

Toronto City School District

Student Wellness and Success and Disadvantaged Pupil Impact Aid Plan

Executive Summary

The Toronto City School District is located in an economically-depressed area in Jefferson County, one of the thirty-two Appalachian counties in Ohio. Toronto is situated on the banks of the Ohio River in a Tristate area bordering West Virginia and Pennsylvania. The school district has experienced various socio-economic challenges. Median household incomes are low, drug abuse is rising, and access to public transportation is limited. Thus, travel for medical treatment, mental health services, and educational opportunities is a present, on-going need.

The district is poised to embark on a comprehensive plan aimed at addressing the multifaceted needs of its students, encompassing physical health, mental well-being, safety, family engagement, and access to community resources. This initiative, which incorporates both the SWSF (Student Wellness and Success Fund) and DPIA (Disadvantaged Pupil Impact Aid) components, is designed around four overarching goals:

1. **Enhancing Student Health:** The first goal of this initiative is to support students in achieving and maintaining optimal health status. This will be achieved through the provision of appropriate physical health services, ensuring that students can derive maximum benefit from their educational experiences. Success will be measured by an increase in the annual overall student attendance rate.
2. **Boosting Academic Performance:** The second goal centers on elevating academic performance. This will be quantified through data from the i-Ready diagnostic assessment and local report card achievement indicators. The plan involves offering mental health services that include identification, analysis, treatment, and intervention for childhood behavioral and emotional disorders, in addition to crisis management and group counseling.

3. **Enhancing School Safety:** The third goal focuses on improving school safety and mitigating aggressive behavior. This approach is anticipated to result in a decrease in disciplinary infractions and a subsequent increase in the annual overall student attendance rate.

4. **Strengthening Family Engagement and Community Connections:** The fourth goal revolves around fostering community connections and family engagement while providing essential support services. This aspect of the plan seeks to establish connections between students, their families, and community resources. It will also create opportunities for families to engage in the learning process, and promote positive behavior intervention and support.

To achieve these goals, the Toronto City School District has forged partnerships with four community organizations: CHANGE, Inc. based in Newell, West Virginia; Christy Williams, LiSW from Allied Growth Counseling, LLC. located in Steubenville, Ohio; the Jefferson County Sheriff's Department situated in Steubenville, Ohio; and the Jefferson County Education Service Center, also headquartered in Steubenville, Ohio. This collaborative effort will extend its services to all students enrolled at Karaffa Elementary School, Toronto Elementary School, and Toronto Jr.-Sr. High School.

In summation, the Toronto City School District will utilize the SWSF and DPIA funds to undertake or continue a series of crucial initiatives:

- The deployment of school nurses at both elementary schools to provide indispensable physical health services.
- The introduction of mental health services, including the engagement of a part-time school social worker at the junior-senior high school level, along with the recruitment of a Board Certified Behavior Analyst (BCBA).
- The implementation of a comprehensive school safety program, in collaboration with the Jefferson County Sheriff's Department, including the continued presence of a School Resource Officer (SRO).
- The provision of community liaison and family engagement support services, facilitated by the ongoing employment of an elementary assistant principal and SRO. These services aim to connect students and their families with community resources and foster positive behavior intervention and support.

In essence, the Toronto City School District is committed to holistically nurturing its students' well-being, promoting academic excellence, ensuring a safe educational environment, and actively engaging families and the community to support the growth and development of its student body.

Community Partners and Initiative Areas

The district will collaborate with CHANGE, Inc., Christy Williams, LISW, the Jefferson County Sheriff's Department, and the Jefferson County Educational Service Center for the SWSF/DPIA Plan. The district's initiative areas include physical healthcare, mental health, safety, community liaisons and programming, as well as, family engagement and support.

CHANGE, Inc. Community Action Agency was formed in 1983 by a handful of clergy to aid families affected by the National Steel layoffs. Since that time, it has grown into a full-circle agency, addressing many of the needs of the economically disadvantaged. With almost 40 years of operation, the belief of empowering families is still strong. The mission of CHANGE, Inc. is to build partnerships, consolidate resources, and integrate services to empower families to overcome the causes of poverty and live healthy lives. CHANGE, Inc. integrates the services of a community action agency and a community health center and annually provides 136,000 services to over 20,000 clients who reside in Hancock, Brooke, Ohio and Marshall County in West Virginia and Jefferson County in Ohio, including a Medically Underserved Area in Jefferson County, and a Medically Underserved Population and Low-Income Professional Shortage Area in Hancock County. The customer base which CHANGE, Inc. serves is over 66% female, with 23% of customers under the age of 60, and 28% are between the ages of 0 and 18.

