Gallipolis City School District Student Wellness and Success Plan FY2025-2026

Gallipolis City School District supports Ohio's strategic plan for education. According to HB 166, we have created and documented critical components of the GCSD Student Wellness and Success Plan. We have identified areas of need through a district improvement review, district data, state report card, needs assessment and school surveys.

Need Justification

- Improving the healthcare opportunities for students and families in our community.
- Improving student attendance, academic achievement, and graduation rate.
- Close the learning gap due to learning loss during the pandemic.
- Improving and expanding access to mental health and drug counselors for our students.
- Decrease problematic behaviors at school as a result of COVID isolation.
- Provide drug prevention programs to combat increased vaping and THC usage among students.
- Improve student behaviors and reduce disciplinary referrals through counseling and SEL programs.
- Provide Trauma Informed Care throughout the district.
- Improve the school climate through behavioral health programs and ensure teacher retention.
- Provide and support strong family engagement opportunities for parents and caregivers.
- Allow access to health care for staff, students and families (vision, dental, medical and mental health).
- Provide much needed wrap around services for students and families.
- Provide educational programs centered on prevention and improving health (sex education, drug prevention, SEL, physicals, hygiene, eye exams, well checks, professional development and parenting classes).
- Allow for educational and career opportunities in the health care field with our students.
- Establish a rapport with local businesses and health care providers for possible future job placements.

Gallipolis City School District Data

Year	Attendance Rate	Graduation Rate	Academic Rating
2021-2022	91.2%	81.2%	2/5 Stars
2022-2023	92%	82.2%	2.5/5 Stars
2023-2024	93.5%	87.7%	2.5/5 Stars

Economically Disadvantaged: 63% (2024)

Wellness Budget

FY26: $388,645.10

Initiative #1: Physical Health Services

School Nurses

Initiative #2: Community Liaisons

Attendance Office

Total Cost: $316,103.78 (Initiatives 1 and 2)

Initiative #3: Mental Health Services

Hopewell Mental Health Counselors Agreement

Total Cost: $66,000

Total SSWF Costs: $382,103.78

Left to Spend: $6,541.32

Disadvantaged Pupil Impact Aid

FY26: $1,395,440.43

Initiative #4: Mental Health Services

GAHS Guidance Counselor

Initiative #5: Math Pathways (Intervention)

GAHS Math Teacher

Initiative #6: Intervention

Two Intervention Teachers (GAMS)

Two Intervention Teachers (GAHS)

Initiative #7: Reading Intervention

Three Intervention Teachers (One at Each Elementary Building)

Initiative #8: School Safety – Safety Team Representatives

Five District Wide Representatives

Initiative #9: Instructional Technology

Building Tech for Each School

Total Costs: $991,457.67 (Initiatives 1-6)

Initiative #10: ESC Before School

GAMS Before School Program

Total Cost: $5,600.00

Initiative #11: Alternate Pathway

Dropout Prevention

Contracted with Jefferson Educational Service Center

Hot Spots Included

Total Cost: $46,314.00

Initiative #12: Academic Intervention

IXL Program

Total Cost: $42, 600.00

Initiative #13: School Safety

GoGuardian Software

Monitoring

Total Cost: $14,655.00

Initiative #14: School Safety

GAHS Student Resource Officer

Total Cost: $108,000.00

Total DPIA Costs: $1,208,626.67

Left to Spend: $186, 813.76

Expansion of Existing and New Partnerships

An attendance officer can help significantly decrease chronic absenteeism in our district by implementing a comprehensive and multi-faceted approach. This includes early identification and intervention, where students at risk of chronic absenteeism are flagged promptly. The officer can work closely with families to understand and address the underlying causes of absenteeism, whether they be health-related, socio-economic, or due to school environment issues. Regular communication and support for these families, coupled with creating a positive school climate that encourages attendance, are crucial. Collaboration with teachers, counselors, and community organizations to provide resources and support services can also help remove barriers to attendance. Furthermore, setting up attendance incentives and recognition programs can motivate students to attend school regularly. By employing data-driven strategies and fostering a supportive and inclusive school culture, an attendance officer can effectively reduce chronic absenteeism in our district.

