

JOHN POWERS SCHOOL



ADMISSION PROCEDURE

1. The school district will contact Jessie Gervais about placement.
2. The school district will provide the following:
 - Completed Referral Form
 - Most recent evaluation information (achievement, psych, OT, S/L, FBA, etc.)
 - Current IEP (signed copy)
 - Transcripts/ report cards
 - Previous placement progress reports
 - Disciplinary record
 - Staffing minutes from recent placement meetings
 - Signed release of information
 - Immunization Records
 - Vocational/ transition planning information
3. Admissions committee will review documentation and make an initial determination of appropriateness of the student for John Powers School.
4. An interview/ tour will be set up for the parents, student, and LEA.
 - Parent and student expectations will be discussed and clarified to assure clear expectations upon entry to John Powers School.
 - Family will receive Admissions Packet which includes JPS program information as well as admissions paperwork.
 - JPS staff may request to observe student in their current school setting.
5. After an initial meeting and review of the student files, a final decision on acceptance will be made by the staff at JPS.
6. Upon acceptance, an IEP/ placement meeting will occur; included will be parents, student, school district LEA, Jessie Gervais, and other JPS or district staff as appropriate (classroom teacher, school nurse, related service providers, counselor). Parents should bring all signed admissions paperwork to the meeting.
7. A start date will be determined at the IEP/ placement meeting; the district will set up transportation to and from school.
8. The IEP team will reconvene approximately 30 days from the student's start date in order to review how the program is working for him/her and to make any necessary amendments to the IEP.

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CRITERIA FOR ADMISSIONS

Careful consideration is given to all referrals prior to acceptance into JPS. It must be determined, given all available information, that the student has a high probability of success given the school program structure, the physical environment, and the nature of the current school population.

Criteria considered for students referred to the program (not an exhaustive list):

- Male and female students in grades one through eight.
- The student's special education identification must align with those categories for which the program is approved. JPS is approved for Emotional Disturbance, Specific Learning Disability, Other Health Impairment, and Speech-Language Impairment. Students with other disabilities will be considered if their needs can be met in the program and only if the LEA agrees to complete an Individual Program Approval.
- Evaluations must indicate that the student has cognitive ability within two standard deviations from the mean score, as measured by a commonly accepted test of cognitive abilities (such as the Wechsler Intelligence Scales for Children, fourth revision).
- Students who've been diagnosed with a mental illness should be receiving services outside of the school setting. The treatment modality should be recognized as having a high degree of efficacy relating to the condition.
- Students with a history of drug or alcohol dependency must have completed a rehabilitation program or be in treatment with evidence of positive response to that treatment.
- Students need to present with a sufficient level of self-control regarding physical aggression so that their behavior will not cause imminent threat of harm to peers or staff members on a frequent basis.

JOHN POWERS SCHOOL



PROCEDURES FOR TERMINATION

A student's termination from JPS can occur for a variety of reasons. Regardless of the reason for termination, it will be accomplished by way of an informed process and in conjunction with the parent/guardian and the LEA. With rare exceptions, students are not discharged prior to the establishment of a new placement.

Possible reasons for termination from JPS (not an exhaustive list):

- The student's skills have advanced to the point that they no longer need a program as restrictive as JPS.
- The student's needs are deemed to be greater than can be provided for and supported at JPS.
- The student relocates to a community that is beyond commuting distance to the school.
- The IEP team agrees to an alternative placement that is better suited to the students needs.
- The student ages out of the program at the end of their eighth grade year.
- The student engages in significant and frequent physically aggressive behavior, causing an unsafe environment.
- The student is placed in another facility by order of the court.

A recommendation for termination due to extreme behavior will only occur after all reasonable program alternatives have been exhausted. The parent/guardian and the LEA will be kept informed of behavior concerns on an on-going basis. When deemed necessary, the child's IEP team will meet to discuss concerns and the appropriateness of the placement. Termination from JPS is finalized when a new placement has been determined and a discharge date is agreed upon with the LEA.

STUDENT PLACEMENT INFORMATION - PARENT

Student's Name: _____ Date Of Birth: _____

Nickname: _____ Sex: __M __F Age: _____ Grade: _____

Most Recent School Attended: _____

Previous Schools: _____

Mother's Name: _____ Email: _____

Address: _____

Home #: _____ Cell #: _____ Work #: _____

Email: _____

Occupation: _____ Work Hrs: _____

Father's Name: _____ Email: _____

Address: _____

Home #: _____ Cell #: _____ Work #: _____

Occupation: _____ Work Hrs: _____

CHILD IS LIVING WITH:

Both Biological Parents: _____ Adoptive Parents: _____ Foster Parents: _____

Single Biological Parent: Mother___ Father___ (Stepparent present? Yes___ No___)

Describe or clarify guardianship/custodial arrangements:

SIBLINGS:

| Name | Age | School (If Applicable) |
|-------|-------|------------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Others living in home: _____

Language other than English spoken in home: _____

Court involvement: (Please describe) _____

Juvenile probation officer _____

Caseworker _____

Therapist _____

Other agencies involved with student: _____

Physican _____

List current medications _____

How does the student respond to medications? _____

Physician(s) prescribing medication _____

Medical insurance company _____

Subscriber ID # _____ Group ID # _____

Medicaid number _____

Who do we contact first in case of an emergency during the school day? _____

Address: _____ Telephone: (h) _____

(w) _____

STUDENT PLACEMENT INFORMATION – STUDENT

Name: _____ Grade: _____ Date: _____

How do you feel about your current school?

Likes:

Dislikes:

What do you like to do for fun?

With friends:

With family:

By yourself:

What are you really good at?

What would you like JPS staff to help you with?

(check as many as apply)

Writing

Math

Focusing on work

Finding my strengths

Reading

Public Speaking

Making friends

Family relationships

Controlling anger

Reducing stress

Completing projects

Think about yourself as a grown-up. What kind of life do you want to have? What kind of job? Family? House? Car?

What should JPS staff know about you so we can best help you?

STUDENT PLACEMENT INFORMATION – CURRENT SCHOOL

Student Name: _____

| Learning Channels: | <u>Area of Concern</u> | <u>Area of Strength</u> | <u>Neutral</u> |
|---------------------------|------------------------|-------------------------|----------------|
| Auditory | _____ | _____ | _____ |
| Visual | _____ | _____ | _____ |
| Kinesthetic | _____ | _____ | _____ |

Comments: _____

| Please check: | <u>YES</u> | <u>NO</u> | <u>SOMETIMES (Explain)</u> |
|-------------------------------------|------------|-----------|----------------------------|
| Can work independently | _____ | _____ | _____ |
| Able to organize materials | _____ | _____ | _____ |
| Neatness/legibility | _____ | _____ | _____ |
| Completes work in allotted time | _____ | _____ | _____ |
| Responsible for completing homework | _____ | _____ | _____ |
| Asks for help when needed | _____ | _____ | _____ |
| Willing to try new skills/tasks | _____ | _____ | _____ |
| Accepts feedback/corrections | _____ | _____ | _____ |
| Concerned about quality of work | _____ | _____ | _____ |
| Can pay attention to seat work | _____ | _____ | _____ |
| Can pay attention to instructions | _____ | _____ | _____ |
| Can pay attention to discussion | _____ | _____ | _____ |
| Tries before asking for help | _____ | _____ | _____ |
| Works cooperatively with peers | _____ | _____ | _____ |
| Can share materials | _____ | _____ | _____ |

Other info: _____

