



## **ASHLAND CITY SCHOOLS**

**Administrative Offices** ● 1407 Claremont Ave./P.O. Box 160 ● Ashland, Ohio 44805 ● 419-289-1117 ● FAX 419-289-9534

### **Ashland City Schools Student Wellness and Success Grant Overview**

The initiatives chosen by the Ashland City Schools are:

1. Mental health services
2. Social Emotional Learning (SEL)
3. Positive Behavioral Interventions and Supports (PBIS)
4. Physical health care services and supporting healthy environments
5. Family engagement and support services
6. Professional development regarding the provision of trauma-informed care

#### **Mental health services**

The district continues to partner with Appleseed Community Mental Health Agency and Mental Health and Recovery Board to provide wrap-around services to support all aspects of wellness and promote consistent support for families. These community partners provide licensed mental health therapists and liaisons for the district.

Each school is provided with a licensed mental health therapist to support the social and emotional development of students. The mental health therapist works with teachers to create a learning environment conducive to student success, and connects with families to support the work done via the school. A liaison, assigned to the school, works to help connect families with other agencies which provide wrap-around services to promote healthy lifestyles. The collaboration between community agencies, school, and home strengthens and supports the students and families across the social, emotional, and learning spectrum.

#### **Social Emotional Learning (SEL) and Positive Behavioral Interventions and Supports (PBIS)**

School Counselors are employed to work with students and staff to teach and establish SEL and PBIS initiatives. Counselors educate teachers on the importance of SEL and how it impacts student learning and classroom behavior. The counselors and teachers collaborate to establish effective PBIS strategies in the classroom which help students build their social and emotional stamina. Counselors will also work with small groups of students, or individual students, to develop strategies for PBIS which meet the personal SEL needs of individuals. Counselors play a key role in the effective utilization of SEL education and the implementation of PBIS.

### **Physical health care services and supporting healthy environments**

Schools are provided the services of trained medical professionals. The grant supports the health and welfare of students and staff by providing nurses and clinic aides to meet the long- and short-term health care needs. These trained health care professionals establish and support a healthy environment by overseeing the health care needs of students and staff.

### **Family engagement and support services**

This initiative supports families by engaging them early on in the process of educating their young children. It was developed through a partnership with the Children and Families First Council (CFFC) and the school district. The collaboration enables families to become advocates for their young children, and promotes school readiness. The school district and CFFC work directly with families to help prepare children prior to entering school.

### **Professional development regarding the provision of trauma-informed care:**

Twelve (12) teachers and four (4) liaisons were trained by the **Search Institute** to teach other staff members about the utilization of the 40 Developmental Assets. The 40 Developmental Assets are characteristics which students need to build resiliency to counteract the effects of personal trauma. Using a train-the-trainer model has ensured the sustainability of the initiative, and allows for future staff members to also be trained, and thereby promotes a comprehensive approach to support students. The goal of the district is to develop a culture of resiliency.