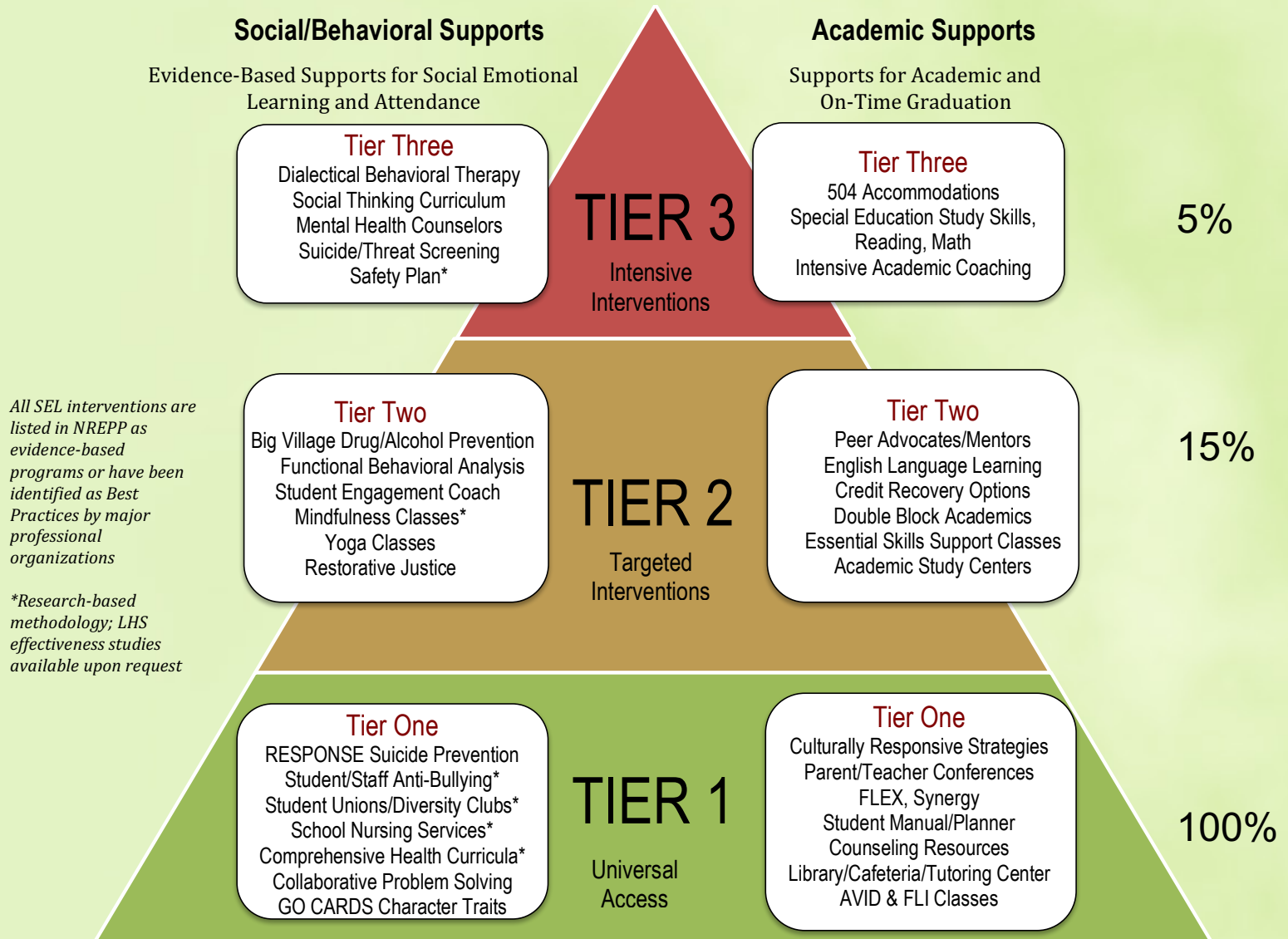


The background of the slide features a close-up of vibrant green leaves with prominent veins, overlaid with a semi-transparent light green rounded rectangle. Below the rectangle, the bottom portion of the slide shows a blue-green surface with white, concentric ripples, suggesting water.

