

2015–16 *Futures Program* Report to the School Board

February 16, 2016

Futures (K–12)

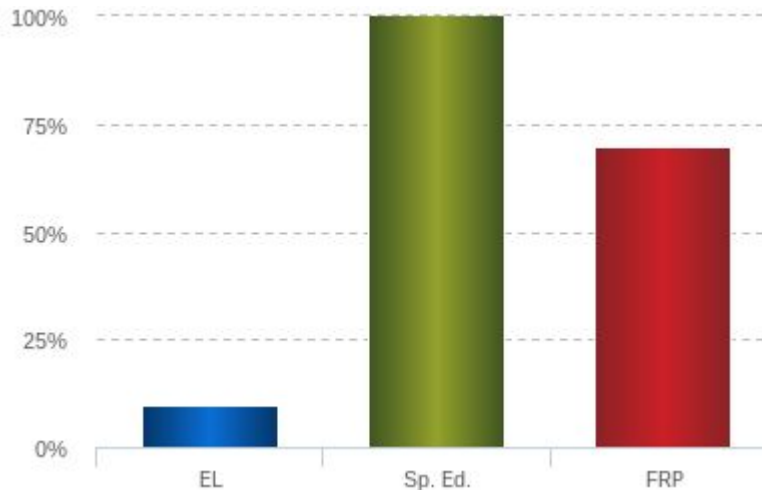
Focus on *Social Emotional Learning* through direct teaching of prosocial skills

Closely working with families, the student's home school, and community supports to foster a culture of learning and high expectations for students

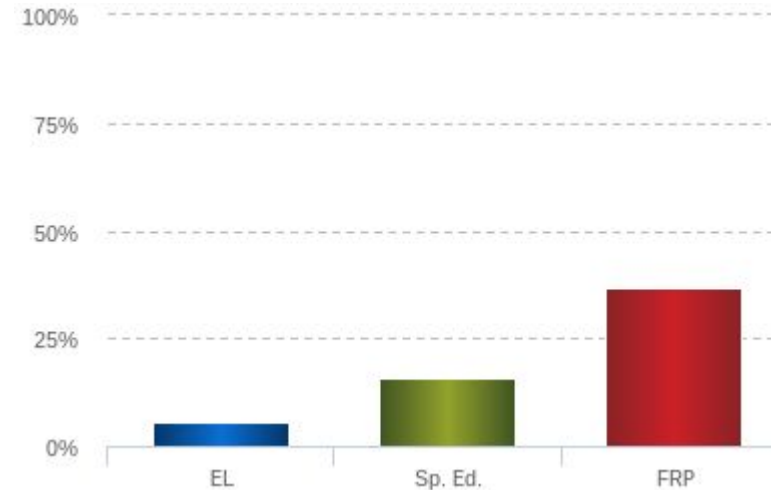
Strong student–teacher relationships to facilitate academic and behavioral learning

Demographics

2015 EL-Sp.Ed.-FRP Population
Futures Program



2015 EL-Sp.Ed.-FRP Population
Mankato Public School District



From MDE website, Jan. 2016
Education.state.mn.us

Our Students

One Elementary Classroom: 6–8 students

Two Middle Level Classrooms: 12–16 students

Two High School Classrooms: 12–16 students

All students have services identified in the area of behavior support.

One class focuses on services for students identified with autism spectrum disorder.

Our Students

2014–15:

4 students transitioning to home school (1 full time)

2015–16:

9 students transitioning to home school (2 full time)

2 students in Community Work Partners at Goodwill

Our Staff

- Five special education teachers
- Seven behavior intervention paraprofessionals
- One school social worker
- One school psychologist
- One physical education teacher
- Art and music specialists shared with other schools
- One secretary
- One coordinator

Boys Town Educational Model

- 2nd year of implementation
- Research-based and evidence-based model
- Aligns to Positive Behavior Interventions and Supports (PBIS)
- All staff are trained– this is a team approach!
- Framework uses prosocial strategies to teach replacement behaviors
- Promote behavioral changes that can be used across environments

Boys Town Educational Model

Systematic teaching process/planned teaching:

- Proactive teaching: skill of the week, individual skills
- Corrective teaching

Students receive reinforcement for behaviors in the form of points (motivation system):

- Points are used to purchase items or privileges of the student's choice

Example of Classroom Social Skill

Disagreeing Appropriately

- Look at the person
- Use a pleasant voice
- Tell why you feel differently
- Give a reason
- Listen to the other person

