

Lincoln City - Strategies, Activities, and Budget



| Activity Number | Activity | 2021-22 (Y1) Budgeted Cost | Total Spent 2021-22 | Allowable Use Category | Object Code | FTE |
|-----------------|---|----------------------------|---------------------|------------------------|-------------|-----|
| 1 | - Total | \$27,414.33 | \$27,414.33 | | | |
| 2 | 1 Administrative expenses related to the program. | \$1,371.00 | \$1,371.00 | ADMIN | ADMIN | |
| 3 | 3 Contracted mental health services. | \$0.00 | \$0.00 | H&S | 31x | |
| 4 | 4 SEL Curriculum/Program. | \$1,500.00 | \$1,508.00 | H&S | 4xx | |
| 5 | 5 NEW-School-based Qualified Mental Health Associate | \$16,770.00 | \$16,530.44 | H&S | 112 | 0.3 |
| 6 | 6 NEW-School-based Qualified Mental Health Associate | \$7,773.33 | \$8,004.89 | H&S | 2xx | |
| 7 | 2 Construction/upgrades of mental health services meeting area. | \$0.00 | \$0.00 | H&S | 5xx | |
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Lincoln City Career Technica - Journaling Progress

| Question | First Quarter |
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| <p>1</p> <p>What has been the impact of the implementation of the activities in your SIA plan so far on the behavior, actions, policies, or practices in your school community? Reflect on the Progress Markers as you develop your response.</p> | <p>Teachers are more aware of student needs around social emotional learning and support as they incorporate activities and lessons into the school day. Administrators have implemented a new schedule that includes structured time for students to engage socially both with their peers and teachers, and to share ideas and explore self-expression through creative activities. The new schedule also includes time for teachers to examine the data for interventions and outcomes. The school's new Foundations for Success courses, which all students are required to take, include social emotional learning components. Some administrators and staff are scheduled for an in-depth three day training on Trauma Informed Care. An on-site Community Health Worker/Qualified Mental Health Associate has been hired to address students' needs as they are identified, and staff have begun referring students for services provided by this position. This position works as a liaison with mental health and other community providers to ensure students receive the services they need. Administrators have scheduled time for staff to receive training on a new MTSS system where interventions and outcomes of these interventions may be better tracked. Family engagement/communication has increased in an effort to better support students and families.</p> |
| <p>2</p> <p>What evidence can you point to that supports the impact you have described occurring?</p> | <p>Evidence includes the school schedule, lesson plans, training notes/presentations, hiring of new staff and parent/staff meeting schedules.</p> |
| <p>3</p> <p>Share any stories or anecdotes about who is contributing to your SIA activities and how they are making significant contributions.</p> | <p>Our school is working closely with Lincoln County School District on the use of our new Student Information System which includes training in MTSS and the MTSS tools described above. The local Workforce Investment Board is providing the trauma-informed care training for staff at no cost.</p> |
| <p>4</p> <p>What lessons, constructive or critical, have you learned throughout this reporting period of SIA implementation?</p> | <p>Mental health providers are stretched thin in our area, and so we have had to approach the in-house mental health services somewhat differently than we'd originally envisioned. This is why we have moved toward having a Community Health Worker/Qualified Mental Health Associate on site who can both provide a level of service internally but also help facilitate getting the services students need through community partners. The lesson here is that we need to continue to seek out alternatives that can address our needs when our original plan doesn't come to fruition.</p> |

