

Disadvantaged Pupil Impact Aid and Student Wellness and Success Data Collection Report

Fiscal Year 2022



MAY 2023



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Fiscal Year 2022 Report

Executive Summary

Student Wellness and Success funding has been vital in supporting students' academic, physical and emotional wellness since 2019. The investment of \$1.3 billion in wellness funds since 2019 has been integral to how schools and districts have supported all students both in and out of the classroom.¹ If a child's physical, emotional and mental health needs are not met, the child will not be ready to learn. To achieve success in this endeavor, we must meet the needs of the [Whole Child](#). The whole child approach to education broadens the school and district approach to education beyond academics to include student wellness, physical and safety needs. [Ohio's Whole Child Framework](#) provides a blueprint to meet those needs that can be fundamental to a child's intellectual and social development.

Under the leadership of Governor Mike DeWine and Ohio's General Assembly, Ohio continues to be dedicated to the health and wellbeing of Ohio's students. Through the implementation and allocation of Disadvantaged Pupil Impact Aid and Base Cost Student Wellness and Success Component funding, Ohio's educators and physical and behavioral health care professionals are striving to improve the health and wellbeing of students. This vital funding during the 2021-2022 school year (FY22) assisted schools in providing services to help meet the physical, mental, emotional and distinct academic needs of many of Ohio's students, including vulnerable populations such as students experiencing homelessness and those involved in the child welfare system.

In FY22, schools and districts implemented 2,646 initiatives alongside 2,122 community partners. These initiatives have been successful through the dedicated partnerships between students, schools, parents and community partners. Many of these initiatives help Ohio to meet the four priorities set in Ohio's state plan, [Future Forward Ohio](#), by addressing literacy, accelerating learning (focusing on literacy and numeracy), workforce development and student wellness.

Data Collection Report Overview

During FY22, 988 schools and districts received \$698 million dollars of Base Cost Student Wellness and Success Component and Disadvantaged Pupil Impact Aid Funding, of which schools and districts expended \$558.4 million. Eight hundred and twenty-one schools and districts had remaining Student Wellness and Success funds from FY20 and FY21 totaling over \$239 million dollars, of which \$120.3 million dollars was used during FY22 for programs and services. Schools and districts receiving funds are required by [Ohio law](#) to meet specific criteria based on these three funding streams outlined below. The data collected regarding these three funding streams for FY22 are included in this report.

DISADVANTAGED PUPIL IMPACT AID

1. Implement programs within 17 allowable uses.
2. Develop a plan in partnership with at least one of eight allowable community partners.
3. Complete and submit a report detailing the use or planned use of funds to the Department.

¹ This figure was calculated by adding together funds allocated for Student Wellness and Success FY20- \$274,144,165, FY21- \$399,999,892, Disadvantaged Pupil Impact Aid FY22- \$436,703,019, and Base Cost Student Wellness and Success Component funds FY22- \$261,348,335



BASE COST STUDENT WELLNESS AND SUCCESS COMPONENT

1. Implement programs within eight allowable uses.
2. A community partner is not required, but schools and districts were encouraged to leverage partners identified in Disadvantaged Pupil Impact Aid and Student Wellness and Success Funds planning.
3. Complete and submit a report detailing the use or planned use of funds to the Department.

REMAINING STUDENT WELLNESS AND SUCCESS FUNDS FROM FY20 AND FY21

1. Implement programs within 11 allowable uses.
2. Develop a plan in partnership with at least one of eight allowable community partners.
3. Complete and submit a report detailing the use or planned use of funds to the Department.

Details regarding the allowable uses and allowable community partners mentioned above can be found in [Appendix A](#).

Report Highlights

The Department collected data in fall 2022 from the 988 eligible schools and districts on the use of Disadvantaged Pupil Impact Aid, Base Cost Student Wellness and Success Component, and FY20 and FY21 Remaining Student Wellness and Success Funds. The data requested included programs and services supported with these funds throughout FY22. There were 988 schools and districts that completed the tool, with 963 having spent funds during FY22.

- All 988 schools and districts that were eligible to receive funding completed the data collection tool.
- There were 2,646 initiatives, an increase of 335 initiatives from FY21. Of the reported initiatives, 15% were new.
- Mental health services were the most frequently reported allowable use. Mental health services accounted for 701 initiatives across all three funding streams.
- Educational service centers remained the most frequently used community partner with 63% (620) of the 988 schools reporting partnerships.
- For the first time, schools and districts reported on evaluation data that was used to evaluate their programs and services, including attendance data, discipline data, Positive Behavioral Interventions and Supports (PBIS) data and student achievement data.

