**BATH CENTRAL SCHOOLS**

**GUIDANCE & COMPREHENSIVE COUNSELING PLAN**



**Bath Central School District**

**Home of the Haverling Rams**

**2022 - 2023**

**“Every student, every day”**

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**BCSD GUIDANCE & COUNSELING DEPARTMENT**

The goal of the Bath Central School District Guidance and Counseling Department is to advocate and provide academic, career, and social-emotional support for all students. School counselors collaborate with parents, educators, and the community to provide developmentally appropriate and comprehensive services to meet the needs of all students in order for them to become productive members of the 21st century.

**INTRODUCTION**

According to the American School Counselor Association (ASCA), a comprehensive school counseling program should focus on what all students, PK-12 should know, understand and be able to do in three domain areas:

* Academic
* Career
* Personal/Social

The emphasis is on academic success for every student, not just those students who are motivated, supported and ready to learn. The school counseling program helps all students achieve success in school and develop into contributing members of our society.

In alignment with ASCA guidelines, the Bath Central School District Guidance and Counseling Department has developed the following plan to outline building outcomes and the methods in which we reach the outcomes.

**BUILDING DEMOGRAPHICS**

**VERNON E. WIGHTMAN PRIMARY SCHOOL**

**GRADES PK – 3**

The Vernon E. Wightman Primary School provides instructional programs for children from Pre-Kindergarten through third grade and the current enrollment is approximately 500 students. Guidance/Counseling services are provided to students, parents and teachers by two certified School Counselors and one licensed School Social Worker.

**DANA L. LYON MIDDLE SCHOOL**

**GRADES 4-8**

The Dana Lyon Middle School consists of grades 4-8 with approximately 500 students. Guidance/Counseling services for all students, parents and teachers are provided by two certified School Counselors and one licensed School Social Worker. One contract Prevention Counselor from Catholic Charities also provides counseling services for Middle and High School students.

**HAVERLING HIGH SCHOOL**

**GRADES 9-12**

The Haverling High School students are offered a comprehensive educational program. Approximately 415 students in grades 9-12 are provided counseling services by three certified School Counselors.

**BATH HAVERLING CENTRAL SCHOOL**

**DISTRICT-WIDE**

In addition to the staff mentioned above, two School Psychologists, a Social and Emotional Integration Specialist, and an At-Risk Interventionist provide district-wide assistance.

**ACADEMIC DOMAIN**

**ASCA STANDARD ONE**

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

**ASCA STANDARD TWO**

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

**ASCA STANDARD THREE**

Students will understand the relationship of academics to the world of work and to life at home and in the community.

**ACADEMIC DOMAIN STUDENT COMPETENCIES**

Through the work of the Bath Central School District Guidance Department and other educators, the students in Bath Central School District will:

* Take pride in work and achievement.
* Accept mistakes as essential to the learning process.
* Identify attitudes and behaviors leading to successful learning.
* Demonstrate how effort and persistence positively affect learning.
* Use communication skills to know when and how to ask for help when needed.
* Take responsibility for actions.
* Seek information and support from faculty, staff, family, and peers.
* Understand the relationship between classroom performance and success in school.
* Understand how school success and academic achievement enhance future career and vocational opportunities.

**VERNON E. WIGHTMAN PRIMARY SCHOOL**

**ACADEMIC DOMAIN MODALITIES OF GUIDANCE & COUNSELING SERVICES:**

* New student orientation
* Collaboration and consultation with teachers and parents
* Individual counseling
* Small Group counseling/Social Skills Training
* Work within multi-disciplinary teams
* “Teachable moments”
* Make referrals for increased support if needed
* Classroom crisis intervention (include small group and individual)

**DANA L. LYON MIDDLE SCHOOL**

**ACADEMIC DOMAIN MODALITIES OF GUIDANCE & COUNSELING SERVICES:**

**GRADE FOUR**

* Individual counseling/advisement as needed
* Collaboration and consultation with teachers and parents
* Classroom guidance & career exploration lessons
* Make referrals for increased support if needed
* Meet with new students and assist in transition to a new school
* Fourth grade orientation/parent night
* Meet/greet with 4th grade classes (September)

