



March 2025

## Social Emotional Wellness and Mental Health Supports

Boquet Valley Central School District is committed to a shared counseling mission and vision.

**Mission:** The Boquet Valley CSD Counseling Program advocates for and delivers equitable, data-informed services that promote academic achievement, career readiness, and personal well-being. Through collaboration with students, families, staff and the community, we empower all students to reach their full potential and successfully navigate life's challenges.

**Vision:** Every Boquet Valley student will graduate equipped with the academic, career, and social-emotional skills to thrive as resilient, compassionate, and contributing members of their local and global communities.

Research has long supported a strong connection between healthy behaviors and academic achievement (e.g., grades, standardized tests, attendance, graduation rates). Healthy students are better learners, and academic achievement affords more opportunity for life long success and to be contributing members of the communities in which they live.

School based health and wellness supports and services continue to grow in being a vital part of student support systems. A K-12 system of care provides programming to all students. It targets prevention, early intervention, and incorporates a spectrum of mental health supports for students.

Boquet Valley CSD continues to create and improve upon a comprehensive K-12 program to best support mental health and social emotional wellness that includes:

- District Safety and Wellness Team
- District counseling plan
- Tier 1 classroom instruction
- Positive Behavior Intervention and Supports (PBIS)
- District SEL plan
- Individual and group counseling
- Crisis Intervention
- Peer Mentors
- PSET 6-8 and 9-12



## TIER 1 Instruction

### **Social Emotional Learning: Second Step (grades K-8)**

Second Step is our BOE approved, evidence based social-emotional learning curriculum for BVCSD Elementary students . This curriculum supports the development of social-emotional competence and foundational learning skills. Students build social-emotional skills- like nurturing positive relationships, managing emotions, and meeting goals.

### **Collaborative Classrooms (grades K-5)**

Many classes at Lake View have a collaborative classroom. They have daily meetings and consistently reinforce and practice the school expectations of being responsible, respectful, safe and problem solvers. There is a culture of kindness and respect school-wide through the intentional building of relationships, direct teaching of social skills and a proactive approach to discipline. Teachers help students learn and practice social skills, including responsibility, empathy, and cooperation.



## TIER 2 Instruction

### **Individual and Small Group Learning K-5**

Techniques such as role-playing, storytelling, and games are used to help students recognize and manage their emotions, build resilience, and strengthen their relationships with peers. By focusing on self-regulation, social skills, and problem-solving—these sessions empower young learners to navigate their social worlds with confidence and compassion, laying a strong foundation for their future emotional well-being and academic success.

### **Crisis Intervention K-12**

Counselors, Psychologists and Social Workers at BVCSD use supports such as Therapeutic Crisis Intervention for Schools to provide a consistent framework for implementing crisis prevention and management. TCIS addresses prevention of and de-escalation of potential student crisis, safe and therapeutic management of crisis situations and development of skills to support students.

### **Restorative Practices**

Empowering students with classroom problem-solving strategies that incorporate restorative practices is invaluable. These practices actively engage youth and promote awareness, understanding, sharing, and learning.

Restorative practices are used in conflict resolution, creating dialogue, bridging gaps between divided students or groups of students. They uncover root causes of conflict and create a safe space to facilitate solutions and support student learning.

### **Grades 6-12**

#### **Counseling and Small Group Social Emotional Learning**

Individual and small group counseling that is planned, goal-focused, and short term in nature. Topics may include self-regulation, relationship skills, empowerment, overcoming issues impeding achievement or success, decision making, and assertiveness training.



## Building Supports

A school based continuum of care does not replace evaluation and consult by qualified mental health professionals outside of the school setting for significant mental health concerns. School based mental health staff may assist with referrals and recommendations for services proved by community agencies and organizations that are beyond the scope of a school based mental health and social emotional wellness program.

If you have mental health/social emotional wellness concerns about your child, please do not hesitate to reach out to the mental health school based professionals at Lake View and Mountain View.

**Jennifer Peck - Grades 6-8 School Counselor**

**Renee Pelkey - Graded 9-12 School Counselor**

School counselors are responsible for student academic, social emotional, and college/career readiness. The daily role of a counselor varies from indirect and direct student services. It includes community referrals, academic programming, organization of college and career enrichment opportunities as well as facilitating staffing meetings to support students.

**Kate Lavery - Grades K-5 School Psychologist**

**Emily Powers - Grades 6-8 School Psychologist**

In addition to supporting student mental health and social emotional wellness, school psychologists are responsible for IEP and 504 counseling, testing and report writing for initial CSE referrals and reevaluations, 504 referrals and reevaluations, CSE and 504 meetings, consultation with teachers, collaboration with parents and guardians, Functional Behavioral Assessments/Behavior Improvement Plans, evaluations/planning for out of district students and crisis intervention.