Allowable Services or Uses

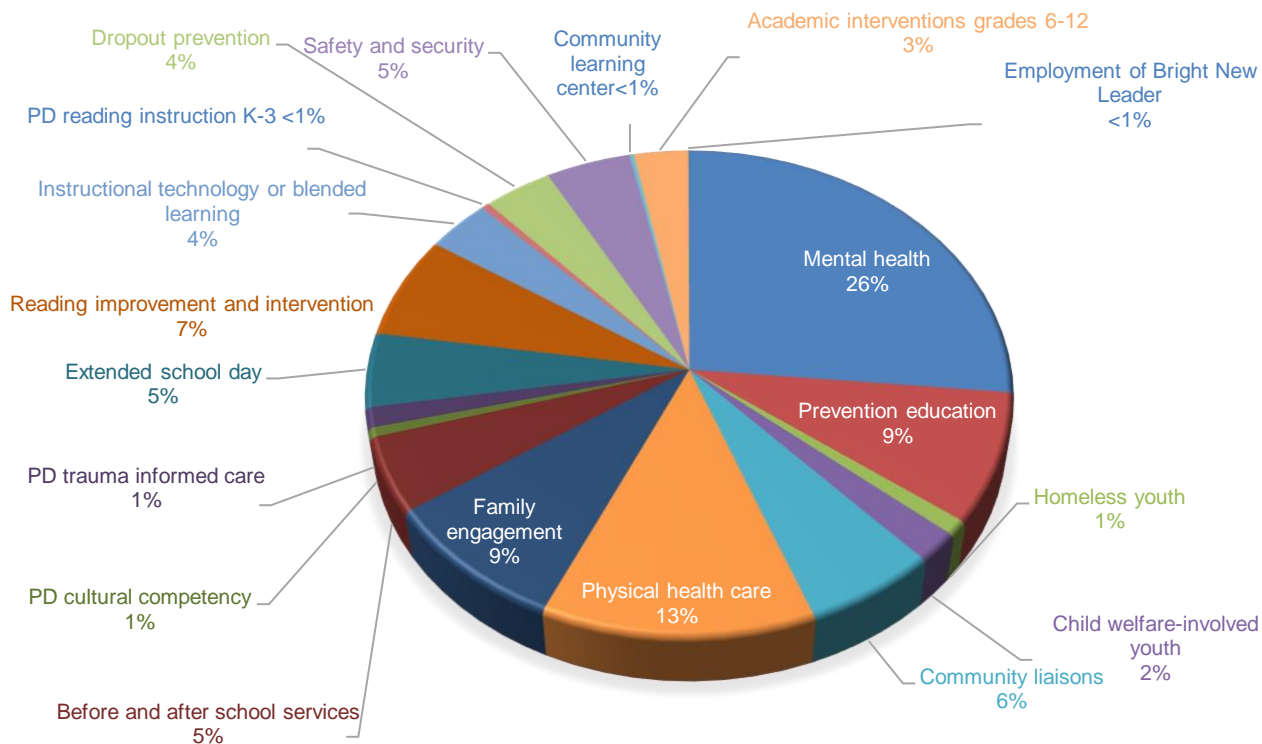
Meeting the needs of the whole child is essential to assuring the academic, physical, social and emotional success of Ohio's children. Ohio's schools and districts worked hard over the last year to implement programs and strategies to meet those physical, behavioral, emotional and safety needs of children using Disadvantaged Pupil Impact Aid, Base Cost Student Wellness and Success Component and Remaining Student Wellness and Success funding.

Ohio law requires schools and districts to use this funding for specific allowable uses. A list of those allowable uses of funding can be found in the Department's [Student Wellness Funding Comparison Guide](#). Allowable uses are referred to as *services* in this report to represent services provided to students. The 988 schools and districts eligible for funding reported implementing 2,646 initiatives.

Chart 1, below, includes the service categories for all initiatives for the three funding streams. The five service categories with the highest number of initiatives reported included mental health services (26%), physical health care services (13%), family engagement (9%), prevention education (9%), and reading improvement and intervention (7%). The remaining allowable uses ranged from 0-6% of total reported initiatives.



