



EST. 1906

## GRANDVIEW HEIGHTS SCHOOLS

# Inclusivity

**Comprehensive overview of outcomes, units of study, programs, and systems of support and education in fostering a more Inclusive learning environment to ensure that we meet every child's needs, every day.**

### **K-12 Programming For Grandview Heights Schools**

- As a district, when/if student behavior is shown to be consistent and problematic towards others, a system is in place to increase adult supervision, limit unstructured peer interaction, and support the student towards behavioral changes with replacement skills.
- A plethora of speakers to address a variety topics to include: social media, bullying, victimization, and celebrating and recognizing positive choices and behaviors.
- On February 17, 2016, Grandview Heights Schools will host nationally recognized bullying expert Jim Bisenius to provide education to our students (Grades 6-12), parents, and staff.
- On March 11, 2016, children's book author Julia Cook will be presenting to Grades K-5 focusing on the messages in her books Bully Beans, Tease Monster and Cliques Don't Make Sense. Her message of resiliency will be delivered during the course of the school day
- Hosting Kelly Dillion, Doctoral Candidate Bullying Expert, from The Ohio State University's School of Communication will be here to discuss the subject of bullying and engage our parents in conversation. This will take place on February 18, 2016, in the Stevenson Elementary gymnasium. Grades K-5 parents are invited to attend from 6:30 - 7:15 p.m. and Grades 6-12 parents are invited to attend from 7:15 - 8:00 p.m..
- Personalized learning experiences throughout the district in all ways.
- District policy regarding *Bullying and Other Forms of Aggressive Behavior* is currently in place (Reference Board Policy AC, JFCF Adopted 12/22/09; Re-adopted 7/9/15).

- Annual Public School Works online training for all staff members regarding discriminatory harassment identification and response and positive youth behavior development.
- After-school professional development regarding Title IX discrimination provided to staff members. Date TBD.
- A K-12 parent book talk will be held at Stevenson Elementary on Wednesday, March 16, 2016, from 7:00 - 8:00 p.m. The book, How to Talk so Kids Will Listen and Listen so Kids Will Talk, will be discussed and is available to interested parents free of charge by contacting your child's school counselor.
- On Thursday, February 11, 2016, Grandview Heights High School Principal Ken Chaffin, College Counselor Jane O'Shaughnessy, and a representative from Syntero Counseling, will meet with senior parents at Marshall's in Grandview at 7:30 a.m. to continue their book talk on College of the Overwhelmed by Richard Kadison.
- Students or parents can report bullying through an Anonymous Complaint Procedure on the Grandview Heights Schools website at:  
[http://www.ghcsd.org/apps/pages/index.jsp?uREC\\_ID=221183&type=d&pREC\\_ID=485430](http://www.ghcsd.org/apps/pages/index.jsp?uREC_ID=221183&type=d&pREC_ID=485430)

### **Syntero Counseling**

Larysa Gilbert, M.S., LPC, works for Syntero Counseling Center located in Dublin and Upper Arlington. Her primary role is to provide prevention services to students, teachers, and administration regarding coping skills for mental health issues such as anxiety, depression, ADHD, autism, behavioral modification and other topics. These issues can be addressed in the following manners: individual 20-30 minute sessions, classroom presentations, small group interventions, teacher/admin consultation, and parent workshops.

### **Syntero Partnership at the Building Level:**

1. A full-time Syntero staff member is available to provide the following services:
  - a. Assessment, referral, and linkage
  - b. Individual sessions with students focused on building social and emotional skills
  - c. Consultation with school staff
  - d. Consultation with parents
  - e. Specific skill building groups
  - f. Universal services provided for entire classrooms
  - g. Parent presentations/workshops
2. Professional development for staff members.
3. Syntero runs small group counseling sessions at each grade level to support students on topics such as; executive functioning skills, changing families, coping skills.
4. Syntero staff weekly presentations in freshmen seminar classes focused on building social and emotional skills.

**Areas of Consideration:** Responsible social media citizen training for students. Staff bullying training K-12. Parent workshops regarding social media. Parent workshops regarding bullying.