Lincoln's Academic and Social/Emotional Safety Net for Students

2018-2019

Lincoln High School Student Supports

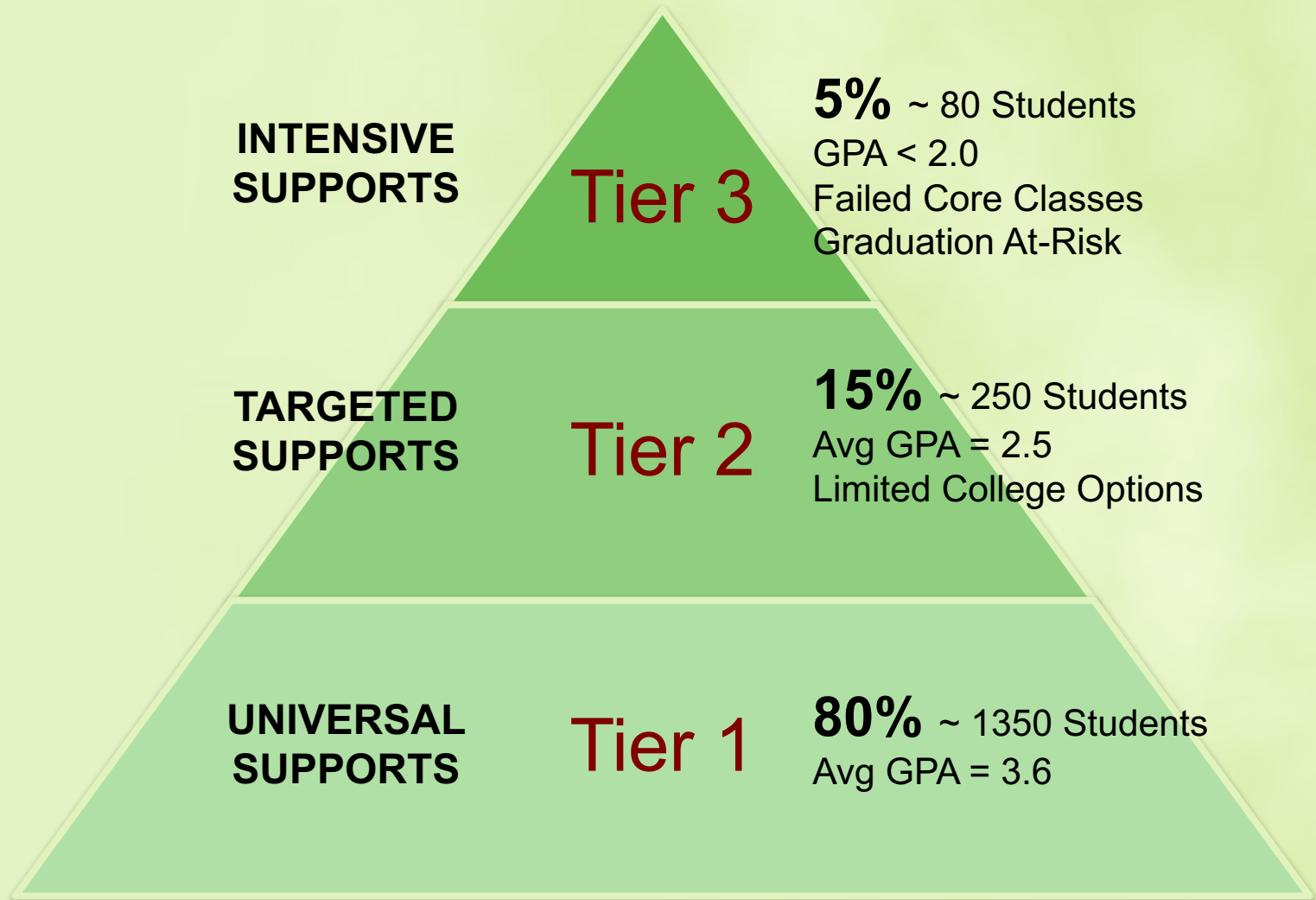


Lincoln High School

ACADEMIC SUPPORT



LHS Academic Support RTI Model



Freshman Leadership & Inquiry

- ✱ Freshman connections and community building
- ✱ Orientation to Lincoln's academic systems
- ✱ Study habits and study supports
- ✱ Introductions to Lincoln and community support programs (anti-bullying, SAFER sexual consent awareness, counseling services, social-emotional learning skills, mindfulness, etc.)
- ✱ Cardinal mentor connections and role models



