

Summit Academy School for Alternative Learners-

Warren Middle and Secondary

Student Wellness Plan 2023-2024

The Department of Education and Workforce has implemented the *Future Forward initiative* to focus on the needs of the whole child. The state has provided student wellness funds for Ohio schools to ensure that the well-being of students specific to their physical, emotional, social, and academic needs are met.

**Student Wellness and Success Funding Allocation**

The student wellness and success funds are allocated to each Summit Academy school and are included in the monthly foundation payment. There are specific guidelines and expectations as to how the funds are spent. For the FY24 school year, the Department of Education and Workforce has updated the requirements for using Student Wellness and Success Funds.

These additions include:

* Spend at least 50% of Student Wellness and Success Funds on physical or mental health services.
* Develop a Student Wellness funding plan in collaboration with **both** a community mental health prevention or treatment provider **and** another community partner.
* 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.

***Estimated Annual Student Wellness and Success Funds:*** $ 30,672.05

**Needs Assessment and Goals**

The Student Wellness and Success Funds plan began with the One Needs Assessment completed in the spring, reviewing our root cause analyses. Through this process, we have identified that we need to improve our academic outcomes specific to English Language Arts and Math and provide comprehensive behavioral support for students, including education for parents and staff. We have aligned the usage of these funds with the One Plan goals specific to academic improvement and decreased behavior incidents.

**Community Partners**

All Summit schools work in collaboration with mental health organizations to address the behavioral, physical, and emotional health of our students.  Summit Academy School for Alternative Learners- Warren Middle and Secondary has partnered with The Village Network. This organization focuses on students’ mental health needs with an emphasis on student coping strategies and family support.

Summit Academy School for Alternative Learners- Warren Middle and Secondary has also partnered with The Educational Service Center- Lake Erie West, focusing on increased academic progress and student engagement. This partnership ensures that best practices and appropriate instructional strategies are being implemented with fidelity.

**Student Wellness and Success Funding Initiatives**

After analyzing the needs assessment data and aligning to the One Plan goals, we have determined two initiatives for the Student Wellness Plan.

Initiative1: Improving Student Behavior

Funding Plan: Support the staffing salary of the school behavior specialist

As a community school designed to serve children with disabilities, the preponderance of our students are served through Individual Education Programs due to mild or moderate disabilities. Behavioral challenges, chronic absenteeism, and academic struggles often go together. We offer a differentiated approach to academic services that include a variety of behavior and attendance interventions. In partnership with mental health organizations, we have planned to increase the availability of counseling for students and support for families and staff. The Summit Academy Behavior Specialist, supported by these funds, works in conjunction with the rest of the Building Leadership Team managing the school’s PBI S programming. All staff implemented Tier 1 interventions to encourage an overall constructive approach to behavior and classroom management. Teaching staff referred students who continued to display disruptive behavior to the Intervention Assistance Team who determined the need for either Tier II or Tier III interventions. Additional support from an outside agency allows for student referrals or family services and coaching needs for staff members arose from these intervention assistance meetings. Parents of those students who needed more in-depth counseling received intake packets and had a choice of whether to sign their child up for additional counseling services. Each student who was receiving counseling had a treatment plan. In consultation with the Building Leadership Team, there is a focus on parent education and information about community resources and opportunities for parents' support.

Initiative 2: Increasing Social-Emotional Learning Opportunities

Funding Plan: Support the salary cost of the Martial Arts Instructor

Summit Academy schools, founded in 1999, stemmed from an after-school martial arts program for children with ADHD, Autism, and other disabilities. During the after-school program, it was noticed that this program yielded an increase in social-emotional skills and academic performance for its participants. Summit Academy Schools embed a Therapeutic Martial Arts program into the academic school day. The mission of the Summit Academy Therapeutic Martial Arts program is to provide for the physical, mental, emotional, and social growth of our students using a specifically designed, multicultural martial arts program that targets different learning styles. By creating a program that teaches the fundamentals of martial arts specific to the age, development levels, and individual learning abilities of our students, the therapeutic, interdisciplinary, and interactive approach builds a foundation for our student growth objectives. In addition to teaching martial arts techniques, the Therapeutic Martial Arts programs supported by these funds work in conjunction with the building leadership team, classroom teachers, and families to provide social-emotional learning. Therapeutic Martial Arts supports all tenets of PBIS. Students of all grade levels K-12, who participate in Therapeutic Martial Arts classes, develop lifelong skills such as self-control, courtesy, humility, cooperation, patience, and perseverance.