Chart 1: Percentage of Total Initiatives Implemented Across Three Funding Streams



Note: Includes initiatives implemented using Disadvantaged Pupil Impact Aid, Base Cost Student Wellness and Success Component and Remaining FY20 & FY21 Student Wellness and Success funds.

Allowable Community Partners

Collaboration with community partners is essential in the development, implementation and successful completion of many whole child initiatives. By engaging a diverse group of community partners, schools can gain valuable insight into local community resources available to help them develop strategies and ensure they are engaging their vulnerable youth populations.

[Ohio law](#) established [eight allowable community partners](#) for schools and districts to plan for the use of both Disadvantaged Pupil Impact Aid and the FY20 and FY21 Student Wellness and Success funds. While planning with a community partner for the use of Base Cost Student Wellness and Success Component funding is not required, the Department encourages schools and districts to leverage existing partnerships to plan for the use of funds.

The table below shows the breakdown of the 2,122 community partners reported. Schools and districts were encouraged to partner with other schools and districts to share valuable resources. A total of 160 schools and districts reported collaboration with other schools and districts.



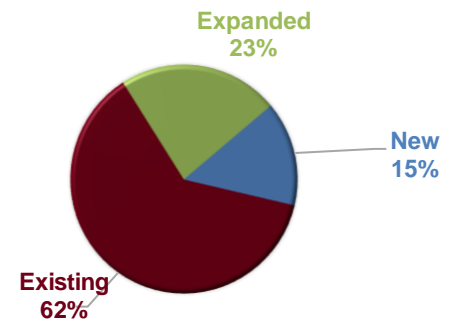
Table 1: FY22 Community Partners by School

Board of alcohol, drug and mental health services	142	14%
Educational service center	620	63%
County Board of Developmental Disabilities	31	3%
Community-based mental health provider	442	45%
Board of health of a city or general health district	129	13%
County department of jobs and family services	80	8%
Nonprofit organization with experience serving children	266	27%
Public hospital agency	94	10%
Other partners	318	32%

Initiative Development

The Department encouraged schools and districts to use the [Ohio Improvement Process \(OIP\)](#) with their community partners to create a new or expand on an existing comprehensive plan for the utilization of Disadvantaged Pupil Impact Aid and Remaining FY20 and FY21 Student Wellness and Success funds. Seven hundred and sixty-four schools and districts reported completing a needs assessment to identify the needs of their students and families and inform the spending of their funding. During FY22, schools and districts used these funds to implement new, existing and expanded initiatives.

CHART 2: INITIATIVE STATUS



Schools and Districts Goals

The goal of educators is to ensure students are ready for future success. “Ready for future success” is more than just mastering academic content — it means having the leadership and wellness skills that enable success in the circumstances students will encounter in their lives. Student Wellness and Success Funds are one tool schools and districts can use to help achieve this goal. Because every community faces different challenges, the funds are designed to provide schools and districts with significant flexibility to address the unique needs of their students.

As part of the Student Wellness and Success Funds Report Survey, schools and districts shared overarching goals for the use of funds. Many schools and districts’ goals recognized the a direct correlation between a student’s health and wellness and his or her academic, physical and social and emotional success. Schools and districts emphasized the importance of meeting the needs of the whole child through increasing services and support for their most vulnerable student populations. These youth may be students with disabilities, English learners, students experiencing homelessness, students in foster care and adjudicated or migrant youth, as well as students experiencing adverse childhood experiences such as those experienced by many students during the COVID-19 pandemic. Goals ranged from focusing on removing common barriers such as lack of transportation, lack of access to health care services and food insecurity to cultivating partnerships that address the physical, social and mental health needs of their students.