### **Stevenson Elementary**

#### **Universal Prevention Strategies / School Wide Supports:**

- School-wide Positive Behavioral Interventions and Supports (PBIS) framework, with Work Hard, Be Kind, and Be Safe being the three keyword concepts that are taught and reinforced with all staff and students through school assemblies, in classrooms, and during morning meetings.
- *Let's Talk Tuesday* - movies made by principal, school counselor, and students to model different examples of Work Hard, Be Kind, and Be Safe to students
- Monthly school wide morning meeting - The entire school meets in the gym once a month for an opportunity to support different classroom, and different grade levels. Each classroom will have the opportunity to share one thing their class is doing to promote kindness throughout the school year.
- Classroom Guidance - All classes have classroom guidance throughout the school year (K -1 once a week, Grade 2 2x a month, and Grade 3 2x a month) using the standards from the ASCA model under the areas of: academics, career, and personal social. The themes remain the same over the years, but the lessons change year to year. Themes include: Personal Safety, Academic Achievement, Self-Confidence Development, Friendship, Feelings, Conflict Resolution, and Goal Setting.
- Tri-Village Mentor League: Mentoring & More! program - Through weekly group mentoring sessions whereby volunteer teen mentors are matched to students enrolled in the afterschool childcare program, this program focuses on building positive relationships and being a positive influence on one another and younger students.
- Best Buddies Student Organization - Promotes acceptance of persons with disabilities.
- Mix it Up at Lunch Day - A national program whereby high school students eat lunch with elementary students.
- Parent Communication - It is an open door policy. If any negative or positive action has happened at school, parents are contacted and informed
- Buddy Bench - A bench on the playground designated for students looking to find someone to play with at recess. Students have been taught the steps of what to do when they see someone on the buddy bench.
- Responsive Classroom - Staff have received training and are utilizing responsive classroom throughout the school day. Responsive Classroom is a research based program that emphasizes social, emotional, and academic growth in a strong and safe school community. Some of the guiding principles are as follows:
  - The social and emotional curriculum is as important as the academic curriculum.
  - Great cognitive growth occurs through social interaction.

- To be successful academically and socially, children need to learn a set of social and emotional skills that include cooperation, assertiveness, responsibility, empathy, and self-control.
- The First Six Weeks of School: All staff follows the protocols and procedures for the for the first six weeks of the school year. Intentions during the first six weeks of school, according to Responsive Classroom are as follows: Create a climate and tone of warmth and safety and establish expectations about ways we will learn together in the year ahead.
- Grade 3 Leadership in Action - Grade 3 volunteers meet once a week during their lunch and recess to come up with ways to spread kindness throughout the building. Students first identify a problem they would like to fix and then we work together to solve it. The students then share their plan with the rest of the student body.
- Partnership with Syntero - A Syntero staff member is available in the building one or more days per week for all staff, students, and families.
- National Random Act of Kindness Week (February) - Students celebrate acts of being kind to one another and five random acts are shared on the announcements each day that week.
- Filling Buckets - Have you Filled a Bucket Today? - School wide reminders to “Fill a Bucket” each day and doing quick bucket checks in the classrooms.
- Youth Education for Safety (Y.E.S.) - With the help of parent volunteers and role playing, students are taught how to be Safe, Strong, and Free in three different scenarios: Bullying, Good touches vs. Bad touches, and Stranger Danger.
- Check-in with all students by the school counselor with a focus on academics and relationships.
- Parent Book Talks - Little Girls Can By Mean, **How To Talk So Kids Will Listen and Listen So Kids will Talk, Mindset, How Children Succeed**
- Small Groups with counselor:
  - COPE: Creating Opportunities for Personal Empowerment - Focus will be on learning to handle emotions in a healthy way.
  - CHANGING FAMILIES - For students who have experienced divorce, separations, remarriage, etc.
  - IMPULSE CONTROL - Designed to help students who have difficulty staying on task and focus in the classroom.
  - FRIENDSHIP - Designed to help students who are having a difficult time building friendships with other peers or who are struggling to get along with others.

**Currently planning for the following groups:**

- LEADERSHIP IN ACTION - Students take a lead role in promoting a kind and caring school environment.
- BOYS GROUPS - Designed to help build self-esteem and build relationships
- GIRLS GROUP - Designed to help build self-esteem and build relationships
- ANXIETY/STRESS- Designed to help students having difficulty with stress during everyday activities

- ANGER MANAGEMENT- Designed to teach students specific strategies to help calm down and control emotions

### **Individualized Prevention and Intervention Strategies:**

- Partnership with Syntero allows a Syntero staff member to be available in the building least one day per week. The school counselor organizes small groups co-facilitated with Syntero that are focused on specific topics or skills. One-to-one sessions for any student (by parent or student request) can also be arranged.
- Small groups, organized by the counselor and school psychologist, focus on specific topics or skills. Students may be recommended by a parent or a teacher.
- Skill-Streaming - A research-based program to teach prosocial skills to children through a four step process: modeling, role-playing, performance feedback, and generalization. This program can be used in a small group or one-to-one setting.

