



## Safe and Drug Free School Program

New Richmond Exempted Village School District

## Social-Emotional Learning Handbook

Created by the Student Wellness and Success Staff

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## **Introduction**

Social-emotional learning is the process of gaining knowledge and skills to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Research demonstrates that students who receive support for social and emotional learning in schools reach higher academic, social, and behavioral achievements. Social-emotional learning has also been shown to positively impact economic and mental health outcomes. Developing these skills is an important part of meeting the needs of the whole child.

The Safe and Drug Free School Program was created to provide comprehensive mental health services and social-emotional learning throughout the New Richmond Exempted Village School District. The program is funded by the Student Wellness and Success funds provided by the state to reduce stigma surrounding mental health and substance use disorders and to provide crisis support for families. A portion of the program is also funded by the Office on Violence Against Women (OVW) Consolidated Youth and Engaging Men (CYEM) Program and other funds through United Way and the Coalition for a Drug Free Clermont County. The Student Wellness and Success Staff have been selected by The Counseling Source, a Cincinnati based and therapist owned mental health agency, and the YWCA, a nonprofit organization dedicated to eliminating racism and social injustice, empowering women, helping families, and strengthening communities. Program efforts began in January of 2020 in response to the Ohio State Board of Education social-emotional learning K-12 standards which were adopted in June of 2019.

Research demonstrates that when children and families are in crisis or using substances, students can experience negative impacts at home and at school which can reduce outcomes later in life. Children and families in crisis are served at each building level with a crisis counselor or mental health therapist who can provide acute counseling support or long-term therapeutic counseling. In addition, substance abuse counseling and support is available throughout the district with prevention education and intervention opportunities. The Safe and Drug Free School Program includes district wide committees and programs, mental health and behavioral health services, social-emotional learning curriculums, peer counseling programs, punitive and caring interventions, parent education, support groups, and prevention education for students and school staff regarding bullying, child abuse, dating violence, and suicide. Due to COVID-19, services are available in-person and virtually with remote learning platforms to serve and protect all staff, students, and families.

The purpose of this handbook is to provide a resource and information guide to clarify the roles and responsibilities across the district and to describe our efforts for a safe and drug free school district and community. This handbook is available to all staff, students, parents, and community leaders. It will be revised as needed and distributed at the beginning of each school year to promote awareness, collaboration, and informed decision making and referrals. It is organized by district level efforts then by each building starting with the elementary schools,

middle school, and high school. The structure of this document is to facilitate easy access and awareness of what programs, services, groups, and clubs are available within each building. Each section states when a referral is needed, how to make a referral, and how to participate. For more information please contact the Safe and Drug Free School Coordinator, a member of the Student Wellness and Success Staff, or your building's principal or counselor.

## Meet the Authors



### **Jessica M. McDermott, MA, LPCC, LCDC III**

Jessica graduated from Lebanon High School, obtained a Bachelor of Arts in Psychology from Miami University, and earned a Master of Arts in Clinical Mental Health Counseling from Xavier University. She is a licensed professional clinical counselor with a chemical dependency license. She has experience working with adults and adolescents who suffer from substance use disorders, severe and persistent mental health illnesses, eating disorders, and mood and anxiety disorders. As a typical pisces, love and hope inspire her. In her free time, she enjoys cooking, chasing her puppies around, watching Netflix, reading, exercising, painting, and creating or learning something new.



### **Devynne Eldridge, BA**

Devynne graduated from Jackson High School and received a Bachelor of Arts in Women's, Gender, and Sexuality Studies from Ohio University in May 2019. Devynne focused on violence against women, reproductive health, and LGBTQIA+ issues. Devynne was the Vice President of Ambassadors to the Survivor Advocacy Program, where she spread sexual assault awareness and trained student groups on empathic response, and helped to design and open the Start by Believing Campaign, where she worked for justice for sexual assault survivors. Devynne taught sexual assault, teen dating violence prevention, media literacy, healthy relationships, and sexual education to middle and high school students. In her free time, Devynne studies astrology, planetary trends, and feminist theory. She loves to write, exercise, spend time with her friends and family, listen to music, and bake cookies.



**Susan Gurski, MSW, LISW-S**

Susan graduated from Anna High School, obtained a Bachelor of Arts in Social Work from Wright State University, and earned a Master’s degree in Social Work at Ohio State University. She is a licensed independent social worker with a supervision designation. She is married and has two daughters and two cats. Susan has been a social worker for over 30 years. She loves to read and listen to music. Her favorite article is “Cipher in the Snow” by Jean Mitzer and her favorite author is Lisa Wingate. Her favorite a cappella group is Pentatonix, whose singer is a relative of her brother-in-law.



**Kathy Jakucki, MA, LPCC**

Kathy is originally from New Jersey and has lived in Ohio since 2010. She received her Bachelor of Arts in Psychology from Cedarville University and obtained a Master of Arts in Mental Health Counseling from the University of Cincinnati. She is a licensed professional counselor who specializes in crisis and trauma. She has worked with children, adolescents, and adults. Kathy has worked in community mental health, psychiatric hospital, and federal and state court settings. She is also on the Community Advisory Board for the counseling program at the University of Cincinnati. Kathy enjoys spending time outdoors doing various activities such as paddleboarding, hiking, cycling, and playing sports. She also has a floppy-eared bunny named Charlie who she loves to spend time with!







**Bethany Puliafico, MS, LPC**

Bethany graduated from Batavia High School in 2010 and obtained a Bachelor of Arts in Psychology with a certification in Drug Counseling and a minor in Early Childhood Education from the University of Cincinnati in 2014. Bethany earned a Master's degree in Clinical Mental Health Counseling in 2019 from Northern Kentucky University. Bethany has a background working with children who have experienced trauma and witnessed drug abuse. Bethany has worked for the district since 2014 and enjoys working closely with the students and families of the New Richmond community.

