

Strategic Plan Information and Advocacy Report



TO: Board of Education
FROM: Brian Johnson, Director of Student Services
DATE: April 1, 2019
RE: Information and Advocacy Report – Well-Being

OVERVIEW

Board Goal II: Well-Being- We will provide support systems for students and staff.

Objective A: Identify evolving demographic trends in the Mount Horeb community.

- Indicator 3: Individual academic, social, and emotional readiness levels.

INTRODUCTION

Student demographics and readiness levels are important components of teaching and student learning. Knowing the background and experiences of students within our buildings helps to develop curriculum and teaching practices that best support our students. Going deeper into student readiness needs in the areas of academic, social, and emotional levels provides a complete picture of the whole-child.

The student services staff continues to examine the supports and monitors the results offered through Individual Education Plans (IEPs), conducts weekly Problem Solving Teams (PSTs), and administers a senior “Future Plans” study to ensure that we are truly examining the well-being and looking at the “whole child.”

INDICATORS

Indicator 3: Individual academic, social, and emotional levels.

Mount Horeb Area School District uses the DPI portal “Wisedash Secure” to provide the most up-to-date special education enrollment for our school district. Our current district enrollment is: 2517. The number of students receiving special education services is 278 and the number of students participating in 504 plans is 40. Wisedash Secure breaks down our data so that we can examine the number of students participating in specific special education programs in our district.

MOUNT HOREB **All Together**
act together
reach together
listen together
advocate together
empathize together
love together
inspire together
All Together

Figure 1: 2018-2019 Enrollment

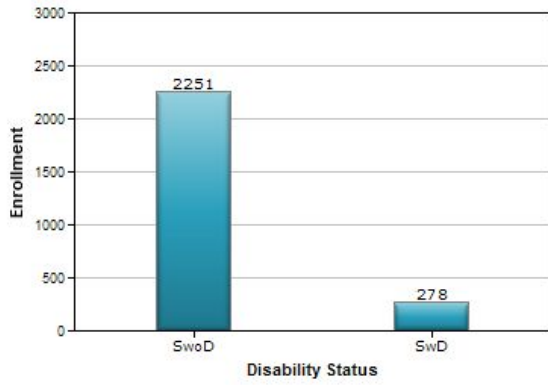
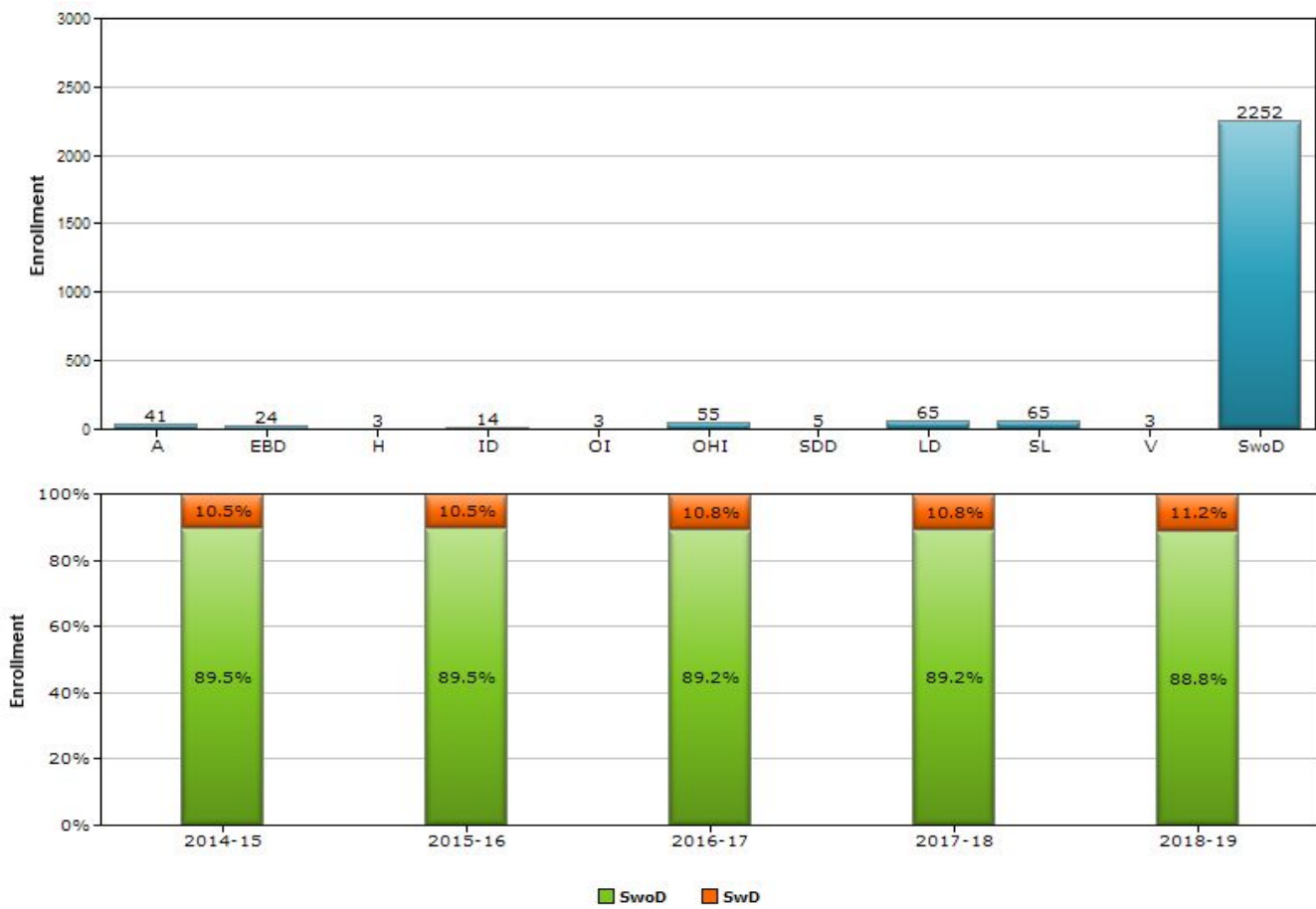
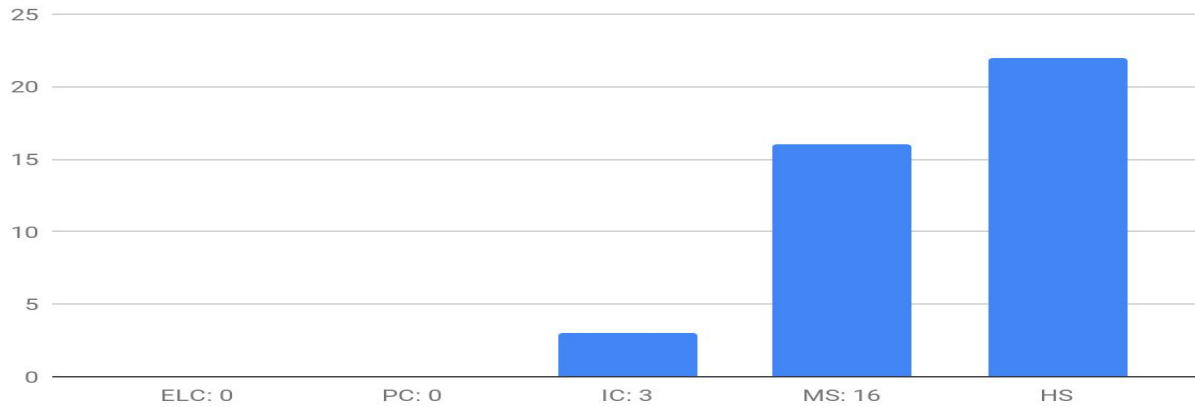


