Louisville City School District

Stark County

Disadvantaged Pupil Impact Aid (DPIA) and Student Wellness & Success Funds (SWSF) Plan

Fiscal Years 2024 and 2025

(updated October 2024)

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BACKGROUND:

FY20 and FY21 Biennium Budget (SWSF–467): As part of the biennium budgeting process for the State budget spanning July 1, 2019 through June 30, 2021, Governor Mike DeWine proposed Student Wellness and Success Funding to add additional resources to Ohio schools to support related initiatives to make a positive impact on students. These funds were ultimately included in HB166 to be paid out in both fiscal years of the biennium budget. These funds were accounted for in state grant fund 467 and used by the District during fiscal years 2020, 2021, and 2022. No further revenue into fund 467 is to be received after FY21, so the funds will be used up and the fund closed.

FY22 and FY23 Biennium Budget (DPIA AND SWSF-001): For the previous biennium, the Fair School Funding Plan (a new school funding formula) was introduced and passed. Restricted funds for Disadvantaged Pupil Impact Aid (DPIA) and Student Wellness & Success Funds (SWSF) are included in the new state funding plan and all accounted for in the district's general fund.

FY24 and FY25 Biennium Budget (DPIA AND SWSF-001): For the current biennium, the Fair School Funding Plan has been continued and maintains restricted funds for Disadvantaged Pupil Impact Aid (DPIA) and Student Wellness & Success Funds (SWSF). A new requirement now is that at least 50% of the SWSF funds must be spent on physical and mental health services. In addition to a community partner, the plan for SWSF funds now requires an additional partner with a community mental health prevention/treatment provider or local alcohol, drug addiction and mental health services (ADAMHS) board.

REQUIREMENTS:

The Ohio Department of Education has provided a guide outlining the various allowable uses and requirements associated with each of these restricted funding streams. SEE APPENDIX A

DISTRICT/PARTNER SIGNATURES:

DISTRICT (SWSF/DPIA):
Louisville City School District

Superintendent — Date: 10-4-24

COMMUNITY PARTNER (SWSF/DPIA):
Stark County ESC

Superintendent — Date: 10/4/24

MENTAL HEALTH PARTNER (SWSF only):
HWS Best Health Counseling & Psychiatry

CEO/Founder — Date: 10/3/24

DISTRICT PLAN

PROGRAM #1: MAINTAIN AND EXPAND DISTRICT GUIDANCE COUNSELOR SERVICES

ASSOCIATED FUNDING: SWSF/DPIA

INITIATIVE CATEGORY: Mental Health Services

DISTRICT NEED:

The need for district guidance counselors has never been greater. Our guidance counselors are fulfilling a magnitude of responsibilities. In recent years, Stark County was identified as a contagion for suicide by the CDC (Center for Disease). The need for intensive and comprehensive counseling services is a concern for the district. In the 2022-23 school year, the district serviced 255 students in our IAT (Intervention Assistance Team) process. The needs range between academic, behavioral and social/emotional. Representation from all facets of the district serve on the IAT teams and continue to support students for as long as necessary. We also serviced 453 students through our CARE team initiative. These students were served in such areas as academics, mental health, behavior issues, family support that was needed, abuse or neglect and attendance concerns to name a few. The need for a clinical counselor at the elementary level is reaching a tipping point. Needs are far out reaching our ability to serve students successfully.

PLAN:

The District is maintaining all current elementary and secondary guidance counselor positions. In fiscal year 2020, the district added service at the high school by increasing a part-time counselor to full-time.

PROGRAM #2: MAINTAIN DISTRICT NURSING SERVICES

ASSOCIATED FUNDING: DPIA

INITIATIVE CATEGORY: Physical Health Care Services

DISTRICT NEED:
School nurses are an integral part in our school district. Louisville City School District employs two full-time nurses, one RN and one LPN, to monitor, address, and assist with the various medical needs of our students.

PLAN:
The District is maintaining our current nursing staff.

