



# NEW BEGINNINGS

## HIGH SCHOOL



## Emotional Wellness Counselor Orientation Manual



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## **WELCOME**



The Emotional Wellness Program is a free counseling service offered to the students of New Beginnings High School. We are committed to providing a safe, stable, and nurturing learning environment. We provide different levels of support to students; based upon their level of “intensity” of the emotional need.

Services provided include; brief emotional support, individualized counseling sessions or therapeutic group sessions. The ultimate goal of the Emotional Wellness program at New Beginnings High School is to help students learn ways to navigate their emotions, become productive students, achieve self-regulation and to be well; holistically.

[Emotional Wellness Welcome Video Pt. 1](#)

[Emotional Wellness Welcome Video Pt. 2](#)

For more information of support please contact:

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## **Mission**

**To create the best educational environment for students who are seeking a New Beginning.**

## **Vision**

**NBHS will transform each student academically and socially into productive, independent members of society.**

## **Student Creed**

**Today is my new beginning. I will achieve academic excellence. I will exemplify high moral character. I will realize my potential. I will work diligently to prepare for my future... For I am the future.**



## **JOB DESCRIPTION**

In an effort to ensure the continuum of care in providing emotional wellness services to our students, The Emotional Wellness Counselors (EWC) fulfill the responsibilities of their current job role and additional duties both on-campus and virtually to include:

- Support NBHS by attending community service and outreach activities throughout the year
- Conducts intake interviews with students who request counseling services and completes the required clinical documentation
- Provides individual and group counseling to students on a scheduled basis or through crisis intervention
- Maintains up-to-date clinical documentation
- Consults with supervisors, teachers and staff as needed
- Acts as a campus resource on psychology and represents Counseling and Psychological Services in the university community
- Acts as a liaison between client and campus or community resources
- Attends training seminars, staff meetings and supervision meetings
- Commits to a full-time, 40 hour per week internship
- Participates in supervision and training with an openness to learning and receiving feedback
- Build relationships with community organizations, stakeholders and other key individuals connected to the school
- Other duties as assigned



## **VIRTUAL JOB DESCRIPTION**

- **Conduct weekly telephonic wellness check-ins by contacting 5-7 students/parents daily who are currently receiving emotional wellness services.**
- **Utilize HIPAA compliant telemedicine application GoToMeeting to conduct virtual private 1-on-1 counseling sessions, video conferences and weekly emotional wellness check-ins with our students to maintain social connectivity, clinical intervention vital to treatment progress, and share psycho-educational resources.**
- **Complete daily clinical documentation: log notes in Powerschool, spreadsheets, EWC weekly supervision spreadsheet, and email direct supervisor.**
- **Participate in weekly virtual supervision with Mr. Beatty via Google Hangout Meet application to discuss student emotional wellness questions/concerns.**
- **Perform daily internet research for new and relevant mental health resources and tools to provide to students, parents, & staff for self-practice.**
- **Browse the internet for current mental health training and webinars to attend for professional development and the advancement of the emotional wellness program.**
- **Conduct daily telephonic or electronic (text/email) check-ins and collaboration with wellness team members to address student concerns and/or questions.**
- **Provide mental health resources through email and telephonic emotional crisis support to wellness team members and staff when needed.**
- **Perform any additional daily duties assigned by the direct supervisor in support of the emotional wellness of other team members and staff.**
- **Maintain daily motivational videos via Motivational Moments 4 Me YouTube Channel (i.e. Mindfulness Monday, Wellness Wednesday, Freedom Friday) to help promote campus-wide emotional wellness for students, teachers, and staff.**
- **Support the NBHS staff outside of the EWC role and provide assistance in the completion of campus wide student and staff related activities.**



## **DAILY PROCEDURES**

### **Intake Assessment**

Emotional Wellness Counselors have 24 hours to complete the initial assessment process for a new wellness referral. During the assessment process, the counselor will evaluate the emotional state of the student and decide whether the student is in need of additional emotional wellness services. Once it is determined that the student will receive emotional wellness services, the following assessments will be completed during the first or second session: Adverse Childhood Experience (A.C.E.) and the Student Self-Sufficiency Matrix. These assessment tools are used to gather additional information to proficiently address the emotional needs of the student.

