



Logan-Hocking School Climate Transformation Grant Update

August 2023

BACKGROUND

In October 2019, the Logan-Hocking School District was awarded a five-year, federally funded School Climate Transformation Grant. This competitive grant is intended to develop, enhance, or expand systems of support and technical assistance to schools implementing an evidence-based multi-tiered behavioral framework for improving outcomes and learning conditions for all students.

The overall Logan-Hocking project goal is to ensure equitable access to positive learning environments that improve academic success, to enable each student to reach their fullest potential. To meet that goal, the district will utilize the National Dropout Prevention Center's model for Trauma-Skilled Schools to redesign educational systems and create a comprehensive and integrated Multi-Tiered System of Supports (MTSS), including K-12 opioid prevention/mitigation. This brief provides an update on the grant implementation progress as of July 2023.



"I love the school's overall spirit and togetherness, it makes me excited to get to school in the mornings. A lot of people are friendly and helpful to strangers and shy people like me who are trying to branch outward and make a lot of new friends can appreciate that."

Logan-Hocking High School Student



U.S. Department of Education
School Climate Transformation Grant



PROPOSAL OBJECTIVE ONE

Develop and implement an integrated and comprehensive MTSS plan, including K–12 opioid prevention and mitigation. Redesign of the district’s professional development plan will expand all staff’s ability to improve instructional practices through the lens of opioid impacts on the student, family, and community.



PROGRESS

In October/November 2022 the grant leadership team successfully implemented the Community and Youth Collaborative Institute-School Experience Surveys (CAYCI-SES) for the third time, gathering critical data to inform its work and gauge progress in implementing a multi-tiered system of supports (MTSS) for students. The surveys gathered input from elementary, middle, and high school students, teachers, administrators, and other district staff, as well as parents and caregivers. Customized for each group surveyed, the CAYCI-SES provides information on student supports for academic success and wellbeing, as well as the overall school environment and how the school and community are working to support success for every student. The district’s professional development focus on Positive Behavioral Interventions and Supports (PBIS) has made teachers more aware of exemplary practices in using student-level behavioral data to guide interventions. Survey data collected this year may be reflecting their increased knowledge of PBIS fidelity.

From 2021 to 2022, there is an increase (nine percentage points) in teachers who report teachers in the district do all three of the following to support student learning:

- *Provide helpful feedback to students about their academic performance.*
- *Monitor whether students are learning on a regular basis.*
- *Regularly use student level behavioral data to guide interventions.*

“It was great to hear from the other buildings and from our district perspective. Jamie (the TA provider) also assisted in the technical aspects and national trends of implementation/refinement of PBIS systems. Christine (project director) is also always organized and prepared.”

Logan-Hocking PBIS Training Attendee



“The thing I like the most about my school is the band program. The directors are such amazing people and that program has allowed me to grow and become a better person.”

Logan-Hocking High School Student

- ✓ Development and implementation of a multi-tiered system of supports (MTSS) is well under way. An MTSS is an approach that emphasizes meeting the needs of all students. Since October 2022, district teachers and staff participated in 24 training or technical assistance sessions about implementing an MTSS. Their evaluations of the trainings and TA sessions are very positive. Further, the district is closely examining implementation of MTSS strategies such as PBIS to ensure behavioral management efforts and supports are implemented with fidelity to the model.

PARTNERS
(in alphabetical order)



**Athens-Hocking-Vinton
Alcohol, Drug Addiction
and Mental Health
Services Board**

Drug Use Prevention and Mitigation

- ✓ Drug Free Clubs of America (DFCA) was implemented and is aligned with the after-school program. DFCA is a voluntary club that includes an initial drug screen and family engagement for student participation. The program is confidential in that test results are shared only with the families of participating students. All students who sign up can be randomly screened for drug use, and all students who participate in the program receive rewards such as snacks and t-shirts. One hundred and seventy-two students participated in DFCA during the 2022/2023 academic year. That is an increase of nearly six times as many students that were participating just one year ago. Specifically, June of 2022 showed 30 students in DFCA.



**Drug Free Clubs
OF AMERICA**



- ✓ The Middle School and High School continue to provide the Botvin LifeSkills curriculum for sixth- through ninth-grade students. Botvin Life Skills is intended to promote positive health and personal development. This curriculum is designed to strengthen student abilities in the following areas: personal self-management skills, general social skills, and drug use resistance skills. It is an evidence-based program in that it has been studied and proven effective for students.



**HOCKING
COLLEGE**

- ✓ Another strategy is the HOPE (Health and Opioid Prevention Education) curriculum, which is implemented in all elementary buildings, with students in K-5. The HOPE curriculum is designed to supplement, not replace, a comprehensive approach to alcohol and other drugs prevention education (Lorson, n.d.).