### **Classroom Teachers Common Core Lessons:**

#### **Kindergarten Classes**

- Individuals have shared responsibilities toward the achievement of common goals in homes, schools, and communities.
- Throughout the entire Kindergarten school year, teachers are reinforcing and modeling working together for the greater good.
- The purpose of rules and authority figures is to provide order, security, and safety in the home, school, and community.
- Students practice rules in the building in different areas of working hard, being kind, and being safe. Students need to identify one person they could talk to at school, home, and in their community if they needed to seek help.
- Book Titles and Objectives:
  - Tattlin' Madeline - Students identify the difference between tattling and reporting
  - You're Mean, Wilma Jean - Personal responsibility in relationship
  - The Way I Feel - Students identify four (4) basic feelings
  - What's That Look on Your Face? - Students will recognize others' emotions 4/5 times
  - Let's be Enemies - Appropriate vs. inappropriate conflict resolutions
  - Two Tall Houses - Wheel of Choice
  - Bucket Filling

#### **First Grade Classes**

- Individuals are accountable for their actions through Responsive Classroom. Students are able to take responsibility for their actions in a safe and secure way knowing the consequences they will face.
- Collaboration requires group members to respect the rights and opinions of others.
- As children work and play collaboratively, they understand the importance of fair play, good sportsmanship, respect for the rights and opinions of others, and the idea of treating others the way they want to be treated.

- Partnership with Growing Together for a service learning project with a focus on hunger.
- Pink! - Becoming aware of personal differences.
- It's Okay to be Different - Describe what makes them feel good about themselves.
- Spaghetti in a Hot Dog Bun - Self Doubt and believing in yourself.
- Stand Tall Molly Lou Melon - Identify ways they are alike and different - Wrinkled Heart activity
- The Invisible Boy- Discuss three ways to make a friend.
- Bucket Filling

### **Second Grade Classes**

- Personal accountability includes the following:
  - Making responsible choices
  - Taking responsibility for personal actions
  - Respecting others
- Individuals have unique characteristics (e.g., hair and eye color, stature, language, skin color).
- Identify ways that individuals in the family, school, and community are unique and ways that they are the same.

#### Children's Literature:

- What if Everybody Did That?
- Only One You - Becoming aware of personal traits that make them unique
- Bullying - Students verbalize what bullying looks like and sounds like
- Peanut Butter and Jellyfish - Discussing possible solutions to problems
- Scattergories - Working together in groups/ disagreeing appropriately

### **Third Grade Classes**

- Individuals participate effectively in the community when they exhibit citizenship traits such as:
  - Civility
  - Respect for the rights and dignity of each person
  - Volunteerism
  - Compromise
  - Compassion
  - Persistence in achieving goals
  - Learn and demonstrate an understanding of the problem-solving process:
    - Identifying the problem
    - Gathering information
    - Considering options
    - Choosing and implementing a solution
- Girls on the Run-3rd grade girls- fall and spring seasons

#### Literature and Activities:

- Zero - Identifying personal traits

- These Shoes - Includes different shoe boxes with description of shoes; students write in pairs two things and what the person who wears these shoes may be feeling.
- The Tease Monster - good teasing vs. bad teasing
- Dare - Rumors and Gossip - Toothpaste activity - Once you say something, you can't take it back.
- Enemy Pie
- Willow Finds a Way - Standing up for yourself and others.

### **Stevenson Elementary Considerations for Growth and Improvements:**

- Improve the methods and systems that we currently use for data collection with respect to office referrals and how that is captured and used to track improvements.
- Improve our transition plans and communication plans from Grade 3 to Grade 4 focusing on the social, emotional, behavioral and academic needs of our students and ensuring that what has worked is effectively communicated to the Grade 4 staff.
- Time to be strategic about class assignments and needs.
- Edison Intermediate/Larry Larson Middle School counselor spend time at Stevenson in the Spring.

