

1 **HOUSE OF REPRESENTATIVES - FLOOR VERSION**

2 STATE OF OKLAHOMA

3 2nd Session of the 57th Legislature (2020)

4 HOUSE
5 RESOLUTION 1029

By: Albright

6
7 AS INTRODUCED

8 A Resolution recognizing the hard work of school
9 counselors and the significance of the services they
10 provide to Oklahoma students.

11
12 WHEREAS, school counseling services in public schools should be
13 provided by school counselors; and

14 WHEREAS, it is recommended, when funding is available, that all
15 schools should strive for a counselor-to-student ratio of one
16 counselor to no more than two hundred fifty students; and

17 WHEREAS, school counseling services should include, but not be
18 limited to:

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

21 2. Having a working knowledge of and incorporating, when
22 possible, the Oklahoma Academic Standards language into the school
23 counselor's work and role;

1 3. Working as culturally skilled professionals who act
2 sensitively to promote social justice and equity in a pluralistic
3 society;

4 4. Providing individual and group counseling, provided that
5 counselors shall refer emergency situations to the appropriate
6 authorities;

7 5. Providing a core counseling curriculum that serves all
8 students and addresses the knowledge and skills appropriate to their
9 developmental levels 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 postsecondary
19 education plan, which must include a discussion on all postsecondary
20 education options, including four-year colleges or universities,
21 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 Free Application for Federal Student Aid;
- 3 12. Collaborating with institutions of higher education and
4 local community colleges so that students understand postsecondary
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. Working with proper school personnel to support a student's
2 functional behavioral assessment, as well as assisting in the
3 development of nonaversive behavioral intervention strategies when
4 relevant;

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

11 b. Participating in or contributing to a student's IEP
12 team and completing a social-developmental history, or

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

22 23. Assisting in the development of a personal education plan
23 with each student consistent with the student's individual career
24 academic plan (ICAP);

- 1 24. Educating students on dual credit and learning
2 opportunities on the Internet consistent with the student's ICAP;
- 3 25. Providing information for all students in the selection of
4 courses that will lead to postsecondary education opportunities
5 toward a successful career;
- 6 26. Interpreting achievement test results and guiding students
7 in appropriate directions;
- 8 27. Counseling with students, families, and teachers, in
9 compliance with federal and state laws;
- 10 28. Providing families with opportunities for education and
11 counseling as appropriate in relation to the student's educational
12 assessment;
- 13 29. Consulting and collaborating with teachers and other school
14 personnel regarding behavior management and intervention plans and
15 inclusion in support of students;
- 16 30. Teaming and partnering with staff, parents, businesses, and
17 community organizations to support student achievement and social-
18 emotional learning standards for all students;
- 19 31. Developing and implementing school-based prevention
20 programs, including, but not limited to, mediation and violence
21 prevention, implementing social and emotional education programs and
22 services, and establishing and implementing bullying prevention and
23 intervention programs;
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1 32. 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 33. 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 34. 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 35. 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 36. 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 37. Collaborating as a team member in Response to Intervention
24 (RTI) and other school initiatives;

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

4 39. 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 40. Analyzing data and results of school counselor competency
9 assessments;

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

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

17 43. Providing services only in areas in which the school
18 counselor has appropriate training or expertise, as well as only
19 providing counseling or consulting services within his or her
20 employment to any student in the district or districts which employ
21 such school counselor, in accordance with professional ethics;

22 44. Having adequate training in supervision knowledge and
23 skills in order to supervise school counseling interns enrolled in
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1 graduate school counselor preparation programs that meet the
2 standards established by the State Board of Education;

3 45. Encouraging involvement with state and national
4 professional associations to be paid for by the individual when
5 associated costs are not covered by the respective school district;

6 46. Participating, when possible, at least once every two (2)
7 years, in an in-service training program for school counselors
8 conducted by persons with expertise in domestic and sexual violence
9 and the needs of expectant and parenting youth, which shall include
10 training concerning:

11 a. communicating with and listening to youth victims of
12 domestic or sexual violence and expectant and
13 parenting youth,

14 b. connecting youth victims of domestic or sexual
15 violence and expectant and parenting youth to
16 appropriate in-school services and other agencies,
17 programs, and services as needed, and

18 c. implementing the school district's policies,
19 procedures, and protocols with regard to such youth,
20 including confidentiality; at a minimum, school
21 personnel must be trained to understand, provide
22 information and referrals, and address issues
23 pertaining to youth who are parents, expectant
24 parents, or victims of domestic or sexual violence;

1 47. Participating, when possible, at least every two (2) years,
2 in an in-service training program for school counselors conducted by
3 persons with expertise in anaphylactic reactions and management;

4 48. Participating, when possible, at least once every two (2)
5 years, in an in-service training on educator ethics, teacher-student
6 conduct, and school employee-student conduct for all personnel;

7 49. Participating, when possible, in addition to other topics
8 at in-service training programs, in training to identify the warning
9 signs of mental illness and suicidal behavior in adolescents and
10 teenagers and learning appropriate intervention and referral
11 techniques;

12 50. Obtaining training to have a basic knowledge of matters
13 relating to acquired immunodeficiency syndrome (AIDS), including the
14 nature of the disease, its causes and effects, the means of
15 detecting it and preventing its transmission, and the availability
16 of appropriate sources of counseling and referral and any other
17 information that may be appropriate considering the age and grade
18 level of the pupils. The school board shall supervise such training
19 and the State Board of Education and the State Department of Health
20 shall jointly develop standards for such training; and

21 51. Participating, when possible, in mandates from the State
22 Board of Education for bullying education and social-emotional
23 literary.

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1 NOW, THEREFORE, BE IT RESOLVED BY THE HOUSE OF REPRESENTATIVES
2 OF THE 2ND SESSION OF THE 57TH OKLAHOMA LEGISLATURE:

3 THAT the Oklahoma House of Representatives recognizes the hard
4 work of school counselors and the significance of the services they
5 provide to Oklahoma students.

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7 DIRECT TO CALENDAR.

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