PROGRAM #3: **MAINTAIN DISTRICT RESOURCE OFFICERS AND CROSSING GUARDS**

ASSOCIATED FUNDING: DPIA

INITIATIVE CATEGORY: School Safety and Security

DISTRICT NEED:
Resource officers are an integral part in our school district. Louisville City School District contracts with the City of Louisville for two full-time resource officers and two part-time crossing guards.

PLAN:
The District is maintaining our current school resource officer and crossing guard staff.

PROGRAM #4: MAINTAIN AND ENHANCE SCHOOL SAFETY PROGRAMMING

ASSOCIATED FUNDING: DPIA

INITIATIVE CATEGORY: School Safety and Security

DISTRICT NEED:
Various safety programming has been implemented over the past decade. These include, but are not limited to, the following:

- NAVIGATE PREPARED
  An emergency safety program designed to help schools respond safely and effectively during drills and emergencies.

- SCHOOL MESSENGER
  A communication program for parent and community notifications and engagement.

- SAFE SCHOOLS
  A training management system for staff safety and compliance training.

- RAPTOR
  A school building visitor management program.

PLAN:
The District plans to maintain current safety programming while continually assessing the needs of the District.

PROGRAM #5: **MAINTAIN AND EXPAND DISTRICT PSYCHOLOGY SERVICES**

ASSOCIATED FUNDING: DPIA

INITIATIVE CATEGORY: Mental Health Services

DISTRICT NEED:
The District's school psychologists are fulfilling a magnitude of responsibilities. Due to the increased caseloads for students requiring these services, additional help is a must just to keep up and provide what is needed for students to be successful.

PLAN:
The District is maintaining two school psychologist positions. In fiscal year 2024, the District entered into a shared service agreement with two other school districts for the services of a psychiatrist. In fiscal year 2025, the district added an additional full-time school psychologist to replace the shared service agreement.

PROGRAM #6: **MAINTAIN AND EXPAND DISTRICT RELATED HEALTH SERVICES (SPEECH, OT, PT, AUDIOLOGY, VISION)**

ASSOCIATED FUNDING: DPIA

INITIATIVE CATEGORY: Physical Health Care Services

DISTRICT NEED:
The number of students requiring health-related services has seen a significant increase in recent years as demonstrated in the case loads of the individuals providing these services. Needs are far out reaching our ability to serve students successfully.

PLAN:
The District is maintaining three full-time speech pathologist positions. In fiscal year 2024, the District added a part-time speech pathologist position. In addition, the District is maintaining the contracted services for other related services including occupational therapy, physical therapy, audiology, and vision services.

PROGRAM #7: MAINTAIN ONLINE LEARNING OPPORTUNITIES AND INSTRUCTIONAL TECHNOLOGY

ASSOCIATED FUNDING: DPIA

INITIATIVE CATEGORY: Instructional Technology or Blended Learning

DISTRICT NEED:
Technology has infiltrated all aspects of life, and education is no different. The Leopard Digital Academy was established years ago to allow another option for students to be successful in completing their high school education. Students continue to use this opportunity. In addition, the District has been on a 1:1 computing model for many years and has proven to be a vital tool in providing instruction to students. As such, the District purchases two grade levels of chromebooks each year to continue this model. We continue to have the need to replace outdated teacher laptops and have established a rotation to ensure our educators have the tools they need to be successful in the classroom.

PLAN:
The District is maintaining our current online learning opportunities through the Leopard Digital Academy. The District is also maintaining 1:1 computing for grades 3 – 12 as well as replacing teacher laptops on a rotation.

PROGRAM #8: **MAINTAIN INSTRUCTIONAL COACH TO IMPROVE INSTRUCTIONAL DELIVERY AND STUDENT OUTCOMES**

ASSOCIATED FUNDING: DPIA

INITIATIVE CATEGORY: Academic Interventions for Students (Grades 6-12)

DISTRICT NEED:
The District employees one instructional coach who works in the middle school and high school. Their goal is to work with educators and students to improve instructional deliver and student outcomes. This is an important position which is needed to continue to improve instruction and allow our students to be successful.

PLAN:
The District plans to maintain one instructional coach.