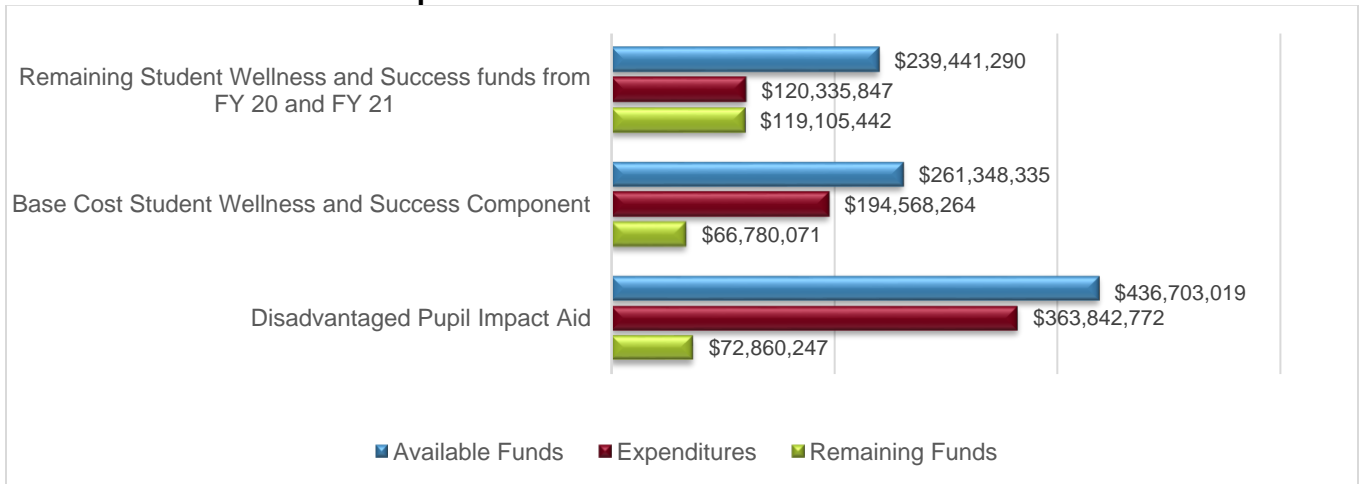
Funding

Schools and districts found innovative and effective ways to provide whole child supports, including mental health care services to children using Student Wellness and Success, funding since 2019. [Ohio Law](#) continues to support these services with Student Wellness funding.

During FY22, schools and districts had a variety of funding sources available to provide student wellness activities. The three main funding sources included Disadvantaged Pupil Impact Aid, Base Cost Student Wellness and Success Component, and FY20 and FY21 Remaining Student Wellness and Success funds. In addition to these three funding sources, schools and districts received over \$6.68 billion dollars in federal [COVID relief funds](#) to be spent through September 2024 to support student success as outlined in [Future Forward Ohio: Overcoming Obstacles to Learning, Accelerating Learning and Preparing Students for Future Success](#). Many of the allowable uses of Disadvantaged Pupil Impact Aid, Base Cost Student Wellness and Success Component, and Remaining FY20 and FY21 Student Wellness and Success funds are aligned to Future Forward Ohio as well.

Schools and districts reported that 1,398 new full-time equivalent staff positions and 8,271 existing full-time equivalent staff positions were supported through these funds in FY22. Graph 1 below shows the funding disbursement, expenditures and remaining balances for each of the three funding streams.

Graph 1: FY22 Disbursement and Expenditure of Funds



Initiative Descriptions

The [link between health and education](#) is well documented. Healthy People 2030 emphasizes that a successful and strong educational experience creates opportunities to improve an individual’s health by increased income, healthy behaviors, social and psychological benefits and healthier neighborhoods. Poor health can also affect educational achievement causing poor attendance, concentration problems and learning disabilities.

Students experience greater success when they are healthy, feel safe, engaged in learning, supported through strong systems and relationships, and are challenged and experience success. Healthy students are more likely to attend school regularly, enjoy learning and develop positive social skills.

Recognizing that students’ basic physiological and psychological needs must be met before they can fully engage in complex learning and social activities is at the core of the [Whole Child Framework](#). Together,



schools, families and community partners can provide the conditions essential for children to learn, thrive and achieve their greatest potential. The services described below are examples of the ways that schools and districts are helping to meet the whole child needs of students in Ohio. Schools and districts reported spending more than \$856.3 million dollars in FY22 of Disadvantaged Pupil Impact Aid, Base Cost Student Wellness and Success Component, FY20 and FY21 Remaining Student Wellness and Success, Federal COVID relief and other funds on services to support student wellness and success. The following include the top funding expenditures that schools and districts reported for FY22 of Disadvantaged Pupil Impact Aid, Base Cost Student Wellness and Success Component, FY20 and FY21 Remaining Student Wellness and Success.

