Southern Westchester BOCES
Comprehensive School Counseling Plan
2020-2021
Central Office Leadership
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Jacqueline O’Donnell, Deputy Superintendent/COO
James Gratto, Assistant Superintendent of Educational Services

District-wide Advisory Team

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SWBOCES Director of Communications
SWBOCES Educational Services Leadership Team
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INTRODUCTION

School counseling programs in New York State are required to have the components described in The New York State Education Department Commissioner’s Regulation Part 100.2(j) Guidance Plan. This regulation, in place since the 1970’s, requires each public school district, “shall have a guidance program for all students” that is reviewed annually and updated as necessary, filed in district office and made available for review by any individual.

A. **In grades K-6**, the program should be designed in coordination with the teaching staff to:
- Prepare students to participate effectively in their current and future educational programs
- Help students who exhibit any attendance, academic, behavioral or adjustment problems
- Educate students concerning avoidance of child sexual abuse
- Encourage parental involvement.

B. **In grades 7-12**, the services of certified or licensed school counselors is required as well as:
- An annual review of each students’ educational progress and career plans;
- Instruction at each grade level to help students learn about various careers and about career planning skills;
- Other advisory and individual or group counseling assistance to:
  - Enable students to benefit from the curriculum
  - Help students develop and implement postsecondary education and career plans;
  - Help students who exhibit any attendance, academic, behavior or adjustment problems; and,
  - Encourage parental involvement

Additionally, the guidance plan is required to specifically include:
- Program objectives, which describe expectations of what students will learn from the program
- Activities to accomplish the objectives
- Staff members and other resources assigned to accomplish the objectives
- Provisions for the annual assessment of program results
Message from the District Superintendent:

Office of the District Superintendent

Dear Friends and Colleagues:

It is our mission to support the students, faculty, leadership, and community goals of our component school districts. BOCES is here to help ensure those goals are reached in a cost-effective manner.

The New York State Education Department as well as the Board of Regents have established priorities for the work being done in districts across the state. The focus is on the Next Generation Learning Standards Phase III Full implementation leading to new Grades 3-8 New York State tests measuring the NYSED Next Generation Learning Standards for Spring 2021, school safety, social/emotional learning, and on revisiting the Annual Professional Performance Review and State Assessments. Your BOCES is actively engaged in each of these initiatives, serving as a bridge between the work being done across the state and our Southern Westchester region. As your BOCES, we are poised to work closely with you to address the demands of these coming changes and support work with helping all students meet standards.

As New York State begins to implement their approved plan for the federal Every Student Succeeds Act, Southern Westchester BOCES will continue to provide leadership and be a close partner in navigating the rollout. These include addressing school climate, attendance, financial transparency, graduation rates, educational equity and access for all students, as well as the social-emotional development of students. Districts will be asked to engage in instructional practices that are research-based and have measurable outcomes. Southern Westchester BOCES will continue to be a close partner in understanding the changing data scene around ESSA, helping our districts navigate changes in learning standards, assessments, equity and access, and the social/emotional initiatives of New York State. Our mission is to support you in educating all students in your district.

Southern Westchester BOCES supports district leaders. Our Curriculum Council, area administrator meetings, professional development opportunities and partnerships with regional Universities and Colleges are part of our comprehensive approach to do just that. Please review this Services Guide to see the many opportunities for students who enroll in BOCES programs. New programs are continuously added to meet the students’ needs and prepare them for the job market.

We look forward to continued partnership with you and supporting your district’s unique needs, as you define them today and as they evolve in the future. We are committed to helping foster schools of excellence and achievement for all learners in all of our communities.

Sincerely yours,

[Signature]

Harold A. Coles, Psy.D.
District Superintendent
Southern Westchester BOCES
Message from the Chief Operating Officer / Deputy District Superintendent:

A Letter from Jacqueline O’Donnell

Dear Colleagues:

The role of BOCES is to support the good work being done by our districts, providing cost-effective shared services, collaborative venues for shared thinking, cutting-edge technology leadership and high-quality student programs. Southern Westchester BOCES is committed to working closely with our districts to identify emerging needs and provide support as a valued partner.

While BOCES is known for excellent Career and Technical Education programs and Special Education services, people are often surprised by the many other services provided by the Southern Westchester team. These services are highlighted below.

- The lower Hudson Regional Information Center supports districts in the Rockland, Putnam/Northern Westchester and Southern Westchester BOCES regions. Support includes technology infrastructure, professional development around technology integration and data management services.
- Adult education serves over 6,000 students. Programs include career/technical training, Practical Nursing studies and literacy programs offered throughout the county.
- Sprain Brook Academy and Adult Learning programs at the Westchester County jail provide educational programs to high school and adult students.
- BOCES supports school libraries through our library and media division. This division facilitates a library council and hosts communication coordinators meetings to create collaboration and shared learning opportunities throughout the region.
- The Center for Interscholastic Athletics coordinates Section One events and supports athletic programs serving 82 high schools.
- BOCES continues to support regional learning opportunities. We collaborate closely with our neighboring Teachers Centers, Colleges and Universities and other partners.
- The Professional Development Center leads shared learning throughout the region. The division serves as a bridge with the New York State Education Department, sharing updates and crafting learning opportunities that build on best practices and support component district initiatives.

Southern Westchester BOCES is always looking to the most innovative and research-informed practices. Committed to the values of trust, respect, collaboration and excellence, we continue to build services that support students and schools. Please visit our websites to see what is happening across our programs.

Southern Westchester BOCES is dedicated to strong partnerships that assist our districts in continued excellence.

We look forward to collaborating with you in the coming school year.