Public Health
Prevent. Promote. Protect.
Hocking County Health Department

PROPOSAL OBJECTIVE TWO

Expand partnerships to create a sustainable multi-tiered system of supports (MTSS) providing equitable access to a comprehensive system of learning supports, with emphasis on improving outcomes for traditionally underrepresented groups to improve academic success.



PROGRESS

Logan-Hocking continues to grow existing partnerships and establish new collaborations that support students and families. Continuing to build services that are accessible to students while they are at school promotes equitable access to these critical supports that are necessary precursors for academic success. The School Climate Transformation grant continues to catalyze new partnerships that are sustainable beyond the grant period.

✓ Through growing partnerships with health care organizations, Logan-Hocking students now have more equitable access to critical health care services regardless of family income. The district continues to collaborate with Hopewell Health Services to provide behavioral health services, including individual and group therapy sessions and classroom programs to support student mental health in combination with academic instruction. Logan-Hocking partners with Hopewell Health Services to offer unrestricted access to a mental health counselor, employed by the district, for short-term needs and referral to an agency-employed mental health counselors for long-term needs based within each of the district's seven buildings. Services are billed to the family's insurance provider. Hopewell Health counselors have office hours in each school building.

✓ Through a partnership with Hocking Valley Community Hospital, Hopewell Health Centers, the Athens, Hocking, Vinton 317 Board, Nationwide Children's Hospital, the Ohio Department of Health, and the Ohio Department of Education, the district broke ground on a school-based health clinic in November 2022. This clinic, on

"Although this is a small school, there are plenty of opportunities here."

Logan-Hocking High School Student

"I like the fact that mostly if you need help, you'll get it."

Logan-Hocking High School Student



"I like having fun with all my friends and this year all of my teachers are very nice and it is fun to be in their class and it is easy to learn because they can teach correctly."

Logan-Hocking Middle School Student

"I like the fact that I feel safe."

Logan-Hocking High School Student

schedule to open in Fall 2023, will provide on-site delivery of primary medical services such as preventive care appointments, immunizations, chronic disease treatment, laboratory services, sick visits, mental health services, and referrals for specialty care. This on-campus availability of physical and mental health care increases access for all Logan-Hocking students and families, including families who lack reliable transportation in a county that is designated as an underserved rural area for primary care.

✓ Through growing partnerships with law enforcement agencies and other first responders, the district continues to implement the Handle with Care program. Handle with Care asks first responders to note when a school-aged child is present during an arrest, overdose, domestic violence incident, car accident, or other possible traumatic event. The first responder obtains the child’s name and school, then sends a notice stating “Handle with Care” and the student’s name to the appropriate school. No specific information about the event is needed. The Handle with Care protocol allows school staff to provide additional support to students in the days following adverse/traumatic experiences and monitor for any ongoing needs. Regular visits to schools provide first responders with opportunities to connect with students to develop resilience-building relationships. In the 2022-23 academic year, the district received 218 student reports of possible traumatic events, impacting 151 families.

✓ Partnerships help the district provide critical services to all students, and they also help students know that not only their school, but their entire community wants them to be successful. In this year’s student survey, two thirds (67%) of high school students and 72% of middle school (7th and 8th grade) students agreed or strongly agreed that, “There are responsible adults in my community who support and encourage me.”

PARTNERS
(Continued)



PROPOSAL OBJECTIVE THREE

Build strong and healthy youth leaders who model healthy relationship building and responsible citizenship for their peers. This includes developing an after-school program to support at-risk high school youth via safe and appropriate social activities; students at the high school will also prepare for career and college via internships, job shadowing, and apprenticeship opportunities. Lastly, elementary and middle school students will have hands-on learning opportunities aligned with career interests.



PROGRESS

Logan-Hocking is committed to helping all students achieve success after high school graduation. To this end, the district has focused on broadening its supports for college and career pathways, and providing students with enhanced opportunities for building leadership skills.

“I like how the teachers are willing to help and understand what a student is going through.”

*Logan-Hocking
Middle School Student*

College Readiness

✓ The high school was successful in achieving official recognition from the Higher Learning Commission as a satellite campus of Hocking College. Logan High School is offering three associate degree pathways: Associate of Science, Associate of Arts, and Associate of Technical Studies–Business Management. Students can complete nearly all required coursework on the high school campus with courses taught by credentialed instructors. Some of the coursework can be completed online during study halls, after-school hours, or during the summer. With this newly established site designation, the high school is in the position to further expand its college credit offerings.



✓ The district continued to offer robust after-school programming to all high school students at the Chieftain Center. All students have access to direct and individualized academic support from LHSD teachers. Tutoring hours were offered both in-person and virtually to increase student access. A total of 532 tutoring hours were logged throughout the year.



