



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

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D. *KBS*

DATE: September 27, 2016

SUBJECT: Code of Maryland Regulations (COMAR) 13A.12.03.02 School Counselor
ADOPTION

PURPOSE:

The purpose of this item is to request adoption of the proposed amendments to COMAR 13A.12.03.02 School Counselor (Attachment I). Amendments were proposed to meet new certification requirements required as a result of legislation adopted by the Maryland General Assembly during the 2015 legislative session under the title “Professional Standards and Teacher Education Board – School Counselors – Certification Renewal Requirement (Lauryn’s Law).”

REGULATION PROMULGATION PROCESS:

Under Maryland law, a state agency, such as the State Board, may propose a new regulation whenever the circumstances arise to do so. The State Board shares joint authority with the Professional Standards and Teacher Education Board (PSTEB) to develop regulations governing teacher certification and preparation.

When PSTEB initiates a regulatory change, the State Board must review the proposed regulation. In order to reject a proposed regulation, a super-majority of the State Board (three-fourths of its members) must vote against the change. Otherwise, the regulation moves forward in the regulation promulgation process.

After the State Board has voted to approve the regulation (or has failed to garner a super-majority vote to disapprove the regulation), the proposed regulation is sent to the 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, MSDE staff reviews and summarizes the public comments. Thereafter, MSDE staff will present a recommendation to the State Board 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.

If the State Board moves to adopt the regulation in the form it was proposed, the regulation will be sent back to PSTEB for final adoption.

HISTORICAL BACKGROUND:

On May 12, 2015, the General Assembly passed and the Governor signed into law House Bill 947 (HB 947): "Professional Standards and Teacher Education Board – School Counselors – Certification Renewal Requirement (Lauryn's Law)." The law requires PSTEB to adopt regulations to address a perceived need to increase school counselor awareness and skills in recognizing indicators of mental illness and behavioral distress, including depression, trauma, violence, youth suicide, and substance abuse. HB 947 has been codified as Education Article § 6-704.1.

With an effective date of July 1, 2016, this new statute applies to all school counselors who hold an educational certificate under COMAR 13A.12.03.02. In passing the law, the General Assembly recognized the seriousness of youth suicide in Maryland and also the critical role that school counselors can play in helping to identify students at risk and to counsel families toward appropriate community resources. The recent legislation mandates PSTEB put into regulation further safeguards over the present renewal and reinstatement certification standards to ensure each counselor is trained to identify risk factors for youth suicide and can refer students and families to community resources to treat these issues. In response to the legislation, PSTEB directed MSDE to convene a workgroup to address the requirements of the law.

The workgroup was led by Ms. Sarah Spross, Assistant Superintendent/Division of Educator Effectiveness, and included five MSDE Specialists, six Supervisors of School Counseling programs, one University Director, and one Local Human Resources Representative. The workgroup met on October 13, 2015 and November 17, 2015. MSDE also engaged local HR directors in conversation to make them aware of the legislation and give them time to discuss the requirements of the law on their school systems. The school counseling coordinators on the workgroup also met with their HR directors to see how their school systems would accommodate the new certification requirements.

On January 7, 2016, Mr. Michael Linkins, School Counseling Specialist and Ms. Judy Klinger, Carroll County Supervisor of School Counseling, presented the recommendations of the work group to members of PSTEB. The workgroup emphasized that identifying warning signs of student depression and factors that place students at risk is the responsibility of everyone in the school house: administrators, teachers, nurses, bus drivers, para-educators, secretaries, social workers, psychologists, pupil personnel workers, cafeteria & custodial staff, and school counselors. Because of their training, school counselors are often assigned the responsibility to

provide professional development for the faculty and staff and are often the first person to be consulted when another professional becomes aware that a student may be at risk.

Subsequently on February 4, 2016, PSTEB granted permission to publish the amendments to COMAR 13A.12.03.02 School Counselor. On May 24, 2016 the State Board also granted permission to publish the proposed amendments.

On July 8, 2016 the proposed regulations were published in the Maryland Register (Attachment II). MSDE received public comment from 2 individuals Ms. Jean Mantegna, Assistant Superintendent for Human Resources, Harford County Public Schools (Attachment III) and Ms. Marie Bercau, Certification Coordinator, Montgomery County Public Schools (Attachment IV). Their comments and MSDE's summary are attached for your review (Attachment V).

