



Southern Westchester BOCES
Comprehensive Developmental School Counseling Plan
2024 - 2025



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ABOUT US

The Southern Westchester Board of Cooperative Educational Services (SWBOCES) was established in 1948 by the New York State Commissioner of Education and the Board of Regents to provide shared educational and management services to schools and school districts in our geographic region. From those beginnings, SWBOCES has grown to offer hundreds of cooperative, cost-efficient services to school districts in the region, encompassing 187 different schools, 104,000 students, and more than 650,000 adults who live and work here.

SWBOCES prides itself on providing high quality resources ranging from technology assistance to special education and occupational education programs. It specifically assists school districts by:

- Introducing and responding to program requests and initiatives both from local districts and from the state Education Department.
- Providing services, facilities and personnel to meet mutual needs identified on a regional cooperative basis.
- Determining ongoing educational trends and challenges, and preparing districts for what lies ahead.
- Receiving and administering grants for a broad array of services for students, staff members, and community residents.

Our 32 component school districts participate in specific SWBOCES programs and services on a cost-sharing basis. They receive partial reimbursement for those costs through state aid. School districts that contract with SWBOCES for services know that we are committed to accomplishing specific outcomes and will assist in any way to help meet the educational challenges of the 21st Century.

The SWBOCES central administrative office, including the District Superintendent's office, is located at 17 Berkley Drive in Rye Brook, N.Y. The Center for Career Services is located at our Career and Technical Education campus on Grasslands Road in Valhalla, N.Y. Our Special Services programs are coordinated from our Rye Lake campus in North White Plains, N.Y., with additional programs operating in multiple Southern Westchester County communities, including Tarrytown, White Plains, Valhalla and Irvington.

Our 450 Mamaroneck Avenue, Harrison, campus houses the Lower Hudson Regional Information Center, the Center for Professional Learning and Curriculum Support, and the Center for Interscholastic Athletics/Section 1. The Center for Adult and Community Services main offices are also housed at our Harrison location with programs offered at locations on our Valhalla campus and in New Rochelle. The SWBOCES Transportation garage is located on the Rye Lake campus.

The SWBOCES Board of Education, a policy-making board, consists of seven distinguished members who serve three-year terms. Administrative and management decisions for SWBOCES are made by the District Superintendent and an executive team comprising a Chief Operating Officer/Deputy District Superintendent and two Assistant Superintendents.

The District Superintendent serves in an advisory capacity to all school districts in Southern Westchester and facilitates communication between districts and the New York State Education Department.

Our Centers provide more than 70 services to help school districts, teaching and administrative

professionals, students, and the public with needs in the areas of special education, career and technical education, transportation, interscholastic athletics, adult and community services, technology, and professional learning. In addition, our Human Resources department provides a Regional Certification Service. Services not offered by SWBOCES can be obtained through Cross-Contracts with other BOCES.

BOARD OF EDUCATION VISION, MISSION, VALUES AND GOALS:

Southern Westchester BOCES Board Goals:

To be reviewed annually

Goal 1:

Diversity, Equity, and Inclusivity: Southern Westchester BOCES is a service organization committed to creating an inclusive, responsive, safe environment and promoting a sense of belonging that allows everyone to learn and grow. We are dedicated to embracing kindness, empathy, curiosity, and diversity. Our organization will ensure that communication and decision making are done respectfully and responsibly by honoring the diverse perspectives of all.

What does it look like?

- The Board will develop a Diversity, Equity, and Inclusivity policy this year and begin a comprehensive review of Board policies to ensure they are responsive to our diverse society, including the many kinds of human diversity we serve.
- A Diversity, Equity, and Inclusivity (DEI) plan will be developed for implementation throughout the organization, which will include:
 - A welcoming and affirming environment
 - Inclusive curriculum and assessment
 - High expectations and rigorous instruction
 - Ongoing professional learning and support
 - Develop resources to support SWBOCES and SWBOCES Component Districts as they raise awareness and build capacity toward the implementation of the New York State Education Department's Culturally Responsive Sustaining Education Framework and the embedded components of Diversity, Equity, and Inclusivity.
- Take the Intercultural Developmental Inventory (IDI).

Goal 2:

Strengthen Community and Component District awareness and understanding of the services SWBOCES provides.

What does it look like?

- Continue communications to focus on marketing by highlighting the services and programs that serve our communities.
- Continue reinforcing with all staff the unique aspects and programs SWBOCES offers and take pride in representing their work.

