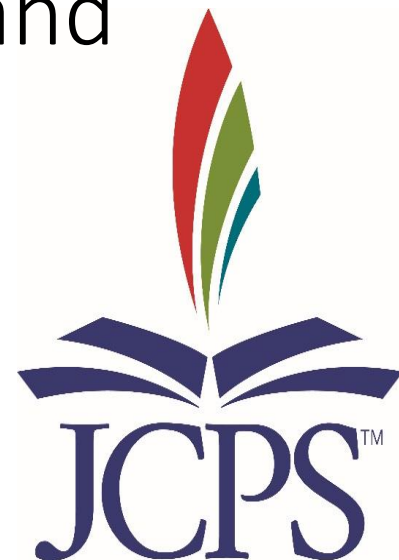


JCPS Alternative School Planning and Implementation: Phase 1

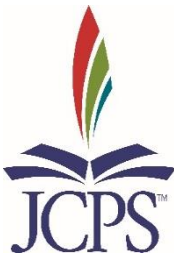
2019-2020



Phase I of Implementation of Alternative School Task Force Recommendations

Four Focus Areas Identified by Task Force

- Safe & Productive Learning Environment
- Curriculum & Instruction
- Support for Behavior & Interventions
- Wraparound Support & Transition



Student-Focused Systems & Supports

Intake Process & Communications

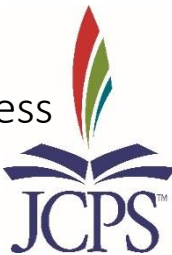
- Improve orientation process and ongoing communications with students and families
- Implement individualized parent/guardian involvement plans

Personalized Approach to Increase Student Engagement

- Adopt a personalized learning framework for each student based on student input and interests, and an assessment of student needs
- Provide all students access to arts and social justice curricula using culturally responsive pedagogy
- Provide extensive professional development to staff

Career & Technical Education

- Explore viable CTE Pathways to increase student engagement and transition-readiness



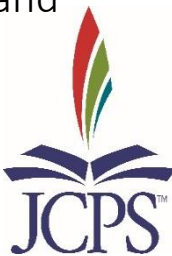
Student-Focused Systems & Supports

Mental Health & Behavior Supports

- Add staff to address student therapeutic needs
- Train and implement PBIS, Restorative Practices, and de-escalation
- Establish norms and practices that foster authentic relationships and communications
- Communicate behavior expectations and progressive discipline structure
- Provide self-advocacy training to all students

Reengagement Process

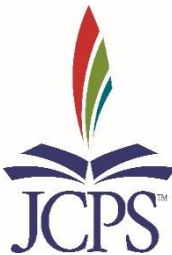
- Improve exit/transition process including a meeting to be held at the school the student will be attending
- Explore increased school choice for exiting students, based on students needs and interests
- Use Independent Learning Plan Addenda in Infinite Campus more intentionally, to align and sustain personalized learning through the school transition
- Provide each student with a school liaison when they are assigned and enrolled



Big Picture Learning

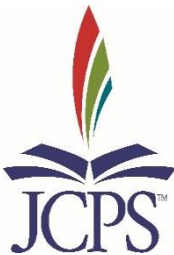
How It Works

- Each student is part of a small learning community.
- Teachers, called Teacher Advisors, work closely with their group of students and form personalized relationships with each advisee.
- Each student works closely with his or her advisor to identify interests and personalize learning.
- Each student has an internship where he or she works closely with a mentor, learning in a real world setting.
- Parents and families are actively involved in the learning process, helping to shape the student's learning plan and are involved as resources to the school community.



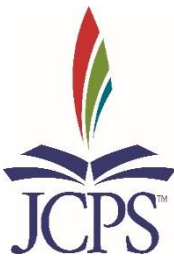
Facilities

- Minor Daniels Academy and Breckinridge Metropolitan High School remain in current locations for 2019-2020



Phase II

- Continue to revisit the Alternative School Task Force recommendations
- Monitor implementation and adjust as needed
- Consider next steps for the 2020-2021 school year



Questions?

