

ALC/Bridges Students
By Grade/By District

Updated 12/14/14

ALC

Blue Earth Area

Grade 9: 2
Grade 10: 2
Grade 11: 4
Grade 12: 12
Total: 20

Girls: 10
Boys: 10

Total ALC Enrollment: 44
Total Special Education: 14 (32%)
Total Free/Reduced: 32 (73%)

Fairmont Area

Grade 9: 1
Grade 10: 2
Grade 11: 3
Grade 12: 10
Total: 16

Girls: 7
Boys: 9

Granada Huntley East Chain

Grade 9: 0
Grade 10: 0
Grade 11: 1
Grade 12: 2
Total: 3

Girls: 1
Boys: 2

Maple River

Grade 9: 0
Grade 10: 0
Grade 11: 1
Grade 12: 0

Girls: 0
Boys: 1

Martin County West

Grade 9: 0
Grade 10: 0
Grade 11: 1
Grade 12: 0
Total: 1

Girls: 0
Boys: 1

Truman

Grade 9: 0
Grade 10: 1
Grade 11: 0
Grade 12: 2
Total: 3

Girls: 1
Boys: 2

United South Central

Grade 9: 0
Grade 10: 1
Grade 11: 0
Grade 12: 0

Girls: 0
Boys: 1

Bridges

Alden Conger

Elementary:	1	Girls: 0
Middle/High:	0	Boys: 1
Total:	1	

Blue Earth Area

Elementary:	4	Girls: 3
Middle/High:	2	Boys: 3
Total:	6	

Fairmont Area

Elementary:	3	Girls: 5
Middle/High:	5	Boys: 8
Total:	8	

Granada Huntley East Chain

Elementary:	0	
Middle/High:	0	
Total:	0	

Maple River

Elementary:	0	Girls: 1
Middle/High:	1	Boys: 0
Total:	1	

Martin County West

Elementary:	0	
Middle/High:	0	
Total:	0	

Truman

Elementary:	0	
Middle/High:	0	
Total:	0	

United South Central

Elementary:	1	Girls: 1
Middle/High:	3	Boys: 3
Total:	4	

Total Bridges Population: 20 (Elementary: 9; Middle/High: 11)
Total Free/Reduced Lunch: 15 (75%)

Facilities Needs

The most important need at this time is space. The current Bridges Day Treatment number is 20. However, at the height of this school year, there were 23. There are currently 2 students that need special placements in a Day Treatment program, but we are filled to capacity. It is my belief that we would have more referrals if we were open to taking more students at this time. We also have a need for a Level IV behavior only program. We currently can only accept students if they meet both special education & children's mental health criteria. However, we have students who need a Level IV special education setting without the therapeutic component.

The Area Learning Center currently only has space for 4 classrooms. The School Social Worker shares office space with the Copy Room & Staff Lounge. When special service people come to visit with their clients (Chemical Dependency Councilors, County Social Workers, Guardian Ad Litem, Vocational Services, etc), The School Social Worker often gives up her space because there is nowhere else for these providers to meet. This creates a conflict not only for the social worker, but for teachers who need to get into the copy room during their prep times. The Program Coordinator currently has her "office" located in central space of the program. She moves around as needed and "finds" available space for private conversations or meetings.

Often, both the Bridges Day Treatment Program and the Area Learning Center will use an open room downstairs in Winnebago Elementary when it is available. I would estimate that this occurs on a weekly basis.

Because we have limited space, I have safety concerns. It is my belief that many of the extreme behavioral issues we face in the Day Treatment are due to the fact that we have many very high need students in the same room. Given more classroom space, students could be grouped in more appropriate behavioral groups (i.e. students with more conduct needs grouped together and students with more anxiety/depression needs grouped together).

Who is the "ALC" Student?

The "ALC" student typically meets one of the following

- Disengaged from learning
- Higher than "typical" needs
 - Mental health issues
 - Medical issues
 - Learning issues
- "Life" gets in the way
 - Pregnancy
 - Chaotic family lives
 - Homelessness/poverty

ALC Student Stories.....

1) A female student enrolled in the ALC at the start of her senior year. She had originally been referred to Bridges Day Treatment due to what looked like anxiety & depression issues. Upon learning more about this student, it came to light that this student was transgendered. "She" was transitioning to becoming a "He." This student had had truancy issues in addition to special education needs while attending his resident school district. While he still had some absenteeism due to the anxiety related to transgender issues, his absenteeism was markedly improved during his senior year at the ALC. Once during an all school meeting, he made a comment that he always felt like a "misfit" while attending his resident school district. However, he said that it's great to be at the ALC because "we're all misfits and we can be misfits together."

2) A female student came back to school at the ALC after having been out of school for 1 1/2 years. She returned because it was finally "safe" to do so. From approximately age 18 to age 19 she was sexually assaulted by her father. Her father would keep her locked in the attic or other rooms and only take her out to assault her. Any time she would attempt to speak up or fight back, he would beat her and lock her back in the room. When he was finally arrested for the rape of her sister, she ran to the nearest police station. To make a long story short, her father is now in prison, but the county would like to prosecute him for the assault against her. She was now facing a potential trial and trying to finish up the last 3 credits required for her to graduate. Unfortunately, she was also homeless, so she moved in with her uncle (dad's brother). This uncle wanted to be paid for rent with sex. It took the School Social Worker and the Program Coordinator to get necessary services in place so that she was in a safer living environment. When asked why she came back given all of the horrible things that have occurred in her life she said, "Well, you know there was a time years ago in Day Treatment when I made you a promise to graduate. So, here I am."

3) A female student enrolled in the ALC in the middle of what was supposed to be her senior year. Unfortunately, due to course failure in her resident district and a semi-successful attempt at online school, she was behind in graduation requirements and would have to attend a part of one more school year in order to earn her diploma. Over the course of the summer in between her senior & super senior year, she got pregnant. Not only was she to be a teen mom, but she had a high risk pregnancy. The baby was going to need heart surgery at birth. The stress of a high-risk, un-planned pregnancy in addition to attempting to finish high school leads to a high needs student.

4) A male student enrolled a third of the way into his sophomore year. He only had enough credits to be considered a 9th grader. This particular student moved to Minnesota from Texas in the 8th grade. His father continued to live in Texas; his mother in North Carolina. This student lived with his grandparents in Minnesota in order to provide him from stability and move him away from his high-risk life in Texas. This particular student was a gang member and drug abuser. Once in Minnesota he had to work to change his view on life (Southern MN vs. Metropolitan Texas). He also had to work to stay sober and find positive friends.