- Use student voices, work, and images as much as possible including having students present at the Component Board meetings.
- Grow our social media audience and develop a more-connected social media network among SWBOCES and the Component Districts.
- Website Update – including Board Webpage

Goal 3:

Engaging school districts and community partners of the region to identify and maximize opportunities for collaboration in both instructional and non-instructional programs for purposes of continuing sustainability of relevant and needed programs and services.

What does it look like?

- Promoting a positive SWBOCES image at every opportunity, including a system for ongoing evaluation and quality control in all our programs.
- To continuously evaluate BOCES services for quality, efficiency, and potential improvement, including input from our component school district partners.
- SWBOCES will be a viable and quality educational choice for services, as measured both by enrollment and by the degree to which our services reflect the most up-to-date research-based college and career-ready curricular and service offerings that lead to successful learning outcomes for all students, regardless of race, class, gender, sexual orientation, gender identity, or disability.

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 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.

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 and 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://studentsatthecenterhub.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

Available at: <http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>

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.

Annual Evaluation and Current Goals for Further Enhancement of the Comprehensive Counseling 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:

Goals:	Target Completion Date:	Responsible Parties:
Develop and file a district-wide Comprehensive Counseling Plan	June 2024	Designated Counselor(s) to officially review, and district-wide clinicians/counselors
Create building level teams to develop Building Level Counseling Plans specific to each school program's needs	June 2024	Designated Counselor(s) to officially review, and building level teams of clinicians/counselors/teachers/staff
Create team to conduct review of Comprehensive Counseling Plan	June 2024	Designated Counselor(s) to officially review, and district-wide clinicians/counselors

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

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**

<https://www.nysed.gov/curriculum-instruction/1002-general-school-requirements#SchoolCounselingGuidancePrograms>

- i. Public Schools. Each school district shall have a guidance program for all students.
 - a. 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.
 - b. In grades 7-12, the guidance program shall include the following activities or services:
 - 1. 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;
 - 2. 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;
 - 3. 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 school social workers in cooperation with school counselors; and

4. the services of personnel certified or licensed as school counselors.
- c. 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 a plan 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.
- ii. Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the Commissioner's regulations.

- iii. For all grades kindergarten through 12, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:
 - a. In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or

- certified pupil personnel service provider, as appropriate, for more targeted supports;
- b. For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program;
 - c. school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);
 - d. other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;
 - e. indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.
- iv. Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.
- a. Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional learning planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.
 - b. Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.
- v. Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified

school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where licensure is required under Title VIII of the Education Law.

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.

Counseling Department Delivery System

Direct Services and Indirect Services

The school counselors provide services to students, parents/guardians, school staff, and the community in the following areas: Direct Student Services (Core Curriculum, Individual Student Planning, and Responsive Services), Indirect Student Services, and System Support.

Direct Services Include:

Individual Student Planning: Counselors monitor students' progress so they may achieve success in academic, Social - Emotional, and career areas. This may be accomplished through:

- **Individual or Small Group Appraisal:** Work with students in analyzing and evaluating abilities, interests, skills, and achievement.
- **Individual or Small Group Advisement:** Work directly with students on achieving success in Social - Emotional, academic, and career areas.
- **Case Management:** Monitor individual students' progress.
- **Placement:** Collaborate with school staff in determining the proper educational setting for students as they meet their academic and social goals.

School Counseling Curriculum: The counseling curriculum provides developmental activities that address academic, career and Social - Emotional needs of students K-12. This is accomplished through:

- **Classroom Activities:** School counselors present lessons in the classroom
- **Group Activities:** School counselors conduct group activities outside of the classroom to address students' particular needs.
- **Interdisciplinary Activities:** School counselors collaborate with school staff to implement curriculum across content areas.

Responsive Services: School counselors provide support and interventions to meet the needs of students. This is accomplished through:

- **Individual and Small Group Counseling:** Counseling is provided for full day (Innovation Programs and Alternative Education) students experiencing social, emotional, personal, or academic difficulties.
- **Crisis Counseling:** Short term counseling that is provided to students, families or staff as an immediate intervention to a crisis. For students not assigned a school counselor, such as Career Technology Education students, a referral can be made in the instance a need is presented.
- **Referrals:** Counselors connect families to appropriate resources as needed. Internal referrals will be made as needed for behavioral needs, social needs, emotional needs, and academic needs utilizing the internal referral form that the counselors have developed. External referrals may include: Mental Health Counseling, Respite Services, Social Services, Prevention Services, Drug and

Alcohol Counseling, Violence Intervention, School-Based Health Services, Office for People with Developmental Disabilities Services, Outside Support Agencies, Mobile Crisis Assessment Team, PINS, and Probation. The counselors would work in collaboration with the parent/guardian/custodian, teachers, and administrators based on individual needs.

