



Student Wellness and Success Plan FY2023-2024

We support Ohio's strategic plan for education. According to HB 166, we have created and documented critical components of the Gallia Jackson Vinton JVSD (Buckeye Hills Career Center) Student Wellness and Success Plan.

Initiative Type(s):

Physical Health Care, Mental Health Services, Community Liaisons and Support Services

Community Partner(s):

Drug-Free Clubs of America, Job and Family Services, Our Six Feeder School District Counselors, Buckeye Hills Adult OTC, and various Mental Health Agencies

Initiative Benefits:

The benefits include more professionals for students with whom to talk. Professionals will provide career and academic guidance, contact outside support agencies, communicate directly and indirectly with parents, give students medical care through a school nurse, and openly make it OK to be a student without so much pressure to do alcohol and drugs.

Essential Staff and Partners:

School administration (specially building deans), counselors, social workers, school nurses, Drug-Free Club personnel, the Dean of Partnerships, the Adult OTC health academy, and the entire staff work together as one team.

Action Steps to Get Started:

We have worked with local organizations to determine community needs and available resources. Unfortunately, through the work of our social worker meeting with agencies, we found that we needed to take the lead. We have the unique centralized position of stretching out to three counties and six school districts.

We are well on our way to continuing the support surge that began a year and a half ago. Adding an extra counselor, an additional administrator (Dean of Partnerships), a new Social Worker, and, most recently, a school nurse gave us the workforce needed to provide support services. Our new superintendent came to us with these expectations, and the Board of Education got on board to make it happen.

The Student Wellness and Success dollars allowed us to expedite our goals. Improvement has been a collaboration of staff and funding sources. For instance, our Perkins dollars have added a job placement coordinator and student support aide. In contrast, special education funding has allowed us to add intervention specialists in our primarily inclusive setting.

GALLIA-JACKSON-VINTON JOINT VOCATIONAL SCHOOL DISTRICT

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07.24.2020-Original-01.19.2024 Revised

Our goals:

- To meet the needs of the *whole child* – the physical, social, emotional, and intellectual aspects of the child’s well-being.
- To support students’ academic achievement through mental health counseling, wraparound services, and mentoring.
- To knock down barriers to school success.

Description of Initiative:**FY 20: We carried over most of our funds from last year except for the launch of Drug-Free Clubs of America.**

We carried over most of our funds from last year, except for \$27,000 spent to launch our Drug-Free Clubs of America initiative, with over 65% of our students becoming members. This growing initiative is making “not doing drugs” the accepted norm at Buckeye Hills CTC, with all members agreeing to be tested, both initially and randomly. Our Dean of Partnerships and Ohio Drug-Free Clubs of America representatives guided the event. Feeder schools sent their bands to kick off the initial event with our Adult OTC health academy, which was involved in collecting drug samples.

FY21: Drug-Free Clubs, two counselors, a school nurse, a social worker, and COVID-related supplies.

We have made significant strides in giving students the mental and physical support they need. Adding a second guidance counselor, a social worker, and a school nurse prompted a considerable move forward. Funds will be used wholly or partially to support these student support professionals. We will continue to grow the Drug-Free Clubs of America chapter by paying for drug screening and providing incentives and assemblies. In addition to student duties, the social worker initiated a three-county community liaison project by meeting with regional support agencies. Additionally, we purchased COVID-related supplies with Student Wellness and Success funds. The support of a school nurse has been very significant, causing a greater emphasis on “We care for you!” to our students.

FY22: Goals set for the DPIA and SWSF:**DPIA: Initiative #1: Extended school day and school year (\$163,098.48)**

- Description: Students requiring tutoring, academic remediation, assessment preparation, credit recovery, and industry credential obtainment. These services were critical during the COVID pandemic, and we still see those issues.
- Community partner: (District Lead & Ohio Technical Center)
- Number of students directly impacted: 134
- Number of students indirectly impacted: 404

DPIA: Initiative #8: Academic interventions for students in any of grades six through twelve (\$611,852.56)

- Description: Our district provides academic interventions to all students, regardless of whether they are on an IEP or 504 plan. We have strategically placed invention specialists and aids in all buildings throughout the campus; this provides a team atmosphere with students and staff.
- Community partner: Other (District Lead)
- Number of students directly impacted: 194
- Number of students indirectly impacted: 414
- Base Cost Student Wellness: (\$64,446.50 Student Support Services Technician), (\$14,493.70 After School Program), (\$31,939.53 School Nurse), and (\$28,723.64 Alternative School Option).
- Student Wellness and Success Funding: To meet the needs of the whole child – the physical, social, emotional, and intellectual aspects of the child’s well-being; To support students’ academic achievement through mental health counseling, wraparound services, and mentoring. (\$272,827.52)

Gaps Identified: Our region identified a gap in services with social services, mental health, and substance abuse. Hence, why our district has hired a social worker, additional counselor, school nurse, and full-time SRO. Also, our district has implemented a Drug-Free Clubs of America Chapter, which is now the most significant chapter in our region.

