



# K-12 School Counseling Program Review

New Paltz Central School  
District

Presentation to the Board of  
Education

April 10, 2019

# Agenda

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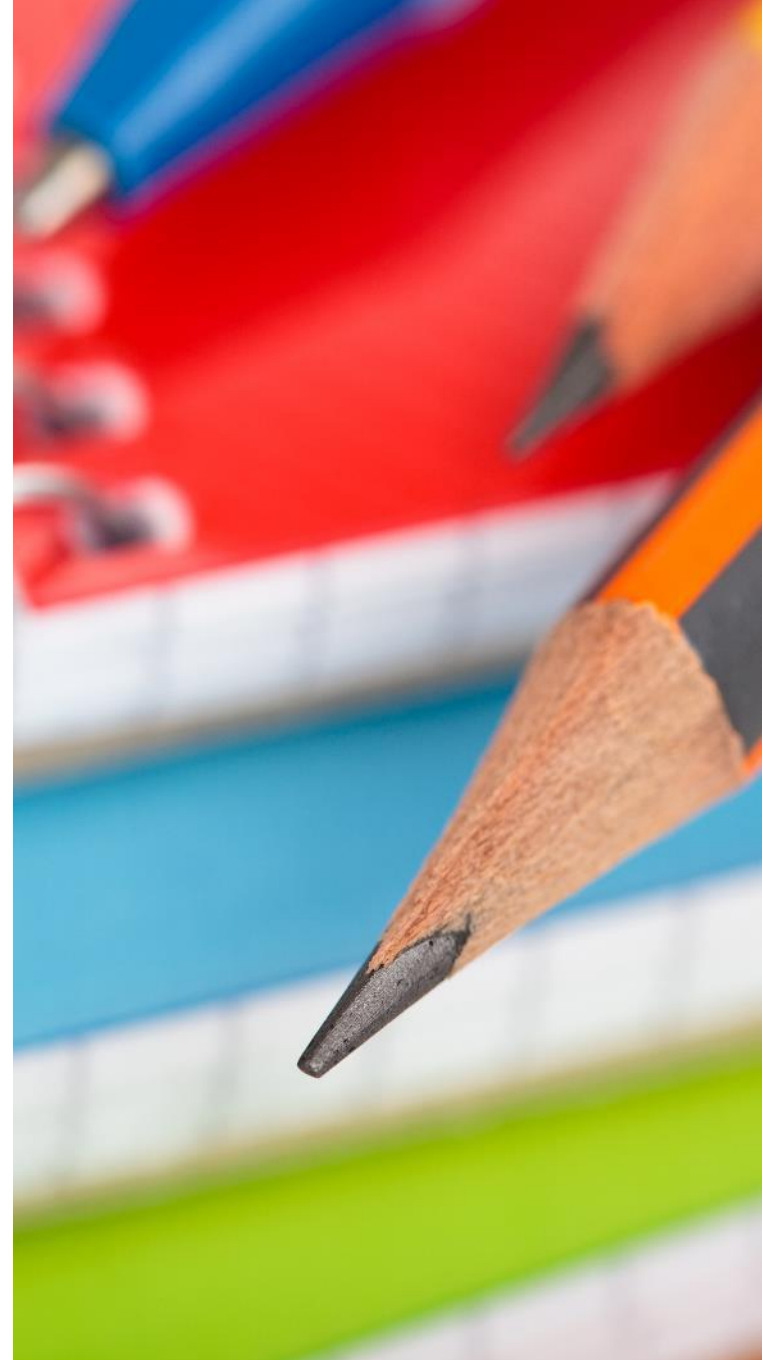
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# Introduction and Project Team Expertise

Name/Role	Expertise
<b>Matt Korobkin,</b> Subject Matter Expert and Project Manager	Senior Advisor, former Special Education Officer, Strategic Planning and Evaluation, Office of the Secretary of Education, Delaware Department of Education
<b>Dr. Jennifer Meller,</b> Subject Matter Expert	Associate Manager, former Director of Operations in specialized services, School District of Philadelphia.
<b>Amy Howie,</b> Subject Matter Expert	Senior Associate, former school administrator and supervisor of guidance department
<b>Ajanta Shah,</b> Project Coordination	Data Analyst, former Academic and Data Support Specialist in a charter school and teacher in a public school.

