

## K-12 Student Wellness & Success Funding Plan/ DPIA Funding

**School District:** Claymont City Schools

**District IRN:** 043778

**District Contact Name:** Kim Beckley

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**Fiscal Year:** FY24-FY25



### Community Partner(s): ECO ESC

- 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 initiative.

For FY 24- FY25 the District assembled a team to identify needs associated with the Wellness and Success initiative. The team included the Superintendent, Assistant Superintendent, Treasurer, building administrators, and community partner (East Central Ohio ESC).

The team looked at internal data on student behavior, health and mental health referrals, graduation rate, and attendance data. As a result, the team determined that students would benefit from the following services: counseling and prevention assistance for students dealing with social and emotional issues/family issues; assistance with identifying academic and behavior issues and recommendations for families dealing with academic and behavior issues; services for students who need medical attention or assistance; services for students to ensure they graduate.

## Research & Select Evidence-Based Strategies

Cite the evidence-based strategies or best practices that are applicable to the Wellness and Success initiative. See the What Works Clearinghouse, WWC Practice Guides, and/or the Ohio Department of Education's Empowered by Evidence website.

According to What Works Clearinghouse, the following evidence-based strategies will ensure our District will meet the diverse needs of our students:

1. In order to reduce behavior problems in the classroom, Districts must identify the specifics of the problem behavior and the conditions that prompt and reinforce it.
2. Monitor the progress of all students and proactively intervene when students show early signs of attendance, behavior, or academic problems.
3. Provide intensive, individualized support to students who have fallen off track and face significant challenges to succeed.
4. Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified.

From A Framework for Safe and Successful Schools – National Association of Elementary School Principals, the following evidence based strategies will ensure the social/emotional/physical health and safety of our students:

### Best Practices for Creating Safe and Successful Schools

1. Fully integrate learning supports (e.g. behavioral, mental health, and social services), instruction, and school management within a comprehensive, cohesive approach that facilitates multidisciplinary collaboration.
2. Implement multi-tiered systems of support (MTSS) that encompass prevention, wellness promotion, and interventions that increase with intensity based on student need, and that promote close school-community collaboration.
3. Improve access to school-based mental health supports by ensuring adequate staffing levels in terms of school-employed mental health professionals who are trained to infuse prevention and intervention services into the learning process and to help integrate services provided through school-community partnerships into existing school initiatives.
4. Integrate ongoing positive climate and safety efforts with crisis prevention, preparedness, response, and recovery to ensure that crisis training and plans: are relevant to the school context, reinforce learning, make maximum use of existing staff resources, facilitate effective threat assessment, and are consistently reviewed and practice.
5. Balance physical and psychological safety to avoid overly restrictive measures (armed guards and metal detectors) that can undermine the learning environment and instead combine reasonable physical security measures (locked doors and monitored public spaces) with efforts to enhance school climate, build trusting relationships, and encourage students and adults to report potential threats.

**Plan for Implementation Student Wellness and Success and DPIA Funds**

Student Wellness & Success Initiative	Description of Initiative	Desired Outcome(s) of Initiative	Allocation Amount	
<input checked="" type="checkbox"/>	Mental Health Services	The District will employ 4 school counselors at the Intermediate School, Middle School and High School.	The school counselors will work with students on character education, provide support for at-risk students, and refer students for mental health counseling, as appropriate. Work of counselors align with the multi-tiered system of support for student wellness and success including making references to outside agencies when necessary.	\$303,000
<input type="checkbox"/>	Mental Health Services	The District will employ a School Psychologist and a Family Advocate.	The school psychologist will assist in identifying students who need behavior and academic supports and provide intervention to families. The family advocate will create, provide, and coordinate services and activities with families and communities that foster strength, healthy living, and overall well-being.	\$236,500
<input type="checkbox"/>	Physical Health Care Services	The District will employ a Certified Occupational Therapist Assistant.	Work of the COTA includes providing interventions for more skill deficiencies related to fine motor to improve the student's fine motor skills to improve each student and wellness.	\$71,000
<input type="checkbox"/>	Physical Health Care Services	The District will employ 2 Speech Pathologists. The District will also contract services for another speech pathologist to assist with the workload.	Work of the speech pathologist includes providing interventions for more skill deficiencies related to students' speech to improve student and wellness; support social/emotional development of students through social language development.	\$221,500
<input checked="" type="checkbox"/>	Physical Health Care Services	The District will employ 2 nurses.	The nurses will provide physical, mental, and emotional support for students. In most cases, they are the first in making referrals to student services and/or mental health counselor.	\$186,000

Student Wellness & Success/DPIA Initiatives	Description of Initiative	Desired Outcome(s) of Initiative	Allocation Amount	
<input type="checkbox"/>	Drop Out Prevention	The District will contract with the ECO ESC to utilize Alternative Education Program (STAR) for students at-risk of dropping out of school.	The Alternative Education Program will focus on pathways and means to keep students on track to graduate for school.	\$60,000
<input type="checkbox"/>	Reading Improvement Intervention	The District will employ k-5 teachers for reading improvement and intervention that is aligned in the Science of Reading.	Teachers will identify ways to increase student achievement through improving language and literacy outcomes for all students.	\$1,680,000
<input type="checkbox"/>	Academic Interventions	The District will employ intervention specialists for grades 6 - 12.	Work of the intervention specialist will include identifying and aligning best practices that align with classroom instruction to improve student academic success.	\$796,000

## Implement and Monitor

Student Wellness & Success Initiative		Number of Students Impacted	Results/ Analysis: Were the outcomes of the initiative met? Cite evidence.
<input type="checkbox"/>	Mental Health Services		
<input type="checkbox"/>	Mental Health Services		
<input type="checkbox"/>	Mental Health Services		
<input type="checkbox"/>	PhysicalHealthCare Services		
<input type="checkbox"/>	PhysicalHealthCare Services		
<input type="checkbox"/>	PhysicalHealthCare Services		

Student Wellness & Success Initiative	Number of Students Impacted	Results/ Analysis: Were the outcomes of the initiative met? Cite evidence.
<input type="checkbox"/> Drop Out Prevention		
<input type="checkbox"/> Reading Improvement Intervention		
<input type="checkbox"/> Academic Interventions		

**Examine, Reflect, Adjust**

Were the intended outcomes reached? Were strategies implemented as designed? Identify next steps for FY21.

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School District Superintendent Signature: *Duain Pentec* Date: 6/3/24

Community Partner Representative Signature: *Randy Lucas* Date: Jun 7, 2024

Community Partner Representative Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Claymont

Final Audit Report

2024-06-07

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**Examine, Reflect, Adjust**

Were the intended outcomes reached? Were strategies implemented as designed? Identify next steps for FY21.

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School District Superintendent Signature: *Druan Pentich* Date: 6/3/24  
Community Partner Representative Signature: *Natalie Bellet* Date: 6/26/24  
Community Partner Representative Signature: \_\_\_\_\_ Date: \_\_\_\_\_