## **New Richmond Exempted Village School District**

### **The Safety Committee**

The New Richmond Exempted Village School District's Safety Committee is comprised of the superintendent, Director of Staff and Student Services, Safe and Drug Free School Coordinator, Director of Facilities, building principals, law enforcement officers, fire department emergency medical service providers, and other first responders. The committee meets once a month to address, communicate, and evaluate safety issues within the district and community. The goal of the committee is to create and nurture a culture of safety for its students and community members. In addition, the Safety Committee facilitates safety training for school staff during the district wide Safety and Security Day.

### **PBIS**

Positive Behavioral Interventions and Supports (PBIS) is a framework that uses evidence-based practices and a public health model to support the academic, behavioral, social emotional, and physical wellbeing and safety of students. The goal of PBIS is to create a positive, safe, accepting, and understanding environment by guiding staff and student behavior with positive supports while teaching and reinforcing behavioral skills and expectations. The PBIS program utilizes tiers of support to provide prevention for all students, additional supports for selected students, and individualized support as needed. Research shows that teaching and reinforcing behaviors in a consistent manner can reduce suspensions and expulsions and increase success opportunities for students. Other outcomes include increased academic performance, reduced challenging behaviors, improved social-emotional competence, improved perception of safety, reduced bullying, improved organizational efficiency, reduced staff turnover, and increased perception of teacher efficacy.

New Richmond Exempted Village School District has selected a district wide leadership team as well as building committee members to develop their PBIS program. The committee members include the Director of Staff and Student Services, Safe and Drug Free School Coordinator, school counselors and psychologists, and teachers. The role of these committees is to plan, oversee, and support all PBIS efforts during monthly meetings. PBIS coaches, state support teams, and regional education service centers provide additional resources and support including staff training. To teach the behavioral expectations to staff, students, and parents, visuals are posted throughout the school and a walk-through is completed at the beginning of the year to demonstrate appropriate behavior in common areas. Additionally, classroom expectations are taught in lessons and behaviors are reinforced with positive rewards throughout the school year. To make data-informed decisions, office referrals, suspensions, expulsions, attendance, academic performance, and positive referrals are tracked to determine the effectiveness of the program. Ongoing evaluation and adjustments are conducted by the committee members.

### **Safe and Drug Free School Coordinator**

Jessica M. McDermott, MA, LPCC, LCDC III is the Safe and Drug Free School Coordinator for the district. She is responsible for coordinating the district's mental health and substance use prevention education and intervention programs with the Student Wellness and Success Staff, superintendent, and the Director of Staff and Student Services. She is the facilitator of the LifeSkills Training Parent Program workshop, High School Program, and Transitions Program as well as the Learning to Cope support group and Substance Use/Vaping/Nicotine Education and Intervention Course. She provides secondary support for all of the Social-Emotional Learning programs. She is a Safety Committee member and works with the Students Against Destructive Decisions (SADD) advisors and members across the district.

To refer a student for individual support related to substance use or to participate in the Substance Use Intervention Course or support groups, a referral should be completed by the student's counselor or principal and a Release of Information Authorization and Consent to Participate must be signed by the student and guardian of the student.

### **YWCA Greater Cincinnati: School-based Prevention and Intervention Coordinator**

Devynne Eldridge, BA is the School-based Prevention and Intervention Coordinator for the district. Devynne splits her time between New Richmond and Bethel-Tate school districts. This effort is funded through the Consolidated Youth and Engaging Men (CYEM) Program. CYEM provides the opportunity to enhance prevention, intervention, and response efforts in addressing sexual assault, domestic violence, dating violence, and stalking in children, youth, and young adults. CYEM is through the Office on Violence Against Women (OVW). To achieve these goals, Devynne facilitates Safe Dates for middle and high school and the Second Step Child Protection Unit for the elementary schools. She also leads Girls Circle, an after-school empowerment group for girls, young women, and nonbinary people. She is responsible for coordinating curriculums and support across the district as well as co-advising the GSA Club at the middle and high school. The YWCA Greater Cincinnati conducted a Needs Assessment for the district and will utilize follow ups and referrals.

### **SADD**

Students Against Destructive Decisions (SADD) is a district wide effort and club to promote student involvement, empowerment, leadership development, peer-to-peer education, and prevention. New Richmond Exempted Village School District has appointed SADD advisors for each building to organize monthly meetings and activities for students based on selected monthly topics. SADD advisors include teachers and other school staff as appropriate. The goal of SADD is to develop student sense of belonging, resiliency, advocacy skills, decision making, traffic safety, personal health, and refusal skills.

## **Locust Corner Elementary**

### **PBIS Committee**

The PBIS committee at Locust Corner Elementary is led by Megan Andersen. Megan is an intervention specialist. She has been with the district since 2006 and has provided services at both elementary schools. When asked about her passion with her work and PBIS, she stated, “As an interventionist, I have always strived to use the best practices and research-based interventions in my classroom. Once I learned about how PBIS could positively impact our school’s climate and learning environments school-wide, I volunteered to become a coach. As we work together with the staff on implementing school-wide PBIS, I look forward to helping cultivate positive and supportive learning environments to help improve student outcomes”.

### **The Principal**

The principal at Locust Corner Elementary is Joseph Roach. When asked why social-emotional learning is important, Mr. Roach stated, “At Locust Corner, we believe that the social-emotional development of each student is an essential component before meaningful instruction can take place. We believe in ‘connection before content’ and ‘Maslow before Bloom’. We know that our students’ needs are individualized and unique and we must exhaust all resources at our disposal to get our students the help they need to be successful. Students must be ready to learn before they can digest the content we are delivering.” For this reason, Mr. Roach is on the district wide safety committee team.

