

Wellness Management Services
of Trinitas Regional Medical Center

Proposal Submission:

Union High School Student Support Program

Re: RFP posted May, 2017 Entitled:

**“REQUEST FOR PROPOSAL TO PROVIDE
PROFESSIONAL SERVICES
THE AREA OF STUDENT SUPPORT FOR
2017-2018 SCHOOL YEAR”**

Submitted by:
Dr. Rodger Goddard

TOWNSHIP OF UNION BOARD OF EDUCATION

**REQUEST FOR PROPOSAL TO PROVIDE PROFESSIONAL SERVICES
THE AREA OF STUDENT SUPPORT FOR 2017-2018 SCHOOL YEAR**

The Township of Union Board of Education (the "Board") is seeking proposals for student support/guidance to improve the behavior and academic success of high school students. Individual and group counseling services and consultation with teachers, administrators, and parents as needed are required. Training of school counselors, school psychologist, and school social workers to turn-key program. The contractor shall provide any reports and/or updates to the Building Principal as requested. The provider shall be present/on staff for each day school is in session, commencing on September 1, 2017 and terminate on June 30, 2018.

The provider shall have a minimum ten (10) years clinical experience as a licensed clinical social worker or licensed psychologist and proven track record of implementing student success is required. All providers shall be NJ State licensed clinical social workers or psychologists or qualified interns who are directly supervised by an LCSW or Licensed Psychologist with a minimum of 10 years experience.

Proposals shall also contain: (a) Certification of Employee Information Report (AA); (b) New Jersey Business Registration Certificate; (c) W-9 and (d) Insurance certificate in the following form and minimum limits; Professional Liability \$1,000,000; Worker's Compensation \$500,000; and General Liability \$1,000,000. All insurance policies shall name the Township of Union Board of Education as additional insured and proof of said policy shall be provided on the standard Acord form.

Proposals must be in writing and must contain fixed rates for all services and fees for disbursements, if any. All fee proposals shall be fixed for one (1) year from the date of the award and may not change or be withdrawn except by the permission of the Board. Proposals shall be submitted no later than **11:00 a.m. on May 23, 2017**. Proposals must contain a Curriculum Vitae or firm resume all who may be assigned to handle these matters. The award shall be made to a vendor whose response is most advantageous to the Board, price and other factors considered. All providers shall have a criminal background screening prior to assignment in the district. The Board of Education may cancel this Agreement upon thirty (30) days written notice to the other.

The Company shall sign a contract and statement that it shall indemnify, defend and hold the district harmless from any and all liabilities for any claims which may arise as a result of the engagement of the Company. No other charges are permitted; i.e. travel time, etc.

Proposals will be opened and read aloud in the Board of Education conference room at the Administration Building, 2369 Morris Avenue, Union, New Jersey on May 23, 2017. Your proposal must be received prior **11:00 a.m. on May 23, 2017**. Two original proposals shall be submitted by regular or overnight mail, no email proposals allowed.

Any technical questions or assignment-related questions may be submitted to Kim Conti, Director of Special Services at (908) 851-4426 or Corey Lowery UHS Principal at (908) 851-6533.

Wellness Management Services of Trinitas Regional Medical Center

Providing Consultation and Training to Improve the Health of Individuals and Organizations

May 5, 2017

To:
Township of Union Board of Education,
2369 Morris Avenue
Union, New Jersey 07083
Re: Proposal / Contract

Dear Union Township Board of Education,

Enclosed please find our proposal in response to the RFP posted for the 2017 to 2018 school year.

The attached proposal is being submitted for the RFP for bid to provide professional services in the area of student support for 2017 – 2018 school year. RFP specifically entitled: "Request for Proposal to Provide Professional Services The Area of Student Support for 2017-2018 School Year".

Attached to the proposal please also find a copy of a contract should we be awarded permission to deliver services. Alternately, your school could provide a contract for signing. Also enclosed as per the request in the RFP please find copies of: a) Trinitas Regional Medical Center's Certificate of Employee Information Report, b) our NJ Business Registration Certificate, c) W 9 and d) our Insurance Certificate and the resume / vitas of the people who will be delivering services. If awarded the contract as per the request in the FRP we would supply a statement that we shall indemnify, defend and hold the district harmless from any and all liabilities for any claims which may arise as a result of the engagement of the Company and/or please let this letter serve as such a statement.

Please notify me immediately at (973) 670-2070 if there is anything missing from our submission and/or you need any other materials at this date.

Thank you for your close consideration of our submission.

Sincerely,



Dr. Rodger Goddard
Chief Psychologist
Director, Wellness Management Services
(973) 670-2070
rgoddard@trinitas.org

WELLNESS MANAGEMENT SERVICES

OF TRINITAS REGIONAL MEDICAL CENTER

Proposal to Provide Professional Services in the Area of Student Support for 2017 – 2018 School Year

I. Submission to Union Township Schools FRP Posted Summer, 2016

This proposal is submitted in response to Union Township Schools “The Request to Provide Professional Services – The Area of Student Support for 2017 – 2018 School Year”.

II. Background:

The present proposal concerns the following issues:

1. Union High School for many years has been dealing with students who have intense problems that interfere with their academic achievement or the achievement of other students. These problems include (but are not limited to) students who are: learning challenged, under motivated, disruptive, aggressive, emotionally troubled, socially alienated, ADHD, classified, non classified, self harming, suicidal and/or rule breaking students. The social, emotional, behavioral and learning difficulties of these students put them at risk of failure or functioning below their academic potential.
2. Trinitas Regional Medical Center has provided Union High School with a Student Support Program and Drop In Center for the past school years 2009 – 2017 that has successfully helped these at risk students in need of direction, guidance, support, conflict resolution, anger management and individual skill building.
3. The Board of Education of the Township of Union is seeking proposals for the continued provision of these services to provide ongoing support to high school students in need of guidance to assist in their academic success.