**GRADE FIVE**

* Individual counseling/advisement as needed
* Collaboration and consultation with teachers and parents
* Classroom guidance & career exploration lessons
* Make referrals for increased support if needed
* Meet with new students and assist in transition to a new school
* New student orientation before new school year begins

**GRADE SIX**

* Individual counseling/advisement as needed
* Annual Individual Academic Progress & Career Plan review
* Collaboration and consultation with teachers and parents
* Classroom guidance & career exploration lessons
* Completion of interest profile
* Make referrals for increased support if needed
* Meet with new students and assist in transition to a new school
* New student orientation before new school year begins

**GRADE SEVEN**

* Individual counseling/advisement as needed
* Annual Individual Academic Progress & Career Plan review
* Collaboration and consultation with teachers and parents
* Classroom guidance & career exploration lessons
* Go over class selection options for eighth grade
* Seventh grade career day
* Make referrals for increased support if needed
* Meet with new students and assist in transition to a new school
* New student orientation before new school year begins

**GRADE EIGHT**

* Individual counseling/advisement as needed
* Annual Individual Academic Progress & Career Plan review
* Collaboration and consultation with teachers and parents
* Classroom guidance & career exploration lessons
* Classroom presentations on graduation requirements
* Eighth grade parent night and individual follow up when needed to

complete ninth grade schedule and start four-year plan

* Make referrals for increased support if needed
* Meet with new students and assist in transition to a new school
* New student orientation before new school year begins

**HAVERLING HIGH SCHOOL**

**ACADEMIC DOMAIN MODALITIES OF GUIDANCE & COUNSELING SERVICES:**

**GRADE NINE**

* Spring transition activities:
* Pre-registration workshops with eighth grade students, including an eighth grade parent night
* Assist the administration with freshman orientation
* Review of graduation requirements, including importance of attendance.
* Four-year plan (with parent input)
* Course selection
* Individual advising with students (and parents as needed)
* Counseling website
* Newsletters

**GRADE TEN**

* Four year plan review
* Course selection
* Fall tenth grade parent night to include PSAT results and interpretations and college planning
* Individual advising with students (and parents as needed)
* Counseling website
* Newsletters
* R.T.S. Career/College and presentations

**GRADE ELEVEN**

* Fall eleventh grade parent night to include PSAT results and interpretations and college planning
* Four year plan review (with parent input)
* College fair (both High School College Fair and National College Fair)
* Individual advising with students (and parents as needed)
* Counseling website
* Newsletters
* Alfred State College mini-visit
* Post-secondary education:
* Classroom presentations
* Career and college exploration
* College Search

**GRADE TWELVE**

* Senior interview:
* Review course selection and remaining graduation requirements (with parent input)
* Bath College Fair
* College and other post-secondary workshops for parents and students (including financial aid workshops)
* Counseling website
* Newsletters
* Alfred State College mini-visit
* Scholarships

**Special Education School Counselor**

TYPICAL WORK ACTIVITIES

* Reports to superiors regarding activities conducted and observations made of patient/client reactions;
* Consults with superiors regarding the handling of difficult situations occurring with students;
* Prepares a variety of required written reports and case notes regarding activities conducted and student reactions
* Participates as a team member in individual, group and family therapy
* Collects and maintains appropriate data from various sources such as professional staff and students’ families to establish an overall approach to the solution of students’ mental and social problems
* Maintains information on community and health resources which can be utilized during the student’s care
* Collaborate and consult with education team members
* Collaborate with parents
* Identify and address environmental factors impacting learning
* Provide crisis management and individual support;
* Implement appropriate intervention and support
* Assist in planning, development and evaluation of programs
* First responder during a student crisis involving the 8:1:1 classroom
* Individual counseling when needed
* IEP Counseling
* Visitation with Attendance counselor at students’ households when warranted.
* Mandated reporter
* Other related duties and responsibilities as may be assigned.

