

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: February 13, 2007

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 5410 - STUDENTS**

ORIGINATOR: Hays B. Lantz, Assistant Superintendent, STEM

RESOURCE PERSON(S): Dale R. Rauenzahn, Executive Director, Student Support Services
Lynne Muller, Coordinator, School Counseling

RECOMMENDATION

Board of Education Policy 5410 is being revised to update the policy with the alignment of National Standards for schools counseling, MSDE regulations, and the *Blueprint for Progress*. Alignment of Policy 5410 with National Standards serves to continue the Baltimore County Public Schools national stature as a leader in education. Clarity in policy will also serve to define roles and responsibilities of school counselors as they relate to school counseling programs in Baltimore County public schools. This is the third reading of Policy 5410.

Attachment I – Policy Analysis
Attachment II – Proposed Policy 5410

BOARD OF EDUCATION OF BALTIMORE COUNTY
Policy Analysis for Proposed New Policy 5410:
STUDENTS: Services to Students

Statement of Issues Addressed By the Proposed Policy

Currently, Policy and Rule 5410 reflect outdated terminology and focus for school counseling programs in the Baltimore County Public Schools. With the advent of the American School Counseling Association's (ASCA) publication, the *National Standards for School Counseling Programs* in 1997, three domains now define the parameters for school counseling programs. These three domains: academic development, career development, and personal and social development align with the goals for school counseling programs described in The Code of Maryland Regulations (COMAR) 13A.05.05.02. COMAR regulations mandate a planned, systematic program of counseling, consultation, and coordination for all students, grades PreK-12 designed to address three goal areas: personal and academic growth, educational and career decision-making, and social/emotional growth and interpersonal relations.

The proposed policy clearly defines these three goals and describes the vehicles by which these goals will be met. The revised *Essential School Counseling Program Manual* (2006) and the non-negotiables contained within serve as guideposts for school counseling programs so that all students in Baltimore County Public Schools receive the same level of service.

Additionally, the proposed policy reflects the alignment of counseling goals, indicators, and strategies with the *Blueprint for Progress*. The addition of the role statement regarding secondary counselors related to college readiness and College Board programs are essential for student achievement and the realization of every student's maximum potential.

Therefore, the recommendation is that Baltimore County Public Schools revise Policy 5410 to be consistent with *ASCA National Standards*, *COMAR*, and the goals and indicators in the *Blueprint for Progress*.

Cost Analysis and Fiscal Impact on School System

There is no new fiscal impact on the system as a result of the proposed policy and rule.

Relationship to Other Board of Education Policies

Legal Requirement

The legal references included in this policy:

Code of Maryland Regulations ("COMAR") 13A.05.05.02

Similar Policies Adopted by Other School Systems

Since this proposed policy reflects an update to former policy which is in alignment with State of Maryland regulations and National Standards for school counselors, it reflects policy which has been adopted by other school systems in Maryland and across the Nation.

Draft of Proposed Policy and Rule (see attached)

Other Alternative Considered By Staff

Since this policy serves to update, but not change the previous policy, no alternatives to the proposed policy were considered.

STUDENTS: Services to Students

[Guidance Services] SCHOOL COUNSELING SERVICES

The [guidance program] SCHOOL COUNSELING PROGRAM shall be an integral part of the total program of instruction FOR ALL STUDENTS.

[Guidance services provide a K-12 program designed to assist students to be recognized as individuals and to meet their needs through appropriate school experiences. The guidance functions support the goals of education by helping students to know and understand themselves; to develop their potential and to use it in desirable ways; to become increasingly self-directed; and to accept responsibilities as maturing and creative members of a democratic society.]

SCHOOL COUNSELORS DELIVER A COMPREHENSIVE PROGRAM OF COUNSELING SERVICES TO ALL STUDENTS BASED UPON THE GOALS OF SCHOOL SUCCESS, MASTERING DECISION-MAKING AND CAREER DEVELOPMENT SKILLS, AND DEMONSTRATING INTRAPERSONAL AND INTERPERSONAL COMPETENCIES. THE DELIVERY OF THIS COMPREHENSIVE COUNSELING PROGRAM IS OUTLINED IN THE *SCHOOL COUNSELING ESSENTIAL CURRICULUM AND NON-NEGOTIABLES*.

IN ADDITION, SCHOOL COUNSELORS AT THE SECONDARY LEVEL SUPPORT THE *BLUEPRINT FOR PROGRESS* IN AREAS RELATED TO COLLEGE READINESS AND PREPARATION INCLUDING PSAT/SAT, COLLEGE READINESS, PARALLEL ENROLLMENT AT COLLEGES, AP POTENTIAL AND AP PROGRAMS. THESE SERVICES ARE PROVIDED THROUGH A COMBINATION OF DIRECT COUNSELING INTERVENTIONS (INDIVIDUAL AND GROUP COUNSELING, CLASSROOM GUIDANCE), CONSULTATION SERVICES TO STAFF AND PARENTS, AND THE COORDINATION OF RELATED INITIATIVES TO FOSTER ACADEMIC SUCCESS.

ALIGNMENT WITH THE BALTIMORE COUNTY PUBLIC SCHOOLS' *BLUEPRINT FOR PROGRESS* IS REFLECTED IN THE GOALS FOR IMPROVED ACHIEVEMENT FOR ALL STUDENTS AND THE MAINTENANCE OF A SAFE AND ORDERLY LEARNING ENVIRONMENT. THE SCHOOL COUNSELING PROGRAM ASSISTS WITH THE NEED FOR THE DEVELOPMENT OF CONTENT, KNOWLEDGE, SKILLS, AND

ATTITUDES THAT WILL ENABLE STUDENTS TO REACH THEIR
MAXIMUM POTENTIAL AS RESPONSIBLE, PRODUCTIVE CITIZENS,
AND LIFE-LONG LEARNERS.

Policy

Adopted: 11/21/68

Revised: 7/12/84

REVISED:

Board of Education of Baltimore County