



TO: Higher Education Committee
P-12 Education Committee

FROM: John L. D'Agati

Charles A. Szuberla, Jr.

SUBJECT: Update on Proposed Amendments to Sections 52.21 and 100.2(j) and Addition of a new Section 80-3.11 of the Commissioner's Regulations Relating to School Counseling, Certification Requirements for School Counselors and Program Registration Requirements for School Counselor Preparation Programs

DATE: June 11, 2015

AUTHORIZATION(S):

SUMMARY

Issue for Discussion

Should the Board of Regents amend sections 52.21 and 100.2, and add a new Section 80-3.11 to the Commissioner's Regulations relating to school counseling, certification requirements for school counselors and program registration requirements for school counselor preparation programs?

Reason(s) for Consideration

Review of policy.

Proposed Handling

This question will come before a joint meeting of the Higher Education Committee and the P-12 Education Committee for discussion at its June 2015 meeting.

Background Information

In October 2013, the P-12 Office of Student Support Services (P-12) and the Office of Higher Education (OHE) came before the Board with a discussion item relating to current requirements for school counselors. The item focused on a range of issues regarding the preparation of school counselors and the work and responsibilities of school counselors. As a result, the Board recommended that the Department create an advisory council and survey school counseling professionals.

The Department created a sixteen member School Counselor Advisory Council (SCAC), comprising eight school counselors from across New York State and eight representatives from school counselor preparation programs. In addition, membership included two New York State United Teachers representatives, and one United Federation of Teachers representative. The SCAC has been co-chaired by the Assistant Commissioner for P-12 Office of Student Support Services and the Executive Director for the Office of Postsecondary Access, Support and Success within the Office of Higher Education.

The first meeting of the SCAC was convened in February 2014 to recommend improvements to both school counseling preparation programs throughout New York State, as addressed in Commissioner's Regulations §80-2.3(b), and current comprehensive school guidance plans as addressed in Commissioner's Regulations §100.2(j). Two SCAC workgroups, one representing the P-12 community and another representing the higher education community, were established to focus on the following specific projects:

1. P-12: Develop recommendations incorporating updated language and specific requirements for developing a comprehensive, developmentally appropriate school counseling program for each student attending a New York State public school; and
2. OHE: Develop a recommendations for improving the preparation of school counselors, including:
 - Practicum/Internship;
 - Faculty Qualifications;
 - Ethics;
 - Technology;
 - Capstone;
 - Qualities and Characteristics of School Counselors; and
 - Credit hour requirements and coursework.

The P-12 and the OHE workgroups also created surveys which were distributed respectively to the P-12 and higher education practitioners. The survey results were compiled and analyzed by the Department and presented to the Board at the December

2014 meeting. In addition to the survey results, Department staff also presented to the Board a summary of the recommendations compiled from the New York State School Counselor Summit that was held in April 2014 in collaboration with the NYS School Counselor Association, New York State Association for College Admissions Counseling, and the New York Association of Counselor Education and Supervision. The event provided an opportunity for over 200 practitioners to identify issues that both promote and impede the development of effective, comprehensive, data-driven, standards-based practices, and to advance recommendations to implement best practices and enhance leadership.

In February 2015, the Council met to review P-12 and OHE workgroup recommendations for regulatory revisions to the Department. SCAC members also reviewed and provided comments on a draft memo to be sent to the 35 deans of school counseling programs. In April 2015, the memo was sent to the deans and included a list of the recommendations created by the SCAC as well as an invitation to offer feedback about the recommendations using an anonymous survey. OHE staff reviewed the feedback and final adjustments have been made and incorporated into the recommended regulatory revisions.

Current Realities

One of the critical roles of school counselors is to help move students toward college and career readiness. Recent studies have found that high achieving students from low-income families are often unfamiliar with the higher education enrollment process and find little support from the school counselor due, in many cases, to “caseloads” far exceeding the recommended one counselor for every 100-250 students. New York State currently has on average one school counselor for every 421 students. Some other large states have similar ratios. For example, Massachusetts has 428, Texas 469, and Florida 488. However, other states such as California and Arizona have ratios of over 800 students to 1 counselor.

