

## Counselors Update, April 2015

The Board of Regents is expected to consider changes to counseling education and certification. They are also expected to consider the adoption of the ASCA National Model standards and planning guidance.

### Planning

SED has issued a reminder that District Guidance Plans are a requirement and requested all districts to have their plan posted on their website by June 30, 2015. The requirement that plans be posted to the website is, in fact, a recommendation and not a requirement (at this time). Expectations for these plans are changing as New York moves to the National Model, which means that districts have both a short term and a long term planning trajectory. In the short term, districts are supposed to have plans in place. In the long term, districts should develop plans that are aligned with the National Model. Districts are not advised to invest too much time to develop a plan in the present format. Rather, districts should consider the development of a process through which a new comprehensive counseling plan will be developed during 2015-2016 (and annually reviewed and updated).

At the present time, these are the expectations for a guidance plan ([CR 100.2j](#)):

- What is the program? What are the program objectives?
- Who delivers the program?
- How are you doing it?
- When do the programs occur?
- How do you know the program is successful?
- When/by whom is your plan reviewed annually?

*This chart identifies the parts that have to be defined, according to CR 100.2j:*

<b>K-6</b> (in coordination with classroom teachers)	<b>7-12</b> (personnel certified or licensed as school counselor)
1. Preparation for current and future educational programs	1. Annual review of student program and progress (Individually or small group)
2. Support for attendance, academic, behavioral, problems	2. Career exploration and post-secondary planning (can be in partnership with classroom teacher)
3. Education: child sexual abuse	3. Advisory and individual or group counseling
	4. Support for attendance, academic, behavioral, adjustment problems
	5. Encouraging parent involvement

Once the present plan requirements have been fulfilled, it might be a good idea to begin planning for a more thorough planning process to take place during the 2015-2016 school year. *The OCM BOCES Instructional Support Services (Youth Development) department will be providing training and support for ACCA's national model. Additionally, information about the National Model will be included in the November 3<sup>rd</sup> event for school counselors.*

## **Credentials**

Changes to Part 80-2.3 of the Commissioner's Regulations that are being considered include the following:

- A minimum of 48 credits for a master's degree with specific required coursework.
- A minimum 100-hour practicum, and a minimum 600-hour internship in a P-12 school setting supervised by a certified school counselor; and
- A renewable five-year school counseling certificate, with 175 hours of required professional development.

## **Professional Development**

Annual professional development could include:

- A requirement that current school building leaders receive training on comprehensive school counseling program model and the role of a school counselor before evaluating the school counselors under their supervision; and
- Training sufficient to ensure that the school counselor and school counseling program evaluation process is based on an on-going comprehensive school counseling program.