# Guiding this Work

- ***Implementation of the amended Part 100.2(j) of the Commissioner's Regulation***
  - Urgent: Required compliance by July 1, 2019
- ***American School Counselor Association National Model***
  - Best practice and underpinning of regulatory change

# Timeline- Phases of the Project

## **Phase 1: Project Initiation – 11/18 to 1/19**

- Project kick off
- Project plan and timeline

## **Phase 2: Customizing the Approach – 11/18 to 1/19**

- Agreed upon metrics of success
- Discussion of the PCG protocols, tools, data request, and activities
- Submit formal data request to district

## **Phase 3: Collecting and Analyzing the Data – 1/19**

- Stakeholder Kick-Off
- Acquisition of Available Data and Artifacts
- Focus Groups and Interviews; Student File Review Focus Group

## **Phase 4: Developing Useful Reports – 1/19 to 3/19**

- Conduct analysis
- Provide written report

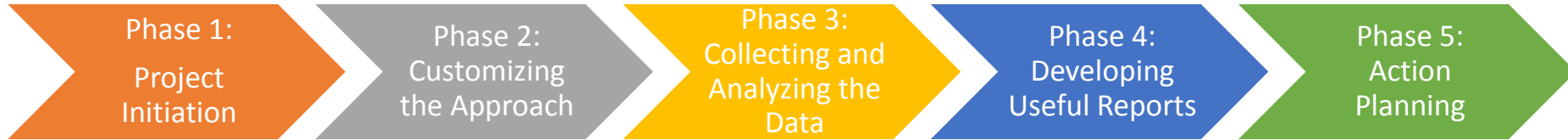
## **Phase 5: Action Planning and Implementation – 4/10**

- Presentation to school board and other stakeholders
- Action planning session

# A Collaborative Approach To Program Reviews

- Our reviews are **collaborative** by design, and we work side-by-side with districts to help define the challenges, specify goals and develop effective, outcome-driven strategies.
- We help identify **areas of study** about student progress and program effectiveness, pinpoint specific areas of strength, and identify improvement targets.
- Our review approach is **multidimensional**, emphasizes the participation of multiple stakeholders, and includes both quantitative and qualitative data collection. It is grounded in our experience and research in best practices.

# Building the Foundations for Change



Our approach helps to build the foundations for the desired change by:

- Analyzing the areas of study
- Activating a structured engagement process with leadership and key stakeholders
- Conducting extensive research and data collection to determine the strengths, weaknesses, barriers, and opportunities for improvement
- Creating useful reports - document current state and inventory promising best practices
- Facilitating action planning
- Providing implementation guidance

# Areas of Study

- **Core Guidance Functions**
  - School Counseling Curriculum
  - School Counseling Competencies
  - School Counseling Annual Plan
  - Attendance, Behavior, and Course Grades (ABCs)
  - Response to Intervention (RtI)
- **College and Career Readiness Programming: Service Delivery**
  - Direct and Indirect Services
  - Annual Student Meetings and Progress Review Plans
  - Cooperation Between Guidance, Special Education, and General Education Programming
  - Equal Opportunities for All Students
  - Advisory Council



# Areas of Study

- **State and Federal Compliance**
  - Compliance with New York Regulations
  - Compliance with Federal Regulations
- **Guidance Information Management**
  - Naviance system
  - LibraryTrac Guidance Office Visit Tracking
- **External Communications and Family Engagement**
  - Communications from School Counselors to Students and Families
- **Staffing and Organizational Analysis**
  - The Role of School Counselors
- **Annual Budget**
  - Greater opportunities for efficiencies

# Triangulated Approach



## **Outcome Analysis**

- *Student Population Achievement Trends*

## **Organizational & Program Analysis**

- *Data, Policy & Practice Review*
- *Program Analysis*
- *Staffing Analysis*
- *Financial Review*

## **Research & Practice Literature**

- *Findings and recommendations grounded in current literature and aligned to evidence-based, best practices*

# Data Collection Methods

The following methods will be used to collect data on NPCSD's identified focus areas. Protocols will be aligned to the subcategories within each section.