Sincerely,

Jacqueline O’Donnell
Chief Operating Officer/
Deputy District Superintendent
### Component School Districts

<table>
<thead>
<tr>
<th>District</th>
<th>Superintendent</th>
<th>Phone</th>
<th>Board President</th>
</tr>
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<tbody>
<tr>
<td>Ardsley</td>
<td>Ryan Schoenfeld</td>
<td>693-6300</td>
<td>Frank Hariton</td>
</tr>
<tr>
<td>Blind Brook</td>
<td>Colin Byrne, Interim</td>
<td>937-3600</td>
<td>Ryan Goldstein</td>
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<tr>
<td>Bronxville</td>
<td>Roy R. Montesano</td>
<td>395-0500</td>
<td>Jonathan Atkinson</td>
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<tr>
<td>Byram Hills</td>
<td>Jen Lania</td>
<td>273-4082</td>
<td>Scott Levy</td>
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<tr>
<td>Dobbs Ferry</td>
<td>Lisa Brady</td>
<td>693-1500</td>
<td>Shannon Johnson</td>
</tr>
<tr>
<td>Eastchester</td>
<td>Robert Glass</td>
<td>793-6130</td>
<td>Cheryl Smith</td>
</tr>
<tr>
<td>Edgemont</td>
<td>Victoria Knievel</td>
<td>472-7768</td>
<td>Alec Clarke</td>
</tr>
<tr>
<td>Elmsford</td>
<td>Marc P. Bajocco</td>
<td>592-8440</td>
<td>James B. Henson</td>
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<tr>
<td>Greenburgh Central</td>
<td>Tahira DuPree Chase</td>
<td>761-6000</td>
<td>Antoinette Darden-Cintrón</td>
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<tr>
<td>Greenburgh Eleven</td>
<td>Anthony Cyetua-Danquah</td>
<td>693-8500</td>
<td>Lisa Tane</td>
</tr>
<tr>
<td>Greenburgh Graham</td>
<td>Oliver B. Levy</td>
<td>478-1106</td>
<td>Jess Dannhauser</td>
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<tr>
<td>Greenburgh North Castle</td>
<td>Carolyn McGuffog</td>
<td>231-8620</td>
<td>Robert Hendrickson</td>
</tr>
<tr>
<td>Harrison</td>
<td>Louis Wool</td>
<td>835-3300</td>
<td>Kelly Mulvoy Mangan</td>
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<tr>
<td>Hastings-on-Hudson</td>
<td>Valerie Henning-Piedemonte</td>
<td>478-6200</td>
<td>Doug Sundheim</td>
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<tr>
<td>Hawthorne Cedar Knolls</td>
<td>Mark K. Silverstein</td>
<td>749-2900</td>
<td>Daniel Leffell</td>
</tr>
<tr>
<td>Irvington</td>
<td>Kristopher Harrison</td>
<td>591-8501</td>
<td>Brian Friedman</td>
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<tr>
<td>Mount Pleasant Blythedale</td>
<td>Emily Hersh</td>
<td>347-1800</td>
<td>Peter Rittmaster</td>
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<tr>
<td>Mount Pleasant Central</td>
<td>Kurtis M. Kotes</td>
<td>769-5500</td>
<td>Colleen Scaglione Neglia</td>
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<tr>
<td>Mount Pleasant Cottage</td>
<td>Stephen Beovich</td>
<td>769-0456</td>
<td>Rita Golden</td>
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<tr>
<td>Mount Vernon</td>
<td>Kenneth R. Hamilton</td>
<td>665-5000</td>
<td>Arlene Torres</td>
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<tr>
<td>New Rochelle</td>
<td>Laura Feijoo</td>
<td>576-4300</td>
<td>Amy Moselhi</td>
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<tr>
<td>Pelham</td>
<td>Cheryl H. Champ</td>
<td>738-3434</td>
<td>Jessica DeDomenico</td>
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<tr>
<td>Pleasantville</td>
<td>Mary Fox-Alter</td>
<td>741-1400</td>
<td>Angela Vella</td>
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<tr>
<td>Pocantico Hills</td>
<td>Richard Calkins</td>
<td>631-2440</td>
<td>Alfred Pacile</td>
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<tr>
<td>Port Chester-Rye</td>
<td>Edward Kiszus</td>
<td>934-7900</td>
<td>Thomas Corbia</td>
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<tr>
<td>Rye</td>
<td>Eric Byrne</td>
<td>967-6108</td>
<td>Jennifer Boyle</td>
</tr>
<tr>
<td>Rye Neck</td>
<td>Barbara Ferraro</td>
<td>777-5200</td>
<td>Pietro Fasolino</td>
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<tr>
<td>Scarsdale</td>
<td>Thomas Hageman</td>
<td>721-2410</td>
<td>Pamela Fuehrer</td>
</tr>
<tr>
<td>Tarrytowns</td>
<td>Christopher Borsari</td>
<td>631-9404</td>
<td>Mimi Godwin</td>
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<tr>
<td>Tuckahoe</td>
<td>Amy Goodman, Interim</td>
<td>337-6600</td>
<td>Michelle Lisco</td>
</tr>
<tr>
<td>Valhalla</td>
<td>Christina Howe, Interim</td>
<td>683-5040</td>
<td>LaVerne Clark</td>
</tr>
<tr>
<td>White Plains</td>
<td>Joseph Ricca</td>
<td>422-2019</td>
<td>Rosemarie Eller</td>
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### Non-Component School Districts

<table>
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<tr>
<th>District</th>
<th>Superintendent</th>
<th>Phone</th>
<th>President</th>
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<tbody>
<tr>
<td>Mamaroneck</td>
<td>Robert L. Shaps</td>
<td>220-3000</td>
<td>Paul Bulova</td>
</tr>
<tr>
<td>Yonkers</td>
<td>Edwin M. Quezada</td>
<td>376-8100</td>
<td>Rev. Steve Lopez</td>
</tr>
</tbody>
</table>

