

SUCCESS AND WELLNESS FUNDS PLAN

GENERAL USE DESCRIPTION

<p>Describe generally how the School will use the funds. (What are the goals/objectives the School expects to achieve?)</p>	<p>Par Excellence STEM Academy plans to use the funds to:</p> <ul style="list-style-type: none"> • Remove barriers to mental health treatment for students, decreasing behavior incidents • Remove barriers to physical healthcare for students, increasing student attendance • Increase supports for displaced and homeless students, increasing student attendance
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COMMUNITY PARTNERS

Identify the name and category of the community partners that coordinated with the School in developing this plan. You must identify at least **two** partners and select which category they fall into.

<p>Partner 1 Name: Minority Behavioral Health Group</p>	<p><input checked="" type="checkbox"/> Community mental health prevention or treatment provider</p> <p><input type="checkbox"/> Local board of alcohol, drug addiction, and mental health services</p>
<p>Partner 2 Name: Nationwide Children’s Hospital—Behavioral Health</p>	<p><input type="checkbox"/> Local board of alcohol, drug addiction, and mental health services</p> <p><input type="checkbox"/> Educational service center</p> <p><input type="checkbox"/> County board of developmental disabilities</p> <p><input type="checkbox"/> Community-based mental health treatment provider</p> <p><input type="checkbox"/> Board of health of a city or general health district</p> <p><input type="checkbox"/> County department of job and family services</p> <p><input type="checkbox"/> Nonprofit organization with experience serving children</p> <p><input checked="" type="checkbox"/> Public hospital agency</p>
<p>Partner 3 Name:</p>	<p><input type="checkbox"/> Local board of alcohol, drug addiction, and mental health services</p> <p><input type="checkbox"/> Educational service center</p> <p><input type="checkbox"/> County board of developmental disabilities</p> <p><input type="checkbox"/> Community-based mental health treatment provider</p> <p><input type="checkbox"/> Board of health of a city or general</p>

	<p>health district</p> <ul style="list-style-type: none"> <input type="checkbox"/> County department of job and family services <input type="checkbox"/> Nonprofit organization with experience serving children <input type="checkbox"/> Public hospital agency
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INITIATIVE DETAILS

Describe how the funds will be used. Space for multiple initiatives has been provided. For each initiative use the rows on the following pages to: (a) identify the specific use(s) of the funds; (b) identify the category(ies) of the initiative; (c) describe how you anticipate the use of funds will impact students (including the number of students that will be impacted; include direct and indirect impacts); and (e) explain how impact will be measured.

<p>Initiative #1 Description (Identify the specific use of funds)</p>	<p>Increasing access to mental health services, including trauma-informed care, short-term and long-term counseling, crisis counseling, social-emotional groups, and behavior therapy. Services will also be offered during the summer for students who need continued treatment.</p>
<p>Initiative Category (Select all that apply)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mental health services, including telehealth services, community-based behavioral health services, and recovery supports* <input type="checkbox"/> Physical health care services, including telehealth services and community-based health services* <input checked="" type="checkbox"/> Culturally appropriate, evidence-based or evidence-informed prevention services, including youth-led programming and curricula to promote mental health and prevent substance use and suicide, and trauma-informed services <input checked="" type="checkbox"/> Services for homeless youth <input checked="" type="checkbox"/> Services for child welfare involved youth <input type="checkbox"/> Community liaisons or programs that connect students to community resources, including behavioral wellness coordinators and city connects, communities in schools, and other similar programs <input checked="" type="checkbox"/> Family engagement and support services <input checked="" type="checkbox"/> Student services provided prior to or after the regularly scheduled school day or any time school is not in session, including mentoring programs <p>*At least 50% of the total Success and Wellness Funds must be spent on one of the top two categories, or a combination of both</p>

<p>Anticipated <u>Direct</u> Impact (Identify the grades and number of students that are expected to be directly impacted by this use of funds <u>and</u> <i>how</i> they will be impacted)</p>	<ul style="list-style-type: none"> • Kindergarten through 6th grade • Entire student body (195 students) will be offered the opportunities for counseling, with parent consent, regardless of the child’s insurance coverage. • It is estimated that 30-40 students will use individual counseling, reducing symptoms of anxiety, depression, PTSD, and behavior symptoms. • It is estimated that 10-20 students will receive specific behavior therapy/treatment to reduce symptoms of aggression, oppositional-defiance disorder, or disruptive behaviors. • For all students receiving counseling or behavior therapy, it is anticipated that this will increase their ability to remain in the classroom and attend to lessons, have reduced absences due to suspensions, emergency removals, or mental health difficulties, and decrease disruptive behaviors in the classroom. • It is also anticipated that by reducing the lengthy wait-times currently in place for mental health treatment (6-12+ months), student mental health issues can be identified earlier, treated earlier, and involve fewer disruptions to learning.
<p>Anticipated <u>Indirect</u> Impact (Identify the grades and number of students that are expected to be indirectly impacted by this use of funds <u>and</u> <i>how</i> they will be impacted)</p>	<ul style="list-style-type: none"> • Kindergarten through 6th grade • It is anticipated that all students will be indirectly impacted by witnessing fewer disruptive behaviors in the classroom • Additionally, it is anticipated that all students will benefit from social-emotional skills learned from groups and whole-school mental health initiatives.
<p>How will you measure the success of this initiative?</p>	<ul style="list-style-type: none"> • Decreased absences coded as suspensions, emergency removals, medical leave, or mental health days • Decreased administrative-managed behaviors, as measured by SWIS referral data • Increased test scores and grades due to increased attendance and a reduction in behaviors and mental health symptoms.