Data Collection Categories	Interviews, Focus Groups	Student File Review Case Studies	Data, Policy, and Practices Review
1) Core Guidance Functions	X	X	X
2) College and Career Readiness Programming	X	X	X
3) Compliance	X	X	X
4) Information Management	X	X	X
5) Staffing and Organizational Analysis	X		X
6) Budget	X		X
7) Stakeholder engagement	X		X

# Background: On Site Visits

- On January 9, 2019, a project-kick off meeting occurred on-site at the New Paltz Middle school library.
- On January 14, 15, and 28, 2019, PCG spent three days on-site at New Paltz High School, New Paltz Middle School, and Central Office, to conduct 19 interviews and focus groups with over 80 stakeholders, district-wide.
- PCG worked closely with NPCSD to determine the best outreach and communication methods for focus group and interview participation. PCG provided a sample schedule and list of positions required to participate. Focus groups for school counseling staff, teaching staff, and building administrators were scheduled during the school day.

# NPCSD School Counseling Programming: Present Status and Actionable Recommendations

# Organization of Recommendations

1. College and Career Readiness Indicators
2. Core Guidance Functions
3. College and Career Readiness Programming: Service Delivery
4. State and Federal Compliance
5. Guidance Information Management
6. External Communications and Family Engagement
7. Staffing and Organizational Analysis
8. Annual Budget

# 1. College and Career Readiness Indicators

## Background

- In this review, we studied several key college and career readiness indicators, including:
  - graduation rates;
  - enrollment rates in AP courses;
  - dual credit course enrollment;
  - PSAT participation;
  - SAT Participation;
  - completion of at least one college application;
  - number of college applications completed;
  - student completion and submission of a Free Application for Federal Student Aid (FAFSA) Form;
  - student receipt of financial aid letter;
  - student engagement in career assessments;
  - New York State Career Development and Occupational Studies (CDOS) Commencement Credential;
  - administration and pass rates of the Armed Services Vocational Aptitude Battery (ASVAB).

# 1. College and Career Readiness Indicators

## **Present Status**

- College readiness data is readily available; greater focus needs to be made on obtaining and collecting career readiness data.
- The High School Guidance Department does not keep data on FAFSA and Student Aid Letters
- The Middle and High School Guidance Departments are not using the Career Key Assessment through Naviance.
- The High School Guidance Department does not collect ASVAB data.



# 1. College and Career Readiness Indicators

Urgent Compliance Matter	Recommendation
	<ul style="list-style-type: none"><li data-bbox="666 539 1522 582">• Track FAFSA and Student Aid letters.</li></ul>
	<ul style="list-style-type: none"><li data-bbox="666 935 1779 1049">• Further collect data and study key indicators for career readiness</li></ul>

## 2. Core Guidance Functions

### Background

- According to the ASCA National Model:
  - “The school counseling core curriculum consists of a planned, written, instructional program that is comprehensive in scope, preventative in nature and developmental in design. School counselors plan, design, and evaluate the curriculum. The curriculum is delivered to every student by school counselors and other educators as appropriate.
  - The school counseling core curriculum facilitates the systematic delivery of lessons aligned with the social counseling programs vision, mission, and goals. The curriculum promotes knowledge, attitudes, and skills of student standards appropriate to student development levels through instruction in three content areas: academic achievement, career development, and social/emotional growth.”
- Amended regulations require districts to have a school counseling curriculum

## 2. Core Guidance Functions

### Present Status

#### *School Counseling Curriculum*

- Within NPCSD, through conversations that occurred in focus groups with staff and school counselors, there is a belief the district's annually created Guidance Plan is also its Guidance Curriculum.
- Although the Guidance Plan provides a comprehensive listing of the roles of a school counselor in NPCSD, it does not include specific student learning standards that students are expected to meet; the materials or tools a student will use to meet the learning objectives; the assignments/tasks given to students; the format and delivery of the instruction or counseling (e.g. direct service, indirect service, small groups, classroom) and instructional materials. It also does not include any methods used to evaluate student learning or outcomes from direct or indirect consultation with counselors.

#### *School Counseling Annual Plan*

- NPCSD's Guidance Plan includes program objectives, activities, and program development. However, it does not include a comprehensive school counseling curriculum and professional development planning. NPCSD maintains a roster of what professional development each of its counselors attends that is within the district's professional development information management; however, a comprehensive professional development plan is not part of the Guidance Plan.
- The present Guidance Plan does not include evaluation methods based on data analysis of program results and gap analysis reports to inform program development, as well as the assessment of resources necessary to support positive student outcomes.

