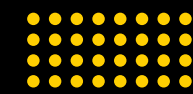


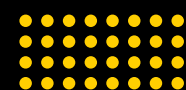
# Audrey Grevious Center



"Empowering student journeys through therapy, education, and community resilience."

## Program Overview 25-26

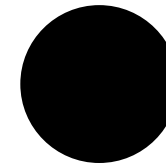
*Felicia Lindsay, Principal, Audrey Grevious Center  
Social Services and Public Safety Committee  
January 13, 2026*



# Program Overview

The Audrey Grevious Center (AGC) is a public school treatment program for youth of Fayette County between the ages of 12-18 (or up to age 21 if qualified for special education services).

AGC is a specialized mental health treatment and educational program, for youth, who have juvenile court involvement, demonstrated difficulties with displaying age appropriate social and emotional behaviors, but are capable of remaining within the community.



**Felicia Lindsay**

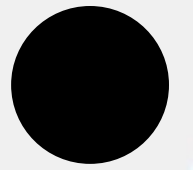
**Principal**

Bringing 26 years of experience working with some of Fayette County's most vulnerable students and families, Felicia Lindsay took the helm at the Audrey Grevious Center in July 2024. Previously, she was assistant principal at Martin Luther King Jr. Academy since 2018.



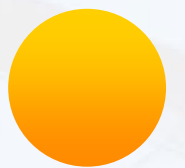


# VISION STATEMENT



Audrey Grevious Center envisions a community where court-involved youth in Fayette County are empowered through therapeutic support and education to achieve academic success, develop positive behaviors, and gain essential life skills—enabling them to thrive independently and remain positively engaged in society without further court involvement.

# MISSION STATEMENT



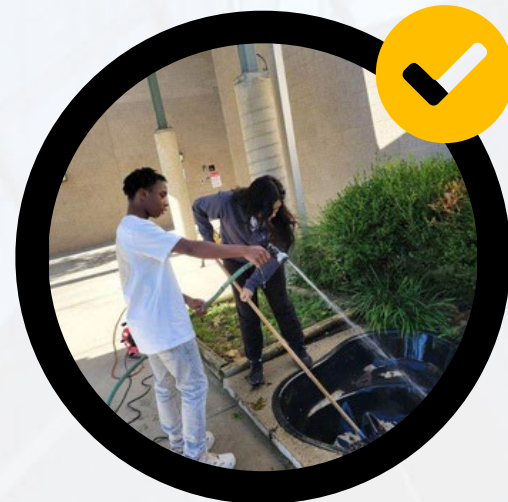
The Mission of AGC is to provide therapeutic interventions to court ordered youth in Fayette County while providing an educational setting that encourages improving academic achievement, positive behavior change, and life skills needed to remain in the community without additional court involvement.





# POPULATION SERVED

- Youth committed to the Department of Juvenile Justice (DJJ)
- Youth involved with various levels of the juvenile court system
- Youth transitioning from intensive therapeutic facilities
- Youth involved with DCBS/Foster Care Agencies
- FCPS A1 District School Referrals





# AGC Champions: Unique Structure

- Collaborative contracts with Department of Juvenile Justice and the Kentucky Education Collaborative for State Agency Children (KECSAC) for funding and trainings.
- Comprehensive array of community-based partnerships and services
- Clinical Staff whom have obtained one or more evidence based trainings and certifications in trauma and other mental health based modalities.
- In-House therapeutic services: Clinical Assessments, Individual/Group Services, Treatment Planning, and Collaborative Treatment Team Meetings to address individual Student progress or concerns.
- Academic Services as outlined by the FCPS/Board of Education guidelines



# Student Creed

I am a Champion.

I strive for excellence in all that I do.

I am lovable, worthy, and capable of achieving greatness.

With courage, I trust in myself and ignite the torch within.

I refuse to look back, I am focused on the future.

I stand tall, unyielding, and resolute, never allowing others to define who I am.