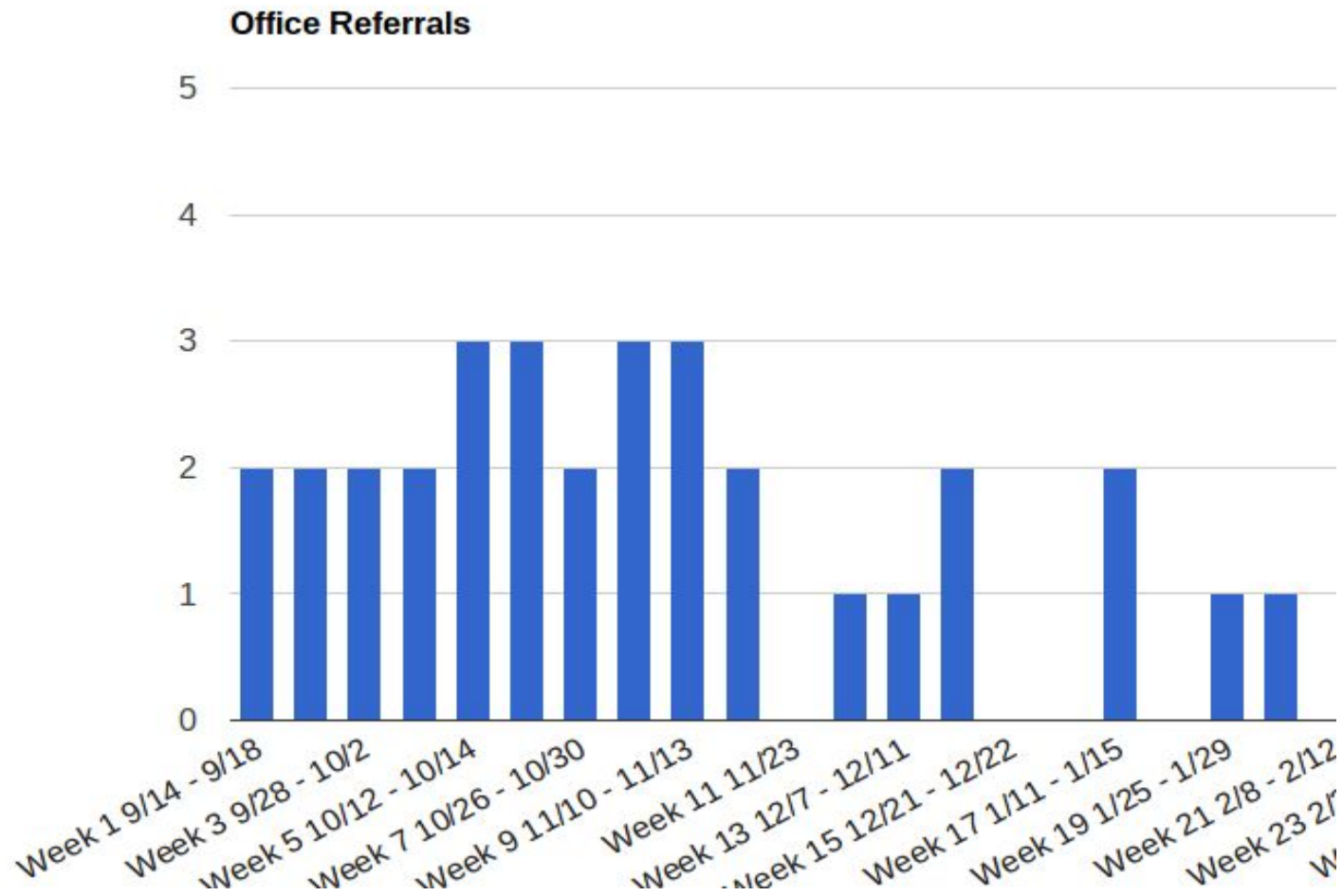
Boys Town Educational Model

Students move up levels within the system when they demonstrate prosocial behaviors

As they move up in levels, students demonstrate readiness for an individualized and purposeful transition to their home school

Empower the students with transferable social skills they need to transition back to their home school

Boys Town Data Example



Improvement Efforts

Strategic Direction A

Student learning and engagement:

Increase positive student behaviors with continued implementation of Boys Town Behavior Management Model:

- Tracking daily information over time
- Teach common skill of the week(s)
- Monthly data meetings
- Weekly problem solving meetings to discuss behavior needs of individual students

Improvement Efforts

Strategic Direction A

Student learning and engagement

Increase academic performance of students

- Ensure NWEA data is up to date for math
- Use Cornell Notes – trained in January
- Use technology – individualize and supplement curriculum

Improvement Efforts

Strategic Direction B

Developing district culture and practices of partnership and connectedness between staff, students, families and community for student learning

Connect with families:

- Point sheet are sent home on a daily basis
- Families are connected to community supports
- Conduct academic conferences at least twice a year
- Connect students and families with activities happening at their home school

Improvement Efforts

Strategic Direction C

Increase readiness for all students to ensure options for life

- Community Work Partners – based on individual strengths and interests
- Work Orientation – based on student age

Improvement Efforts

Direction D

Needs-based resource allocation

- Educare Grant – purchase sensory items to assist students with self-regulation strategies
- Prairie Ecology Bus Grant – purchase motivating items for the school store to support students within the Boys Town Model

Improvement Efforts

Direction E

Developing staff capacity, accountability and skills to implement our Strategic Directions

Build Capacity with Staff:

- Ongoing intentional problem solving conversations about the use of Boys Town from our real life situations
- Connect and align with Mankato schools about common practices related to standards, instruction and curriculum

Professional Learning Community Collaborative Teams

Elementary teacher is focusing on reading.

Secondary teachers are focusing on math.

Futures

Teach and support our students to make choices that positively impact their life, to become self-reliant, and actively engaged in their own learning.



Questions?

Thank you for this opportunity and for
your support!