

FIRST REGULAR SESSION

HOUSE BILL NO. 382

98TH GENERAL ASSEMBLY

INTRODUCED BY REPRESENTATIVE SWAN.

1030L.011

D. ADAM CRUMBLISS, Chief Clerk

AN ACT

To amend chapter 167, RSMo, by adding thereto one new section relating to the establishment of developmental guidance and counseling programs in schools.

Be it enacted by the General Assembly of the state of Missouri, as follows:

Section A. Chapter 167, RSMo, is amended by adding thereto one new section, to be known as section 167.266, to read as follows:

167.266. 1. Prior to the commencement of the 2015-16 school year, the department of elementary and secondary education shall revise its scoring guide under the Missouri school improvement program to assess a penalty for school districts failing to comply with the provisions of this section.

2. Beginning with the 2015-16 school year, the board of education of each school district shall establish a comprehensive guidance and counseling program for students attending school in the district. The program shall include grade-level expectations for students in three areas: academic development; career development; and social and personal development. Student participation in the program shall commence in third grade, with participation required until a student's successful graduation from high school.

3. A school counselor in each school shall work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate the developmental guidance and counseling program. The counselor shall design the program to include:

(1) A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;

EXPLANATION — Matter enclosed in bold-faced brackets [thus] in the above bill is not enacted and is intended to be omitted from the law. Matter in **bold-face** type in the above bill is proposed language.

16 (2) A responsive services component to intervene on behalf of any student whose
17 immediate personal concerns or problems put the student's continued educational, career,
18 personal, or social development at risk;

19 (3) An individual planning system to guide a student as the student plans, monitors,
20 and manages the student's own educational, career, personal, and social development; and

21 (4) System support to support the efforts of teachers, staff, parents, and other
22 members of the community in promoting the educational, career, personal, and social
23 development of students.

24 4. In addition to the school counselor's responsibilities under subsection 3 of this
25 section, the counselor shall:

26 (1) Participate in planning, implementing, and evaluating a comprehensive
27 developmental guidance program to serve all students and to address the special needs of
28 students who are:

29 (a) At risk of dropping out of school, becoming substance abusers, participating in
30 gang activity, or committing suicide;

31 (b) In need of modified instructional strategies; or

32 (c) Gifted and talented, with emphasis on identifying and serving gifted and
33 talented students who are educationally disadvantaged;

34 (2) Consult with a student's parent or guardian and make referrals as appropriate
35 in consultation with the student's parent or guardian;

36 (3) Consult with school staff, parents, and other community members to help them
37 increase the effectiveness of student education and promote student success;

38 (4) Coordinate people and resources in the school, home, and community;

39 (5) With the assistance of school staff interpret standardized test results and other
40 assessment data that help a student make educational and career plans; and

41 (6) Deliver classroom guidance activities or serve as a consultant to teachers
42 conducting lessons based on the school's guidance curriculum.

43 5. The academic development component of the comprehensive guidance and
44 counseling program shall include an emphasis on:

45 (1) Applying skills needed for education achievement;

46 (2) Applying skills needed to transition between educational levels; and

47 (3) Developing and monitoring personal education plans.

48 6. The career development component of the comprehensive guidance and
49 counseling program shall include an emphasis on:

50 (1) Applying career exploration and planning skills in the achievement of life career
51 goals;

52 **(2) Knowing where and how to obtain information about work and postsecondary**
53 **training and education; and**

54 **(3) Applying employment readiness skills and skills for on-the-job success.**

55 **7. The personal and social development component of the comprehensive guidance**
56 **and counseling program shall include an emphasis on:**

57 **(1) Understanding one's self as an individual and as a member of a diverse local**
58 **and global community;**

59 **(2) Interacting with others in ways that respect individual and group differences;**
60 **and**

61 **(3) Applying personal skills and coping strategies.**

62 **8. The board of each school district shall establish a counseling center in each**
63 **school building of the district. The guidance and counseling center shall be accessible and**
64 **large enough to house all of the comprehensive guidance and counseling program's**
65 **personnel, resources, and equipment.**

66 **9. The state board of education shall promulgate rules and regulations for the**
67 **implementation of this section. Any rule or portion of a rule, as that term is defined in**
68 **section 536.010, that is created under the authority delegated in this section shall become**
69 **effective only if it complies with and is subject to all of the provisions of chapter 536 and,**
70 **if applicable, section 536.028. This section and chapter 536 are nonseverable and if any of**
71 **the powers vested with the general assembly pursuant to chapter 536 to review, to delay**
72 **the effective date, or to disapprove and annul a rule are subsequently held**
73 **unconstitutional, then the grant of rulemaking authority and any rule proposed or adopted**
74 **after August 28, 2015, shall be invalid and void.**

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