goals	Meeting with School of Record Team to discuss student needs, history and proposed goals	Meeting with Assistant Director to complete policy review (*if applicable*)	Meeting with parent and student to complete policy review (*if applicable*)
Next 30 minutes	Meeting all together to complete orientation to GHE YA	Meeting all together to complete orientation to GHE YA	Meeting all together to complete orientation to GHE YA	Attendance not required.