An increasing number of counselors and national advocates prefer the term “school counselor” to the term “guidance counselor.” The growing trend is in response to counselors’ desire to be seen as professionals in an increasingly complex system, and their ability to work fluidly with all aspects within the system. The expected duties are more extensive than those practiced by vocational guidance counselors of the past, hence the feeling of many school counselors that the name of the profession should reflect its expanded roles. Just as “shop teachers” changed to “technology teachers,” and “Home Economics” changed to “Family and Consumer Science”, so “guidance counselor” changed to “school counselor” to reflect the changing roles and curricula.

In elementary schools, school counselors typically spend their time with children individually, in small groups, or in classrooms; thus having some connection with every student in the school. With the advent of systems thinking, the elementary school counselor now has a working relationship with students’ families and with community social agencies. Although the roles of school counselors vary among settings, common

tasks include individual counseling, small-group counseling, large-group or classroom presentations, involvement in school-wide behavior plans for promoting positive and extinguishing negative behaviors, and consulting with teachers, parents, and the community. Additional duties might include developing classroom management plans or behavior plans for individual students, such as conducting Student Support Team and Individual Education Plan meetings.

Like elementary school counselors, the roles of middle and high school counselors vary depending on the district and the school administrators. Counselors deal with a vast array of student issues – personal, academic, social, and career. School administrators sometimes assign counselors such responsibilities as class scheduling, discipline, and administration. These tasks can be integrated with the goals of school counseling, but can also dilute the time available for helping individuals. School counselors have played an integral role in assisting students and school administrators at working with students to apply for and complete new and specialized programs, such as Career and Technical Education Programs as well as Pathway model options. School counselors have the unique ability to take time with students to carefully explain college and career options and are a critical component to assisting students' becoming college, career, and citizen ready.

Proposed Regulations and Programmatic Changes

The P-12 recommended regulatory revisions (See Attachment A) and the school counselor preparation programs recommended regulatory revisions (See Attachment B) have been crosswalked to illustrate the links between preparation and delivery of programs in a comprehensive school counseling program (See Attachment C for the Crosswalk).

P-12: Highlights of the recommended revisions to Section 100.2(j) of the Commissioner's Regulations:

- School counseling services shall be conducted by certified school counselors
- The ratio of student to school counselor to the extent practicable should conform to nationally recognized standards
- Provide all students in P-12 public and non-public schools with annual individual progress review plans reflecting educational progress and career plans
- Comprehensive school counseling plans that are already updated annually should be made available on the district website
- Districts to establish a school counselor advisory council to review and advise on implementation of the school counseling program
- Change the word "guidance" program to "school counseling program"
- Use the title "School Counselor" rather than "Guidance Counselor"

**Current regulations only require school counselors for grades 7-12.*

OHE: Highlights of the recommended revisions to Section 52.21 and Part 80-3 of the Commissioner's Regulations:

- Phase-in the school counseling regulatory revisions for school counseling preparation programs over five years. The phase-in will provide institutions of higher education (IHEs) time to implement the new program requirements.
- By July 1, 2018, IHEs offering a school counseling preparation program leading to an initial certificate will be required to provide a minimum of 48 semester hours of graduate study in an approved school counseling program. The 48 hours of graduate study must be in each of the following eight core areas:
 1. foundations in professional school counseling including identity in leadership, responsibilities as a school counselor including advocacy, and ethical behavior;
 2. best practices for the profession and in school counseling programming including comprehensive school counseling program model and the use of technology in practice;
 3. supportive school climate and collaborative work with school, family, and community;
 4. address equity, advocacy and diversity in programming and in support for students including students with disabilities, learning challenges, and other special needs;
 5. student learning and assessment in child/youth development, individual differences including special needs, pedagogy, lesson planning, and NYS learning requirements;
 6. career development and college readiness;
 7. group and individual counseling theories and techniques for prevention, intervention, and responsive services; and
 8. research and program evaluation in advancing the school counseling program, its components and the profession.
- All programs must also include a minimum of 100 hours of P-12 school counseling practicum that includes a minimum of 40 direct contact hours in a P-12 school counseling program setting and a minimum of 600 hours in a P-12 school counseling internship that includes a minimum of 240 direct contact service hours in a P-12 school counseling program setting. Candidates seeking an initial certificate will also

be required to take and receive a satisfactory passing score on a NYSED approved certification exam.