**Shannon Baumann LMSW, CTM - Grades K-5 School Social Worker**

A school social worker plays an important role promoting the well-being and academic success of students within the educational environment. They serve as a bridge between the school, families, and the community, addressing social, emotional, and behavioral challenges that may impede a child's learning. By providing individual and group counseling, facilitating conflict resolution, and offering crisis intervention, school social workers help students develop essential coping skills and resilience. They also collaborate with teachers and administrators to create inclusive and supportive school climates, advocate for necessary resources, and implement programs that address issues such as bullying, mental health awareness, and family dynamics.



## Community Supports

### **B.R.I.E.F. – Jessica Thompson, Outreach Coordinator**

**BRIEF** is a growing coalition of service providers, families, and community members focused on prevention in Essex County. They act as a resource for schools to connect families to a plethora of programs and services.

### **Essex County's System of Care includes:**

Adirondack Community Action Program, Inc, Essex County Community Services, Essex County Department of Social Services, Essex County Health Department of Public Health, WIC, and Children's Services Units, Essex County Mental Health, Essex County Probation Department, Families First of Essex County, Inc., Family Member Representatives, Substance Abuse Prevention Team of Essex County, Inc (The Prevention Team), Adirondack Birth to Three Alliance, Adirondack North Country Gender Alliance, Bridges to Empowerment Mentorship Program, Champlain Valley Educational Services (CVES) BOCES, Champlain Valley Physicians Hospital (CVPH), Child Advocacy Center, Child Care Coordinating Council of the North Country, Prevention Services, Cornell Cooperative Extension of Essex County, CVES Mineville Campus, Essex County Board of Supervisors, Essex County Youth Advocate Program, Essex County Youth Bureau, Family Forever Adoptive and Kinship Families, Fidelis Care Quality Improvement, Hudson Headwaters Health Network, Mental Health Association of Essex County, Mountain Lake Services, North Country School-Age Family & Community Engagement (FACE) Center, NY Office of Mental Health, OneWorkSource, Plattsburgh, Primary Care Pediatrics, Samaritan House, St. Joseph's Addiction Treatment & Recovery Centers, Steppingstone Psychological Services, Stop DV, Town of Lewis, United Way – ADK 211, Young Adult Member Representatives

### **Essex County Mental Health School Based Services**

**2 days a week Grades Mountain View- Kasey 1 day a week Lake View- Joan**

Essex County Mental Health provides a safe and accessible pathway toward emotional, behavioral, and psychological health and well-being for the Essex County Community

### **The Prevention Team- K-12**

**1 day a week Mountain View- Linda 1 day a week Lake View- Linda**

Office of Addiction Services and Supports

Prevention Counselors and Educators visit classrooms to build universal resiliency skills around the issues our youth are facing today. They also provide support to youth and their families with substance use/misuse and promote prevention education in both buildings and with families.

### **CFES – College for Every Student – Kelsey Sloper**

CFES Brilliant Pathways Program is built around mentoring, the Essential Skills, and college and career readiness. Some of the activities they bring to BVCSD are college visits, college visit trip, hs career and financial management course, senior seminar course, mentoring program for high schoolers to be a mentor for students in grades 6-8, job shadowing, college and career readiness presentations, financial aid night, alumni panel, medical career day, Dudley Days and more.

### **Youth Services (OASIS) – Grades K-12 Marcaill Miller**

After-school programs are designed to help children navigate the challenges of transitioning from adolescence to adulthood. This programming includes a variety of engaging activities aimed to provide a safe place for students to get help with their schoolwork, participate in engaging activities with their peers, and have an opportunity to try new experiences and to learn how to make informed and healthy decisions. This is done through tutoring, educational outings, and hands-on activities.

After-school programs are fully funded through the New York State Education Department.



## Monitoring and Reporting

### **School Resource Officer – Ron Husner**

The SRO provides a highly visible presence across BVCSD to provide a sense of well-being, safety and to identify and deter any concerns on both of our campuses.

### **BARK**

To support student safety and encourage healthy behaviors when using devices, BVCSD uses BARK to monitor school issued accounts online.

BVCSD uses BARK to help protect students against harmful and inappropriate online material. To help students stay scholarly, and more focused when using technology for learning. Google accounts and school managed devices should be used for educational purposes only and within the boundaries of the Acceptable Use Policy and Agreement. When a student is off campus, guardians are responsible for supervising internet access and usage. All students are expected to be strong digital citizens.