### **Edison Intermediate/Larson Middle School**

#### School Wide Supports

- **School-wide Positive Behavior Intervention and Supports (PBIS)** with honesty, safety, respect, caring, and responsible being the five (5) keys words that are taught and reinforced throughout the building and school events.
- **Citizens of the Month:** Each month two students from each grade level are recognized for positive behavior and are rewarded with lunch, sponsored by the Northwest Kiwanis Club, at Matt the Miller's with the administrative team and fellow recipients.
- **Larry Larson List (Larson Letters):** Students are recognized daily throughout the building for positive behavior/peer support. Students are entered into a drawing for a "mystery lunch."
- **Systematic Scheduling of all Students:** Staff comes together during the spring to schedule students based on their specific academic and behavioral needs. Each student is given individual attention. When staff is made aware of continued negative peer interactions, students are scheduled apart. Schedules can be changed to accommodate separation at any time if needed.
- **Bobcat Groups:** Students are divided into groups made up of two students from each grade level. Every adult in the building has a group. On a quarterly basis Bobcat Groups meet and work on building level service projects. This helps to build community within our school as well giving students the opportunity to help others.
- **Technology Bootcamp:** All students Grades 4-8 meet with the 21st Century coach at the beginning of the year to review acceptable use of technology, set expectations for the school year, and discuss appropriate online communication/creating a digital footprint. Each grade level adjusts the lesson to fit additional specific needs.

- **School Counseling Lessons:** Delivered through a variety of methods at each grade level. Grade 4 students receive weekly lessons through Related Arts classes. Topics include bullying, positive decision making, stress and coping skills, and how to build resiliency. Grade 6 counseling lessons focus on organization and study skills and are delivered by the team through extended core. Grade 7 and 8 school counseling curriculum is delivered through wellness classes on topics such as healthy relationships, dating violence, Signs of Suicide program, study skills, and career readiness. All counseling lessons stress the importance of “see something say something” and identifying trusted adults to help when in need.
- **Anonymous reporting** for parents and students is available on the school website.

### **TIER 2 (More targeted with increased time and support.)**

- Each grade level operates as a **team** with meetings held throughout the week. Individual student concerns are discussed and addressed through the team of teachers. When/if concerns about student behavior/ academics arise the team ensures all stakeholders are aware of the concern and intervention put into place.
- **Tuesdays with Tracie:** School principal and intervention team (school counselor, student/ staff support specialist, and school psychologist) attend weekly grade-level meetings to discuss student concerns and implement and assess appropriate interventions.
- **Syntero:** A licensed professional counselor is available in the building at least one day a week to meet with students, staff, and parents.
- **Small Groups:** Small group counseling sessions are held by both the school counselor and Syntero counselor. Current small groups include: Social Skills (skills streaming the Adolescent curriculum), Executive Functioning Skills, and Girls Circle. We are currently planning for the following small groups: Grief, Divorce, Stress, and Anxiety.
- **Parent Communication:** If a negative peer interaction takes place or is documented as a continuing problem through reflection sheets and student reporting, the team contacts parents of all students and encourages collaborative problem solving.

### **TIER 3 (Most targeted with increased time and support.)**

- When/if student behavior is shown to be consistent and problematic towards others, a system is in place to increase adult supervision, limit unstructured peer interaction, and support the student towards behavioral changes with replacement skills.

### **Grade 4**

- **Friday Grade Level Meeting:** Recognize birthdays, academic milestones, organization skills. The teachers are proactive and reactive to behavior concerns surrounding honesty, safety, respect, caring, and responsibility.
- **Mystery Behavior:** Teachers look for positive “mystery behavior” throughout the week. When students are caught exemplifying the behavior, they receive a ticket and are offered the opportunity to guess what it is.

- **Unique of the Week:** Celebrating the uniqueness of each individual while making connections within the student's own learning community. Each child is given a week throughout the year where he or she is celebrated.
- **Holiday Meal:** All students join together at one table for a celebration. Prior to the meal students are taught explicit social skills on how to start a conversation, have active listening, and be inclusive of everyone. Students are seated away from their friends to create new relationships.
- **Valentine's Day:** Every student draws a random valentine and writes letters of appreciation.
- **Positive Points:** Points earned as an entire class towards a reward for appropriate behavior.
- **School Counseling Class:** Thirty (30) minutes weekly for the entire school year. Topics discussed include: What is the definition of bullying? Decision Making, Stress & Coping skills and Resilience.
- **"Edison PAC"**
  - PBIS Parent Advisory Committee that meets with the team to plan PBIS supports and volunteering.
- **Integrated UNITS:** Empathy, Structure, Relationships, Influence and Tradition, Renewal, Phenomenon, Curiosity - All related to balanced literacy and thematic approaches.