PROGRAM #9: **MAINTAIN STUDENT MENTAL HEALTH PROGRAMMING AND SUPPORTS**

ASSOCIATED FUNDING: DPIA

INITIATIVE CATEGORY: Mental Health Services

DISTRICT NEED:
The District's recognizes the need for additional mental health groups and support to address the social/emotion needs of students. In recent years, Stark County was identified as a contagion for suicide by the CDC (Center for Disease). Programming that students are able to directly participate in is a great way to support mental health needs.

PLAN:
The District is maintaining two student mental health programs, Sources of Strength and the Legacy Project. The Sources of Strength Program is offered to students at both the middle school and high school with the objective to promote good mental health and suicide prevention. The Legacy Project is a mentoring program where adults from the community are able to meet with middle school students for mentorship.

Appendix A

Uses

Ohio law outlines the uses for Disadvantaged Pupil Impact Aid and Student Wellness and Success Funds. For Fiscal Years 2024 and 2025, districts and schools are required to use funding to support the initiatives outlined in the following table. **Districts and schools must use at least 50% of SWSF for mental health services or physical health care services or a combination of both.**

Initiatives that may be funded with Student Wellness and Success Funding are marked with a green circle and initiatives that may be funded with Disadvantaged Pupil Impact Aid are marked with a blue square. If an initiative is marked with both a green circle and a blue square, either funding source may be used.

Student Wellness and Success Funding and Disadvantaged Pupil Impact Aid Uses

Key: Student Wellness and Success Funding | Disadvantaged Pupil Impact Aid

Service	Initiatives	Examples
Mental health services	Mental health services, including telehealth services, community-based behavioral health services and recovery supports	Hiring new or additional social workers and school counselors to provide supports to students Partnering with community agencies to identify student needs and provide evidence-based behavioral health services and recovery support
Physical health services	Physical health care services, including telehealth services and community-based health services	Hiring school nurses and healthcare providers to serve students during the school day Providing vision and hearing services and equipment that assist with meeting requirements for vision and hearing screening Constructing or adapting existing space for a school-based health center Providing telehealth services to meet students' physical health needs in rural communities Collaborating with community partners to address student physical and mental

Service	Initiatives	Examples
		health needs through school-based health care
Culturally appropriate prevention services	Culturally appropriate, evidence-based or evidence-informed prevention services, including youth-led programming and curricula to promote mental health and prevent substance use and suicide and trauma-informed services	Purchasing and implementing an approved, evidence-based program to provide students with instruction in suicide prevention to meet requirements of Ohio law Identifying students that are at increased risk for substance use and providing students with additional supports
Homeless youth services	Services for students experiencing homelessness	Provide access to essentials like clothing, hygiene products and transportation to and from medical appointments System improvements and infrastructure to identify, track and support students experiencing homelessness including collaboration with local agencies or organizations to provide temporary housing solutions, such as emergency shelters or transitional housing Salary or stipend for a dedicated homeless education liaison or system navigator
Child welfare-involved youth services	Services for youth in foster care system	Creating a mentorship program specifically tailored to the unique needs of child welfare-involved youth and vulnerable students Providing outreach materials to assist students in foster care with understanding which school-based staff and resources (tutoring, afterschool, mental health and others) are available to serve them. Salary or stipend for a dedicated foster care education liaison

Service	Initiatives	Examples
Community liaisons and programming	Community liaisons or programs that connect students to community resources, including behavioral wellness coordinators and City Connects, Communities in Schools and other similar programs	Hiring a Resource Coordinator, through Communities in Schools or other agencies, to help identify student and family needs and connect to appropriate resources Connecting with Ohio's School-based Center of Excellence for Prevention and Early Intervention to select evidence-based programming or plan for a behavioral health and wellness coordinator who can collaborate across teams and support with the identification of student and evidence-based mental health and wellness initiatives.
Family engagement activities	Family engagement and support services	Utilizing services and resources in partnership with Ohio's Statewide Family Engagement Center Hosting Parent Education Nights to create opportunities for families and communities to engage in learning skills, content, and curriculum being taught to students in the school community. Hiring a parent ambassador or parent mentor to provide additional support to families Communication applications that support timely and regular two-way communication for school updates, important information, parents' concerns and feedback and individual student reports with translation in family's preferred language.
Before and after school programming	Student services provided prior to or after the regularly scheduled school day or any time school is not in session, including mentoring programs	Assessing your students and families before and after school programming needs, and partnering with a local agency to provide to provide programming in various areas, including structured physical activities, wraparound services,