- **Consultation and Collaboration:** School counselors collaborate with families, school staff and community agencies to develop interventions for students.

System Support: School counselors assess the effectiveness of the counseling program. This is accomplished through:

- **Teaming:** School counselors participate in district wide building committees
- **Professional Development:** School counselors regularly participate in training, conferences, and meetings to update knowledge and skills. Professional development will pertain to online and in person resources to support students with their Social, Emotional, Career Development, and Academic skill building to increase student success. This will require monthly one hour training sessions at both the Northern Catskill Occupational Center and Otsego Area Occupational Center locations. Opportunities will be given to counselors to attend professional conferences. Professional Learning Communities will also be available online.
- **Program Promotion:** School counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, and presentations.
- **Program Management System and Evaluation:** School counselors regularly collect and analyze data to evaluate the program and continue updating program activities.

Indirect Services Include:

- **CSE meetings:** School counselors complete the social development sections of each student's IEP; collect data, observe, and report on students progress of social/emotional goals; facilitate and/or request meetings to ensure each student is supported based on need.
- **Collaboration:** School counselors are responsible for helping to analyze data amongst that student's team of staff, alternate service providers, home district counselors and CSE chair, and/or parents to create an appropriate plan including various interventions to help the student be successful in and outside of school.
- **Consultation:** Teachers, other staff or service providers, and families may need ideas on how best to help their students. School counselors can help adults develop opportunities to further student skills.
- **Staff development:** School Counselors are viewed as professionals and demonstrate expertise in many areas including social-emotional skills and career development. As a result, counselors are asked to develop activities for training staff in these designated areas.
- **Bulletin board/ social media:** School counselors work together to promote character education, provide information regarding physical and mental health safety, offer different tools to self-regulate, and to inform the school community of different opportunities regarding their students.

SWBOCES SCHOOL COUNSELING PROGRAM ANNUAL GOAL

Each year, school counselors will develop a program goal after collecting baseline data from student and teacher surveys. The Advisory Council team will meet to review the program outcomes and provide suggestions for interventions and program updates.

Possible Intervention Activities/Plan:

- SEL curriculum, books, videos and activities
 - Book studies/perspective taking practice
- Restorative Justice and Community Circles Practice
- Bulletin boards to bring awareness and discussion
- SEL Committee and Counselor work: World Kindness Day, Random Acts of Kindness Week, thankful cards (appreciation), Holiday Bazaar.
 - Gratitude Activities, Kindness Chains, Kindness Bricks, SPCA Animal Kindness Project, Similarities/Differences Work, Empathy lessons for Understanding with Videos to Support Kindness Building, Collecting Sap from Maple Trees with sharing activities, Nature walks with hands on activities to build relationships, and Student Tootles (within the classroom and building wide), and other various activities/events

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, including the use of data to understand what is happening, to identify challenges, as well as what is working well to meet student needs. Districts must assess immediate needs but recognize the need to continue to reassess regularly as circumstances change. 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/>
- **Mental Health Education Literacy in Schools: Linking to a Continuum of Well-Being Comprehensive Guide - New York State Education Department**
<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/educationliteracyinschoolsfinal.11.2018.pdf>
- **Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs Commissioner's Regulation §100.2(j) - New York State Education Department**
- <http://nyssca.org/wp-content/uploads/2018/06/Guidance-document-100.2j-6-15-18.pdf>
- **NYSED webpage for additional social emotional well-being resources**
<http://www.p12.nysed.gov/sss/SEWResources.html>
- **Potential Telehealth Consent Form:**
https://nyssswa.org/wp-content/uploads/2020/03/Telemental-Health-Informed-Consent-Form-for-School-Social-Work-Services-Template-1.docx?fbclid=IwAR2G4njRSluDTzjivdVadl3Honjc_cw3V4Hwp_os_HEpXRci5pX95yBH_nE

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 support. 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

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) <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/mental-health-resources/addressing-grief>

Helping Kids Grieve - Sesame Street in Communities

<https://sesamestreetincommunities.org/topics/grief/>

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 its partners at the Westchester County DCMH to develop a list of hotline supports for a number of different areas of need:

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. 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)

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, judgment-free place talk to a trained counselor 1-866-488-7386

SWBOCES SCHOOL PROGRAMS

Building Administrators, Counselors, School Psychologists and Social Workers are available at every site.