Career Readiness

✓ Students continue to be provided with enhanced opportunities for career exploration. Seventh-grade students participated in Reality Day, which allowed students to explore careers, cost-of-living expenses, and budgeting (including how to write a check) and to begin developing resume writing and interview skills. Eighth-grade students completed a Transition to Careers course allowing students to assess their values, goals, and interests, and aligning them with possible career and education options for their future.



✓ The district is collaborating with Apprentice Ohio to develop apprentice programming, primarily for students who plan to immediately enter the workforce upon graduation. Work-based learning opportunities are currently being offered at Logan High School. The district established a formal pre-apprenticeship in food service with nine students completing an apprenticeship in May, 2023. As part of a consortium of ten districts, Logan-Hocking School District is focused on equitable pre-apprenticeship opportunities within eight small to medium size districts enabling students from the Classes of 2023 - 2024 to earn an Ohio State Apprenticeship Council Recognized Pre-Apprenticeship Program Certificate of Completion (12 industry credential points).

“It’s far different from middle school; people are not treating us like babies. So I like that. I like getting treated with respect.”

***Logan-Hocking
High School Student***

✓ The district was successful in increasing its partnerships with area business and industry to provide additional career readiness opportunities for students. The district’s Business Advisory Council brings together the school and area businesses, including the Chamber of Commerce, to explore internship and career opportunities for students as well as to help students develop resumes and interviewing skills. Area businesses have provided guest presentations to students regarding career opportunities and the requirements needed, and the district hosted a career fair which included an open house for 25 local employers to connect with Juniors and seniors. Several students were offered jobs or second interviews the day of the event. The Hocking Hills Chamber of Commerce facilitated job shadowing in which 14 students were placed with health care organizations, courts, local elected officials, disability services, the local newspaper, travel and tourism businesses, and VSWC Architects.



✓ For students interested in a military pathway, Logan High School now offers a certified Air Force Junior Reserve Officer Training Corps. This program is overseen and funded by the U.S. Air Force and provides citizenship, character, and leadership development training. This program is available to any student regardless of career paths following high school. Students who are planning on enlisting into a U.S. military branch following high school will be able to take advantage of the benefits of being enrolled in a JROTC, such as increased rank at enlistment, preferred points for college ROTC, and choice of service profession for some military branches.

✓ The district was successful in piloting GRIT Ohio (Growing Rural Independence Together) programming with 48 juniors. This programming helps students complete future plan assessments that will identify careers that best fit with their interests, aptitudes, personalities, and values. Individualized coaching was provided by formally trained Logan-Hocking faculty and staff to help students develop their plans and pathways through graduation to employment.

✓ Logan-Hocking School District is implementing SchoolLinks, a student planning platform for college and career readiness. SchoolLinks will launch in August 2023. The SchoolLinks platform is based on Ohio's graduation readiness indicators and allows teachers, counselors, and administrators to have the student level information they need in order to intervene early and improve student outcomes.

Leadership Skills

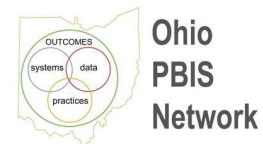
✓ Leadership and enrichment activities were also provided via after-school programming. A weekly leadership program was offered to students each Monday. Examples of weekly topics include: Success/Habits, Time Management/Organizational Skills, Self-Discipline, Growth Mindset vs Closed Mindset, Great vs Good, and the difference between Interested vs Committed.

✓ Throughout the year, a total of 529 students were provided with leadership training/opportunities in the district's various student clubs, work study, sports, arts, and community service initiatives such as collecting food and personal items for families in need.

PARTNERS
(Continued)

Ohio
Department of Education

Ohio
MEANS
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OHIO
UNIVERSITY
Voinovich School of
Leadership and Public Service


THE OHIO STATE UNIVERSITY
COMMUNITY AND YOUTH COLLABORATIVE INSTITUTE


College of Education
& Human Development
University of Missouri


Vision To Learn
Focus on the Future

ADDITIONAL ACCOMPLISHMENTS

Met all federally required performance reporting to the US Department of Education

REQUIRED PERFORMANCE MEASURES

The following must be reported twice a year to the US Department of Education:

1. Number of training and/or technical assistance events for implementing a multi-tiered system of supports (MTSS)
2. Survey data on perceptions of school climate (can be input from students or faculty/staff)
3. Assessment of whether MTSS is implemented with fidelity to the model
4. Details on opioid abuse prevention and mitigation strategies
5. Suspensions and expulsions related to possession or use of alcohol
6. Suspensions and expulsions related to possession or use of other drugs.



For more information or to be involved in the Logan-Hocking School
Climate Transformation Grant, contact:

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