

Counseling Program Regulations

School counselors play an integral role in the success of students throughout their educational careers. School counselors support students' academic success, college and career readiness, and social emotional development. As community mental health needs rise, school counselors have needed to become increasingly responsive. New York State has also responded to the increase in needs by updating the regulations for school counselors K-12. The following is a summary of the mandates:

K-12

Each school district shall have a comprehensive developmental school counseling/guidance program for all students in kindergarten through grade 12. Each school shall also ensure that students in grades kindergarten through 12 have access to a certified school counselor. This plan shall prepare students to participate effectively in their current and future educational programs.

K-5

In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff and other providers.

6-12

For students in grades six through 12, certified school counselors shall provide an annual individual progress review plan.



School counseling curriculum shall provide for instruction addressing career/college readiness, academic skills and social/emotional development.



Each school district shall establish a comprehensive school counseling program advisory council.

A detailed description of the requirements is found within the Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs Commissioner's Regulations 100.2 (j).

Beginning in September of 2016, the Pittsford Schools Counseling Department and Steering Committee, together with consultant Dr. Summer Reiner, developed a district-wide school counseling comprehensive plan. This plan aligns with the American School Counseling Association's National Model to promote student success and achievement. It also meets the requirements of the Commissioner's Regulations (summarized above) that went into effect on July 1, 2019.

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The comprehensive school counseling program is based on the National Mindset and Behavior standards in academic, college and career and personal/social development. PCSD's program details school counselors' work with students in grades K-12. There are four pillars that represent the overarching tenets of the plan:

Foundation: defined as the program focus, student standards and professional competencies.

Pittsford's counseling program is driven by its mission statement and guided by essential questions and transferable goals for all students. Additionally, we developed three S.M.A.R.T. (Specific, Measurable, Attainable, Realistic and Timely) goals to ensure results for the following areas:

- Resiliency
- Communication
- Inclusivity/Connectedness

Management: defined as assessments to guide a school counselor's work.

In order to assure that standards are met, PCSD's counseling program includes needs assessments, an annual calendar and action plan, as well as an advisory council. This advisory council is comprised of counselors, psychologists, teachers, administrators from across the district, as well as a parent member. They are tasked with giving feedback and recommendations to the school counseling plan and program. The group will meet twice a year. The council will review, advise and advocate for the school counseling program.

The program will continue to build in opportunities to grow and develop based on the needs of our students, parents, teachers and community. This data will provide evidence based feedback to formulate future decisions.

Delivery: defined as the services provided by the school counselor.

PCSD's school counselors instruct in the hybrid and remote classrooms, provide targeted individual and small group sessions, assist students in times of crisis, and address daily and ongoing student needs. Consultation and coordination with parents, teachers administrators, and community care providers are also a key component of promoting student success. School counselors are involved in individual student planning, implementing curriculum, delivering responsive services and participating in the District's multi-tiered system of mental health supports.

Accountability: defined as the measurable outcomes that demonstrate effectiveness of the school counseling program.

PCSD's accountability program consists of year-end grade level assessments including an examination of data and utilizing PLC essential learning questions to guide our practice:

- What do we expect our students to learn?
- How will we know they are learning?
- How will we respond when they don't learn?
- How will we respond if they already know?

The PCSD's Counseling Department will review and implement any new state mandates accordingly. This program supports students in all learning models.