



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: January 22, 2019

SUBJECT: COMAR 13A.05.05.02
School Counseling Program
PERMISSION TO PUBLISH – REPEAL and REPLACE

PURPOSE:

The purpose of this item is to request permission to publish amendments to COMAR 13A.05.05.02—*School Counseling Program*.

REGULATION PROMULGATION PROCESS:

Under Maryland law, a state agency, such as the State Board, may propose a new or amended regulation whenever the circumstances arise to do so. After the State Board votes to propose such a regulation, the proposed regulation is sent to the Administrative, Executive, and Legislative Review (AELR) Committee for a 15-day review period. If the AELR Committee does not hold up the proposed regulation for further review, it is published in the Maryland Register for a 30-day public comment period. At the end of the comment period, Maryland State Department of Education (MSDE) staff reviews and summarizes the public comments. Thereafter, MSDE staff will present a recommendation to the State Board of Education to either: (1) adopt the regulation in the form it was proposed; or (2) revise the regulation and adopt it as final because the suggested revision is not a substantive change; or (3) revise the regulation and re-propose it because the suggested revision is a substantive change. At any time during this process, the AELR Committee may stop the promulgation process and hold a hearing. Thereafter, it may recommend to the Governor that the regulation not be adopted as a final regulation or the AELR Committee may release the regulation for final adoption.

BACKGROUND:

In 2012, the American School Counseling Association (ASCA) approved a formal model for school counseling programs to provide a framework for uniformity for school counseling programs across the country. This model for school counseling programs was termed the ASCA National Model and is comprehensive in scope, preventive in design, and developmental in nature. The school counseling program is a data driven program based on standards in three major domains—academic, career, and personal/social. The components are designed to promote and enhance learning processes for all students through both direct and indirect counseling services to students.

The framework developed by ASCA incorporates four components of comprehensive school counseling programs: foundation, management, delivery, and accountability. These four components address program strategies such as program focus, student competencies, professional competencies, assessments, advisories, use of data, action plans, direct and indirect services to students, and accountability.

The current COMAR regulation for School Counseling Programs (13A.05.05.02) was originally effective July 1, 1985 and amended effective February 23, 1987 and December 1, 2008. The proposed update incorporates the 2012 ASCA National Model for school counseling programs. Stakeholder feedback on the proposed update has been obtained from the Maryland School Counseling Association, school counseling supervisors, representation from Directors of Student Services, and school principals. All feedback from these stakeholder groups was incorporated into the proposed regulations.

EXECUTIVE SUMMARY:

The proposed regulations define, update, and clarify the requirements for school counseling programs to support and unify the role of school counselors in students' academic, career, and personal/social performance to enhance school success based upon the ASCA National Model. The regulations support the role of school counselors in working with families, school administrators, educators, and other professionals to create supportive learning and social environments for all students. Using the skills of leadership, advocacy, and collaboration, coupled with strong professional ethical guidelines, the professional school counselor can develop a program that reflects the ASCA National Model to implement strong school counseling programs across the State of Maryland.

ACTION:

Request that the State Board publish proposed amendments to COMAR 13A.05.05.02– *School Counseling Program*.

Title 13A STATE BOARD OF EDUCATION
Subtitle 05 SPECIAL INSTRUCTIONAL PROGRAMS
Chapter 05 Programs of Pupil Services
Authority: Education Article, §§2-205(b), 7-401—7-404, 7-409, and
7-426, Annotated Code of Maryland

REPEAL AND REPLACE

[.02 School Counseling Program

- A. The School Counseling Program is a planned, systematic program of counseling, consulting, appraisal, information, and placement services for students, grades K—12. The services provided are intended to help a student:
- (1) Demonstrate personal and academic growth;
 - (2) Make appropriate educational and career decisions; and
 - (3) Have productive interactions with others.
- B. The School Counseling Program during the elementary and secondary school years shall encompass the following goals and subgoals:
- (1) Facilitate personal and academic growth so that the student will:
 - (a) Understand all facets of the school environment,
 - (b) Understand individual rights and responsibilities,
 - (c) Demonstrate effective study skills, and
 - (d) Engage in appropriate classroom behavior;
 - (2) Encourage the development of educational and career decision-making skills so that the student will:
 - (a) Comprehend aptitudes, interests, and experiences as they relate to individual career development;
 - (b) Apply the steps of decision making to any situation;
 - (c) Develop an approved 4-year high school plan of study;
 - (d) Analyze various careers that are appropriate to an individual's aptitudes, interests, and experiences;
 - (e) Identify appropriate career opportunities;
 - (f) Select the most relevant educational or vocational training programs;
 - (g) Formulate and appropriately modify a personal career development plan; and
 - (h) Demonstrate useful employment-keeping skills;
 - (3) Promote the development of interpersonal skills so that the student will:

- (a) Understand the effect of one's behavior on others;
- (b) Demonstrate effective, interpersonal communication skills; and
- (c) the knowledge and skill for resolving interpersonal conflict.