## 2. Core Guidance Functions

### *Attendance, Behavior, and Course Grades*



- In NPCSD, throughout all of the schools, counselors typically learn about attendance issues from the building principal. They may also learn about attendance issues from teachers. However, according to counselors, there is no clearly established threshold as to how many absences trigger a notification to the counselor.
- According to the district's executive leadership, building based teams including the social worker, nurse, and psychologist are supposed to be meeting frequently with the principal to discuss attendance. In addition, from these meetings, letters are supposed to go home from the school principal if student attendance issues are identified. District executive leadership acknowledged that the district does not have a systematized early warning system, either homegrown, electronic, or commercially available.
- Building administrators and school counselors have the capability to run reports on attendance through the district's student information; however, the schedule, frequency, and rationale of pulling these reports is not consistent districtwide.
- In the district, counselors typically learn about course grade issues through teachers and parents. In the high school, they may also learn when they are reviewing student records during annual meetings happening in the 11<sup>th</sup> and 12<sup>th</sup> grade.
- During parent focus groups, past and present families of elementary and middle school students spoke favorably to the counseling experiences their children had at both elementary schools and the middle school. In particular, they praised Banana Splits, a program offered for students of divorced parents. Parents also spoke favorably to the Morning Movers program at the middle school. They also spoke favorably to addressing the behavioral needs of their children; particularly addressing the needs of students in crisis.

## 2. Core Guidance Functions



### *Response to Intervention*

- Based on interviews and focus groups, there is ambiguity around the role that school counselors have around Rtl. There is an inconsistent understanding around use of interventions in a tiered support model and the importance of consistent data collection and analysis thereafter.
- Each building principal is responsible for overseeing his/her building's implementation of Rtl; the district does not presently have written standard operating practices or guidance on Rtl.
- Counselors in the middle and high school spoke about the increasing number of students with social and emotional challenges. Counselors spoke with urgency about promptly addressing the needs of students in crisis. However, there was a disconnect between the urgency of addressing students in the moment versus doing the same but through Rtl.
- Several students in the middle school student focus group were transparent about the social and emotional challenges they face. Students offered several reasons: academic pressures, social media, and adjustment issues due to home life. Several middle schoolers, in particular, spoke about the pressures of social media and students engaging in self injurious behaviors. Several students in the middle school focus group shared they feel supported by their school counselors.
- Some students in the high school focus group also shared concerns about the social and emotional challenges they face. Students in the high school focus group shared there were inconsistent practices around referral to the on-site clinicians. A small number of students indicated they didn't feel comfortable sharing their social emotional issues with school counselors out of concerns about confidentiality or overreaction.
- The 2018-19 NPCSD Guidance Plan makes no reference to Rtl as a K-12 initiative; the plan makes one reference under Guidance Objective Five that states: "Assessment by IST and recommendations for Tier 1 interventions." However, Tier 1 is not defined in the Handbook and is not clearly linked to the district's Rtl initiative.

# 2. Core Guidance Functions

Urgent Compliance Matter	Recommendation
	<ul style="list-style-type: none"> <li>Develop a K-12 school counseling curriculum that addresses multiple student competencies including college and career readiness standards, academic, and social/emotional development standards.</li> </ul>
	<ul style="list-style-type: none"> <li>For the next school year, create a K-12 school counseling plan (a.k.a. Guidance Department Plan) consistent with the requirements in Section 100.2(j).</li> </ul>

# 2. Core Guidance Functions

Urgent Compliance Matter	Recommendation
 [1]	<ul style="list-style-type: none"> <li>Develop a K-12 early warning system that is consistent with the district’s RtI framework and Section 100.2(j) amendments.</li> </ul>
	<ul style="list-style-type: none"> <li>Consistently meet the needs of students with attendance, academic, behavioral, or adjustment challenges.</li> </ul>
	<ul style="list-style-type: none"> <li>Reimagine what program-delivery can look like at New Paltz Middle School and New Paltz High School.</li> </ul>

[1] It is important to note that the amended regulations do not specifically state that a district must have an early warning system to be compliant. However, members of the district’s executive team felt strongly, and PCG agrees, that in order to accomplish the compliance requirements set forth in the amendments, a districtwide early warning system would need to be implemented.