Data used to measure outcomes and impacts: Our district has selected N/A for all the above due to the COVID-19 pandemic. Many variables slant data, and it would not accurately measure growth during a pandemic.

FY2022 Initiative Detail

Funding Sources Used for Initiatives:

- FY22 Disadvantaged Pupil Impact Aid Funding Spent: \$744,952.04
- FY22 Base Cost Student Wellness and Success Component Spent: \$139,567.66
- Remaining Student Wellness and Success Funds from FY20 & FY21 Spent: \$272,827.52

Number of new FTE staff positions funded:

| | |
|---|---|
| Disadvantaged Pupil Impact Aid: 2 FTEs | Base Cost Student Wellness and Success: 1 FTE |
| FY20, and FY21 Student Wellness and Success Funds: 0 FTEs | |

Number of existing FTE staff positions funded:

| | |
|--|--|
| Disadvantaged Pupil Impact Aid: 7 FTEs | Base Cost Student Wellness and Success: 3 FTEs |
| FY20 and FY21 Student Wellness and Success Funds: 0 FTEs | |

Highlighted Success Story: Our most significant success story is our Drug-Free Clubs of America Chapter. Our district implemented a chapter 4 years ago, and last year, we dominated our previous % of students committed to being drug-free. Our chapter hit 85%, which is remarkable. We have students who openly tell staff that they want to help get off drugs and become DFCA members so they can become successful citizens within our society.

FY23: Goals set for the DPIA and SWSF:

DPIA: Initiative #1: Extended school day and school year (\$217,949.40)

- Community partner: Other (District Lead & Ohio Technical Center)
- Number of students directly impacted: 176
- Number of students indirectly impacted: 1,594

DPIA: Initiative #3 Instructional Technology (\$138,260.60)

- Community partner: Other (District Lead)
- Number of students directly impacted: 69
- Number of students indirectly impacted: 482

DPIA Initiative #5 Dropout Prevention (\$33,458.99)

- Community partner: Other (District Lead and Ohio Technical Center)
- Number of students directly impacted: 231
- Number of students indirectly impacted: 482

DPIA: Initiative #8: Academic interventions for students in any of grades six through twelve (\$865,471.07)

- Community partner: Other (District Lead)
- Number of students directly impacted: 302
- Number of students indirectly impacted: 482

Base Cost Student Wellness: (\$57,464.67 Social Worker-Student Support Services Technician), (\$9,447.40 After School Program), and (\$96,033.72 Drug Free Clubs of America Program)

Student Wellness and Success Funding: To meet the needs of the whole child – the physical, social, emotional, and intellectual aspects of the child’s well-being; To support students’ academic achievement through mental health counseling, wraparound services, and mentoring; To knock down barriers to school success. (\$162,945.79)

Gaps Identified: Our region identified gaps in services with social services, mental health, and substance abuse. Hence, why our district has hired a social worker, additional counselor, school nurse, after-school staff full-time SRO, and a Therapy Dog; also, our district has implemented a Drug-Free Clubs of America Chapter, our region's most critical initiative to fight the opioid epidemic.

Data used to measure outcomes and impacts: Our district has selected N/A for all the above due to the COVID-19 pandemic. There are a lot of variables in the data, and it would not be an accurate measurement of growth during a pandemic. This coming school year will be a good year to compare against last year's data set since it was the 1st year we had normal operations.

Funding Sources Used for Initiatives:

- FY23 Disadvantaged Pupil Impact Aid Funding Spent: \$1,255,140.06
- FY23 Base Cost Student Wellness and Success Component Spent: \$162,945.79
- Remaining Student Wellness and Success Funds from FY20, FY21 & FY22 Spent: \$67,752.53

Number of new FTE staff positions funded:

| | |
|---|---|
| Disadvantaged Pupil Impact Aid: 2 FTEs | Base Cost Student Wellness and Success: 1 FTE |
| FY20, FY 21 and FY22 Student Wellness and Success Funds: 0 FTEs | |

Number of existing FTE staff positions funded:

| | |
|---|--|
| Disadvantaged Pupil Impact Aid: 7 FTEs | Base Cost Student Wellness and Success: 3 FTEs |
| FY20, FY 21 and FY22 Student Wellness and Success Funds: 0 FTEs | |

Highlighted Success Story: We continue to have success with our Drug-Free Clubs of America Chapter. Our district implemented this initiative five years ago, and last year, we continued to grow the chapter at our main campus, with more than 85% of students dedicated to being drug-free. We have students who openly tell staff that they want to get help off drugs and become DFCA members so they can become successful citizens within our society.