- By July 1, 2020, IHEs offering a school counseling program leading to a professional certificate shall offer a minimum of 60 semester hours of graduate study in an approved school counseling program which leads to a master's or higher degree. The additional 12 hours of graduate study must be graduate course work that may include, but is not limited to: school psychology and mental health counseling; mentoring; working with students and families from financially disadvantaged areas; accessing community, state and federal support systems; coursework in a school building leader program or additional coursework in school climate and culture, equity and diversity in programming; understanding students progression including students with disabilities, learning challenges, pedagogy, lesson planning, and NYS learning requirements.
- On or after July 1, 2020, candidates seeking a professional school counselor certificate must meet the education and experience requirements described above for a professional certificate and will be required to satisfactorily complete three years of experience as a school counselor in New York State, or the substantial equivalent.
- Candidates are eligible for an internship certificate when they have completed at least one half of the semester hour requirements within the program as described in Section 80-5.9 of the Commissioner's Regulations.

Recommendation

With the approval of the Board of Regents, staff will engage in additional stakeholder consultation and submit to the Board of Regents at its September 2015 meeting proposed amendments required resources for discussion to implement these recommendations.

ATTACHMENT A

**Comparison of Existing and Proposed Commissioner’s Regulations
for Guidance Plans and School Counseling in Schools**

Current Section 100.2(j)	Proposed Amended Section 100.2(j)
<p>(j) Guidance programs.</p> <p>(1) Public schools. Public schools. Each school district shall have a guidance program for all students.</p> <p>(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.</p> <p>(ii) In grades 7-12, the guidance program shall include the following activities or services:</p> <p>(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;</p> <p>(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</p>	<p>(j) Comprehensive School Counseling programs.</p> <p>(1) Public schools. Each public school district shall provide a comprehensive developmental school counseling program, provided by a certified school counselor, to all P-12 students in every school, and shall ensure each P-12 student has access to a certified school counselor(s) using the certification title “School Counselor” as the job title.</p> <p>(i) In grades P-12 the comprehensive developmental school counseling program shall be developed by certified school counselor(s) and be based on and inclusive of the four systemic components of a comprehensive developmental school counseling program [Foundation, Delivery, Management, Accountability]:</p> <p>Foundation: the services of personnel certified or licensed as school counselors. program focus including program mission and vision statements, and program goals; student competencies including career/college, academic and social/emotional development student standards; school counselor competencies including the knowledge, attitudes and skills needed to support student competencies; school counselor professional ethical standards.</p> <p>Delivery (direct and indirect student services): an annual documented individual progress review plan completed for each student P-12 reflecting each student's educational progress and career plans; school counseling core curriculum instruction at each grade level addressing student competencies in career/college, academic and</p>

<p>teachers in cooperation with school counselors;</p> <p>(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 school social workers in cooperation with school counselors; and</p> <p>(d) the services of personnel certified or licensed as school counselors.</p>	<p>social/emotional domains conducted by personnel certified or licensed as school counselors;</p> <p>other direct student services including responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement 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 by certified or licensed school counselors</p> <p>indirect student services performed on behalf of students including referrals, consultation, collaboration, leadership, advocacy, and teaming.</p> <p>Management:</p> <p>development of school counselor competency and annual program assessments;</p> <p>school counselor/building leader program agreement completed annually and will include program objectives, activities, evaluation methods, and resources necessary to support positive student outcomes;</p> <p>school counseling program advisory council of representative stakeholders to meet twice a year to review and advise implementation of the school counseling program;</p> <p>school counseling program process, perception and outcomes/results data collection;</p> <p>school counseling program core curriculum and lesson plan development; and</p> <p>annual and weekly program calendars available on the district's website.</p> <p>Accountability:</p> <p>District and building level comprehensive plans are to be developed by certified school counselors and updated annually, available for review at the district office and school building, and made available on the district website.</p> <p>The plan shall include data analysis of program results, evaluation and improvement of program components, and closing-the-gap results reports; A program outcome results report and Advisory Council report will be submitted annually to the district board of education.</p>
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<p>(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 plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program</p>	<p>A school counselor annual professional performance review should be based on school counselor competencies and related school counseling program outcomes.</p> <p>School Counselor-Student Ratios required to support successful provision of a comprehensive school counseling program: Student to school counselor ratios should be related to comprehensive program delivery requirements, student need and related services provided: To support comprehensive school counseling program delivery with desired student outcome results, to the extent practicable, should conform to nationally recognized standards. When the services required of the school counselor include the provision of specific targeted program delivery (e.g., IEP directed counseling or ESL supportive services) the student to school counselor ratio should be reduced to accommodate the mandated service weekly requirements provided by the school counselor.</p> <p>(ii) Each school district shall develop a plan that sets forth the manner in which the district will 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 plan shall be filed in the district offices and shall be available for review by any individual and posted on the district webpage. The plan shall include all systemic components of a comprehensive developmental school counseling program as defined by this section.</p>
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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.