Center for Career Services:

The Center for Career Services prepares students for the world of work and/or post-secondary education. Students are provided with a variety of project-based learning experiences as well as authentic work opportunities through their chosen programs of study and our Work-Based Learning Department. These experiences help in creating well-rounded students who are prepared to excel in the 21st century workplace.

Center for Special Services Programs by Location:

District-based:

Irvington High School, Irvington, NY

Classroom Ratio: Grade 6- (8:1:2), Grade 7-(8:1:1), Grades 8-12-(12:1:1)

Irvington TSP: Middle School/ High School-This program is designed to meet the needs of students who

are pursuing their NYS Regents Diploma as determined by their CSE. Students participate in a general education curriculum. This program is offered at the middle school and high school level in district-based settings, for students who require small group instruction in a therapeutic setting. Students in this program primarily present with mental health challenges that significantly interfere with the students' ability to be educated and supported within a typical general education classroom environment. Students' needs are met through highly structured classroom settings with counseling and instructional support. Students have access to mainstream classes as appropriate.

Center-based:

Rye Lake Campus, White Plains, NY

Classroom Ratio 8:1:2:

AIIM-NYSAA—This program provides a highly structured site-based classroom environment designed primarily for students with autism spectrum disorders at the elementary, middle and high school levels for New York State Alternately Assessed students. Instructional methodology includes the applications of structured teaching and Applied Behavioral Analysis (ABA) that have demonstrated effective outcomes in the school environment. Specialized clinical consultation is provided for both structured teaching and ABA classes. In addition to academic outcomes, the development of appropriate communication, social and behavioral skills are stressed.

Therapeutic Support Program Intensive (TSP-I) NYSA—This program is offered at elementary, middle school and high school levels. Classroom structures and programmatic supports enable students with a range of academic abilities and severe social/emotional/behavioral challenges to develop the necessary skills to function successfully in the school setting and/or in a less restrictive educational environment.

Classroom Ratio: 12:1:1

Intensive Day Treatment- Secondary - Students in grades 7-12 learn and use self-regulation strategies and age-appropriate social skills. These will enable the student to concentrate on learning and make the transition back to their home school district or to an appropriate educational setting as determined by their home district and parents/guardians. Academic work is provided by the sending district. Upon entering the IDT Program a collaborative plan and transition process is established by the IDT team in conjunction with the school district and parents/guardians. A treatment plan is developed to incorporate effective strategies to address problem behaviors. These may include: behavioral contracts, positive reward systems, token economies, mindfulness practice, social skills training

Tappan Hill, Tarrytown, NY

Classroom Ratio 8:1:2

Autism Spectrum Disorder Programs NYSA K-12—These programs provide a highly structured site-based classroom environment designed primarily for students with autism spectrum disorders at the elementary, middle and high school levels for New York State Alternately Assessed students. Instructional

methodology includes the applications of structured teaching and Applied Behavioral Analysis (ABA) that have demonstrated effective outcomes in the school environment. Specialized clinical consultation is provided for both structured teaching and ABA classes. In addition to academic outcomes, the development of appropriate communication, social and behavioral skills are stressed.

Classroom Ratio 12:1:4

Multiply Disabled (MD)-A comprehensive educational team in a highly structured environment addresses the communication, sensory motor needs and social skills of students with significant to severe multiple disabilities. This program is designed to meet the needs of students who are determined by their CSE to be alternately assessed (NYSAA).

Classroom Ratio 6:1:2

The IDT Elementary Program- provides a safe, supportive environment for students whose behavior and emotions are disrupting their academic progress. Students will learn to identify and express their feelings and recognize triggers. By practicing self-regulation strategies and understanding age-appropriate social skills – the students can get back on the path to learning.

