

Gallipolis City School District Student Wellness and Success Plan FY2026-2027

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
2024-2025	28.2% (Chronic Absenteeism)	90.3%	3/5 Stars

Economically Disadvantaged: 100% (2025)

Wellness Budget

Allocation 374,517.06 FY26 used as estimate

Total Payroll 334,387.08

Hopewell Contract 66,000.00

400,387.08

Left/(Over) to Spend (25,870.02)

Initiative #1: Physical Health Services

5 School Nurses (2 RNs and 3 Health Aids)

Initiative #2: Community Liaisons

Attendance Office

Total Cost: \$334,387.08 (Initiatives 1 and 2)

Initiative #3: Mental Health Services

Hopewell Mental Health Counselors Agreement

Total Cost: \$66,000

Total SSWF Costs: \$400,387.08

Disadvantaged Pupil Impact Aid

FY26: \$1,300, 497.60

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: \$732,519.73 (Initiatives 4-9)

Initiative #10: ESC Before School

GAMS ESC Before School Program

Total Cost: \$5,600.00

Initiative #11: Alternate Pathway

Dropout Prevention

Online Learning Contracted with Jefferson Educational Service Center

Cost: \$45,000.00

Hot Spots (Internet Connectivity)

Cost: \$4,518.00

Total Cost: \$49,518.00

Initiative #12: Academic Intervention

IXL Program

Total Cost: \$48,700.00

Initiative #13: School Safety

GoGuardian Software

Monitoring

Total Cost: \$14,655.00

Initiative #14: School Safety

Gallia Academy High School Student Resource Officer

Cost: \$108,000.00

Rio Grande Elementary Student Resource Officer

Cost: \$15,000.00

Total Cost: \$123,000.00

Initiative #15: Reading Intervention

Read Naturally

Total Cost: \$3,300.00

Allocations: \$1,300,497.60 (FY26 used as estimate)

Total DPIA Costs: \$1,265,497.06 (Initiatives 10-15)

Left to Spend: \$35,000.54

Expansion of Existing and New Partnerships

An attendance officer can play a critical role in reducing chronic absenteeism throughout the district by implementing a proactive, multi-tiered approach to student attendance. Through early identification and intervention, students at risk for chronic absenteeism can be identified quickly and provided with targeted support. The attendance officer can work closely with families to better understand and address the root causes of absenteeism, including health concerns, socioeconomic challenges, transportation issues, or school climate factors. Consistent communication with families, combined with a supportive and welcoming school environment, encourages regular attendance and student engagement. Collaboration with teachers, counselors, and community agencies can further help remove barriers by connecting families with essential resources and support services. In addition, attendance incentives and recognition programs can motivate students to maintain consistent attendance. By using data-driven strategies and fostering a culture of support and accountability, the attendance officer can significantly improve student attendance outcomes across the district.

Having a school nurse in each building can greatly enhance student healthcare services by providing immediate and comprehensive support throughout the school day. A nurse on every campus ensures timely responses to illnesses and injuries, minimizing the amount of instructional time students miss due to health concerns. School nurses also play a key role in managing chronic conditions such as asthma, diabetes, and allergies by monitoring student needs and administering necessary care. Increased nurse availability allows for expanded health education efforts that promote healthy lifestyles and preventative care practices among students. In addition, nurses contribute to mental health support by collaborating with counselors and staff to address students' emotional and psychological well-being. This comprehensive approach supports overall student wellness, creates a healthier learning environment, and contributes to improved academic outcomes. School nurses will also partner with the Holzer Health System to provide telehealth and school-based healthcare services through the new Gallia Academy Wellness Center.

Partnering with Hopewell Health Centers to provide school-based mental health services offers significant benefits for students across the district. This collaboration ensures students have direct access to specialized mental health support within the school setting, helping address concerns ranging from anxiety and depression to more serious emotional and behavioral challenges. Providing services on campus removes common barriers such as transportation and scheduling difficulties, allowing students to receive timely and consistent care. Increased access to mental health services can improve students' emotional well-being, behavior, academic performance, and overall school climate. Additionally, Hopewell Health Centers can provide valuable training and resources for school personnel, helping staff better recognize and respond to students' mental health needs. This partnership supports the development of a healthier, more resilient student population and strengthens the district's commitment to student wellness.

A high school guidance counselor provides essential mental health and academic support by offering students a safe and confidential environment to discuss personal challenges and concerns. Counselors assist students in managing stress, anxiety, depression, and other emotional challenges that may impact both academic performance and personal well-being. By identifying early warning signs of mental health concerns, counselors can connect students with appropriate support services, including referrals to Hopewell counselors when additional intervention is needed. They also help students develop important life skills such as time management, emotional regulation, decision-making, and self-advocacy. Through these supports, guidance counselors foster a positive school environment where students feel supported, understood, and empowered to succeed.

A high school math teacher and four intervention specialists can work collaboratively to provide targeted and effective mathematics interventions for students in grades 6–12. By aligning instructional strategies and expectations across grade levels, they can ensure continuity in mathematical learning and skill development. Using assessment data, the team can identify student needs and implement individualized or small-group interventions focused on closing specific skill gaps. Research-based instructional practices such as scaffolding, visual models,

differentiated instruction, and formative feedback can support diverse learners at both the middle and high school levels. In addition, the team can provide professional learning opportunities, model lessons, and peer support to help students build mathematical confidence, strengthen problem-solving abilities, and develop metacognitive learning strategies. This collaborative approach creates a consistent support system that prepares students for success in advanced coursework and future academic pursuits.

