

## Alternative School Profile

### 1. Demographics

School Name	Brooklawn		
Location Number	025		
Program Type	Check One: A5 <input type="checkbox"/> A6 <input checked="" type="checkbox"/> See definitions in <b><i>Alternative Education Programs in KY</i></b>		
Program Capacity	130		
Building Capacity	130		
Total number students served 12-13	303		
Student Enrollment on Oct 1	104		
Diploma Awarded	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
Ages Served	11 - 18		
Grades Served	6 - 12		
<b>Administrative and Instructional Staff</b>	<b>Position</b>	<b>Identify Staff Member Name</b>	
	Principal –Full Time	.07	Michele G. Eckels
	Assistant Principal/s –Full Time	100	Sam Casper
	Counselor/s – Full Time	100	Vacant
	Part Time Administrator/s	.035	Rhoda Lanman
	Other Administrative Staff- Describe position/duty		
	Other Instructional Staff – Describe position/duty		
		<b>Identify Number Of Staff</b>	
	Regular Class Teacher	FTE only: 6.5	
	ECE Teacher	FTE only: 8	
	Instructional Assistant	FTE only: 12	

## 2. Program Purpose

**Mission:**The mission of the State Agency Children's Programs is to integrate education and treatment in a safe environment for our students. We strive to help our students develop a love for learning, a positive plan for the future, a respect for diversity, and an appreciation of self as a productive member of society.

**Vision:**State Agency Children's Programs are pioneering a national model for educating emotionally disturbed, at-risk, and delinquent youth in the nontraditional settings of psychiatric hospitals and treatment programs. Through the ongoing collaboration of educators and treatment partners, all students will learn academic and social skills in a caring and equitable environment.

Describe Purpose of your program, including the ways the program supports the district's college and career readiness goals for students. Brooklawn offers an individualized treatment program that includes school, individual, and group therapy; survivor groups; family therapy; and recreational activities. In the school, we provide the following:

- A safe learning environment for each student
- An individualized program of basic skills and remediation where necessary
- Small-group instruction with fully certified teachers
- Behavior management that teaches acceptable social and academic behaviors so that the students may return to their homes and regular public schools
- Vocational classes in auto technology and horticulture

## 3. Referral/Enrollment Procedures

Criteria for Entrance:	Referral by DCBS and or Parent
Procedure for Entrance	Review by treatment Partner
Student Assignment	Involuntary <input checked="" type="checkbox"/> Describe procedure: Students who are placed at Brooklawn attend the on-campus school until meeting criteria to attend a JCPS comprehensive school.  Voluntary <input type="checkbox"/> Describe procedure:
Parent/Student Self-Referral	Describe procedure: Parent Referral directly to treatment partner
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:	Star Assessment to determine reading and math levels, IEP Review / Multi-Year Course of Study (MYCS)
Program Planning: Identification of Behavioral Needs	Fact sheet intake information from treatment partner
Program Planning: Identification of Academic Needs	Star Assessment/ IEP Review/MYCS
Describe Instructional Methods	Differentiated instruction/ Small Groups/ RTI
Describe Instructional Tools and Technology	Smartboards, Ipads, Laptops, Study Island, Fast forward, Success Maker
Describe Program Opportunities	Check appropriate: <input checked="" type="checkbox"/> Core Content Instruction <input checked="" type="checkbox"/> Credit Recovery <input type="checkbox"/> Content Recovery <input type="checkbox"/> Credit Acceleration <input type="checkbox"/> Other, Describe
System for Monitoring Academic Progress	PLC meetings, Cascade, STAR, K-Prep, End of Course Assessments and ACT
System for Monitoring Behavioral Progress	Instructional Assistant for every classroom, progress reports PEM model, Daily Point Sheets, Treatment Team Meetings
System for Parent Communication	Parent teacher conference, treatment team meeting, family conference
System for Communication to Sending School	Contact to request student records
Describe strategies to <b>build capacity with teachers</b> in high quality services and programming that conforms with best practices and guides all students to college and career readiness.	Professional Development, Professional Learning Communities. Each student has an Individual Learning Plan. Student completion of ACT, PLAN, and Explore Assessment
Describe the types of programs used in your building to address individual learning needs.	Career Cruising , ILP, School Enrichment Program RTI/ with pull-out and put in instruction.

## 5. Transition to A1 School

Assessment Tool Used for Exit	Star Assessment
Exit Criteria for Academic Performance	Star Assessment
Exit Criteria for Behavioral Performance	Handled by treatment Partner
Transition Strategies to Prepare Student for Exit	Transition student into comprehensive school before sidcharge when possible
Transition Strategies to Support Student Following Exit	Handled by Treatment Partner
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.	School and agencies work collaboratively to meet the individual's needs in transitioning to other programs
Who will serve on the ILPA Team?	NA
Who will guide completion of the ILPA?	NA
Who will monitor student progress of the ILPA?	NA