

Social Inclusion - EVERYONE MATTERS

District Statement

The [Perry Culture Playbook](#) was developed with community and staff in 2016 to make school culture a priority at Perry. Our schools work each day to model the *Playbook* and aspire to our stated beliefs. One such belief is the *Power of Relationships* and the behavior *Everyone Matters*. The future looks especially bright when parents, community, students, and staff work in unison toward this vision and, together, pursue greatness for the student experience.

School Programming, Action, and Resources:

- Guidance Programming K-12 (e.g., social inclusion, peer mediation, drug/alcohol/abuse prevention, risky behaviors and community resources). Additional SOS (Signs of Suicide) and or QPR Suicide Prevention training through Ohio School Safety Center for Guidance staff.
- Student groups at ES, MS, HS focus on social inclusion, kindness, and building connections
- All staff training in Suicide Prevention (to include supports available for student issues related to LGBTQ, race, ethnicity, national origin, or disability). See [Board Policy](#).
- Restorative social circles and group therapies to address and effectively respond to social issues and trauma. Student Ambassador training via Crossroads and development of Peer Mediation supports.
- School-wide PBIS (Positive Behavior Intervention and Support programming). See [Board Policy](#).
- Staff/Student mentorships to build deep connections and supportive discussions.
- Federal grant funds provide additional mental health agency (in addition to Crossroads) on campus
- Guidance counselors at every school in addition to a full-time mental health social worker on campus
- A Social-Emotional Learning teacher was added to staff effective 2021-22
- As part of the district assessment schedule, mental health surveys are administered annually to Gr. 3 - 12 students. Results are used to identify school counseling and preventative programming needs.
- Personalized learning plans developed with parents/school team continue to be utilized, as needed.
- [Perry Graduate Profile](#) - the aspiration for what learners experience at Perry Schools
- District Wellness meetings - Biannual meetings

Potential Needs/Continuous Improvement:

- [Is it Bullying?](#) The word “bullying” can be misused. If an act of bullying has occurred, the student/parent is to report it to the principal. See [Board Policy](#).
- Together as a community work toward building skills for effective communication, collaboration, and problem solving using a collaborative design approach
- Call the teacher or principal first (whoever was most directly involved in the matter). You should receive an email or phone call within 24 hours. If not, telephone again. Contact the Supervisor.
- Invest the time to inform parents on how matters are resolved.
- [Invitation:](#) Perry District Wellness Committee seeks an additional student and parent representative for the 2021-22 school year. Please contact Dr. Betty Jo Malchesky, if interested.

The Perry Local School District remains committed to providing an environment that is safe, conducive to learning, and welcoming for all. We will continue to adjust and adapt as long as it takes to ensure we sustain a positive and inclusive culture.