Three reading and literacy intervention specialists, each assigned to a different elementary building, play a vital role in improving student literacy outcomes through targeted, research-based instruction. These specialists use assessment data to identify reading deficiencies early and provide individualized or small-group interventions tailored to students' specific needs, including phonemic awareness, fluency, vocabulary development, and reading comprehension. By collaborating closely with classroom teachers, they help integrate effective literacy practices into daily instruction and ensure consistency across grade levels. The specialists also support professional learning by equipping teachers with strategies and tools to identify and address reading challenges more effectively. Their work helps close achievement gaps, promotes literacy equity, and builds the strong foundational reading skills necessary for long-term academic success.

A district safety team helps ensure that comprehensive security measures are in place by developing, implementing, and regularly reviewing school safety protocols throughout the district. The team coordinates emergency preparedness efforts, including safety drills, threat assessments, and crisis response planning, to help protect students and staff. By collaborating with local law enforcement agencies and mental health professionals, the district safety team addresses both physical security and student well-being. Their efforts contribute to a safe, welcoming, and supportive learning environment where students feel secure and prepared to succeed academically.

Building technology specialists in each instructional building play an essential role in supporting teaching and learning by maintaining and managing educational technology resources. They ensure that devices, networks, and classroom technology systems function efficiently, minimizing disruptions to instruction. These specialists assist teachers with implementing and troubleshooting digital instructional tools and online learning platforms, helping educators integrate technology into their classrooms effectively and confidently. They also provide training and technical support to both students and staff, maximizing the impact of digital learning resources. Their ongoing support enhances student engagement, promotes personalized learning opportunities, and strengthens overall academic achievement.

A before-school program operated in partnership with the Gallia-Jackson Educational Service Center provides students with additional academic support through structured tutoring and intervention opportunities. This early learning support helps students reinforce classroom instruction, strengthen foundational skills, and improve academic confidence in areas where they may struggle. The consistent presence of supportive staff members fosters positive relationships and creates a sense of belonging for participating students. Beginning the day in a

structured, encouraging environment also helps students arrive better prepared and more focused for learning. Overall, the program supports both academic growth and social-emotional development, contributing to long-term student success.

The Jefferson County Educational Service Center Online Platform provides a flexible and accessible educational option for students who are unable to attend school due to medical concerns, disciplinary placements, or credit recovery needs. The platform allows students to remain academically engaged through standards-aligned coursework that can be completed remotely and at an individualized pace. It also supports credit recovery efforts by enabling students to retake previously failed courses and stay on track toward graduation. With guidance from certified teachers and access to academic support services, students can continue progressing toward their educational goals despite personal or situational challenges. This alternative pathway helps improve graduation rates by ensuring all students have equitable opportunities to complete their education successfully.

Student Resource Officers (SROs) contribute significantly to student success by helping maintain a safe and secure learning environment where students can thrive academically and socially. SROs build positive relationships with students, serving as trusted mentors and supportive adult role models both inside and outside the classroom. They provide education on topics such as personal safety, conflict resolution, responsible decision-making, and digital citizenship, contributing to students' overall personal development. Through proactive intervention and de-escalation strategies, SROs help prevent incidents that could disrupt the educational environment. Their presence fosters a sense of safety, trust, and stability that supports student well-being and academic achievement.

Technology tools such as hotspots, GoGuardian, and IXL support students' individualized learning and safety needs in meaningful ways. Hotspots help ensure students have reliable internet access at home, reducing the digital divide and promoting equitable access to educational resources. GoGuardian enhances online safety by monitoring student activity, encouraging responsible internet use, and allowing staff to intervene when students encounter harmful or inappropriate content. IXL provides personalized, interactive instruction aligned to students' skill levels, allowing them to progress at their own pace while receiving immediate feedback to reinforce learning. Together, these tools create a safe, connected, and adaptive learning environment that supports the diverse academic and technological needs of all students.

The evidence-based Read Naturally program combines multiple research-supported reading intervention strategies to deliver effective, individualized literacy instruction that improves overall reading proficiency. Through audio-supported lessons, repeated reading practice, and ongoing progress monitoring, students engage with high-interest texts at their instructional level to strengthen reading fluency, expand vocabulary, and improve comprehension skills.

Based on the most recent district data, the interventions implemented and the partnerships expanded through Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid are

producing measurable improvements across the district. Since the 2021–2022 school year, the district has demonstrated steady growth in attendance, graduation rates, and overall academic performance. Student attendance has increased by more than 4%, the graduation rate has improved by more than 9%, and the district’s academic rating has advanced from 2 Stars to 3 Stars, reflecting the positive impact of these targeted supports and collaborative partnerships.

Partnerships

Holzer Health Systems: Athletic Trainer, Telehealth, Part-Time Nurse Practitioner, Community Health Needs Meetings, Physical Therapy, Occupational Therapy, End of the Year Awards 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: SRO (GAHS), Operation Street Smart, Trauma Informed Care, Therapy Dog and Drug Prevention Education.

Village Of Rio Grande: SRO (Rio Grande Elementary)