Figure 2: Disability Status (IEP's: current year, 5 year trend, 504 Plans: current year)



District 504 Data

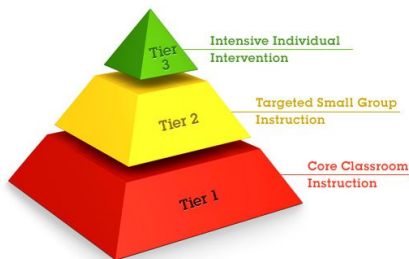


Mount Horeb School District services students with disabilities in every disability category, which includes: Autism (A), Emotional Behavior Disability (EBD), Hearing (H), Orthopedic Impairment (OI), Other Health Impairment (OHI), Significant Developmental Delay (SDD), Learning Disability (LD), Speech or Language Impairment (SL), and Vision (V).

The district currently has 17 students with disabilities that open enroll into our district while 4 students with disabilities open enroll out.

How is the Mount Horeb Area School District addressing social and emotional readiness levels?

In addition to meeting with a Student Services Team (SST) on a weekly basis, meeting with students 1:1 on a daily basis, and classroom academic interventions, our student services staff performs the services (not an all inclusive list) in the tables below.



RTI (Response To Intervention)
3 Tiers of Support

The initiatives listed in the tables focus primarily on Tier II and Tier III interventions. Tier I is universal instruction with its primary focus on the core classroom instruction. Tier II is targeted small group instruction with its primary focus on targeted instruction for small groups of individuals. Tier III is intensive individual intervention with its primary focus on specific students and teaching targeted skills.

