K-12 Student Wellness & Success / DPIA Funding Plan

School District: Indian Valley Local Schools
District IRN: 050286
District Contact: Dr. Ira Wentworth, Superintendent
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Fiscal Year: FY26-FY27

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 / DPIA initiatives.

For FY26-FY27, it was determined that positions such as school counselor, school nurse, school nurse assistant, school psychologist, speech and language pathologist, and family advocates are critical in supporting student wellness and success / DPIA in mental and physical health domains.

Students needs are clearly identified and articulated to focus the efforts of the District's PBIS initiative. Through partnership with the East Central Ohio Educational Service Center (ECOESC), the District has connected with the Alcohol Drug Addiction Mental Health Services Board of Tuscarawas and Carroll Counties (ADAMHS Board). The District and the ADAMHS Board worked collaboratively on a two phase process to better identify and articulate students needs. This process has been continued.

Data continues to be collected through a student survey to guide Focus Group discussions with staff members serving students in each of the following grade bands: K-2, 3-5, 6-8, and 9-12. Quantitative data from the survey, coupled with qualitative data from the Focus Groups, continue to inform decision making on multi-tiered PBIS strategies to better meet the identified student needs.

Research & Select Evidence-Based Strategies

Cite the evidence-based strategies or best practices that are applicable to the Wellness and Success & DPIA intiatives.

Accessed through the Ohio Department of Education and Workforce's website, the District's plan is in concert with evidence-based practices as described on the Federal ESSA Evidence Based Guide for Climate and Culture.

- A strong relationship exists between a students' connectedness to school and positive educational outcomes. Factors that increase school connectedness include:
  - improving adult supports;
  - increasing student sense of belonging to a positive peer group; and
  - increasing student commitment to education and the school environment.

- Provide of Maslow's Hierarchy of Needs supports student's' ability to learn.
  - Improve outcomes for students by providing access to programs within school that address physiological needs of students; establishing routines in learning environments so students feel safe and in control; encouraging effort; reinforcing positive learner behavior and self-esteem; and building relationships with students to understand their knowledge level and level on Maslow's Hierarchy.

- Develop A safe, well-managed school environment by creating respectful interactions and relationships among students and adults.
  - A safe, culturally responsive environment is predicated on developing positive and engaging relationships between adults and children. While schools may not be able to entirely overcome adverse neighborhood influences, the adults in the school building can promote structures and relationships that mediate adverse influences. Implement Schoolwide Positive Behavioral Interventions and Supports.
  - Schoolwide Positive Behavioral Interventions and Supports (SWPBIS) is a universal prevention strategy that reduces students' disruptive behavior problems through application of behavioral, social learning, and organizational behavior principles. SWPBIS improves prosocial behavior and effective emotion regulation. SWPBIS helps staff process and reflect on their behaviors while developing systems and supports to meet children's behavioral needs.

- Impact of early warning intervention and monitoring systems.
  - For students at risk of not graduating, use a systematic approach to reliably identify, assign interventions, and monitor progress.

- Preparing educators to take action in addressing health- related chronic absence can have A powerful Impact on students' academic success.
  - Prepare educators — particularly district decision-makers — with knowledge and practical guidance to address health- related chronic absenteeism.

- Provide support and resources to address individual Factors that contribute to absences.
  - Individual factors contribute to student absences. Interventions can be provided by a number of local organizations or through collaboration with local organizations.

- Implement strategies to foster resiliency so children manage daily stress and severe stress. To improve outcomes for students, the following strategies have proven effective:
  - ensure at least one stable, caring, and supportive relationship exists between a child and important adults;
  - help children build a sense of mastery over life circumstances;
  - help children build strong executive functioning and self-regulation skills; and
  - provide support in the context of affirming faith or cultural traditions.

- Use freshman year indicators to predict high school graduation.
  - Attendance is crucial for passing classes.

Additionally, provide intensive, individualized support to students who have fallen off track and face significant challenges to succeed.

Plan for Implementation - Student Wellness & Success

Student Wellness & Success Initiative	Description of Initiative	Desired Outcome(s) of Initiative	Forecasted Cost (FY26 + FY27)
Mental Health Services	School Psychologist	Work of the school psychologist includes identifying students in need of behavior and academic supports for student wellness and success; collaborate for the continued growth of a multi-tiered system of support through PBIS.	$200,000
Physical Health Services	School Nurse	Work of the school nurse align with meeting physical health needs associated with student wellness and success; collaborate with Intervention Assistance Teams, key leaders, and staff members where appropriate; make references to outside agencies when necessary.	$246,000
Physical Health Services	School Nurse Assistant	Work of the school nurse assistant align with meeting physical health needs associated with student wellness and success; collaborate with Intervention Assistance Teams, key leaders, and staff members where appropriate; make references to outside agencies when necessary.	$126,000
Physical Health Services	Speech-and-Language Pathologist	Work of the speech-and-language pathologist includes providing interventions for motor skill deficiencies related to students' speech to improve student and wellness; support social/emotional development of students through social language development.	$244,000

Implement and Monitor - Student Wellness & Success

Student Wellness & Success Initiative	Number of Students Impacted	Results / Analysis: Were the outcomes of the initiative met? Cite Evidence
Mental Health Services		
Physical Health Services		
Physical Health Services		
Physical Health Services		

Plan for Implementation - Disadvantaged Pupil Impact Aid (DPIA)

DPIA Initiative	Description of Initiative	Desired Outcome(s) of Initiative	Forecasted Cost (FY26 + FY27)
Reading Improvement and Intervention	Two Title Teachers: one at each elementary building	Positively impact *at risk* students by increasing the number of students who read at or above grade level.	$505,000
Dropout Prevention	One Teacher (Indian Valley Digital Academy)	Work of the IVDA teacher is to teach and monitor the progress of our students who are transitioning out of the classroom setting for various reasons and are at risk of dropping out.	$205,000
Mental Health Services	Two School Counselors: one at the High School and one at the Middle School	Work of school counselors to align with mult-tiered system of support for student wellness and success including making references to outside agencies when necessary.	$545,000
Mental Health Services	Two Family Advocates: one at each elementary building	Work of family advocates to align with mult-tiered system of support for student wellness and success including making references to outside agencies when necessary.	$380,000

Implement and Monitor - Disadvantaged Pupil Impact Aid (DPIA)

DPIA Initiative	Number of Students Impacted	Results / Analysis: Were the outcomes of the initiative met? Cite Evidence
Reading Improvement and Intervention		
Dropout Prevention		
Mental Health Services		
Mental Health Services		

Examine, Reflect, Adjust

Were the intended outcomes reached? Were strategies implemented as designed?

School District Superintendent Signature: Ira Weintraub Date: 11-24-25

Community Partner Representative Signature: Randy Perez Date: 11/24/2025

Community Partner Representative Signature: Natalie Bell Date: 12-2-25