### SWBOCES Component Districts

1. Ardsley
2. Blind Brook
3. Bronxville
4. Byram Hills
5. Dobbs Ferry
6. Eastchester
7. Edgemont
8. Elmsford
9. Greenburgh Central
10. Greenburgh 11
11. Greenburgh-Graham
12. Greenburgh-North Castle
13. Harrison
14. Hastings
15. Hawthorne-Cedar Knolls
16. Irvington
17. Mount Pleasant Blythedale
18. Mount Pleasant Central
19. Mount Pleasant Cottage
20. Mount Vernon
21. New Rochelle
22. Pelham
23. Pleasantville
24. Pocantico Hills
25. Port Chester-Rye
26. Rye City
27. Rye Neck
28. Scarsdale
29. The Tarrytowns
30. Tuckahoe
31. Valhalla
32. White Plains
33. Mamaroneck
34. Yonkers

Southern Westchester BOCES operates special services programs on-site in these locations:
- Irvington
- Pocantico Hills
- Rye Lake
- Tarrytown
- White Plains
- Valhalla

Boxes in map denote Special Act school districts.
K-12 Counseling Program Overview
The School Counseling Department is a service-oriented department whose primary purpose is to assist each student in attaining his or her maximum potential. Our School Counselors, School Social Workers and School Psychologists partner with our school program staff, home districts, community-based organizations and families to assist students with educational, social and emotional needs. Our professional staff support teachers in providing instruction that meets the student’s individual needs including those related to students with IEPs. The staff also coordinates with our programs and home school districts to assist students in meeting the existing requirements for graduation and in developing personal transition plans to college, post-secondary vocational training, career and independent living. In addition, various members of our professional staff also assist students and their families with counseling needs outside of high school, including mental health, substance abuse and individual / family therapy as needed.

Dignity for All Students Act (DASA)
DASA addresses issues related to harassment and discrimination in our schools. DASA was signed into law on September 13, 2010 and became effective on July 1, 2012. DASA raises awareness and sensitivity to potential acts of discrimination and harassment based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. DASA’s focus is to encourage a positive environment in our schools that is free from harassment, discrimination and bullying.
Annual evaluation and current goals for further enhancement of the Comprehensive Guidance Plan:

NYSED Regulation 100.2(j) requires that a district-wide Comprehensive Guidance Plan is created, filed with the district office and available for review by any individual. The plan must also be reviewed annually by the school district and revisions made as necessary.

SWBOCES will engage in the following goals and scheduled action steps to satisfy these requirements and provide a robust program of counseling services district-wide:

<table>
<thead>
<tr>
<th>Goals:</th>
<th>Target Completion Date:</th>
<th>Responsible Parties:</th>
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<tr>
<td>Develop and file a district-wide Comprehensive Counseling Plan</td>
<td>August through October 2020</td>
<td>Director of School Partnerships &amp; Innovative Practices, Designated Counselor(s) to officially review, and district-wide clinicians/counselors</td>
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<tr>
<td>Create building level teams to develop Building Level Counseling Plans specific to each school program’s needs</td>
<td>October through November 2020</td>
<td>Director of School Partnerships &amp; Innovative Practices, Designated Counselor(s) to officially review, and building level teams of clinicians/counselors/teachers/staff</td>
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<tr>
<td>Create team to conduct review of Comprehensive Counseling Plan</td>
<td>June 2021</td>
<td>Director of School Partnerships &amp; Innovative Practices, Designated Counselor(s) to officially review, and district-wide clinicians/counselors</td>
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Focus on aligning plan with current NYSED and SWBOCES Re-opening Guidance Documents:

As noted above, SWBOCES will develop district-wide and building-level Comprehensive School Counseling Plans to meet current needs, which will include the establishment of shared decision-making teams. School Counselors, Social Workers and Psychologists will develop the comprehensive school counseling plans. Strategies to provide resources and referrals to address mental health, behavioral and
emotional support services and programs are included in the plan. Of particular importance in this plan is the identification of professional development opportunities for faculty and staff on how to support students and professional staff during and after the current public health emergency.

SWBOCES School Programs will meet each of the NYSED mandatory reopening requirements:

- Ensure that a district-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified school counselor(s), is reviewed and Recovering, Rebuilding, and Renewing: The Spirit of New York’s Schools Questions related to this guidance may be directed to reopeningguidance@nysed.gov updated to meet current needs.
- Establish an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan.
- Address how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.
- Address professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.

To these ends, the SWBOCES District-wide School Counseling Plan will take the following steps to support NYSED’s Re-Opening Guidance around Social and Emotional Well Being (p. 64-73):

**Social and Emotional Supports for Staff, Students and Families**

SWBOCES will coordinate with appropriate stakeholders to assess and assist in the psychosocial and emotional recovery of staff, students and their families. Building level teams including administrators, clinicians, teachers and staff will form in September to develop school-based plans that consider the following general and specific recommendations:

**General Recommendations Across All Programs:**

- Deepen building-wide understanding of mental health, well-being, trauma-responsive and restorative practices, and SEL through professional learning, and work collaboratively with staff, students, and families to strengthen partnerships and plan for implementation.
- Communicate social emotional well-being and learning as a priority and engage members of the school community in implementation efforts.
- Determine how to build upon existing program strengths as a foundation for growth.
- Build capacity and collaboration between program clinicians and community organizations to identify and address areas of need including the Westchester Department of Community and Mental Health and attending support organizations that participate in the DCMH’s Coordinated Children’s Services Initiative (CCSI).
● Engage in regular behavior/mental health monitoring and assessments. Buildings will collect and use data to identify SEL needs and incorporate strategies to meet those needs in the school’s comprehensive school counseling plan. Pupil personnel staff should develop or adopt a screening tool that, administered with parental consent and student assent, can assist the district or school with identifying the needs of returning students. Buildings will then develop services to address broadly and individually defined student needs.