| Second Quarter | Third Quarter |
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| <p>We continued outreach to our mental health partners in the community to further develop mental health supports for students. Lincoln County Mental Health agreed to provide regular, ongoing group sessions for small cohorts of students centered around dialectical behavioral therapy. These module-based activities encourage students to work through their emotions and negative thoughts to develop more positive behaviors. Sessions will be held weekly for 60-90 minutes, and if there is a greater need, we will expand the opportunity to a second group of students. Our Qualified Mental Health Associate will work with school administrators and the LCMH counselor to identify youth and encourage their participation, and she will also sit in on the sessions to provide support and measure progress.</p> <p>Some school administrators and staff participated in an in-depth three-day seminar on trauma-informed care and practices. This has led to further examination of some of the school's existing disciplinary and student intervention practices.</p> <p>The Qualified Mental Health Associate has been working one-on-one with students to assist with immediate needs and to arrange for referrals to outside mental health and other wrap-around resources when appropriate.</p> <p>The MTSS tool within Synergy on which administrators and advising staff received training was determined to be too unwieldy for a school of our size, so staff resumed student intervention tracking, including social emotional issues, using a shared spreadsheet to which all staff have access and can provide input. This tool is reviewed regularly at staff meetings to determine effectiveness of interventions.</p> | <p>In coordination with Lincoln County Mental Health, the school launched the dialectical behavioral therapy (DBT) group sessions during the quarter. The group is led by a therapist and supported by school staff. Students were encouraged to participate, and school staff met individually with students to further explain the purpose of the group and to encourage participation, particularly for those students who have been struggling with various issues. Students voluntarily signed up for the group, and to date, 14 students are enrolled. Students are responding positively to the group activities as demonstrated by active participation and positive feedback. Under consideration is splitting the group into two smaller groups to better meet the needs of all students. Students exhibiting or expressing greater needs than can be offered in the group setting may be assessed by the therapist and referred for priority individual counseling through County Mental Health, but the details of this are still being worked out.</p> <p>The Qualified Mental Health Associate/Community Health Worker has been allocated additional time in her schedule as we move into Q4 so that students can be more quickly connected to community resources. She continues to connect students to other services and programs that will provide wrap-around supports such as one-on-one mentoring, health services and supportive services.</p> |
| <p>Significant dialogue among staff about trauma-informed and equitable practices during staff meetings. Meetings with Lincoln County Mental Health and scheduling of student groups. Spreadsheet with interventions, including social emotional issues and outcomes.</p> | <p>Group meetings are occurring weekly. Student attendance and observation by school staff of student participation demonstrates engagement in group meetings. Students are being served by community partners and enrollment in programs that provide wrap-around services. Spreadsheet of interventions and outcomes continues to be utilized to track efficacy of interventions.</p> |
| <p>As mentioned, Lincoln County Mental Health is making a significant contribution by providing student counseling groups on site. The local Workforce Investment Board provided trauma-informed care and practices training.</p> | <p>Lincoln County Mental Health is providing the DBT sessions on site at no cost. They are also working toward providing assessments on site and referrals for priority counseling services. Lincoln County School District is establishing access for Career Tech students to receive Health Center services at a neighboring high school.</p> |
| <p>The school-based mental health program that we originally envisioned continues to be a challenge to fully implement due to a variety of factors. We continue to take steps, but there have been obstacles, not the least of which has been the demands on staff as they try to address the multiple challenges of students returning to school full time during an ever-evolving pandemic. We still have not achieved the full level of mental health services that we would like to offer on site, though we have pieces in place that are effective at providing students needed supports.</p> | <p>The mental health program is going to continue to evolve with the assistance of community partners such as County Mental Health and Lincoln County School District. Both organizations are supportive of our efforts and a coordinated approach is yielding positive results.</p> |

Lincoln City Career Technical H - Annual Reporting

| Questions | |
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| 1 | What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan? |
| 2 | What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges? |
| 3 | SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year? Consider the Community Engagement Toolkit https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web[1].pdf and where your efforts might land on the spectrum as you complete your response. |
| 4 | As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts? |

2021-22 Annual Reporting Response

There is a greater awareness by staff regarding students' social emotional needs and strategies to support them. This is in large part due to training and meeting time dedicated to the topic. This is evidenced by staff discussions, activities offered to students, and interactions with students both in and out of class. The school has dedicated time for structured dialectical behavioral therapy (DBT) group sessions led by Lincoln County Mental Health therapists which are open to all students and are well-attended. Two sessions are currently being offered to better accommodate the varied needs of our student population, and individual check-ins are scheduled for students desiring more follow-up. These sessions allow for further screening by the therapist and identification of individual mental health services that will support students in addressing issues that are potentially impeding academic progress.

A community health worker is also on staff providing immediate support, referrals and transportation to students who need additional assistance. This position has evolved and will provide regularly scheduled hours for student drop-in services in the 22-23 school year. Students are informed about, and can access, social emotional/mental health services on site that previously were unavailable.

Having a local, licensed therapist on site and available for students has not been possible due to a shortage of therapists locally. We've landed on a solution that still provides the needed services by offering the group DBT sessions with individual follow-ups, and then also referring to additional outside services as necessary. The on site community health worker can address immediate needs and make appropriate referrals and connections.

Rather than acquire additional space which would require ongoing expenditures beyond just the renovation which we had originally planned, we have worked within our existing space, and through scheduling have found needed space for the services currently provided.

We have developed a relationship with Lincoln County Mental Health and continue to cooperatively evaluate the services provided to students to ensure we are meeting their needs. As a small school, we regularly interact with students, families and staff on an individual basis, gather feedback and input to inform decision-making, and cooperatively address issues. Our school's strength is that it strives to be accessible and responsive to individual students and families. On the Community Engagement Toolkit, our school vacillates between Consult and Involve with families as active engagement is occurring, but the collaborative decision-making is restricted more to staff and community partners, and needs to be further developed.

In part because of the priority placed on re-engaging and supporting students in a variety of ways after the pandemic, implementation of our mental health program fit naturally with those efforts. Trauma-informed care training was offered through a partner organization without making the request, and ODE provided resources for implementation. What we learned is that we need to continue to forge new partnerships, reach out for help when needed, and continue building on elements of the program that are working. Our families will get involved if we provide a platform for them to do so, and after seeing what worked this year with family engagement, we can structure similar opportunities to build on that success. Our staff appreciate the opportunity to have a voice in school decision-making and that is essential to getting buy-in and support for new initiatives.