**CAREER DOMAIN**

**ASCA STANDARD FOUR**

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

**ASCA STANDARD FIVE**

Students will employ strategies to achieve future career goals with success and satisfaction.

**ASCA STANDARD SIX**

Students will understand the relationship between qualities, education, and training and the world of work.

**CAREER DOMAIN STUDENT COMPETENCIES**

Through the work of the Bath Central School District Guidance & Counseling Department and other educators, the students in Bath Central School District will:

* Develop an awareness of personal abilities, skills, interests, and motivations.
* Learn how to work cooperatively in teams.
* Learn how to set goals.
* Identify personal skills, interests and abilities, and relate them to current career choices.
* Demonstrate awareness of the education and training needed to achieve career goals.
* Identify personal preferences and interests which influence career choices and success.

**VERNON E. WIGHTMAN PRIMARY SCHOOL**

**CAREER DOMAIN MODALITIES OF GUIDANCE & COUNSELING SERVICES:**

* Individual counseling
* Small Group Counseling/Social Skills Training
* Collaborating and Consulting with the Career Development Council to organize and present a Career Day in June.
* “Teachable moments”

**DANA L. LYON MIDDLE SCHOOL**

**CAREER DOMAIN MODALITIES OF GUIDANCE & COUNSELING SERVICES:**

**GRADE FOUR**

* Classroom guidance & career exploration lessons
* Career & Financial Literacy Lessons
* Creation of portfolio for career/guidance lessons

**GRADE FIVE**

* Classroom guidance & career exploration lessons
* Career & Financial Literacy Lessons
* Additional work saved to portfolio for career/guidance lessons

**GRADE SIX**

* Classroom guidance & career exploration lessons
* Career & Financial Literacy Lessons
* Additional work saved to Portfolio and completion of interest profile

**GRADE SEVEN**

* Classroom guidance & career exploration lessons
* Career & Financial Literacy Lessons
* Seventh grade career day

**GRADE EIGHT**

* Classroom guidance & career exploration lessons
* Classroom presentations on graduation requirements
* Complete 9th grade course selections
* Eighth grade parent night and individual follow up when needed to complete ninth grade schedule and start four-year plan

**HAVERLING HIGH SCHOOL**

**CAREER DOMAIN MODALITIES FOR GUIDANCE SERVICES:**

**GRADE NINE**

* Four year plan development (with parent input)
* Course selection
* Individual advising with students (and parents as needed)
* Counseling web site
* Newsletters
* Guidance Direct
* Interest profiler
* Career research
* Job Shadow
* Career panels

**GRADE TEN**

* Four year plan review (with parent input)
* Course selection
* BOCES exploration
* Bath College Fair
* Sophomore Career Day
* Individual advising with students (and parents as needed)
* Counseling website
* Newsletters
* Job Shadow
* Career Panel

**GRADE ELEVEN**

* Four year plan review (with parent input)
* Course selection
* Bath College Fair and National College Fair
* Parent post-secondary education:
* Evening presentation
* Guidance Direct
* Individual advising with students (and parents as needed)
* Counseling website
* Newsletters
* Job Shadow
* Career Panel

**GRADE TWELVE**

* Four year plan review (with parent input)
* Course selection
* College Fair
* Individual advising with students (and parents as needed)
* Counseling website
* Newsletters
* Job Shadow
* Career Panel

**PERSONAL/SOCIAL DOMAIN**

**ASCA STANDARD SEVEN**

Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

**ASCA STANDARD EIGHT**

Students will make decisions, set goals and take necessary action to achieve goals.

**ASCA STANDARD NINE**

Students will understand safety and survival skills.