● Become familiar with the use of digital communication and educational tools authorized by SWBOCES so that all information, instruction, discussion or assessments can be conducted in appropriately confidential ways.

● Ensure that necessary instructional or informational materials are communicated in culturally and linguistically sensitive manners (including translation services as necessary).

● Follow established school crisis response procedures. The clinical team will also review the suicide awareness and prevention policies, screen for at-risk students, and train staff as needed to respond to crisis situations including those that may manifest themselves via online communication tools.

Data-Informed Planning and Action

One of the most important expectations set forth by the NYSED’s Reopening Guidance is that school programs will engage in data collection for continuous improvement and reflection means data is used to understand what is happening, to identify challenges or roadblocks, and to figure out what is working. Districts must assess immediate needs but recognize the need to continue to reassess regularly as circumstances are likely to change frequently in this tumultuous time. Continuing to collect data to ensure accurate understandings of need is necessary to continue providing the most effective and efficient response. Individual school programs may want to:

● Consider first what data needs to be collected, how it can be collected and what can be learned from it, how it can be used to support deeper relationships and improve supports for students, staff, and families

● Engage stakeholders in the collection and review of data

● Support staff in reflecting upon data to inform continuous improvement.

A more thorough overview of issues surrounding social and emotional data collection and use is available on pages 44-47 of Social Emotional Learning: A Guide to Systemic Whole School Implementation.

RESOURCES:

● NYS Mental Health Education Resource & Training Center
  https://www.mentalhealthednys.org/

● NYS Safe and Supportive Schools Technical Assistance Centers
  https://www.nys-ssstac.org/
Focus Areas During the Pandemic:

Below is a list of recommendations and resources that have been provided by the SWBOCES Advisory Team of district counselors, social workers and psychologists. While the list is not comprehensive, it is meant to serve as an initial source of reference materials from which individual school programs can begin to build their own guidance plans:

1. Educator Wellness

Mental Health workers are taught the importance of taking care of themselves first so they are able to care for others, particularly during times like these when there is a public health crisis. Teachers, administrators, clinicians, nurses and other school personnel are often on the front line of adults who offer care, balance, learning, and emotional stability for students. In order to maximize our staff’s own wellness and ability to offer students support particularly in areas such as coping skills, emotional regulation, behavior management and stress reduction, educators need to learn and utilize adaptive ways to cope and take care of themselves. To this end, the following recommendations have been made with regard to how particular school programs might approach or provide resources to support their staff:

1) Disseminate information to ensure that school personnel are aware of resources to obtain support for themselves (e.g. Mental Health websites e.g. Westchester County and State level resources, DBT Self Help, Employee Assistance Program/EAP offerings, SWBOCES Wellness Committee, nutritional information sites, etc.)

2) Throughout the school day, ensure access to peer support, mindfulness, opportunities for physical movement in order to relieve stress, choices for nutritious snacks, establishing a regular routine with time allocated for breaks and self care activities, and demonstrate positive coping strategies to students.
3) Offer and utilize various coping apps to facilitate stress reduction, positive coping skills and a sense of balance. These include Headspace, Calm, and My Life.
4) Provide information geared to teachers and staff stressors pertaining to working with specific populations that present with various needs.
5) Provide professional development workshops, literature, and online training on subjects noted above.

RESOURCES:

1) TRAILStoWellness.org - Medical School at the University of Michigan
   Self-Care During COVID-19: For Everyone

2) Educator Assessment Tool:
   Educator Resilience and Trauma-Informed Self-Care: Self

3) School Mental Health Resource and Training Center
   www.mentalhealthednys.org

4) Mental Health Association of New York State (MHANYS)
   Welcome | Mental Health Association in New York State, Inc

5) ACT for Youth - ACT for Youth provides an array of resources, from training to publications, to “mobilize New York communities for positive youth development.”
   www.actforyouth.net

6) New York State Network for Youth Success
   https://networkforyouthsuccess.org/

2. Providing SEL/Mental Health Supports for Students and their Families

Students and their families will also need to have access to the social emotional learning and supports that will keep them healthy and strong during this challenging public health situation. Children and their parents or guardians may need access to supports that can be utilized in the school and/or the home environments. To this end, the following recommendations have been made with regard to how particular school programs might approach or provide resources to support their students and their families. These resources will provide assistance for a wide range of disability categories and age ranges:

Validation and understanding

- Provide validation of students’ thoughts and feelings. Facilitate students’ recognition of their strengths and abilities while reflecting upon their experience during remote and in-person learning with sensitivity to experiences of trauma (such as time management skills, family roles, emerging strengths, resiliency, etc.)
• Offer opportunities and learning for students to label and identify feelings utilizing a variety of therapeutic methods, including DBT, Zones of Regulation and behavior modification

Community and trust building

• Hold school, class and community meetings to exchange information, shared references and opportunities for discussion and team support
• Clinicians provide leadership with regard to tone, collaboration, expectations and therapeutic content to foster a safe and trusting school environment

Promote adaptive coping skills and emotional regulation

• Provide opportunities for group and individual discussion to identify triggers and coping skills methods
• Utilize various therapeutic techniques to incorporate cognitive behavioral and other methods

Ongoing team/cohort support

• Provide opportunities for positive socialization through shared social learning activities

Reasoning/thinking

• Utilize problem solving skills to identify and offer alternate rational solutions to issues that have arisen or may occur

Maintain positivity

• Offer praise and encouragement recognizing student effort
• Promote awareness of student’s level of anxiety and history in order to create a positive, calm, reinforcing learning environment

Guidance for adults facilitating these classroom meetings

• Use social and emotional learning as a way to create a safe and supportive environments for all students
RESOURCES:

1) NYSED Reopening School: Social Emotional Learning
   *Multiple resources regarding: Technical Assistance Centers, Supporting Young People and Families, Self-Care, Online Learning, Supporting School Transitions, District Resources and Additional Resources that address concerns about racism & prejudice
   http://www.nysed.gov/reopening-schools/social-emotional-learning

2) NYSED Curriculum Resources: Social Emotional Learning: Essential for Learning, Essential for Life, Essential for NY

3) Zones of Regulation
   https://www.zonesofregulation.com/index.html

4) The CASEL Guide to Schoolwide Social and Emotional Learning
   https://schoolguide.casel.org/


6) Family and Educator Resources for COVID-19
   https://docs.google.com/document/u/0/d/1iByO9q0ZYOFUufpwWHZSbv_R84kGwGPMGS1mF8n_zAQ/mobilebasic

7) Therapist Aid
   https://www.therapistaid.com/

8) Mindfulness: Mindful Schools
   https://www.mindfulschools.org/

9) Autism Teaching Strategies
   http://autismteachingstrategies.com/

10) Teaching Resilience for Parents
    https://www.healthychildren.org/English/healthy-living/emotional-wellness/Building-Resilience/Pages/default.aspx

11) Child Trauma Schoolkit for Educators & Parents

12) Social Emotional Learning Activities
    https://www.centervention.com/social-emotional-learning-activities
13) Mid-week Check-in (Google Form)
   https://docs.google.com/forms/d/1V78vJpgvTY8qVffdhacP4zgVV5fCIBKvXdb00a8gpM/viewform?edit_requested=true

14) Autism Speaks
   www.autismspeaks.org

15) TelePlayTherapy
   www.teleplaytherapy.com

16) Sesame Street Caring for Each Other
   https://www.sesamestreet.org/caring

17) Parent/Guardian Re-Entry Guide:
    The purpose of this parent Re-entry guide is to provide parents with the necessary support and resources to help navigate these unprecedented times. In addition, this guide provides an overview of the potential challenges that may present in the upcoming school year. This guide can be used to help support students and families in the areas of social-emotional learning, academic support at home, family culture and wellbeing, current operations, and health and safety concerns. This guide also includes a resource list at the end of the document for families

18) American School Counselors Association (ASCA) Webinar & Video Library

Westchester County Services & Supports:

Westchester County COVID-19 Information and Mental Health Assistance
https://mentalhealth.westchestergov.com/covid-19-dcmh-assistance

Westchester County Tips to Help Cope During the COVID-19 Pandemic
https://mentalhealth.westchestergov.com/tips-to-help-cope

Mental Health Supports for Youth and Families: InfoGraphic: How Do I Refer a Youth For Care Management/In-Home Supports?
https://files.constantcontact.com/2e0f488d701/12b2185b-89fd-4567-9dbd-33f8c32e5e62.pdf

Department of Community and Mental Health:
Online Directory of Community Agencies and Programs
https://dcmhservices.westchestergov.com/DCMHservices/
SPOA SERVICES

Single Point of Access (or SPOA) is a process facilitated by the Department of Community Mental Health and attended by directors of intensive community-based programs. The goal is to ensure timely and appropriate access to intensive services for children at risk of multiple hospitalizations and out of home placements. Anyone can make a SPOA referral; however, we need input from you and your child’s mental health provider (such as clinical reports). All SPOA programs utilize a wraparound approach and care coordination. If you have any questions please contact Michele Landry, B.A., SPOA Coordinator at (914) 995-5352 or MKL3@Westchestergov.com. Below is a brief description of these services:

Mobile Mental Health (MMH) This is a home-based program that is an extension of an outpatient clinic and also provides care coordination. Youth enrolled in this program are generally struggling with success in traditional outpatient treatment. Children will receive therapy and medication management services.

Community Residence (CR) This is a home-like setting where 8-10 children live while working on an appropriate family plan so that they may return to their community. This allows children and caregivers the space to help them improve their interactions. Children often go home on the weekend and parents are expected to be involved. Parents do not have to give up custody like in a group home. Youth connected to DSS may also use the CR as a resource. Westchester County has two CRs: Abbott House for boys and girls 9-16 and Family Services of Westchester for boys 13-18. Hamptonburgh Residence is a CR in Orange County for girls 12-18.

Residential Treatment Facility (RTF) This is a licensed New York State Office of Mental Health residential program that fully integrates mental health services for youth 5-21. This process is considered for youth who are identified as having significant mental health needs and it has been determined that all other treatment options have been exhausted. A SPOA application is submitted to the Pre-Admissions Certification Committee (PACC) to determine eligibility. After determination youth is either referred to an RTF or alternative community options are recommended for exploration.

ADDITIONAL SERVICES

Cross-Systems-Unit (CSU) is technically not a SPOA service but it can be accessed using this application. This service can be helpful when the primary issue involves the ability of caregivers to manage their child’s behaviors, particularly those that might lead to PINS or Preventive Services. Such behaviors include school non-attendance, breaking curfew, running away, stealing, drug use, oppositionality, aggression and other behaviors. The CSU works with the family as the primary client over a 30 day assessment period, and sometimes longer. If you’d like your family to be considered for this service, please initial the box in the middle of the consent form.