Tier II and III Level Initiatives: Grades PreK-2	Academic Readiness	Social Readiness	Emotional Readiness
The school social worker facilitates two small groups for coping with anxiety and stress, one social skills group, two self-regulation groups, and two problem-solving groups.		X	X

The school social worker provides resources and support to parents and guardians with mental health concerns. Sometimes this might mean providing information about therapy in the area, and other times it could be providing guided mindfulness videos for parents to use at home for a student who, for example, struggles to fall asleep due to their anxiety.			X
At the 4K level, we have a very strong social emotional focus. We are implementing the Pyramid Model within all 4K sites.	X		X
Students do daily feelings check-ins to increase their emotional vocabulary. They also work on problem solving and self-regulation.			X
The school counselor uses the Second Step Curriculum as well as the Social Thinking Curriculum (Social Explorers and We Thinkers). With our students with disabilities, we also begin exposing them (and their classmates) to the Zones of Regulation. (We are hoping to expand Zones next year).		X	X
In K-2, they talk a lot about identifying our feelings, the feelings of others, and empathy. The school counselor teaches many coping strategies and problem solving techniques for various situations. Many of the lessons focus on building a positive self concept. The school counselor uses various curriculums; Second Step, Zones of Regulation, Kelso's choices, and a variety of supplemental materials.	X		X
Building Bridges is used within PreK-2nd grade.			X

Tier II and III Level Initiative: Grades 3-5	Academic Readiness	Social Readiness	Emotional Readiness
The school counselor uses the Second Step curriculum in the classroom that covers emotion management and problem solving. In partnership with all families, they were given an online access key: SSP4 FAMILY74 (4th grade sample) to explore and follow-up at home.	X	X	X
Student services staff are meeting with students both individually and through support groups if they have been identified by a parent or teacher as needing support. Some of our group topics are grief, anxiety, family changes and friendship.		X	X

PBIS efforts are also aimed at teaching students appropriate behaviors, problem-solving skills, and relaxation strategies. For instance, mindfulness practices every week in the classrooms, which can serve as a strategy to help students struggling with stress, anxiety, and/or depression.	X		X
Student services staff each run different groups (e.g., friendship, grief, problem-solving, anxiety, etc.) during the year.		X	X
The school psychologist runs a “coping skills/stress management” group with a group of third grade students.			X
As a whole school, the IC developed a "school connectedness" survey (which is a protective factor for preventing suicide), collected data, and had teachers discuss the results within classrooms.	X		X
The school social worker has been meeting monthly with 3rd grade students who are new to the district to gauge their level of connectedness to the school.	X		X
Building Bridges is used within grades 3-5.			X

Tier II and III Level Initiatives: Grades 6-8	Academic Readiness	Social Readiness	Emotional Readiness
The school psychologist helps organize and create universal lessons about coping and stress management. At a more targeted level, the school psychologist does individual and group counseling. A lot of the work is focused on mindfulness, Dialectical Behavior Therapy (emotional problem solving for adolescents), and self-esteem.		X	X
The school psychologist runs a group related to stress and coping.			X
The school counselor runs a self-esteem group, friendship group and family change group.			X
The student services team co-facilitates with Catholic Charities a loss/grief group. The student services team also co-facilitates a grief counseling group with Agrace Hospice.			X
The student services team co-facilitates with Catholic Charities a stress management group.			X

The student services team co-facilitates a FACE Kids group for suicide awareness with a group of 8th grade boys (along with a 7th grade boy).			X
The school counselor also goes into the 6th grade classrooms. The first lesson is about getting to know the counselor and student services team - talking to students to let them know we are available, how we help students, and how they would be able to meet with us.	X		X
Implementation of Oregon Mental Health in the Schools.			X
Building Bridges is used within grades 6-8.			X

Tier II and III Level Initiatives: Grades 9-12	Academic Readiness	Social Readiness	Emotional Readiness
Co-facilitate with Catholic Charities a stress, coping, and support group to students identified as at-risk.			X
The school psychologist runs a group related to stress and coping.			X
The school psychologist co-teaches mindfulness every Friday in two P.E. classes. An app is used called Smiling Mind, which guides each lesson and focuses on things like managing emotions, not letting our thoughts or feelings control our actions, and being in the present moment.	X		X
As a part of our advisory schedule, Student Wellness Committee members have worked with the schools administrative team to implement three Wellness Days. On these days, students choose from a list of activities that promote the Board of Education's "Well-Being" Strategic Plan goal, including activities like yoga, coloring, and journaling.			X
Operate Wellness Committees (both students and staff).			X
The student services team co-facilitates a grief counseling group with Agrace Hospice.			X
The school social worker teaches a "Learn to Breathe" course.			X
Implementation of Oregon Mental Health in the schools.			X

The student services team administers a senior “Future Plans” study to ensure that we are truly examining the well-being and looking at the “whole child.”	X		
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