### **DASA – Dignity for All Students Act**

**Lake View – Lee Kyler**

**Mountain View – Elaine Dixon-Cross**

Dignity for All Students Act- creating a safe and supportive environment by addressing School Violence, Harassment, Bullying, or Discrimination.

Boquet Valley Central School District is committed to providing a safe, supportive environment free from violence, harassment, bullying or discrimination. The District encourages the involvement of staff, students, parents and community members in the implementation and reinforcement of the Dignity for All Students Act (DASA). If you believe you, someone else, or a school, has been the target of harassment, bullying, cyberbullying, or discrimination, or you have concerns about a student, please report it to the building administrator.

The Lake View and Mountain View principals act as the Dignity Act Coordinators for each building. Each school administrator will work as a partner with staff, students and families to promote a safe and supportive school, including a positive school climate.

# MENTAL HEALTH SUPPORTS



## BVCSD

**381 STUDENTS**

School supports:  
2 Psychologists  
2 School counselors  
1 School social worker

Agencies in school:  
.6 ECMH counselor  
.4 The Prevention Team



## DISTRICT 1

**1102 STUDENTS**

School supports:  
3 Psychologists  
4 School counselors  
1 School social worker  
1 Head of counseling

Agencies in school:  
BHSN (But difficulty  
keeping the positions  
filled)



## DISTRICT 4

**166 STUDENTS**

School supports:  
.4 Psychologist  
2 School counselors

Agencies in school:  
.2 ECMH counselor

## DISTRICT 2

**798 STUDENTS**

School supports:  
2 Psychologists  
3 School counselors

Agencies in school:  
2 BHSN counselors  
1 Preventive counselor  
2 DSS counselors

## DISTRICT 3

**243 STUDENTS**

School supports:  
1 Psychologist  
2 School counselors

Agencies in school:  
1 ECMH counselor  
0 BCBA but needed

## DISTRICT 5

**1476 STUDENTS**

School supports:  
4 Psychologists  
6 School counselors

Agencies in district:  
2 BHSN crisis counselors  
3 BHSN counselors  
3 CV Family Center  
prevention counselors  
3 DSS case workers  
1 Board Certified Behavior  
Analyst



## DISTRICT 6

**1718 STUDENTS**

School supports:  
6 Psychologists  
9 School counselors  
1 Social worker

Agencies in district:  
2 BHSN Counselors  
(trying to fill one of  
these though)