III. Proposal: Provision of Professional Services to the Union High School for Student Support – A UHS Student Support Program

It is proposed that a clinical team consisting of a NJ licensed psychologist (over 28 years licensed in the state of NJ) and a Ph.D. licensed psychologist from Trinitas Regional Medical Center Department of Behavior Health and Psychiatry continue to provide student support, skill building counseling, intervention, teacher guidance, administrator consultation, program development, parent support, conflict resolution and psycho-educational group instruction services to help any Union High School students in need, to improve their academic and personal success.

IV. Background and Credentials of the Trinitas Consultation Team:

Dr. Rodger Goddard has served as Chief Psychologist and Director of Psychology Internship Training at Trinitas Hospital for the past 28 years. Dr. Goddard created and directs Wellness Management Services, a consultation and training program for improving the success of schools and corporations. Dr. Goddard has overseen the programs and work of psychologists in the hospital and school programs for the past 28 years. Dr. Goddard has provided training, consultation and direct services to over 300 schools in Northern New Jersey in the past 28 years. Dr. Goddard has specific knowledge and experience in the needs of Union Township Schools having provided extensive training and services to the district over the past 9 years. Dr. Goddard would be overseeing, directing, supervising and coordinating the work of the Trinitas psychologist stationed full time at Union High School for the carrying out of services provided to students, teachers and administrators at the school (see attached resume). Dr. Goddard has extensive experience in the evaluation and treatment of adolescents having worked as Chief Psychologist at Trinitas Regional Medical Center over the past 28 year. Dr. Goddard has been licensed as a psychologist in the state of NJ for over 28 years.

Dr. Jamie Stillwell, a licensed psychologist, has extensive training and experience in the treatment of adolescent social, emotional, academic and psychiatric disorders and problems. She has worked for the past four years as the primary clinician directing and conducting the student support services at Union High School (see attached resume).

V. Program Objectives

Student Achievement & Success Skill Building: The objective of the program would be to provide student support through the delivery of direct services, and to assist Union High School staff to: 1) improve the academic, behavioral, social and communication functioning and success skills of UHS students in need, 2) maintain at risk, emotionally troubled and/or disruptive students in Union High School classes, and, 3) help students to receive their education in the least restrictive environment possible without resorting to more intensive intervention or unnecessary or inappropriate suspensions or restrictive placement. The program would specifically help many students to build and use learning, academic, emotion control, behavior, social, academic, anger management, conflict resolution, and school success skills.

Staff, Teacher & Guidance Counselor Support & Consultation: The program would also help to: 1) improve the student guidance skills of Union High School teachers, 2) assist Union High School administrators in dealing with at risk, disruptive and emotionally troubled students and setting up and maintaining effective policies, procedures, interventions and structures to support these students in the classroom, and, 3) assist high school guidance counselors in providing counseling and student support services to help at risk HS students.

VI. Program Summary Information From the 2016 – 2017 School Year

The UHS Student Support Program provided by Trinitas has helped students to improve their academic and personal success skills for several years. Please see attached summary of program results, activities and services provided during the past year by Trinitas Staff to UHS students, staff and parents in the section entitled: Executive Summary: “**Results and Activities of the Student Support Program School Year 2016 – 2017 as of Third Quarter, 2017**”.

VII. Proposed Program Services and Benefits:

In the 2017 to 2018 school year, Trinitas Regional Medical Center proposes the continuation of the Student Support Program services. These services would include:

- 1) **Individual Student Psycho Educational Skill Building Instruction and Counseling:** Direct services to guide UHS students in building their academic, learning, behavior, social, emotional, communication and personal success skills. These services to be delivered in both individual and group sessions / modalities.
- 2) **Student Supportive Counseling Services:** Provide direct services to students having difficulties with academics, motivation, learning, anger, emotional turmoil, self harm, conduct, social, grief and loss and other issues that interfere with their academic and personal success. These sessions to be delivered in both individual and group modalities.
- 3) **Provide At Risk Student Consultation to Help Teachers Manage At Risk Students in the Classroom:** Provide ongoing guidance, direction and consultation to teachers and school staff concerning strategies for helping individual at risk students to succeed in the classroom.
- 4) **Alternatives to Suspension and Expulsion Intervention:** Help teachers and administrators to provide aggressive and disruptive students with alternative ways to guide students who provoke other students and teachers. Help decrease the potential for serial suspension without improvement of disruptive and asocial student behavior.
- 5) **Anger Management and Conflict Resolution Training and Skill Building:** In similarity to the previous years the program would target providing anger management skill training and conflict resolution interventions to Union High School students.
- 6) **Teacher Instruction:** Assist in training teachers in verbal de-escalation, conflict resolution, effective classroom management, diffusion of student disruption and positive behavioral guidance skills.
- 7) **Administration Consultation to Prevent and Reduce Student Disruption:** Consult with administrators and teachers to implement policies and procedures to prevent and avoid student disruption and the eroding of classroom instruction time.
- 8) **Parent Support Services:** Provide parent support services to engage parents as partners in improving the behavior, communication and academic achievement of UHS at risk students.
- 9) **Training of School Counselors, Psychologists and Social Workers:** The Student Support Program will help to train and guide school staff in program services and the use of effective interventions with students in need of support services (e.g., co leading of groups, ongoing consultation with the above mentioned school staff to improve intervention and support

service effectiveness, instruct school staff in turn key techniques and methods to help improve the academic and behavioral success of at risk students...).

VIII. Consultation Services, Program Format and Potential Component Areas:

Program Scope: The program would be provided to all Union High School students, teachers, guidance staff, administrators and parents in need of services during the school year 2017 – 2018.

Program Components: The program would consist of implementing some or all of the following elements dependent on the exact needs of staff, teachers, administrators and students. The program is flexible and, therefore, the exact components to be implemented would be based on which services are determined to be the most effective in improving the success of the at risk UHS students in need of services.