Service	Initiatives	Examples
		healthy habits and nutrition, mentoring programs or other enrichment activities Providing high-dosage tutoring that aligns with the science or reading before or after school
■ **Reading improvement and intervention**	**Note:** Under Ohio law, beginning not later than the 2024-2025 school year, each school district, STEM school, and community school must use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs **only** from the Department's approved lists. The Department's list of approved core curriculum and instructional materials for prekindergarten and kindergarten-grade 5 The Department's list of evidence-based reading intervention programs for prekindergarten-grade 12. **Note:** Under Ohio law, beginning not later than the 2024-2025 school year, districts and schools may not use any core curriculum, instructional materials, or intervention program in grades prekindergarten to five that use the three-cueing approach to teach students to read.	Hiring reading or literacy specialists to increase academic achievement and reduce reading disparities Reviewing the Department's literacy webpage to identify ways to increase student achievement through improving language and literacy outcomes for all students Use funds to support the purchase of core curriculum and instructional materials in English language arts from the Department's approved list. Use funds to support the purchase of evidence-based reading intervention programs from the Department's approved list.
■ **Extended school day and school year**	Extended school day and school year	Extended school day program to enhance learning opportunities and provide additional support, such as offering high-dosage tutoring

Service	Initiatives	Examples
☐ **Instructional technology or blended learning**	Instructional technology or blended learning	Utilizing a Learning Management System (LMS) to incorporate both in-person and online components to cater to the individualized and unique needs of all students Purchase adaptive online intervention program aligned to Tier 1 instructional materials or curriculum
☐ **Professional development**	Professional development in the science of reading and evidence-based strategies for effective literacy instruction for teachers of students in kindergarten through third grade	Cost and stipends for staff to attend professional development opportunities for teachers of students in grades K-3 specifically intended to teach the science of reading and evidence-based strategies for effective literacy instruction Delivering professional development opportunities fulfilling the requirements for Ohio's Dyslexia Support Laws
☐ **Dropout prevention**	Dropout prevention	Developing alternative educational programming for students at risk of dropping out Hiring staff to provide supports for students who transition from secure settings Partnering with or developing a program that features support services such as mental health counseling, health and wellness services, career counseling, mentoring and graduation pathways or workforce credential programs Hiring a resource coordinator to help students connect with community-based resources and provide trauma-informed training for staff members
☐ **School safety**	School safety and security measures	Training staff and school personnel in appropriate and approved threat assessment training programs, such as

Service	Initiatives	Examples
		Comprehensive School Threat Assessment Guidelines (CSTAG) Connecting with the Ohio School Safety Center for guidance, resources and support from the center and its regional safety liaisons
Community Learning Centers	Community learning centers that address barriers to learning	Utilizing the 21st Century Community Learning Centers program to support students who come from economically disadvantaged families to enhance learning
Academic interventions	Academic interventions for students in any of grades 6 through 12 **Note:** Under Ohio law, beginning not later than the 2024-2025 school year, each school district, STEM school, and community school must use evidence-based reading intervention programs for prekindergarten through grade 12 **only** from the Department's approved list	Implementing high-dosage tutoring best practices that align with classroom instruction Purchase student materials to support Zearn implementation (grades 6 through 8) Support the implementation of Algebra 2 equivalency courses (Math Pathways) by hiring educators to teach and provide professional learning Use funds to support the purchase of evidence-based reading intervention programs from the Department's approved list.
Employment of Bright New Leaders for Ohio	Employment of an individual who has successfully completed the bright new leaders for Ohio schools program as a principal or assistant principal under Ohio law (3319.272)	Salary and benefits to employ a Bright New Leader as a principal or assistant principal