**PERSONAL/SOCIAL DOMAIN STUDENT COMPETENCIES**

Through the work of the Bath Central School District Guidance & Counseling Department and other educators, the students in Bath Central School District will:

* Develop positive attitudes toward self as a unique and worthy person.
* Understand that change is a part of growth.
* Identify and express feelings.
* Distinguish between appropriate and inappropriate behaviors.
* Recognize personal boundaries, rights, and privacy needs.
* Understand the need for self-control and how to use it.
* Understand the need for rules.
* Demonstrate cooperative behavior in groups.
* Learn how to make and keep friends.
* Recognize, accept, and appreciate diversity.
* Be able to respectfully and assertively communicate thoughts, wants, and needs.
* Understand the link between choices and consequences.
* Identify solutions to problems.
* Develop healthy coping skills for feelings.
* Demonstrate the ability to problem solve and when to seek help.
* Demonstrate knowledge of personal information
* Learn about the differences between appropriate and inappropriate physical contact
* Demonstrate the ability to set boundaries, rights, and personal privacy
* Identify resources people in the school and community and know how to seek help.

**VERNON E. WIGHTMAN PRIMARY SCHOOL**

**PERSONAL/SOCIAL DOMAIN MODALITIES OF GUIDANCE SERVICES:**

* Teacher consultations
* Individual counseling
* Small Group Counseling/Social Skills Training
* Work within multi-disciplinary teams:
* School employees (i.e. teachers, occupational therapists, speech therapists, principals, teacher’s aides, etc.)
* Non-school employees (i.e. parents, child protective workers, foster care workers, foster parents, mental health therapists, pediatricians, etc.)
* Parent consultations
* Child protective/law enforcement/law guardian reports and interviews
* Develop behavioral modification plans/behavior intervention plans
* Other collateral contacts
* “Teachable moments”
* Crisis Intervention and evaluation
* Student Support Team
* Positive Behavioral Intervention and Supports Team
* Bullying Prevention Program
* Counseling resources (website/newsletter)
* Referrals to outside agencies
* New student orientation
* Website page
* Conflict resolution

**DANA L. LYON MIDDLE SCHOOL**

**PERSONAL/SOCIAL DOMAIN MODALITIES OF GUIDANCE & COUNSELING SERVICES:**

* Individual counseling
* Group counseling
* Conflict resolution
* Crisis intervention and evaluation
* Referrals to outside agencies when needed
* Student support team
* Parent/teacher consultation
* Attendance monitoring
* New student orientations
* Class meetings/parent orientation nights
* Character education program
* Counseling resources:
* Website
* Newsletter

**HAVERLING HIGH SCHOOL**

**PERSONAL/SOCIAL DOMAIN MODALITIES OF GUIDANCE & COUNSELING SERVICES:**

* Individual counseling
* Group counseling (as needed, if possible)
* Conflict resolution
* Crisis intervention and evaluation
* Counseling resources:
* Website
* Newsletter
* New student orientation
* Referrals to outside agencies
* Student support team
* Parent/teacher consultation
* Attendance monitoring

**ADDITIONAL DUTIES/TIMELINE OF RESPONSIBILITIES**

**VERNON E. WIGHTMAN PRIMARY SCHOOL**

**ADDITIONAL DUTIES**

In addition to the previous mentioned guidance services, the guidance staff at VEW provides a variety of building level and/or district level supports.

The Guidance Counselor at VEW is also responsible for:

* Scheduling and maintaining student schedules in School Tool
* Facilitating the Building Crisis Team
* Facilitating the Building Student Support Team
* Facilitating the P.B.I.S. Tier 2 and Tier 3 Team
* Facilitating the arrival and dismissal of bus students in the morning and afternoon.

The School Social Worker at VEW is also responsible for:

* Providing all needed counseling services to all classified students, including 8:1:1 Emotionally Disabled classrooms