Also, we are the Lead Career Technical Planning District and have seven partner high schools/6 districts. 5/6 districts have begun implementing their own DFCA chapters as well. Our entire three-county region has implemented this initiative.

CHANGES to OHIO LAW

Ohio law now includes several updates related to [Disadvantaged Pupil Impact Aid](#) and [Student Wellness and Success Funds](#). These updates help ensure that districts and schools are positioned to prioritize students' physical and mental health needs through strategic community partnerships.

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 a community mental health prevention or treatment provider or local alcohol, drug addiction, and mental health services (ADAMHS) board **and** another community partner from the [current list of partners](#).
- Share the Student Wellness and Success Fund plan with the governing body and post it to the website within 30 days after the 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 (FY24) must be spent by June 30, 2025. Additionally, Student Wellness and Success Funds received in FY20 to FY23 must be spent by June 30, 2025.

The [FY24-25 Student Wellness and Success Funding and Disadvantaged Pupil Impact Aid Uses Chart](#) outlines the initiatives that districts and schools can spend on Disadvantaged Pupil Impact Aid and Student Wellness and Success Funds. Please note some initiatives changed for Fiscal Years 2024 and 2025.

Initiative Detail-FY2024

Funding Sources Used for Initiatives:

- FY24 Disadvantaged Pupil Impact Aid Funding Projected: \$883,964.64
- FY24 Base Cost Student Wellness and Success Component Projected: \$175,390.23
- Remaining Student Wellness and Success Funds from FY20, FY21, FY22 & FY23 Spent: \$0 (All Funds have been spent)

Number of new FTE staff positions funded:

| | |
|---|---|
| Disadvantaged Pupil Impact Aid: 2 FTEs | Base Cost Student Wellness and Success: 1 FTE |
| FY20, FY 21 and FY22 Student Wellness and Success Funds: 0 FTEs | |

Number of existing FTE staff positions funded:

| | |
|---|--|
| Disadvantaged Pupil Impact Aid: 7 FTEs | Base Cost Student Wellness and Success: 3 FTEs |
| FY20, FY 21 and FY22 Student Wellness and Success Funds: 0 FTEs | |

Highlighted Success Story: We continue to have success with our Drug-Free Clubs of America Chapter. Our district implemented this initiative five years ago, and this year, we continued to grow the chapter at our main campus, with more than 88% of students dedicated to being drug-free. We have students who openly tell staff that they want to get help off drugs and become DFCA members so they can become successful citizens within our society.

List of Services-50% of SWSF:

- A. Mental Health Services: Hiring new or additional social workers and school counselors to support students. Partnering with community agencies to identify student needs and provide evidence-based behavioral health services and recovery support

| Staff | Position | Date Implemented |
|----------------|---------------------|------------------|
| Tammy French | Counselor-Social | 2019*2020 |
| Brandi Stevens | Counselor-Education | 2019*2020 |

- B. Physical health services: Hiring school nurses and healthcare providers to serve students during the school day. Providing telehealth services to meet students' physical health needs in [rural communities](#). Constructing or adapting existing space for a school-based health center. Collaborating with community partners to address student physical and mental health needs through [school-based health care](#).

| Staff | Position | Date Implemented |
|---------------|--------------|------------------|
| Cynda Smith | School Nurse | 2020*2021 |
| Holzer Health | Telehealth | 2020*2021 |

- C. Homeless youth services: Provide access to essentials like clothing, hygiene products, and transportation to and from medical appointments. System improvements and infrastructure to identify, track, and support students experiencing homelessness, including collaboration with local agencies or organizations to provide temporary housing solutions, such as emergency shelters or transitional housing—salary for a dedicated homeless education liaison or system navigator.

| Staff | Position | Date Implemented |
|--------------|------------------|------------------|
| Tammy French | Counselor-Social | 2019*2020 |

BHCC has a clothing and food pantry for all students to access. Our social counselor and staff manage this. Mrs. French is our homeless education liaison and works full-time.

- D. Family engagement activities: Hosting Parent Education Nights to create opportunities for families and communities to engage in learning skills, content, and curriculum taught to school community students.

| Staff | Position | Date Implemented |
|--------------|------------------|------------------|
| Tammy French | Counselor-Social | 2019*2020 |

BHCC hosts multiple events for students and parents.