### **Mental Health and Behavioral Providers and Services**

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Susan Gurski, MSW, LISW-S is the crisis counselor at Locust Corner Elementary. She is responsible for providing crisis counseling, conducting risk assessments, and facilitating the Second Step Bullying Prevention Unit. In addition, Susan is a Second Step Social-Emotional Learning program co-coordinator for the district. A student can be referred for in-person or telehealth crisis counseling or risk assessment by school staff, due to concerns of the student’s safety and emotional state by phone, email, or office visit. A parent can also notify their concerns to the principal or school counselor who will then notify the counselor.

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Carly Cooper is the school psychologist for Locust Corner Elementary. She provides supportive services to students by helping them process and overcome problems, administers psychological and educational tests, conducts observations and

interviews, and gathers information for the assessment of students experiencing learning and adjustment problems. In addition, Carly assists with teaching students pro-social and positive behaviors and meets with parents and teachers to discuss learning, behavioral, familial, and social problems of students. Carly is responsible for supporting the crisis counselor by offering grief and emergency counseling services, conducting risk assessments, and implementing the Second Step SEL curriculum as needed.

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Natalie Goodman is the behavior itinerant for Locust Corner Elementary. Natalie provides social-emotional and behavioral services to students of the district. Students are referred for behavior itinerant services following an evaluation for special education needs and skill deficits and creation of an Individualized Education Plan (IEP). Natalie assists with behavior modification and skill development with the use of discipline and support. If a student is determined to possess a skill and the student is not using the skill, the student is referred to counseling to process why they are not using the skill and relying on problematic behavior instead.

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Child Focus, a private, not-for-profit agency, provides school-based mental health case management services for the district. Qualified Mental Health Specialists (QMHS) provide therapeutic behavioral services and prevention services. These services assist students with gaining skills, managing symptoms of a mental health diagnosis, and addressing barriers to seeking or maintaining education and employment. Other service activities include referral and linkage to other healthcare, behavioral healthcare, and non-healthcare services, development of daily living skills, and crisis prevention and stabilization.

## **Curriculums**

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Second Step is a comprehensive program that utilizes social-emotional learning to create supportive and successful learning environments for children in schools. Social-emotional learning (SEL) is the process of developing skills for self-awareness, self-control, and interpersonal relationships. The program supports child safety, readiness to learn, school culture, and academic success by teaching empathy, emotion management, and decision making skills. The lessons demonstrate techniques to gain confidence, set and achieve positive goals, collaborate with others, and effectively navigate within the world. The program is supported by research, provides manageable lesson plans for teachers, and engaging tools for students.

## Research Findings

- In 2015, Columbia University conducted a cost-benefit analysis of six SEL interventions, including the Second Step Social-Emotional Learning program and reported an average return of \$11.00 for every dollar spent on training and materials.
- A 2015 study examined 20 years of data to determine the relationship between kindergarten social competence and future wellness. Kindergarteners with higher social competence scores were more likely to graduate from high school, obtain a college degree, and be employed full-time by the age of 25.
- A 2011 meta-analysis of 213 school-based, universal SEL programs reflected an 11% point achievement gain when measuring academic performance.

## Social-Emotional Learning

The Second Step Social-Emotional Learning elementary curriculum uses games, activities, media, and songs to develop eager, curious, and cooperative learners. Lessons are 20 to 30 minutes in length and are taught once a week by a teacher or secondary support person for 26 weeks in kindergarten and 22 weeks in first through fifth grade. Lesson concepts include skills for learning, empathy, emotion management, and problem solving. When these skills are taught and supported, youth are more likely to succeed academically, have a positive attitude toward self and school, and are less likely to experience emotional distress and use substances. Progress and outcomes will be measured by monitoring student attendance, graduation rates, academic performance, and conducting summative knowledge assessments. Susan Gurski is the trained program co-coordinator. She will demonstrate program lessons in class, provide teacher training, serve as a secondary support person for implementation of the program, and conduct pre- and post- test assessments. Other secondary support persons include Carly Cooper and Jessica McDermott.

## Bullying Prevention Unit

The Second Step Bullying Prevention Unit elementary curriculum teaches students, educators, and school staff how to recognize, report, and refuse bullying to create a safe, positive school climate and community. Lessons are 20 to 30 minutes in length and are taught once a week by a trained facilitator for 5 weeks. Lesson concepts include assertiveness skills, bystander responsibility, cyber bullying, and distinguishing between peer conflict and bullying. The program

includes classroom activities, resources for families, and take-home activities. This research based program states that when children feel safe, supported, and connected to their school, they are more likely to succeed academically and in life. Progress and outcomes will be measured by monitoring student attendance, academic performance, crisis counseling referrals, and conducting summative knowledge assessments and classroom climate surveys. Susan Gurski is the primary facilitator for this program with Jessica McDermott being the secondary support person. Both counselors are trained to utilize this program and will facilitate staff training on how to respond to bullying for schoolwide implementation of the program.

#### Child Protection Unit

The Second Step Child Protection Unit elementary curriculum teaches educators and school staff to recognize, respond to, and report child abuse as well as helps students to recognize, report, and refuse unsafe situations. The program provides family materials, staff training, and easy to use lesson plans to teach students personal safety skills and build an informed community working to prevent child abuse. Lessons are 20 to 30 minutes in length and are taught once a week by a trained facilitator for 6 weeks. Lesson concepts include common safety rules, safe and unsafe touches, not keeping secrets, and identifying caring adults. This research based program states that when children feel safe and supported by their school, they are more likely to succeed academically and thrive in their environments. Progress and outcomes will be measured by monitoring student attendance, academic performance, and crisis counseling referrals. Devynne Eldridge is the primary facilitator for this program.

