

School Counselor Update

Board of Regents Meeting

**Joint P-12 Education and Higher
Education Committees**

November 14, 2016

Background

- **October 2013:** Board of Regents directed the Department to establish a School Counselor Advisory Council and conduct a survey to receive feedback from the field on amending Commissioner's regulations
- **February 2014:** School Counselor Advisory Council (SCAC) was established
- **April 2014:** School Counselor Summit was held - 250+ attended from across the State and nation representing P-12 and higher education institutions
- **May 2014:** field surveys were conducted by SCAC and distributed to P-12 administrators and school counselors as well as to institutions of higher education

School Counselor Advisory Council Members

Raymond Bryant – Retired Superintendent

Stuart Chen-Hayes – CUNY Lehman College

Jessica Cooper -- Mount Markham Middle School

Christine Curcio – St. John's Preparatory High School

Barbara Donnellan -- Lindenhurst High School

Ann Hall -- Middletown High School

Deborah Hardy -- Somers School District

Lois Herrera – NYC Department of Education

Julie Hogan – SUNY Plattsburgh

Gloria Jean -- College of St. Rose

School Counselor Advisory Council Members

Andrew Livanis – Long Island University

John Mrozek – Hamburg Central School District

Summer Reiner -- SUNY Brockport

Kent Rinehart – Marist College

David Rothfuss – NYS United Teachers

Bonnie Rubenstein – University of Rochester

Vanessa Sparks – NYC Department of Education

Rosemary Thompson – United Federation of Teachers

Cynthia Walley – CUNY Hunter

Martha Younger -- Buffalo Public School District

Background (continued)

December 2014: Provided the Board of Regents with a status update and presented highlights of proposed amendments to Commissioner's regulations, based on discussions to date

September 2015: Presented proposed amendments to Commissioner's regulations to the Board

February 2016: Issued proposed amendments to Commissioner's regulations with a 45-day public comment period (*received over 1,000 comments*)

Background (continued)

March 2016: Meeting with the United Federation of Teachers and New York State United Teachers

May 2016: First Meeting with larger stakeholder group - United Federation of Teachers, New York State United Teachers, New York State School Social Workers' Association, the New York Association of School Psychologists, and the New York State School Counselor Association.

September 2016: Second Meeting with the larger stakeholder group (see representatives above)

November 2016: The Department proposes revised amendments to Commissioner's regulations

NYS Safe Schools Task Force Recommendations

Safe Schools Task Force Recommendations presented to the Board in September 2014

Number one recommendation of 36 (in priority order) was *“to advocate for investment and expansion of support staff in schools, including school counselors, social workers, psychologists, nurses, and attendance staff.”*

Student Forum held in February 2014

Students’ recommendations included *“there should be more school counselors in school buildings for students to turn to.”*

Higher Ed Regulatory Proposed Revisions

Part 80-3.11 Certification: *On or after September 2, 2022*

- Candidates seeking an initial school counselor certificate
 - must complete a NYSED approved graduate school counselor program (minimum of 48 semester hours) or complete 48 semester hours of graduate school counseling coursework in six core areas and the subareas for these core areas
 - complete a 100-hour practicum and a 600-hour internship as described in section 52.21 (d)
 - must take and receive a satisfactory passing score on a NYSED approved certification exam, if available

Higher Ed Regulatory Proposed Revisions

Part 80-3.11 Certification: *On or after September 2, 2022*

Candidates seeking a professional school counselor certificate

- must complete a school counselor program registered by the Department pursuant to section 52.21 (d)
- or complete a minimum of 60 semester hours of graduate study acceptable to the Department in each of the eight core areas and the subareas
- complete a 100-hour practicum and a 600-hour internship as described in section 52.21 (d)
- earn a master's degree in school counseling
- satisfactorily complete three years of experience as a school counselor

Higher Ed Regulatory Proposed Revisions

Part 52.21 (d) Program Registration:

By September 1, 2020, school counseling programs leading to

- Initial certificate
 - provide a minimum of 48 semester hours of graduate study in an approved school counseling program and in six core areas, and the subareas for these core content areas
- Professional certificate
 - provide a minimum of 12 additional semester hours in two other core areas of graduate study in an approved certificate of advance study

Higher Ed Regulatory Proposed Revisions

Part 52.21 (d) Program Registration:

By September 1, 2020, school counseling programs leading to

- Initial/ professional certificates
 - must provide a minimum of 60 semester hours of graduate study in an approved school counseling program which leads to a master's or higher degree and in the eight core areas
 - must be accredited

Higher Ed Regulatory Proposed Revisions

Part 52.21 (d) Program Registration:

By September 1, 2020, Programs leading to initial and initial/professional certificates in school counseling must:

- Include 100-hour Practicum with 40 hours in direct student services
- Include 600-hour Internship with 240 hours in direct student services
- Be accredited

Higher Ed Regulatory Proposed Revisions

The Eight Core Areas Based on Council for Accreditation of Counseling & and Related Educational Programs (CACREP) School Counseling Standards