# 3. College and Career Readiness Programming: Service Delivery

## Background

According to amendments in Section 100.2(j)(2)(i)(d):

- “...**direct student services** which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement.”
- “**indirect student services** may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.”
- The amended regulations require every student grades 6-12 to have an annual progress review plan
- The amended regulations require the district have a school counseling advisory council.




# 3. College and Career Readiness Programming: Service Delivery


## Present Status

- School counselors at the middle school and high school shared they presently do not provide comprehensive annual individual progress review plans for its students. However, they noted that they do discuss student progress when they meet with students. In the high school, counselors shared they talk about goal setting, career development, when they have annual meetings with 11<sup>th</sup> and 12<sup>th</sup> graders.
- Some high school counselors explained that FOIL is a barrier in record keeping
- It is also the case in both the middle and high school that not all counselors meet with all students annually. In both cases, counselors indicated it would be challenging to meet with every student in each school annually.
- High school counselors also meet with the parents/families of 11<sup>th</sup> and 12<sup>th</sup> graders. One counselor has been documenting the parent attendance rates to meetings, and said that over a 10-year period they have had an 86% attendance record.
- At the middle school, counselors maintain a written log for some student meetings, and take extensive notes in notebooks; however, it was not a progress plan.
- In the 9<sup>th</sup> grade, career assessments are administered and students create a resume. In the 10<sup>th</sup> grade there is a yearly career conference; all of this information is administered and captured electronically through Naviance. And in years 11-12, students begin to have individual meetings with their school counselor, at least annually.
- At the high school, each of the counselors have different systems for meeting notes (using binders for college application specific information). Upon reviewing the high school files that we were provided, there were some handwritten notes that were part of students' master files. However, counselors do not maintain annual individual progress review plans for every student.

### 3. College and Career Readiness Programming: Service Delivery

Urgent Compliance Matter	Recommendation
	<ul style="list-style-type: none"> <li>For students grades 6-12, provide an annual progress review plan.</li> </ul>
	<ul style="list-style-type: none"> <li>Require that school counselors are clear about FOIL and any implications on their work.</li> </ul>
	<ul style="list-style-type: none"> <li>For the middle and high schools, develop written standard operating procedures to address inconsistent practices around college and career planning and documentation</li> </ul>
	<ul style="list-style-type: none"> <li>Increase cooperation between school counselors, special education, and general education.</li> </ul>

### 3. College and Career Readiness Programming: Service Delivery

Urgent Compliance Matter	Recommendation
	<ul style="list-style-type: none"><li>• Create a K-12 school counseling advisory council.</li></ul>

# 4. State and Federal Compliance

## Background

### *State Compliance*

- Effective July 1, 2017, changes were made to New York's regulations around the school counseling programs, Subdivision (j) of 100.2 of the Regulations of the Commissioner.
- The New York State Education Department (NYSED) is requiring that school districts be in compliance with the amended regulations in Section 100.2(j) by July 1, 2019. NPCSD's executive leadership team and Board of Education are eager to be in compliance with the amended regulations.
- NPCSD initiated this study for the purposes of shoring up and aligning district practices.

### *Federal Compliance*

- Section 504 of the Americans with Disabilities Act of 1990 prohibits discrimination on the basis of disability in programs or activities that receive Federal financial assistance from the U.S. Department of Education, including public school districts.
- In NPCSD, school counselors serve as Section 504 case managers.

# 4. State and Federal Compliance

## Present Status


### *Compliance with Amended Regulations*

- Some school counselors and a building principal expressed apprehension and concern about changes in regulations; that new regulations place extra burdens on staff but there were no extra resources attached to the new mandate.