## Grade 5

- **Poverty Simulation:** The school year kicked off with an integrated unit simulating poverty. A representative from Growing Together, the service learning project partner, coordinated with staff to give students a glimpse of the hardships people face in and around our community. The goal of the unit is to help build empathy for others (including their own parents). Students have since created their own projects and ways to help our school and community.
- **Service Learning Action Groups:** Students first read articles, watched videos, and had class discussions around the things that "break our heart" in our community. The grade level created a list of the top three causes they wanted to change. Students have been working in groups and creating actions plans around their own service learning. GOAL: to increase leadership skills, build empathy, and promote inclusiveness amongst peers.
- **Friday Forum:** Recognize students for "leaving their mark". This is a grade level meeting where teachers recognize the positive behavior/academics of students.
- **The Giving Tree:** Students build a tree in their hallway by writing a note (leaf) to thank others for their kind words or actions.
- **Class Discussions:** Homerooms discuss and model how to work together in a group. Groups are created by the team of teachers to avoid negative peer interaction.
- **Grade 5 CAMP:** CAMP takes place at the end of the year over three days at CAMP Oty'Okwa. Camp provides various opportunities for collaborative work and appreciation between students, growth, and learning.
- **Mentoring:** Partnership with the high school youth-to-youth program. Students identified needing support creating relationships, problem-solving with others, and overall

confidence are paired with a high school mentor to meet weekly. Activities are planned by the team and school counselor.

## Grade 6

- **Bully Survey:** Completed by all students. This is used by the team of teachers to help in determining seating assignments, group project assignments, and in detecting “under the radar” behavior. (Pulled from Olweus and Bisenius programs).
- **Lunch with the Teachers:** Monthly reward for positive behavior in each homeroom.
- **Town Hall Meetings:** Weekly grade level meetings to address topics as needed. At times students may be separated by boys/ girls.
- **Social Studies:** Themes around “relevant play” integrated into the curriculum. What does it mean to have good sportsmanship? What is inclusive behavior? How do I follow the rules when I don’t want to?
- **Technology Lessons:** Cyber bullying, internet safety, appropriate use of technology equipment.
- **Girls on Track:** Promotes positive female interaction, girl empowerment, and a healthy active lifestyle.
- **Grade 6 CAMP:** CAMP takes place at the end of the year over four days at CAMP Ohio. Camp provides various opportunities for collaborative work and appreciation between students, growth, and learning.

## Grade 7

- **Town Hall Meetings:** Weekly whole grade level meetings held to discuss and/ or address issues pertaining to the entire grade. Typical topics can include: technology use, behaviors in the hallway/ bathroom, dress code, and topics put forth by students.
- **“Good of the Order” Meetings:** Students do not have to share, but are encouraged to give a “shout out”/ thank you to peers who have made efforts to help them the previous week.
- **Mystery Friday:** During extended core on Fridays students have homeroom competitions to build a stronger sense of community.
- **Beaming Bobcat Tickets:** Tickets given out by teachers for positive and noteworthy behavior. These can be given to individuals or groups of students recognizing positive behavior, academic effort, and positive peer interaction. At the town hall meeting Beaming Bobcat tickets are drawn for a special recognition.
- **English Language Arts:** Through many of the novels read throughout the course of the year, class discussions focus on a common theme of “different, but the same” and the power of our individual freedoms. Students discuss the need to carefully make our own decisions, not pressuring others, and thinking about our actions not doing what we have always done.
- **High Ropes Course:** Grade-level field trip to Summit Vision high ropes course. Students complete a challenging ropes course suspended 30 feet above the ground. This challenges students to problem-solve together, encourage others, and collaboratively ensure safety for all participants.

## Grade 8

- **Washington, DC Trip:** Grade level trip taken in the fall each year. This field trip allows for a unique learning environment for both students and teachers. Students are often paired with those who they may not know to encourage new friendships.
- **Social Studies:** Curriculum themes and class discussions include - How do individuals make a difference to reach public and private goals? How do we create change in our community?
- **ELA Curriculum:** Class discussion includes - What is it to interact with people with different viewpoints? How do you rationally disagree with evidence and understand multiple perspectives?

