

Alternative School Profile

1. Demographics

School Name	BUECHEL METROPOLITAN HIGH SCHOOL	
Location Number	467	
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	220	
Building Capacity	300	
Total number students served 12-13	600	
Student Enrollment on Oct 1	121	
Diploma Awarded	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Ages Served	14-20	
Grades Served	9-12	
Administrative and Instructional Staff	Position	Identify Staff Member Name
	Principal –Full Time	1
	Assistant Principal/s –Full Time	3
	Counselor/s – Full Time	2
	Part Time Administrator/s	1
	Other Administrative Staff- Describe position/duty	2 (GCC &Advisory Resource Teacher)
	Other Instructional Staff – Describe position/duty	2 Instructions III- run credit recovery lab
		Identify Number Of Staff
	Regular Class Teacher	FTE only: 13
	ECE Teacher	FTE only: 8
	Instructional Assistant	FTE only: 1

2. Program Purpose

Mission: TO PROVIDE A MEANINGFUL AND MEASURABLE LEARNING EXPERIENCE FOR STUDENTS WHO HAVE NOT BEEN SUCCESSFUL IN TRADITIONAL SCHOOL SETTINGS. BUECHEL METROPOLITAN HIGH SCHOOL IS SPECIFICALLY DESIGNED FOR STUDENTS WHO HAVE EXPERIENCED BEHAVIOR PROBLEMS. BMHS IS COMMITTED TO PROVIDE A SAFE, ACADEMICALLY COMPREHENSIVE PROGRAM THAT IS SENSITIVE TO INDIVIDUAL NEEDS SO THAT STUDENTS CAN SUCCESSFULLY TRANSITION BACK TO A COMPREHENSIVE SCHOOL SETTING OR LIFE AFTER HIGH SCHOOL.

Vision: ALL STUDENTS BECOME INDEPENDENT, PRODUCTIVE SELF-LEARNERS PREPARED TO ACHIEVE THEIR GOALS BEYOND HIGH SCHOOL.

Describe Purpose of your program, including the ways the program supports the district's college and career readiness goals for students. THE PURPOSE OF BUECHEL IS TO PROVIDED SHORT TERM PLACEMENT FOR STUDENTS THAT HAVE BEEN ASSIGNED TO AN ALTERNATIVE SETTING FOR BEHAVIORAL, LEGAL OR SAFETY ISSUES. WE MEET DISTRICT ACADEMIC EXPECTATIONS IN THE FOLLOWING WAYS: OUR CORE CONTENT COURSES ARE ALLIGNED WITH QUALITY CORE CONTENT STANDARDS. WE UTILIZE FORMATIVE (DIAGNOSTIC) AND SUMMATIVE ASSESSMENTS TO MEASURE STUDENT SUCCESS. OUR TEACHERS PARTICIPATE IN CONTENT SPECIFIC PLC'S. WE MONITOR AND UPDATE ILP'S. AND TRACK STUDENT PROGRESS RELATED TO CCR GOALS AND PROVIDE ADDITIONAL ASSESSMENT THROUGH COMPASS AND ADDITIONAL SUPPORTIVE COURSE(S) TO ASSIST WITH MEETING GOALS.