Student Wellness and Success - Top three funding expenditures

1. Mental health services, including telehealth
2. Physical health care services, including telehealth
3. Culturally appropriate, evidence-based or evidence-informed prevention education, youth-led programming and social and emotional learning curricula to promote mental health and prevent substance use and suicide

Mental health services, including telehealth

Currently, schools and districts are experiencing an urgent mental health crisis. According to Youth Risk Behavior Survey (YRBS) data since 2019, more than one in three Ohio high school students reported experiencing persistent feelings of sadness or hopelessness, and one in five students seriously considered suicide.² This crisis is not new, but the pandemic intensified the need for more support. Schools and districts implemented programs and services to support the mental health of Ohio’s children. Schools and districts used funds to hire new personnel such as school counselors, school social workers, school nurses and school psychologists who support student behavioral health and wellness needs. Schools and districts also used funding to maintain or expand the capacity of existing positions and contract for services with community organizations and behavioral health agencies to support student and family needs from prevention to treatment.

Table 2: Mental Health Services, Including Telehealth Services

Mental Health Services, Including Telehealth at a Glance	
Number of initiatives	701
Number of schools and districts with mental health services	527
Number of students directly impacted	629,890
State funds expended	\$192,180,248.77

Physical health care, including telehealth

The COVID-19 pandemic brought the physical health of students and staff to the forefront of most school and district administrators. The need to keep students in school while keeping them safe and healthy is crucial to their educational success. School-based health centers and an increase in nursing services became a priority for many schools with the expansion of these services occurring across the state. Schools and

² 2019 High School YRBS Mental Health, Suicide, and Self-Harm Report <https://odh.ohio.gov/know-our-programs/youth-risk-behavior-survey/high-school-data/2019-hs-mentalhealth-suicide-self-harm-report>



districts used funds to hire new personnel, maintain and expand the capacity of existing positions, contract for services with community organizations, provide COVID-19 rapid testing for students and staff, build school-based health centers and provide telehealth services.

Table 3: Physical Health Care Services, Including Telehealth

Physical Health Care Services, Including Telehealth at a Glance	
Number of initiatives	333
Number of schools and districts with physical health care services	302
Number of students directly impacted	408,083
State funds expended	\$75,738,815.73

Prevention education to promote mental health and prevent substance use and suicide

In the previous two years of Student Wellness and Success reporting, mental health prevention programming was included under the mental health category. Legislative changes for FY22 emphasized the need for prevention education by separating prevention education to promote mental health and prevent substance use and suicide as a separate category. Schools and districts self-reported spending funding on culturally appropriate, evidence-based or evidence-informed prevention education, youth-led programming and social and emotional learning curricula to promote mental health and prevent substance use and suicide. Funds were used to hire new personnel, including social emotional coaches and counselors, and implement evidence-based programs such as [Second Step](#), [7 Mindsets](#), [Ruling our Experiences \(ROX\)](#), [Question-Persuade-Refer \(QPR\)](#) and [Signs of Suicide \(SOS\)](#). It is important to note that this list of programs and curriculums were those most frequently reported utilizing wellness funding and are not all inclusive of those prevention services offered in Ohio’s schools.

Table 4: Culturally Appropriate, Evidence-based or Evidence-informed Prevention Education, Youth-led Programing and Social and Emotional Learning Curricula to Promote Mental Health and Prevent Substance Use and Suicide

Prevention Education to Promote Mental Health and Prevent Substance Use and Suicide at a Glance	
Number of initiatives	228
Number of schools and districts with prevention education services	187
Number of students directly impacted	297,254
State funds expended	\$64,861,182.76



Disadvantaged Pupil Impact Aid- Top three funding expenditures

1. Reading improvement and intervention
2. Mental health services, including telehealth (see mental health services category above)
3. Extended school day or school year

Reading improvement and intervention

Schools and districts reported having goals in their One Plan to increase literacy achievement. To accomplish their literacy goals, schools and districts developed and implemented curricular programming for grades K-12 using high-quality instructional materials and assessment protocols. Schools and districts self-reported expenditures used to hire reading specialists, tutors, literacy coaches, provide professional development in reading improvement and intervention and implement programs focused on improving reading and literacy.

Schools and districts used academic screening (Universal Screening), online assessments and placement assessments to identify specific learning gaps in students' phonological and phonemic awareness and monitor their reading progress. Schools and districts used these data to assess student needs and respond accordingly with effective instructional strategies to continue growth in reading and comprehension skills. Strategies reported included small group targeted reading instruction, one-to-one reading intervention sessions, book clubs, interactive reading aloud strategies, literacy book rooms, additional instructional time outside of school hours, station teaching, co-teaching and a redesign of class schedules to embed enrichment and intervention into every classroom.