Hanisi Accetta, Program Coordinator



Advancement Via Individual Determination

A credit bearing class for providing academic support for underachieving students for four years.

- ✿ Teaches skills and behaviors for academic success
- ✿ Provides intensive support with tutorials and strong student/teacher relationships
- ✿ Creates a positive peer group for students
- ✿ Develops a sense of hope for personal achievement gained through hard work and determination

Tier 1

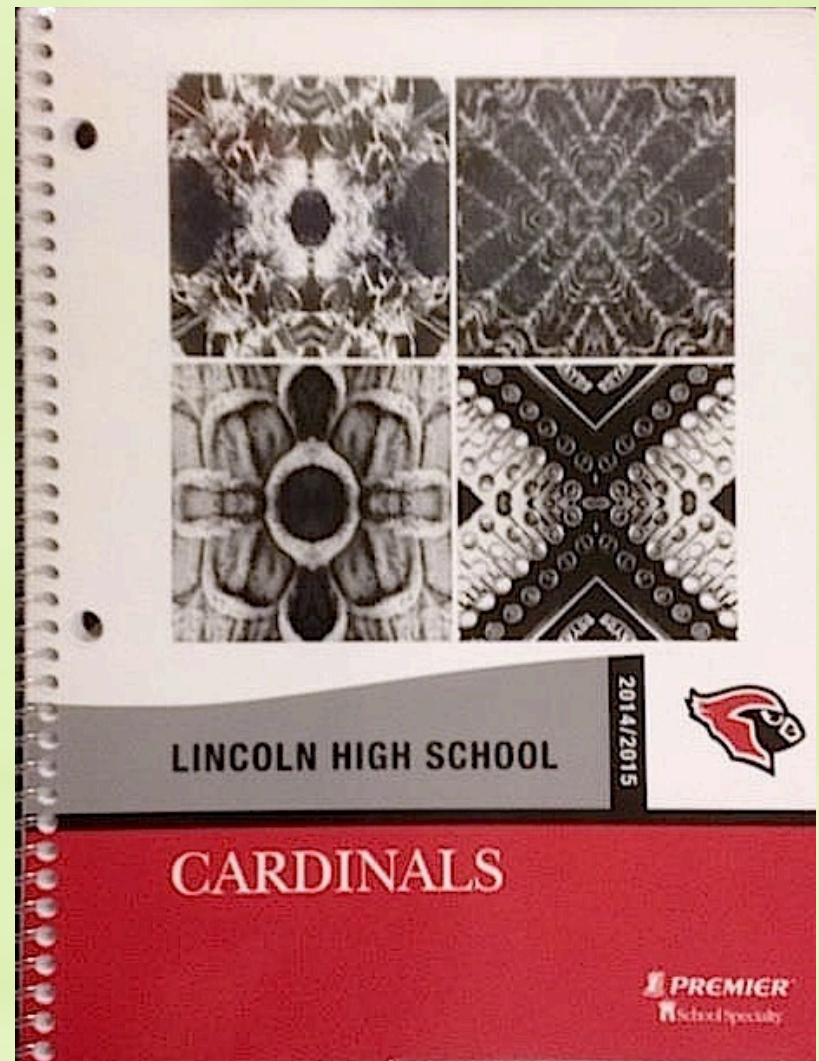
Weekly assignment calendar

School events

Rules and policies

Resources

Contact information



After School Tutoring

In the LHS Cafeteria • 3:30 - 5:30 Mo-Th.

In the LHS Library 3:30-5:30 Mo. & Th.