(2) Nonpublic schools. Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

(2) Nonpublic schools. Each nonpublic school shall provide a comprehensive developmental school counseling program for all students in grades P-12 and ensure each P-12 student has access to the program.

ATTACHMENT B

**Comparison of Existing and Proposed Commissioner's
Regulations for Higher Education**

Current Section 80-2.3

**Proposed Amended Section 52.21 and
new Section 80-3.11**

<p>Section 52.21 There are currently no requirements for registered school counselor programs</p> <p>Section 80-2.3 Certificates valid for pupil personnel service (school attendance teacher, school counselor, school dental hygiene teacher, school nurse-teacher, school psychologist and school social worker).</p> <p>Preparation: to obtain a certificate in a pupil personnel service, a candidate shall meet the requirements set forth in this section.</p> <p>(b) School counselor.</p> <p>(1) Provisional certificate.</p> <p>(i) The candidate shall hold a baccalaureate degree from a regionally accredited institution of higher education or from an institution approved by the department, and in addition shall have completed 30 semester hours of approved graduate study in the field of school counseling, including supervised practice in guidance.</p> <p>(ii) Time validity. The provisional certificate shall be valid for five years from date of issuance.</p> <p>(2) Permanent certificate. The candidate shall have completed, in addition to the requirements for the provisional certificate, two years of school experience in the field of pupil personnel services and 30 semester hours of graduate study in the field of school counseling. Within the total program of preparation, the candidate shall have been awarded a master's degree.</p>	<p>Amendments will be made to section 52.21 to establish program registration standards for school counselor programs leading to an initial certificate and professional certificate. A new section 80-3.11 will be added to create new certification requirements for an initial certificate and professional certificate in school counseling. These amendments will be based on the following new requirements:</p> <p><u>Programs Leading to Initial Certification.</u></p> <p>By July 1, 2018, IHEs offering a school counseling preparation program(s) leading to an initial certificate will be required to provide a minimum of 48 semester hours of graduate study in an approved school counseling program. The 48 hours of graduate study must be in each of the following eight core areas: (1) foundations in professional school counseling including identity in leadership, responsibilities as school counselor including advocacy, and ethical behavior; (2) best practices for the profession and in school counseling programming including comprehensive school counseling program model and the use of technology in practice; (3) supportive school climate and collaborative work with school, family, and community; (4) address equity, advocacy and diversity in programming and in support for students including students with disabilities, learning challenges, and other special needs; (5) student learning and assessment in child/youth development, individual differences including special needs, pedagogy, lesson planning, and NYS learning requirements; (6) career development and college readiness; (7) group and individual</p>
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counseling theories and techniques for prevention, intervention, and responsive services; (8) research and program evaluation in advancing the school counseling program and its components and the profession.

These programs must also include a minimum of 100 hours of P-12 school counseling practicum that includes a minimum of 40 direct contact hours in a P-12 school counseling program setting and a minimum of 600 hours in a P-12 school counseling internship that includes a minimum of 240 direct contact service hours in a P-12 school counseling program setting.

Candidates seeking an initial certificate will also be required to take and receive a satisfactory passing score on a NYSED approved certification exam.

Programs Leading to Professional Certification

By July 1, 2020 IHE's offering a school counseling program leading to a professional certificate shall offer a minimum of 60 semester hours of graduate study in an approved school counseling program that leads to a Master's or higher degree. The additional 12 hours of graduate study must be graduate course work that may include, but is not limited to, school psychology and mental health counseling, mentoring, working with students and families from financially disadvantaged areas, accessing community, state and federal support systems, coursework in a school building leader program or additional coursework in school climate and culture, equity and diversity in programming, understanding students progression including students with disabilities, learning challenges, pedagogy, lesson planning, and NYS learning requirements.

