ACKNOWLEDGEMENTS

The New York State School Counselor Association developed this document in the spring of 2015 to support school districts in New York State seeking assistance with the annual update of their “Guidance Plan” per 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.

On January 23, 2015, in a communication to school superintendents from Renee Rider, New York State Education Department Assistant Commissioner, Office of Student Support Services, school districts were requested to post their guidance plan on their district website by March 1, 2015. This deadline was later extended to June 30, 2015. Since no regulation requires the posting of guidance plans, this was acknowledged as a request only. But the request did alert school districts to evaluate the status of their written plan which led to requests for support in the form of templates and examples.

Concurrently, the New York State Board of Regents is expected to discuss revised regulations regarding school district school counseling program requirements as early as May 2015. These revisions are expected to include most if not all components of the National Model for school counseling programs published by the American School Counselor Association, revised in 2012. Therefore, any effort put towards revision of a district’s guidance plan is best done in the context of the National Model to facilitate eventual transition to revised regulation requirements.

This document is designed to assist with the annual review of a district’s guidance plan in terms of compliance with current regulation Part 100.2(j) set in the context of the National Model. It serves as temporary training materials that will become part of complete training materials once new regulations are adopted and an implementation timeline is established.

We’d like to express our appreciation to the school districts who gave permission to cite their school counseling program document: Rochester City School District, Auburn Enlarged City School District, New Paltz Central School District, and Somers Central School District.

Thank you to the members of the New York State School Counselor Association Model Revision Committee who assisted in the preparation of these materials:

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INTRODUCTION

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.

NYSED Commissioner’s Regulation Part 100.2(j) require school counseling programs include the following:

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; and,
   - 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 student’s 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; and,
- provisions for the annual assessment of program results.

No specified format exists or is currently provided by the New York State Education Department Office of Student Support Services; therefore, how a district chooses to write their plan can be individualized. NYSSCA’s templates are one way to write and review your guidance plan with the added benefit of seeing not only how well your district has implemented current regulations but also how it will align with the **ASCA National Model** (revised 2012).
How to Use This Brief Framework

New York State Education Department (NYSED) Commissioner’s Regulation Part 100.2(j) regarding school districts’ “guidance program,” has remained in effect unchanged since first implemented in the 1970’s. A simple grid template reflecting the required contents (program objectives, activity or service, staff and other resources, and assessment of program results) was distributed by the NYSED Bureau of Guidance, which was dissolved in the 1990’s. Therefore, regardless of when your program plan was last fully reviewed and updated, it most likely contains the required components in an acceptable format for purposes of regulation compliance.

In 2005, the New York State School Counselor Association (NYSSCA) published the New York State version of the American School Counselor Association (ASCA) National Model, which was first published in 2003 and revised most recently in 2012. Since 2005, NYSSCA has hosted annual workshops and conferences throughout New York State with information on how to update your program from “guidance” into “comprehensive school counseling” to reflect and include national professional school counseling program standards as described in the ASCA National Model. So, it is likely that your guidance plan, now more appropriately called your school counseling program, also reflects at least some of these advances in the delivery of school counseling services if your school district has been supporting professional development opportunities for its school counselors.

This document is an introductory version of a complete framework to be published following NYSED Board of Regents adoption of revised school counseling program regulations. This document was designed to be used as a reference guide; so, where to begin in the process of revising and updating will vary by school district.

Here are some suggested ways to get started:

- **Part 100.2(j) Compliance**: reference document 3 *NYSED Regulation Implementation Assessment* - To assess compliance with Part 100.2(j) regulation requirements, you may start with reference document 3 *NYSED Regulation Implementation Assessment*. This will help determine if any required program components are absent and require attention. Each item is given a score from 1 to 4, with 1 indicating “None” up to 4 indicating “In Full Practice.” The highest possible score is 100.

- **Program Activities & Services**: reference document 10 *Comprehensive School Counseling Program Map* - Many plans were first developed by focusing on the activities and services already being delivered; this same process can be facilitated by starting with reference document 10 *Comprehensive School Counseling Program Map*. By completing columns of required components (indicated with an asterisk), you will quickly see if any require attention. The additional columns reflect comprehensive school counseling program components; completing them provides focus on where to update in anticipation of revised regulations.
• **Student Standards:** reference document 5 *ASCA Student Mindsets and Behaviors* (2014)
  If you have a thorough list of activities and services but have not indicated which student standard they address, you may start by reviewing reference document 5 - *ASCA Student Mindsets and Behaviors* (2014). Likewise, if your program currently uses ASCA Student Standards (2003), you may want to review this reference document to become familiar with more current student standards.

