

## Social Emotional Well-Being-Mandatory Assurances

1. Each school and district ensures that district-wide and building-level comprehensive development school counseling program plans, developed under the direction of certified school counselor(s) are reviewed and updated to meet current need.
  - The Comprehensive school counseling plan was reviewed (June 2020) by the school counselors and administration. Programs and services were sustained and created to support the social-emotional needs of families, students and staff.
  
2. Each school and/or district establishes an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, or school's board, 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.
  - Input in the writing and review process was shared with or garnered from the following stakeholder decision making groups:
    - School Building Leadership Teams (Principals, teachers, support staff, counselors)
    - Positive Behavior Intervention and Support Teams (Principals, teachers, support staff, counselors)
    - Response to Intervention Teams (Teachers, support staff, psychologist, principal, counselor)
    - Pupil Personnel Service Team (Social worker, counselor, principal, Committee on Special Education Chair, nurse)
    - Board of Education
    - Parent Teacher Organization
    - Community-based service providers (ex: Department of Social Services, DoH, Catholic Charities, Systems of Care, Bassett School Based Health Center)
  
3. Each school and/or district reopening plan addresses how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.
  - In both distance learning and "in-person" learning scenarios the district will focus on three social-emotional priorities for our families, students, and staff.
    - Cultivating and deepening relationships and building partnerships - By seeking input, and engaging in frequent open communication teachers, support staff and administrators will foster relationships that elevate student and family voice. The response to intervention team and family communication will offer a multi-tiered approach to identifying and supporting students and families. Students and families will be

referred to personnel who can best provide the intervention that meets their needs. (Example practices and strategies: morning meetings, check-ins, team building activities, intervention blocks, mentor programs, advisory periods, clinical and counseling staff providing mental health support and resources, including group or individual counseling and consultation for students and families as needed. Supporting teachers and families with specific behavioral interventions and resources that address the function or concerning behaviors. Whole group and small group meetings).

- Designing opportunities where adults can connect, heal and build their capacity to support students.
    - a. School employees are supported in taking uninterrupted mindful breaks.
    - b. They are trained in self-care.
    - c. An Employee Assistance Program (EAP) operated through BOCES will provide support for staff. EAP is no cost to employees for in-the-moment emotional well-being support as well as for access to free and confident counseling sessions.
  
  - Creating a safe, supportive, and equitable learning environment that promotes all students' social-emotional wellness.
    - a. Prioritize time to integrate SEL into the school day through curriculum, explicit SEL instruction and practice (mind-up curriculum and mindful practice, Restorative justice approach to behavioral expectations and building relationships. Use the Collaborative for Academic, Social, and Emotional Learning CASEL to reference research-based program and practice. Use PBIS as a framework for positive schoolwide culture)
    - b. Practice and pedagogy will focus on the 5 SEL competencies:
      - i. Self-awareness
      - ii. Self-management
      - iii. Responsible decision making
      - iv. Relationship skills
4. Each school and/or district reopening plan addresses 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.
- Administration, instructional staff and support staff will participate in a series of professional learning workshops on SEL and mental health supports. Learning

experiences that develop capacity in trauma response, adverse childhood effects, culturally responsive teaching, empathetic and mindfulness are examples of topics offered and being offered.