On or after July 1, 2020 candidates seeking a

	<p>professional school counselor certificate must (1) meet the education, experience and examination requirements described above, (2) obtain a master’s degree in school counseling, or the substantial equivalent and (3) will be required to satisfactorily complete three years of experience as a school counselor in New York State, or its substantial equivalent.</p> <p><u>Internship Certificates</u> Candidates are eligible for an internship certificate when they have completed at least one half of the semester requirements within the program as found under Regulation Section 80-5.9.</p> <p><u>Technical Amendments</u> Technical amendments will be made throughout Subpart 80-1, 80-2 and Subpart 80-3 will to reflect the changes above and to change the types of certificates from “provisional” to “initial” and from “permanent” to “professional” (resulting in the shift from section 80-2.3 to 80-3).</p> <p><u>Time Validity</u> The initial certificate is valid for five years. The professional certificate is valid for life.</p>
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ATTACHMENT C

Crosswalk of Proposed Commissioner’s Regulations for P-12 Comprehensive School Counseling Programs and Higher Education Preparatory Programs

This chart shows how the proposed Higher Ed regulations would support the proposed P-12 regulations

P-12 Proposed Section 100.2(j)	Higher Education Proposed Section 52.21
<p>(j) Comprehensive School Counseling programs.</p>	<p>Core Curriculum for Preparation</p>
<p>(1) Public schools. Each school district shall have a comprehensive developmental school counseling program for all students provided in every school for each grade level P-12 ensuring each student P-12 has access to the program provided by a certified school counselor(s) using the certification title “School Counselor” as job title.</p> <p>(i) In grades P-12 the comprehensive developmental school counseling program shall be developed by certified school counselor(s) and be based on and inclusive of the four systemic components of a comprehensive developmental school counseling program [Foundation, Delivery, Management, Accountability]</p>	<p>The school counselor preparation program will provide the opportunity and resources for the development of school counselor knowledge, skills, and abilities that will lead to certification. School counseling curriculum will address the four systemic components of a comprehensive school counseling plan. To achieve that goal, school counselor programs must align its coursework consistent with 8 core areas: (1) foundations in professional school counseling including identity in leadership, responsibilities as school counselor including advocacy, and ethical behavior; (2) best practices for the profession and in school counseling programming including comprehensive school counseling program model and the use of technology in practice; (3) supportive school climate & collaborative work with school, family, and community; (4) address equity, advocacy and diversity in programming and in support for students including students with disabilities, learning challenges, and other special needs; (5) student learning and assessment in child/youth development, individual differences including special needs, pedagogy, lesson planning, and NYS learning requirements; (6) career development and college readiness; (7) group and individual counseling theories and techniques for prevention, intervention, and responsive services; and (8) research and program evaluation in advancing the school</p>

	counseling program and its components and the profession.
<p>1. Foundation:</p> <p>a) the services of personnel certified or licensed as school counselors;</p> <p>b) program focus including program mission and vision statements, and program goals;</p> <p>c) student competencies including career/college, academic and personal/social development student standards;</p> <p>d) school counselor competencies including the knowledge, attitudes and skills needed to support student competencies; and</p> <p>e) school counselor professional ethical standards.</p>	<p>Core Areas for Preparation</p> <ul style="list-style-type: none"> • Foundations in professional school counseling including identity in leadership, responsibilities as school counselor including advocacy, and ethical behavior • Career development and college readiness; and • Student learning and assessment in child/youth development, individual differences including special needs, pedagogy, lesson planning, and NYS learning requirements • Research and program evaluation in advancing the school counseling program and its components and the profession. • Foundations in professional school counseling including identity in leadership, responsibilities as school counselor including advocacy, and ethical behavior
<p>2. Delivery (direct and indirect student services):</p> <p>a) an annual documented individual progress review plan completed for each student P-12 reflecting each student's educational progress and career plans;</p> <p>b) school counseling core curriculum instruction at each grade level to help students learn about various careers and about career planning skills addressing student competencies in career/college, academic and personal/social domains conducted by personnel certified or licensed as school counselors;</p>	<p>Core Areas for Preparation</p> <ul style="list-style-type: none"> • Best practices for the profession and in school counseling programming including comprehensive school counseling program model and the use of technology in practice; • Student learning and assessment in child/youth development, individual differences including special needs, pedagogy, lesson planning, and NYS learning requirements; and • Career development and college readiness