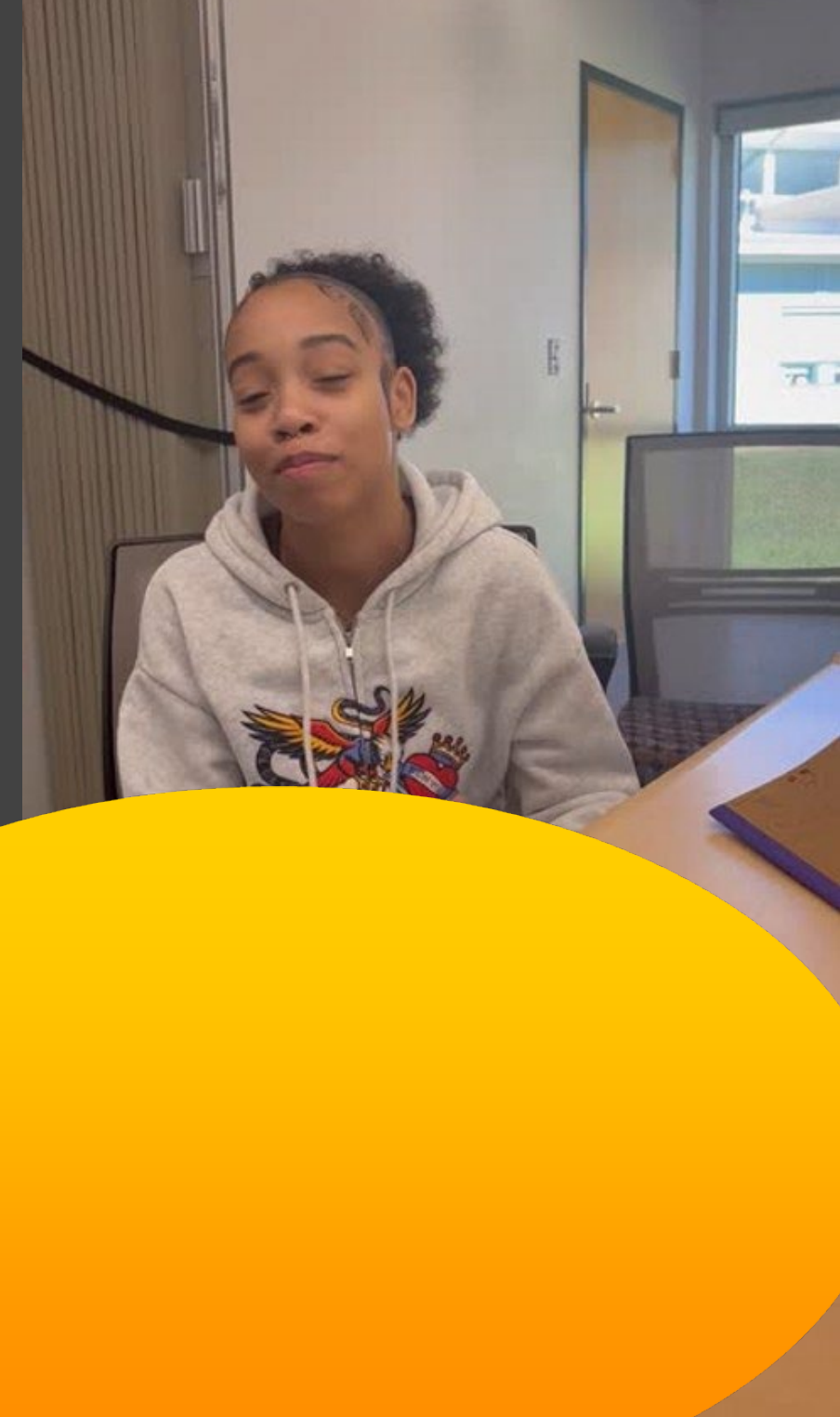




# Student Experience



# Student Experience





# Partners



## Jubilee Jobs

- Guest Speaker
- 4 Weeks of lessons for students
- Students over the age of 17 have become clients



## Lexington Public Library

- (monthly)
- Guest Speaker



## One Lexington

- (weekly)
- It takes a Village
  - Girls Group



## New Vista

- (weekly)
- Substance Abuse Group



## UK Athletics

- (weekly)
- 6 students (students are added as mentors volunteer)

