# PILLAR #5 - STUDENT SERVICES

In 2014 the Sandusky City Schools formulated a strategic plan, the Transformation Plan, and identified Pillars reflective of core district departments impactful for student achievement. The initial Pillar developed by Student Services and Family Supports reflected 18 goals in five areas: intervention processes, communication and language, mental health, independent living and interagency collaboration. As the work of our department evolved, 16 of the 18 goals were achieved. Consequently, to keep our work progressing forward, the 2018-2019 Student Services' Pillar has been updated. In large part, the updated Pillar goals are structured as ongoing efforts to continuously grow each area, rather than one-time achievable tasks.

The updated Pillar aligns to the district Transformation Plan, the original (2014) Student Services target areas, and the recently released Ohio Department of Education Ohio Strategic Plan for Education. The State of Ohio has committed to educate the unique needs of each student.  Sandusky City Schools mirrors this vision to engage each and every student to discover his or her interests. Thus, each student graduates prepared to contribute to, and lead the next generation in our global community.
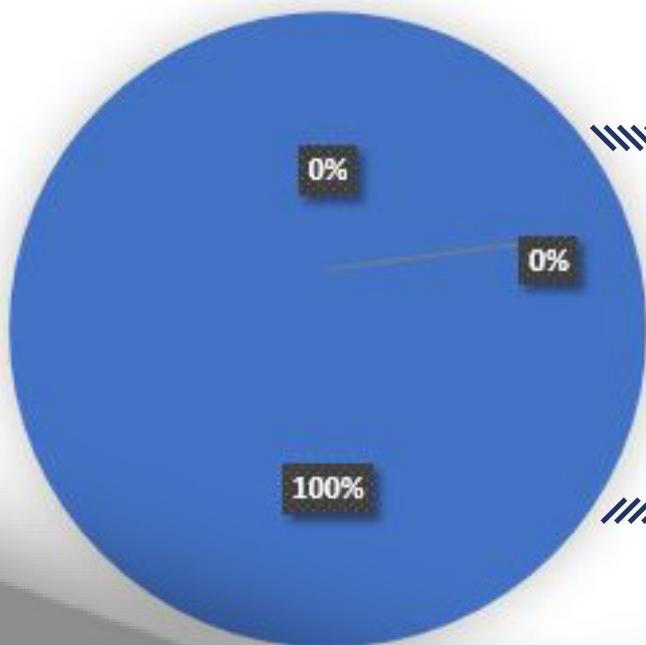
The efforts of our department reflect this determination to support the needs of all students, to timely address academic and nonacademic factors impacting student learning and upon graduation, have developed each student to his or her fullest potential. Through intentional programming and professional development, Student Services and Family Supports embraces a whole child approach to education.  Department efforts reflect our committed provision of a safe, supported, healthy, engaged, and challenging school environment to all students. During the 2018-2019 school year we will facilitate the implementation of the refined intervention process.  We will also continue to develop district social-emotional learning efforts while increasing staff capacity to meet the needs of each Blue Streak.

Moving forward, services offered through the department will reflect needs across all tiers of intervention (I, II, and III). Such efforts include embedded professional development for social-emotional learning. School counselors will continue current Life Skills instruction with students, and additional layers of support will be added.  The PAX Good Behavior Game (GBG) will offer structured classroom practices supportive of the school-wide PBIS framework. Further, the culturally response PAX GBG is aligned with trauma informed practices, Response to Instruction and Intervention and special education instruction.  The department has made notable positive advancements.  Through the plans noted within, in addition to on-going collaborative efforts with community stakeholders, the department will continue providing timely and relevant services and supports to students, staff, families and the Sandusky community.

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## HIGHLIGHTS:

• District recognition of behavioral supports and social-emotional learning as a 2018-2019 initiative

• Several collaborative conversations with community stakeholders occurred, including those for mental health and physical health; ongoing conversations are planned for 2018-2019.

• A district team became trained trainers for PBIS during the summer of 2018 and overarching PBIS planning occurred.

• Intentional hiring of staff (counselors, speech therapists, and intervention specialists) with experiences and skills was supported by aligned placement of those staff members to needs presented by our students.

• Active steps to increase horizontal and vertical alignment of special education programming to general education curriculum and programming, including social-emotional and prevention programming.

• Refinement of intervention programming to include alignment for preschool through twelfth grades in the areas of academic and social-emotional development

0%

0%

100%

## GOAL STATUS:

| 0/13 | Completed | 0% |
| 13/13 | In Progress | 100% |
| 0/13 | Not Started | 0% |