Based on the comments received, MSDE is recommending the following non-substantive change to the proposed regulations:

- F(1)(a), the definition of IHE in COMAR 13A.12.01.02B(17) is "Institution" not "Institute." The new language will read: "One semester hour of coursework from an Institution of Higher Education"

PROPOSED AMENDMENTS:

The proposed amendments require a school counselor, at the time of renewal/reinstatement of their certificate:

- to show evidence of one semester hour of coursework from an Institution of Higher Education; or its equivalent;
- to further refine their ability to recognize and address indicators of mental illness and behavioral distress, including depression, trauma, violence, youth suicide, and substance abuse; and
- to receive professional development in the identification of professional resources and best practices for distributing these resources to parents to help students in crisis.

SUMMARY:

COMAR 13A.12.03.02 required revision due to the enactment of Education Article §6-704.1.

Proposed amendments:

1. Establish renewal/reinstatement requirements for school counselors that are congruent with the mandate of Education Article §6-704.1;
2. Requires additional professional development to further refine a school counselor's ability to recognize and address indicators of mental illness and behavioral distress, including depression, trauma, violence, youth suicide, and substance abuse; and

Members of the State Board of Education

September 27, 2016

Page 4

3. Assures that school counselors are aware of, and distribute as appropriate, the necessary resources to parents of students in crisis.

ACTION:

I request permission to adopt the amendments to COMAR 13A.12.03.02.

Attachments (5)

13A.12.03.02

.02 School Counselor.

The requirements for certification as a school counselor are:

A. Option I. The applicant shall submit:

- (1) A master's degree in school counseling or school guidance and counseling from an IHE;
- (2) A National Board of Certified Counselors (NBCC) certificate; and
- (3) Two years of satisfactory performance as a teacher or school counselor in a school setting.

B. Option II. The applicant shall submit:

- (1) A master's degree in school counseling or school guidance and counseling in a program approved using State-approved standards under COMAR 13A.07.06.01; and
- (2) 2 years of satisfactory performance as a teacher or school counselor, or 500 clock hours in a supervised practicum in school counseling or school guidance and counseling.

C. Option III. The applicant shall submit a master's degree in school counseling or school guidance and counseling from a program approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

D. Option IV. The applicant shall submit:

- (1) A master's degree in school counseling or school guidance and counseling from an approved program under the Interstate Contract agreement for support services; and
- (2) 2 years of satisfactory performance as a teacher or school counselor or 500 clock hours in a supervised practicum in school counseling or school guidance and counseling.

E. Option V. The applicant shall submit:

- (1) A master's degree from an IHE; and
- (2) A valid, professional certificate from another state and verification of at least 27 months of satisfactory performance as a school counselor during the past 7 years on the basis of which application is being made for a comparable Maryland certificate.

F. Special Provisions.

(1) Prior to the renewal/reinstatement of the current credential, an educator certified as a school counselor shall provide one of the following:

- (a) one semester hour of coursework from an Institution of Higher Education;**
- (b) one Department approved continuing professional development credit; or**
- (c) An equivalent number of continuing education units.**

(2) The coursework, professional development, or continuing education unit required by §F(1) of this regulation shall address:

(a) the need for intervention or referral in response to indicators of mental illness and behavioral distress, including, but not limited to:

(i) Depression;

(ii) Trauma;

(iii) Violence;

(iv) Youth Suicide; and

(v) Substance Abuse.

(b) The identification of professional resources and best practices for distributing resources to parents or guardians to help students in crisis.