# Partners



## Food Chain

- Culinary Skills
- Cooking lessons for students



## Art on the Move

- Weekly art classes



## FCPS

- Technology Class
- Weekly Food Bags
- School Supplies
- Monthly Food bags
- Book drive



## Kentucky Center for Grieving Children & Families

(weekly)

- Grief Groups



## UK Extention Office

(weekly)

- Aerobics Class



# Partners



**Parents**

- Attend Student Meetings
- Participate in Goal Setting
- Sign Forms
- Available



**BCS**

- Internships
- Co-Op Opportunities
- Employability Workshos

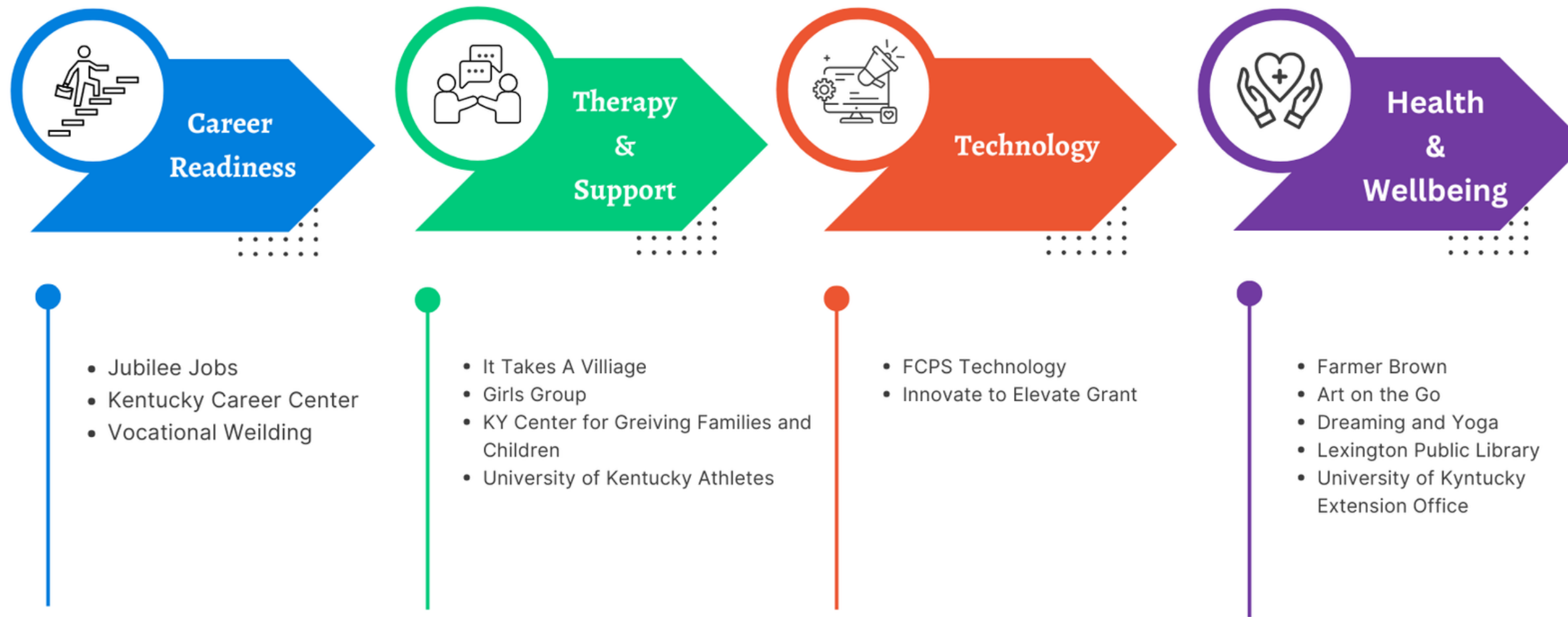


**Chase Bank**

- (weekly)
- Literacy Class

Audrey Grevious Center Partners have contributed more than 60 hours of service to the success of AGC students.

