

BPS School Climate/Suicide Assessment/Capstone Project  
Long term plans:

**Goal 1:** *Fully integrate Mental Health Awareness, therapeutic factors, and Empathic School Climate practices across all campuses, disciplines, buildings, departments, etc.;*  
*AREA/Evidence Based Suicide Prevention/Happiness Measures; (February 2022, ongoing)*

**-Support counseling departments and building administrators to integrate deeper counseling practices into overall school climate; Empathic School Climate, based in AREA (Attuned, Relational, Experiences of Attachment).**

**-Primary goal is to create Digestible, Approachable, User friendly manual/resources regarding AREA model and school climate template. Empathic practices in school have shown the following;**

- Increases a students' sense of belonging
- Increases personal agency
- Offers productive and supportive psycho-education to students and families
- Offers new avenues to receive extra support, counseling, and related services
- Provides a stronger emphasis on mental health issues in everyday, common school vernacular
- Decreases suicidal ideation
- Decreases impulsivity

**Objectives:**

1. Create template for Positive screening potential, (pre and post) assessing in classroom, school climate barometers and underlying principles of creating a sense of belonging and compassion
2. Establish monthly counselor/admin meetings w/ Director of Student Support Services to implement counselor led strategies amongst all buildings and counseling departments
3. Each counseling department and/or counselor will be responsible for creating PD around their special area of interest/expertise

**-Happiness for Educators/Potential Pilot study (mid-March 2022)**

- emphasize support, heroism, and extra special care teachers deserve
- use Pilot screener at BHA, Suicide workshop, available early April 2022
- collect data regarding assessment, ideation...and contrast with data from potential screener
- 3 credit graduate course for educators; hopefully elevate mood and resources for teachers
- Pilot screener focuses on potential vs. pathology, a paradigm shift regarding assessing for suicidality

**Goal 2:** *Create and implement a preventative, comprehensive, and Strengths Based Suicide Assessment and Intervention framework in all buildings - Introductory 1 credit Class offered @ BCC for community clinicians and practitioners - taught by Sienna and Charlie Speicher (late April 2022)*

**-3 major points of emphasis for school counselors;** *Normalizing Frame, Empathic Listening, Robust Safety Planning*

**-stipend for all participants (200\$)?**

- expectation for school counselors to formally present to their buildings and principals an overview of preventative measures/school climate, and deep counseling interventions
- serve as facilitator for ongoing intervention and preventative measures - school climate, evidence-based happiness interventions, pilot screener
- engage in monthly counseling department meetings under supervision of Director of Student Support Services

**-PD/Training Modules (15 hour/1 credit course, 2-4 hour seminars, 1 hour Suicide Awareness presentations) Summer 2022**

**-Ongoing Clinician training (15 hours) Strengths Based Suicide Assessment and Intervention**

**-Suicide Awareness Seminars for work related groups:**

- medical personnel
- law enforcement personnel
- school personnel
- Tribal/judicial personnel
- Fireside community chats (Survivors, those who attempted and survived)
- Aligning/partnering with Culture and Hope (cultural implications of counseling suicidal individuals)
- condensed, strengths based, BPS manual with highlighted intervention strategies;
  - What's good about you?*
  - Alternatives to suicide*
  - Intensive Safety Planning*
  - Lethal Means Counseling*

**Goal 3:** *Align all BPS counseling departments under the Director of Student Support Services for monthly PD meetings, trainings, supportive exercises, workshops, etc.; Spring 2022 and Ongoing (Matthew Johnson)*

**Director of Student Support Services - Matthew Johnson,**

**BHA Structure - 2022**

-BHA Structure Next Year; Matthew Director of Student Support Services, Charlie Director of BHA, Jason BHA Academic Dean

Matthew is excited to embrace his role as **Director of Student Support Services** in this upcoming transition. Under his leadership and guidance in the coming months, principals and school counselors will begin meeting regularly to integrate counseling strategies and school climate measures into the broader school populations. Matthew's day to day responsibilities will include the linking and unifying of counselors, administrators, and related personnel into an intra-district Student Support Services committee.

Charlie is equally excited to embrace the role of **Director of Buffalo Hide Academy**. There's an exciting new era of empathic education happening in Browning and other small pockets of the universe, and he's excited to continue to develop and strengthen this very important alternative school for our very amazing Buffalo Hide family in Browning, MT. On the day to day, Charlie will see himself as a "Counsel-ector" (Counselor/Director combined) at Buffalo Hide Academy

Jason Krane is eager to begin his new role of **Academic Dean at Buffalo Hide Academy**. Jason will be responsible for curriculum development and support, and will continue to serve as liaison between BHA and adjacent academic departments. Jason is excited to integrate meaningful data into curricular support and professional development.