Library:

Math

Writing

Cafeteria:

Science

Technology

Engineering

Math



Contact school counselor

FLEX Periods

**2 x 64 Minute Periods
Per week**

Opportunity to get extra
help from teachers

Make up missed tests,
labs, etc.

| “A/B” Schedule with FLEX | |
|--------------------------|---------------|
| 1/5 | 8:10 – 9:25 |
| FLEX | 9:30 – 10:34 |
| Break | 10:34 – 10:44 |
| 2/6 | 10:49 – 12:04 |
| Lunch | 12:04 – 12:40 |
| 3/7 | 12:45 – 2:00 |
| 4/8 | 2:05 – 3:20 |

Parent Teacher Conferences

Monday & Tuesday

November 19th Day and Evening

November 20th Day and Evening



Academic Centers

- ✿ Class period for studying that is supervised by a certified teacher who can help students with academics
- ✿ Dedicated “Math” or “Language Arts” sections
- ✿ Homework time during the regular school day
- ✿ Credit bearing for students (elective credit)
- ✿ Program capacity = about 300 students

Double-Blocked Math Classes

Instead of math every other day like most math class sections, the double block math classes meet every day. They use the same curriculum but they provide more opportunity for teaching, practice, and review

- ✿ Algebra 1-2
- ✿ Geometry
- ✿ Algebra 3-4

Essential Skills Support Classes

- Academic Literacy
- Math Skills

Classes or workshops for seniors who need extra instruction and support in meeting Oregon Essential Skills graduation requirements (e.g., state tests) in Math, Reading, and/or Writing

Intensive Academic Coaching

- ✱ **Skills Coaching** including planner management, prioritization of tasks, organization of materials, note-taking strategies, study skills, mindfulness and metacognitive strategies, and FLEX planning.
- ✱ **Access to Tutoring/Direct Assistance** on assignments in core subjects including English, math, social studies and science.
- ✱ **Advising/Counseling** in setting short and long term goals, planning for graduation, strategizing for improved attendance, and exploring scheduling options.
- ✱ **Advocacy and Fostering Self-Advocacy** in communication and collaboration with counselors, teachers and parents.
- ✱ **Calendar System:** regardless of unique academic needs, all students use a shared Google Calendar to document due-dates, work completed, unfinished work and priorities. These calendars are a central focus for coaching sessions and an essential tool in identifying and resolving academic obstacles. Students are expected to update their calendars during coaching and to check them on a nightly basis, even on days when they do not have a coaching session.

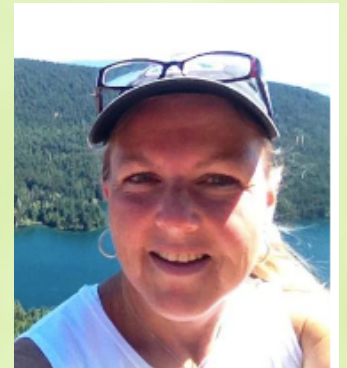


Heather Cary

504 Accommodation Plans

Contact Your School Counselor

- ✿ For students with identified educational or physical disabilities (e.g., ADHD, cerebral palsy, mental health issues, dyslexia)
- ✿ Accommodation Plan for general education classes
- ✿ Accommodations required by disability in order for equity of access with other peers to education
- ✿ Accommodations may include extra time, access to counseling center, F/M hearing systems, etc.
- ✿ Case management by school counselors
- ✿ Building 504 Coordinator: Ginger Taylor, VP



Special Education



Scott
Fitzpatrick



Linda
Edington

Alicia Denney, Teacher
Kate Lopez, Speech Pathologist
Jim Hanson, School Psychologist

- ✿ Case management of students with Individual Education Plans
- ✿ Study Skills Classes
- ✿ Academic and Social Skills Classes
- ✿ Social Emotional Classes (DBT)
- ✿ Social Thinking Classes (Autism Spectrum)
- ✿ Transition to College or Work
- ✿ Collaboration with general education teachers
- ✿ Advocacy for resources and supports

Lincoln High School

Social Emotional Behavioral Supports



WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD

We include all stakeholders when bringing in social and emotional learning programs



