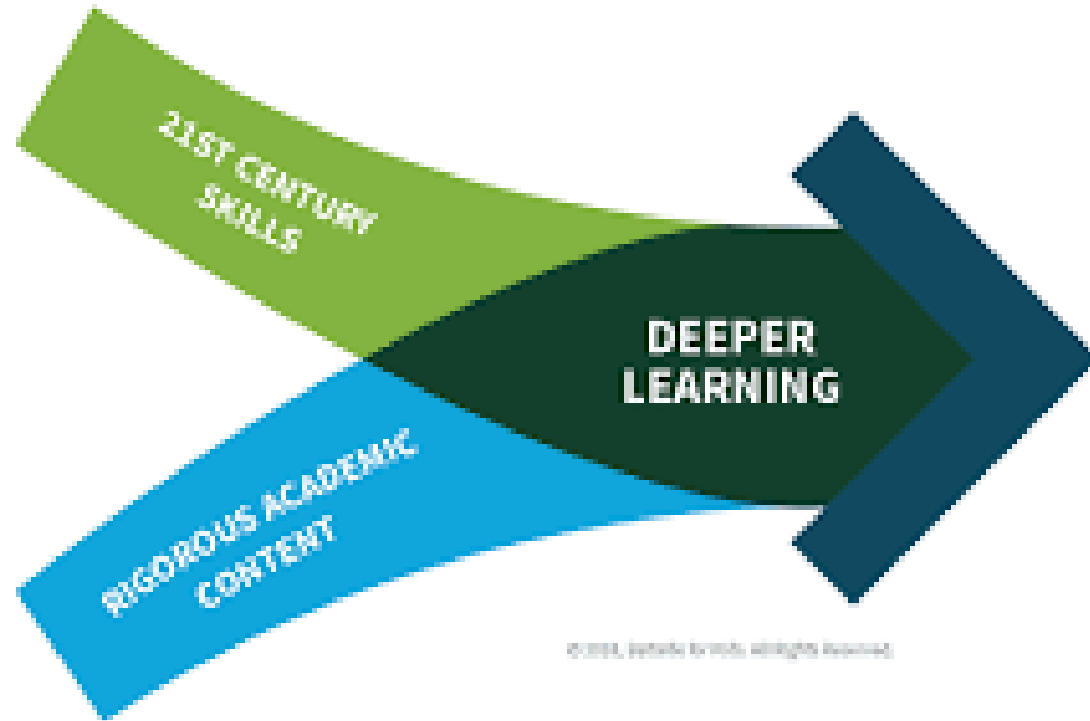




# Granville Schools

Learning for Life

# 21st CENTURY LEARNING



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#### COLLABORATIVE

- Assume shared responsibility and value individual contributions to achieve a common goal.
- Demonstrate the ability to work together in diverse teams.
- Articulate thoughts and ideas using oral, written, and nonverbal communication skills.

#### CRITICAL THINKERS

- Collect, assess, and analyze information to make sound judgements and decisions.
- Refine and evaluate ideas in order to innovate and maximize creative efforts.
- Reflect on the learning process, feedback, and solutions.

#### EMPATHETIC

- Demonstrate an understanding of the perspectives and needs of others.
- Examine the impact of external influences on beliefs and behaviors during interactions with others.
- Maintain an open-minded approach to new ideas or values.

#### ADAPTABLE

- Adjust to varied roles and responsibilities in a world of ambiguity and changing priorities.
- React productively to feedback, success, and failure.
- Understand, balance, and navigate diverse views to reach workable solutions.