**DANA L. LYON MIDDLE SCHOOL**

**TIMELINE OF RESPONSIBILITIES**

**SEPTEMBER-JANUARY**

* Welcome and schedule new students (on-going)
* Resolve schedule conflicts (on-going)
* Provide individual, group and crisis counseling (all year)
* Attend team meetings when needed (all year)
* Provide faculty support
* Provide conflict resolution/mediation
* Coordinate Red Ribbon Week activities in grades 4-8, including classroom lessons & work w/ Steuben Council on Addictions
* Participate in SST (student support team) meetings
* Attend committee of special education (CSE) meetings when needed (all year)
* Attend guidance department meetings (all year)
* Participate in any crisis team meetings/concerns
* Provide any student schedule changes needed throughout the year
* Make needed Mandated Reporter Hotline calls
* Refer and collaborate with community agencies (PINS, probation, CPS, DSS, Steuben County Mental Health, hospitals, therapists, etc.)
* Establish and maintain parent contact and communication via phone calls, emails, meetings, etc. (on-going)
* Attend professional workshops and trainings
* Serve on PBIS Committee
* Responsible for back pack program – weekly distribution of food bags and referral to the program (on-going)
* Complete classroom guidance & career exploration activities in grades 4-6

**JANUARY – JUNE**

* Begin scheduling process for the next school year
* Coordinate 7th Grade Career Day with Career Development Council – student choices, create student schedules for the day, programs, etc.
* Put out teacher recommendation folders to teams
* Classroom presentations on graduation requirements with all eighth graders
* Coordinate and hold eighth grade parent night
* Complete 9th grade course selections with all 8th graders
* Enter all course selections for 8th graders
* Collect pertinent data for administration (i.e. numbers of students, class sizes, special ed. numbers, etc.)
* Enter all student course selections in scheduling data base
* Create rating forms to ensure balance in 4th & 5th grade class lists
* Go through parent placement forms and disseminate to appropriate teacher
* Preliminary schedule runs
* Update the Supply List for 6-8
* Determine 8th grade Presidential Academic Excellence Award winners based on grade data for previous 3 years
* Meet with administration to go over any scheduling changes/updates/needs
* Start looking at Special Ed. scheduling

**JUNE – JULY**

* Create class lists for grades 4 & 5
* Work with building principal to complete master schedule
* Complete all student schedules grades four through eight
* Meet with teams to determine who needs to attend summer school/failure meetings
* Contact parents for summer school registration
* Complete all summer school registrations on-line
* Welcome and schedule new students (on-going)
* Mail tentative student schedules home
* Ensure faculty schedules are correct to mail home
* Run Study Hall Numbers for principal
* Complete Special Ed. scheduling

**AUGUST**

* Review and process summer school results with building principal
* Enter summer school grades into student management system
* Welcome and schedule new students registering for fall (on-going)
* Meet with administration when required (on-going all summer)
* Hold new student orientation
* Address parent/student scheduling concerns
* Finish balancing class numbers and print schedules for first day of school
* Schedule AIS for grades 6-8
* Fourth grade orientation night
* Post room numbers for students to report first day of school

**HAVERLING HIGH SCHOOL**

**TIMELINE OF RESPONSIBILITIES**

**ONGOING**

* Schedule changes
* Introduce selves to the ninth graders
* Newsletter articles
* Update website
* Eleventh grade college and career research lesson (collegeboard.com, guidancedirect.com)
* College fair planning
* College fair
* Senior interviews
* Letters of recommendation for college applications
* Classroom guidance lesson:
* Orientation to guidance and graduation requirements
* College Search Activity
* Interest inventory and career exploration with ninth graders
* Monitor academic progress
* Check in with students who are failing or excelling in classes
* Newsletter articles
* Update website
* PSAT’s for grades 10 and 11
* Senior interviews
* Attend CSE meetings and update CSE on academic progress
* Work with students participating in the Backpack program (weekly)
* Attend conferences/workshops to keep skills/knowledge up to date
* Committee participation
* Grief contacts through Hospice
* Crisis team
* Consultation with administrators/teachers
* Alternative education advisory council
* Record management:
* Maintaining high school transcript/testing records (Counselors and Secretary)
* Use Guidance Direct for 9-12
* Study skills and time management lessons
* Personal/social emotional topic seminars (specifically in the areas of anger management, healthy relationships, and effective communication)
* Nominations for Junior awards and Senior scholarships
* Nomination for enrichment opportunities (such as SLE, Leadership Conference, Summer Youth Employment, etc.)
* CDOS Tracking
* Test Accommodation chart for Regents exams
* Progress Notes/Goals for students with disability
* Enrollment for homeless students
* Home visitation for students with attendance concerns