• **School Counseling Program Vision, Mission and Goals:** reference document 4 *Sample Program Vision, Mission and Goals* – These are not required components for current regulations but are a foundation for implementing the ASCA National Model. Samples from rural, suburban, urban and small city school districts in New York State are included in reference document 4 *Sample Program Vision, Mission and Goals*. Additional materials regarding developing your vision, mission and program goals are available through ASCA at [www.schoolcounselor.org](http://www.schoolcounselor.org).

• **School Counselor Professional Standards:** reference documents 7 *ASCA School Counselor Competencies* (2012) and 8 *ASCA Ethical Standards* (2010) - These are not required components for current regulations but are foundations for implementing the ASCA National Model. They can be used by school counselors to self-assess strengths and professional development needs, as well as inform building and district leaders on the skills, knowledge, abilities and skills, and attitudes needed by school counselors when developing and delivering a comprehensive school counseling program. Additional materials are available through ASCA at [www.schoolcounselor.org](http://www.schoolcounselor.org).

Whether you are in a suburban, rural, small city or urban area, we recommend you develop your district’s plan along with other school counselors in your county or BOCES region. There are many commonalities to find in school counseling programs from district to district, county to county, region to region. Developing a common “language” of comprehensive school counseling programs that your professional network knows, understands and uses provides a supportive, collegial environment.

Rural districts may consider developing a “county-wide” program plan within which each school district adds their particular goals based on student need. This collaborative method offers particular support to those who may be the only school counselor in their district.

NYSSCA’s mission is to unite, represent, and support professional school counselors in New York State as they provide academic, social/emotional, and career development services for their students. Our vision is for every student in New York State to have access to a certified school counselor who is empowered with the knowledge, skills, connections, and resources to promote student success in the school, the home, the community, and the world.

NYSSCA will continue to develop professional development opportunities throughout the state and connect school counselors with resources. If your area or school district has particular needs not addressed by this brief document, please contact NYSSCA at [info@NYSSCA.org](mailto:info@NYSSCA.org) or visit our website at [www.NYSSCA.org](http://www.NYSSCA.org).
REFERENCES DOCUMENTS:

1. Sample Plan Format
2. NYSED Regulation on Guidance Plans Part 100.2(j)
3. NYSED Regulation Implementation Assessment
4. Sample Program Vision, Mission and Goals
5. NYSED Career Development and Occupational Studies (CDOS) Student Standards
6. ASCA Student Mindsets and Behaviors (2014)
7. ASCA School Counselor Competencies (2012)
8. ASCA Ethical Standards (2010)
9. ASCA National Model Executive Summary
10. Comprehensive School Counseling Program Map
NYSSCA Reference Document 1:

SAMPLE PLAN FORMAT

School District
P-12 Comprehensive School Counseling Program
District Guidance Plan
School Year

A. INTRODUCTION
1. Brief description of school district
2. Board of Education vision & mission statements and district goals
3. K-12 Counseling Program Overview
4. List of department members, principal(s) and district administrative supervisor

B. FOUNDATION/MANAGEMENT:
1. NYSED Regulation Part 100.2(j) (Ref. 2)
2. School Counseling Program vision, mission & goals (Ref. 4)
3. Student standards:
   i. ASCA Student Mindsets/Behaviors (replaces ASCA Student Competency Standards) (Ref. 6)
   ii. NYSED CDOS (Ref. 5)
4. School counselor professional standards
   i. ASCA Professional School Counselor Competencies (2012) (Ref. 7)
   ii. ASCA Ethical Standards (2010) (Ref. 8)

C. DELIVERY/ACCOUNTABILITY: School Counseling Program Map (Ref. 10)
1. *Program activity or service
2. *NYSED Regulation being met (Ref. 3)
3. *Program objective
4. Student Standards (Ref. 5, 6)
5. Timeline
6. Student Focus
7. *Staff & resources needed
8. District/Program goal
9. *Assessment

(*required criteria per Part 100.2(j) regulation)
(1) Public Schools. Each school district shall have a guidance program for all students.

   (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.

