



# PILLAR #5 - STUDENT SERVICES

Dr. Megan Peugeot, Director of Student Services

In 2014 the Sandusky City Schools formulated a strategic plan, the Transformation Plan, and identified Pillars to support student achievement. As reported in the Fall 2018 Transformation Plan Update, the 2018-2019 Student Services' Pillar reflects goal updates as well as a refined structure of continuous growth.

The work of our department reflects holistic student development, Preschool through graduation, focusing on skills necessary for gainful adult employment. Beginning with supports for students prior to special education identification, the department is collaborating with building and district staff to tighten the intervention process. Supports to address both academic and non-academic student needs emphasize our change efforts. Members of the department are collaborating with community agencies to bring additional physical and behavioral health services to students and staff of Sandusky City Schools. Within the next year we anticipate a school-based health clinic operating at Sandusky High School. Following conversations this school year with - and support from - the Mental Health and Recovery Board of Erie and Ottawa Counties (MHRB), we are also eager to add more preventative mental health programming next school year.

Further addressing the holistic needs of our Blue Streak Family, our district welcomed the addition of a full-time school social worker. The school social worker has a primary focus on our elementary needs. The elementary school social worker adds to the existing services offered to our students at the secondary level; mental health therapy and tiered counseling services.

Within the district we are implementing a tiered approach for academic and social-emotional service delivery. The approach benefits students receiving general education services, intervention services, and/or special education services. Throughout the year we have refined the structure and worked as a team to strengthen the support provided to students at each tier. Furthermore, our team is in the planning stages to develop two pilot elementary classrooms. With the utilization of existing district resources, we are developing two At-Promise classrooms. The goal: To demonstrate the impact of tier 2 non-academic classroom supports, such as interpersonal and behavioral skill development, on student academic achievement.

Five noteworthy Student Services accomplishments this school-year are as follows:

1. All teachers, administrators, and support staff in Preschool through grade 2 were trained in the PAX Good Behavior Game.
2. In January, we welcomed a full-time school social worker to our elementary buildings.
3. Engagement with the MHRB led to voice and choice in funding allocations. The MHRB has committed funding to support preventive behavioral health programming for our Blue Streak students during 2019-2020.
4. Plans are taking shape that will lead to the formation of a school-based health center at Sandusky High School during 2019-2020 to address student and staff health needs.
5. At-Promise classrooms are being developed, with pilot implementation planned for fall 2019. Through a multi-tiered system of support, the classroom model holistically addresses student needs. The goal: Increased student academic outcomes.

Through the plans noted within, in addition to ongoing 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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## 2019-2020 GOALS

### Goal 1: Social-Emotional Learning

1. Tiers of intervention (I, II, and III) to meet social-emotional needs in grades Preschool through 12
2. Provide formal, informal, and embedded professional development to increase staff capacity to identify, address, and support student social-emotional needs
3. Continue implementation of Positive Behavior Interventions and Supports (PBIS) for students in grades Preschool through 12
4. Continue and expand formal social-emotional instruction in grades Preschool through 12
5. Train all Preschool through grade six teachers in the PAX Good Behavior Game (GBG)

### Goal 2: Response to Instruction and Intervention (RTII)

1. Implement with fidelity a Preschool through grade twelve intervention process
2. Adhere to a whole child approach by considering and addressing academic and nonacademic barriers to student success
3. Data-driven decision-making throughout the entire instruction and intervention processes

### Goal 3: Prepared for Success

1. Utilize individual strengths to engage, challenge, prepare, and empower our learners
2. Engage students in grades Preschool through 12 in age-appropriate exploration of post-secondary discussions and supporting activities aligned with individual interests and skills
3. Provide ongoing parent engagement events and information reflective of college and career options

### Goal 4: Compliance (ETR/IEP)

1. Yearly, meet Federal Evaluation Team Report compliance timelines at 100% accuracy
2. Yearly, meet Federal Individualized Education Program compliance timelines at 100% accuracy

## 2020-2021 GOALS

### Goal 1: Social-Emotional Learning

1. Tiers of intervention (I, II, and III) to meet social-emotional needs in grades Preschool through 12
2. Provide formal, informal, and embedded professional development to increase staff capacity to identify, address, and support student social-emotional needs
3. Continue implementation of Positive Behavior Interventions and Supports (PBIS) for students in grades Preschool through 12
4. Continue and expand formal social-emotional instruction in grades Preschool through 12
5. Complete PAX GBG training with elementary staff with the training of staff in grades 3 through 6
6. Provide trauma responsive social-emotional supports at the secondary level

### Goal 2: Response to Instruction and Intervention (RTII)

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2. Adhere to a whole child approach by considering and addressing academic and nonacademic barriers to student success
3. Data-driven decision-making throughout the entire instruction and intervention processes

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2. Yearly, meet Federal Individualized Education Program compliance timelines at 100%

## 2021-2022 GOALS

### Goal 1: Social-Emotional Learning

1. Tiers of intervention (I, II, and III) to meet social-emotional needs in grades Preschool through 12
2. Provide formal, informal, and embedded professional development to increase staff capacity to identify, address, and support student social-emotional needs
3. Continue implementation of Positive Behavior Interventions and Supports (PBIS) for students in grades Preschool through 12
4. Continue and expand formal social-emotional instruction in grades Preschool through 12
5. Provide ongoing PAX GBG support to staff to ensure program implementation fidelity
6. Provide trauma responsive social-emotional supports at the secondary level

### Goal 2: Response to Instruction and Intervention (RTII)

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