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Lion's Quest is a prevention education program provided by Clermont County Community Services, Inc. (CCCSI) with United Way funding. The program is facilitated by Teresa Klein who is the CCCSI Youth Services Coordinator. Teresa has been facilitating the program within the district since 2007. She teaches second and fourth graders to develop skills in cooperation, caring for others, critical thinking, responsible choices, and refusal skills. Additional topics include community building, listening skills, conflict resolution, medicine and drugs, hygiene, bullying, and peer pressure. Students learn through stories with role-play, music, puppets, art, visuals, and group work. Students develop positive social skills, self-discipline, responsibility, good judgement, and the ability to get along with others and lead healthy, drug-free lives. Lessons are 45 to 60 minutes in length and are taught once a week by a trained facilitator for 6 weeks. Progress and outcomes will be measured by monitoring student attendance, graduation

rates, academic performance, and conducting pre- and post- tests as well as teacher surveys.

### **Clubs and Other Organizations**

#### *UCFF "*

Tricia Nelson is the SADD advisor for Locust Corner Elementary. Tricia is a physical education teacher. She has been with the school district since 2019. When asked about her passion working with SADD, she stated, "I am passionate about being a SADD advisor because I think it is important to start the conversation about making healthy and smart choices. I am looking forward to celebrating Red Ribbon Week 2020 with my new theme: Be Happy. Be Brave. Be Drug Free".



## Monroe Elementary

### **PBIS Committee**

The PBIS committee at Monroe Elementary is led by Kelly Snead. Kelly is a dedicated intervention specialist who has been with the district since 2013. When asked about her passion serving on the PBIS committee, she stated, “I believe that a positive learning environment promotes a higher level of learning for both the educator and the student. It builds a positive community which students feel safe and more respected in. Finding ways to intervene with positive and negative behavior is something I’m compassionate about and I hope to influence others to use interventions to help their teaching and build their communities”.

### **The Principal**

The principal at Monroe Elementary is Jamie Kunz. Jamie believes that “social-emotional learning is critical to developing competencies, besides academic content knowledge, that are necessary to succeed in college and careers.” Jamie further explains how “effective social-emotional programming is all encompassing and it needs to begin in preschool and continue throughout schooling until high school graduation. These skills support students as individuals which helps them reach their highest potential in school and in life.” Jamie is committed to developing successful students and she serves as a member on the district wide safety committee team.

### **Mental Health and Behavioral Providers and Services**

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Kathy Jakucki, MA, LPCC is the crisis counselor at Monroe Elementary. She is responsible for providing crisis counseling, conducting risk assessments, and facilitating the Second Step Bullying Prevention Unit. In addition, Kathy is a Second Step Social-Emotional Learning program co-coordinator for the district. A student can be referred for in-person or telehealth crisis counseling or risk assessment by school staff, due to concerns of the student’s safety and emotional state by phone, email, or office visit. A parent can also notify their concerns to the principal or school counselor who will then notify the counselor.

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Carrie Pugh is the school psychologist for Monroe Elementary. She provides supportive services to students by helping them process and overcome problems, administers psychological and educational tests, conducts observations and interviews, and gathers information for the assessment of students experiencing learning and

adjustment problems. In addition, Carrie assists with teaching students pro-social and positive behaviors and meets with parents and teachers to discuss learning, behavioral, familial, and social problems of students. Carrie is responsible for supporting the crisis counselor by offering grief and emergency counseling services, conducting risk assessments, and implementing the Second Step SEL curriculum as needed.

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Natalie Goodman is the behavior itinerant for Monroe Elementary. Natalie provides social-emotional and behavioral services to students of the district. Students are referred for behavior itinerant services following an evaluation for special education needs and skill deficits and creation of an Individualized Education Plan (IEP). Natalie assists with behavior modification and skill development with the use of discipline and support. If a student is determined to possess a skill and the student is not using the skill, the student is referred to counseling to process why they are not using the skill and relying on problematic behavior instead."

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## **Curriculums**

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Second Step is a comprehensive program that utilizes social-emotional learning to create supportive and successful learning environments for children in schools. Social-emotional learning (SEL) is the process of developing skills for self-awareness, self-control, and interpersonal relationships. The program supports child safety, readiness to learn, school culture, and academic success by teaching empathy, emotion management, and decision making skills. The lessons demonstrate techniques to gain confidence, set and achieve positive goals, collaborate with others, and effectively navigate within the world. The program is supported by research, provides manageable lesson plans for teachers, and engaging tools for students.

## Research Findings

- In 2015, Columbia University conducted a cost-benefit analysis of six SEL interventions, including the Second Step Social-Emotional Learning program and reported an average return of \$11.00 for every dollar spent on training and materials.
- A 2015 study examined 20 years of data to determine the relationship between kindergarten social competence and future wellness. Kindergarteners with higher social competence scores were more likely to graduate from high school, obtain a college degree, and be employed full-time by the age of 25.
- A 2011 meta-analysis of 213 school-based, universal SEL programs reflected an 11% point achievement gain when measuring academic performance.

## Social-Emotional Learning

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## Bullying Prevention Unit

The Second Step Bullying Prevention Unit elementary curriculum teaches students, educators, and school staff how to recognize, report, and refuse bullying to create a safe, positive school climate and community. Lessons are 20 to 30 minutes in length and are taught once a week by a trained facilitator for 5 weeks. Lesson concepts include assertiveness skills, bystander responsibility, cyber bullying, and distinguishing between peer conflict and bullying. The program includes classroom activities, resources for families, and take-home activities.

This research based program states that when children feel safe, supported, and connected to their school, they are more likely to succeed academically and in life. Progress and outcomes will be measured by monitoring student attendance, academic performance, crisis counseling referrals, and conducting summative knowledge assessments and classroom climate surveys. Kathy Jakucki is the primary facilitator for this program with Jessica McDermott being the secondary support person. Both counselors are trained to utilize this program and will facilitate staff training on how to respond to bullying for schoolwide implementation of the program.

