

This Labor Guidance is intended to provide a high-level overview of the general roles of guidance counselors and social workers so that principals can make strategic staffing decisions to ensure that students have access to appropriate supports and services. This is not an exhaustive list of duties and responsibilities. Principals should review the DOE Infohub ([Counseling Support Staff](#)) for additional information. The information in this guidance document is not intended to replace any DOE policies or regulations, or agreements made between the NYC DOE and UFT, or other collective bargaining agreements.

For questions regarding this guidance or the respective agreements, please contact The Office of Labor Relations. For support with hiring, contact your Human Resources Director.

## Guidance Counselors

School counselors are a unique group of educators who collaborate with all members of the school community to provide comprehensive support services with the goal of positively impacting the academic achievement, postsecondary preparedness, and personal-social development of New York City public school students. As per NYSED regulations, all students must have access to a guidance counselor. You may wish to hire a guidance counselor that can, for example:

- Provide individual and group short-term and crisis counseling
- Plan and present counseling curriculum to students under the supervision of a licensed pedagogue (does not preclude individual counseling/coaching around these topics during office hours, group sessions, etc.)
- Plan and present counseling curriculum to families and colleagues in the above areas as appropriate
- Provide referral services for students and families
- Provide mandated IEP Counseling and development of counseling goals and content
- Consult and collaborate with families, colleagues, and community organizations to support student success. This could include professional learning for staff and workshops for families on counseling-related topics
- For students in grades 6 through 12, provide an annual individual progress review plan, which reflects each student's educational progress and career plans
- Serve on school teams such as PPT, FBA, BIP, MDR and support with vocational assessments (for students with disabilities). *Note that participation in school team meetings may not interfere with providing mandated counseling services*
- Assist students with social emotional needs during students' lunch period<sup>1</sup>

Note that in the event of an emergency with other school staff unavailable, guidance counselors may be assigned to cover a class or administrative assignment.

<sup>1</sup> *As a reminder, guidance counselors shall not be programmed as a teacher of record or given any administrative assignments such as lunch, hall, bus, or yard duty. However, at times there may be a need for counselors to assist their students with social emotional needs during the student's lunch, and if so, a supervisor may ask the counselor to do so. It is understood that in general, counseling is confidential in nature, therefore, on those occasions when the counselor is needed in the lunchroom to perform counseling, the professional discretion of the supervisor in consultation with the counselor should be used in determining whether to stay or leave the lunchroom to perform counseling in a location that, to the extent possible, ensures confidentiality.*

## Single Shepherd Guidance Counselors

The goal of the Single Shepherd initiative is to pair every middle and high school student grades 6 – 12 in Districts 7 and 23 with a dedicated school counselor or social worker who will support them through graduation and college enrollment. Single Shepherd Guidance Counselors are assigned a caseload of up to 100 students. The duties and responsibilities of a Single Shepherd Guidance Counselor is defined in a posting and also includes:

- identify needs and provide individualized support
- assist them in the development of the social-emotional and academic skills
- connect students and families with community and building level resources
- provide mandated counseling services (only to students within their caseload)
- support high school and post-secondary planning and applications

## Guidance Counselors in High Needs Schools

Schools with demonstrated need received supplemental funding via SAM 40 (FY 2022) for a full-time guidance counselor or bilingual guidance counselor. The counselor is responsible for delivering a comprehensive program supporting all students to be effective learners and contributing members of the school community. Services provided by school counselors address the three domains of the American School Counselor Association (ASCA) model: Academic Planning, Personal/Social Development, and Career and Post-Secondary Development, and are in accordance with the role of the Guidance Counselor as outlined above.

## Social Workers

School-based social workers foster educational environments that are safe, have supportive, fair, and responsive policies, and emphasize early intervention and positive behavioral interventions. The school social worker collaborates with and facilitates collaboration among students, parents, community members, administration, teachers, and other school staff to identify ways to intervene early with students who struggle to benefit fully from the educational system. School social workers utilize a three tiered approach relating to prevention and intervention including Tier 1 (school-wide prevention programs), Tier 2 (evidence-informed, small group, and short-term interventions), and Tier 3 (evidence-informed, individual and long-term interventions).