Christy Williams is a licensed independent social worker who has been in private practice for fifteen years. She specializes in treating the mental health needs of children, adolescents, and families. Christy Williams is dedicated to serving the Tri-State area through counseling sessions (individual, groups, and family) and psycho-educational trainings. Her services are evidence based and designed

to increase and strengthen respect for self and others as well as quality of life. Christy Williams' company, Allied Growth Counseling, LLC., is located at 2700 Sunset Blvd, Suite 13, Steubenville, OH 43952.

The Jefferson County Sheriff's Department, the oldest law enforcement agency in Jefferson County, Ohio, operates under the leadership of Sheriff Fred Abdalla. The department's dedicated team of deputies serve various roles within the department, including road patrol, school resource officers, and courthouse security. Covering an expansive 411 square miles of the county, road deputies ensure the safety of all unincorporated areas and provide assistance to other departments when needed. The Jefferson County Sheriff's Department is a vital component of the Jefferson County Drug Task Force, collaborating closely with the U.S. Marshals and the Weirton Drug Task Force to combat the influx of heroin and other illicit drugs into the region. In a proactive effort to enhance road safety, the Jefferson County Sheriff's Department conducts High Visibility Enforcement operations with support from the National Highway Transportation Safety Administration. These initiatives, such as the Alcohol and Drug Awareness Program (ADAP) and Impaired Driving Enforcement Program (IDEP), are executed through campaigns like "Drive Sober or Get Pulled Over" and "Click it or Ticket," aimed at promoting seat belt usage and deterring impaired driving. Road Deputies patrol the county, conducting numerous traffic stops to combat drug-related activities, impaired driving, and seat belt violations. Beyond their law enforcement duties, the Jefferson County Sheriff's Office is committed to community well-being. They administer programs like Project Lifesaver, designed to locate individuals with Alzheimer's, dementia, or autism who may wander away from home, ensuring their safety and providing peace of mind to their families.

The Jefferson County Educational Service Center (JCESC) stands as one of the 88 county school districts initially established by the Ohio General Assembly in 1914. These county school districts were entrusted with the critical task of raising the state's educational standards to an acceptable level, and at that time, the primary focus of county staff was centered on regulatory and compliance-

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related matters. The dedicated personnel at the ESC diligently crafted comprehensive curricula, provided valuable teacher in-service training, and effectively supervised classrooms. However, in 1995, county school districts underwent a transformation and were rebranded as educational service centers, a title that aptly signified a shift in emphasis from regulatory matters to a more service-oriented approach. This shift perfectly mirrors the current mission of the JCESC, which is dedicated to enhancing educational capacity through innovative and cost-effective programs. The JCESC is committed to fostering stronger partnerships and collaboration with educational institutions, families, and communities across both public and private settings. Among the eight local school districts benefitting from the services provided by the JCESC, the Toronto City School District is a valued participant. Toronto actively engages in several key JCESC programs, including Ohio Rise, Virtual Learning Academy, Alternative School, Help Me Grow, Engage, Professional Development, Gifted Education, and Early Childhood Education. Moreover, the district actively participates in JCESC consortiums such as the Local Professional Development Committee and the Business Advisory Council, further cementing their commitment to educational excellence and community involvement.

Needs Assessment

A comprehensive assessment was conducted to identify the specific needs to be addressed through the SWSF/DPIA funding initiative. This rigorous evaluation process involved an examination of a range of data sources, including the 2022 Community Needs Assessment conducted by CHANGE, Inc., the Status of Women report published by the Ohio Center for Community Solutions, as well as various district reports containing essential information on school nurse statistics, student achievement, attendance, and discipline.

Community

CHANGE, Inc. administered the 2022 Community Needs Assessment, with the primary objective of uncovering the most pressing challenges facing the residents within their service area. This comprehensive assessment sought to delve into the underlying causes and conditions of poverty in the region, equipping stakeholders with a better understanding of the issues at hand. Utilizing a survey

adapted from the Rhode Island Community Action Partnership, CHANGE, Inc. reached out to a broad cross-section of the community, distributing the survey in both paper and electronic formats over a two-month period. Impressively, 614 residents actively participated in this survey, with a substantial majority (90%) residing within CHANGE, Inc.'s five-county service area, which encompasses Jefferson County, where the Toronto City School District is located.