Table 5: Reading Improvement and Intervention

Reading Improvement and Intervention at a Glance	
Number of initiatives	180
Number of schools and districts with reading improvement and intervention	174
Number of students directly impacted	177,764
State funds expended	\$151,384,967.64

Extended school day or school year

The extended school day or school year initiatives provide students who are struggling or falling behind with additional opportunities to learn and thrive. Schools and districts used funding for full-day kindergarten, summer school and after-school remediation and enrichment programs.

Table 6: Extended School Day or School Year

Extended School Day or School Year at a Glance	
Number of initiatives	130
Number of schools and districts with extended school day or school year	126
Number of students directly impacted	41,451
State funds expended	\$43,650,394.58



Additional Wellness and Success Services

Schools and districts used remaining funding expenditures to provide services such as:

- Services for homeless youth,
- Services for child welfare involved youth,
- Community liaisons, family engagement services,
- Programs and services for students before and after the regularly scheduled school day,
- Professional development on cultural competency,
- Professional development in trauma informed care,
- Instructional technology and blended learning,
- Professional development in reading instruction for teachers of students in grades K-3,
- Dropout prevention services, school safety and security measures, community learning centers,
- Academic interventions for students in grades 6-12 and
- Employment of individuals who have successfully completed the Bright New Leaders for Ohio Schools program as a principal or assistant principal.

Federal COVID Relief Funding Reported

Schools and districts reported spending \$147.9 million of federal COVID Relief funding on services related to student wellness and programs to improve academic success and wellness during FY22. Schools and districts reported spending 60% of the funding on programs to support student services provided prior to or after the regularly scheduled school day or at any time school was not in session. District activities included:

- Mentoring programs
- Mental health services
- Prevention education programming to promote mental health and prevent substance use
- Services for homeless youth and child-welfare involved youth
- Community liaisons
- Physical health care services
- Family engagement services
- Professional development for cultural competency and trauma informed care
- Reading improvement and interventions
- Instructional technology and blended learning
- Professional development in reading instruction for teachers of students in kindergarten through grade 3
- Dropout prevention
- School safety and security;
- Academic interventions for students in grades 6-12

Schools and districts self-reported spending an additional \$29.5 million dollars of funding from other sources on those activities and services allowable under the Disadvantaged Pupil Impact Aid, Base Cost Student Wellness and Success Component, and FY20 and FY21 Remaining Student Wellness and Success funding.



Summary

The COVID-19 pandemic disrupted the educational system. Schools and districts across the state stepped up to the challenge and successfully provided children with safe and healthy learning environments while dealing with the increased academic, physical and emotional wellness needs of students.

Schools and districts prioritized Student Wellness and Success initiatives by implementing 2,646 initiatives, supporting current staff and services, hiring additional staff and adding new programs and services. In their initiative descriptions, schools and districts frequently described the increased need for mental health services because of the fear and isolation children have suffered due to the pandemic.

Schools and districts self-reported the data used to evaluate programs and services implemented using the three streams of wellness funds. Districts and community schools most frequently reported using student attendance data, discipline data, PBIS data and student achievement data to measure outcomes. Six hundred and thirty-five schools reported using student attendance data as an evaluation tool with 208 schools reporting a marked improvement in attendance or attendance rates and an additional 212 reporting attendance rates that stayed consistent with those from the previous year. The second most frequently reported evaluation tool was student discipline data with 416 schools reporting the use of this tool to measure their results with 225 schools stating either improvement or consistent results in discipline data from the previous year. Positive Behavior Intervention and Supports implementation data and achievement data were also commonly used tools, reporting 71% improved or consistent results and 79% improved or consistent results respectively.

The Department would like to thank schools and districts for their continued work in supporting the needs of the whole child through student wellness initiatives. The increased numbers of initiatives developed and services reported show the hard work and efforts of so many. The Department will continue to provide guidance and support for schools' and districts' efforts moving forward.



District Highlights

Kenton City Schools – *School-Based Health Clinics*

Kenton City Schools is a rural district located in Hardin County in central Ohio with 1,739 students. Through close partnership with parents, Kenton City Schools strives to increase access to wellness supports to close the achievement gaps in their district. The district prioritized Student Wellness and Success funds to support students' physical and mental health using a physician's assistant rotating throughout the schools, on-demand behavioral health services in all buildings, small-group therapy and 1:1 therapy sessions for students in school.