Family Support is available to you and your family whether or not you receive SPOA services. Family Ties of Westchester is a family support organization for parents/guardians of children with serious emotional, social and behavioral challenges. Most Family Ties staff are parents who understand the challenges you are facing and can direct you to community resources and supports. Family Ties can be contacted at (914) 995-5238 or on their website, familytieswestchester.org.
SWBOCES & DCMH Partnership Resources: The resources attached to the link below are for both parents and children. These sites have been curated here in partnership between SWBOCES and the Westchester County Office for Community Mental Health
https://specialservices.swboces.org/mental_health_wellness_resources

New York State Resources:


NYS Guidance Documents on as broad range of concerns related to Covid-19: https://omh.ny.gov/omhweb/guidance/

3. Grief Work and Emotional Closure:

The present pandemic has increased the potential that staff, students and their families will know someone who has been permanently affected or even succumbed to Covid-19. The death of a friend or loved one (whether it be Covid-related or due to another health issue) can be even more challenging to experience due to the fact that many traditional processes around grieving have also been impacted by social distancing requirements and other restrictions. The lives of children and adults have also been affected by many other kinds of losses that have disrupted the normalcy of their lives (loss of graduation ceremonies, transitions to new school buildings, summer camps, vacations, participation in sports, socializing with friends and family, the normal routines of everyday life, etc.). In order to help children and adults cope with these losses, the following recommendations are offered as ways that clinicians can help support staff, students and families with the grieving process:

- Help students with intensive functioning needs identify their feelings including sadness and loss

- It is recommended that counselors who work with students who have intensive functioning needs utilize social stories to explain COVID-19, school closures, quarantining, and social distancing requirements

- Help students with intensive functioning needs to develop healthy coping skills to manage frustration, anger or grief as they react to loss

- It is recommended for counselors of higher functioning students that counselors provide lessons/sessions on recognizing and validating the student’s losses (attending camp, loss of a loved one, survival guilt, vacations, routines, lack of normalcy, seeing friends, having to attend school remotely, missing out on school rituals like special trips or ceremonies, etc.)

- Counselors can provide sessions on coping skills/healthy ways to manage grief reactions to loss
● Counselors/school staff should monitor students for behavioral/emotional changes, increases in self-harming behaviors or significant changes in mood, increases in social media discussion of self-harming behaviors/chatter, spike in substance abuse, etc.

RESOURCES:

**Coalition to Support Grieving Students**  
https://grievingstudents.org/about-us/

**The Dougy Center - The National Center for Grieving Children and Families**  
https://www.dougy.org/grief-resources/tip-sheets/

**National Association of School Psychologists (NASP)**  

**Helping Kids Grieve - Sesame Street in Communities**  
https://sesamestreetincommunities.org/topics/grief/

4. **Crisis Hotlines & 24/7 Supports**

SWBOCES wishes to provide staff, students and families with 24/7 access to crisis support should they need it. To this end, SWBOCES worked with it’s partners at the Westchester County DCMH to develop a list of hotline supports for a number of different areas of need:

**RESOURCES:**

**The Employee Assistance Program (EAP)** provides confidential and experienced assistance to help SWBOCES’ employees and their families resolve personal problems that affect their health, family, or job. In addition to assessment and referral services, the EAP provides information, education, and consultation both independently and in concert with other professional resources.

The EAP can be reached 24 hours a day, 7 days a week at 1-800-666-5327 or 1-800-252-4555 or log on the website at Educators' EAP. The services of the EAP are paid for by Southern Westchester BOCES. However, if a referral to a licensed professional is necessary, those fees may be covered by the employee's health insurance. ([https://www.swboces.org/groups/49386/human_resources/eap](https://www.swboces.org/groups/49386/human_resources/eap))

**St. Vincent’s Crisis Prevention Response Team (CPRT) in Westchester County. (24/7)**  
914-925-5959
24/7 Crisis Hotline: National Suicide Prevention Lifeline Network
www.suicidepreventionlifeline.org
1-800-273-TALK (8255) (Veterans, press 1)

Crisis Text Line
Text TALK to 741-741 to text with a trained crisis counselor from the Crisis Text Line for free (24/7)

SAMHSA Treatment Referral Hotline (Substance Abuse)
1-800-662-HELP (4357)

RAINN National Sexual Assault Hotline
1-800-656-HOPE (4673)

National Teen Dating Abuse Helpline
1-866-331-9474

The Trevor Project: Phone/text/chat support for LGBTQ youth who are in crisis and/or need a safe, judgement-free place talk to a trained counselor
1-866-488-7386

Contact Information by School Program

Building Administrators, Counselors, School Psychologists and Social Workers

Center for Career Services

Building Administrators

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone #</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Michas, Evangelo</td>
<td>Interim Principal</td>
<td>914-761-3400 x2304</td>
<td><a href="mailto:emichas@swboces.org">emichas@swboces.org</a></td>
</tr>
</tbody>
</table>

Guidance Counselors

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone #</th>
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<tbody>
<tr>
<td>Aufiero, Lori</td>
<td>914-761-3400 x2523</td>
<td><a href="mailto:laufiero@swboces.org">laufiero@swboces.org</a></td>
</tr>
<tr>
<td>Macchia, Anna</td>
<td>914-761-3400 x2352</td>
<td><a href="mailto:amacchia@swboces.org">amacchia@swboces.org</a></td>
</tr>
<tr>
<td>Mann, Monica</td>
<td>914-761-3400 x2243</td>
<td><a href="mailto:momann@swboces.org">momann@swboces.org</a></td>
</tr>
<tr>
<td>McAllister, Kevin</td>
<td>914-761-3400 x2521</td>
<td><a href="mailto:kmcallister@swboces.org">kmcallister@swboces.org</a></td>
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Social Workers

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<tr>
<th>Name</th>
<th>Phone #</th>
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<tbody>
<tr>
<td>Yip, Eileen</td>
<td>914-761-3400 x2204</td>
<td><a href="mailto:eyip@swboces.org">eyip@swboces.org</a></td>
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Irvington MS/HS

Building Administrators

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<th>Name</th>
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<th>Phone #</th>
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<tbody>
<tr>
<td>Alberta Grant-Johnson</td>
<td>Principal</td>
<td>914-591-8529</td>
<td><a href="mailto:agrant-johnson@swboces.org">agrant-johnson@swboces.org</a></td>
</tr>
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Guidance Counselors