#### RESPONSIBLE

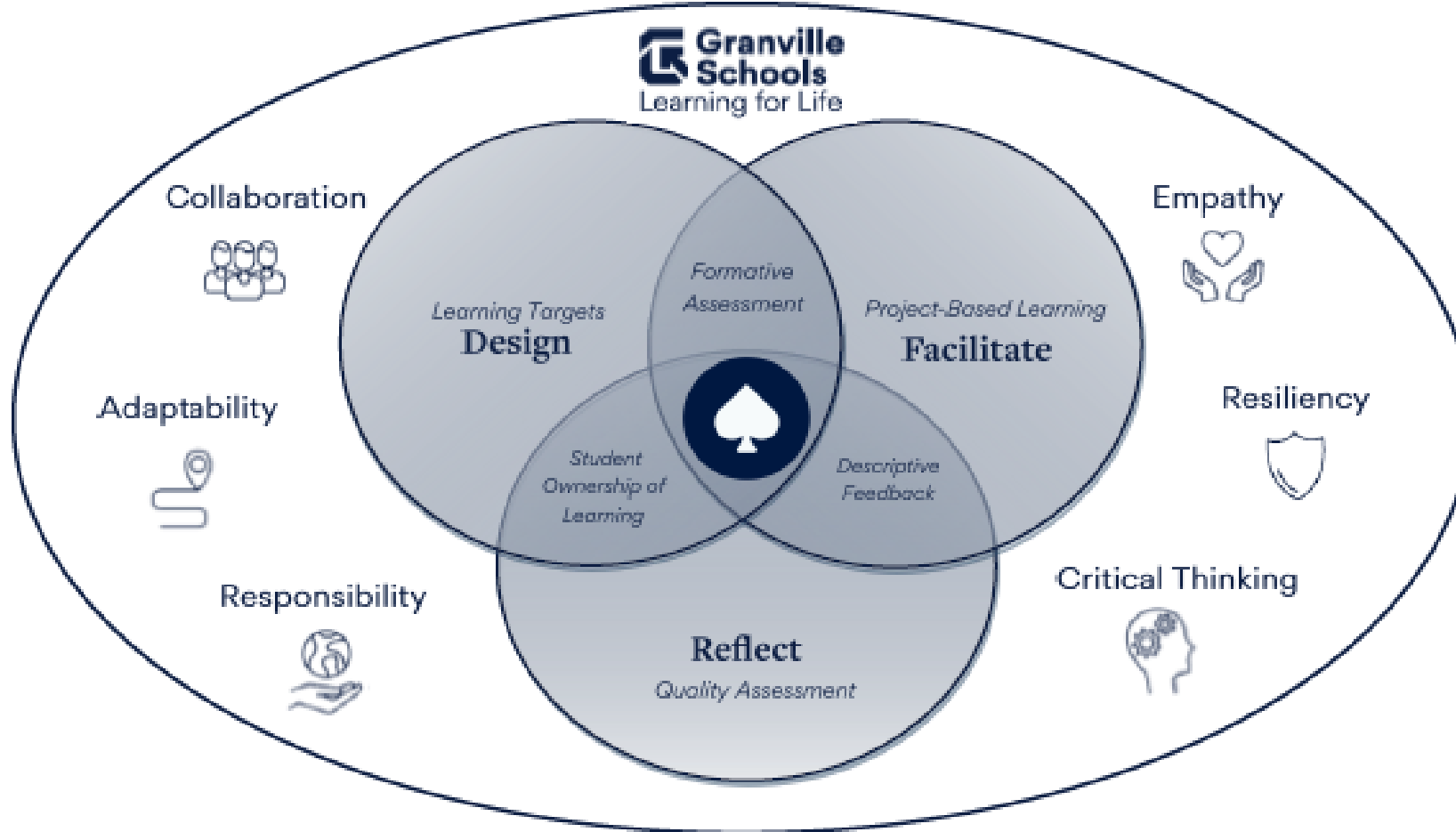
- Display personal integrity, honesty, and ethical behavior.
- Explore and expand personal learning experiences and opportunities to gain expertise.
- Understand the local, national, and global implications of civic decisions.

#### RESILIENT

- View failure as an opportunity to learn.
- Delay gratification, refocus after distractions, and maintain momentum until goals are attained.
- Develop positive attitudes and beliefs about themselves as lifelong learners.



# GEVSD Learning Foundations



# Student Wellness and Success Funds

- ▶ Under the leadership of Governor Mike DeWine, Ohio has invested \$675 million in Student Wellness and Success. Aligned with *Each Child, Our Future*, Ohio's strategic plan for education, these funds will help school districts address the needs of the whole child. **Districts and schools must use at least 50% of SWSF for mental health services or physical health care services or a combination of both.**
- ▶ Mental health services;
- ▶ Physical health services;
- ▶ Culturally appropriate prevention services;
- ▶ Homeless youth services;
- ▶ Child welfare involved youth services;
- ▶ Community liaisons and programming;
- ▶ Family engagement activities;
- ▶ Before and after school programming

# Role of Partnership

Districts are required to develop a plan for utilizing Student Wellness and Success funds in collaboration with at least one of the following community partners:

- ▶ Board of alcohol, drug and mental health services;
- ▶ Educational service center;
- ▶ County board of developmental disabilities;
- ▶ Community-based mental health treatment provider;
- ▶ Board of health of a city or general health district;
- ▶ County department of job and family services;
- ▶ Nonprofit organization with experience serving children;
- ▶ Public hospital agency.
- ▶ Districts are encouraged to leverage existing collaborative teams, such as a district leadership team, and to engage diverse groups of local stakeholders to guide these efforts.

# Previous Action-Research Performed by the Well Being Taskforce...

- ▶ School Conditions
- ▶ Social Media
- ▶ Parenting
- ▶ Behavioral Health
- ▶ Prevention and Suicide Policy
- ♣ New to the equation was the SEL standards



# Five-year Timeline of Plan

## Year 1 2023-2024

- Implement Positive Behavior Interventions and Supports (PBIS) Tier I in all buildings and complete the training the District PBIS Team in Tier 2
- Held a staff and community forum with two mental health experts
- Expected completion of the School Counseling Program including the alignment of the Social Emotional Learning Standards
- Initiate a district wide Multiple Tier System of Support (MTSS) Committee that includes structures for both academics and student well-being
- Provide ongoing professional development on Self-Determination Learning (SDL) K-12; piloted the Experiential Learning Mastermind Class and GHS English SDL class

# Five-year Timeline of Plan Year 2 2024-2025

- Review of homework practice
- Provide fifth grade students with an opportunity to do *Strength Finders* by Tom Rath
- Implement PBIS Tier 2 in all buildings and complete Tier 3 training with the District PBIS Team
- Create consistent MTTS practices K-12

# Five-year Timeline of Plan Year 3 2025-2026

- PBIS: Implement Tier 3 in all buildings
- Monitor MTSS implementation K-12
- Cultural Competence Training
- Identified School Conditions and Structures to align with Self-Determined Learning

# Five-year Timeline of Plan

## Year 4 2026-2027 & Year 5 2027-2028

### ➤ Year 4 2026-2027

- Evaluate all services related to mental health/well-being and identify and gaps
- Identified School Conditions and Structures to align with Self-Determined Learning

### ➤ Year 5 2027-2028

- Transition training in a sensitive manner anticipating growth within Granville Exempted Village Schools
- Identified School Conditions and Structures to align with Self-Determined Learning
- Evaluate and prioritize needs for a new five-year plan

Questions?