Kenton City Schools hired a physician's assistant to serve students' physical needs in the district. The physician's assistant rotates to each building throughout the week to make sure each student population receives the care they need. The school nursing staff collaborates with the physician's assistant to connect with school staff and families to understand the student's needs and how the clinic can serve the student. The school nursing staff and the physician's assistant may treat the student at the clinic themselves or refer the student to community partners who can best serve them.

Kenton City Schools provides in-school counseling services in the form of small-group and 1:1 therapy sessions with the school psychologist. These services are used by students experiencing increased levels of stress, anxiety or depression. The ability for students to receive this care in school saves students time from being out of school and saves families money by accessing care at the school.

Symmes Valley Local Schools – *School Counselors, Mental Health Interventions*

Symmes Valley Local Schools is a rural district located in Lawrence County in southeastern Ohio with 741 students. As a rural district, Symmes Valley Local Schools has a goal to provide a safe environment and the best learning experience possible for their students. Symmes Valley Local Schools used Student Wellness and Success funds to support family engagement and mental health services for students to meet their goal.

During parent-teacher conferences, counselors meet with families and students to discuss their needs. Engaging caregivers in this way establishes a relationship and opens communication for parents to understand services available and school staff to learn more about family and student needs. This partnership can support students' mental health and provide a more root-cause approach to mental health interventions.

Symmes Valley Local Schools partners with local behavior health specialists to provide in-school therapy and group counseling sessions. The district's vulnerable populations of students are a priority in the delivery of programs and services. Symmes Valley Local Schools and the Appalachian region have experienced an increase in student anxiety and depression diagnoses, increasing the demand for mental health services for students.



Edon Northwest Local School District – *School-Based Health Clinic*

Edon Northwest Local School District is a rural district located in Williams County in northwestern Ohio with 485 students. The district used Student Wellness and Success funds to support their goal of increasing academic success of students by providing the necessary resources both on and off campus to meet the needs of students and families. The district used funds to develop a school-based health center offering clinical care, telehealth services and mobile dentistry to help fill the gaps in care throughout the community.

Edon Northwest Local School District views providing health care to students in school as an essential component in combating absenteeism. Ensuring students are healthy enough to attend classes while providing preventative and holistic care can also catch health concerns that cause long-term absences and keeps students in class more consistently. Edon Northwest Local School District has innovated its telehealth services and mobile dentist program. Students who have regular health care appointments can have appointments in school via a telehealth format with the assistance of the school nurse. The mobile dentist program is available at school buildings and in the community for routine cleanings and preventative care.

Families being served in the rural setting have unique needs. In rural settings, schools like Edon Northwest Local become the focal point for community care and connection for students and families.

Coshocton City Schools – *Education Interventions and Absenteeism Liaison*

Coshocton City Schools is a small-town district located in Coshocton County in central Ohio with 1,549 students. The district used Student Wellness and Success funds to support their goal of positively impacting student achievement, as well as for holistic student wellness. The district implemented “What I Need” educational intervention programming and school staff dedicated to combatting chronic absenteeism at all grade levels.

Coshocton City Schools offers a flexible-use period three days a week known as “What I Need” or WIN. The WIN period allows students to focus their time on their individual academic needs with teachers focusing mostly on reading proficiency and math skills. Once students meet benchmarks for their grade level, they can participate in enrichment activities during the WIN period which include ACT prep classes, meeting with local business owners who come to Coshocton High School, school-wide service and hands-on learning projects. Students have made significant progress towards their benchmarks: 60% of students reached grade-level reading proficiency in 2021 compared to 30% in 2020.

Coshocton City Schools dedicated their Dean of Students position to focusing on decreasing chronic absenteeism throughout all grade levels in the district. The district views absenteeism as a problem that has a variety of root causes and the best way to identify those causes is to engage students and families to build relationships. The dean conducts quarterly grade-by-grade roll calls to focus on the various needs of students. Coshocton City Schools uses its Culture Club to empower students to take ownership in their school, their community and their future. Coshocton City Schools views these relationship-focused and values-based programs as essential in decreasing absenteeism.



