

December 2024

South Euclid-Lyndhurst School District
2024-2025 SY Student Wellness and Success Funds (SWSF) and
Disadvantaged Pupil Impact Aid (DPIA)

Overview

Ohio’s districts and schools receive Disadvantaged Pupil Impact Aid and Student Wellness and Success Funds to fund initiatives to support wraparound services for Ohio’s students.

Ohio law requires districts and schools to develop a plan outlining how they will use [Disadvantaged Pupil Impact Aid](#) and [Student Wellness and Success Funds](#). Updates for FY24 and FY25 include requirements for districts and schools to:

- Spend at least 50% of Student Wellness and Success Funds on physical or mental health services.
- Develop a plan for using Student Wellness and Success Funds in collaboration with **both** a community mental health prevention or treatment provider or local alcohol, drug addiction and mental health services (ADAMHS) board **and** another community partner
- Share the Student Wellness and Success Fund plan with governing body (i.e., South Euclid-Lyndhurst Schools Board of Education) and post to website (i.e., Office of Student Services) within 30 days after development or amendment of the plan.
- Report annually on how the district or school spent Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid.
- Spend Student Wellness and Success Funds by the end of the next fiscal year after they were received. Funds received this fiscal year (FY25), must be spent by June 30, 2026. Additionally, Student Wellness and Success Funds received in FY20 to FY24 must be spent by June 30, 2025.

Use of Funds

SELSD FY24 Total Allocation SWSF & DPIA: \$2,618,614.30	SWSF: \$154,404.12	DPIA: \$2,464,210.28
Describe how funds will be used and which allowed use of each fund applies to each planned use.	<ul style="list-style-type: none">• Salaries & Benefits for Youth Development Specialists (YDS)• Please Refer to Chart	<ul style="list-style-type: none">• Salaries & Benefits for Youth Development Specialists (YDS)• QuickMed• Please Refer to Chart
Include how the district or school will use at least 50% of Student Wellness and Success Funds for mental health services or physical healthcare services or a combination of both.	<ul style="list-style-type: none">• Salaries & Benefits for Youth Development Specialists (YDS) which is greater than 50%• Please Refer to Chart	

The chart that follows is available on the Ohio Department of Education and Workforce Development (ODEW) website and lists all initiatives that may be funded with Student Wellness and Success Funds and/or Disadvantages Pupil Impact Aid. To demonstrate direct alignment with ODEW-authorized initiatives, the final column indicates the initiatives implemented in the South Euclid- Lyndhurst School District (SELSD) for which the seven (7) Youth Development Specialists (YDS) have direct or shared responsibility to support the use of funds for salaries and benefits. Funds are also used to support the physical health care services provided by QuickMed.

Please Note:

- Initiatives that may be funded with **Student Wellness and Success Funding** are marked **with a green circle** 
- 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.

Service	Initiatives	Status of Implementation in SELSD
 Mental health services	Mental health services, including telehealth services, community-based behavioral health services and recovery supports	YDS work with the district's School Social Workers to partner 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	QuickMed
 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	YDS support the implementation of an approved, evidence-based program to provide students with instruction in suicide prevention (i.e., Erika's Lighthouse) to meet requirements of Ohio law
 Homeless youth services	Services for students experiencing homelessness	YDS, in cooperation with the Office of Student Services Director (serves as homeless liaison) and

Service	Initiatives	Status of Implementation in SELSD
		the district's School Social Workers, support students experiencing homelessness including collaboration with local agencies or organizations to provide temporary housing solutions, such as emergency shelters or transitional housing
 Child welfare-involved youth services	Services for youth in foster care system	YDS, in cooperation with the Office of Student Services Director (serves as foster care education liaison) and the district's School Social Workers, support the unique needs of child welfare-involved youth and vulnerable students
 Community liaisons and programming	Community liaisons or programs that connect students to community resources	YDS, in cooperation with the Office of Student Services Director and the district's School Social Workers, help identify student and family needs and connect to appropriate resources
 Family engagement activities	Family engagement and support services	YDS, in cooperation with the Office of Student Services Director and building principals, support opportunities for families and communities to engage in learning skills, content, and curriculum being taught to students in the school community. The YDS team also support timely communication regarding parents' concerns and feedback and individual student needs.