   (ii) In grades 7-12, the guidance program shall include the following activities or services:

       (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;

       (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 teachers in cooperation with school counselors;

       (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 schools social workers in cooperation with school counselors; and

       (d) the services of personnel certified or licensed as school counselors.

   (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 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. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.
NYSSCA Reference Document 3:

This was developed to help you assess your school district’s level of implementation of current NYSED regulations and provide a simple coding for with Reference Document 10 Comprehensive School Counseling Program Map

<table>
<thead>
<tr>
<th>NYSED REGULATIONS PART 100.2(j) IMPLEMENTATION ASSESSMENT</th>
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<tbody>
<tr>
<td>IMPLEMENTATION RATING</td>
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<tr>
<td>------------------------</td>
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<tr>
<td>Each district shall have a guidance program for all students:</td>
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<tr>
<td>(i) The K-6 school counseling program:</td>
</tr>
<tr>
<td>(i.1) is designed in coordination with the teaching staff</td>
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<tr>
<td>(i.2) prepares students to participate effectively in their current and future educational programs</td>
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<tr>
<td>(i.3) includes interventions for students with attendance problems</td>
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<td>(i.4) includes interventions for students with academic problems</td>
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<td>(i.5) includes interventions for students with behavioral problems</td>
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<tr>
<td>(i.6) includes interventions for students with adjustment problems</td>
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<tr>
<td>(i.7) educates students concerning avoidance of child sexual abuse</td>
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<tr>
<td>(i.8) encourages parental involvement</td>
</tr>
<tr>
<td>(ii) The 7-12 school counseling program is delivered by school counselors with the assistance of teachers and other staff</td>
</tr>
<tr>
<td>(ii.1) includes the services of personnel certified or licensed as school counselors</td>
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<tr>
<td>(ii.2) includes an annual review of each student’s educational progress and career plans by a certified school counselor</td>
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<tr>
<td>(ii.3) includes instruction at each grade level to help students learn about careers &amp; career planning skills</td>
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<tr>
<td>(ii.4) includes other advisory and individual and/or group counseling provided by school counselors; or school psychologists or school social workers in cooperation with school counselors</td>
</tr>
<tr>
<td>(ii.4.1) enables students to benefit from the curriculum</td>
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<tr>
<td>(ii.4.2) provides interventions for students with attendance problems</td>
</tr>
<tr>
<td>(ii.4.3) provides interventions for students with academic problems</td>
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<tr>
<td>(ii.4.4) provides interventions for students with behavioral problems</td>
</tr>
<tr>
<td>(ii.4.5) provides interventions for students with adjustment problems</td>
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<tr>
<td>(ii.4.6) provides advisement on developing and implementing postsecondary education and career plans</td>
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<tr>
<td>(ii.4.7) encourages parental involvement</td>
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<td>(iii) The school district plan:</td>
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<td>(iii.1) is filed in district office and available for review by any individual</td>
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<td>(iii.2.1) includes program objectives which describe expectations of what students will learn from the program</td>
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<tr>
<td>(iii.2.2) includes activities to accomplish the objectives</td>
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<tr>
<td>(iii.2.3) includes specification of staff members and other resources assigned to accomplish objectives</td>
</tr>
<tr>
<td>(iii.2.4) includes provisions for the annual assessment of program results</td>
</tr>
<tr>
<td>(iii.3) is reviewed annually and revised as necessary</td>
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</tbody>
</table>

**Subscores**

**Total Score (highest possible is 100)**
NYSSCA Reference Document 4: Sample Program Vision, Mission and Goals

Rochester City School District: serving 28,936 students in an urban area in Monroe County in upstate NY. In 2013-14, 90% of students were considered economically disadvantaged (NYS Report Card).

Vision: Every student will acquire the academic, career and personal/social skills to reach their fullest educational potential and successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others.

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 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.

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.

Auburn Enlarged City School District: Serving 4234 students in a small city in Cayuga County in the Finger Lakes region of upstate NY. In 2013-14, 49% of students were considered economically disadvantaged (NYS Report Card).

Vision: Students will be prepared with the knowledge and the skills to reach their individual postsecondary academic, career and personal/social goals. They will have achieved the necessary skills to enter higher education, military or the work force – college and career ready.

