

## K-12 Student Wellness & Success Funding Plan

**School District:** Dover CSD District IRN: 043893

**District Contact Name:** Seth Corder

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**Fiscal Year:** FY24



### Community Partner(s):

- ☐ 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 City or General Health District
- ☐ County Department of Job and Family Services
- ☐ Nonprofit Organization with Experience Serving Children
- ☐ Public Hospital Agency

**Identify Critical Needs:** Briefly describe the process used to identify the critical needs associated with the Wellness and Success initiative.

The District identified critical needs through various means. The District Leadership Team (DLT) included administrators, teachers, school counselors, school nurses, and parents to prioritize needs and use of resources. Also, leaders from each building convened throughout the 2022-2023 school year to complete their building's One Needs Assessment and subsequent One Plan in EdSteps. This process involved conducting root cause analyses and identifying critical needs. In FY23, the District's Student Support Team convened monthly. This team is made up of school counselors, community mental health providers, school psychologists, and administrators who evaluate the effectiveness of resource allocations to meet our students' needs. It was determined that students would benefit from the following services: continued counseling and school psychologist services; continued nursing services to support physical and emotional health needs; implementation of a curriculum and progress monitoring tool for students academic and SEL needs; training and resources to support school-wide PBIS needs.

**Research & Select Evidence-Based Strategies:** Cite the evidence-based strategies or best practices that are applicable to the Wellness and Success initiative. See the What Works Clearinghouse, WWC Practice Guides, and/or the Ohio Department of Education's Empowered by Evidence website.

According to the What Works Clearinghouse, the following evidence-based strategies will ensure our District is able to meet the needs of our diverse learners:

1. To reduce behavior problems in the classroom, Districts must identify the specifics of the problem behavior and the conditions that prompted it, while reinforcing positive behaviors.
2. Monitor the progress of all students and proactively intervene when students show early signs of attendance, behavior, or academic problems.
3. Provide intensive, individualized support to students who face challenges to success.
4. Utilize assessment measures to support College and Career Readiness needs for students.

Big Brothers Big Sisters (BBBS) is a Level 1 strategy that supports school climate and community engagement.

The PAX Good Behavior Game is a Level 3 strategy that serves as a behavior management approach aligned with a schoolwide PBIS model.

A Multi-Tiered System of Supports (MTSS) is a Tier 3 strategy that requires staff and an intervention menu—a library of evidence-based interventions—for a Response to Intervention (RTI) team to deliver consistent, targeted supports to students. Our Panorama software can provide both student surveys and this intervention menu, based on specific student, parent, and staff feedback. All of these initiatives align with A Framework for Safe and Successful Schools (NAESP)'s Best Practices for Creating Safe and Successful Schools.

## Plan for Implementation

Student Wellness & Success Initiative	Description of Initiative	Desired Outcome(s) of Initiative	Allocation Amount
MentalHealth Services	Funds will be utilized to increase current staffing.	It is our goal to ensure every building in the district has at least one school counselor. With these funds, we are able to staff our grades 2-3 building with a full-time school counselor.	\$84,275
Services for Homeless Youth			
Services for ChildWelfare Involved Youth			
Community Liaison			
Physical Health Care Systems	Funds will be utilized to maintain current staffing.	We currently have two full-time nurses that serve five buildings and approximately 2,800 students, daily. School nurses provide physical, mental and emotional support for students, often serving as the "first line" in directing students to needed school and community health resources.	\$67,614

Student Wellness & Success Initiative	Description of Initiative	Desired Outcome(s) of Initiative	Allocation Amount
Mentoring Programs			
Family Engagement and Support Services	The District will continue to support two FT School Psychologists for K-12 from these funds.	School psychologists will assist in identifying students who need behavior and/or academic support and provide intervention options for teachers and families. They will be a critical component to the MTSS strategy.	\$116,739 \$117,022
City Connects (See Ohio Tool Kit National examples)			
PD Regarding Trauma-Informed Care			
PD Regarding Cultural Competence			
Student Services Outside the School Day			