C. The goals and subgoals of this regulation shall be the responsibility of various school personnel who work with a student.]

Title 13A STATE BOARD OF EDUCATION
Subtitle 05 SPECIAL INSTRUCTIONAL PROGRAMS
Chapter 05 Programs of Pupil Services
Authority: Education Article, §§2-205(b), 7-401—7-404, 7-409, and
7-426, Annotated Code of Maryland

ALL NEW MATERIAL

.02 School Counseling Program

A. *The School Counseling Program is a coordinated data driven program of counseling, consulting, and informational services for students, grades K—12 that:*

- (1) *Promotes student academic success and well-being;*
- (2) *Enhances awareness of mental health and promotes positive, healthy behaviors;*
- (3) *Provides school-based prevention and universal and targeted interventions for students with mental health and behavioral health concerns;*
- (4) *Is comprehensive in scope, preventative in design, and developmental in nature;*
- (5) *Is aligned with school system goals and objectives;*
- (6) *Is an integral component of the school's program and mission;*
- (7) *Promotes systemic change through the use of leadership skills, advocacy, and collaboration;*
- (8) *Promotes student achievement;*
- (9) *Provides equitable access to a rigorous education for all students;*
- (10) *Provides students with individual and group planning addressing academic, career and social/emotional needs.*
- (11) *Identifies the knowledge and skills all students will acquire to promote college and career readiness;*
- (12) *Is delivered to all students in a systemic fashion;*
- (13) *Addresses the needs of the whole child so that each student has the opportunity to be healthy, safe, engaged, supported and challenged for long-term success;*
- (14) *Is monitored and reviewed through accountability systems; and*
- (15) *Is provided by a State credentialed school counselor as defined in COMAR 13A.12.03.02.*

B. *The school counseling program shall be formed around the following components: foundation, management, delivery, and accountability.*

(1) *Foundation components include:*

- (a) *Program focus;*
- (b) *Student competencies; and*
- (c) *Professional competencies.*

(2) *Management components may include, but are not limited to:*

- (a) *School counselor competency and school counseling program assessments;*
- (b) *Annual agreements or annual plan;*
- (c) *Advisory councils;*
- (d) *Use of data to measure program implementation and outcomes to promote systemic change such as use of time assessments, calendars, and student academic measures; and*
- (e) *Curriculum, small group, and closing the gap action plans.*

(3) *Delivery components include direct and indirect services to students that focus on students' academic, career, and social/emotional needs.*

- (a) *Direct services, recommended to be 80 percent of school counselor services, are services between school counselors and students that are in person or virtual interactions that include, but are not limited to:*
 - (i) *School counseling core curriculum;*
 - (ii) *Individual student planning; and*
 - (iii) *Responsive services.*
- (b) *Indirect services, recommended to be 20 percent of school counselor services, are services for students that result from the school counselor's interactions with others that include, but are not limited to:*
 - (i) *Referrals for assistance;*
 - (ii) *Consultation and collaboration with families, teachers and other educators, community organizations and other stakeholders;*
 - (iii) *Participation as members of the educational team; and*
 - (iv) *Other activities that fall in line with the appropriate duties of a school counselor as detailed in this regulation.*

(4) *Accountability components include the use of school counseling program data to demonstrate the impact of the school counseling program on students and the school in measureable terms that include, but are not limited to:*

- (a) *Student attendance data;*
- (b) *Student achievement data; and*
- (c) *Student behavior data.*

C. *School counseling services shall be aligned with the following domains:*

- (1) *Academic Development intended to help students:*
 - (a) *Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across their life span;*
 - (b) *Complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college; and*

(c) *Understand the relationship of academics to the world of work and to life at home and in the community;*

(2) *Career Development intended to help students:*

(a) *Acquire the skills to investigate the world of work in relation to their knowledge of self in order to make informed career decisions;*

(b) *Employ strategies to achieve future career goals with success and satisfaction; and*

(c) *Understand the relationship between personal qualities, education, training and the world of work; and*

(3) *Social/Emotional Development intended to help students:*

(a) *Acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others;*

(b) *Make decisions, set goals, and take the necessary action to achieve goals; and*

(c) *Understand safety and survival skills.*

D. A Supervisor of Guidance shall meet the certification requirements of COMAR 13A.12.04.07.