The findings of the 2022 Community Needs Assessment clearly underscored childcare as the most critical issue facing the community. This was closely followed by concerns related to housing, substance abuse prevention and treatment, employment opportunities, and youth programs. Further examination of the assessment identified healthcare and housing costs as major drivers of poverty in the five-county service area, which encompasses Jefferson, Marshall, Ohio, Hancock, and Brooke counties. According to the assessment, the top areas of need for youth were found to be mental health, substance abuse and tobacco-related issues, behavior disorders, bullying, and after-school supervision. In the context of healthcare access, the county health rankings revealed notable gaps in the availability of primary care physicians (with a ratio of 2510:1), dentists (with a ratio of 1910:1), and mental health providers (with a ratio of 430:1) within Jefferson County, Ohio.

Additionally, the Center for Community Solutions conducted a comprehensive analysis on the status of women in Ohio. The Center's research culminated in the release of fact sheets that revealed key demographic, health, and social indicators for women across all 88 counties in Ohio, including Jefferson County where Toronto, Ohio is situated. The data revealed that 30% of households with children in Jefferson County are headed by females, and these female-headed households are more than twice as likely as the statewide average to fall below the poverty line. Furthermore, the gender pay gap in Jefferson County was evident, with women earning just \$0.73 for every dollar earned by men, and a significant portion of working women earning even less. The data also indicated that 19% of women in Jefferson County live below the poverty line, which is higher than the statewide figure of 16.2%.

Physical and Mental Health Care

In the academic year 2022-2023, the Toronto City School District conducted a study of the healthcare requirements, encompassing both physical and mental health aspects, of its student body. During this period, the district served a student population of 860 across three school buildings, managed by a team of two school nurses. The most frequently encountered medical conditions among the student body were asthma, ADHD/ADD, epilepsy, and diabetes. Within the realm of mental health support, the 2022-2023 school year saw a total of 106 students receiving counseling services through the school-based health center. Unfortunately, there were instances of greater concern, as ten students required hospitalization due to mental health issues, with five students experiencing suicide attempts during the same academic year.

Table A. provides a comparative overview of key health-related statistics for the district's three schools over two consecutive school years, 2022-2023 and 2023-2024 (1st month of school). It presents data on daily visits, scheduled medications, over-the-counter (OTC) medications, health screenings, immunization reviews, and Educational Team Report (ETR) counts. Specifically, the table illustrates changes in these metrics for Karaffa Elementary, Toronto Elementary, and Toronto Jr.-Sr. High during the specified time frames. Notable trends include fluctuations in daily visits, varying medication administration practices, alterations in health screening numbers, and adjustments in ETR and immunization review figures, providing insights into the health and medical needs of these educational institutions over the two school years. The rise in daily visits at Karaffa Elementary School this academic year can be attributed to the enrollment of students who have chronic health conditions necessitating constant supervision throughout the school day.

Table A

Karaffa Elementary	2022-2023	2023-2024 (1st month of School)
Daily Visits	27	16
Scheduled Medications	0	0
OTC Medications	24	0
Health Screenings	206	261
Immunization Review	88	79
ETR's	15	5
Medical/Dental Review	88	79
Toronto Elementary	2022-2023	2023-2024 (1st month of School)
Daily Visits	3565	472
Scheduled Medications	155	1
OTC Medications	2015	19
Health Screenings	593	668
Immunization Review	75	62
ETR's	40	17
Toronto Jr.-Sr. High	2022-2023	2023-2024 (1st month of School)
Daily Visits	2889	398
Scheduled Medications	1400 doses	87
OTC Medications	625 doses	4
Health Screenings	484	391
Immunization Review	130	144
ETR's	31	30

The growing need for school nurses has become increasingly evident in recent years, as schools have faced complex health challenges that extend far beyond the occasional scraped knee or fever. The role of school nurses has taken on even greater significance, as they play a crucial role in monitoring symptoms, administering vaccinations, and ensuring the safety and well-being of students and staff. Additionally, the prevalence of chronic health conditions among children, emphasizes the importance of having trained medical professionals on-site to provide immediate care and support. Our school nurses are not only essential for managing emergencies but also for promoting overall student health, offering education on wellness, and facilitating a positive learning environment. As our schools continue to adapt to evolving health challenges, the demand for dedicated school nursing staff will only continue to grow.

