



**Bedford Public Schools Guidance &  
Counseling Department  
May 21, 2019**

# K-12 Guidance & Counseling Department

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Kristen Milano, 9-12th School Counselor

Jessica Smith, 3-5th School Counselor

## District Mission Statement

Promote developmentally-appropriate social, emotional, academic, and career growth for all students. We help students build upon their strengths to develop self-efficacy and resilience, make healthy decisions, and acquire a sense of personal and civic responsibility. Through collaboration within our diverse community, we support access and equity for all learners.

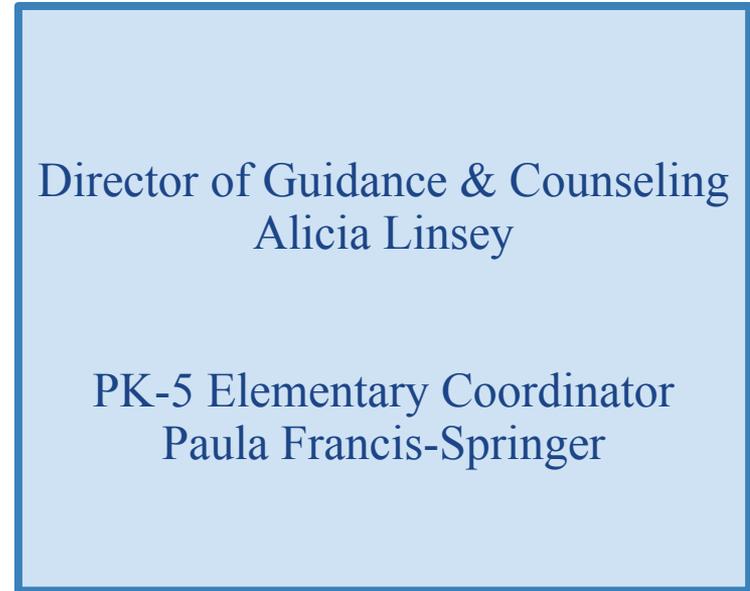
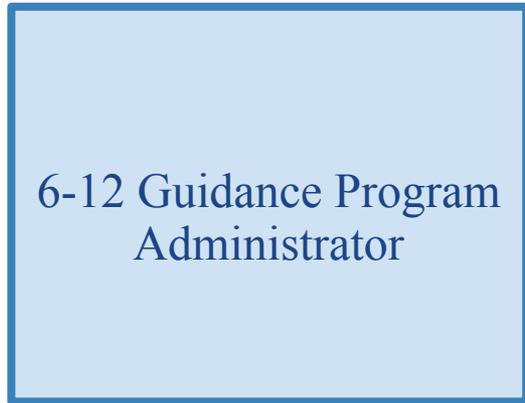


Create alignment between national, state, and school alignment

# Shift in Counseling Leadership

Former

Current



# Counseling Services

**Direct Student Services** In-person interactions between school counselors and students.

**Core Curriculum Prevention** Curriculum consists of structured lessons/seminars designed to help students attain competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered systematically and presented by school counselors in collaboration with other professional educators in PK-12 classroom and group activities.

**Individual Student Planning** Counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.

**Responsive Services** Responsive services are activities designed to meet students' immediate needs. Responsive services may include counseling in individual or small-group settings or crisis response.

**Indirect Student Services** Provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

# Counseling Staff & Caseload

<b>Grade Level</b>	<b>General Education Counseling Staff</b>	<b>Average # Students</b>	<b>Caseload Range</b>
<b>Elementary School</b>	1 K-2 School Counselor 1 3-5 School Counselor	616	602-630
<b>Middle School</b>	3 School Counselors .6 Adjustment Counselor	189	179-197
<b>High School</b>	4.4 School Counselors .6 Lighthouse Coordinator 1 Adjustment Counselor	209	193-203

Data Source: October 2018 snapshot of BPS student information  
\*Based on 4 counselors - 1 is program based w/ smaller caseload

# Response to Intervention (RTI) Model

## Academic Systems

Tier III  
Individual Students/Very Small Group  
High Intensity  
Frequent Progress Monitoring