Character Traits

Ginger Taylor, VP



Input from:
Students
Staff
Parents

Student-generated examples of how we demonstrate community values in different venues (classroom, halls, events, community)

Health Education Standards

- ✿ Alcohol, tobacco, and other drugs
- ✿ Prevent and control disease
- ✿ Protect the environment
- ✿ Healthful nutrition
- ✿ Mental, social and emotional health
- ✿ Physical activity
- ✿ Sexual health
- ✿ Violence (including bullying) and suicide prevention

Dr. Timm Goldhammer,
Department Chair



School Nurse

There is a recognized relationship between health and learning, as there is between school nurse availability and student well-being and educational success.

- Office in Senior Hall across from gymnasium

- Suicide Contact

- Mary Johnson, RN



Collaborative Problem Solving

- Challenging behavior is a byproduct of lagging cognitive skills in the global domains of **flexibility, executive functions, using language, social skills, and emotional regulation**
- **Mindset:** Kids do well if they can. Challenging kids lack skill not will.
- Relationship-based, trauma-informed, evidence-based
- Teachers sponsored by LHS Parent Health Action Network for voluntary two-day training. 16 Trained; 4 Advanced

Student-Led Anti-Bullying

In groups of four, Leadership Team students present in each 9th grade FLI classes

Data to determine if Lincoln program was effective:

- Participatory action research
- Health class surveys
- Discipline referrals
- Oregon Healthy Teens Survey

In 11 years twice as many students speak up, bullying cut in half

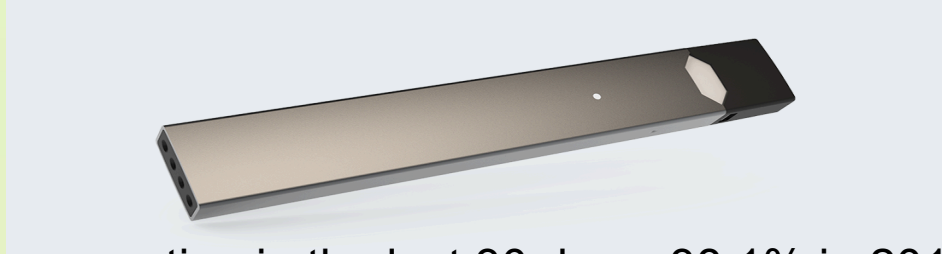


RESPONSE Suicide Awareness Program

1. Increases awareness about suicide
2. Students: 4 days. Staff: 2 hours. Parents: 2 hours
3. Heightens our sensitivity to people's depression and suicidal ideation
4. Teaches effective procedures to get a student at risk for suicide help.

RESPONSE is a recognized Best Practice listed with the Suicide Prevention Resource Center and American Foundation for Suicide Prevention's Best Practice Registry

Drugs & Alcohol & Tobacco



- Alcohol consumption in the last 30 days: 38.1% in 2014 to 49.2% in 2016. (Oregon state average of 29.8%)
- Binge drinking at 27.4% (5 or more drinks in a row within a couple of hours in the last 30 days). (15.5% for Oregon) No 2014 data
- Marijuana: 28% in last 30 days, 2014, 30.4% in 2016, (18.9% Oregon)
- Prescription abuse: 5% in 2014 to 8.6% in 2016.
- Cocaine, MDMA, meth or heroin usage: 5% in 2014 to 4.7% in 2016
- 44 Stage 2 or 3 drug or alcohol violations last year.

Drugs & Alcohol Prevention

- ✿ Student-led coalition (LINC Club) with 25 student leaders and support from Big Village
- ✿ Meets weekly to focus on changing culture, teaching freshman, and holding other students accountable
- ✿ Town Hall meetings through Health Action Network
- ✿ Assemblies
- ✿ Research base and program evaluation

Tier Two

Mindfulness & Yoga Classes



Mindfulness

-Janice Martellucci , Ken Weinberg,

Yoga

-Erin Burke



Tier Two

Cardinal Mentors



Cardinal Mentors is a peer mentoring program. Cardinal Counselors is a peer counseling program.