The need for physical and mental health is further demonstrated by the services provided by the Toronto School Based Health Center (SBHC). For program year August 1, 2022 to August 1, 2023, the SBHC saw 690 unduplicated patients. For medical appointments, the SBHC managed urgent care situations from the students and adults, as well as immunizations and vaccines.

The breakdown for the unduplicated patient count is shown in Table B.

Table B

Age Group	Total
0-10	193
11-18	288
19-54	16
55+	66
TOTAL	690

In summary, the majority of the students enrolled in the Toronto City School District are living in poverty and are coping with the side effects of being in an economically depressed area with high unemployment rates, excessive drug use, no public transportation, and

limited access to medical and mental health providers. The district has seen positive impacts from the addition of an elementary school nurse and a school based health center equipped with a nurse practitioner, medical assistant, and social worker. The district wants to continue to offer and expand these services to the entire student population.

Student Achievement

The i-Ready Reading and Math diagnostic assessments have been effective in monitoring progress in grades K-8. In both Math and Reading, there has been a positive trend in performance from the previous school year at the elementary level. This indicates that the instructional methods and interventions implemented in these grade levels have been effective in enhancing students' learning outcomes. Elementary math performance increased from 52% of students testing at or above 80% in the previous school year to 55% in the current year. While this may seem like a modest improvement, it still represents progress. Elementary reading performance, on the other hand, experienced a more substantial increase, rising from 55% in the 2020-2021 school year to an impressive 65% in the 2022-2023 school year. This significant improvement suggests that the reading curriculum and interventions have had a considerable impact on student achievement.

In contrast to the positive trend observed in the lower grade levels, the performance in Math for grades 6-8 has experienced a decline over the past two years. From 33% of students testing at or above 80% in the 2020-2021 school year, it dropped to 30% in the following year, and further decreased to 26% in the 2022-2023 school year. The slight decline in Math performance in grades 6-8 could be related to the challenges that students face when transitioning to middle school. The increased complexity of the curriculum and the broader range of subjects might have contributed to this dip in performance. Reading performance in grades 6-8, however, has remained relatively consistent, with approximately 33% of students testing at or above 80% over the past year (32.96% in the 2022-

2023 school year). While consistency is generally preferable to decline, it would still be beneficial to explore strategies to improve reading proficiency in these grade levels as well.

The district still struggles to meet the state standard of 80% of state tests but is showing progress. The district compared state test results from the 2022-2023 school year and the 2021-2022 school year. The 2022-2023 school year results show that the district increased scores on ten tested areas including: 4th grade math, 5th grade ELA, 5th grade Math, 5th grade Science, 6th grade math, 7th grade ELA, Algebra 1, American Government, English 2, Geometry, and Biology. There were eight areas where the district performed at or above the pre-pandemic results from 2018-2019 school year. Those areas were: 5th grade Math, 5th grade Science, 6th grade ELA, 6th grade Math, 7th grade ELA, 8th grade ELA, Algebra 1, and English 2. The district saw declines in test scores in third grade ELA and Math, 7th grade Math, 8th grade Math, and American Government. First-year teachers were assigned for all of these grade levels and subject areas.

In the Toronto City School District, there is a notable concern regarding the enrollment of students identified with disabilities. As of the beginning of the 2023-2024 school year, a substantial 16.62% of students were categorized as having a disability. This percentage has exhibited a consistent upward trajectory since the 2014-2015 academic year when only 10.38% of students were identified with disabilities. For a comprehensive breakdown of the current disability distribution within the Toronto City School District, please refer to Table E, which contrasts these figures with the state-wide statistics for Ohio. It is worth noting that the district surpasses the state average in several categories of severe disabilities, including autism and intellectual disabilities. "Autism" is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics often associated with "autism" are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory

experiences. “Intellectual disability” (mental retardation) means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance. “Significantly sub-average general intellectual functioning” refers to an intelligence quotient not to exceed seventy-five.