Drop In Support Center: Maintenance of the Student Support Center where students can make appointments or drop in for individual and group support sessions. The Center would have an atmosphere conducive to confidentiality, self disclosure and support. Student support services would still be contingent on obtaining notarized parent consent.

Individual Guidance and Counseling Services: Individual student psycho educational skill building counseling sessions would be offered to students in need.

Skill Building Group Services: Depending on the needs of students and the school students would be able to attend psycho-educational skill building groups on different topic areas (e.g., school success, peer relations, anger / conflict management, anxiety control, coping skill improvement...). Teachers could refer students to the groups that correspond to a student's need (e.g., Anger Management, Conflict Resolution Skill Building Group, Behavior Improvement, Positive Communication...). The groups can cover different topics to help at risk students cope with personal difficulties and emotional needs. Group skill instruction sessions may include conflict resolution, positive communication, meditation / self calming training, positive eating and nutrition, the danger of drugs, time management skills, etc.

Administration, Teacher & Staff Consultation: Consultation with administration, special services, guidance, nursing, teachers and crisis interventionist staff on strategies for handling individual student problems and creating policy and procedures for controlling and helping at risk students.

Conflict Resolution Intervention: Conflict management services (e.g., assessment, referral and follow up of students having conduct, conflict, school refusal, aggressive behavior and other non life threatening yet disruptive to others or the school environment problems).

Parent Coaching and Counseling: Individual parent counseling and coaching sessions.

Assessment and Referral Services: Assessment of students referred to the Student Support Drop Center and help in guiding these students toward appropriate services when needed.

Teacher Disruptive Student Classroom Management Skill Building Instruction and Consultation: Provide guidance to teachers in the use of effective classroom and disruptive student management skills.

Alternatives to Suspension Services: The Support Program provides aid to help students in danger of repeated suspensions to learn the skills necessary to avoid fights, problems and trouble and improve their communication and academic success skills.

Guidance Counselor and UHS Staff Training in Providing Student Support Services:

Helping and training UHS staff in strengthening services to help the high number of at risk students succeed in the high school.

Component Flexibility: The exact type and number of the above services provided (e.g., groups, individual services, consultations, parent coaching...) and the exact participants (e.g., at risk students, teachers, staff, administrators, parents...) would be dependent on the needs of the students, high school, teachers, guidance staff, the principal, vice principals and Special Services.

IX. Consultation and Training Program Title:

The Union High School Student Support Program

X. Program Time Frame:

The program would be delivered for the Union Township school year 2017 – 2018.

XI. Cost for Counseling and Clinical Services to be Provided by Trinitas Hospital Wellness Management Services Staff

Wellness Management Services would provide student counseling, teacher consultation, guidance counselor support, administrator consultation, program facilitation, training and the other services outlined above. All consultant preparation time, materials development, transportation time, telephone contacts, incidental meetings, copying, paper use and materials development are included in the pricing below. Services would be billed on a monthly basis throughout the 10 month school year. The total program cost would be \$ 82,000. On site services would include teacher, staff, administrator, parent coaching, family therapy and student counseling. Off site services would include materials development, staff program planning sessions, telephone parent coaching, telephone contacts, facilitator transportation time, administration activities and so on. A breakdown of fees based on services to be provided by Wellness Management Consultants follows:

<u>Services or Items to be Provided:</u>	Staff to Provide Service:	Number of Hours per week)	Extension for the school year
<u>Senior Consultation & Services:</u> On site program guidance and consultation activities, school staff & teacher consultation and training, student intervention and counseling and other program activities as per list above, and off site services including staff supervision, program materials development, program administration, etc. (e.g., staff telephone consultation, training materials development, student skill building handouts, teacher instruction materials...).	Dr. Rodger Goddard	2 hours / week	\$4,000
<u>Clinician Consultation & Services:</u> On site provision of student counseling and support services, school staff consultation and training, student intervention and program involvement activities and limited off site program activities (e.g., parent and staff telephone consultation, training materials development, student skill building handouts, teacher instruction manuals...).	Trinitas licensed Psychologist	37.5 hours per week	\$76,000
<u>Clerical and administrative costs:</u> (e.g., typing, telephone calling, billing, program assistance services, copying time...)			\$2,000
<u>Materials costs:</u> (e.g., handouts, manuals, computer usage, curriculum materials, copying costs...)			Included in above
<u>Transportation and commuting time cost</u>			Included in above
<u>Total:</u>			82,000

WELLNESS MANAGEMENT SERVICES

Trinitas Regional Medical Center – Department of Behavioral Health and Psychiatry

CONTRACT: AGREEMENT FOR STUDENT SUPPORT SERVICES

Opening:

This agreement, made this 18th day of May, 2017

Between

**Wellness Management Services
of Trinitas Regional Medical Center
Department of Behavioral Health and Psychiatry
655 East Jersey Street
Elizabeth, New Jersey 07206
Tax ID #: 22 360 1678**

and

**Union Township Public Schools
1000 Caldwell Ave.
Union, New Jersey 07083**

Scope of the Work / Conditions:

It is agreed that Wellness Management Services will provide the following:

Program Title:

The Union High School Student Support Program

Program Services:

Provide student counseling, skill building, individual and group counseling, assessment, psycho educational presentations, individual and group parent guidance and teacher, staff and administrative support and guidance at Union High School during the school year September, 2017 to June, 2018.

Program Objectives:

To improve the academic, social, learning and behavioral skills of at risk Union High School students. To provide support and guidance to High School students identified as having personal, behavioral and/or emotional difficulties.

Description of Specific Program Services to be Delivered:

Drop In Support Center: Maintenance of the Student Support Center where students can make appointments or drop in for individual and group support sessions – The Center would have an atmosphere conducive to confidentiality, self disclosure and support.

Individual Psycho Educational Skill Building and Counseling: Individual ongoing student skill building and counseling sessions.

Conflict Intervention: Management of student conflict.