### *Federal Compliance (Section 504)*

- Using lag-data from the US Department of Education for the 2015-16 school year, NPCSD has the second highest 504 Incidence rate in Ulster County at 6.66%. In the 2017-18 school year, NPCSD's 504 incident rate was 7.6%.
- In reviewing the 504 incidence rates, the highest numbers of 504 plans are at New Paltz High School. Almost 60% of all 504 plans in the district were at the high school.
- Counselors and district administrators attribute the district's 504 rates to the increase in mental health issues among its students, specifically around anxiety. At the same time, the school district is a relative newcomer to Rtl – a model to provide supports to students who are struggling academically, socially, and/or emotionally.
- Some administrators expressed frustration over a lack of buy-in on the benefits of Rtl as it relates to supporting struggling learners.
- High school counselors shared that coordinating the accommodations for students with 504 plans can be extra work; they cited concerns about teachers in the building not being completely aware of the need to provide 504 accommodations.
- During the high school student focus groups, some students indicated that there is sometimes confusion between their teacher and school counselor around what accommodations they should be receiving under their 504 plan. Some students indicated there is poor communication between teachers and counselors which adds to this issue.

# 4. State and Federal Compliance

Urgent Compliance Matter	Recommendation
	<ul style="list-style-type: none"><li>• By July 1, 2019, be compliant with Section 100.2(j).</li></ul>
	<ul style="list-style-type: none"><li>• Leverage Rtl as means to reduce the potential identification of students with disabilities</li></ul>
	<ul style="list-style-type: none"><li>• Assure that all educators are aware of their responsibilities under 504.</li></ul>

# 5. Information Management

## Background

### *Naviance*

- NPCSD leverages Naviance, a web-based suite of college and career readiness tools by Hobsons that helps districts and schools align student strengths and interests to postsecondary goals.
- The district has invested in this system to help its students better understand college possibilities, explore high school specific college admissions statistics, match to best-fit colleges, and identify potential college majors.
- The district's subscription to Naviance gives its educators the ability to track college applications and subsequent outcomes through the Naviance's reporting dashboards. NPCSD has had this system since August 2012.

### *LibraryTrac*

- Since the middle of the 2017-18 school year, NPCSD has utilized LibraryTrac to monitor the number of student visits the New Paltz High School Guidance Counseling Office to meet with their school counselor, as well as their school social worker or school psychologist.
- LibraryTrac allows counselors and administrators to run reports based on time (e.g. daily and by specific period; weekly; monthly; and quarterly) with specific filters enabled (e.g. specific counselor, specific reason). As soon as students enter the High School Guidance Department Office, students are required to log who they are meeting with and why they are meeting with them.

# 5. Information Management

## Present Status

- Of the paid features for student use in its Naviance subscription, NPCSD is presently not using the Career Key assessment for any of its middle or high school students. Career Key is a career assessment for middle and high school students based on Holland's interest codes. Career Key's scientific matching system enables students to identify careers and college majors that match their interests, traits, skills and abilities.
- NPCSD recently gave students access to the Scattergrams feature because out of concern that there were not enough years of NPCSD information. In the high school focus group, many students did not know they had access to this feature.
- All students receive training on how to use Naviance as part of a mandatory, 10-week, 9<sup>th</sup> grade course called 'Life Skills.' School counselors provide instructions to students in this course. Students do not receive refresher trainings thereafter.
- The teacher and administrator user interface includes quick, easy to read, and targeted data dashboards. These dashboards provide up-to-the minute data on items that are of importance to the user.
- The teacher and administrator user interface also include sophisticated reporting tools that the districts can use to measure student several indicators.



# 5. Information Management

- During interviews and focus groups with counselors and administrators, both expressed a desire to have increased professional development on using Naviance. One of the high school counselors indicated that it is challenging to get training for Naviance because it is expensive and requires travel.
- For the 2018-19 school year, NPCSD had 15 hours of consulting hours with Hobsons, the company that owns Naviance. These hours can be used for assistance, configuration, or professional development. As of March 2019, the district has only used five of those hours. Also included in its subscription are on-demand, pre-recorded, web-based training modules. Some administrators expressed concern that the district was underutilizing its consulting hours and training opportunities.
- Two of the high school counselors indicated they use Naviance, one shared they prefer using the College Board and that counselor refers students to the College Board website for resources. During the high student focus group, some students brought up how inconsistent their experiences are based on how their counselor proceeds.
- During the file review focus group, school counselors indicated there are no K-12 standard operating practices around how they are supposed to engage students through the college and career readiness process – through systems (Naviance), processes, and documentation.
- Several families expressed a desire to be trained on how to use Naviance.