Tier II  
Some Students (at-risk)  
Additional Instruction and Time  
Small Group Interventions  
Progress Monitoring

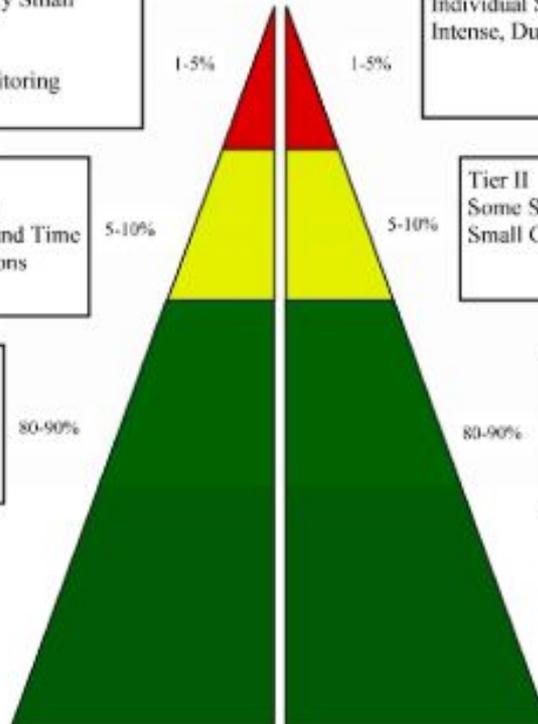
Tier I  
All Students  
Universal Screening

## Behavioral Systems

Tier III  
Individual Students  
Intense, Durable Procedures

Tier II  
Some Students (at-risk)  
Small Group Interventions

Tier I  
All Settings  
All Students  
Preventive  
Proactive

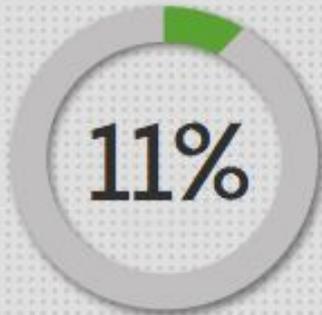


# National Data: National Alliance on Mental Health

**Fact: 1 in 5 children ages 13-18 have, or will have a serious mental illness.<sup>1</sup>**



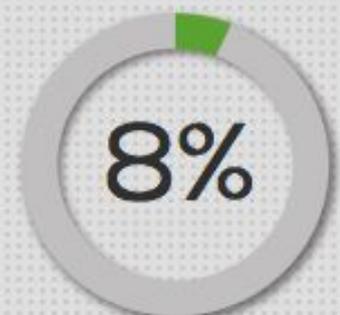
20% of youth ages 13-18 live with a mental health condition<sup>1</sup>



11% of youth have a mood disorder<sup>1</sup>



10% of youth have a behavior or conduct disorder<sup>1</sup>



8% of youth have an anxiety disorder<sup>1</sup>

## National Data: National Alliance on Mental Health

Impact

50%



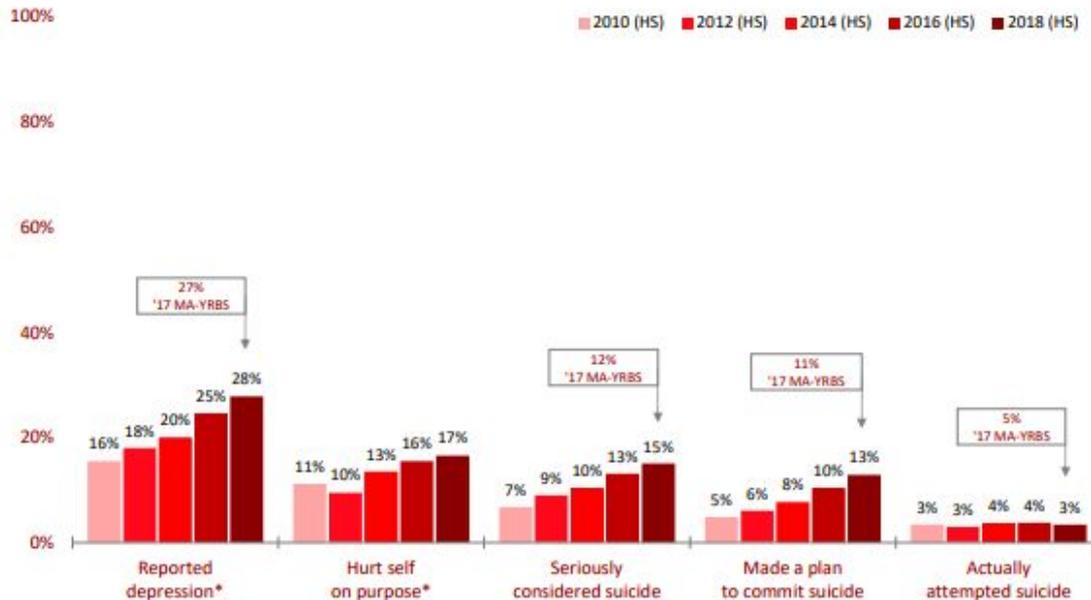
50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24.<sup>1</sup>