Group Support Sessions: Weekly support groups covering different topics to help at risk students cope with personal difficulties and emotional needs (e.g., anger management, loss and bereavement, overcoming anxiety and stress, building positive coping and success skills...):

Psycho Educational Skill Building Instruction Presentations: Student Presentations to be given in classes or in the Student Support Center. Presentation content would be based on student and school needs (e.g., Teenage health issues, Planning for your future, Good Friends – Bad Friends; how to know the difference, Dealing with relationship Problems, Dealing with Difficult Emotions, Conflict Resolutions Skills...).

Parent Counseling and Coaching: Individual parent support sessions to help parents improve their children's academic, personal and school success.

Assessment and Referral Services Aid school staff in identifying and evaluating student difficulties and providing effective support services to help overcome at risk student problems.

Administration, Teacher & Staff Consultation: Consultation with administration, special services, guidance, nursing, teachers, security and crisis interventionist staff on strategies for handling individual student problems and creating policy and procedures for controlling and helping at risk students.

The exact type and number of the above services provided (e.g., groups, individual, presentations, consultations) and the exact participants (e.g., at risk students, teachers, staff, administrators) would be dependent on the needs of the students, teachers, the principal, vice principals, Special Service staff and the high school.

Program Staff:

1 full time psychologist (i.e., 37.5 hours per week for program and administrative activities) will provide services for Union High School. Additional 2 hours / week services and program guidance, supervision, monitoring and administration to be provided by Dr. Rodger Goddard as detailed in the included proposal.

Program Location:

Most services to be delivered on site at Union High School in Union, N.J.
Some support and administrative services to be delivered off site (e.g., staff supervision, parent guidance, communication services via telephone, e-mail and Internet, materials development...).

Program Time Period / Term:

The school year commencing in September, 2017 and ending in June, 2018.

Termination Agreement:

The program can be cancelled at any time by any of the signed participants / parties to the contract with a 30 day notice.

Program Participants:

At risk students, high school teachers, school staff and parents at Union High School.

Cost:

\$ 82,000 for the school year including all services, materials, materials development and transportation costs.

Payment Terms:

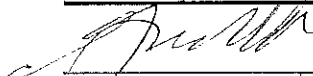
Total payment to be divided up into 10 equal monthly payments, payable 14 days after the end of the previous month's services.

Signed:

For Wellness Management Services of Trinitas Regional Medical Center:

Rodger Goddard, Ph.D.

Director, Wellness Management Services

 (Signed)

5/20/17 (Date)

For Union Township Schools President Board of Education

_____ (Name)

_____ (Title)

_____ (Signed)

_____ (Date)

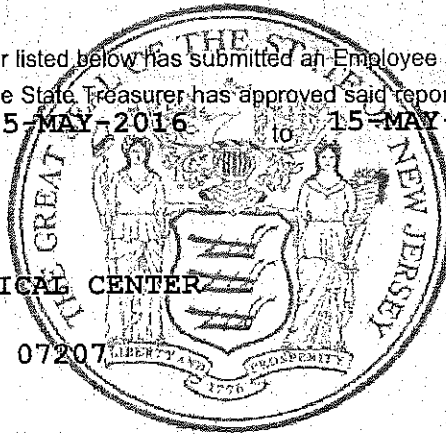
Certification 8128

CERTIFICATE OF EMPLOYEE INFORMATION REPORT
RENEWAL

This is to certify that the contractor listed below has submitted an Employee Information Report pursuant to N.J.A.C. 17:27-1.1 et. seq. and the State Treasurer has approved said report. This approval will remain in effect for the period of **15-MAY-2016** to **15-MAY-2019**

TRINITAS REGIONAL MEDICAL CENTER
225 WILLIAMSON STREET
ELIZABETH

NJ 07207



Ford M. Scudder

FORD M. SCUDDER
Acting State Treasurer



STATE OF NEW JERSEY BUSINESS REGISTRATION CERTIFICATE

Taxpayer Name: TRINITAS REGIONAL MEDICAL CENTER

Trade Name:

Address: 225 WILLIAMSON ST
ELIZABETH, NJ 07202-3625

Certificate Number: 0087027

Effective Date: October 12, 2000

Date of Issuance: July 11, 2016

For Office Use Only:

20160711154322648

**Request for Taxpayer
 Identification Number and Certification**

Give Form to the
 requester. Do not
 send to the IRS.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
Trinitas Regional Medical Center

2 Business name/disregarded entity name, if different from above

3 Check appropriate box for federal tax classification; check only one of the following seven boxes:
 Individual/sole proprietor or single-member LLC
 Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶
 C Corporation
 S Corporation
 Partnership
 Trust/estate
 Other (see instructions) ▶ **Medical Center 501c(3)**

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):
 Exempt payee code (if any) _____
 Exemption from FATCA reporting code (if any) _____
(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.)
225 Williamson Street

6 City, state, and ZIP code
Elizabeth, NJ 07207

7 List account number(s) here (optional)

Requester's name and address (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Notes. If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.

Social security number								
or								
Employer identification number								
2	2		3	6	0	1	6	7
								8

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign Here: Signature of U.S. person: *[Handwritten Signature]* Date: **1-09-15**

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.
 Future developments. Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at www.irs.gov/fw9.

Purpose of Form.
 An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)

- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See *What is backup withholding?* on page 2.