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<tr>
<th>Name</th>
<th>Phone #</th>
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<tbody>
<tr>
<td>Jennifer Ardisana</td>
<td>914-653-6128</td>
<td><a href="mailto:jardisana@swboces.org">jardisana@swboces.org</a></td>
</tr>
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School Psychologists

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<thead>
<tr>
<th>Name</th>
<th>Phone #</th>
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<tbody>
<tr>
<td>Penny Knack</td>
<td>914-591-4466</td>
<td><a href="mailto:pknack@swboces.org">pknack@swboces.org</a></td>
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Social Workers

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<tr>
<th>Name</th>
<th>Phone #</th>
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<tbody>
<tr>
<td>Rebecca Phang</td>
<td>(914) 570-4924</td>
<td><a href="mailto:rphang@swboces.org">rphang@swboces.org</a></td>
</tr>
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Pocantico Hills

Building Administrators

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<tr>
<th>Name</th>
<th>Title</th>
<th>Phone #</th>
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<tbody>
<tr>
<td>Jessica Walker</td>
<td>Principal</td>
<td>914-631-6047</td>
<td><a href="mailto:jwalker@swboces.org">jwalker@swboces.org</a></td>
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Guidance Counselors

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Jennifer Ardisana</td>
<td>914-653-6128</td>
<td><a href="mailto:jardisana@swboces.org">jardisana@swboces.org</a></td>
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School Psychologists

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Daniella Phelan</td>
<td>914-631-6047</td>
<td><a href="mailto:dphelan@swboces.org">dphelan@swboces.org</a></td>
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Social Workers

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<tr>
<th>Name</th>
<th>Phone #</th>
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<tbody>
<tr>
<td>Michele Insalaco</td>
<td>914-332-4250</td>
<td><a href="mailto:minsalaco@swboces.org">minsalaco@swboces.org</a></td>
</tr>
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</table>
### Rye Lake Lower Campus

#### Building Administrators

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<tr>
<th>Name</th>
<th>Title</th>
<th>Phone #</th>
<th>Email</th>
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<tbody>
<tr>
<td>Susana Boyko</td>
<td>Interim Principal</td>
<td>914-948-7271 x 1220</td>
<td><a href="mailto:sboyko@swboces.org">sboyko@swboces.org</a></td>
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#### School Psychologists

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<tr>
<th>Name</th>
<th>Phone #</th>
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<tbody>
<tr>
<td>Doug Miller</td>
<td>914-948-7271 x 1257</td>
<td><a href="mailto:dmillner@swboces.org">dmillner@swboces.org</a></td>
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#### Social Workers

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Nicolette Carriero</td>
<td>914-948-7271 x 1230</td>
<td><a href="mailto:ncarriero@swboces.org">ncarriero@swboces.org</a></td>
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### Rye Lake MS/HS (Upper Campus)

#### Building Administrators

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<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Marvin Elliott</td>
<td>Principal</td>
<td>(914) 948-7271 x 1234</td>
<td><a href="mailto:melliott@swboces.org">melliott@swboces.org</a></td>
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<td></td>
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<td>(917) 703-3055</td>
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#### Guidance Counselors

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<tr>
<th>Name</th>
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<tr>
<td>Cristina Tompkins</td>
<td>(914)948-7271 x 1226,</td>
<td><a href="mailto:ctompkins@swboces.org">ctompkins@swboces.org</a></td>
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<td></td>
<td>(914) 908-0477</td>
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#### School Psychologists

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<tbody>
<tr>
<td>Carlos Cruz</td>
<td>(914) 948-7271 x 1259</td>
<td><a href="mailto:ccruz@swboces.org">ccruz@swboces.org</a></td>
</tr>
</tbody>
</table>
Nicole Celantano  |  (914) 758-2431  |  ncelantano@swboces.org

**Sprain Brook Academy/Incarcerated Youth Program**

**Building Administrators**

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<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Dr. Michele Darby</td>
<td>Principal</td>
<td>914-592-3402</td>
<td><a href="mailto:MDarby@swboces.org">MDarby@swboces.org</a></td>
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**St. Matthews**

**Building Administrators**

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<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Amanda Allison</td>
<td>Principal</td>
<td>914-784-2727</td>
<td><a href="mailto:aallison@swboces.org">aallison@swboces.org</a></td>
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**Social Workers**

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<tr>
<th>Name</th>
<th>Phone #</th>
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<tbody>
<tr>
<td>Katie Lockwood</td>
<td>914.708.8593</td>
<td><a href="mailto:klockwood@swboces.org">klockwood@swboces.org</a></td>
</tr>
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**Tappan Hill**

**Building Administrators**

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<th>Name</th>
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<tbody>
<tr>
<td>Rizzi, Phyllis</td>
<td>Principal</td>
<td>366-2560 x205</td>
<td><a href="mailto:prizzi@swboces.org">prizzi@swboces.org</a></td>
</tr>
<tr>
<td>Fran Fernandez</td>
<td>Assistant Principal</td>
<td>366-2560</td>
<td><a href="mailto:FFernandez@swboces.org">FFernandez@swboces.org</a></td>
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**School Psychologists**

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<th>Name</th>
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<tbody>
<tr>
<td>Coleman, Steven</td>
<td>366-2560 x201</td>
<td><a href="mailto:scoleman@swboces.org">scoleman@swboces.org</a></td>
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**Social Workers**

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<th>Name</th>
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<tbody>
<tr>
<td>Levy, Yolette</td>
<td>366-2560 x 229</td>
<td><a href="mailto:ylevy@swboces.org">ylevy@swboces.org</a></td>
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</table>
**Valhalla Center**