# National Data: National Alliance on Mental Health



# Local Data: BHS Youth Risk Behavior Survey 2010-2018

## Trends in Depression, Self-Harm, and Suicide in the Past 12 Months Among Bedford High School Students ('10, '12, '14, '16, '18)



\* Respondents were asked, "During the past 12 months, did you ever feel so sad or hopeless almost every day for TWO WEEKS OR MORE IN A ROW that you stopped doing some usual activities?"

\* Respondents were asked, "During the past 12 months, how many times did you hurt or injure yourself ON PURPOSE? (For example, by cutting, burning, or bruising yourself on purpose)."

# Local Data: BHS Youth Risk Behavior Survey

## April 2018

**15% Considered Suicide**

121

**13% Had a Plan**

105

**3% Attempted**

24

BHS Enrollment at time of survey: 811

# K-12 Guidance and Counseling Department

## September 2018 - April 2019

- Created an adjustment counselor referral process for grades 9-12 (Grades 6-8 for 2019-20)
- Adjustment counselor referral & suicide ideation data collection grades 5-12
- Increased number of therapeutic counseling groups
- Hosted a Community Roundtable - with community partners, area therapists and pediatricians to discuss global mental health concerns and solutions
- Created a Area Therapist Resource Guide *(draft form)*
- Wrote a BPS Self-Injury & Student Ideation Protocol and Resource Guidebook *(draft form)*
- Partnered with 4 neighboring districts to design solutions including applying for and receiving a DESE grant

# Community Services

## Department of Elementary and Secondary Education Grant

### **Regional Concern**

Insufficient community based services for an adolescent needing evaluation during an acute crisis or for students needing more services but not reaching the level of needing inpatient or partial hospitalization.

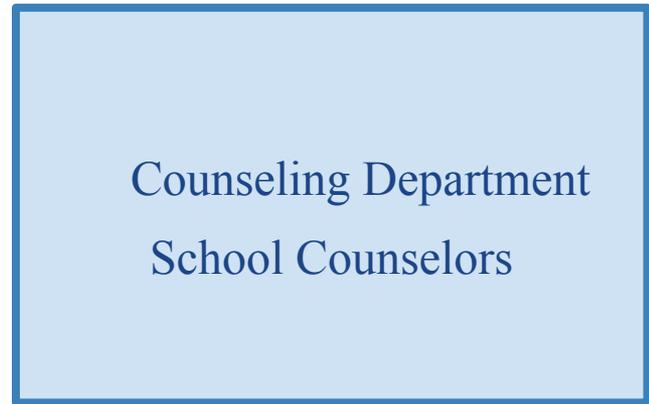
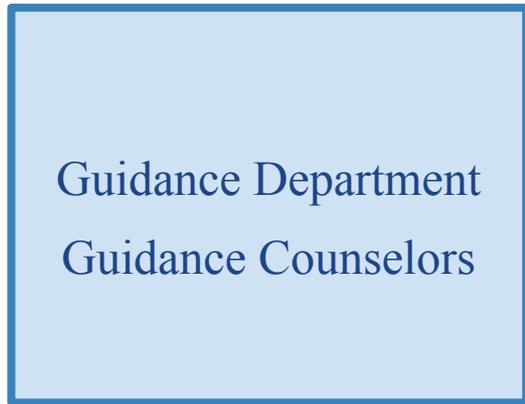
### **Goal**

Strengthen the connection between area schools and community mental health providers. Partnerships with community-based organizations are central to the mission of the grant. The partners included are Emerson Hospital, The Eliot Center, Advocates, and Bridge for Resilient Youth in Transition (BRYT).