The A.C.E. is a trauma assessment composed of 10 questions related to various forms of abuse, neglect, and other hallmarks of a rough childhood. The questions are scaled from 0 to 10, with 0 being no exposure to traumatic experiences and 10 being the highest exposure to traumatic experiences. A score of 4 or higher would indicate some type of traumatic experience. According to the Adverse Childhood Experiences study, the rougher your childhood, the higher your score is likely to be and the higher your risk for health problems later in life.

The Student Self-Sufficiency Matrix is an assessment and outcome measurement tool based on the federal outcomes standard ROMA (Results-Oriented Management and Accountability). The original tool has 25 individual scales, each measuring observable change in some aspect of self-sufficiency. The revised assessment tool used for students has 5 scales (1-In Crisis, 2-Vulnerable, 3-Safe, 4-Stable, 5-Thriving) and 4 domain areas (Educational Wellness, Physical Wellness, Relational/Social Wellness, Emotional Wellness) to assess their level of functioning. A score lower than 3 would indicate a current barrier to the student's level of functioning.

Once the initial assessment is completed, the EWC will move forward with individual and/or group sessions on a weekly, bi-weekly or monthly basis depending on the individual need.

The EWC also provides emotional support to students in need whether or not the student is currently receiving emotional wellness services.



## **Counseling Session**

At the beginning of each counseling session, the student will answer questions evaluating their emotions, anxiety and stress levels using a likert scale from 0 to 10. A score of 0 indicates no emotional distress, and a score of 10 indicates a high level of emotional distress. At the end of each counseling session, the student completes an Emotional Wellness Survey on a tablet and uses the same scale to determine whether there was a decrease, increase, or no change in their emotional distress after each session.

## **Emotional Wellness YouTube Channel**

Emotional Wellness Counselors record/upload motivational videos to the Motivational Moments 4 Me YouTube channel daily as an inspirational resource for students, staff, and other viewers.

## **Classroom Observations and Trainings**

Emotional Wellness Counselors conduct weekly classroom observations to assess for any student emotional challenges in the classroom setting and provide feedback to the direct supervisor and the DAA.

Emotional Wellness Counselors conduct monthly educational training in the classroom for teachers and students and also during parent night.

## **Professional Development Trainings**

Emotional Wellness Counselors will explore and attend professional development training (online and/or in person) to enhance the clinical skills and practices of their current job role.

## **Community Resources**

Emotional Wellness Counselors will obtain and provide outside referrals for students in need of services (i.e. intensive mental health counseling, housing, food, utilities, childcare, transportation, employment, etc...)





## **ADDITIONAL PROCEDURES**

The Emotional Wellness Counselors will carry out the following procedures to fulfill the responsibilities of their current job role and additional duties to include:

- **Support NBHS by attending community service and outreach activities throughout the year**
  - **On Campus**
    - Identify the outreach activity to be attended
    - Obtain approval from Direct Supervisor
    - Collect & gather all necessary documentation (Central provided documents; i.e. placards, brochures, event materials etc.)
    - Physically attend community outreach activities/ events and retrieve resources to aid in professional development
    - Visit different vendor tables to obtain various resources to support families of students in the community.
    - Prepare a synopsis of the community event and send it electronically to the direct supervisor.
    - Emotional Wellness Counselors will then bring back resources to the school; educating staff of information retrieved to better educate students and parents
  - **Virtually**
    - Set up group conference activities on virtual platform
    - Create support groups or chat rooms via Facebook
    - Provide mental health resources via email or YouTube
- **Build relationships with community organizations, stakeholders and other key individuals connected to the school**
  - **On-Campus**
    - Physically attend community outreach activities/ events and retrieve resources to aid in professional development
    - Visit different vendor tables to obtain various resources to support families of students in the community.
    - Prepare a synopsis of the community event and send it electronically to the direct supervisor.