<p>Initiative #2 Description (Identify the specific use of funds)</p>	<p>Increasing physical healthcare access through in-person or telehealth services through the creation of a part-time clinic to offer vaccinations and treatment for mild illnesses or conditions (rashes or other non-communicable diseases) and provide vision services (including eyeglasses).</p>
<p>Initiative Category (Select all that apply)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Mental health services, including telehealth services, community-based behavioral health services, and recovery supports* <input checked="" type="checkbox"/> Physical health care services, including telehealth services and community-based health services* <input type="checkbox"/> Culturally appropriate, evidence-based or evidence-informed prevention services, including youth-led programming and curricula to promote mental health and prevent substance use and suicide, and trauma-informed services <input checked="" type="checkbox"/> Services for homeless youth <input checked="" type="checkbox"/> Services for child welfare involved youth <input type="checkbox"/> Community liaisons or programs that connect students to community resources, including behavioral wellness coordinators and city connects, communities in schools, and other similar programs <input type="checkbox"/> Family engagement and support services <input type="checkbox"/> Student services provided prior to or after the regularly scheduled school day or any time school is not in session, including mentoring programs <p>*At least 50% of the total Success and Wellness Funds must be spent on one of the top two categories, or a combination of both</p>
<p>Anticipated <u>Direct</u> Impact Grade and number of students <i>directly</i> impacted by the initiative (Identify the grades and number of students that are expected to be directly impacted by this use of funds <u>and</u> how they will be impacted)</p>	<ul style="list-style-type: none"> • Kindergarten through 6th grade • Entire student body (195 students) will be offered the opportunities for healthcare, regardless of the child’s insurance coverage. • It is estimated that a minimum of half the student body would use the clinic during the school year for minor injuries or illnesses. • It is anticipated that student attendance would increase due to students receiving treatment, including potentially receiving prescriptions, for mild illnesses, allowing

	<p>them to remain in school or reduce the number of days the student is out of school waiting for a doctor's appointment.</p> <ul style="list-style-type: none"> • It is also anticipated that student attendance would increase for those who would be absent several consecutive days due to being on medical leave and not being able to get an appointment with their physician for several days. • Student attendance hours would be impacted by not requiring a student to miss an entire day for a well-child or vaccine appointment. • Finally, student absences would be reduced because a student screened by the nurse as potentially having an illness can receive further evaluation immediately rather than having to wait a day or more to be seen by the student's primary doctor.
<p>Anticipated <u>Indirect</u> Impact (Identify the grades and number of students that are expected to be indirectly impacted by this use of funds <u>and</u> <i>how</i> they will be impacted)</p>	<ul style="list-style-type: none"> • Kindergarten through 6th grade • When students are evaluated immediately for communicable diseases, the entire student body (195 students) will be impacted by a more rapid response if a communicable disease was diagnosed in the classroom.
<p>How will you measure the success of this initiative?</p>	<ul style="list-style-type: none"> • Decreased absences coded as medical leave, doctor's appointment, or not feeling well. • Increased test scores and grades due to increased attendance and a reduction in physical illnesses and days waiting for treatment access.
<p>Initiative #3 Description (Identify the specific use of funds)</p>	<p>Assistance for homeless and foster youth (clothing, school supplies, hot meals delivered for displaced students, hygiene items, stipend to improve tracking/identification/needs assessment/follow up).</p>
<p>Initiative Category (Select all that apply)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Mental health services, including telehealth services, community-based behavioral health services, and recovery supports* <input type="checkbox"/> Physical health care services, including

	<p>telehealth services and community-based health services*</p> <ul style="list-style-type: none"> <input type="checkbox"/> Culturally appropriate, evidence-based or evidence-informed prevention services, including youth-led programming and curricula to promote mental health and prevent substance use and suicide, and trauma-informed services <input checked="" type="checkbox"/> Services for homeless youth <input checked="" type="checkbox"/> Services for child welfare involved youth <input type="checkbox"/> Community liaisons or programs that connect students to community resources, including behavioral wellness coordinators and city connects, communities in schools, and other similar programs <input type="checkbox"/> Family engagement and support services <input checked="" type="checkbox"/> Student services provided prior to or after the regularly scheduled school day or any time school is not in session, including mentoring programs <p>*At least 50% of the total Success and Wellness Funds must be spent on one of the top two categories, or a combination of both</p>
<p>Anticipated <u>Direct</u> Impact Grade and number of students <i>directly</i> impacted by the initiative (Identify the grades and number of students that are expected to be directly impacted by this use of funds <u>and</u> <i>how</i> they will be impacted)</p>	<ul style="list-style-type: none"> • K-6 • Approximately 5 foster youth, with numbers increasing due to opioid crisis • Approximately 20-25 homeless youth, with numbers increasing due to reduction of affordable housing • Displaced and homeless students would receive clothes, shoes, uniforms, school supplies, hygiene items, and coats to allow them to attend school daily, reducing absences • Displaced and homeless students would receive hot meals delivered to their home, allowing them to have nutritious options during extended school breaks and holidays.
<p>Anticipated <u>Indirect</u> Impact (Identify the grades and number of students that are expected to be indirectly impacted by this use of funds <u>and</u> <i>how</i> they will be impacted)</p>	<ul style="list-style-type: none"> • K-6 • By creating a more robust database and identification system would allow the district to quickly identify students who would benefit from services and monitor their needs before the students experience chronic absenteeism or truancy due to their displacement.

<p>How will you measure the success of this initiative?</p>	<ul style="list-style-type: none">• Decreased absences coded as unexcused, not feeling well, mental health day, or unable to reach parent.• Increased test scores and grades due to increased attendance and access to having primary needs met.
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