3. Referral/Enrollment Procedures

Criteria for Entrance:	DISTRICT PLACEMENT- ECE PLACEMENT AND/OR SAFE AND DRUG FREE ASSESSMENT
Procedure for Entrance	ASSIGNED VIA ECE PLACEMENT OR SAFE AND DRUG FREE AND COMPLETION OF A NEW STUDENT ORIENTATION THAT BUILDS THE STUDENTS ILPA.
Student Assignment	Involuntary <input checked="" type="checkbox"/> Describe procedure: ECE PLACEMENT OR THROUGH ASSESSMENT WITH SAFE AND DRUG FREE. Voluntary <input type="checkbox"/> Describe procedure:
Parent/Student Self-Referral	Describe procedure: NA
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:	INITIAL ASSESSMENT IS COMPLETED BY DISTRICT SPECIALIST.
Program Planning: Identification of Behavioral Needs	PROGRAM PLANNING COMPLETED THROUGH THE ILPA DEVELOPMENT IN OUR NEW STUDENT ORIENTATION AND/OR THROUGH ARC/IEP DEVELOPMENT.
Program Planning: Identification of Academic Needs	NEW STUDENT ORIENTATION- ILPA AND A MEETING WITH A BMHS COUNSELOR TO CREATE A PATHWAY TO GRADUATION AND TRANSCRIPT EVALUATION. ALSO THROUGH ARC PROCESS.
Describe Instructional Methods	DIRECT INSTRUCTION AND DIGITAL LEARNING
Describe Instructional Tools and Technology	SMART BOARDS FOR ECE CLASSROOMS. AND ACCESS TO DIGITAL LEARNING IN 4 COMPUTER LABS AND CURRENTLY EXPANDING TO ALL CORE CONTENT CLASSROOMS.
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 checked="" type="checkbox"/> Other, Describe ADVISORY PROGRAM THAT EMPHASIZES BEHAVIORAL, SOCIAL, ACADEMIC, GOAL/STRATEGY SETTING AND CREDIT MONITORING SKILLS.
System for Monitoring Academic Progress	DAILY PROGRESS REPORTS THAT MEASURE 5 ACADEMIC GOALS. CUMULATIVE REPORTING PROVIDED FOR EVERY STUDENT WEEKLY.
System for Monitoring Behavioral Progress	DAILY PROGRESS REPORTS THAT MEASURE 5 BEHAVIORAL GOALS. CUMULATIVE REPORTING PROVIDED FOR EVERY STUDENT WEEKLY
System for Parent Communication	NEW STUDENT ORIENTATION, MAILED PROGRESS REPORTS, TEACHER/ADMIN PHONE CALLS AND "RE-SET" MEETING BETWEEN STUDENT, PARENT AND PRINCIPAL TO DISCUSS BARRIERS OF SUCCESS.
System for Communication to Sending School	EMAIL TO PRINCIPALS OF SENDING/RECEIVING SCHOOLS
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.	DIAGNOSTIC/SUMMATIVE ASSESSMENT FOLLOWED BY PLC DISAGREGATION. ALSO, CHANGING TO OFFICE DIGITAL LEARNING IN ALL CORE CONTENT CLASSES TO MEET THE INDIVIDUAL QUALITY CORE CONTENT NEEDS OF ALL STUDENTS, NO MATTER WHEN THEY ARE ASSIGNED.
Describe the types of programs used in your building to address individual learning needs.	DAILY PROGRESS SHEETS TO MONITOR ACADEMIC AND BEHAVIORAL GROWTH. ADVISORY CLASS TO PROVIDE ACADEMIC, ASSESSMENT, CCR, SOCIAL, EMOTIONAL, AND TRANSITION SUPPORT. DIGITAL LEARNING. READING SUPPORT- FOR STRUGGLING READERS MULTIPLE OPPORTUNITIES FOR DE-ESCALATION. INDIVIDUAL/GROUP MEETING WITH COUNSELORS.

5. Transition to A1 School

Assessment Tool Used for Exit	DAILY PROGRESS SHEET. ATTENDANCE. GRADES, BEHAVIOR
Exit Criteria for Academic Performance	70% AVERAGE ON DAILY PROGRESS SHEETS 10 ABSENCES OR FEWER DURING 12 WEEK PERIOD PASS 4 OF 6 CLASSES NO MAJOR BEHAVIORAL OFFENSES OR LEGAL CHARGES
Exit Criteria for Behavioral Performance	SEE ABOVE
Transition Strategies to Prepare Student for Exit	AT LEAST 3 GROUP MEETINGS PRIOR TO RELEASE. A LETTER GIVEN TO THE STUDENTS AND MAILED HOME THAT OUTLINES EXPECTATIONS AND PROTOCOL FOR TRANSITION. NOTIFICATION TO RECEIVING SCHOOLS.
Transition Strategies to Support Student Following Exit	OFFER INDIVIDUAL OR GROUP MEETINGS TO THE ADMINISTRATIVE STAFF OF THE RECEIVING SCHOOL.
Attach Examples of Current Student Transition Plans	<input checked="" 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.	We work with Safe and Drug free who works with outside agencies.
Who will serve on the ILPA Team?	AP, Counselor, parent and family
Who will guide completion of the ILPA?	Same as above including the principal
Who will monitor student progress of the ILPA?	BMHS Administrative team, Advisors and students.