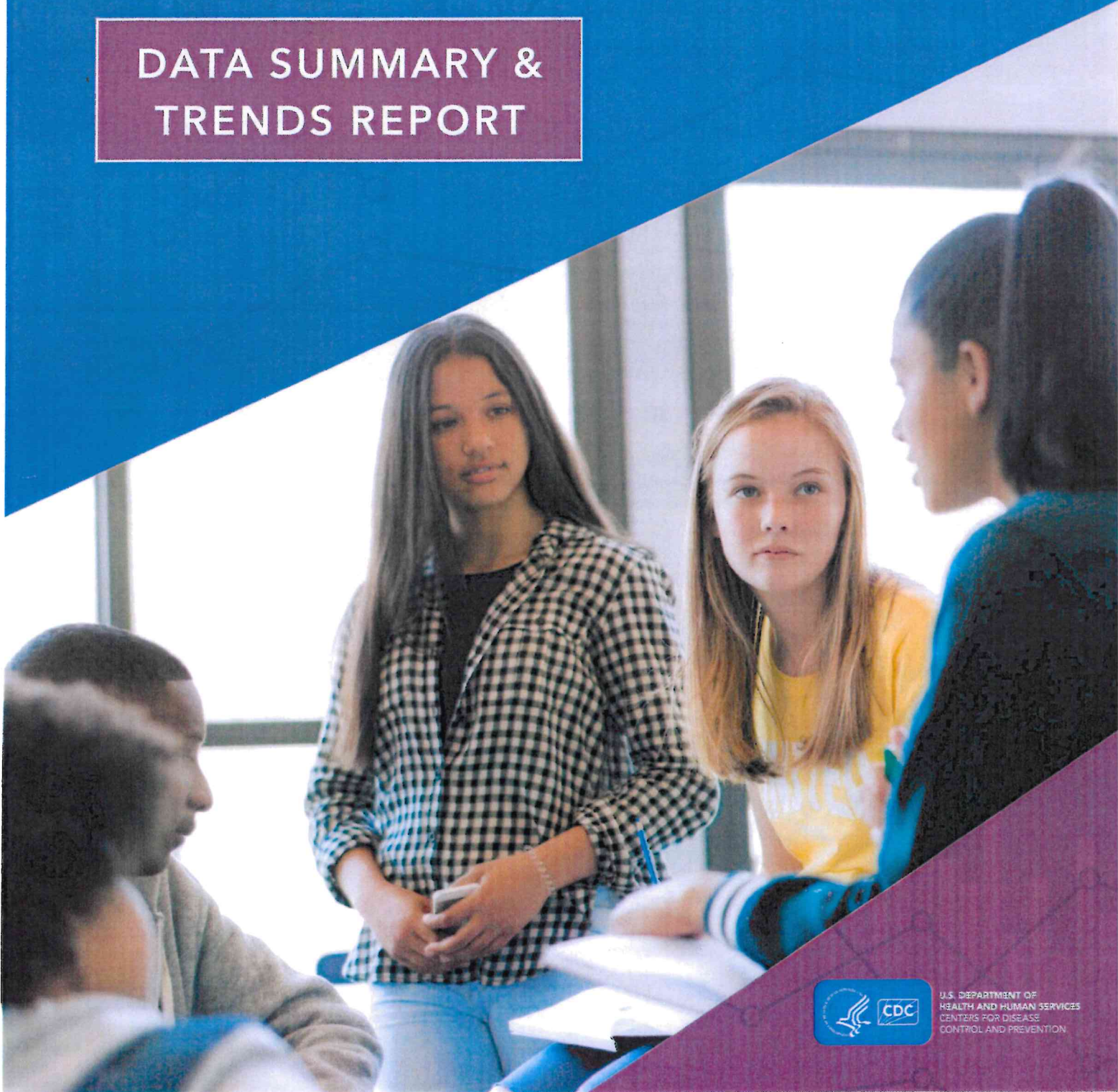




# YOUTH RISK BEHAVIOR SURVEY

2013-2023

DATA SUMMARY &  
TRENDS REPORT














U.S. DEPARTMENT OF  
HEALTH AND HUMAN SERVICES  
CENTERS FOR DISEASE  
CONTROL AND PREVENTION

## PROGRESS AT A GLANCE FOR

# MENTAL HEALTH AND SUICIDAL THOUGHTS AND BEHAVIORS

Nearly all indicators of poor mental health and suicidal thoughts and behaviors worsened from 2013 to 2023. Specifically, there were increases in the percentage of students who experienced persistent feelings of sadness or hopelessness, seriously considered attempting suicide, made a suicide plan, and attempted suicide.

Two-year changes show a recent decrease in the percentage of high school students who experienced persistent feelings of sadness or hopelessness from 2021 to 2023. All other experiences and behaviors did not change.

The Percentage of High School Students Who:*	2013 Total	2015 Total	2017 Total	2019 Total	2021 Total	2023 Total	Trend (All Years Available)	2-Year Change (2021-2023)
Experienced persistent feelings of sadness or hopelessness	30	30	31	37	42	40		
Experienced poor mental health†	–	–	–	–	29	29	–	
Seriously considered attempting suicide	17	18	17	19	22	20		
Made a suicide plan	14	15	14	16	18	16		
Attempted suicide	8	9	7	9	10	9		
Were injured in a suicide attempt that had to be treated by a doctor or nurse	3	3	2	3	3	2		

\*For the complete wording of YRBS questions, refer to Appendix A.

†Question introduced in 2021.



In wrong direction



No change













In right direction

# PROGRESS AT A GLANCE FOR SUBSTANCE USE

There have been promising declines in high school students' use of substances. All substance use behaviors included in this report decreased during the years that trends were measured. Since 2013, the percentage of students who currently drank alcohol, currently used marijuana, or had ever used select illicit drugs decreased. Since 2017 and 2019, respectively, the percentage of students who had ever or currently misused prescription opioids decreased.

Two-year changes show recent progress in students' use of select illicit drugs and misuse of prescription opioids. From 2021 to 2023, the percentage of students who had ever used select illicit drugs and currently misused prescription opioids decreased.

The Percentage of High School Students Who:*	2013 Total	2015 Total	2017 Total	2019 Total	2021 Total	2023 Total	Trend (All Years Available)	2-Year Change (2021-2023)
Currently drank alcohol	35	33	30	29	23	22		
Currently used marijuana	23	22	20	22	16	17		
Ever used select illicit drugs	16	13	13	13	13	10		
Ever misused prescription opioids <sup>†</sup>	–	–	14	14	12	12		
Currently misused prescription opioids <sup>‡</sup>	–	–	–	7	6	4		

\*For the complete wording of YRBS questions, refer to Appendix A.