#### Child Protection Unit

The Second Step Child Protection Unit elementary curriculum teaches educators and school staff to recognize, respond to, and report child abuse as well as helps students to recognize, report, and refuse unsafe situations. The program provides family materials, staff training, and easy to use lesson plans to teach students personal safety skills and build an informed community working to prevent child abuse. Lessons are 20 to 30 minutes in length and are taught once a week by a trained facilitator for 6 weeks. Lesson concepts include common safety rules, safe and unsafe touches, not keeping secrets, and identifying caring adults. This research based program states that when children feel safe and supported by their school, they are more likely to succeed academically and thrive in their environments. Progress and outcomes will be measured by monitoring student attendance, academic performance, and crisis counseling referrals. Devynne Eldridge is the primary facilitator for this program.

#### *Nkppɔt' S wɔw'*

Lion's Quest is a prevention education program provided by Clermont County Community Services, Inc. (CCCSI) with United Way funding. The program is facilitated by Teresa Klein who is the CCCSI Youth Services Coordinator. Teresa has been facilitating the program within the district since 2007. She teaches second and fourth graders to develop skills in cooperation, caring for others, critical thinking, responsible choices, and refusal skills. Additional topics include community building, listening skills, conflict resolution, medicine and drugs, hygiene, bullying, and peer pressure. Students learn through stories with role-play, music, puppets, art, visuals, and group work. Students develop positive social skills, self-discipline, responsibility, good judgement, and the ability to get along with others and lead healthy, drug-free lives. Lessons are 45 to 60 minutes in length and are taught once a week by a trained facilitator for 6 weeks. Progress and outcomes will be measured by monitoring student attendance, graduation

rates, academic performance, and conducting pre- and post- tests as well as teacher surveys.

### **Clubs and Other Organizations**

#### *UCFF "*

Katie Alsip is the SADD advisor for Monroe Elementary. Katie is a kindergarten teacher. Katie began her teaching career with New Richmond in 2015. She has been a SADD advisor since 2016. When asked about her passion working with SADD, she reported, "I am passionate about teaching the whole child. I believe that teaching children to make smart choices in real life situations is an important topic to discuss. This is why SADD is a great program, because it allows us the opportunity to educate our students on these topics". "

## **New Richmond Middle School**

### **PBIS Committee**

The PBIS committee at the middle school includes Patricia Gulley, Malissa Kirby, Emma McBride, Cindy Banfield, Kelsey Jones, Adam Moler, and Sarah Stapleton.

### **The Principal**

The principal at the middle school is Court Lilly. Mr. Lilly has been a part of the district since 2009. When asked about his experience in the district, he reported that he “enjoys the small town environment and being able to see generations of families throughout the years”. Mr. Lilly is on the district wide safety committee team.

### **School Guidance**

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Cindy Banfield and Patricia Gulley are the school counselors for the middle school. Cindy is a seasoned veteran and resident of the district. When asked about her passion for the district, she stated, “New Richmond families demonstrate how much they truly care about the students, staff, and community. I really do appreciate the support from the community”. Cindy provides academic, individual, and small group counseling as well as facilitates parent meetings and 504 plan meetings. She assists with identifying students who would benefit from programming and serves on several committees including PBIS, the Attendance Committee, Project Lunchbox Committee, and Interview Committee. Cindy served as a SADD advisor for 20 years and spent some time at Locust Corner Elementary. Cindy teaches class lessons regarding kindness, Ohio Means Jobs, PBIS, and Red Ribbon Week.

Patricia Gulley has worked at the middle school since 2016. Patricia stated that she enjoys working with the students, taking time to get to know them, and making positive connections with each one. Mrs. Gulley's tasks vary from day-to-day and include providing individual support to staff, parents, and students for academics, personal or social issues, and college or career readiness. She offers group counseling and guidance concerning student behavior, character education, college and career readiness, leadership, and mentoring opportunities. Mrs. Gulley facilitates a mentoring program, completes the scheduling for all students, and initiates referrals to mental health providers as needed. She also organizes various activities to enhance the academic, career, social, emotional, and physical needs of students, assists in state testing, and analyzes academic and behavior data to determine students' needs and placement. Mrs. Gulley is a PBIS coach, 504 Coordinator, and a Student Success Plan Coordinator.

## Mental Health and Behavioral Providers and Services

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Emma McBride is the school psychologist for the middle school. Emma has been with the district since 2017 and reports that she enjoys working at New Richmond “because there are so many great students and teachers to work with”. Since her arrival, she has felt welcomed and reports that everyone has been helpful with her transition to the district. Her daily duties include observing students in the classrooms, gathering information from teachers about student progress, completing special education evaluations, collaborating with the PBIS team, and helping to coordinate tiered reading intervention services.

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*Ogpcv!J gcnj 'Vj gt cr kw'*

Bethany Puliafico, MS, LPC is the mental health therapist at the middle school. Bethany focuses on working with students to manage anxiety, minimize anger outbursts, process trauma, and control impulsive decisions in and outside of the classroom. Bethany provides education on coping skills, calming down techniques, and mental health diagnoses. Bethany offers individual therapy to students within the school and virtually, provides mental health assessments, and conducts risks assessments. She also participates in the Hope Squad and GSA Club.