Seniors and juniors volunteer to serve as mentors for freshman or new, incoming students

Mentors participate in training and activities throughout the year.

Hanisi Accetta



Restorative Justice

- In lieu of traditional discipline procedures (which do not teach students effective skills to replace the offending behavior)
- Can be a facilitated conversation between the people involved regarding how the victim perceived the incident, how the aggressor receives that information, how amends are to be made and the relationship restored
- Can be a class meeting if entire class is involved
- Follow ups scheduled afterword

Tier Two



Student Engagement Coach for Attendance

Michelle Hardaway

- Identify students whose attendance is “chronic” (<90%) or severe” (<80%)
- Work with students and families to identify obstacles to attendance
- Together, decide on strategies and goals for improving attendance
- Identify other school and community resources for help
- Meet with students weekly or bi-monthly
- Review and monitor attendance plan; update parents and teachers
- Celebrate success for improved attendance; create plan for independence

Student Unions/Diversity Clubs

- ✱ Increased GPA and graduation rates
- ✱ Increased Connection to school and attendance
- ✱ Decreased physical and verbal bullying, micro-aggressions

✱ Lincoln has a greater number of student unions than other PPS high schools

✱ Black Student Union, Brothers & Sisters of Color

✱ Latino Student Union (MEChA)

✱ Pacific Islander Student Union

✱ Asian Student Union

✱ Arabic Club

✱ Native American Student Union

✱ Multi-racial Student Union

✱ Jewish Student Union

✱ Feminist Club

✱ Dyslexic Student Union

✱ SAFER for sexual assault prevention

✱ Gender & Sexuality Alliance



James McGee
Vice Principal

Functional Behavioral Assessment Behavior Support Plan

- ✿ Interview and observation
- ✿ Identifies student triggers, behavior, consequences
- ✿ Changes the learning environment to prevent behavior
- ✿ Teaches specific skills that students might need to learn
- ✿ Monitors a student's improved skill use

Contact school counselor

Social Thinking Curricula

Students learn nonverbal communication, conversation, self-advocacy, and conflict resolution skills

For students on autism spectrum or deficits in social skills

Individual and small class instruction

Language, social communication, and articulation skills

Organizational skills

-Cate Lopez, Speech Pathologist

-Linda Edington, SPED Teacher



School-Based Dialectical Behavioral Therapy



- Eleven years of implementation and research at Lincoln
- Significant reductions in students' anxiety, depression, internalizing disorders, relationship problems
- Significant increases in anger control and G.P.A
- Results equally or more effective for students of color
- No suicides at Lincoln in 11 years

"Phone Calls"

SB-DBT

Parent Group

Individual Therapy

Consultation Team for
Therapists

Skills Group

Mindfulness

Distress Tolerance

Emotion Regulation

Relationships

-Jim Hanson School Psychologist
-Linda Edington, SPED Teacher
-Zoe Bakker, Psychology Practicum Student

Mental Health Community Partners (on site)

✿ Western Psychological Services

✿ School Social Worker

- Judy Herzberg
- School Social Worker



Safety Plans

- ✿ Serious suicidal ideas or behaviors
- ✿ 10 teacher referrals last year; 26 student referrals
- ✿ 36 Child Find meetings last year
- ✿ Parent, student, counselor, school psych, nurse, administrator and/or SPED teacher if needed
- ✿ 12 Safety Plans
- ✿ Distributed to teachers affected
- ✿ No suicides in eleven years

Suicide and Threat Screening

- ✿ If a student is suspected of harming themselves or others, school counselors and school psychologist have been trained in:
 - ✿ Suicide screening
 - ✿ Threat screening
 - ✿ Threat screenings involve entire administrative and counseling teams
 - ✿ More in-depth assessment and community resources available when needed



Program Evaluation

Summarizes effectiveness yearly for:

- Anti-Bullying
- Character Traits
- Suicide Prevention
- Collaborative Problem Solving
- Drug and Alcohol
- Student Unions
- Dialectical Behavioral Therapy
- Social Work Services

View on LHS Counseling Center Page under
"School Psychologists Corner"