- Emotional Wellness Counselors will then bring back resources to the school; educating staff of information retrieved to better educate students and parents
- Virtually
  - Participate in community informational webinars/conferences virtually (when available)
  - Download resources electronically from virtual webinars to aid in professional development
  - Prepare a synopsis of the community event and send it electronically to the direct supervisor.
  - Emotional Wellness Counselors will then bring back resources to the school; educating staff of information retrieved to better educate students and parents virtually or by email
- Conduct intake interviews with students referred via new referral (self referred or staff referral, EWC will meet with student within 24 hours ) requesting counseling services and completes the required clinical documentation
  - On-Campus
    - After a referral is made the EWC will meet with student within 24hrs of the request
    - EWC will meet face-to-face with students for consultation of specific mental health/emotional wellness needs
    - EWC will assess student
    - Student will complete the EWC survey indicating how the individual felt before and after the counseling session
    - EWC will further assess the need for continued services and if deemed necessary the EWC will send home consent forms. If a student is of age consent will be completed in office during the counseling session.
    - Complete assessments (i.e A.C.E. & Matrix), and further needs for emotional wellness services (i.e. parent contact, obtain collateral information from other mental health providers)
  - Virtually
    - IT setup of tab/hyperlink on the NBHS website for students to click on to request emotional wellness services
    - Students complete brief emotional wellness assessments via Google or Survey Monkey



- **IT setup for EWC retrieval of data submitted by students**
- **Provide individual and group counseling to students on a scheduled basis (weekly/bi-weekly/monthly) or through crisis intervention (immediate need; short term)**
  - **On-Campus**
    - **EWC will meet face-to-face with students for consultation of specific mental health/emotional wellness needs**
    - **EWC will assess student**
    - **Student will complete the EWC survey indicating how the individual felt before and after the counseling session**
    - **EWC will further assess the need for continued services and if deemed necessary the EWC will send home consent forms. If a student is of age consent will be completed in office during the counseling session.**
    - **Complete assessments (i.e A.C.E. & Matrix), and further needs for emotional wellness services (i.e. parent contact, obtain collateral information from other mental health providers)**
    - **Scheduled Basis services includes those student who have been determined to require services weekly, bi-weekly or on a monthly basis**
    - **Crisis Intervention includes those students who need to be seen on a short term basis to address a current crisis situation (grief,divorce, change in family dynamics).**
  - **Virtually**
    - **Use virtual platform to provide counseling services to students (i.e. individual, group, parent/teacher conference)**
- **Maintain up-to-date clinical documentation**
  - **On-Campus**
    - **Document daily completed tasks (counseling sessions, wellness phone calls, classroom observations, etc...) in PowerSchool, spreadsheets, weekly supervision logs**
    - **Print and have clinical supervisor review and sign documentation during weekly supervision before filing in student records**
    - **File all completed and signed student documentation**
    - **Perform weekly maintenance of student files**



- **Virtually**
  - Document daily completed tasks (counseling sessions, wellness phone calls, classroom observations, etc...) in PowerSchool, spreadsheets, weekly supervision logs
  - Create an electronic filing system on Google Drive for EWC to store all students emotional wellness documents
  - Share student file access with direct supervisor to review for accuracy and accountability
  - Perform weekly maintenance of electronic student files
- **Consult with supervisors, teachers and staff as needed**
- **On-Campus**
  - Participate in weekly campus professional development trainings (i.e. ESE/ESOL/EWC meetings and Staff PD Trainings)
  - Provide emotional wellness educational presentations at monthly parent nights
  - Collaborate during all-staff development trainings on ways to improve emotional wellness campus-wide
  - Perform monthly classroom observations for student wellness checks
- **Virtually**
  - Participate in daily video and phone conferences with direct supervisor and wellness team
  - Participate in weekly virtual professional development trainings (i.e. Hangouts Meet, GoTo Meetings, etc...)
  - Provide emotional wellness educational presentations virtually (i.e. YouTube Channel, GoTo Meetings, Hangouts Meet, etc..)
  - Email or use virtual platforms to meet with teachers/staff regarding any emotional wellness concerns with students during their daily contact
- **Conduct weekly telephonic wellness check-ins by contacting 5-7 students/parents daily who are currently receiving emotional wellness services.**
- **On-Campus**
  - Make wellness phone calls to emotional wellness students/parents who have been absent more than 3 days from school