A school nurse in each building can significantly enhance healthcare services for students by providing more immediate and comprehensive care. By a school nurse on each campus, the school can ensure timely attention to health issues, reducing the time students spend out of class due to illness or injury. This allows for better management of chronic conditions such as asthma, diabetes, and allergies, ensuring students receive necessary treatments and monitoring. Increased nurse availability also means more capacity for health education, promoting healthier lifestyles and preventive care among students. Furthermore, a nurse can contribute to mental health support, working alongside counselors to address emotional and psychological needs. This holistic approach not only improves the overall well-being of students but also fosters a healthier, more conducive learning environment, ultimately leading to better academic outcomes. These nurses will also collaborate in conjunction with Holzer Health System in providing both telehealth and school-based health care at the new Gallia Academy Wellness Center.

Contracting with Hopewell Health Centers to provide mental health services can greatly benefit students in our district by ensuring they have access to professional and specialized care directly within the school environment. This partnership can help address a range of mental health issues, from anxiety and depression to more severe psychological conditions, promoting early intervention and consistent support. By integrating these services into the school setting, students can receive timely help without the barriers of travel or scheduling conflicts. This accessibility can lead to improved emotional and behavioral well-being, better academic performance, and a more supportive school climate. Moreover, Hopewell Health Centers can offer valuable resources and training for school staff, equipping them to better understand and support students' mental health needs. Overall, this collaboration can create a healthier, more resilient student population and a stronger, more empathetic school community.

A high school guidance counselor can provide crucial mental health support by offering a safe, confidential space for students to discuss personal challenges. They help students manage stress, anxiety, and depression, which can improve both emotional well-being and academic performance. By identifying early signs of mental health issues, counselors can refer students to appropriate resources or Hopewell counselor for further care. They also teach coping strategies and life skills, such as time management and emotional regulation that promote long-term mental resilience. Overall, the counselor's support fosters a healthier school environment where students feel understood and empowered.

A high school math teacher and four intervention specialists can collaborate to provide effective math interventions by aligning instructional strategies across grades 6–12 to ensure continuity and progression in mathematical understanding. They can co-develop targeted, data-driven intervention plans using assessment results to identify student needs and provide small-group or one-on-one instruction to address specific skill gaps. By implementing research-based strategies such as scaffolding, visual models, and formative feedback, they can support diverse learners at both the middle and high school levels. Additionally, they can offer professional learning opportunities—such as workshops, model lessons, and peer coaching—for students to develop metacognitive strategies, self-advocacy skills, and mathematical confidence. This team approach creates a consistent support system that bridges middle and high school, helping students build foundational skills and succeed in more advanced coursework.

Three reading and literacy intervention specialists, each based in a different elementary building, play a vital role in improving reading outcomes by providing targeted, research-based instruction to students who are struggling with foundational literacy skills. They use assessment data to identify reading gaps early and deliver individualized or small-group interventions tailored to students' specific needs, such as phonemic awareness, fluency, vocabulary, and comprehension. By collaborating closely with classroom teachers, they help integrate effective literacy strategies into daily instruction and ensure consistency in support across grade levels. These specialists also guide professional learning for teachers, equipping them with tools to recognize and address reading difficulties more effectively. Ultimately, their work helps close reading achievement gaps, promoting equity and laying the groundwork for long-term academic success.

A district safety team ensures security measures are in place by developing, implementing, and regularly reviewing comprehensive safety protocols for all schools. They coordinate emergency preparedness efforts, such as drills, threat assessments, and crisis response plans, to keep students and staff protected. By collaborating with local law enforcement and mental health professionals, they address both physical safety and emotional well-being. This approach also helps create a secure, welcoming environment where students feel safe, supported, and ready to learn.

Building techs in each instructional building play a key role in supporting effective teaching and learning by maintaining and managing educational technology resources. They ensure that

devices, networks, and classroom technology tools function smoothly, minimizing disruptions to instruction. By assisting with the implementation and troubleshooting of online instructional programs, they help teachers integrate digital tools into their lessons effectively and confidently. Building techs also support students and staff by providing training or technical guidance on educational platforms, helping to maximize the impact of digital learning tools. Their ongoing support enhances the use of technology in the classroom, promoting student engagement, personalized learning, and overall academic success.