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Tammy Otten is the behavior itinerant for the middle school. Tammy provides social-emotional and behavioral services to students of the district. Students are referred for behavior itinerant services following an evaluation for special education needs and skill deficits and creation of an Individualized Education Plan (IEP). Tammy assists with behavior modification and skill development with the use of discipline and support. If a student is determined to possess a skill and the student is not using the skill, the student is referred to counseling to process why they are not using the skill and relying on problematic behavior instead. "

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Child Focus, a private, not-for-profit agency, provides school-based mental health case management services for the district. Qualified Mental Health Specialists (QMHS) provide therapeutic behavioral services and prevention services. These services assist students with gaining skills, managing symptoms of a mental health diagnosis, and addressing barriers to seeking or maintaining education and employment. Other service activities include referral and linkage to other healthcare, behavioral healthcare, and

non-healthcare services, development of daily living skills, and crisis prevention and management and stabilization.

## Curriculums

### *NkgUknu'Vtckpki "*

The Botvin LifeSkills Training programs are evidence-based prevention education programs that teach information about the dangers of drug use to help students develop greater self-esteem and self-confidence and how to effectively cope with their emotions and experiences. These programs support social-emotional learning competencies and promote healthy alternatives to risky behavior through activities designed to teach students social skills, decision making, problem solving, and refusal skills.

#### Research Findings

- A 2013 cost-benefit analysis indicated, “the Botvin LifeSkills Training program produced a \$50.00 benefit for every dollar invested in terms of reduced corrections costs, welfare and social services, drug and mental health treatment, and increased employment and tax revenue”.
- A 2006 study reported that Botvin Lifeskills Training reduced levels of verbal aggression by 42%, physical aggression by 30%, fighting by 40%, and delinquency by 40%.
- Botvin programs claim to lower risk for prescription and opioid misuse and decrease use of inhalants, narcotics, and hallucinogens.
- Studies between 1983 and 2006 concluded that Botvin LifeSkills Training reduced tobacco use by 87%, alcohol use by 60%, marijuana use by 75%, polydrug use by 66%, and methamphetamine use by 68%.

#### Middle School Program

The Clermont Recovery Center provides a facilitator to teach the LifeSkills Training Middle School Program with funding provided by the Coalition for a Drug Free Clermont County. This program teaches sixth, seventh, and eight graders self-management, social skills, decision making, and refusal skills. Lessons are 30 to 45 minutes in length and are taught once a week by a trained facilitator in health class for 5, 10, and 15 weeks. Lesson concepts include substance use, social media, and peer pressure. This research based program promotes mental health, positive youth development, substance use resistance, and supports the reduction of violence and other high-risk behaviors. Progress and outcomes will be measured by monitoring student attendance, graduation rates, academic performance, and conducting pre- and post- tests.



### Parent Program

The LifeSkills Training Parent Program is an educational workshop for parents of middle school students to learn how to strengthen parenting and communication skills, convey a clear anti-drug message, and be a good role model. Parental monitoring tips, substance use in adolescence, and helping children to develop self-management and social skills are also taught. Lessons are 60 minutes in length and are taught once a week by a trained facilitator for 6 weeks. The workshop is offered three times a year by the Safe and Drug Free School Coordinator. Progress and outcomes will be measured by monitoring student attendance, graduation rates, academic performance, and conducting pre- and post- tests. Parents are encouraged to sign up for the program with their student's counselor, case manager, school psychologist, principal, or the Safe and Drug Free School Coordinator by phone or email. Flyers will be distributed to provide details of location, dates, and times.

### *Uclg'Fcvgu*

Safe Dates is a prevention program for middle and high school students designed to address dating violence victimization and perpetration, including psychological, physical, and sexual abuse that may occur between youth involved in a relationship. At the middle school age, the discussion-based program focuses on healthy communication, assertiveness, and conflict resolution skills. Sessions are taught during health class and are typically 30 minutes in length. Safe Dates is a five day program in middle school. Progress and outcomes will be measured by conducting pre- and post- tests. Devynne Eldridge is the facilitator.

## **Support Groups**

### *Ngctpkpi 'vq'Eqr g"*

The Learning to Cope support group at the middle school is offered once a week for an hour after school by Jessica McDermott. The purpose of this group is to provide therapeutic and peer support for students. Possible topics for support include anxiety, bullying, changing families, COVID, depression, emotions, family addiction issues, grief, loss, other mental health, peer pressure, self-esteem, social skills, substance use, and trauma. Students are encouraged to sign up for the program with their counselor, case manager, school psychologist, principal, or the Safe and Drug Free School Coordinator by phone or email. Flyers and announcements will be posted to provide details and reminders to students.

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Girls Circle is a girls, young women, and nonbinary people's empowerment group led by Devynne Eldridge through the YWCA Greater Cincinnati. Girls Circle will cover topics such as friendship, social media literacy, body image, reproductive health and puberty, and healthy communication. Girls Circle will meet once a week.

To refer a student to participate in a support group, a Release of Information Authorization and Consent to Participate must be signed by the student and guardian of the student.

**Clubs and Other Organizations**

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The SADD advisor for the middle school is Sammantha Ison. Sammantha is the new health teacher at the middle school.

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The Gay Straight Alliance Club is offered at the middle school once a week after school. It provides support for students who are part of the LGBTQ community or are allies of the LGBTQ community. The goal of GSA is to help eliminate discrimination about sexual orientation in the school environment and to create a safe, positive space where everyone can be themselves and feel supported. GSA is offered to anyone within the school that is looking for a safe and supportive group that is accepting and open to everyone. If you would like to participate in GSA, please contact Bethany Puliafico or your school counselor for more information."

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Hope Squad is a school-based peer-to-peer suicide prevention program. Each participant of Hope Squad has been chosen by the student body as a person that is reliable and supportive. Each participant is trained to identify signs of suicide and how to engage with students and provide them with support and resources to help maintain their safety. Along with students, teachers and staff provide support to the student members and students who reach out to the participants or other staff members for help."

## **New Richmond High School**

### **PBIS Committee**

The PBIS committee at the high school includes Carol Ann Coulter, Patrick Burke, Phil Heflin, Lauren Miller, Maryann Dalton, Michelle Senter, Rhonda Cain, and Tom Wessner.