Schools may wish to hire a social worker if they need a staff member to...

- Provide mandated counseling services
- Lead classroom presentations social emotional or related topics while class is under the supervision of a licensed pedagogue
- Provide Staff and Family workshops
- Deliver at-risk counseling with an emphasis on supporting mental health.
- Make needed referrals for health and/or other professional services and access to public benefits
- Provide workshops and support to school staff to educate them on mental health matters and students' social-emotional needs
- Participate in school committees to offer guidance and recommendations related to SEL and mental health
- Communicate and coordinate with other adults who may be supporting students
- Provide targeted supports to individuals and selected services to identified groups
- Assist students with social emotional needs during students' lunch period<sup>1</sup>

<sup>1</sup> As a reminder, social workers shall not be programmed as a teacher of record or given any administrative assignments such as lunch, hall, bus, or yard duty. However, at times there may be a need for social workers to assist their students with social emotional needs during the student's lunch, and if so, a supervisor may ask the social worker to do so. It is understood that in general, social work is confidential in nature, therefore, on those occasions when the social worker is needed in the lunchroom to perform counseling, the professional discretion of the supervisor in consultation with the social worker should be used in determining whether to stay or leave the lunchroom to perform counseling in a location that, to the extent possible, ensures confidentiality

## Single Shepherd Social Workers<sup>2</sup>

The goal of the Single Shepherd initiative is to pair every middle and high school student grades 6 – 12 in Districts 7 and 23 with a dedicated school counselor or social worker who will support them through graduation and college enrollment. A Single Shepherd is a mentor with the skills to listen to, advocate for, and connects students with resources for success in school, and in their future endeavors in college and career. The duties and responsibilities of a Single Shepherd Social Worker is defined in a posting and also includes:

- Meet with identified students (up to 100) individually and in groups to:
  - identify needs
  - provide individualized support
  - assist them in the development of the social-emotional and academic skills
  - connect students and families with community and building level resources
  - provide mandated counseling services only to students within their caseload
  - support high school and post-secondary planning and applications

<sup>2</sup> All specifications for this position are outlined in the position posting.

## Social Workers in High Needs Schools

Schools with demonstrated need received supplemental funding via SAM 40 (FY 2022) for a full-time school-based social worker. The role of this social worker is to support students with their varied social and emotional needs. Social workers funded through this SAM are intended to provide mental health supports at their respective school location, and schools that have been granted funding may wish to hire a social worker to...

- Provide targeted supports to individuals and selected services to identified groups
- Deliver counseling with an emphasis on supporting mental health
- Conduct parent workshops
- Make needed referrals for health and/or other professional services and access to public benefits
- Provide workshops and support to school staff to educate them on mental health matters and students' social-emotional needs
- Communicate and coordinate with other adults who may be supporting these students

*Note that staff hired as School Response Clinicians perform the same duties as Social Workers in High Needs Schools.*

## School-Based Support Team (SBST) Social Workers

SBST Social Workers are integral to supporting special education services for students, and may work in one school or more than one school. School-based IEP team clinicians, including social workers, provide students with timely assessments of their eligibility and need for special education services. Clinicians are generally responsible for the evaluation of students referred for a special education evaluation. The top priority for school-based IEP team members is to ensure that IEPs are accurately assessed in a timely manner. SBST Social Workers...

- Conduct social history interviews
- Obtain parental consent
- Meet with student and families to discuss SPED services
- Refer to school and community services
- Conduct and document classroom observations of students
- Serve on school teams such as PPT, FBA, BIP, and MDR. *Note that participation in school team meetings may not interfere with providing mandated counseling services.*
- Provide behavioral consultation to staff, families and students
- Participate in initial IEP meetings
- Time permitting, can be involved in intervention and prevention activities appropriate to their certification such as:
  - Provide behavioral management consultation to teachers and other professional staff
  - Refer to school and community services
  - Provide behavioral consultation to staff, families, and students

*Note: The top priority for school-based IEP team members is to ensure that IEPs are accurately assessed in a timely manner.*

## Bridging the Gap Social Workers

Through the Office of Community Schools, schools with high numbers of students residing in homeless shelters or temporary housing may receive funding for a Bridging the Gap Social Worker. Bridging the Gap social workers are intended to support the specific needs of students and families affected by homelessness, and are not meant to supplant IEP-mandated services. Bridging the Gap Social Workers...