Moreover, the percentage of students identified with developmental delay in the district is nearly three times higher than the state's corresponding percentage. Developmental delay signifies a condition wherein a child experiences a delay in one or more aspects of their development, as determined by an evaluation team, IEP team, and other qualified professionals. These areas of development encompass physical, cognitive, communication, social or emotional, and adaptive development.

Table E

Disability Category	Toronto	Ohio
*Autism	19.57%	10.98%
*Intellectual Disabilities	13.77%	6.86%
*Developmental Delay	6.52%	2.33%
Emotional Disturbance	3.62%	5.45%
Multiple Disabilities	5%	4.7%
OHI Minor	12.32%	18.39%
Orthopedic Impairment	1.4%	.52%
Specific Learning Disabilities	28.26%	35.38%
Speech & Language	7.97%	13.86%
Traumatic Brain Injury	.72%	.55%
Visual Impairment	.72%	.34%
Overall % of Students with Disabilities	16.62%	16%

In conclusion, the i-Ready Reading and Math diagnostic assessments have proven effective in tracking progress in grades K-8, particularly at the elementary level, where both Math and Reading performance displayed positive trends. This suggests that the instructional methods and interventions have been successful in enhancing student learning outcomes. However, there is a concerning decline in Math performance in grades 6-8, possibly linked to the challenges students face during the middle school transition. Reading performance in these grades remains relatively consistent but could benefit from further improvement strategies. While the district is making progress in state test scores, it still struggles to meet the 80% state standard. Notably, enrollment of students with disabilities in the Toronto City School District has steadily increased, surpassing state averages in categories like autism and intellectual disabilities. The high percentage of students with developmental delays is also a significant concern, emphasizing the need for tailored support and intervention.

Attendance

Attendance remains a persistent concern within our school district, with declines over the past three years. In the 2020-2021 academic year, secondary school attendance stood at 94.15%. However, in the subsequent year (2021-2022), this figure saw a slight drop to 92.57%, followed by a further decrease in the most recent school year (2022-2023) to 92.13%. This signifies an overall reduction of approximately 2.04% in secondary school attendance from 2020-2021 to 2022-2023. Similarly, elementary school attendance also faced a decrease. In the 2020-2021 school year, elementary school attendance was 94.39%, but it declined to 92.33% in 2021-2022 and further to 92% in the 2022-2023 school year. This results in an overall decline of approximately 2.39% in elementary school attendance from 2020-2021 to 2022-2023.

While the decline in overall attendance rates at both secondary and elementary schools hovers around 2%, what raises more significant concerns is the surge in chronically absent students. In the 2022-2023 school year, a substantial 30.9% of students at

Toronto Elementary School and 29.9% of students at Toronto Jr.-Sr. High School fell into the category of chronically absent, defined as missing at least 10 percent of instructional time for any reason—excused or unexcused. This percentage significantly exceeds the annual performance goal set for the 2022-2023 school year, which was 20.2%.

The attendance decline observed in the district affects both secondary and elementary school levels, indicating that the issue is not limited to a specific grade range or school type but appears to be a broader concern affecting all students in the district. This gradual decline in attendance over the three-year period suggests systemic issues that transcend age groups and school segments. Both secondary and elementary schools have experienced a decrease of around 2%, highlighting a commonality in the attendance decline that may point to systemic factors impacting the district as a whole.

In response to this concerning trend, the district has taken proactive steps to address the issue. Continuous monitoring of attendance data and the evaluation of implemented measures are ongoing practices. The school staff remains committed to creating a positive and engaging learning environment to motivate students to attend school regularly. To enhance student engagement, teachers have adopted innovative teaching methods and incorporated student interests into the curriculum. Additionally, targeted support, counseling, and early intervention programs are being utilized to identify and assist students at risk of chronic absenteeism and truancy. These efforts reflect our dedication to improving attendance and fostering a conducive learning environment for all students in the district.

Discipline

The discipline data shows a consistent increase in the number of disciplinary infractions over the past three years. The progression from 264 infractions in 2020-2021 to 328 infractions in 2021-2022 and a substantial rise to 829 infractions in 2022-2023 indicates a

significant and concerning upward trend. The implementation of a new discipline tracking system may be one of the contributing factors to the sharp increase in reported infractions for the 2022-2023 school year rather than solely an increase in actual incidents.