Service	Initiatives	Status of Implementation in SELSD
 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	N/A
 Reading improvement and intervention	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.	N/A
 Extended school day and school year	Extended school day and school year	N/A
 Instructional technology or blended learning	Instructional technology or blended learning	N/A
 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	N/A
 Dropout prevention	Dropout prevention	YDS, in cooperation with the Office of Student Services Director and building principals, support students at risk of dropping out by partnering with or services such as mental health counseling, health and wellness services, career

Service	Initiatives	Status of Implementation in SELSD
		counseling, mentoring and graduation pathways or workforce credential programs
 School safety	School safety and security measures	YDS are trained in appropriate and approved threat assessment training programs , such as Comprehensive School Threat Assessment Guidelines (CSTAG) and serve on threat assessment teams in the district
 Community Learning Centers	Community learning centers that address barriers to learning	N/A
 Academic interventions		N/A
 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)	N/A

Community Partners

Meaningful and ongoing stakeholder engagement is critical to the success of all students. Collaboration between districts and schools is crucial to advancing services to support all students. Community partners can bring content expertise, data sources, and new perspectives to a collaborative partnership.

Community Partner Requirement	Status of Implementation in SELSD
<p>For Disadvantaged Pupil Impact Aid, name at least one community partner.</p> <p>Include details about coordinating with the partner in connection with the use of funds</p>	<p>South Euclid-Lyndhurst Schools have a long history of coordinating with a host of community partners in the delivery of a continuum services to students and families in the district and community. Current partners</p>

<p>For Student Wellness and Success Funds, name at least two community partners: a community mental health prevention or treatment provider or local board of alcohol, drug addiction and mental health services board and one of the following community partners: Board of Alcohol, Drug Addiction, and Mental Health Services; Educational Service Centers; County Board of Developmental Disabilities; Community-based mental health treatment provider; Board of Health of a city or general health district; County Department of Job or Family Services; Any nonprofit organization with experience in serving children; Public hospital agency</p> <p>Include details about coordinating with these partners in connection with the use of funds.</p>	<p>exceed the two community partners-minimum and include Ohio Guidestone, our partner through the Cuyahoga County Board of Alcohol, Drug Addiction, and Mental Health Services (ADAMHS), the Educational Services Center of Northeast Ohio, the numerous Community-based mental health treatment providers with whom we have the option of Board-approved service agreements; the various faith-based partners who serve as nonprofit organization with experience in serving children and our collaboration with the University Hospital system.</p> <p>The district's YDS team coordinates with these partners, in cooperation with the Office of Student Services and School Social Workers, to ensure students receive the wraparound services intended by the SWFS & DPIA.</p>
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Anticipated Impact of Utilization of Funds

The Youth Development Specialists are in each school to provide the above-referenced services and support to the entire school and district as needed and indicated to impact students and their families, directly and indirectly.

Data and Evaluation

Although the current implementation model is decentralized and data is managed at the school level, there are plans in the future to better analyze student and community data at a district level to identify critical needs, gaps or repetitions in services and determine where additional supports are needed. Accordingly, progress monitoring can then be a useful strategy to ensure effectiveness of services to allow the district to determine if the specific initiatives implemented are successful in meeting the identified goals and outcomes.

Reporting

At the end of each fiscal year, districts and schools submit a report to the Department describing the Disadvantaged Pupil Impact Aid and Student Wellness and Success Funds initiatives on which funds were spent and how much was spent each fiscal year. The South Euclid-Lyndhurst School District is in compliance; the annual report for FY23 was submitted before the required deadline in August 2024.