## AGC Partnerships



*We are continuously adding new partnerships. Please reach out to Sherry Coles at [Sherry.Coles@fayette.kyschools.us](mailto:Sherry.Coles@fayette.kyschools.us) if interested in becoming a partner.*



# Partner Experience



# Treatment Philosophy



Our staff utilize a variety of evidence-based therapeutic interventions to encourage our youth to explore motivation, challenge how they think and feel, and build a strong foundation of positive life skills to help them achieve positive goals they have for the future.

We utilize a variety of evidence-based practices including Motivation Enhancement, Cognitive Behavioral, Behavioral, and Trauma-Informed Therapies. Our behavior management and phase system encourages character building and personal responsibility.

We provide therapeutic interventions that will allow our youth to achieve and succeed academically. We want to instill in our youth that education is valuable, and provides more opportunities



# Mental Health Services



## Individual Services

Each Student receives at minimum one 50 minute therapeutic session weekly. Total minutes of individual services provided weekly = 1,100 minutes weekly, avg of 18.3 hrs weekly



## Group Services

Each Student receives group therapeutic services five days a week for 50 minutes. Each student who successfully completes a semester of group services will obtain .5 of an elective credit.



## De-escalation Services

AGC Social Workers are required to work with the Program Aides to provide de-escalation strategies. Processing services are provided to students who have difficulty regulating their reactions to consequences within the classroom. These services can occur in addition to their required weekly therapeutic services

# AGC Therapeutic Services

## Traditional DMH

- “Push In”
- Tier 1 - tasks
- DMH/SEI Newsletter-  
AGC newsletter  
completed by Admin

- Tier 2 & 3 tasks
- Threat Assessment
- Individual Counseling
- Staff TIC Education  
Training
- DMH PLC meetings
- DCBS referrals
- Outside Agency  
referrals

## AGC DMH

Clinical Services Coordinator,  
LCSW (Psycho-social Clinical  
Intake, Court Program Liason,  
Group Counseling Topic  
outlining, and Lead on DMH  
groups).

Daily Group Therapy (EBP's &  
SEL interventions)

Clinical Documentation as outlined  
in DJJ contract (weekly progress  
notes, treatment plan, bi-weekly  
treatment team meetings)



# Parent Experience



# Student Demographic Breakdown

Total Enrollment: 19

Students with an IEP

9

Students with a 504 plan

1

English Learners

2

Mickenny Vento Students

0

Gifted Talented

1

Classes Recovered since August:

55

Grade Level Advancement

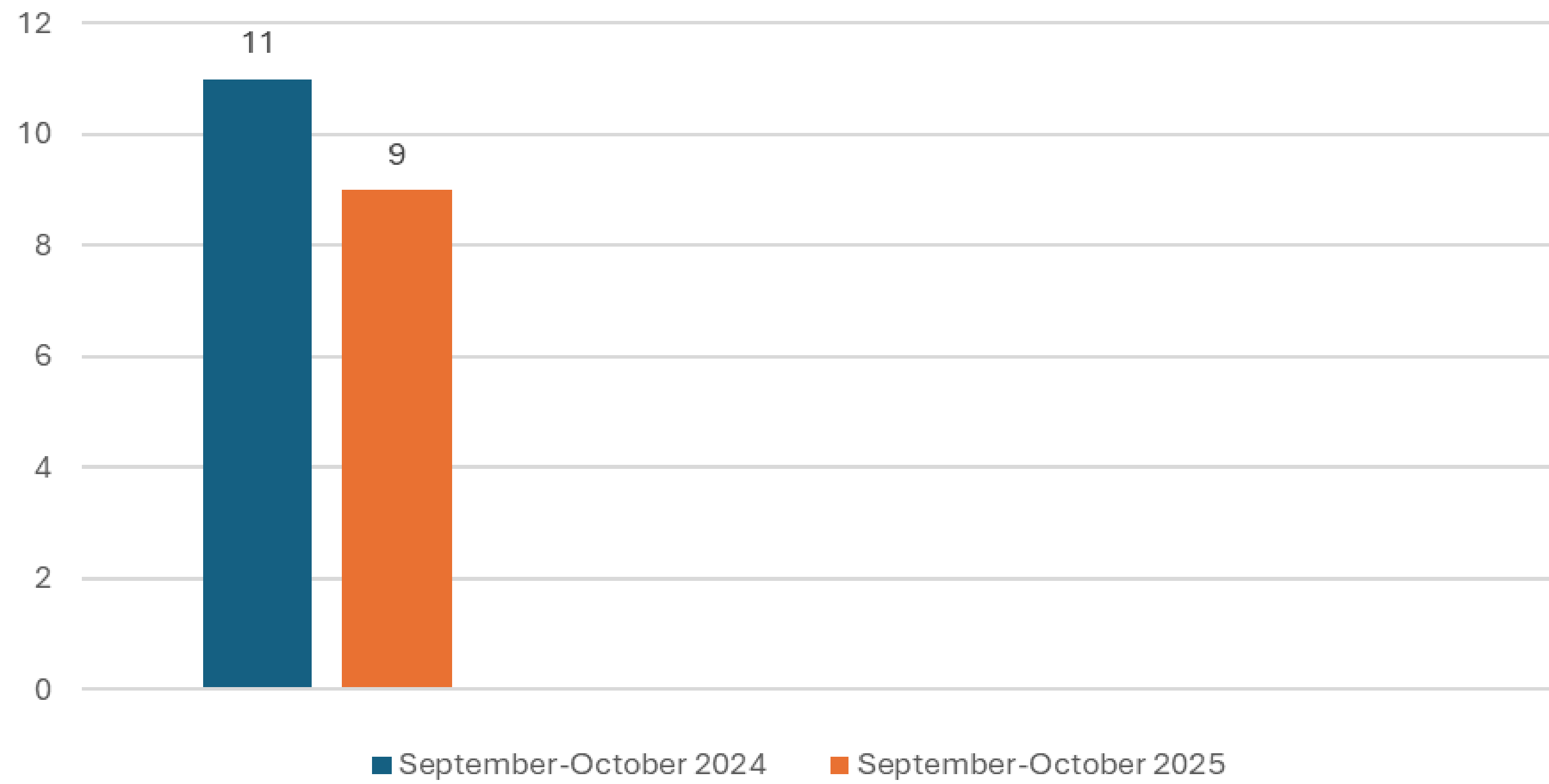
2



# Student Discipline Report

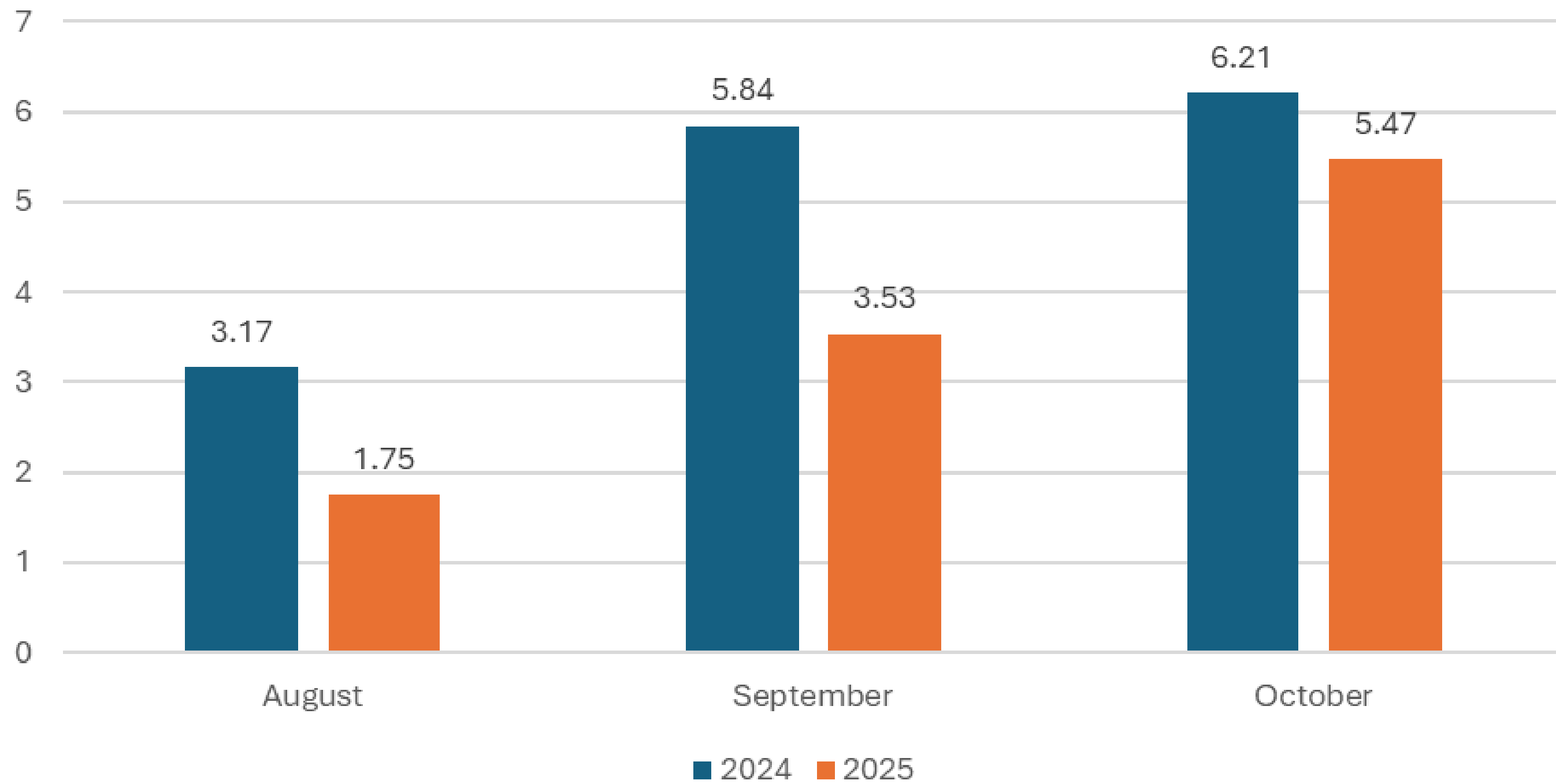
August-October 20 Tier 1 Data Review	0-1 ODRS	ISS Days per 100	OSS Days per 100	% of Students Suspended
<b>Q1 National Norm HS</b>		4.4	11.43	1.94%
22-23	83.87%	6.45	57.94	19.35%
23-24	52.38%	0	4.19	14.29%
24-25	91.3%	0	11.04	8.7%