<sup>†</sup>Question introduced in 2017.

<sup>‡</sup>Question introduced in 2019.



In wrong direction



No change
















In right direction

# PROGRESS AT A GLANCE FOR

# SEXUAL BEHAVIOR

Adolescent sexual activity declined from 2013 to 2023. Specifically, the percentage of high school students who had ever had sex, had four or more lifetime sexual partners, and who were currently sexually active decreased. However, there were also concerning decreases in condom use, STD testing, and HIV testing.

There were no significant changes in any of the sexual behaviors included in this report between 2021 and 2023.

The Percentage of High School Students Who: <sup>*</sup>	2013 Total	2015 Total	2017 Total	2019 Total	2021 Total	2023 Total	Trend (All Years Available)	2-Year Change (2021-2023)
Ever had sex	47	41	40	38	30	32		
Had four or more lifetime sexual partners	15	11	10	9	6	6		
Were currently sexually active	34	30	29	27	21	21		
Used a condom during last sexual intercourse <sup>†</sup>	59	57	54	54	52	52		
Used effective hormonal birth control <sup>‡</sup>	–	–	–	–	33	33	–	
Were ever tested for HIV	13	10	9	9	6	7		
Were tested for STDs during the past year <sup>§</sup>	–	–	–	9	5	6		

\*For the complete wording of YRBS questions, refer to Appendix A.

†Among sexually active students.

‡Survey question changed in the 2021 national YRBS; therefore, only two years of data are available.

§Question introduced in 2019.



In wrong direction



No change















In right direction

## PROGRESS AT A GLANCE FOR

# EXPERIENCING VIOLENCE

There have been concerning increases in high school students' experiences of violence. Nearly all the experiences of violence included in this report increased during the years trends were measured. Since 2013, the percentage of students who were threatened or injured with a weapon at school, missed school because of safety concerns, and experienced forced sex increased. Since 2017, the percentage of students who experienced sexual violence by anyone increased.

Two-year changes show recent increases in the percentage of students who were threatened or injured with a weapon at school, who missed school because of safety concerns, and who were bullied at school. Although the percentage of students who were bullied at school decreased between 2013 and 2023, the percentage increased from 2021 to 2023. These data may have been impacted by fewer students being in school during the COVID-19 pandemic.

The Percentage of High School Students Who:*	2013 Total	2015 Total	2017 Total	2019 Total	2021 Total	2023 Total	Trend (All Years Available)	2-Year Change (2021-2023)
Were threatened or injured with a weapon at school	7	6	6	7	7	9		
Did not go to school because of safety concerns	7	6	7	9	9	13		
Were electronically bullied	15	16	15	16	16	16		
Were bullied at school	20	20	19	20	15	19		
Were ever forced to have sex	7	7	7	7	8	9		
Experienced sexual violence by anyone†	–	–	10	11	11	11		

\*For the complete wording of YRBS questions, refer to Appendix A.

†Question introduced in 2017.



In wrong direction



No change



In right direction

# Selected Results from BVCS Youth Risk Behavior Survey



Focus on Mental Health and Wellness  
2023-24 Results Grades 7,8 and 9  
Administered by the Prevention Team



	YES!	yes	no	NO!	
At times, I think I am no good at all	28%	37%	22%	13%	
Sometimes I think life is not worth it	20%	20%	44%	15%	
All in all, I am inclined to think that I am a failure	22%	15%	43%	20%	
In the past year, have you felt depressed or sad MOST days, even if you felt ok sometimes?	28%	32%	30%	9%	
	None of the time	A little of the time	Some of the time	Most of the time	All of the time
During the past 30 days, how often did you feel hopeless?	36%	24%	14%	7%	19%
During the past 30 days, how often did you feel so depressed that nothing could cheer you up?	50%	13%	13%	5%	20%
	NO	YES			
During the past 12 months, did you ever seriously consider attempting suicide?	74%	26%			
During the past 12 months, did you make a plan about how you would attempt suicide?	76%	24%			
	0	1	2-3	4-5	6 or more
During the past 12 months, how many times (if any) did you actually attempt suicide?	81%	8%	6%	2%	4%
	YES!	yes	NO!	no	
If I had a personal problem, I could ask my mom or dad for help.	25%	47.5%	12.5%	15%	
	All the time	Often	Sometimes	Never or almost never	
How often do your parents tell you they are proud of you for something you've done?	13.5%	46%	24%	16%	