**SCHOOL PSYCHOLOGIST’S SERVICES (DISTRICT WIDE)**

* Committee on Special Education (CSE) participant
* Completion of Psycho-Educational Evaluations (cognitive, academic, behavior, social-emotional)
* Develop Functional Behavioral Assessments & Behavior Intervention Plans (FBA/BIP)
* Individual counseling
* Group counseling
* Student Support Team Participation
* Positive Behavior Interventions and Strategies (PBIS) Team Participation
* Parent and teacher consultations
* Crisis Intervention
* Development and record-keeping of 504 Accommodations Plans
* Evacuation and Reunification Team Member
* Therapeutic Crisis Intervention in Schools Trainer
* Social-Emotional Learning Committee Team Member

**SOCIAL AND EMOTIONAL (SEL) INTEGRATION SPECIALIST**

**DISTRICT-WIDE**

* Facilitate/coordinate professional learning opportunities for staff:
	+ Annual required mental health training
	+ Provide short activities during building level faculty meetings
	+ Conference day offerings for staff
	+ Administrative training sessions during meetings, when requested
	+ Summer and after school offerings, when needed
* Coordination of efforts in the areas of mental health, trauma sensitivity, and culturally responsive-sustaining education.
* Resource person for counseling department and instructional staff
* Enhancement of lesson planning to include social and emotional/mental health standards
* Classroom walkthroughs to evaluate and observe mental health of students, SEL standards, and plan for additional supporting activities.
* Establish a cohesive SEL curriculum for PK – 12 that is vertically aligned.

**SCHOOL COMMUNITY LIAISON**

**(DISTRICT-WIDE)**

* Site-Supervisor for the Bath Area Family Resource Center
* Actively participate in community-based committees, such as the Institute of Human Services Board of Directors, Steuben County Single Point of Access, etc.
* Liaison between School and Community Resources
* Provide outreach to identified students and families through home visits
* Make referrals to Child Protective Services, when necessary
* Assist with any barriers in crisis situations.
* Actively participate in any school-based committees, as necessary
* Provide Medicaid oversight to the Licensed Master Social Worker
* Coordinate special projects as they arise (Food Bank Backpack Program, school supply give-a-way, Heart-to-Heart, etc.).

\*For the 2021-2022 and the 2022-2023 school years, the SEL Integration Specialist is performing some of the job duties of the School Community Liaison.

**GUIDANCE DEPARTMENT SECRETARY**

The Guidance Department Secretary at Haverling High School plays an important role in the services provided. Included in the general clerical responsibilities are the following:

* Record management:
* Maintaining high school transcript/testing records (Counselors and Secretary)
* Working papers
* Submit honor roll to newspapers
* Send transcripts to colleges with applications, mid-year, and final transcripts (document in computer, in book and send yellow return card with each transcript and application)
* PSAT registrations
* Archive student records
* Confirm graduation status, diploma types
* SSI school confirmation forms
* Copy and mail students 4 year plan along w/course selection sheet to parents
* Receive phone calls, including overflow from HS office
* Maintain and publish reports:
	+ Mobility
	+ Drop Outs
	+ Enters/Leavers
	+ GPA/Class rank
* Report card preparation, printing, distribution and any inserts that need to be sent
* Grade input and verification
* Update Guidance Plan as needed
* College Fair (send out mailings, maintain RSVP spreadsheet, set up meetings, make signs, organize light meal, and coordinate set up/tear down with Request for Facilities Usage)
* New Student Enrollment
	+ Organize enrollment paperwork and request records from previous school, coordinate meeting to set up schedule with counselor and provide student with new packet of information and paperwork to be returned.
	+ Distribute medical records and CSE information as needed.
* Order graduation diplomas, seals, covers, and envelopes
* Cover high school office, phone, door during lunch or anytime as requested
* Scholarships – create spreadsheet to track deadlines, copy and display for seniors and collect on due dates to return to appropriate organizations
* Admin support to students submitting transcripts, letters of recommendation and scholarship applications as needed
* Schedule college and military representatives for school visits
* Organize field trips (permission slips, RSVP spreadsheet, & transportation for Sophomore Career Day & Alfred State College mini visit)
* Distribute high school mail if needed
* Guidance Counselors – Admin support, manage calendars, & call students for meetings
* Summer - end school year (file all seniors, move records, run final report card and file)
* End school year (file all seniors, move records, run final report card for all grades and file, have all data ready for principal for his reports, advance all students to next grade level and graduate seniors, send all out-of-district student’s report card and transcripts to home districts, & print all graduate transcripts and file)
* Summer – start new school year (send out mailing to all 9-12 students with new schedule and any inserts. Set up schedule changes and appointments for any new students)
* Enter dates of Regent exams, SAT’s and ACT’s in computer
* Enter SAT/ACT test scores on student transcripts
* Prep all diploma packet inserts for assembly: diplomas, seals, scholarship money, thank you letters, and certificates
* Create scholarship script to be read at graduation and scholarship definitions for graduation program insert
* Enter Graduate information:
	+ Graduation Date
	+ Diploma Type
	+ Future plans
	+ Demographic Information
* Run end of year report
* Run final GPA/rank for all grade levels
* File all new incoming 9th grade files

**Bath Central Schools**

**SCREENING FOR BEHAVIORAL HEALTH RISK**

A screening for suicide risk should be initiated immediately whenever a student talks about harming himself/herself, or if there is a concern that a student has thought about hurting himself/herself.

**AND/OR**

When a student is exhibiting severe behaviors (i.e. – throwing chairs, biting others or self, threatening to harm self or others), a Guidance/School Counselor, School Psychologist, School Social Worker, and/or Family Worker may be consulted or asked to intervene.

\*Hereafter, the term “Counselor” shall encompass the Guidance/School Counselor, School Psychologist, School Social Worker, and Family Worker.

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Age: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Circumstances regarding referral:** (i.e. referral source, location, quotes, others concerned) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 1: Keep the Student Safe**

* Maintain adult supervision at all times.
* If there is an imminent danger obtain help/assistance.

**Step 2: Interview and Assess the Student**

* Complete assessment
	+ Administer the Columbia Suicide Severity Rating Scale – Screening Version, if necessary.

**Step 3: Notify Building Administrator and Student’s Parent(s)/Guardian(s) (order depends upon situation)**

* Report the situation to the building Administrator after the screening.
* Report the situation/concern to the parent/guardian.
	+ In the event that you cannot reach the parent/guardian, call emergency contacts.
* In the event Parent/Guardian/Emergency Contact cannot be contacted, collaborate with Administration and other community resources, if applicable.

Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Step 4: Provide Intervention and Support**

Possible Interventions in Response to Risk

* Counselor to address concerns with parent by phone (very low risk only, no further action required).
* Referral to Steuben County Community Mental Health Services (check all that apply):
	+ Mobile Crisis: (607) 664-2255
	+ \* Parent to come to school and take their child for a timely intervention at the clinic (i.e. – crisis worker, established therapist, Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).
* \* Parent to transport child for immediate intervention at a hospital.

Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* \* Parent to come to school and take their child for a timely intervention with an established therapist (name/agency): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*\*Emergency Conference Notice must be completed with parent/guardian during these instances.*

* Counselor call Child Protective Services if parent/guardian is non-compliant with recommendations.
* Contact School Nurse if physical health is possibly compromised.
* Contact School Resource Officer/Law Enforcement if physical safety is possibly compromised.

