OHIO STUDENT WELLNESS AND SUCCESS FUNDING PLAN

A. STUDENT WELLNESS AND SUCCESS INITIATIVES (ORC 3317.26(B))	B. COMMUNITY PARTNERS (ORC 3317.26(C))
1. Mental health services 2. Services for homeless youth 3. Services for child welfare involved youth 4. Community liaisons 5. Physical health care services 6. Mentoring programs 7. Family engagement and support services 8. City Connects programming 9. Professional development regarding the provision of trauma-informed care 10. Professional development regarding cultural competence 11. Student services provided prior to or after the regularly scheduled school day or any time school is not in session	1. A board of alcohol, drug and mental health services 2. An educational service center 3. A county board of developmental disabilities 4. A community-based mental health treatment provider 5. A board of health of a city or general health district 6. A county department of job and family services 7. A nonprofit organization with experience serving children 8. A public hospital agency

School District: Chardon Local Schools **Primary Partner(s): Beech Brook**

Total Student Wellness and Success Funding: $86,470.09

Mental and Physical Health Services Allocation (50% Min): $163,529

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SECTION I - DISTRICT NEEDS (SUPPORTING DATA)

Initial Data

Data collected during school years 2021-2022 and 2022-2023 illustrate the need for mental health services to meet the needs of children and families.

Updated Data

Student service data for the 2025–2026 school year indicates a return to baseline utilization rates following a brief anomaly the previous year, though District counselor caseloads remain elevated. Overall, approximately 30% of K–12 students received some level of mental health support during the academic year.

Key trends highlight a rise in basic-needs challenges including housing instability, food insecurity, utility disconnections, hygiene barriers, and limited home Wi-Fi access affecting both stably and unstably housed families. Schools also managed an increased demand for grief support following family losses, a higher volume of student threat assessment , and a rise in mandatory reports to Job and Family Services. Meanwhile, referrals for outside counseling decreased. This trend reflects both multi-year retention for high-need youth receiving continuous care and cases where external services ended, shifting primary support back to school-based providers.

CHARDON LOCAL SCHOOLS

Area of Concern Description	2021-22	2022-23	2024-2025	2025-2026
Number of students seen by School Counselors for individual support related to social-emotional needs	431	421	743	557
Number of students seen by Beech Brook Social Workers	166	170	231	168

Reports to Job and Family Services for suspected abuse or neglect	35	56	64	71
Number of Suicide Risk Assessments	14	27	36	20
Number of students hospitalized due to suicidal thoughts/attempts	2	10	10	9
Number of student threat assessments	1	7	12	26
Number of students referred by mental health staff for more intensive mental health services in the community	33	92	71	50
Families experiencing homelessness	0	3	4	7
Students experiencing loss of a family member	3	13	17	24
Students and families receiving support after experiencing loss	31	42	n/a	n/a

of a student due to suicide				
Multi-Factored Evaluations-Special Education referenced social emotional concerns	8 of 25 MFE's	11 of 30 MFE's	14	24 of 63 MFE's at Park and CMS
Special Education students receiving social work mental health support as a direct service or consult	26	29	30	35

SECTION II - DISTRICT ALIGNED STRATEGIES/PROGRAMS/SERVICES

The District's strategic planning process identifies Safety and Security as a fundamental area of focus.

GOAL

Chardon Local Schools will develop a specific long-term plan by 2024 that addresses safety, security, and wellness.

IMPLEMENTATION STRATEGIES

1. Implement physical safety and security best practices to minimize potential for emergencies; and, to ensure staff and first responder preparedness in the event of an emergency.
2. Implement programs and services to train district stakeholders to create an environment of awareness of and support for initiatives to create a safe, secure, and supportive learning environment; and, test for vulnerabilities.
3. Research and implement best practices to support the "whole student" inclusive of mental, emotional, and physical health.

SECTION III - DISTRICT PERSONNEL & ROLES

Not applicable.

Note: Success and Wellness funding for mental health services will be fully-allocated to community partner personnel and functions for mental health. See Section V below.

SECTION IV - DISTRICT APPROPRIATIONS

The district has appropriated $163,529 from General Fund 001-2130-410-0000-000000-000-00-000 to cover more than 100% of the student wellness funds for the purpose of Mental and Physical Health Services**.**

SECTION V - COMMUNITY PARTNERS & ROLES

Beech Brook placed the following supports in District this year:

- One full-time licensed social worker to provide support for grades k-7
- One full-time independently licensed social worker providing daily support grades 8-12, and support for the district as needed.
- One full-time social worker/counselor to provide IEP services to students with identified social emotional needs and goals.

The comprehensive continuum of care delivered by the district's counseling and social work team encompasses individual counseling and support, crisis intervention, targeted small groups, family outreach, and school-wide or classroom instruction. To embed these supports into the daily academic environment, staff consult closely with faculty on individual student needs and the integration of trauma-informed educational practices. Safety and early intervention remain foundational priorities; consequently, all counseling personnel are fully trained in suicide risk assessment as well as threat assessment using the Comprehensive School Threat Assessment Guidelines (CSTAG) model.