- Provide targeted supports to individuals and selective services to identified groups, with a caseload comprising students in shelter or temporary housing
- Deliver at-risk counseling with an emphasis on trauma-focused practices
- Conduct workshops for parents
- Make needed referrals for health and professional services and access to public benefits
- Provide workshops and support to school staff to educate them on the issues facing students in shelter and temporary housing and the social-emotional needs of this population
- Communicate and coordinate with other adults who may be supporting a family in shelter
- Coordinate with the school-based STH liaison to ensure the basic needs of students in shelters are met

*Note: this individual could serve as the school-based STH liaison, a position that is designated in the Consolidated Youth Plan.*

## Psychologists

### Related Service and School-Based Psychologists

School-based psychologists can support students and their families with a variety of mental health services. School-based IEP team clinicians, including psychologists, provide students with timely assessments of their eligibility and need for special education services. Clinicians are generally responsible for the evaluation of students referred for a special education evaluation. The top priority for school-based IEP team members is to ensure that IEPs are accurately assessed in a timely manner. Schools may wish to hire a school-based psychologist to...

- Provide mandated counseling services
- Deliver at-risk counseling with an emphasis on supporting mental health
- Make needed referrals for health and professional services and access to public benefits
- Provide workshops and support to school staff to educate them on mental health matters and students' social-emotional needs
- Communicate and coordinate with other adults who may be supporting students
- Provide targeted supports to individuals and selective services to identified groups

### School-Based Support Team (SBST) School Psychologists

SBST School Psychologists are integral to supporting special education services for students, and may work in one school or more than one school. Schools may hire an SBST School Psychologist if they need a staff member to...

- provide students with timely assessments of their eligibility and need for special education services
- Evaluate students referred for a special education evaluation including conducting psychoeducational assessments, functional behavioral assessments (FBAs) or other appropriate assessments
- Request additional assessments when appropriate
- Case Management
- Chair IEP meetings
- Draft IEPs and IEP goals
- Develop behavior intervention plans
- Time permitting, can be involved in intervention and prevention activities appropriate to their certification such as:
  - Participate in Manifestation Determination Reviews (MDRs)
  - Provide behavioral management consultation to teachers and other professional staff

*Note: The top priority for school-based IEP team members is to ensure that IEPs are accurately assessed in a timely manner..*

### Agreements and Reference Documents

- Counseling Support Programs, DOE Info Hub: <https://infohub.nyced.org/nyc-doe-topics/students-and-families/counseling-support-programs>
- SOPM SEO, DOE Info Hub: [https://infohub.nyced.org/docs/default-source/default-document-library/specialeducationstandardoperatingproceduresmanualmarch.pdf?sfvrsn=4cdb05a0\\_2](https://infohub.nyced.org/docs/default-source/default-document-library/specialeducationstandardoperatingproceduresmanualmarch.pdf?sfvrsn=4cdb05a0_2)
- School Allocation Memorandum No. 21 FY 2022, NYC DOE InfoHub: [https://www.nycenet.edu/offices/finance\\_schools/budget/DSBPO/allocationmemo/fy21\\_22/fy22\\_docs/fy2022\\_sam021.htm](https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy21_22/fy22_docs/fy2022_sam021.htm)
- School Allocation Memorandum No. 40 FY 2022, NYC DOE InfoHub: [https://www.nycenet.edu/offices/finance\\_schools/budget/DSBPO/allocationmemo/fy21\\_22/fy22\\_docs/fy2022\\_sam040.htm](https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy21_22/fy22_docs/fy2022_sam040.htm)
- NYS CR Part 100.2(J) 2: <http://www.nysed.gov/curriculum-instruction/1002-general-school-requirements#SchoolCounselingGuidancePrograms>
- NYSSCA Guidance Document for CR 100.2 j: <http://nyssca.org/wp-content/uploads/2021/05/Guidance-document-100.2j-FNL-REV-05-3-20.pdf>