**Step 5: Develop a School Based Support Plan for the Student, if necessary.**

* Connect with the student upon return.
* Contact the Parent/Guardian.
* Contact the Community Agency involved.
* Develop a plan for integration and support, as needed.
* Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- |
| **COLUMBIA-SUICIDE SEVERITY RATING SCALE** |  |  |
| *Screening Version - Recent* | **Past Month** |
| Ask questions that are **bold** and underlined: | **YES** | **NO** |
| Ask Questions 1 and 2 |   |   |
| 1) **Wish to be Dead?** |   |   |
| Person endorses thoughts about a wish to be dead or not live anymore, or wish to  |   |   |
| fall asleep and not wake up. |   |   |
| **Have you wished you were dead or wished you could go to sleep and not** |   |   |
| **wake up?** |   |   |
| 2) **Suicidal Thoughts**: |   |   |
| General non-specific thoughts of wanting to end one's life/die by suicide,  |   |   |
| "I've thought about killing myself" without general thoughts of ways to kill oneself/ |   |   |
| associated methods, intent, or plan. |   |   |
| **Have you actually had any thoughts of killing yourself?** |   |   |
| If YES to 2, ask questions 3, 4, 5, and 6. If NO to 2, go directly to question 6. |   |
| 3)  **Suicidal Thoughts with Method (without Specific Plan or Intent to Act):** |   |   |
| Person endorses thoughts of suicide and has thought of at least one method  |   |   |
| during the assessment period. This is different than a specific plan with time, place or  |   |   |
| method details worked out. "*I thought about taking an overdose but I never*  |   |   |
| *made a specific plan as to when, where, or how I would actually do it ….*  |   |   |
| *And I would never go through with it."* |   |   |
| **Have you been thinking about how you might kill yourself?** |   |   |
| 4) **Suicidal Intent (without Specific Plan):** |   |   |
| Active suicidal thoughts of killing oneself and pationt reports having some intent  |   |   |
| to act on such thoughts, as opposed to "*I have the thoughts but I definitely*  |   |   |
| *will not do anything about them*." |   |   |
| **Have you had these thoughts and had some intention of acting on them?** |   |   |
| 5) **Suicide Intent with Specific Plan:** |   |   |
| Thoughts of killing oneself with details of plan fully or partially worked out and  |   |   |
| person has some intent to carry it out. |   |   |
| **Have you started to work out or worked out the details of how to kill**  |   |   |
| **yourself and do you intend to carry out this plan?** | **Past 3 Months** |
|  | **YES** | **NO** |
| 6) **Suicide Behavior** |   |   |
| **Have you done anything, started to do anything, or prepared to do** |   |   |
| **anything to end your life?** |   |   |
| Examples: Collected pills, obtained a gun, gave away valuables, wrote a will or suicide note, |   |   |
| took out pills but didn't swallow any, held a gun but changed your mind or it was grabbed |   |   |
| from your hand, went to the roof but didn't jump; or actually took pills, tried to shoot |   |   |
| yourself, cut yourself, tried to hang yourself, etc. |   |   |
| *For inquiries and training requirements, contact: Kelly Posner, Ph.D.* |  |  |
| *New York State Psychiatric Institute, 1051 Riverside Drive, New York, NY, 10032; posner@nyspi.columbia.edu* |  |  |
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**Bath Central Schools**

**PARENT/GUARDIAN EMERGENCY CONFERENCE NOTICE**

I have been informed that my child has expressed suicidal thoughts. School staff members are concerned and want to support my child. I understand that I have a large part in keeping my child safe. I have been encouraged to:

* Have my child evaluated by a mental health provider or hospital immediately.
* Keep my child safe through home supervision.
* Share with the school the names of other professionals helping my child.
* Sign a release of information so that school staff and other professionals can share information in order to best help my child.
* In case of emergency, I can:
	+ Call 911.
	+ Call Steuben County Mental Health after hours emergency number at

607-937-7800.

* + Call the National Suicide Prevention Lifeline at 1-800-273-8255 or text “START” to 741-741.

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*Parent/Guardian Name (print) School Staff Name (print)*

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*Parent Signature Date School Staff Signature Date*

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*Student Name Grade*

*(Provide a copy to Parent/Guardian and retain original.)*