## Areas of Growth for Consideration

- Balancing the time spent delivering school counseling curriculum so that is more equally distributed from grade to grade.
- Aligning our K-12 Counseling Curriculum.
- Improving our transitions from 3rd to 4th and 8th to 9th grades.
- Implement an anonymous reporting system similar to the high school's and teach all students in Grades 6-8 how to use it to report concerns.
- Grades 4-8 Parent Education - What social media are kids using? How can parents stay ahead? What technology can they have to better monitor their kids?

## Grandview Heights High School

- School-wide Positive Behavioral Interventions and Supports (PBIS) framework, with *Inclusive, Invested, Independent, Responsible, and Motivated* being the five keywords that are taught and reinforced with all staff and students through school assemblies, in classrooms, and during class meetings
- Continuous emphasis on the importance of "saying something" and encouragement of staff, students, and parents' use of an anonymous concerned persons report form available online:  
<https://docs.google.com/a/ghcsd.org/forms/d/14s5wQauRFtmuRRyPJhW-bUqxMr4q51Xn9b6MvtHKq-4/viewform?formkey=dGJoNDRWUXJ0d05QUWhuOE4zaXFjcEE6MQ>  
(Concerned Person reports are typically read within 5-10 minutes of being received and dealt with immediately.) This reporting option is shared with ALL students each year. This information is then shared with the School Counselor, School Psychologist, and Principal.
- A "Celebration of Inclusivity" was held at the home football game on 10/02/15 where several groups in the building were highlighted and the "Bobcat Way" was encouraged and celebrated.
- Double I/R - Intentional, Imbalanced, Repeated information is posted in the office and in conversations with students.
- Best Buddies Student Organization - Promotes acceptance of persons with disabilities.

- Best Buddies Assembly during 2014 - 2015 school year focused on celebrating differences, being kind to others, and building friendships.
- Mentoring & More! (A weekly partnership program with the TriVillage Mentor League) - Focuses on building positive relationships and being a positive influence on one another and younger students.
  - High schools students undergo training on how to help younger students develop positive relationships.
  - High school students are encouraged to model good behavior as well (the young kids see how we treat each other and learn from that).
- Gay Straight Alliance Student Organization - Promotes inclusivity and acceptance of all.
- Development of Youth 2 Youth - Drug free teen group with focus on positive healthy relationships:
  - One core goal: working with middle school students to encourage positive behaviors/relationships.
- National Honor Society - Core values with emphasis on good citizenship.
- School-wide Service Projects
- “Because I Said I Would” (Ted Talk) is a social movement and nonprofit dedicated to the betterment of humanity. This presentation was held during AO at the high school and discussed making and keeping promises to end suffering, establish peace, and build happiness. The presenter gave “promise cards” to all the students in which they had the opportunity to complete.
- Freshmen Seminar (Syntero - Coping 10.1) - Focuses on positive coping skills and how to use those skills in all areas of your life. Building empathy and understanding in all ways.
- Freshmen Orientation Camp - Half-day experience in August with a focus on a positive climate and relationships.
- Freshmen Transition Meetings
  - Counselor meets with each student and family with a focus on academics and supports needed and with an emphasis on working well with others being a critical skill for high school and beyond.
- Class (Grade Level) presentations at the beginning of the school year with emphasis on being kind to one another.
- Grade 9 English: Watch the documentary “Bullying” and process through writing and group discussion.
- French 4/AP French: Compare anti-bullying initiatives in the U.S. and French speaking countries.
- Nationwide Insurance Cyberbullying / Safe and Smart digital presence yearly.
- Partnership with Syntero Counseling:
  1. Syntero staff weekly presentations in freshmen seminar classes focused on building social and emotional skills.
  2. Syntero staff available two full days/week to provide the following services:
    - a. Assessment, referral, and linkage

- b. Individual sessions with students focused on building social and emotional skills
- c. Consultation with school staff
- d. Consultation with parents
- e. Specific skill building groups
- f. Universal services provided for entire classrooms
- g. Parent presentations/workshops
- Direct counseling with students (support and skill building for target/victim, behavior plan with bully).
- Care Team: Staff looking at concerns of student beyond academic needs.