In the 2022-2023 school year, the top four infractions were Fighting (18 incidents), Tobacco/Nicotine (8 incidents), Disrespect/Disobedience (5 incidents), and Intimidation/Harassment/Menacing (5 incidents). Comparing this with the top three infractions of the previous year, we can observe a shift in the types of infractions occurring, which may also be influenced by changes in student behavior or the new tracking system's categorization. The most common disciplinary actions in all three years were after-school detention, in-school suspension, and out-of-school suspension. However, the number of detentions increased significantly from 181 in 2021-2022 to 233 in 2022-2023. In contrast, the number of in-school suspensions and out-of-school suspensions showed smaller increases. This suggests a potential shift in the way infractions are being addressed, with an emphasis on detentions over suspensions.

The change in the top infractions from the previous year to the current year indicates a shift in problematic behaviors among students. The 2021-2022 school year's top infractions were tardiness, disobedient/disruptive behavior, and inappropriate language. In contrast, the 2022-2023 school year's top infractions involve more serious issues, such as fighting and harassment. The continual increase in disciplinary infractions over three years is concerning for the overall school climate and student well-being. Addressing the root causes of these disciplinary issues is essential for maintaining a positive learning environment and ensuring students' academic success.

In conclusion, the data indicates a steady rise in disciplinary infractions over three years, with a significant increase in the 2022-2023 school year. The introduction of a new discipline tracking system might have contributed to the higher number of reported incidents in that year. The district will closely examine the data to understand the reasons behind the increase and implement targeted

interventions to address the specific issues observed in the top infractions. This will be crucial for improving the overall school climate and promoting a positive learning environment for all students.

District Goals for the Student Wellness and Success and DPIA Plan

GOAL 1: Provide appropriate physical healthcare to help students attain and maintain an optimum health status so that they may receive maximum benefit from their educational experiences as measured by an increase in the annual overall student attendance rate beginning with the 2023-2024 school year.

GAPS: Access to health care providers (primary care physicians, dentists, mental health providers), access to providers who will accept Medicaid, transportation

INITIATIVE DESCRIPTION	RESPONSIBLE PARTIES	PARTNER’S ROLE	PROGRESS MONITORING	FUND
<p>Healthcare: Two elementary school nurses will be hired through CHANGE, Inc. and will be responsible for the following: health records management and reporting; communicable disease control, immunizations/screenings, first aid/emergency care/treatment, health education, and assessment of handicapped and exceptional children including vision, hearing, and health screening.</p>	<p>Elementary School Nurses</p>	<p>CHANGE, Inc. will provide nurses who have the appropriate training and credentials to offer health care services in the elementary schools.</p>	<p>Ohio Department of Health reports; annual Diabetic, Vision, and Hearing reports; the log of communicable diseases, and Evaluation Team Reports.</p>	<p>SWSF</p>

GOAL 2: Provide mental health services including identification, analysis, treatment, and intervention for childhood behavioral and emotional disorders as well as crisis management, and group counseling resulting in an increase in academic performance, as measured by i-Ready diagnostic assessment data and the local report card achievement indicator.

GAPS: Access to mental health care providers, providers who will accept Medicaid, transportation, staff training related to severe behavioral disabilities, mental health first aid, crisis intervention, identification of red flags

INITIATIVE DESCRIPTION	RESPONSIBLE PARTIES	PARTNER'S ROLE	PROGRESS MONITORING	FUND
<p>Mental Health Services: A part-time school social worker will be employed at the junior-senior high school level to provide crisis intervention, identification and assessment of mental health needs, individual and/or group sessions to teach coping and social skills, individual assistance in ABC, virtual sessions with students at alternative school.</p>	<p>Social Worker</p>	<p>Christy Williams, LiSW will be available three days per week to provide contracted services.</p>	<p>School behavioral referrals and disciplinary records.</p>	<p>SWSF</p>
<p>Mental Health Services: Board Certified Behavior Analyst (BCBA) will use various forms of evaluations and observations to identify the socially significant behavior (wanted or unwanted), determine the function of a behavior (sensory, attention, escape, access), and then create a behavior intervention plan (BIP) using evidence-based interventions in order to replace unwanted behavior or to increase wanted behaviors. The BCBA will also conduct social-emotional groups with students who struggle to communicate and/or identify/control emotions. The BCBA will work closely with teachers, administrators, service providers and counselors.</p>	<p>Board Certified Behavior Analyst (BCBA)</p>	<p>Jefferson County Educational Service Center will provide OhioRISE, the new specialized Ohio Medicaid managed care program for children and youth with complex behavioral health and multi-system needs.</p>	<p>Classroom observations, functional behavior assessments, and Behavior Intervention Plans.</p>	<p>SWSF</p>

GOAL 3: TCSD will improve school safety and deter aggressive behavior resulting in a decrease in disciplinary infractions and an increase in the annual overall student attendance rate.

