

Behavior Support and Choice Schools

Alternative School Task Force
Recommendations and Redesign:
Phase 1
2019-2020

Student-Focused Systems and Supports

Task Force Recommendation	Phase 1: 2019-20
<ul style="list-style-type: none">● 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	<p>Each school will be using components of the Big Picture Learning framework, grounded in creating learning experiences through students' personal interests and culturally responsive teaching.</p> <p>New Mental Health Practitioners at these locations will assist current leadership and support staff in designing an on-boarding process for new students to ensure alignment with not only academic programming and supports, but transition readiness and social emotional needs.</p> <p>A Professional Development Plan was recommended by the task force and is being used to inform staff training prior to school beginning, and throughout the school year.</p>

Career and Technical Education

Task Force Recommendation	Phase 1:2019-20
<p>Explore viable CTE Pathways to increase student engagement and transition-readiness</p>	<p>Students shared their pathway and elective interests by survey.</p> <p>Health Science, Small Engine Repair, and Informational Technology courses have been added for both Minor Daniels and Breck Metro. Equipment has been ordered, labs are being set-up, and curriculum is under development. Students will be striving for industry certifications and seeking internships, volunteer, and paid co-op positions.</p> <p>A shared Academy Coach position has been added for both schools.</p> <p>A work-based learning van has been purchased to provide transportation for students to internships, co-op positions and other CTE related experiences.</p>

Mental Health & Behavior Supports

Task Force Recommendation	Phase 1:2019-20
<ul style="list-style-type: none">● 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	<p>Staff will participate in targeted PD on two focus areas of PBIS/RP prior to the start of school.</p> <p>Leadership will work with the school teams to select a student self-advocacy curriculum.</p> <p>Two Mental Health Practitioners have been added for Minor Daniels.</p> <p>One Mental Health Practitioner has been added for Breckinridge Metro.</p> <p>Gang Prevention and Youth Empowerment support will be included as part of the student experience.</p>

Re-engagement Process

Task Force Recommendation	Phase 1:2019-20
<ul style="list-style-type: none">• 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 the Independent Learning Plan (ILP) 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	<p>Four Re-Engagement Counselors (Mental Health Practitioners) have been added to Culture and Climate to case manage each student transitioning out of a Behavior Support school.</p> <p>School support/ counseling staff will receive training on ILP best practices to ensure students' interests and progress are documented and used to inform next steps in their program.</p> <p>In an effort to align with successful elements of the Big Picture Program, students will receive a Teacher Advisor upon enrollment.</p>

Big Picture Learning

Distinguishers	Phase 1:2019-20
<ul style="list-style-type: none">• 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.	<p>Big Picture Learning completed a "School Success Study" at each of 4 schools: Breckinridge Metro, Minor Daniels, Liberty and TAPP to determine readiness for various components of the program.</p> <p>Each school has determined next steps needed to work toward the established goals.</p> <p>Principals and staff from each school attended Big Picture's Big Bang Conference during the week of July 22.</p>

Phase II: 2020-21

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