**Building Administrators**

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<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Leslie Handler</td>
<td>Principal</td>
<td>914-784-2727</td>
<td><a href="mailto:lhandler@swboces.org">lhandler@swboces.org</a></td>
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**Social Workers**

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<th>Name</th>
<th>Phone #</th>
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<tbody>
<tr>
<td>Nicole Ciavardini</td>
<td>914 784-2424</td>
<td><a href="mailto:nciavardini@swboces.org">nciavardini@swboces.org</a></td>
</tr>
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</table>
FOUNDATION MANAGEMENT:

SWBOCES professional staff will ensure the following regulations are met as appropriate to the unique needs of the individual programs within which they work:

NYS EDUCATION DEPARTMENT COMMISSIONER’S REGULATIONS
PART 100.2 (j) Guidance programs
http://www.p12.nysed.gov/part100/pages/1002.html#j

(1) Public Schools. Each school district shall have a guidance program for all students

(i) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.

(ii) In grades 7-12, the guidance program shall include the following activities or services:

(a) an annual review of each student’s educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;

(b) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;

(c) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed schools social workers in cooperation with school counselors; and

(d) the services of personnel certified or licensed as school counselors.

(iii) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plans shall be filed in the district offices and shall be available for review by any
individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

**Student Counseling Program: Mission, Vision, Values and Goals**

**Mission:**
Our mission as school counselors is to provide a comprehensive, developmentally age-appropriate and sequential school counseling program that is aligned with the New York State Learning Standards and national (ASCA) and state (NYSSCA) standards. Counselors focus on the needs, interests, and issues related to the stages of student growth through academic, career and personal/social development. Counselors work in partnership with students, staff, family, community members, component school district personnel and employers to prepare students to become effective learners, achieve success in school, live successful and rewarding lives, and develop into contributing members of our society.

**Vision:**
We believe that every student who attends a SWBOCES program will acquire the academic, career and personal/social skills to reach their fullest educational & vocational potential and successfully manage their lives as healthy, responsible, competent, and productive citizens who respect themselves and others.

**Values:**
Our counseling department is founded on the following values, which all guide our work with our students:

- ✔ Respect for all
- ✔ Every aspect of the educational process is a learning opportunity – and can be used for continued growth
- ✔ Every student has a deep potential and should be afforded the opportunities to express that potential to its fullest

**Goals:**
- ✔ To foster student achievement for **EVERY** student.
- ✔ To implement a school counseling program which is data-driven, proactive, prevention-based, developmentally appropriate and supports school improvement.
- ✔ To promote and enhance the learning process for ALL students.
- ✔ To help students deal with family issues that impact their education and life.
- ✔ To encourage parental involvement.
- ✔ To preserve and support the social and emotional health of all children.
Student Standards:
SWBOCES maintains high expectations for all of the students enrolled in its programs. Specific program outcomes will vary in alignment with the particular needs of the populations that each one serves (these will be described in further detail per each campus’s individual plan). However, general outcomes that will be maintained across most student populations will align with the standards set by the ASCA and NYSED per the professional guidance documents noted below:

1) The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student
Available at: https://studentsatthescenterhub.org/resource/asca-mindsets-behaviors-for-student-success-k-12-college-and-career-readiness-standards-for-every-student/

2) NYSED Career Development & Occupational Studies (CDOS)Student Standards

Standards for Professional Staff:
In an effort to provide students and their families with the levels of support they need, SWBOCES sets high standards for both the work and conduct of its professional staff. The competencies and ethical practices of the counselors, social workers and psychologists will align with the standards set by recognized professional organizations in their respective fields:

School Counselor Professional Standards:
1) The ASCA School Counselor Competencies
   Available at: https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf

2) The ASCA School Counselor Ethical Standards
   Available at: https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf

School Psychologist Professional Standards:
1) NASP- National Organization of School Psychologists
   Available at: https://www.nasponline.org/

2) NYASP- New York Association of School Psychologists
   Available at: https://nyasp.org/

School Social Worker Professional Standards:
1) NASW – National Association of Social Workers
   Available at: https://www.socialworkers.org/
2) ASWB - Association of Social Work Boards:  
Available at: https://www.aswb.org/

3) SSWAA – School Social Work Association of America  
Available at: https://www.sswaa.org/school-social-work

DELIVERY/ACCOUNTABILITY: School Counseling Program Map

SWBOCES has developed its Comprehensive Guidance Plan in accordance with the professional recommendations of NYSCCA and NYSED Regulation Part 100.2(j). State regulations require that the plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. While the highly specialized nature of the individual programs offered by SWBOCES requires the construction of unique program plans tailored to the needs of their student populations, each program will also be required to develop a plan that includes the following common components as recommended by NYSCCA and required by NYSED:

1. *Program activity or service
2. *NYSED Regulations being met
3. *Program objective
4. Timeline
5. *Staff & resources needed
6. *Assessment
7. District/Program goals

(*required criteria per Part 100.2(j) regulation)

SWBOCES will ensure and account for the consistent delivery of services across all of these categories by requiring each of its school programs to develop a map based on the recommended format developed by New York State School Counselor Association/NYSSCA (see template on next page, Appendix I). Individual program maps will be developed by a comprehensive team of school professionals that includes administrators, teachers, counselors, social workers and school psychologists as appropriate.
### Key to General Counseling Plan Goals:

1) **ACSD** – Academic and/or Communication Skills Development
2) **Post Grad** – College and Career Readiness, Independent Living, Workplace Readiness (as appropriate to the population)
3) **SED** – Social Emotional Development
4) **PO** – Parental Outreach

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<tr>
<td>Program Activity or Service</td>
<td>Grade Level and/or Subpopulation</td>
<td>Program Objective</td>
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*INSERT NAME OF SCHOOL*

Building Level School Counseling Plan 2020-2021