By signing the filled-out form, you:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued).
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
- Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
07/14/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER MARSH USA, INC. 445 SOUTH STREET MORRISTOWN, NJ 07960-6454 100649--16-17	CONTACT NAME: _____	
	PHONE (A/C, No, Ext): _____	FAX (A/C, No): _____
E-MAIL ADDRESS: _____		
INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A: Princeton Insurance Company		42226
INSURER B: _____		
INSURER C: _____		
INSURER D: _____		
INSURER E: _____		
INSURER F: _____		

COVERAGES **CERTIFICATE NUMBER:** NYC-008154129-06 **REVISION NUMBER:** 9

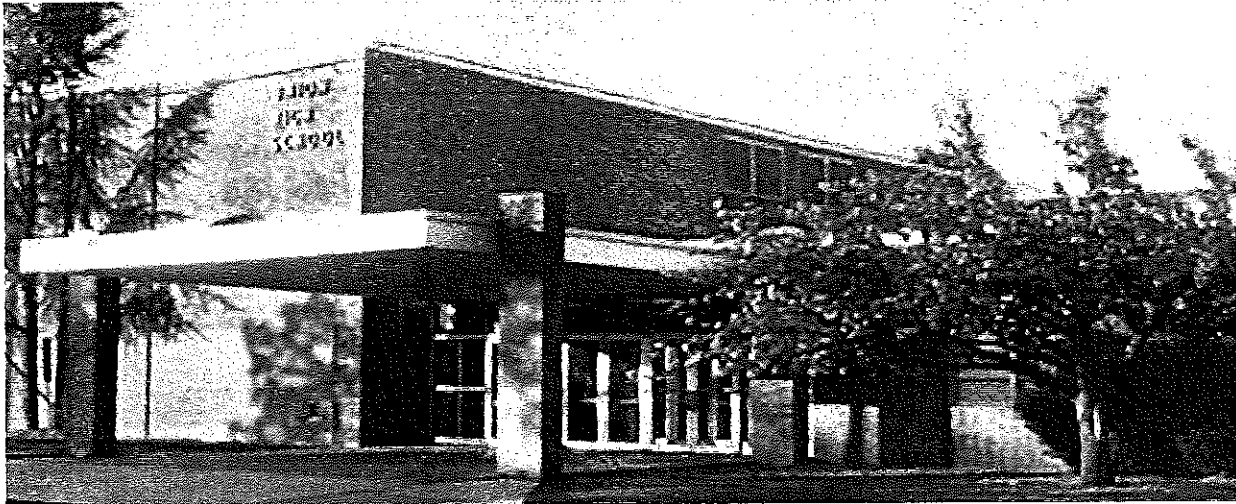
THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD. WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER: _____		CH00000031	06/09/2016	06/09/2017	EACH OCCURRENCE	\$ 1,000,000
						DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 1,000,000
						MED EXP (Any one person)	\$ 10,000
						PERSONAL & ADV INJURY	\$ 1,000,000
						GENERAL AGGREGATE	\$ 1,000,000
						PRODUCTS - COM/OP AGG	\$ 1,000,000
							\$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS					COMBINED SINGLE LIMIT (Ea accident)	\$
						BODILY INJURY (Per person)	\$
						BODILY INJURY (Per accident)	\$
						PROPERTY DAMAGE (Per accident)	\$
							\$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$					EACH OCCURRENCE	\$
						AGGREGATE	\$
							\$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input type="checkbox"/> N/A				PER STATUTE	OTH-ER
						E.L. EACH ACCIDENT	\$
						E.L. DISEASE - EA EMPLOYEE	\$
						E.L. DISEASE - POLICY LIMIT	\$
A	Hospital Professional Liability		CH00000031	06/09/2016	06/09/2017	Each Medical Incident	1,000,000
						Annual Aggregate	3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 104, Additional Remarks Schedule, may be attached if more space is required)
 Union Board of Education is an Additional Insured with respect to professional services in the area of student support for the 2016-2017 school year.

CERTIFICATE HOLDER Township of Union Board of Education 2369 Morris Avenue Union, NJ 07083	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE of Marsh USA Inc. Cathy VanOrden <i>Catherine R. VanOrden</i>
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Executive Summary: Results and Activities of the Student Support Program School Year 2016 – 2017 as of Third Quarter, 2017



Report Prepared and Submitted by:

Dr. Rodger Goddard, Program Director and Dr. Jamie Stillwell, Program Psychologist



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Report on the Union High School Student Support Program Results at the End of the Third Marking Period School Year 2016 - 2017

The Union HS Student Support Program quantifies and reports on its results at the end of the school year. The end of the school year provides a good point to assess the effectiveness of program. The present report, however, is a "snapshot" of how students involved in the program are progressing before ending their school year. This present report provides an assessment of students at the completion of the third marking period. The enroute program results show marked improvement in a variety of indicators for students receiving program support. The report shows that the behavior, conduct, academics and school functioning of students improved significantly by the third quarter marking period after their involvement in the program. (Several students receiving program support were not included in the data as they either did not receive program support for more than a session or two and/or were experiencing suicidal or severe emotional / family stress in which the target improvement goals involved decreasing the risk of suicide or self harm and not academic or behavioral improvement.)

An analysis of students using the Student Support Program in the school year 2016 to 2017 reveals reductions across the board in all areas of behavior and conduct in the important areas recorded by the school as key indicators of school functioning, and an improvement in academic performance, at the time of this report (i.e., third quarter marking period).

Threat or Violence:

First and Second Quarter Average Versus Third Quarter:

There was an **80 % reduction of threat or violence** in the third quarter by students in the program compared with the average number of incidents of threat and violence in the 1st and 2nd quarter (i.e., 1st and 2nd quarter added together then divided by 2 to determine the average in those quarters).

First Quarter Versus Third Quarter:

There was a **75 % reduction of threat or violence** in the third quarter by students in the program compared with the first quarter.

Social Problems / Disruptions:

First and Second Quarter Average Versus Third Quarter:

There was a **37 % reduction of Social Problems / Disruptions** in the third quarter by students in the program compared with the average number of incidents in the 1st and 2nd quarter (i.e., 1st and 2nd quarter added together then divided by 2 to determine the average in those quarters).

First Versus Third Quarter:

There was a **50 % reduction of Social Problems / Disruptions** in the third quarter by students in the program compared with the first quarter.