Carol Ann noted that she is “excited by the progress that our staff and students have made and I look forward to continuing our mission. When our school environment is positive and students understand what behaviors are expected, then it can only create a safer environment for all, where high academic goals and performance are a priority”.

Phil Heflin stated, “I think that the PBIS initiative has made a positive influence in the school culture at NRHS. We just implemented the PBIS framework last school year and we saw decreases in the discipline referrals and attendance issues that schools face. A benefit of the PBIS program starting at NRHS has helped provide clear and explicit social behaviors within the school setting. We at NRHS have a very diverse committee of educators and have members from every department in the high school to explore different perspectives and ideas”.

### **The Principal**

The principal at the high school is Robert Burnside. Mr. Burnside stated “I am extremely grateful and excited about returning to New Richmond”. When asked about his passions, he stated “I value relationships and culture in a school above all else”. Additionally, he expressed, “Every student deserves an opportunity to be a part of something great, and no teacher ever went into this profession wanting to be average.” and “I am so excited to be a Lion and cannot wait to partner with you to make NRHS the best place for kids and teachers anywhere!”. The high school principal serves on the district wide safety committee team as well.

### *Vj g'Cuukncpv'Rt kpek'cn'*

The assistant principal at the high school is Phil Heflin. Mr. Heflin is a seasoned veteran of the district and started his career by teaching elementary, middle, and high school physical education. Mr. Heflin was promoted to assistant principal in 2012. Mr. Heflin’s roles vary from day-to-day and include enforcing truancy rules, regulations, and disciplinary issues, meeting with parents and students to discuss behavioral issues, and serving on the district wide Safety Committee and PBIS committees. Due to Mr. Heflin’s history in New Richmond, he connects well with students and families. Mr. Heflin stated, “New Richmond is a great school” and that he appreciates that both of his children were graduates of New Richmond and received a quality education.

## School Guidance

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Julie Fetchak is the guidance secretary at the high school. Mrs. Fetchak is the first person a student and parent will meet at New Richmond due to her role in completing the enrollment process. Julie is a graduate from New Richmond High School, began working at the central office in technology in 2003, and moved to the high school in 2007. Julie's daily tasks include supporting teachers, staff, students, parents, guardians, and administrators with computer programs, correcting, verifying, and printing schedules, report cards, and transcripts, and organizing state testing. Julie inputs grades and schedules and assists with configuring building schedules such as lunches and homerooms. In addition, Julie schedules lunch visits for military, college, university, and other job opportunities for students. Julie reported that she loves working in her hometown and stated, "I love the way the community comes together when needed. I love that I see children of people that I went to school with. I love helping students and getting to know them. I love when a light goes off in their dark closet and they can see the light! I miss my kids when they graduate or go to another school".

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Carol Ann Coulter and Byron Trapp are the school counselors at the high school. Carol Ann has been with the district since 2004. Mrs. Coulter's daily tasks are different every day and consist of helping to promote the academic, career, personal, and social growth of each student. She assists students in acquiring the skills, knowledge, and attitudes needed to become lifelong learners, responsible citizens, and productive members of society. Carol Ann serves on the district level and high school PBIS committees. Mrs. Coulter believes "we offer a curriculum that has a rich blend of concepts for all students by offering extra-curriculars in art, foreign language, sports, science as well as clubs that allow our students to build on their personal, social, and moral development". Mrs. Coulter stated, "We also have some of the best teachers who I promise are truly looking out for each student and only want to see them succeed. These are some of the reasons that I love working at New Richmond and why both of my own children have attended New Richmond schools".

Byron Trapp has been with the district since 2013 and enjoys working at New Richmond "because of the great students and caring staff" that he has not experienced at any other school. Mr. Trapp also has different tasks every day and the majority of his time is spent helping to promote the academic, career, personal, and social growth of each student. He assists students in acquiring the skills, knowledge, and attitudes needed to become lifelong learners, responsible citizens, and productive members of society.

## Mental Health and Behavioral Providers and Services

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Emma McBride is the school psychologist for the middle school. Emma has been with the district since 2017 and reports that she enjoys working at New Richmond "because there are so many great students and teachers to work with". Since her arrival, she has felt welcomed and reports that everyone has been helpful with her transition to the district. Her daily duties include observing students in the classrooms, gathering information from teachers about student progress, completing special education evaluations, collaborating with the PBIS team, and helping to coordinate tiered reading intervention services.

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Child Focus, a private, not-for-profit agency, provides school-based mental health case management services for the district. Qualified Mental Health Specialists (QMHS) provide therapeutic behavioral services and prevention services. These services assist students with gaining skills, managing symptoms of a mental health diagnosis, and addressing barriers to seeking or maintaining education and employment. Other service activities include referral and linkage to other healthcare, behavioral healthcare, and

non-healthcare services, development of daily living skills, and crisis prevention and management and stabilization.

## School Safety

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The School Resource Officer for the high school is responsible for safety and crime prevention in the school and working closely with administrators to create a safer environment for both staff and students.

## Curriculums

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The Botvin LifeSkills Training programs are evidence-based prevention education programs that teach information about the dangers of drug use to help students develop greater self-esteem and self-confidence and how to effectively cope with their emotions and experiences. These programs support social-emotional learning competencies and promote healthy alternatives to risky behavior through activities designed to teach students social skills, decision making, problem solving, and refusal skills.

### Research Findings

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- Botvin programs claim to lower risk for prescription and opioid misuse and decrease use of inhalants, narcotics, and hallucinogens.
- Studies between 1983 and 2006 concluded that Botvin LifeSkills Training reduced tobacco use by 87%, alcohol use by 60%, marijuana use by 75%, polydrug use by 66%, and methamphetamine use by 68%.”