A before-school program run in coordination with the Gallia Jackson ESC benefits students by providing additional academic support through structured tutoring sessions that help reinforce classroom learning. This early intervention allows students to catch up on assignments, strengthen foundational skills, and build confidence in subjects where they may struggle. The consistent presence of a before-school teacher fosters strong, supportive relationships, creating a sense of trust and belonging for students who participate. By starting the day in a positive and productive environment, students are more prepared and focused for the rest of the school day. Overall, the program enhances both academic achievement and social-emotional development, contributing to long-term student success.

The Jefferson ESC Online Platform provides a flexible and accessible learning option for students who are unable to attend school due to medical conditions, disciplinary reasons, or the need for credit recovery. It allows these students to stay on track academically by offering standards-aligned coursework that can be completed at their own pace and from any location with internet access. The platform supports credit recovery by enabling students to retake failed courses, helping them meet graduation requirements without falling behind. With guidance from certified teachers and access to academic support, students can continue progressing toward their educational goals. This alternative pathway helps improve graduation rates by ensuring that all students, regardless of their circumstances, have a viable opportunity to complete their education.

A student resource officer (SRO) benefits students by helping create a safe and secure school environment where learning can thrive. They build positive relationships with students, serving as mentors and trusted adults who offer support and guidance both inside and outside the classroom. SROs also educate students on topics like personal safety, conflict resolution, and responsible decision-making, which contributes to overall student development. By addressing and de-escalating potential safety concerns proactively, they help prevent incidents that could disrupt learning. Ultimately, their presence fosters a sense of safety and trust, which is essential for student well-being and academic success.

Tools like hotspots, GoGuardian, and IXL benefit students by supporting their individualized learning and safety needs in meaningful ways. Hotspots ensure all students have reliable internet access at home, helping to close the digital divide and support equity in learning, especially for those without home connectivity. GoGuardian enhances student safety by monitoring online activity, promoting responsible internet use, and allowing educators to

intervene when students access harmful or inappropriate content. IXL provides personalized, interactive lessons tailored to each student's skill level, allowing them to progress at their own pace and receive immediate feedback to reinforce learning. Together, these tools create a safe, connected, and adaptive learning environment that meets the diverse academic and technological needs of all students.

Partnerships

Holzer Health Systems: Athletic Trainer, Telehealth, Part-Time Nurse Practitioner, Community Health Needs Meetings, Physical Therapy, Occupational Therapy, and Leadership Trainings.

Hopewell Heath Centers: Mental Health Counselors and Staff Wellness Corners.

Gallia-Jackson-Meigs ADAMHS Board: Drug Prevention and Recovery, Suicide Prevention and OHYES.

Health Recovery Systems (Gallia-Athens): Drug Prevention Education, Drug Counseling, and Second Step Program (K-8).

HOPE: Gallia County together for Healing, Outreach, Prevention, and Education Community Group: Anti-Human Trafficking, Suicide Prevention and Youth Led Programing.

Gallia-Jackson-Vinton ESC: Summer School Program, After School Program, Family/Parent Engagement, Career Palooza and Administrative Network Meetings

Jefferson County ESC: Alternative educational programing for students at risk for dropping out

Ohio I See Program: Free Eye Exams and Glasses.

Ohio University: Health and Wellness Education.

Gallia County Health Department: Vape and Tobacco Prevention, CHIP Workgroup, and Vaccinations.

Gallia County Family and Children First Council: Help Me Grow, Youth Programing, Community Health Assessments, Service Coordination and Wrap Around Services.

Buckeye Hills Career Center: Vocational Education, Career Coaches and Drug Free America Program.

Jobs and Family Services: Level Up Program, After School Program, Summer School and CPS.

Gallia County Sheriff's Office: Operation Street Smart, Trauma Informed Care, Therapy Dog and Drug Prevention Education.