Class Problems:

First and Second Quarter Average Versus Third Quarter:

There was a **34 % reduction of Class Problems** in the third quarter by students in the program compared with the average number of incidents in the 1st and 2nd quarter (i.e., 1st and 2nd quarter added together then divided by 2 to determine the average in those quarters). This statistic involves only a very limited number of incidences in this category by students involved in the program.

First Versus Third Quarter:

There were only 2 Class Problems Reported in the first quarter and 2 Class Problems reported in the third quarter by students in the program, and, therefore, there was a 0 % reduction of Class Problems, based on the differences between the first and third quarter, yet only involving an extremely limited number of infractions (i.e., 2).

Cheating / Theft:

First and Second Quarter Average Versus Third Quarter:

Only one incident of Cheating / Theft was reported in the first quarter involving only 1 student. Concerning this 1 student he showed a **100 % reduction of Cheating / Theft Problems** in the third quarter after being in the program. There were no incidents perpetuated by students in the program in the third quarter.

First Versus Third Quarter:

There were no incidences of Cheating / Theft by students in the program in the first or third quarter. The student involved in this issue was not in the program in the first quarter of the year and as noted above was found to not have any further incidents after being in the program for 1 quarter of the year after the time of the incident.

Substance Use:

First and Second Quarter Average Versus Third Quarter:

There was a **50 % reduction of Substance Use Incidents** in the third quarter by students in the program compared with the average number of incidents in the 1st and 2nd quarter (i.e., 1st and 2nd quarter added together then divided by 2 to determine the average in those quarters).

First Versus Third Quarter:

There was a **67 % reduction of Substance Use Incidents** in the third quarter by students in the program compared with the first quarter.

Lateness Problems:

First and Second Quarter Average Versus Third Quarter:

There was a **30 % reduction of Lateness Problems** in the third quarter by students in the program compared with the average number of incidents in the 1st and 2nd quarter (i.e., 1st and 2nd quarter added together then divided by 2 to determine the average in those quarters).

First Versus Third Quarter:

There was a **25 % reduction of Lateness Problems** in the third quarter by students in the program compared with the first quarter.

Failure to Report & Cutting Class:

First and Second Quarter Average Versus Third Quarter:

There was a **45 % reduction in Failure to Report & Cutting Class** in the third quarter by students in the program compared with the average number of incidents in the 1st and 2nd quarter (i.e., 1st and 2nd quarter added together then divided by 2 to determine the average in those quarters).

First Versus Third Quarter:

There was a **59 % reduction of Failure to Report & Cutting Class** in the third quarter by students in the program compared with the first quarter.

Academic Improvement Results

Math Academic Improvement:

First and Second Quarter Average Versus Third Quarter:

53 % of students in the program Improved in their Mathematics Grade in the third quarter compared with the average grade of these students in the 1st and 2nd quarter (i.e., 1st and 2nd quarter added together then divided by 2 to determine the average in those quarters and then compared to the third quarter grades).

16 % of students in the program maintained their Mathematics Grade

31 % of students in the program went down in their Mathematics Grade in the third quarter compared with the performance of these students in the 1st and 2nd quarter (i.e., 1st and 2nd quarter added together then divided by 2 to determine the average in those quarters and then compared to the third quarter grades).

Language Art – English Academic Improvement:

First and Second Quarter Average Versus Third Quarter:

52 % of students in the program Improved in their Language Art – English Grade in the third quarter compared with the average grade of these students in the 1st and 2nd quarter (i.e., 1st and 2nd quarter added together then divided by 2 to determine the average in those quarters and then compared to the third quarter grades).

16 % of students in the program maintained their Language Arts Grade

32 % of students in the program went down in their Language Art – English Grade in the third quarter compared with the performance of these students in the 1st and 2nd quarter (i.e., 1st and 2nd quarter added together then divided by 2 to determine the average in those quarters and then compared to the third quarter grades).

Science Improvement:

First and Second Quarter Average Versus Third Quarter:

41 % of students in the program Improved in their Science Grade in the third quarter compared with the average grade of these students in the 1st and 2nd quarter (i.e., 1st and 2nd quarter added together then divided by 2 to determine the average in those quarters and then compared to the third quarter grades).

25 % of students in the program maintained their Science Grade

34 % of students in the program went down in their Science Grade in the third quarter compared with the performance of these students in the 1st and 2nd quarter (i.e., 1st and 2nd quarter added together then divided by 2 to determine the average in those quarters and then compared to the third quarter grades).

History Grade Improvement:

First and Second Quarter Average Versus Third Quarter:

55 % of students in the program improved in their History in the third quarter compared with the average grade of these students in the 1st and 2nd quarter (i.e., 1st and 2nd quarter added together then divided by 2 to determine the average in those quarters and then compared to the third quarter grades).

24 % of students in the program maintained their Mathematics Grade

21 % of students in the program went down in their History_Grade in the third quarter compared with the performance of these students in the 1st and 2nd quarter (i.e., 1st and 2nd quarter added together then divided by 2 to determine the average in those quarters and then compared to the third quarter grades).

Note: in the analysis of the academic improvements several students were not included in the assessment as they may have only had 1 or an extremely limited number of sessions with the program and/or had serious (e.g., suicidal) issues which made academic improvement issues irrelevant to their getting services (e.g., student safety took precedence).

Previous Year's Students:

Last Year Students Continue to Benefit from Program Involvement

There are 10 current students who participated in the Student Support Program last year and felt that they did not need the support this year because they are doing significantly better and maintaining improved functioning in the school.

There were 22 students that continued from the previous school year into the current school year. Grades and Conduct Reports for these students from the 2015-2016 school year were compared to the 2016-2017 school to observe changes and trends beyond the current school year. The comparisons only included the first 3 quarters of each year.