# Total Behavior/Discipline Referrals

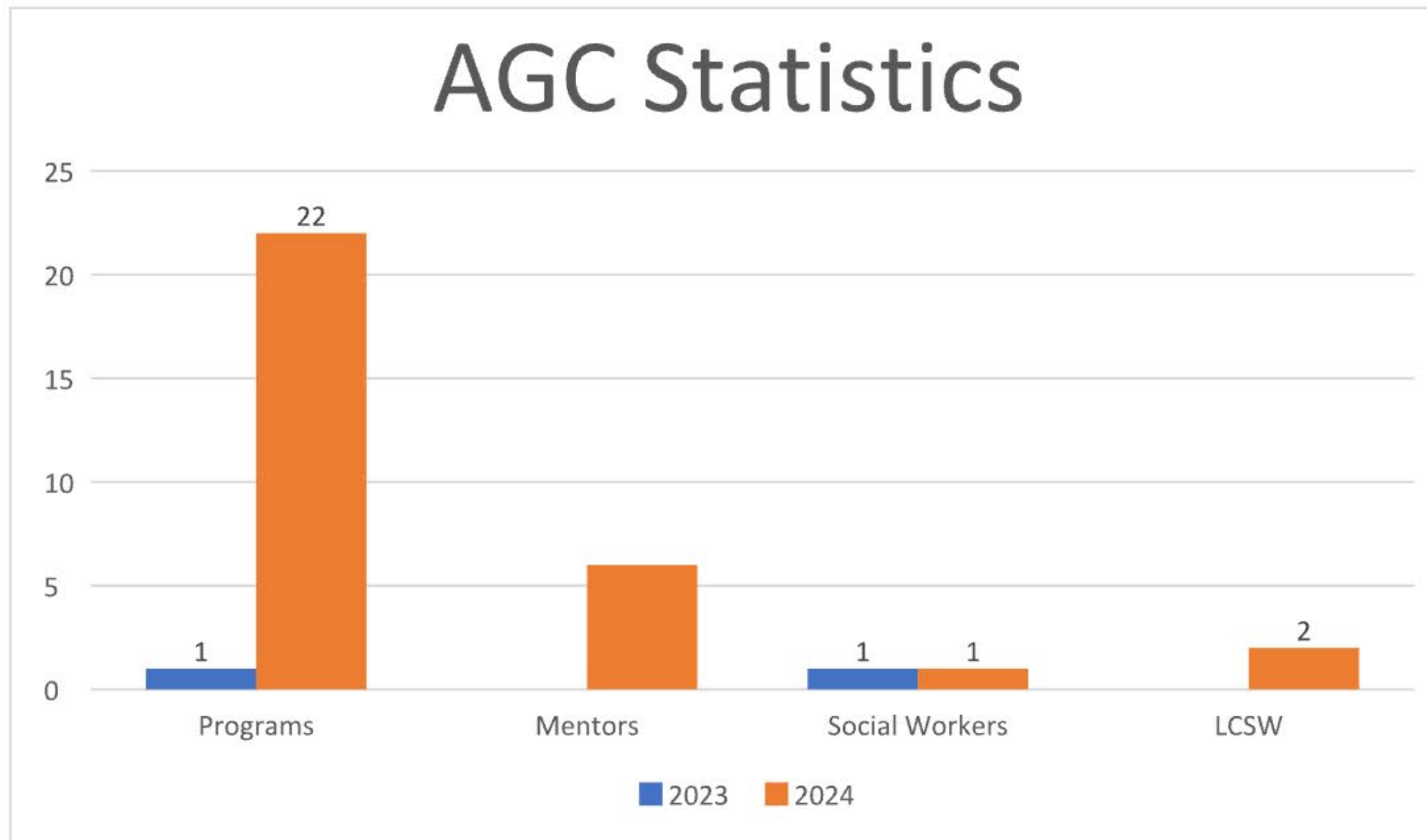




## Average Daily Absences



# AGC Statistics





# Student Behavior and De-Escalation:

- » **Teacher-Imposed and Self-Imposed De-Escalation:** Providing professional development in de-escalation techniques and emotional intelligence would empower both teachers and students to manage challenging situations. Regular practice and reflection sessions for staff would ensure continuous improvement.
- » **Education of Other Students:** Peer support and awareness programs can promote understanding among students, creating an environment where they contribute to each other's behavioral and emotional growth.

# Student Behavior and De-Escalation:

- » **PLC Focus on MAP Data:** Aligning Professional Learning Communities (PLCs) with MAP (Measures of Academic Progress) data allows staff to adapt instruction to meet student needs. This data can highlight gaps in knowledge or behavior patterns, making intervention strategies more effective.
- » **Posted Lesson Plans:** Regularly updating and sharing lesson plans fosters a sense of accountability and preparedness among staff. Administrators can use these plans to monitor program fidelity and ensure alignment with AGC's goals



# Administrator Availability and Leadership:

- » **SOP for Administrator Absence:** Creating a Standard Operating Procedure (SOP) for when the administrator is at another site will clarify responsibilities. Assigning a second-in-command or rotating leadership team might maintain consistency in decision-making and operations during these times.
- » **District Collaboration:** Strengthening relationships with the district will help to align resources and support structures, especially for staff development, curriculum, and behavior management strategies.



# Questions & Answers





# Thank You