### High School Program

The LifeSkills Training High School Program is designed for use with ninth or tenth graders to learn self-management, social skills, decision making, and refusal skills. Lessons are 40 to 45 minutes in length and are taught once a week by a trained facilitator in health class for 10 weeks. Lesson concepts include

substance use, social media, peer pressure, and risk-taking behaviors. This research based program reduces substance use by helping adolescents navigate the challenges of high school and prepare for adult independence and responsibilities. Progress and outcomes will be measured by monitoring student attendance, graduation rates, academic performance, and conducting pre- and post- tests. Jessica McDermott is the primary facilitator for this program.

#### Transitions Program

The LifeSkills Training Transitions Program is designed for use with eleventh or twelfth graders to learn self-management, goal-setting, effective communication and relationship skills, decision making, and refusal skills. Lessons are 40 to 45 minutes in length and are taught once a week by a trained facilitator in health class for 6 weeks. Lesson concepts include substance use, stress management, money and time management, and risk-taking behaviors. This research based program reduces substance use by helping young adults navigate the transition into the workforce or higher education. Progress and outcomes will be measured by monitoring student attendance, graduation rates, academic performance, and conducting pre- and post- tests. Jessica McDermott is the primary facilitator for this program.

#### *Uclg'Fcvgu*

Safe Dates is a prevention program for middle and high school students designed to address dating violence victimization and perpetration, including psychological, physical, and sexual abuse that may occur between youth involved in a relationship. For the high school age group, Safe Dates focuses on healthy relationships, red and green flags in dating, sexual and dating violence comprehension, social media, power and control, consent, and bystander intervention. Safe Dates is a ten day discussion-based program taught during health class by Devynne Eldridge. Sessions are 30 minutes in length. Progress and outcomes will be measured by conducting pre- and post- tests."

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#### *Uwduacpeg'Wug'Kpvgtxgpvkqp'Eqwtug*

The Substance Use Intervention Course is an educational program for high school students that teaches the effects and risks of substance use in development. Lessons are 60 minutes in length and are taught twice a week after school by a trained facilitator for 4 weeks. Topics include the science of addiction, substance intoxication, dependence, tolerance, withdrawal symptoms, triggers, and coping skills. Nicotine, vaping, marijuana, alcohol, and other drugs are reviewed. Students are encouraged to identify their strengths, values, and goals, complete a substance use self-assessment, and create a relapse prevention plan. Students can be referred by self, a parent, staff member, principal, or

superintendent in relation to the random drug testing policy. Students may also participate in the course following disciplinary action as a result of possessing or using substances on school property or during school-sponsored activities. Jessica McDermott is the primary facilitator. Flyers will be distributed to assist with appropriate referrals. A certificate of completion will be provided.

A student may also fulfill the random drug testing policy consequences and disciplinary action by meeting with Mrs. McDermott for individual intervention regarding their substance use.

To refer a student to participate in the Substance Use Intervention Course, a referral should be completed by the student's counselor or principal and a Release of Information Authorization and Consent to Participate must be signed by the student and guardian of the student.

## **Support Groups**

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The Learning to Cope support group at the high school is offered once a week for an hour after school by Jessica McDermott. The purpose of this group is to provide therapeutic and peer support for students. Possible topics for support include anxiety, bullying, changing families, COVID, depression, emotions, family addiction issues, grief, loss, other mental health, peer pressure, self-esteem, social skills, substance use, and trauma. Students are encouraged to sign up for the program with their counselor, case manager, school psychologist, principal, or the Safe and Drug Free School Coordinator by phone or email. Flyers and announcements will be posted to provide details and reminders to students.

### *I kt nu'Ek erg"*

Girls Circle is an empowerment group for girls, young women, and nonbinary people. Much like the middle school group, the intent is to provide a safe space to cultivate identity and friendship. The high school group will meet once a week with Devynne Eldridge. The topics covered are understanding the mind and body, love, sex, alcohol and drugs, healthy communication, friendships, relationships to authority figures, future goals, goal-setting, body image, stress management, dating, and healthy relationships to social media and self.

To refer a student to participate in a support group, a Release of Information Authorization and Consent to Participate must be signed by the student and guardian of the student.

## **Clubs and Other Organizations**



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Sharon Nehls is the SADD advisor for the high school. Sharon is a spanish teacher who has been teaching at New Richmond High School since 1990. Sharon shared, "I am passionate about being a SADD advisor because I feel that anything that I do, no matter how small it is, will make a difference in our school. SADD is an organization that does not have a requirement to join, other than the commitment to educating and empowering our students to make positive choices in their lives".

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The Gay Straight Aliance Club is offered at the high school once a week after school. It provides support for students who are part of the LGBTQ community or are allies of the LGBTQ community. The goal of GSA is to help eliminate discrimination about sexual orientation in the school environment and to create a safe, positive space where everyone can be themselves and feel supported. GSA is offered to anyone within the school that is looking for a safe and supportive group that is accepting and open to everyone. If you would like to participate in GSA, please contact Bethany Puliafico or your school counselor for more information."

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Hope Squad is a school-based peer-to-peer suicide prevention program. Each participant of Hope Squad has been chosen by the student body as a person that is reliable and supportive. Each participant is trained to identify signs of suicide and how to engage with students and provide them with support and resources to help maintain their safety. Along with students, teachers and staff provide support to the student members and students who reach out to the participants or other staff members for help.

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Kids Into Nice Deeds (KIND) is a student organization about altruism and helping others through community service. The organization promotes leadership development, resume building, social networking, and prevention of negative behaviors like substance use. Richard Mahan, a special education teacher, is one of the club's advisors. Members of the club meet once a month to learn about and create community service activities such as food drives and other volunteer activities.