- **Consult with teachers and administrators to obtain information regarding the reason for student absence**
- **Log notes in PowerSchool**
- **Follow-up with Staff notifying them; of student issue.**
- **Virtually**
  - **Make a least 10 daily emotional wellness phone calls to students and ensure engagement with at least 6 out of 10**
  - **Make at least 5 daily face-to-face contacts with students by virtual platform for wellness check-ins**
  - **Email or call teachers and administrators to obtain information regarding the reason for student absence**
  - **Log notes in PowerSchool**
  - **Follow-up with Staff notifying them via email or phone; of student issue**
- **Utilize GoToMeeting virtual platform to conduct private 1-on-1 counseling sessions, video conferences and weekly emotional wellness check-ins with our students to maintain social connectivity, clinical intervention vital to treatment progress, and share psycho-educational resources.**
- **On-Campus**
  - **Obtain written consent from parent or adult student**
  - **Emotional Wellness Counselor will document in Powerschool once consent has been granted.**
  - **Conduct face-to-face counseling sessions with students**
  - **Conduct virtual check-ins from the office with students whose attendance is low due to barriers (i.e. transportation, work-schedule, childcare, housing, etc...)**
- **Virtually**
  - **Send an electronic invitation for students to join the virtual platform to conduct individual and/or group counseling sessions**
  - **Obtain electronic written consent from parent or adult student**
  - **Emotional Wellness Counselor will document in Powerschool once consent has been granted.**
  - **Keep a running log on a Google Doc of consents received**
  - **Conduct virtual face-to-face counseling sessions with students**



- Conduct virtual check-ins from the remote office with students whose attendance is low due to barriers (i.e. transportation, work-schedule, childcare, housing, etc...)
- Schedule weekly student wellness counseling sessions via virtual platform
- Participate in weekly telephonic or virtual supervision with Mr. Beatty via Google Hangouts virtual platform to discuss student emotional wellness questions/concerns.
  - On-Campus
    - Meet with Mr. Beatty face-to-face at his office for weekly clinical supervision.
    - Present current student concerns that impact their emotional stability in the educational setting.
    - Participate in DSMV criteria and diagnosis training to prepare for licensure exam
    - Participate in seminars/panels to hear discussion on current issues that affect the community (i.e. homelessness, poverty, mental health, etc...)
  - Virtually
    - Meet with Mr. Beatty virtually (Google Hangouts) for weekly clinical supervision.
    - Present current student concerns that impact their emotional stability in the virtual educational setting.
    - Participate in virtual DSMV criteria and diagnosis training to prepare for licensure exam
    - Participate in virtual seminars/panels to hear discussion on current issues that affect the community (i.e. homelessness, poverty, mental health, etc...)
    - Discuss wellness student questions/concerns and obtain clinical feedback virtually or by email
    - Review and discuss clinical diagnostic criteria of current emotional wellness students and new referrals virtually or by email
- Perform weekly internet research for new and relevant mental health resources and tools to provide to students, parents, & staff for self-practice.



- **On-Campus**
  - Choose a specific mental health topic for research (i.e. trauma, anxiety, depression, mindfulness, etc...)
  - Search for articles relevant to share with students, parents, and staff for educational purposes
  - Email students, parents, and staff a list of free mental health applications that can be downloaded to their electronic devices for self-practice
  
- **Virtually**
  - Chose a specific mental health topic and search for articles relevant to share with students, parents, and staff via virtual platforms (i.e. YouTube Channel, GoTo Meetings, email, etc...)
  - Email students, parents, and staff a list of free mental health applications that can be downloaded to their electronic devices for self-practice
  
- **Perform any additional daily duties assigned by the direct supervisor in support of the emotional wellness of other team members and staff.**
  - **On-Campus**
    - Be flexible and willing to adapt to any daily changes in the campus work environment
    - Use professional discretion in support to other staff and team members (i.e. attitude/tone in phone calls, emails, finding solutions, smart-goal planning, etc...)
  