87% of the 22 students maintain or improved their overall grades from the 15-16 year to the 16-17 year

- 9 students significantly improved their English grades
- 5 students significantly improved their Math grades
- 10 students significantly improved their Science grades
- 1 student significantly improved their History grade
- 1 student significantly declined in their English grade
- 2 students significantly declined in their Math grades
- 2 students significantly declined in their Science grades
- 2 students significantly declined in their History grades

The total number of disciplinary actions for these students **significantly decreased from the 15-16 year to the 16-17 year**

- Number of threats/violence remained the same
- Number of social problems decreased by 42%
- Number of class problems decreased by 66%
- Number of substance issues increased (though it should be noted that there were 0 substance issues for these student in the 15-16 school year)
- Number of failure to report remained the same
- Number of lateness decreased by 50%

Program Student Statistics

- So far there have been approximately **89 students that have received** services after providing a consent form during the 2015-2016 school year. Of these 89, 7 have left the school and 3 have declined services after a few sessions. In addition, there have been approximately 10 students who sought help or were referred that were unable to be seen because consent from parents was never received.
- On average, **35-45 sessions with students are conducted in a typical week**. Students are not necessarily seen throughout the year. Students are referred throughout the year and some students feel that no longer need the support at a point during the year because they have overcome their struggles. Other students may need more services and have entered hospitalization or day programs for part of the year. Approximately 9 students have entered a program and been put on home instruction. Students typically resume support when/if they return to school.
- The frequency of individual student sessions is extremely variable ranging from once per day to once per month or possibly just as an as-needed basis. For students who need checked-in on multiple times a week, coordination and communication with the guidance counselor has been conducted.
- Approximately **5 to 15 parents are spoken to each week and 15 to 25 teachers are consulted with each week. Administrators, counselors, special service staff, nurses and teachers are consulted with on a daily basis.**
- **Reasons for referral have been extremely varied.** Many students have had **multiple stressors** in more than one area of their life. Counseling focus is generally provided for the primary difficulty that brought a student to the program as well as the goal for which the student is most motivated.
- Approximately **12 of the students referred significantly struggle with academic and/or school motivation problems. Approximately 15 of program students were referred for conduct problems and/or difficulty controlling their anger. Anxiety or depression were the primary reasons for referral with approximately 25 students. Approximately 17 students were struggling with depression. Approximately 23 students were or are struggling with suicidal or self-harm ideation.** While many students also struggle with **peer or romantic relationships**, 8 students have this as their primary problem. In addition, approximately **15 of the 64 students were referred for intense family stress and/or family conflict including dealing with a recent family death or illness or financial struggles.** Family conflict issues have often involved arguing, threatening, oppositional or antagonizing behaviors on the part of parent or child. There were approximately 8 students who were referred for another reason or had an additional significant issue that does not fall into these categories. Many of the students seen in the program have dysfunction in at least two of these areas.

11 Support Program Results and Activities Third Quarter 2017

3. Staff Consultation

- Consultation has been provided to teachers, administrators and guidance counselors to coordinate referrals, promote student goal achievement, provide appropriate referrals to outside mental health personnel and aid in problem solving student crisis. Close work with the school Vice Principals, Guidance Counselors, and occasionally the Child Study Team has taken place for receiving of referrals and sharing information.
- Consultation was provided to teachers, guidance counselors and administrators to collaborate on plans to assist students in meeting their key goals to promote success in school.
- Classroom management, handling of students with emotional difficulties, and improving student motivation consultations have been discussed with teachers. Mediation and facilitation of communication between student and teacher is conducted when necessary or requested.
- Classroom observations and interventions have been used to gather behavioral information to target the student goals relevant to individual students and to advise teachers on effective interactions with students. Teachers received consultation concerning the use of effective interventions to improve student motivation and behavior and to minimize disruption to the rest of the class. Assist with handling student disruptions by removing the student from the situation and then following up with the teacher later on.
- Feedback regarding the students' demeanor and participation in class is obtained from teachers.
- Check-ins were conducted at the beginning of the school year with teachers to remind them of the method of having students obtain services which involves getting signed, notarized parent permission for their child's receipt of services.
- Psychology teachers invited the Student Support Counselor to do a presentation on the field of psychology and her experience in graduate school and entering the field.

4. Parent Training

- Family face to face and telephone consultation meetings have been conducted with the students and parents to strengthen communication and problem solving skills and to collaborate with parents to promote their child's school success.
- Following the family session, consultation sessions and student progress updates were conducted via telephone with parent(s). Updates are increased when parents inquire.
- Parent training sessions have been offered to educate parents about adolescence, communication, building motivation in their children and other relevant issues and several parents take advantage of this by coming into the school or talking over the phone.

5. Linking students to community resources

- Information was provided to parents regarding counseling services and outside support resources for students and parents.
- The program aided school staff and special services personnel in the task of facilitating referrals to outside mental health facilities such as psychiatrists, inpatient treatment programs, outpatient treatment, partial hospitalization and drug rehabilitation programs. In addition, the program refers students to the special services crisis team for evaluation when a student is at risk or in crisis.
- Communication with community mental health workers (e.g., psychiatrists, therapists...) who treat students was conducted to collaborate on treatment and help school staff regarding the most important issues and effective interventions with referred students.
- Consultation, communication and referral of students to FACT and DCPP when needed.

6. Crisis Management

- Provide consultation and/or support in managing and resolving a crisis situation.
- Urgent issues consisted of, but were not limited to, explosive students, emotional distress, conflict between students, HIB issues, family issues, self-harm behaviors, disruptive classroom behaviors, and recent evaluations due to suicidal ideation.
- Drop in counseling and consultation was provided as part of the program to address urgent issues that emerge unexpectedly throughout the school day. Often Counselors or Teachers request support in talking to a student or refer students and accompany them to my office. Immediate parent contact takes place to get notarized parent permission for seeing students.

7. Psychoeducational Interventions

- Conducted Freshman Skill Building presentations throughout the school year. This consisted of gathering freshman from their physical education or health class once a month in the auditorium and teaching a therapeutic skill. Handouts with practice sheets were distributed and students were encouraged to return a completed practice sheet in exchange for a chance to win a prize. Topics included Emotional Coping, Conflict Resolution, Emotional Awareness, Emotional Control through Opposite Action, Communication, and Goals & Values.
- Was asked to conduct two separate professional development presentations for the faculty and staff. The first was on Dealing with Crisis in Schools and the second presentation was on Burn-out and Self-Care.

