



September 1, 2023

Student Wellness and Success Funding Plan

In order to maximize the funds from Student Wellness and Success, our plan focuses on ensuring that students are prepared for the academic environment by having their mental health and social emotional needs addressed. This plan incorporates multiple agencies and various types of staff in order to create a comprehensive support system for students. This multi-disciplinary team utilizes mental health professionals as well as educational staff with trauma informed training that focus on a holistic approach and culturally responsive approach to student wellness that truly prepares them for and supports them before, during and after the academic settings.

The multidisciplinary team will include:

- Mental health staff from Best Point who are co-located in each building
 - Providing therapeutic mental health services
- RBT/BCBA staff from Hamilton County Educational Service Center who are co-located in each elementary building
 - Providing trauma informed behavioral coaching to staff and interventions to students
- School based counselors
 - Providing counseling services as a bridge between therapeutic services and classroom interventions as well as family engagement and support services
- School based Deans of Student
 - Providing behavioral support services to assist students and classroom personnel in their implementation of strategies
- Alternate Learning Placement Assistants and Assistants for Emotional Disturbance in our K-8 buildings
 - Providing trauma informed support to students in and out of classrooms that reinforce behavioral coaching strategies

The team in each building will address student mental health, behavior, trauma response, and culturally responsive practices to engage in a holistic approach to address underlying issues and provide support to classroom teachers as they integrate treatment strategies into classrooms to maximize learning and emotional regulation strategies. Teams will meet monthly to review student progress, assess individual and

NORTHWEST LOCAL SCHOOL DISTRICT

3240 Banning Rd. Cincinnati, OH 45239

www.nwlsd.org

513-923-1000



systemic progress and collaborate on effective interventions and strategies that transcend all environments in the school .

Reviewed and approved by:

Darrell Yater, NWLSD Superintendent

Debbie Gingrich, Best Point

Joan Lawrence, HCESC

Dustin Gehring, NWLSD Director of Student Services

Brad Watkins, NWLSD Director of Special Education

Appendix C – Revised Spring 2022

Planning Template

Districts are required to plan for implementation of Student Wellness and Success funds in collaboration with one or more community partners who align with those listed in the guidance document. It is recommended that districts and partners utilize a template, like the one below, to document the activities chosen to address the critical needs. Teams may have several goals they wish to address.

Needs and Gaps:

Student support services to manage crisis and refer to appropriate services

SMART Goal:

Through the role of the counselors, referrals to mental health partners will be made 100% of the time it is determined school based services are insufficient.

Activities, Services, Programs and Strategies	Responsible Parties	Partners' Roles	Process Measures	Progress Monitoring	Benchmark Goals (Short term)	Desired Outcomes (Long term)
Elementary Counselors Deans of Students	Building principals, Social Worker, and Counselors	Monitor and implement interventions for students and refer to a mental health partner when appropriate	Refer 100% of cases deemed appropriate for additional services	Quarterly data meetings to review referrals and actual services obtained	Reduce number of days of absence and low academic performance for students with mental health issues	Improve attendance, grades and measures on standardized assessments for students with mental health issues based on coordination of appropriate services

Budget:

Fiscal Year	Amount	Description
FY23	TBD	To be funded through the foundation funding for success and wellness

Appendix C- revised Spring 2022

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Needs and Gaps:

Building level administrative support and systemic structures to manage behaviors

SMART Goal:

Through the administrative support of Dean of Students in the Elementary buildings, students with multiple school exclusions in one year will see a 25% decrease in the number of removals in subsequent years.

Activities, Services, Programs and Strategies	Responsible Parties	Partners' Roles	Process Measures	Progress Monitoring	Benchmark Goals (Short term)	Desired Outcomes (Long term)
ED Assistants	Building principals and Dean of Students	Monitor and implement interventions for students who receive multiple removals during a year	25% decrease in removals in subsequent years for students with multiple removals the prior year	Quarterly data meetings and intervention reviews	Reduce the disproportionate removal rates of SWD and minority students.	Eliminate the disproportionate removal rates of SWD and minority students.

Budget:

Fiscal Year	Amount	Description
FY 23	TBD	Funded through remaining 467 Success and wellness funds

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Needs and Gaps:

Appropriate and immediate health related services for at risk youth and families who experience housing/medical/food insecurities

SMART Goal:

By the end of FY 21, open a health center within a district owned property and procure a bus to deliver meals and support the enrollment process.

Activities, Programs and Strategies	Responsible Parties	Partners' Roles	Process Measures	Progress Monitoring	Benchmark Goals (Short term)	Desired Outcomes (Long term)
Health Center	District Nurse, Business Manager	Procure a location and health partner		Quarterly progress meetings with the district leadership team	Opening of a health center within a district owned property	Immediate support of health related issues for students to increase attendance and achievement
Enrollment/Food Bus	Business Manager, Food Service Manager, Enrollment Supervisor	Procure a bus and plan for appropriate modifications		Quarterly progress meetings with the district leadership team	Opening of an enrollment and food service bus	Early and accurate enrollment of students to prevent delayed starts Maintain student health and nutrition stability

Budget:

Fiscal Year	Amount	Description
NA		Discontinue due to increased needs in other areas