1. Foundations in professional school counseling including identity in leadership and 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. Equity, advocacy and diversity in programming and in support for students including students with disabilities, learning challenges, and other special needs

Higher Ed Regulatory Proposed Revisions

The Eight Core Areas (continued)

5. Child growth, development, and student learning including using assessments for identification of individual differences, learning barriers, and contributing to and support of student learning
6. Group and individual counseling theories and techniques for prevention, intervention, and responsive services
7. Career development and college readiness
8. Research and program evaluation in advancing the school counseling program and its components and the profession

Revisions to the Originally Proposed Amendments to Commissioner's Regulations

Highlights of the Revisions (*September 2015 version compared to the November 2016 version*):

- Career Development and College Readiness
- Student to School Counselor Ratios
- The American School Counselor Association Model (ASCA)
- Grade Level Requirement Changed From P-12 To K-12
- Comprehensive Developmental School Counseling Program
- Title – Certified School Counselor
- Individual Annual Progress Review Plans
- Scope of Practice of Pupil Personnel Service Providers

Revisions to the Originally Proposed Amendments to Commissioner's Regulations

Career Development and College Readiness

September 2015:

Required six of the eight core content areas for initial but did not include career development and college readiness as one of the six.

November 2016:

The six core content areas for the initial certificate have been revised to, in lieu of content in best practices for implementing a school counseling program, require content in career development and college readiness, including use of a variety of research-based school counseling approaches to provide services to meet the career needs of all students. Best practices for implementation have been transferred to the core content areas required for a professional certificate.

Revisions to the Originally Proposed Amendments to Commissioner's Regulations

Student to School Counselor Ratios

September 2015:

Student to School Counselor Ratios were included in the proposed regulations and stated, "A successful comprehensive school counseling program should have a goal of achieving, to the extent practicable, the ratios for certified school counselors to students that conform to the ASCA standards."

November 2016:

Student to School Counselor ratios have been deleted from the proposed amendments to the Commissioner's regulations; however, schools will be encouraged to meet these recommended ratios through guidance from the Department.

Revisions to the Originally Proposed Amendments to Commissioner's Regulations

The American School Counselor Association Model (ASCA)

September 2015:

Required the school counseling programs to address multiple student competencies in accordance with the ASCA Model including career/college readiness standards, and academic and social/emotional development standards as well as other comparable national and/or New York State recognized standards.

November 2016:

The Department revised the regulation to remove the reference to the ASCA Model and standards and will, instead, encourage the use of such standards through guidance.

Revisions to the Originally Proposed Amendments to Commissioner's Regulations

Grade Level Requirement Changed From P-12 To K-12:

September 2015

Each school district shall have a comprehensive developmental school counseling program for all students in prekindergarten through grade 12.

November 2016

Each school district shall have a comprehensive developmental school counseling/guidance program for all students in kindergarten through grade 12.

Revisions to the Originally Proposed Amendments to Commissioner's Regulations

Comprehensive Developmental School Counseling Program

September 2015:

Proposed amendments referred to the school counseling program as the Comprehensive School Counseling Program.

November 2016:

Revisions to the proposed amendments added the word “guidance” so it reads “Comprehensive School Counseling/Guidance Program” to make explicitly clear that this regulation only addresses school counseling within the scope of the “comprehensive developmental school counseling/guidance program.”

Revisions to the Originally Proposed Amendments to Commissioner's Regulations

Title – Certified School Counselor

September 2015

The proposed amendments continued the title of School Counselor identical to the title used in the current Commissioner's regulations § 100.2 (j).

November 2016

The Department received feedback requesting the title be revised throughout the regulations to say “school counselor/guidance counselor.” After internal discussions, the Department added language in the beginning of Commissioner's regulation § 100.2 (j) stating, “pursuant to Part 80 of the Commissioner's regulations, for the city school district of the City of New York and the city school district of Buffalo, certified school counselor, shall include “licensed guidance counselors”.

Revisions to the Originally Proposed Amendments to Commissioner's Regulations

Individual Annual Progress Review Plans

September 2015

Provide an annual individual progress review plan for each student, Prekindergarten – grade 12, which shall reflect each student's educational progress and career plans. For students in grades prekindergarten through six, a progress review plan may be provided for each student individually or with small groups.

November 2016

In response to public comment, the regulation has been revised to now only require individual progress review plans for students in grades 6-12.

The current regulations require individual progress review plans for students in grades 7-12.

Revisions to the Originally Proposed Amendments to Commissioner's Regulations

Scope of Practice of Pupil Personnel Service Providers

September 2015

There was no language in Commissioner's regulations § 100.2 (j) that referenced the scope of practice for pupil personnel service providers.

November 2016

Additional language was included to ensure that nothing within Commissioner's regulation § 100.2(j) would 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.

Next Steps

1. The Department will issue the revised Rule which will begin a 30-day public comment period.
2. It is anticipated that the proposed Rule will be presented for permanent adoption at the February 2017 Board meeting.
3. If adopted at the February 2017 meeting, the proposed Rule will become effective on July 1, 2017.

Questions?