Implement and Monitor		
Student Wellness & Success Initiative	Number of Students Impacted	Results/ Analysis: Were the outcomes of the initiative met? Cite evidence.
MentalHealth Services	Approx. 400	Yes. By prioritizing the support of our students' social-emotional health needs, the district has at least one school counselor in each of our five buildings. (South Elementary- 1; East Elementary- 1; Dover Avenue- 1; Dover Middle School- 1.5; Dover High School 2.5). Funds will be utilized to account for a full-time school counselor at East Elementary School (grades 2-3).
Services for Homeless Youth		
Services for Child Welfare involved Youth		
Community Liaison		
Physical Health Care Services	Approx. 2,800	Post-COVID, we feel having two full-time nurses is important and sustainable. We are also working to hire two additional part-time nurses to help with student needs during peak times. They have a weekly calendar, but also respond to buildings when needed. Our nurses work to meet the day-to-day needs of students that are experiencing illness, and to meet the needs of our growing population of diabetic students and students prescribed medication.
Mentoring Programs		

Student Wellness & Success Initiative	Number of Students Impacted	Results/ Analysis: Were the outcomes of the initiative met? Cite evidence.
Family Engagement and Support Services	Approx. 2,800	Yes. Our school psychologists are integral at assessing students for disabilities. This allows us to meet their academic needs. Also, they are vital in helping our district meet the needs of students impacted by HB 133. We anticipate this legislation having a significant impact on our day-to-day operations, especially in year one with our youngest students.
City Connects		
PD Regarding Trauma-Informed Care		
PD Regarding Cultural Competence		
Student Services Prior To or After the Scheduled School Day or When School is Not in Session		

## Examine, Reflect, Adjust

**Were the intended outcomes reached? Were strategies implemented as designed? Identify next steps for FY24.**

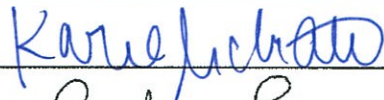
Student supports were provided as intended for staff positions as described. These positions (school counselor; school nurse; and school psychologists) were integral parts of the health and wellness services provided to students. They have been an important part of the Student Support Team that is building a more comprehensive plan based upon the state's SEL standards and that will inform the BLTs and DLTs in the decision-making process. Moreover, these staff members will work collaboratively to ensure students' needs are being met through a detailed MTSS.

In FY24, they will be a critical part of the integration of the SEL standards, the SEL data from the Panorama software, and the Tiered Interventions as part of the MTSS program. Panorama has been implemented for use by staff members serving grades 4-12, and staff members are able to access and use the data for decision-making and planning. In FY24, the goal is further analysis and planning from the reports. The Panorama software and data will help in FY24 to measure and monitor related student gains.

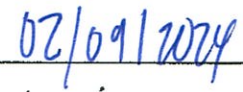
In addition, the district retrained all staff in PBIS during the 2022-2023 school year. This was done in response to COVID, as we identified the need to recalibrate our buildings' expectations on expected student behavior. Our students' needs, even at the earliest grade levels, have increased dramatically post-COVID. Our counselors, psychologists, and nurses all play a vital role in ensuring alignment in PBIS practices and supporting our students.

Strategies were implemented as designed and growth--which is heavily reliant on this continued funding--will continue in FY24.

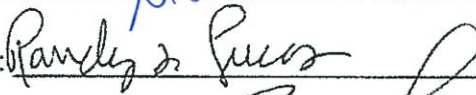
School District Superintendent Signature:



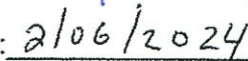
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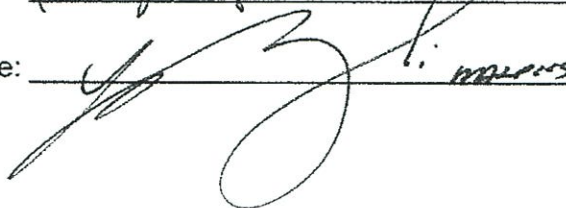
Community Partner Representative Signature:



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Community Partner Representative Signature:



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