  - **Virtually**
    - Be flexible and willing to adapt to any daily changes in the virtual work environment
    - Use professional discretion in virtual support to other staff and team members (i.e. attitude/tone in phone calls, emails, finding solutions, smart-goal planning, etc...)
  
- **Review the S.W.A.T. Plan for NBHS and make the necessary revisions to include new legislative laws.**
  - **On-Campus**
    - Periodically visit local/state government website for updates in school safety laws



- Visit local law enforcement website for updates in community safety and awareness
- Visit school board website to review for any new laws and/or changes in school safety guidelines
- Attend meetings with team members to discuss any safety concerns
- Virtually
  - Periodically visit local/state government website for updates in school safety laws
  - Visit local law enforcement website for updates in community safety and awareness
  - Visit school board website to review for any new laws and/or changes in school safety guidelines
  - Attend meetings with team members to discuss any safety concerns
- Review the Mental Health Allocation Plan for our state and school/charter district and make the necessary revisions to include new legislative laws
  - On-Campus
    - Review visit state and local school board/charter district websites to for any new laws and/or changes in guidelines for the Mental Health Allocation Plan
    - Attend meetings with team members to discuss any concerns for compliance with the plan
  - Virtually
    - Visit state and local school board/charter district websites to review for any new laws and/or changes in guidelines for the Mental Health Allocation Plan
- Support the NBHS staff outside of the EWC role and provide assistance in the completion of campus wide student and staff related activities.
  - On-Campus
    - Make ourselves accessible in-person to provide support to staff with emotional concerns
  - Virtually
    - Make staff wellness phone calls and email resources to provide support for emotional concerns





## **EMOTIONAL WELLNESS FORMS**

### **Wellness Services**

[NBHS Emotional Wellness General Consent Form](#)

[NBHS Emotional Wellness Virtual Consent Form](#)

[NBHS Electronic Wellness Referral Form](#)

### **Intake Assessments**

[Adverse Childhood Experience \(ACES\) Questionnaire](#)

[Student Self-Sufficiency Matrix](#)

### **Counseling Sessions**

[Mental Health/Emotional Distress Scale](#)

[Session Sign-in Sheet](#)

[Session DAP Note](#)

### **Department Plans/Assessments**

[NBHS Student Risk/Threat Assessment Plan](#)

[S.W.A.T Crisis Intervention Form](#)

[S.W.A.T. School-based Follow-up Plan](#)

[S.W.A.T. Monitoring Form \(Initial\)](#)

[S.W.A.T. Monitoring Form \(Follow-up\)](#)

[NBHS Mental Health Assistance Allocation Plan 2020-2021](#)

[NBHS Solution Sheet](#)



## **RESOURCES**

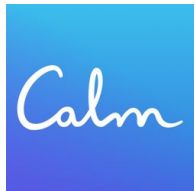
Below are free resources to help students with emotional self-regulation.



**iCHILL app**

<http://www.ichillapp.com/index.html>

iChill shares with you a set of wellness skills called the Community Resiliency Model (CRM)®. Science tells us that when we exercise our resiliency muscle by practicing wellness skills, our wellbeing expands. We have learned that what we pay attention to grows. iChill will teach you the skills of the Community Resiliency Model: Tracking, Resourcing, Grounding, Gesturing, Help Now!, and Shift and Stay.



**CALM app**

<https://www.calm.com/signup-flow>

Calm's mission is to make the world happier and healthier. Calm is the #1 app for Sleep, Meditation and Relaxation, with over 50 million downloads and over 700,000 5-star reviews.



**NBHS Motivational Moments 4 Me YouTube Channel**

<https://www.youtube.com/channel/UCz9F37RiVA-aX2RGU1NuKVg>

Motivational Moments 4 Me Channel provides daily inspirational themes, messages, and coping skills to students, parents, school staff, and the community in promoting emotional and mental wellness.