Community-based setting:

***St. Matthews, White Plains, NY
Center for Career Services, Valhalla, NY***

Classroom Ratio 8:1:2

AIIM–NYSAA-This program provides a highly structured site-based classroom environment designed primarily for students with autism spectrum disorders at the middle and high school levels for New York State Alternately Assessed students. Instructional methodology includes the applications of structured teaching and Applied Behavioral Analysis (ABA) that have demonstrated effective outcomes in the school environment. Specialized clinical consultation is provided for both structured teaching and ABA classes. In addition to academic outcomes, the development of appropriate communication, social and behavioral skills are stressed. We currently offer alternately assessed AIIM classes at St. Matt's at the middle and high school level. Related services include speech/language services group (middle school only) 1x30 per week, counseling services for Group and transitional services, consultant occupational therapy, consultant speech and language services, Consultant Psychiatric Services, Parent Training, *direct OT, PT, nursing, speech, counseling (additional) or other related services as per student IEP are billed to districts in addition to tuition costs.*

Classroom Ratio 8:1:1

Therapeutic Support Program for Developmentally Delayed Students (TSP-DD) – NYSAA-This program is designed to meet the needs of students who are determined by their CSE to be alternately assessed (NYSAA). The TSP/DD Program facilitates social/emotional/behavioral skills necessary for students with developmental disabilities and behavioral challenges to function successfully in home, school, and community environments. Functional academics and specialized instruction in academics are emphasized. At the secondary level, the program provides students with transition supports, career awareness and services and vocational experiences and skills necessary for students to attain the Skills and Achievement Commencement Credential (SACC).

Career Training:

Where appropriate, high school students who are alternately assessed (NYSAA) may attend half day career preparation programs, to meet the requirements for attaining the Skills and Achievement Commencement Credential (SKILLS). This program is offered through the Center for Career Services, at no additional charge to the district.

Where appropriate, high school students who are alternately assessed (NYSAA) may participate in work-based learning at a local business to meet the requirements for attaining the Skills and Achievement Commencement Credential (SKILLS). This program is offered through the St. Matthews Program

Classroom Ratio 12:1:1

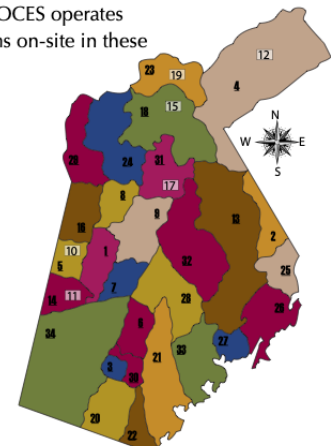
Communication and Academic Development Program (CAD)- NYS Alternately Assessed- This program is offered to students who require small group instruction in a therapeutic setting. Students in this program primarily present with mental health challenges that significantly interfere with the students' ability to be educated and supported within a typical general education classroom environment. Students' needs are met through highly structured classroom settings with counseling and instructional supports. At the secondary level, the program provides students with transition services and supports.

SWBOCES Component Districts

- | | | |
|--------------------------------|----------------------------------|--------------------------------|
| 1. ARDSLEY | 14. HASTINGS | 24. POCANTICO HILLS |
| 2. BLIND BROOK | 15. HAWTHORNE CEDAR
KNOLLS | 25. PORT CHESTER-RYE |
| 3. BRONXVILLE | 16. IRVINGTON | 26. RYE CITY |
| 4. BYRAM HILLS | 17. MOUNT PLEASANT | 27. RYE NECK |
| 5. DOBBS FERRY | 18. MOUNT PLEASANT
BLYTHEDALE | 28. SCARSDALE |
| 6. EASTCHESTER | 19. MOUNT PLEASANT
CENTRAL | 29. THE TARRYTOWNS |
| 7. EDGE MONT | 20. MOUNT VERNON | 30. TUCKAHOE |
| 8. ELMSFORD | 21. NEW ROCHELLE | 31. VALHALLA |
| 9. GREENBURGH CENTRAL | 22. PELHAM | 32. WHITE PLAINS |
| 10. GREENBURGH 11 | 23. PLEASANTVILLE | NON-COMPONENT DISTRICTS |
| 11. GREENBURGH-GRAHAM | | 33. MAMARONECK |
| 12. GREENBURGH-NORTH
CASTLE | | 34. YONKERS |
| 13. HARRISON | | |

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.

***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

Name of School: _____ Building Level School Counseling Plan									
<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>		<i>Accountability</i>	<i>*Goals</i>			
Program Activity or Service	Program Objective	Data to be collected	Timeline	Staff & Resources	Assessment: Indicators of success or gaps	A C S D	P o s t G r a d	S E D	P O