

A comprehensive handbook reflecting best practices for New York State counselors, including reviews of Education Department regulations and information on dozens of topics rooted in the ASCA/NYSSCA Model, from suicide prevention, to college counseling, to students with special needs.

The Essential New York State School Counselor: A Resource for Professional School Counselors, 2008-09 Edition

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**The Essential New York State
School Counselor:
A Resource for Professional
School Counselors
2008-09 Edition**

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The Essential NYS School Counselor

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The Essential New York State School Counselor was compiled by members of the New York State School Counselor Association (NYSSCA) pursuant to its mission as the chartered state counseling association in New York of the American School Counselor Association (ASCA), the national professional association of school counselors.

Disclaimer: This handbook is intended as a resource for certified school counselors and although every effort has been made to assure that it is current as of the date of publication, regulations are continually changing and errors may have occurred. Professional school counselors are members of NYSSCA (New York State School Counselor Association) and ASCA (American School Counselor Association) and read their publications to keep abreast of evolving professional, legal, and ethical issues. This handbook is in no case intended as a legal guide, and school district personnel must consult both administrative supervisors and school district legal counsel where appropriate.

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However, as of early 2008, NYSED was reevaluating these substitutions with the announced intention of eliminating all of them except those impacting on LOTE. While it is important to recognize them when evaluating historical records, counselors are advised to check the most current NYSED publications before accepting any of them in lieu of NYS Regents Examinations or certifying a student to graduate with them. It is also important to caution students, families, and other school staff who may be referring to historical NYSED materials that they should not anticipate students being allowed such substitutions in the future.

Types of Diplomas Commonly Issued in NYS

NYS offers a variety of types of diplomas. As with testing requirements, the types of diplomas and requirements for each continue to change. The core diploma types are:

Local Diploma	Student must complete at least 22 units of credit and earn the minimum passing score on each of the 5 core Regents Examinations. The minimum passing score is dependent upon which year the student entered 9 th grade. Students who entered 9 th grade in 2004 are the last cohort who may earn a local diploma with 55 in each of the five core examinations.
Regents Diploma	Student must complete at least 22 units of credit and earn at least a 65 on each of the 5 core Regents Examinations.
Advanced Regents Diploma	Student must complete at least 22 units of credit, earn at least a 65 on each of the 5 core Regents Examinations as well as a second Regents Examination in Math, a Regents Examination in a LOTE, and another science Regents. One of the two Science regents must be in a Life Science, the other in a Physical Science.
Diploma with Honors	With Honors may be added to either the Regents or Advanced Regents diploma. For this designation, the average of the Regents examination scores counted toward the diploma must be 90 or above.
IEP Diploma	No course or testing requirements, per se. Student must successfully complete the objectives on his or her last IEP and have been in elementary and secondary school for a combined total of at least 12 years.

There are exceptions to some of these requirements. For example, as noted under graduation requirements, students with IEPs or Section 504 Plans who have taken but failed the Regents Examination in a required core subject may then take the relevant RCT (or in the case of ELA, two RCTs) to qualify for local diplomas.

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Additionally, “students earning 5 units in occupational education or arts programs who wish to earn the advanced designation on the Regents diploma are exempted from the 3-unit requirement in a second (foreign) language. Such students, however, must still earn 1 unit in a second language” (Retrieved from <http://www.emsc.nysed.gov/cte/cdosqa.html> January 10, 2008).

With regard to demonstrating competency in an LOTE (which is required for the Advanced Regents Diploma), where the NYSED has not developed an assessment for the LOTE, districts “are to use, with administrative approval, a locally developed examination that reflects the format and content of Checkpoint B. The locally produced exam is used to ensure that the format and content of Checkpoint B was used in the course.” Additionally, as noted in the table on the previous page, an appropriate score on the College Board Scholastic Achievement Subject Tests (SAT II) in an LOTE may be used in lieu of a Regents Exam by a student who has completed three units of study.

When advising students regarding diplomas, the counselor’s responsibilities in both the academic and career domains play an important role, particularly for students who may qualify for IEP diplomas. Although students who have earned IEP diplomas may answer affirmatively without qualification when questioned whether they have earned high school diplomas for employment purposes, it is important that they and their caregivers realize that an IEP diploma does not usually qualify its recipient for college admission, including at public colleges.

Career and Technical Education (CTE)

Career and Technical Education (CTE) is also known as occupational education and is referred to in federal legislation as vocational education. The CDOS standards serve as a framework for CTE in NYS. Students who complete an approved secondary level program in CTE may graduate with a technical endorsement on their diploma. Additionally, the Part 100.5(b)(7)(v)(c) Regulations state that “[s]tudents completing a five-unit sequence in career and technical education or the arts (visual arts, music, dance, and theatre) are not required to complete the additional two units of the language other than English requirement for the Regents diploma with advanced designation but must still meet the requirements for the total number of units of credit” (Retrieved from <http://www.emsc.nysed.gov/part100/pages/1005b.html> April 10, 2008). Specified CTE courses may also be substituted for general education diploma requirements; these include:

<u>General Education Requirement</u>	<u>Appropriate CTE Alternative Course</u>
Fourth unit of English Language Arts	Business Communications
Social Studies (one-half unit in Participation in Government)	Student Leadership Organization Activities
Health	Health Occupations Core
Art	Design and Drawing for Production (DDP)

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