Faculty / Staff Survey Results Reporting on the Effectiveness of the Student Support Program 2016 - 2017

To evaluate the effectiveness and perception of value of the Student Support Program, we surveyed the faculty and staff at Union High School regarding their experience and opinion of the Program and the Student Support Counselor. We asked them to honestly rate their level of agreement with each of the following statements. Most teachers signed their names to their surveys making verification of their responses easy. Below the answers are the percentages of those surveyed that answered each.

Teachers responded to the survey with the following rating scale:

Not Applicable Strongly Disagree Disagree Neutral Agree Strongly Agree

Results:

1. I have received consultation or guidance from the Student Support Program.

90 % of the teachers surveyed received consultation from the program

2. The consultation I received was helpful and effective towards one or more students.

92 % of the teachers surveyed who answered this question had a positive response concerning the helpfulness and effectiveness of the program consultation they received. There were no negative responses from teachers concerning the helpfulness and effectiveness of the program (Strongly Agree 68% Agree 24% Neutral 8%).

3. The Student Support Counselor has consistently been willing to help.

97 % of the teachers surveyed who answered this question had a positive response concerning the support counselor's willingness to help. There were no negative responses from teachers concerning the support counselor's willingness to help (Strongly Agree 78% Agree 19% Neutral 3%).

4. I have seen a positive effect on students' emotional functioning due to the Program.

94 % of the teachers surveyed who answered this question had a positive response concerning the positive effect on students' emotional functioning due to the program support. There were no negative responses from teachers concerning the program's effect on students' emotional functioning (Strongly Agree 57% Agree 37% Neutral 6%).

5. I have seen a positive effect on students' behavioral functioning due to the Program.

88 % of the teachers surveyed who answered this question had a positive response concerning the positive effect on students' behavioral functioning due to the program support. There were no negative responses from teachers concerning the program's effect on students' behavioral functioning (Strongly Agree 47 % Agree 41% Neutral 12%).

6. I have seen a positive effect on students' academic functioning due to the Program.

77 % of the teachers surveyed who answered this question had a positive response concerning the positive effect on students' academic functioning due to the program support. There were no negative responses from teachers concerning the program's effect on students' academic functioning (Strongly Agree 30% Agree 47% Neutral 23%).

7. The Student Support Program coordinates well with other departments in the school.

93 % of the teachers surveyed who answered this question had a positive response concerning the program's coordination with other departments in the school. There were no negative responses from teachers concerning program's coordination with other departments in the school (Strongly Agree 45% Agree 48% Neutral 7%).

8. The Student Support Counselor handles crisis and difficult situations effectively.

96 % of the teachers surveyed who answered this question had a positive response concerning the Support Counselor's handling of crisis and difficult situations effectively. There were no negative responses from teachers concerning the program's effect on students' emotional functioning (Strongly Agree 56% Agree 40% Neutral 4%).

9. I believe the Student Support Program directly benefits the school's functioning.

91 % of the teachers surveyed who answered this question had a positive response concerning the positive effect on students' emotional functioning due to the program support. There were no negative responses from teachers concerning Support Counselor's handling of crisis and difficult situations effectively (Strongly Agree 67% Agree 24% Neutral 9%).

10. I believe this Program adds a unique value to the school environment.

88 % of the teachers surveyed who answered this question had a positive response concerning the program adding a unique value to the school environment. There were no negative responses from teachers concerning the program adding a unique value to the school environment (Strongly Agree 64% Agree 24% Neutral 12%).

11. The Student Support Program reduces the amount or time of disruptions in the school.

86 % of the teachers surveyed who answered this question had a positive response concerning the program's aiding in the reduction of time and amount of disruptions in the school. There were no negative responses from teachers concerning the program's aiding in the reduction of time and amount of disruptions in the school (Strongly Agree 46% Agree 40% Neutral 14%).

12. There were one or more students that I believe were significantly helped by the Program.

97 % of the teachers surveyed who answered this question had a positive response concerning their view that one or more students were significantly helped by the program. There were no negative responses from teachers concerning the program's not being a significant effect on one or more students (Strongly Agree 64 % Agree 33% Neutral 3%).

Summary:

It can clearly be seen that all of the faculty/staff that participated in the survey believe that the program has significantly helped students receiving services, reduced student problems in the classroom, improved student behavior and academic success, contributed to the school environment and helped the teachers.

The majority of the faculty/staff surveyed appear to strongly believe that the Student Support Program is helpful, effective, and valuable to the school environment and the students, faculty, staff, and administration. Only an extremely small portion of the faculty/staff felt neutral about some of the effectiveness of the program. Clearly the program appears to be helping teachers instruct, help, guide and improve the at risk, troubled and disruptive students in their classrooms.

Teacher and Staff Comments and Quotes from the Survey

"The Student Support Counselor works with many students at UHS she also volunteers her time at extracurricular activities for the school which shows all the students that she cares about all of them not just the ones that go to her for support."

"Although I have not had as many students involved this year as last, I've spoken to students who say this program continues to help them in numerous ways."

"Having a clinician on-site positively enhances the school environment and provides a valuable resource to our students and their families."

"The student support counselor is the lifeline of UHS many of the students who need the SSC are from unhealthy environment and they need that specialized kind of one-on-one affection that only in SSC can provide."

"Dr. Stillwell is fantastic with students. Students could use help in managing when is a good time to seek counseling."

"Dr. Stillwell is a must have in our building! The staff and student rely on her tremendously!"

"Dr. Stillwell is amazing and invaluable!"

"Excellent program. We are lucky to have such a program."

"Dr. Stillwell is always willing to help in any way she can. She is firm, but compassionate with all students."