Mission: The mission of the Auburn Enlarged City School District School Counselors is to provide equitable access to all aspects of the comprehensive school counseling program. Though our programs, students will receive academic, career and personal/social counseling services that will help them meet the challenges of the 21st century.

Goals: • increase the use of student database (SchoolTool) by 7th and 8th grade students.
• decrease the rate of 9th grade students failing two or more core subjects.

New Paltz Central School District: Serving 2,246 students in Ulster County in the rural Mid-Hudson, NY, region. In 2013-14, 21% of students were considered economically disadvantaged (NYS Report Card).

Mission: In support of the district’s mission and goals, the counseling staff’s mission is to assist students in the recognition and development of their unique abilities by encouraging an individual approach to educational and career goals, respect for diversity, and the development of effective personal/social relationships.

Objectives: • To prepare students to participate effectively in the current educational program and in life;
• To prepare students to participate effectively in their future educational program and their lives;
• To help students who exhibit attendance problems;
• To help students who exhibit academic problems;
• 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.

Somers Central School District: Serving 3312 students in a suburban area of Westchester County in the lower Hudson region of NY. In 2013-14, 7% of students were considered economically disadvantaged (NYS Report Card).

Mission: We, the Somers School District Counseling Department, will nurture our school community by advocating for and promoting a healthy learning environment in order to ensure individual student success in current and future endeavors.

Vision: An excellent school counseling program ensures that the importance of each student is recognized. We will make a concerted effort to communicate and demonstrate our concerns and commitment for each student. As a result, each student will feel that he or she is valued as a member of the school community. In an exemplary counseling department:
• Attention is focused on facilitating the successful transition of our students between the four schools.
• Each student and family is provided the information, assistance, and support that enable him or her to develop personalized educational and career goals.
• The social-emotional well-being and academic progress of each child are continually monitored, and appropriate services are initiated as needed.
• The resources of the department are available to individual students, families, classes, grade levels, and teachers.
• Professional learning is encouraged and supported in a collaborative environment.
NYSSCA Reference Document 5:

NYSED Career Development & Occupational Studies (CDOS) Student Standards

STANDARD 1: Career Development - Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

1.1 Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

STANDARD 2: Integrated Learning - Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

2.1 Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

STANDARD 3a: Universal Foundation Skills - Student will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

3a.1 Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.

3a.2 Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

3a.3 Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

3a.4 Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

3a.5 Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

3a.6 Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

3a.7 Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

3a.8 Systems skills include the understanding of and ability to work within natural and constructed systems.

STANDARD 3b: Career Majors - Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

B/IS Business/Information Systems: Core, Specialized, and Experiential
HS Health Services: Core, Specialized, and Experiential
E/T Engineering/Technologies: Core, Specialized, and Experiential
HPS Human and Public Services: Core, Specialized, and Experiential
NAS Natural and Agricultural Sciences: Core, Specialized, and Experiential
A/H Arts/Humanities: Core, Specialized, and Experiential

NYSSCA Reference Document 6:

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Download from http://www.ascanationalmodel.org/Ascanationalmodel/media/ANM-templates/M-BProgramPlanningTool.pdf

NYSSCA Reference Document 7:

The ASCA School Counselor Competencies

Available at: https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf

NYSSCA Reference Document 8:

The ASCA School Counselor Ethical Standards

Available at: http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf

NYSSCA Reference Document 9:

The ASCA National Model:
A Framework for School Counseling Programs
Executive Summary

Available at: http://www.ascanationalmodel.org/Ascanationalmodel/media/ANM-templates/ANMExecSumm.pdf
NYSSCA Reference Document 10: Comprehensive School Counseling Program Map

YOUR SCHOOL DISTRICT NAME

<table>
<thead>
<tr>
<th>Delivery</th>
<th>Foundation</th>
<th>Management</th>
<th>Accountability</th>
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<tbody>
<tr>
<td>*Program Activity or Service</td>
<td>*NYSED Regulation</td>
<td>*Program Objective</td>
<td>Student Standard</td>
</tr>
<tr>
<td>Example: Individual assessment of &amp; intervention with students exhibiting 10 or more absences in a quarter.</td>
<td>K-6: (i.3) 7-12: (ii.4.2)</td>
<td>Student will demonstrate improved attendance and/or referral for more intensive support</td>
<td>Domain: A &amp; S/E Mindset: SMS 1-10</td>
</tr>
</tbody>
</table>

* A required criteria per current NYSED Regulation 100.2(j)