### **Areas of Growth for Consideration**

A focus on drug prevention, education, and support for students and families impacted in our community. “Start Talking Grandview” and the school’s role in this effort. Revisit and loop back around with all students at semester’s end. Community awareness and education about what and how we are doing at the high school and throughout the district. Continue to expand and improve upon our holistic approach to our Health and Wellness programming for all of our students. Education, responding to social media, and how we better educate students, staff, and parents and families. Partnering with parents about social media.

The Upstander: How do you stand up for the student that is being bullied? Avoiding labeling a student who is engaged in bullying behavior while addressing those behaviors. Looking at the varying roles of everyone involved in bullying. How can you stand up and be the “Upstander.”

### **Wellness for Life in Grandview Heights: Much More than a New Facility**

Our students are equipped to:

- Actualize strategies to overcome stress, anxiety, and other threatening variables
- Persevere and problem-solve through challenges
- Develop and maintain their physical health through exercise and movement
- Evaluate and select foods that will nourish their bodies
- Build healthy, safe, and strong relationships both personally and professionally
- Evaluate choices and make decisions to support wellness and minimize health risks
- Seek out opportunities to help and support the wellness of others

Our team is designing a Wellness Curriculum that will enable students to make connections to the importance and relevance of Wellness as a lifelong study. We have developed “Big Ideas” and Essential Questions that span all grade levels and content areas to ensure that Wellness transcends all classrooms.

Big Idea: Movement leads to change.

- How does regular exercise affect me? (Essential Question-EQ)
- How can I own my health and wellness? (EQ)

Big Idea: If it doesn't challenge you, it doesn't change you.

- How can failure define me? (EQ)
- What happens I if don't give up? (EQ)

Big Idea: Choices matter.

- How does what I eat make a difference in my life? (EQ)
- Does it really matter what I choose to eat? (EQ)
- Who cares if I say that or post this? (EQ)
- What did I get from that? (EQ)

Big Idea: Active engagement creates empowerment.

- How does my environment affect me? (EQ)
- How can I own my health and wellness? (EQ)

Big Idea: Intrinsic self worth is invaluable. (EQ)

- Am I worth it?

Big Idea: Values guide positive decisions.

- How far is too far? (EQ)
- Who cares if I say that or post this? (EQ)

Big Idea: Wellness is the subject of a lifetime.

- How does my environment affect me? (EQ)
- Who cares? (EQ)

Fitness Fridays- Middle School Health and PE classes combine weekly to integrate content and are given various wellness options such as exercising in the Wellness Center, yoga, or zumba.

Zero period is offered three days a week for students that would like to exercise before school, a variety of workouts are available for students to complete. Students who have study halls during 1st and 8th periods also have access to the Wellness Center.

Bobcat TV in the middle school is creating videos that promote the Wellness Center and help instruct proper use of the equipment.

Yoga is currently offered weekly after school. Following Christmas break sessions will be offered before school during zero period, too. Yoga is provided through Yoga at the Yard.

Cross fit classes for girls and boys are now being offered after school twice a week.

In middle school PE students are given workout options and choose individual exercises to create a balanced workout.

In PE Grade 7 and 8 students track progress in the Wellness Center through fitness logs.

Health and counseling work collaboratively in Grade 8 to discuss effective communication skills, healthy relationships, and human growth and development. In Grade 7 mental health is an integrated unit as well. Using the *Signs of Suicide* curriculum, students learn how to recognize the signs of depression and suicide in themselves and others and gain a better understanding of mental illness.

At some point, healthy bodies, healthy futures will be integrated into Grade 9 and 10. There will be three (3 ) workshops that cover STDs, contraception, and how to make healthy, safe choices.

Stevenson students are encouraged to move during indoor recess by choosing activities from a menu. Students will be encouraged to walk the halls during indoor recess time this winter. They will also be able to take “fitness breaks” during their walks. Fitness stations will be posted on the hallway walls for students to stop and do jumping jacks, push-ups, burpies, and other exercises to help them finish the day strong both physically and mentally.

Tracking fitness levels is an important way for our students to see how they grow through exercise through their years here in school. Physical educators Tom Gilbert and CJ Schmitz use the Fitnessgram software to track fitness levels of all second through eighth graders. Not only can the kids see how far they come in one school year, but they can see how much they grow from year to year.

Students at Stevenson will participate in a Healthy Kids Week. Last year Healthy Kids Week included trying new foods in the cafeteria and having a parent/child play day on the playground,

just to name a couple of the activities. We look forward to another successful Healthy Kids Week this spring.