

**Summit Academy Community School for Alternative Learners- Canton**

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 the usage of 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*** $ 44,974.36

**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 supports 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 Community School for Alternative Learners-Canton 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 Community School for Alternative Learners-Canton has also partnered with State Support Team 9, focusing on increased academic progress and student engagement. Their partnership ensures that best practices and appropriate instructional strategies are being implemented with fidelity.

**Student Wellness and Success Funding Initiative**

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

Initiative: 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.