# Priority 1

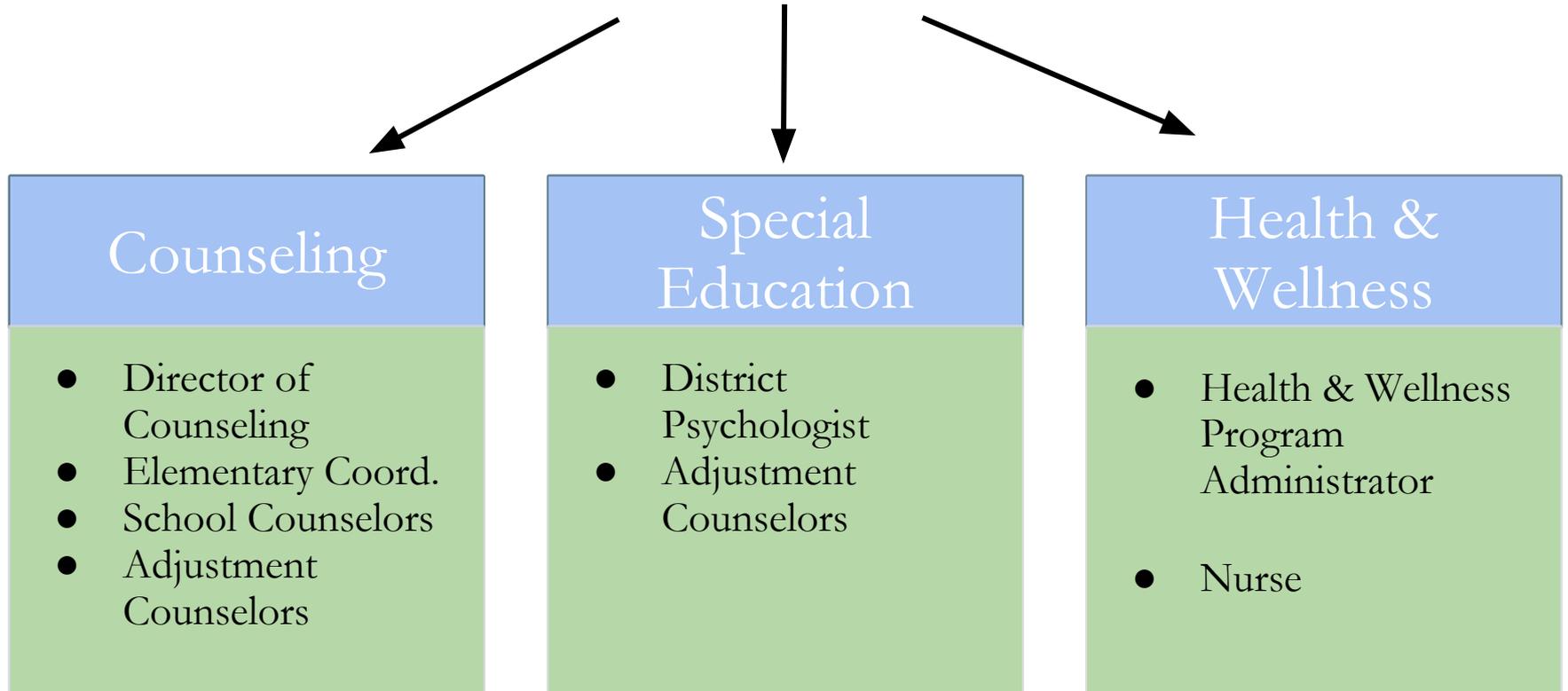
**Current**

**Recommended**



## Priority 2

### K-12 Mental Health Team



## Priority 3



It is important to regard social emotional learning as equally important as content curriculum in college and career readiness.

# Counseling in Action

