

STATE OF OKLAHOMA

2nd Session of the 57th Legislature (2020)

SUBCOMMITTEE RECOMMENDATION
FOR

HOUSE BILL NO. 2980

By: Albright

SUBCOMMITTEE RECOMMENDATION

An Act relating to schools; authorizing school counseling services be provided by school counselors; recommending certain counselor-to-student ratio; describing school counseling services; providing for codification; and providing an effective date.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 1210.570 of Title 70, unless there is created a duplication in numbering, reads as follows:

School counseling services in public schools may be provided by school counselors. It is recommended, when funding is available, that all schools should strive for a counselor-to-student ratio of one counselor to no more than two hundred fifty students. School counseling services may include, but are not limited to:

1. Designing and delivering a comprehensive school counseling program that promotes student achievement and wellness;

- 1 2. Incorporating the Oklahoma Academic Standards language into
2 the school counselor's work and role;
- 3 3. Working as culturally skilled professionals who act
4 sensitively to promote social justice and equity in a pluralistic
5 society;
- 6 4. Providing individual and group counseling;
- 7 5. Providing a core counseling curriculum that serves all
8 students and addresses the knowledge and skills appropriate to their
9 developmental level through a collaborative model of delivery
10 involving the school counselor, classroom teachers, and other
11 appropriate education professionals, and including prevention and
12 pre-referral activities;
- 13 6. Making referrals when necessary to appropriate offices or
14 outside agencies;
- 15 7. Providing college and career development activities and
16 counseling;
- 17 8. Developing individual career plans with students;
- 18 9. Assisting all students with a college or post-secondary
19 education plan, which must include a discussion on all post-
20 secondary education options, including four-year colleges or
21 universities, community colleges, and vocational schools;
- 22 10. Intentionally addressing the career and college needs of
23 first-generation students;

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1 11. Educating all students on scholarships, financial aid, and
2 preparation of the Federal Application for Federal Student Aid;

3 12. Collaborating with institutions of higher education and
4 local community colleges so that students understand post-secondary
5 education options and are ready to transition successfully;

6 13. Providing crisis intervention and contributing to the
7 development of a specific crisis plan within the school setting in
8 collaboration with multiple stakeholders;

9 14. Educating students, teachers, and parents on anxiety,
10 depression, cutting, and suicide issues and intervening with
11 students who present with these issues;

12 15. Providing counseling and other resources to students who
13 are in crisis;

14 16. Providing resources for those students who do not have
15 access to mental health services;

16 17. Addressing bullying and conflict resolution with all
17 students;

18 18. Teaching communication skills and helping students develop
19 positive relationships;

20 19. Using culturally sensitive skills in working with all
21 students to promote wellness;

22 20. Addressing the needs of undocumented students in the
23 school, as well as students who are legally in the United States,
24 but whose parents are undocumented;

1 21. Contributing to a student's functional behavioral
2 assessment, as well as assisting in the development of nonaversive
3 behavioral intervention strategies;

4 22. a. Assisting students in need of special education
5 services by implementing the academic supports and
6 social-emotional and college or career development
7 counseling services or interventions per a student's
8 individualized education program (IEP),

9 b. Participating in or contributing to a student's IEP
10 and completing a social-developmental history, or

11 c. Providing services to a student with a disability
12 under the student's IEP or federal Section 504 plan,
13 as recommended by the student's IEP team or Section
14 504 plan team and in compliance with federal and state
15 laws and rules governing the provision of educational
16 and related services and school-based accommodations
17 to students with disabilities and the qualifications
18 of school personnel to provide such services and
19 accommodations;

20 23. Assisting in the development of a personal education plan
21 with each student;

22 24. Educating students on dual credit and learning
23 opportunities on the Internet;

1 25. Providing information for all students in the selection of
2 courses that will lead to post-secondary education opportunities
3 toward a successful career;

4 26. Interpreting achievement test results and guiding students
5 in appropriate directions;

6 27. Counseling with students, families, and teachers, in
7 compliance with federal and state laws;

8 28. Providing families with opportunities for education and
9 counseling as appropriate in relation to the student's educational
10 assessment;

11 29. Consulting and collaborating with teachers and other school
12 personnel regarding behavior management and intervention plans and
13 inclusion in support of students;

14 30. Teaming and partnering with staff, parents, businesses, and
15 community organizations to support student achievement and social-
16 emotional learning standards for all students;

17 31. Developing and implementing school-based prevention
18 programs, including, but not limited to, mediation and violence
19 prevention, implementing social and emotional education programs and
20 services, and establishing and implementing bullying prevention and
21 intervention programs;