Recognizing that student success is linked to stability at home, Beech Brook staff collaborate extensively with families to bridge the gap between school and external community resources. Throughout the past year, this advocacy proved essential in addressing severe, non-academic barriers to learning. Staff guided families through critical challenges, including housing instability, food insecurity, transitional periods, child welfare navigation, and access to essential

Beyond internal partnerships, the District collaborates closely with local mental health agencies, law enforcement, Job and Family Services, the Family First Council, and various

family stability programs. Additionally, through our partnership with Ravenwood Health, a dedicated prevention specialist hosts lunch groups districtwide.

SECTION VI - PROGRESS MEASURES

Beech Brook measures progress through the following:

- number of students seen
- linkages and follow through with community resources
- risk assessment/threat assessments completed with linkage to appropriate level of care if indicated
- improvement in grades and discipline referrals for identified students
- Increased number of students involved in youth-led prevention
- progress on iep goals

SECTION VIII - YEAR-END PROGRESS REVIEW AND SUCCEEDING YEAR PLAN ADJUSTMENTS (IF APPLICABLE)

During the current school year, a total of 760 students accessed vital mental health services through a tiered internal and external support network. The majority of these students, numbering 557, received direct support from the district's seven school counselors. Additionally, two Beech Brook social workers provided support to 168 students, while a third Beech Brook staff member delivered specialized, IEP-specific counseling to 35 students.

Examples of student progress this year demonstrate impact across targeted intervention areas. Out of 14 high school students referred for intensive community support, 10 successfully followed through with services. Additionally, combined support from counselors, the social worker, and faculty helped 3 out of 4 students regain their eligibility to attend the Auburn Career Center. Finally, through collaborative efforts between Beech Brook, faculty and the school counselor, 2 of 3 students previously at risk of non-completion successfully graduated on time. Furthermore, 4 of the 35 students on IEPs met their goals (measured via the Ohio Scales) and graduated from services entirely.

Equal in importance to these quantitative milestones, yet harder to measure directly, is the positive social connectedness students developed by building peer relationships and school connectedness through youth-led prevention clubs and informal staff-facilitated groups.

A significant portion of this effort involved managing highly complex care for some of the district's most vulnerable youth. Staff managed extensive multi-system service coordination for students actively involved with residential treatment programs, external community providers, and intensive state initiatives—including OhioRISE, Mobile Response and Stabilization Services (MRSS), Intensive Home-Based Treatment (IHBT), and Therapeutic Behavioral Services (TBS). This cross-agency collaboration ensured that high-risk students maintained a continuous, well-coordinated safety net between their specialized clinical treatments and the academic environment.

In June 2025, following a neighborhood homicide, the high school Beech Brook social worker initiated proactive outreach to all nearby families, ensuring they had direct access to the emotional and mental health resources necessary to navigate the community trauma.

This commitment to student and family well-being carried into the school year following a shooting at an away football game. School administration, the Geauga County Crisis Team, and district counseling/social work staff immediately mobilized to provide debriefing and counseling sessions for the football, marching band, dance, and cheer teams. Recognizing the importance of sustained care after such an acute incident, representatives from both the Crisis Team and Beech Brook also attended the subsequent game to ensure continuous, on-site mental health support. Through both targeted neighborhood outreach and immediate event response, the district maintained a proactive, collaborative approach to crisis intervention.

Beech Brook social work and district counseling staff remain involved in proactive prevention initiatives across all grade levels. At the middle school level, all three Beech Brook social workers facilitate the monthly after-school Kindness Club, which engaged 24 students in grades 4 through 7 this past year. Focused on promoting a positive school climate, helping others, and spreading kindness throughout the building, the program was further enhanced by five high school seniors who volunteered their time to serve as positive peer role models.

At the high school level, a social worker and counselor serve as adult advisors for the Sources of Strength group. This program has been formally approved by the board to meet the statutory requirements of the SAVE Act, seamlessly weaving in elements from the Sandy Hook Promise *Say Something*, *Start with Hello*, and *SAVE Promise Clubs*. The high school chapter was also recently awarded a grant from the Ohio Youth-Led Collective to further enhance and expand its mission within the student body. In the elementary and middle schools, the Sources of Strength curriculum is integrated directly into the academic day, facilitated by school counselors during regular classroom lessons.

Supporting these specific student groups, the entire counseling and social work team is actively integrated into the district's systemic framework, collaborating closely with Positive Behavior Interventions and Support (PBIS) and Multi-Tiered System of Supports (MTSS) teams. By aligning these internal frameworks and working hand-in-hand with local community agencies, staff ensure a comprehensive network of resources dedicated to long-term student and family success.

SECTION IX - YEAR-END FINAL EXPENDITURES REPORT