- E. After-school programming: Assessing your students and families before and after-school programming needs and partnering with a local agency to provide programming in various areas, including structured physical activities, wraparound services, healthy habits and nutrition, mentoring programs, or other enrichment activities. Providing high-dosage tutoring that aligns with the science or reading before or after school.

| Staff Hired | Position | Date Implemented |
|--|----------|------------------|
| Leesa Lewis | Lead | 2020*2021 |
| A. Perkins, A. Barr, L. Hawks, M. Daniels. | Teachers | 2020*2021 |
| L.Hawks, L.Lewis, G.McGraw | Drivers | 2020*2021 |
| Leesa Lewis | Lead | 2021*2022 |
| A.Barr, J.Harrison, A.Hughes, A. Perkins, P.Polcyn, C.Ruby | Teachers | 2021*2022 |
| A.Barr, T.French, G.McGraw, B.Stevens | Drivers | 2021*2022 |
| Amy Barr | Lead | 2022*2023 |
| A.Barr, T.Bartee, A.Perkins, C.Ruby, P.Polcyn | Teachers | 2022*2023 |
| A.Barr, T.French, L.Hammond, G.McGraw, B.Stevens(sub) | Drivers | 2022*2023 |
| Amy Barr | Lead | 2023*2024 |
| A.Barr, A.Perkins, C.Ruby, D.Polcyn | Teachers | 2023*2024 |
| T.French, L.Hammond, G.McGraw, B.Stevens(sub) | Drivers | 2023*2024 |

- F. Dropout prevention: Developing alternative educational programming for students at risk of dropping out. Hiring staff to support students who transition from secure settings Partnering with or developing a program that features support services such as mental health counseling, health and wellness services, career counseling, mentoring and graduation pathways or workforce credential programs. Hiring a resource coordinator to help students connect with community-based resources and provide trauma-informed training for staff members.

| Staff Hired | Position |
|-----------------|--|
| Rick Baker | In School Suspension |
| Christina Reese | Credit Recovery Aide |
| All Teachers | Academic, Intervention Specialist, CTE Instructors |

G. School safety: training staff and school personnel in [appropriate and approved threat assessment training programs](#), such as Comprehensive School Threat Assessment Guidelines (CSTAG)

It is connecting with the [Ohio School Safety Center](#) for guidance, resources, and support from the center and its regional safety liaisons.

| Staff | Position | Date Implemented |
|---------------------|-----------------------------|------------------|
| Greg Snyder | Lead-Dean | 2022*2023 |
| Don Armstrong | Director | 2022*2023 |
| Jordan Shaffer | SRO | 2022*2023 |
| Brent Bethel | Teacher, AE Supervisor | 2022*2023 |
| Kyle Deel | Teacher | 2022*2023 |
| Tammy French | Social-Counselor | 2022*2023 |
| Tyler Schweickart | Grant Administrator | 2022*2023 |
| Paula Williams-Wray | Administrative Professional | 2022*2023 |

Community Partners

Our district partners with the following multiple community agencies: Holzer Health, Jobs and Family Services (Gallia, Jackson, Vinton Counties), Health Department (Gallia, Jackson, Vinton Counties), Integrated Services, Hopewell, Sojourners, Juvenile Court (Gallia, Jackson, Vinton Counties), OOD, Gallia-Jackson ESC, ASPIRE, BHCC Adult Education, Health Recovery Services, Children's Services (Gallia-Jackson, Vinton Counties), Nationwide Children's, PATH, TASC, Gallia County Sheriff, Prism Behavioral, You Belong, Gallia Jackson Meigs ADAMH Board, Community Action, Family and Children First Council, Metropolitan Housing, Court Street Ministries, Multiple Food Pantries, Gallipolis Outreach Center, Gallia, Jackson, Meigs- Suicide Prevention and Awareness Coalition, Ohio Rise and Military Branches.

Additional Requirements

- Our Student and Wellness Plan will be updated annually, board-approved, and posted on our website.
- Our Student and Wellness Plan will provide annual allotments of funds spent. We aim to provide the public transparency of funds received and spent based on the plan's directives.
- Our district will allocate and spend all funds by the timelines determined by the Department of Education and Workforce. At this time, funds must be spent by the following year. (Example: FY24 must be spent by June 30, 2025).

- If you have any questions, comments, or concerns, please get in touch with the District Office.

NOTE: The Gallia-Jackson-Vinton JVSD may use other funds to offset the cost for sustainability purposes.

07.24.2020-Original-01.19.2024 Revised