<p>c) direct student services including responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement 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 by certified or licensed school counselors; and</p> <p>d) indirect student services performed on behalf of students including referrals, consultation, collaboration, leadership, advocacy, and teaming.</p>	<ul style="list-style-type: none"> • Group and individual counseling theories and techniques for prevention, intervention, and responsive services • Foundations in professional school counseling including identity in leadership, responsibilities as school counselor including advocacy, and ethical behavior; and • Supportive school climate & collaborative work with school, family, and community
<p>3. Management:</p> <p>a) development of school counselor competency and annual program assessments;</p> <p>b) school counselor/building leader program agreement completed annually and will include program objectives, activities, evaluation methods, and resources necessary to support positive student outcomes;</p> <p>c) school counseling program advisory council of representative stakeholders to</p>	<p>Core Areas for Preparation</p> <ul style="list-style-type: none"> • Student learning and assessment in child/youth development, individual differences including special needs, pedagogy, lesson planning, and NYS learning requirements • Research and program evaluation in advancing the school counseling program and its components and the profession; and • Best practices for the profession and in school counseling programming including comprehensive school counseling program model and the use of technology in practice; and • Student learning and assessment in child/youth development, individual differences including special needs, pedagogy, lesson planning, and NYS learning requirements • Supportive school climate & collaborative work with school, family, and community

<p>meet twice a year to review and advise implementation of the school counseling program;</p> <p>d) school counseling program process, perception and outcomes/results data collection;</p> <p>e) school counseling program core curriculum and lesson plan development; and</p> <p>f) annual and weekly program calendars made available on the district's website.</p>	<ul style="list-style-type: none"> • Foundations in professional school counseling including identity in leadership, responsibilities as school counselor including advocacy, and ethical behavior; and • Research and program evaluation in advancing the school counseling program and its components and the profession • Student learning and assessment in child/youth development, individual differences including special needs, pedagogy, lesson planning, and NYS learning requirements • Best practices for the profession and in school counseling programming including comprehensive school counseling program model and the use of technology in practice
<p>4. Accountability:</p> <p>a) District and building level comprehensive plans are to be developed by certified school counselors and updated annually, available for review at the district office and school building, and made available on the district website.</p> <p>b) The plan shall include data analysis of program results, evaluation and improvement of program components, and closing-the-gap results reports;</p> <p>c) A program outcome results report and Advisory Council report will be submitted annually to the district board of education.</p>	<p>Core Areas for Preparation</p> <ul style="list-style-type: none"> • Best practices for the profession and in school counseling programming including comprehensive school counseling program model and the use of technology in practice • Research and program evaluation in advancing the school counseling program and its components and the profession • Supportive school climate & collaborative work with school, family, and community; and • Foundations in professional school counseling including identity in leadership, responsibilities as school counselor including advocacy, and ethical behavior; and • Research and program evaluation in advancing the school counseling program and its components and the profession.

<p>d) A school counselor annual professional performance review should be based on school counselor competencies and school counseling program outcomes.</p>	
<p>School Counselor-Student Ratios required to support successful provision of program:</p> <p>Student to school counselor ratios should be related to comprehensive program delivery requirements, student need and related services provided:</p> <p>a) To support comprehensive school counseling program delivery with desired student outcome results, a student to school counselor to the extent practicable, should conform to nationally recognized standards;</p> <p>b) When school counselor role includes provision of a specific targeted program delivery (e.g., IEP directed counseling or ESL supportive services), the student to school counselor ratio should be adjusted to accommodate the mandated service weekly requirements being provided by the school counselor.</p>	
<p>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 plan shall be filed in the district offices and shall be available for review by any individual and posted on the district webpage. The plan shall present program objectives; include all systemic components of a comprehensive developmental school</p>	<p>Core Areas for Preparation</p> <ul style="list-style-type: none"> • Foundations in professional school counseling including identity in leadership, responsibilities as school counselor including advocacy, and ethical behavior; • Best practices for the profession and in school counseling programming including comprehensive school counseling program model and the use of technology in practice; • Supportive school climate & collaborative work with school, family, and community; • Addressing equity, advocacy and

<p>counseling program as reflected in (i) [items listed in previous cells in this column].</p>	<p>diversity in programming and in support for students including students with disabilities, learning challenges, and other special needs;</p> <ul style="list-style-type: none"> • Student learning and assessment in child/youth development, individual differences including special needs, pedagogy, lesson planning, and NYS learning requirements; • Career development and college readiness; • Group and individual counseling theories and techniques for prevention, intervention, and responsive services; • Research and program evaluation in advancing the school counseling program and its components and the profession
<p>Nonpublic schools. Each nonpublic school shall provide a comprehensive developmental school counseling program for all students in grades P-12, provided for each grade level, and ensuring each student in grades P-12 has access to the program.</p>	