

2025-26 Integrated Programs Annual Report

Lebanon Community School District

Annual Report Questions

Question	Context/Guidance
1. As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)? Discuss at least one Outcome where you have seen progress in implementation.	As we review our progress markers and reflect on plan implementation, we are seeing stronger alignment between our strategies, the systems being implemented in our schools, and the outcomes identified in our plan. One outcome where we have seen meaningful progress is meeting students' mental and behavioral health needs. A significant part of this progress has been the continued development of strong Multi-Tiered Systems of Support (MTSS) within our schools. Our Deans of Student Success (TOSAs) play an important role in supporting these systems by helping schools identify student needs, coordinate interventions, strengthen behavioral supports, and connect students with appropriate resources. Working alongside our mental and behavioral health professionals, the Deans help create a more coordinated approach to supporting the whole child. In addition, our bilingual staff and English Language Development supports help ensure that our English Learners have access to instruction, resources, and relationships that support their success. These efforts, along with our focus on cultural responsiveness, help us better recognize and respond to the diverse strengths and needs of our students and families. Collectively, these strategies support progress toward our LPGTs and LOMs because mental and behavioral health, belonging, attendance, engagement, and academic achievement are interconnected. By strengthening MTSS, expanding student support, supporting our English Learners, providing alternative pathways, and increasing meaningful engagement with families and community partners, we are building the conditions necessary for students to remain connected to school and make sustained academic progress.

2. Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with? Discuss at least one Outcome where you have seen challenges or barriers to implementation.	One outcome where we continue to experience challenges is meeting students' mental and behavioral health needs. While we have strengthened our internal systems and supports, access to qualified mental and behavioral health professionals remains a significant barrier. In particular, recruiting and retaining trained Board Certified Behavior Analysts (BCBAs) and other specialized professionals continues to be difficult. The limited availability of these professionals in our region can affect how quickly and comprehensively we are able to respond to increasingly complex student needs. Despite these challenges, we have worked creatively to maximize the resources available to our students. We have developed and strengthened community partnerships that expand access to mental and behavioral health services and provide additional expertise and resources beyond what the District can provide independently. Our Deans of Student Success, school counselors, behavioral staff, administrators, and community partners work together within our MTSS framework to identify needs and coordinate appropriate supports. A continuing challenge is ensuring that we have sufficient capacity not only to respond when students are in crisis, but also to provide consistent prevention, early intervention, and ongoing behavioral support. Additional access to qualified mental health professionals, BCBAs, and sustainable funding for these positions and services would strengthen our ability to fully implement the strategies identified in our plan. Moving forward, we will continue to explore partnerships, alternative service-delivery models, and creative staffing approaches. While workforce shortages remain a barrier, our goal is to ensure that those limitations do not prevent us from finding ways to connect students and families with the support they need.