

Bucyrus City Schools - Alternative Programming



Middle School Opportunity Unit

Bucyrus Middle School

Grades 6-8

Purpose:

To develop a program that is student centered, and focuses on social emotional learning first with academics to support daily and living skills.

Targeted Population:

- Students who struggle with being in a whole building setting or may require a smaller setting
- Students who need a structured learning environment and struggle with movement between classes and teachers throughout the day
- Students who require more direct instruction with behavior management
- Students who are identified as an early risk of not graduating

Staffing:

- Intervention Specialist - Teacher
- Teacher's Aide (prefer to hire through BSC - have RBT Training)
- Possible Second Aide - based on students or the use of an RBT

Education:

- Teachtown - Allows for students with disabilities to access the general education curriculum on their own levels
 - ◆ Three levels for students with disabilities
 - ◆ Use when student isn't able to access Edmentum
- Edmentum - Allows for classes to be tailored to individual students needs and abilities
 - ◆ For students without disabilities
- Targeted reading instruction -
 - ◆ Wilson / Rewards /
- Social Emotional Learning Curriculum
 - ◆ (
- Transitions curriculum - soft skills - daily living skills
- Electives (in person) as necessary with meeting the requirements
- Physical movement time each day

Goal Setting and Reflection:

- Every day is a fresh start for students
- Weekly goal setting for students -
 - ◆ Build to monthly and quarterly goals
- Reflection weekly -
 - ◆ What went well - what didn't
 - ◆ If not met - why - what additional supports
 - ◆ Goal too hard / easy??

Social Emotional Learning Component:

- Connection with TACKLE
- Support through Dr. Lisa Regel - ??
- BCBA support
- Building RBT Support

Behavior Support Structure

- ★ Required teaching model or restorative practices
- ★ PBIS Model based on the District Model
- ★ Individual student behavior plans - BIPs
- ★ Program behavior guidance for students who want to participate in electives during the school day or begin to work their way into the general education classrooms

Structure of Day:

- Students arrive and dismiss the same time as all students
- Teacher to cover lunch period and plan period for teacher
- Lunch period for teacher's aide
- Gym time or an activity period
- Academic work on Edmentum / Teachtown
- Student lunch - go through lunch line between lunch periods
- Transition class to teach direct skills for employment, soft skills,

Technology:

- Use of desk tops (preferred)

Transitions:

- Specific programming to work with students on their individual transition goals
- Opportunities to practice and explore options for life after high school

Parent Communication:

- Weekly updates to parents
 - Newsletter
 - Individual emails to parents for individual student progress

Community Engagement:

- Students have the opportunity to work/volunteer within the community to practice necessary employment skills
- Teacher makes community connections

Next Steps:

- ☐ Final determine location of the classroom
- ☐ Hire Teacher and Teacher Aide
- ☐ Contact with parents through the spring and summer with IEP meetings to discuss the program and student participation

ADDITIONAL CONSIDERATIONS:**Students:**

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Breakfast:

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Lunch:

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Restroom:

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Transportation:

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Plan Period:

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Student Safety:

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Location:

- ☐

Next Steps:

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