# 5. Information Management

- According to administration, LibraryTrac is used in the High School Guidance Department Office as a tool to track student visits. Specifically, the tool is used to review which students are visiting which counselors and when. It is also used as a tool to measure when students are meeting with social workers.
- Caseloads are assigned alphabetically. Annually, overall visits per caseload differed. According to administration, there may be a number of reasons why the total annual number of visits per caseload differed. Some of those reasons they provided include the following:
  - Some school counselors may have a caseload more greatly impacted by the student suicide and subsequent suicidal ideation that occurred last year.
  - Some students may visit their counselor more frequently than others, driving the visits up for some counselors more than others.
  - Some students may be logging in to see their social worker, then stop to see their counselor; thus not being officially logged in.
  - Some students may be visiting their school counselors before or after school and are not logging in.
- Executive leadership indicated the possibility of utilizing this tool in the New Paltz Middle School Guidance Office. Presently, it is not used in the middle school Guidance Office.

# 5. Information Management

Urgent Compliance Matter	Recommendation
	<ul style="list-style-type: none"><li>• Develop a grades 6-12 district plan for Naviance use/expectations.</li></ul>
	<ul style="list-style-type: none"><li>• Develop a student manual and training.</li></ul>
	<ul style="list-style-type: none"><li>• Develop a family manual and training.</li></ul>
	<ul style="list-style-type: none"><li>• Allow for Naviance family accounts and access.</li></ul>
	<ul style="list-style-type: none"><li>• Allow for administrator access to Naviance.</li></ul>
	<ul style="list-style-type: none"><li>• Ensure consistent use of Naviance among counselors at high school.</li></ul>

# 5. Information Management

Urgent Compliance Matter	Recommendation
	<ul style="list-style-type: none"><li>• Ensure increased use of Naviance reports for accountability.</li></ul>
	<ul style="list-style-type: none"><li>• Ensure consistent use of LibraryTrac to track student visits to their school counselor.</li></ul>
	<ul style="list-style-type: none"><li>• Revise the list of reasons for why a student is visiting their school counselor</li></ul>
	<ul style="list-style-type: none"><li>• Frequently review the reports that LibraryTrac can produce.</li></ul>
	<ul style="list-style-type: none"><li>• Leverage LibraryTrac in the Middle School Guidance Office</li></ul>

# 5. Information Management

Urgent Compliance Matter	Recommendation
	<ul style="list-style-type: none"><li data-bbox="606 719 1586 829">• Leverage LibraryTrac in the Middle School Guidance Office</li></ul>

# 6. External Communications

## Background

- Meaningful family engagement is critical to the overall success of students. This is especially true for struggling students, students from a racial minority, and students who are English Learners.
- According to a recent report published by the National Academies of Science, Engineering and Medicine, family engagement in schools is associated with higher grades, test scores, language proficiency, and social skills.
- And in a longitudinal study of over 23,000 students commissioned by the US Department of Education, it was found that family members were most often reported as the main influence for students thinking about education after high school. In addition, family members were reported as the main influence for student's career choices.

# 6. External Communications

## Present Status

- School counselors in NPCSD communicate with families and students in a variety of ways. Conversations with school counselors, administrators, families, and students yielded information in the following ways: phone calls and emails with families; meetings with students; annual meetings with 11<sup>th</sup> and 12<sup>th</sup> graders; office visits; electronic newsletters; and emails to students and families.
- According to administration, parents are invited to Scheduling Meetings to plan for student course selection and Senior College Planning meetings for college and career planning. Parents are also invited to parent teacher conferences after school and these are typically led by the school counselor. Parents are also mailed academic report cards each quarter and parents have access to the Parent Portal for online student grades.
- The district's website and department-based pages also serve as major points of communication.
- Some of the materials, above, listed on NPCSD's website are not current (e.g. NPHS Guidance Newsletter with the most current version of Spring 2016)
- Counselors at the elementary schools, middle school, and high school share that on the whole they have a good rapport with the community.

# 6. External Communications

Urgent Compliance Matter	Recommendation
	<ul style="list-style-type: none"><li data-bbox="606 725 1760 843">• At the high school, identify one place to provide information and updates for “one stop shopping.”</li></ul>



# 7. Staffing and Organizational Analysis

## Background

- Since the 1970s when New York State's original school counselor regulations have changed, a lot has changed in how we think about the role of the school counselor as well as college and career readiness.
- In an effort to ensure that all students, grades K-5, have access to a credentialed counselor, the state provided clarifying language in the amended regulations. Amendments in Section 100.2(j)(2) provide clearer language around the requirements that districts have in having programming and licensed district staff.
- The National Model articulates the role of school counselor and provides context around professional development needs.