GAPS: Increase in aggressive behaviors, Positive relationships between students and police

INITIATIVE DESCRIPTION	RESPONSIBLE PARTIES	PARTNER'S ROLE	PROGRESS MONITORING	FUND
<p>Community Liaisons and Programming: SRO will serve as a liaison between school personnel and the city police department, the sheriff's department, job and family services, and other outside agencies providing services to the TCSD; build and maintain a professional rapport with students, staff, parents, and school community; and establish positive relationships with students through interactions in the school and positive reinforcement of appropriate student behaviors.</p>	SRO	The Jefferson County Sheriff's Department will ensure the SRO has received the proper training to serve in this capacity.	Annual communications log with outside agencies	DPIA
<p>School Safety: SRO will perform ongoing security checks of the campus and make recommendations to the School principal; conduct security operations drills and evaluations; identify, evaluate, and address threats or potential threats to school security; provide a timely and coherent response to incidents as they arise; provide training, support, and guidance to the school staff as requested; assist the school staff in formulating and practicing school emergency operations plans; supervise traffic at the end of each school day to ensure the safety of all students; intervene in disputes between individuals and staff when the interaction becomes disruptive to the point that no benefit can be obtained; and prepare incident reports as requested.</p>	SRO	The Jefferson County Sheriff's Department will provide an SRO who has received specialized training in school safety.	School behavioral referrals and disciplinary records.	DPIA

GOAL 4: Toronto City School District will provide family engagement activities and community liaison and programming to connect students and their families to community resources, to promote positive behavior intervention and support, and to create opportunities for families to engage in learning skills, content, and curriculum being taught to students.

GAPS: Lack of knowledge of the various community assistance programs and resources, communication barriers such as literacy issues and limited digital access, lack of access to adequate parenting resources, workshops, and support networks, family structures, such as families headed by grandparents, single-parent families, blended families, and families with LGBTQ+ members, may encounter specific challenges that require tailored support services.

INITIATIVE DESCRIPTION	RESPONSIBLE PARTIES	PARTNER'S ROLE	PROGRESS MONITORING	FUND
<p>Family Engagement Activities: The elementary assistant principal will educate teachers and staff on how to communicate and work effectively with parents as equal partners; work with the teaching staff to provide workshops, classes, and activities for parents at the school on a regular basis; provide school engagement materials such as event calendars and educational resources; provide opportunities to develop effective family-school partnerships to support student achievement and school improvement; help parents understand the school system so they can become better advocates for their children's education; expand opportunities for continued learning, voluntary classroom service and school participation; advise and train parents on how to address issues with teachers and the school leadership staff; promote sharing of power with parents as decision-makers; and evaluate the effectiveness of the parent and family engagement programs.</p>	<p>Elementary Assistant Principal</p>	<p>JCESC will provide programs such as Engage and OhioRise to support families in the district.</p>	<p>Annual reports of attendance at school-sponsored parent events.</p>	<p>DPIA</p>
<p>Community Liaisons and Programming: The elementary assistant principal will provide referrals for community-based services for families; collaborate with organizations that provide these resources to schools; recruit volunteers from the community to host various workshops and to speak directly with parents; coordinate community resources that provide services for students and their families; and convene meetings to coordinate services and programs.</p>	<p>Elementary Assistant Principal</p>	<p>JCESC will provide staff professional development.</p>	<p>Annual reports of the types and amount of assistance provided to families.</p>	<p>SWSF</p>

Conclusion

In summary, the district will use SWSF and DPIA funds to implement various initiatives, including deploying school nurses, offering mental health services, enhancing school safety, and providing community liaison and family engagement support services. These efforts aim to address the multifaceted needs of the students in the district and create a healthier, safer, and more supportive learning environment.