

CHIPPEWA LOCAL SCHOOL DISTRICT
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Chippewa Local Schools
Student Wellness and Success & Disadvantaged Pupil Impact Aid (DPIA) Plan
Fiscal Year 2025-2026

Leadership Team:
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Deputy Treasurer: Ken Gasser

District Name	Chippewa Local Schools
District Contact	Mr. Tim Adams, Superintendent
Board Approved	Board Reviewed: March 9, 2026
District IRN	050534

I. Purpose and Alignment

This plan outlines the strategic utilization of Disadvantaged Pupil Impact Aid (DPIA) and Student Wellness and Success Funds as mandated by **Ohio Revised Code 3317.25**. The goal of these funds is to provide "wraparound services" that address physical, mental, and academic barriers to learning for at-risk and economically disadvantaged student populations.

II. Mental and Physical Health Services (50% Mandate)

In compliance with state law requiring at least 50% of combined funds be spent on mental or physical health, Chippewa Local Schools prioritizes the "Whole Child" through the following:

- **Tiered Behavioral Support:** The district utilizes specialized counseling staff to provide direct mental health services, crisis intervention, and social-emotional coordination. This internal clinical model allows for higher-frequency support for students in need.
- **Contracted Nursing Services:** Through a partnership with the Educational Service Center (ESC), the district provides professional nursing care to manage chronic health conditions, conduct screenings, and ensure students are physically healthy and ready to learn.
- **Clinical Coordination:** Funds support the coordination of clinical services for students requiring intensive behavioral health interventions.

III. Academic Intervention and Literacy Support

The remainder of the DPIA allocation is dedicated to closing the achievement gap through evidence-based academic supports:

- **Science of Reading Alignment:** All literacy-related expenditures are strictly aligned with Ohio’s Science of Reading mandates. This includes the purchase of evidence-based instructional materials and consumable workbooks for specialized reading intervention.
- **Digital Progress Monitoring:** The district utilizes universal screening and progress monitoring software to track student growth in real-time. This data allows staff to adjust interventions immediately for students not meeting grade-level benchmarks in ELA and Math.
- **Adaptive Learning Platforms:** Funding supports supplemental adaptive digital tools that provide individualized practice for students in ELA and Math, specifically targeting foundational skill gaps identified through diagnostic testing.

IV. Student Safety and Community Partnerships

Chippewa Local Schools coordinates these services in formal partnership with the following organizations:

1. **Doylestown Police Department:** Collaborating on school safety initiatives, security services, and drug prevention education to ensure a secure learning environment.
2. **OHuddle:** Providing high-impact mentorship and social-emotional support for students in the Junior and Senior High School.
3. **Educational Service Center (ESC):** Providing specialized physical health services and professional nursing staff.
4. **Wayne County Mental Health Board:** Serving as a primary consultant for prevention and treatment coordination.

V. Anticipated Impact

By integrating clinical health supports, local safety partnerships, and data-driven academic interventions, the district anticipates a reduction in chronic absenteeism and an increase in the percentage of students meeting the Third Grade Reading Guarantee and secondary graduation requirements.