# 7. Staffing and Organizational Analysis

## Present Status

- School counselors are referred to as “guidance counselors.” Nationally, over the past fifteen years, there has been a push away from using the title “guidance counselor” to school counselor. The term “guidance” was sometimes implied as solely college guidance.
- There are two Coordinators of Student Support Services. These positions are indicated on the district’s organizational chart. One of their many responsibilities is school counseling. There is one Coordinator of Student Support Services for the elementary schools and another for the middle and high schools.
- On the district’s organizational chart, the Coordinator of Student Support Services reports to both the Director of Pupil Personnel Services as well as their respective building principals.
- The ASCA National Model includes a comprehensive index of school counselor competencies. These competencies align to the National Model. School districts have used these competencies to create job descriptions for their school counselors.
- None of the district’s school counselors (or elementary social workers who play school counselor roles) have job descriptions within NPCSD. The Coordinators of Student Support Services has a job description.

# 7. Staffing and Organizational Analysis

## Present Status

- According to the ACSA, guidelines recommend that the counselor to student ratio be between 100 to 1 and 250 to 1. New York State has had a ratio varying from under to over 400 to 1. In the 2014-15 school year, New York State had a counselor to student ratio of 635 to 1. Nationwide, the counselor to student ratio is 482 to 1 – an issue that has garnered a fair amount of attention in recent press because of the disparities of what is considered a best practice versus what is happening on the ground.
- NPCSD (Middle and High School) has a ratio of 236 to 1.
- In reviewing high schools in Ulster County, New Paltz has the highest counselor to student ratio for its high school. However, this staffing ratio is well under the average ratio for New York.
- This number only includes school counselors at the middle and high schools. It does not include school social workers at the middle and high schools.
- NPCSD's present Annual Guidance Plan does not include specific professional development planning. In reference to professional development, the 2018-19 NPCSD Guidance Plan states: "Keeping abreast of current information pertinent to school counselors by engaging in professional development through attendance at professional workshops and conferences, college visits, and review of publications and journals."

# 7. Staffing and Organizational Analysis

Urgent Compliance Matter	Recommendation
	<ul style="list-style-type: none"><li>• Change job titles from ‘Guidance Counselor’ to ‘School Counselor.’</li></ul>
	<ul style="list-style-type: none"><li>• Create school counselor job descriptions.</li></ul>
	<ul style="list-style-type: none"><li>• Monitor and further study direct and indirect service time.</li></ul>
	<ul style="list-style-type: none"><li>• From a staffing and scheduling perspective, support practices that redefine how direct services look like, putting counselors in the classroom to address their caseloads.</li></ul>
	<ul style="list-style-type: none"><li>• Plan for purposeful, targeted professional development throughout the year.</li></ul>

# 8. Annual Budget

## Background

- Reviewing a department's annual budget in its totality is important and helpful for districts as they plan for the future.

# 8. Annual Budget

## Present Status

- At NPCSD, the annual budget for the guidance department has seen modest increases in the salaries of its counselors, clerical support, and summer salaries. Following the 2016-17 school year, the Guidance Director Stipend was no longer part of the annual budget as oversight of the counselors went from a Director to the Coordinators of Student Support Services.
- It is important to note that some expenses missing from this budget include the recurring annual Naviance subscription fee as well as a line item for professional development. It is also important to note that the two social workers in each of the elementary schools are not part of the district's guidance department budget. Furthermore, the salaries of the Coordinators of Student Support Services (or a proportionate share of their salaries) are not included in this budget.

# 8. Annual Budget

Urgent Compliance Matter	Recommendation
	<ul style="list-style-type: none"><li>• Add a line-item for professional development.</li></ul>
	<ul style="list-style-type: none"><li>• Add social workers (who act as school counselors) to the guidance budget.</li></ul>
	<ul style="list-style-type: none"><li>• Add Naviance to the Guidance budget.</li></ul>
	<ul style="list-style-type: none"><li>• Include Coordinators of Student Support in the Guidance Budget</li></ul>



# Board Q&A





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