

Alternative School Profile

1. Demographics

School Name	Breckinridge Metro	
Location Number	129	
Program Type	Check One: A5 <input checked="" type="checkbox"/> A6 <input type="checkbox"/> See definitions in <i>Alternative Education Programs in KY</i>	
Program Capacity	168	
Building Capacity	168	
Total number students served 12-13	286	
Student Enrollment on Oct 1	115	
Diploma Awarded	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Ages Served	14-21	
Grades Served	9-12	
Administrative and Instructional Staff	Position	Identify Staff Member Name
	Principal –Full Time	Stuart Cripe
	Assistant Principal/s –Full Time	Tommy Moss , Katie Lawson
	Counselor/s – Full Time	Durwoo Brittle
	Part Time Administrator/s	Kenny Frick Scott Jones Joe Freshley Linda Graff
	Other Administrative Staff- Describe position/duty	
	Other Instructional Staff – Describe position/duty	
		Identify Number Of Staff
	Regular Class Teacher	FTE only: 11
	ECE Teacher	FTE only: 11
	Instructional Assistant	FTE only: 9

2. Program Purpose

Mission: Our mission as a staff is to provide all students with the behavioral and academic skills necessary to reach their fullest potential and to assist students in becoming responsible life-long learners.

Vision: The vision or goal of the programs is for all students to learn the academic and social skills necessary to become responsible and productive members of society. We strive to accomplish this by providing life skills instruction, social skills instruction, career exploration, course recovery, core curriculum studies and transition programming to prepare students for success in the regular high school setting and post secondary endeavors.

Describe Purpose of your program, including the ways the program supports the district's college and career readiness goals for students. We recognize the potential for all students to succeed and our programs help students realize their self-worth and ability. With that in mind, our teachers and staff are asked to constantly improve their work and the administration to continually supervise, encourage and suggest ways to help make the students more successful. We accomplish this by utilizing professional learning communities, diagnostic testing, proficiency testing, classroom instructional framework, hitting the target, analysis of student work, exemplars, constructive responses, walk-throughs, learning walks, DIPP format, and focusing on the four "big rocks" to increase achievement.

3. Referral/Enrollment Procedures

Criteria for Entrance:	Adjudicated
Procedure for Entrance	Referral from Student Relations or ECE
Student Assignment	Involuntary <input checked="" type="checkbox"/> Describe procedure: Same as above Voluntary <input type="checkbox"/> Describe procedure:
Parent/Student Self-Referral	Describe procedure: Not Applicable
Enrollment Cycle	Check as appropriate: Open entry: <input checked="" type="checkbox"/> Term entry: <input type="checkbox"/> Other entry: <input type="checkbox"/>

4. Program Entry/Student Program Planning

Strategy	Description
Initial Assessment:	Intake Procedure
Program Planning: Identification of Behavioral Needs	SBARC, ILP, ILPA
Program Planning: Identification of Academic Needs	Same as above
Describe Instructional Methods	Common Core Standards
Describe Instructional Tools and Technology	APEX, Study Island, Success Maker, Read, Write, Gold and student access to computers and SMART Boards
Describe Program Opportunities	Check appropriate: <input checked="" type="checkbox"/> Core Content Instruction <input checked="" type="checkbox"/> Credit Recovery <input checked="" type="checkbox"/> Content Recovery <input checked="" type="checkbox"/> Credit Acceleration <input type="checkbox"/> Other, Describe
System for Monitoring Academic Progress	Daily Point Sheets, Progress Reports, Diagnostic/Proficiency Data Tracking
System for Monitoring Behavioral Progress	Daily Point Sheets, Referrals and SRT
System for Parent Communication	Phone, Letters, Flyers, Conferences, Progress Reports, Report Cards
System for Communication to Sending School	SBARC/Intake
Describe strategies to build capacity with teachers in high quality services and programming that conforms with best practices and guides all students to college and career readiness.	Big PLC and little plc
Describe the types of programs used in your building to address individual learning needs.	Pathways to Careers, ILPs, ILPAs, Community Organization Involvement (i.e., Seven Counties, DJJ, Social Worker)

5. Transition to A1 School

Assessment Tool Used for Exit	Sendback Summary Form which includes behavior, academic and attendance data analysis
Exit Criteria for Academic Performance	Academic progress and gains made
Exit Criteria for Behavioral Performance	Behavioral progress and gains made
Transition Strategies to Prepare Student for Exit	Conference with student, Conference with parent/guardian/agency, Communication with Receiving School
Transition Strategies to Support Student Following Exit	Communication with Receiving School
Attach Examples of Current Student Transition Plans	<input type="checkbox"/> See attached

6. Provisions of 704 KAR 19:002

Describe your building's procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.	Community Organization Involvement (i.e., Seven Counties, DJJ, Social Worker) Participation/Communication during intake procedure and agency sessions welcomed onsite. Frequent phone calls made to workers to communicate student progress. Agency involvement is also encouraged during exit process.
Who will serve on the ILPA Team?	Goal Clarity Coach, CART, Teachers, Administrative Staff, Counselor
Who will guide completion of the ILPA?	Teachers and Goal Clarity Coach
Who will monitor student progress of the ILPA?	Teachers and Goal Clarity Coach