Zanesville City Schools – *Absenteeism Prevention*

Zanesville City Schools is an urban district located in Muskingum County in southeastern Ohio with 2,965 students. Zanesville City Schools used their Student Wellness and Success funds to achieve their goal of supporting the mental and physical needs of their students. The district implemented initiatives such as relationship-based mentorship program, blended learning curriculum and learning strategies that emphasize individualized pacing.

Zanesville City Schools' mentoring program supports students experiencing chronic absenteeism to keep them engaged in school. Each student receives a mentor teacher or staff member at the time of enrollment who stays with that same student through their graduation. The primary role of the mentor is to establish a meaningful relationship with the student and their family members or guardians to understand the needs and interests of the student. The mentor connects the student with helpful staff members and community partners that align with the student's interests during school and after graduation. Zanesville City Schools' mentorship program helps to eliminate barriers to education through a relationship-building approach that meets the needs of the student where they are.

Zanesville City Schools uses technology in classrooms and in homes. Adapting curriculum to the online environment allows students to complete work at their own pace while keeping them on track for grade-level proficiency benchmarks. A blended approach also allows students who have extracurricular responsibilities such as work or sports to fulfill credits online to provide ample time for attention to their other commitments.



Appendix A: Student Wellness Funding Comparison

	Disadvantaged Pupil Impact Aid	Base Cost Student Wellness and Success Component	Student Wellness and Success Funds
Funding Years	FY22 & FY23 New funding formula	FY22 & FY23 New funding formula	FY20 & FY21 Many schools have remaining funds available to spend
Allowable Costs:	<ul style="list-style-type: none"> • Mental health services, including telehealth services • Culturally appropriate, evidence-based or evidence-informed prevention education, youth-led programming and social and emotional learning curricula to promote mental health and prevent substance use and suicide • Services for homeless youth • Services for child welfare-involved youth • Community liaisons or programs that connect students to community resources, including City Connects, Communities in Schools and other similar programs • Physical health care services, including telehealth • Family engagement and support services • Student services provided prior to or after the regularly scheduled school day or at any time school is not in session, including mentoring programs • Extended school day or school year • Reading improvement and intervention • Instructional technology or blended learning Professional development in reading instruction for teachers of students in kindergarten 	<ul style="list-style-type: none"> • Mental health services, including telehealth services • Culturally appropriate, evidence-based or evidence-informed prevention education, including youth-led programming and social and emotional learning curricula to promote mental health and prevent substance use and suicide • Services for homeless youth • Services for child welfare-involved youth • Community liaisons or programs that connect students to community resources, including City Connects, Communities in Schools and other similar programs • Physical health care services, including telehealth services • Family engagement and support services • Student services provided prior to or after the regularly scheduled school day or at any time school is not in session, including mentoring programs 	<ul style="list-style-type: none"> • Mental health services • Professional development regarding cultural competence • Services for homeless youth • Services for child welfare-involved youth • Community liaisons • City Connects programming • Physical health care services • Family engagement and support services • Professional development regarding the provision of trauma-informed care • Student services provided prior to or after the regularly scheduled school day or at any time school is not in session including mentoring programs • Mentoring programs



	Disadvantaged Pupil Impact Aid	Base Cost Student Wellness and Success Component	Student Wellness and Success Funds
Funding Years	FY22 & FY23 New funding formula	FY22 & FY23 New funding formula	FY20 & FY21 Many schools have remaining funds available to spend
Allowable Costs:	through grade 3 <ul style="list-style-type: none"> • Dropout prevention • School safety and security measures • Community learning centers that address barriers to learning • Academic interventions for students in grades 6-12 • Employment of an individual who has successfully completed the Bright New Leaders for Ohio schools program as a principal or assistant principal 		
Community Partners:	Community partners are required, including: <ul style="list-style-type: none"> • Board of alcohol, drug addiction and mental health services; • Educational service center; • County board of developmental disabilities; • Community-based mental health treatment provider; • Board of health of a city or general health district; • County department of job and family services; • Nonprofit organization with experience serving children; • Public hospital agency. 	A community partner is not required but schools and districts are encouraged to leverage partners identified in the Disadvantaged Pupil Impact Aid and Student Wellness and Success Funds planning process.	Community partners are required, including: <ul style="list-style-type: none"> • Board of alcohol, drug addiction and mental health services; • Educational service center; • County board of developmental disabilities; • Community-based mental health treatment provider; • Board of health of a city or general health district; • County department of job and family services; • Nonprofit organization with experience serving children; • Public hospital agency.