22 32. Developing culturally sensitive assessment instruments for
23 measuring school counseling prevention and intervention
24 effectiveness and collecting, analyzing, and interpreting data;

1 33. Participating on school and district committees to advocate
2 for student programs and resources, as well as establishing a school
3 counseling advisory council that includes representatives of key
4 stakeholders selected to review and advise on the implementation of
5 the school counseling program;

6 34. Acting as a liaison between the public schools and
7 community resources and building relationships with important
8 stakeholders, such as families, administrators, teachers, and board
9 members;

10 35. Maintaining organized, clear, and useful records in a
11 confidential manner consistent with the Family Educational Rights
12 and Privacy Act, and the Health Insurance Portability and
13 Accountability Act;

14 36. Presenting an annual agreement to the administration,
15 including a formal discussion of the alignment of school and school
16 counseling program missions and goals and detailing specific school
17 counselor responsibilities;

18 37. Identifying and implementing culturally sensitive measures
19 of success for student competencies in each of the three domains of
20 academic, social and emotional, and college and career learning
21 based on planned and periodic assessment of the comprehensive
22 developmental school counseling program;

23 38. Collaborating as a team member in Response to Intervention
24 (RTI) and other school initiatives;

1 39. Conducting observations and participating in
2 recommendations or interventions regarding the placement of children
3 in educational programs or special education classes;

4 40. Analyzing data and results of school counseling program
5 assessments, including curriculum, small-group, and closing-the-gap
6 results reports, and designing strategies to continue to improve
7 program effectiveness;

8 41. Analyzing data and results of school counselor competency
9 assessments;

10 42. Following American School Counselor Association Ethical
11 Standards for School Counselors to demonstrate high standards of
12 integrity, leadership, and professionalism;

13 43. Knowing and embracing Oklahoma Academic Standards by using
14 Oklahoma Academic Standards language;

15 44. Practicing as a culturally skilled school counselor by
16 infusing the multicultural competencies within the role of the
17 school counselor, including the practice of culturally sensitive
18 attitudes and beliefs, knowledge, and skills;

19 45. Infusing the Social-Emotional Standards, as presented in
20 the State Board of Education standards, across the curriculum and in
21 the counselor's role in ways that empower and enable students to
22 achieve academic success across all grade levels;

23 46. Providing services only in areas in which the school
24 counselor has appropriate training or expertise, as well as only

1 providing counseling or consulting services within his or her
2 employment to any student in the district or districts which employ
3 such school counselor, in accordance with professional ethics;

4 47. Having adequate training in supervision knowledge and
5 skills in order to supervise school counseling interns enrolled in
6 graduate school counselor preparation programs that meet the
7 standards established by the State Board of Education;

8 48. Being involved with state and national professional
9 associations;

10 49. Participating, at least once every two (2) years, in an in-
11 service training program for school counselors conducted by persons
12 with expertise in domestic and sexual violence and the needs of
13 expectant and parenting youth, which shall include training
14 concerning:

15 a. communicating with and listening to youth victims of
16 domestic or sexual violence and expectant and
17 parenting youth,

18 b. connecting youth victims of domestic or sexual
19 violence and expectant and parenting youth to
20 appropriate in-school services and other agencies,
21 programs, and services as needed, and

22 c. implementing the school district's policies,
23 procedures, and protocols with regard to such youth,
24 including confidentiality; at a minimum, school

1 personnel must be trained to understand, provide
2 information and referrals, and address issues
3 pertaining to youth who are parents, expectant
4 parents, or victims of domestic or sexual violence;

5 50. Participating, at least every two (2) years, in an in-
6 service training program for school counselors conducted by persons
7 with expertise in anaphylactic reactions and management;

8 51. Participating, at least once every two (2) years, in an in-
9 service training on educator ethics, teacher-student conduct, and
10 school employee-student conduct for all personnel;

11 52. Participating, in addition to other topics at in-service
12 training programs, in training to identify the warning signs of
13 mental illness and suicidal behavior in adolescents and teenagers
14 and learning appropriate intervention and referral techniques;

15 53. Obtaining training to have a basic knowledge of matters
16 relating to acquired immunodeficiency syndrome (AIDS), including the
17 nature of the disease, its causes and effects, the means of
18 detecting it and preventing its transmission, and the availability
19 of appropriate sources of counseling and referral and any other
20 information that may be appropriate considering the age and grade
21 level of the pupils; the school board shall supervise such training
22 and the State Board of Education and the State Department of Health
23 shall jointly develop standards for such training; and
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1 54. Participating in mandates from the State Board of Education
2 for bullying education and social-emotional literacy.

3 SECTION 2. This act shall become effective November 1, 2020.
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