PROPOSED ACTION ON REGULATIONS

788

target language] *Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.*

(a) *Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.*

(b) *Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.*

(c) *Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.*

(2) **Cultures:** [Students demonstrate knowledge and understanding of another people's way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives. Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture] *Learners interact with cultural competence and understanding.*

(a) *Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.*

(b) *Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.*

(3) **Connections:** [Students reinforce and further knowledge of other content areas through a language other than English. Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures] *Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.*

(a) *Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.*

(b) *Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.*

(4) **Comparisons:** [Students demonstrate understanding of the nature of language through comparisons of the language studied and English. Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own] *Learners develop insight into the nature of language and culture in order to interact with cultural competence.*

(a) *Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.*

(b) *Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.*

(5) **Communities:** [Students use the language both within and beyond the school setting. Students use the language for personal enjoyment and enrichment] *Learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.*

(a) *School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.*

(b) *Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.*

C. Curriculum Documents. Consistent with Education Article, §4-111, Annotated Code of Maryland, each local school system shall provide world languages curriculum documents for the secondary schools under its jurisdiction that:

(1) (text unchanged)

(2) Are aligned with the [State curriculum,] *Maryland College and Career Ready Standards for World Languages*, as developed by the Maryland State Department of Education in collaboration with local school systems.

D. (text unchanged)

KAREN B. SALMON, Ph.D.
State Superintendent of Schools

Subtitle 12 CERTIFICATION

13A.12.03 Specialists

Authority Education Article, §§2-205, 2-303(g), 6-101—6-104, and 6-701—6-706, Health Occupations Article, §2-301, Annotated Code of Maryland

Notice of Proposed Action

[16-175-P]

The Professional Standards and Teacher Education Board proposes to amend Regulation .02 under COMAR 13A.12.03 Specialists. This action was considered at the February 4, 2016, meeting of the Professional Standards and Teacher Education Board.

Statement of Purpose

The purpose of this action is to incorporate new certification requirements enacted by Ch. 467, Acts of 2015 (Professional Standards and Teacher Education Board — School Counselors — Certification Renewal Requirement (Lauryn's Law))."

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

The proposed action has no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Sarah Spross, Assistant State Superintendent, Division of Educator Effectiveness, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201, or call 410-767-0385 (TTY 410-333-6442), or email to sarah.spross@maryland.gov, or fax to 410-333-8963. Comments will be accepted through August 8, 2016. A public hearing has not been scheduled.

Open Meeting

Final action on the proposal will be considered by the Professional Standards and Teacher Education Board during a public meeting to be held on September 1, 2016, 9:30 a.m., at 200 West Baltimore Street, Baltimore, Maryland 21201.

.02 School Counselor.

The requirements for certification as a school counselor are:

A. — E. (text unchanged)

PROPOSED ACTION ON REGULATIONS

F. Special Provisions

(1) Prior to the renewal or reinstatement of the current certificate, an educator certified as a school counselor shall provide one of the following:

(a) One semester hour of coursework from an Institute of Higher Education;

(b) One Department-approved continuing professional development credit; or

(c) An equivalent number of continuing education units.

(2) The coursework, professional development, or continuing education unit required by §F(1) of this regulation shall address:

(a) The need for intervention or referral in response to indicators of mental illness and behavioral distress, including, but not limited to:

(i) Depression;

(ii) Trauma;

(iii) Violence;

(iv) Youth Suicide; and

(v) Substance Abuse.

(b) The identification of professional resources and best practices for distributing resources to parents or guardians to help students in crisis.

KAREN B. SALMON, Ph.D.
Acting State Superintendent of Schools

Title 31
MARYLAND INSURANCE
ADMINISTRATION
Subtitle 15 UNFAIR TRADE
PRACTICES

Notice of Proposed Action
[16-012-R]

The Insurance Commissioner proposes to:

(1) Amend Regulations .01 — .07 under COMAR 31.15.04 Solicitation of Annuity and Deposit Fund Contracts; and

(2) Adopt new Regulations .01 — .09 under a new chapter, COMAR 31.15.15 Annuity Disclosure.

Because substantive changes have been made to the original proposal as published in 43:1 Md. R. 76—83 (January 8, 2016), this action is being repropose at this time.

Statement of Purpose

The purpose of this action is to adopt the National Association of Insurance Commissioners' (NAIC) "Annuity Disclosure Model Regulation," Model MDL-245. This Model Regulation addresses many of the same issues found in current COMAR 31.15.04, but in more detail. Model MDL-245 was adopted by the NAIC in 1999 and has been amended in 2011 and 2013. Maryland's current chapter, COMAR 31.15.04, which applies to both annuities and deposit fund contracts, has not been amended since its adoption in January 1980. The NAIC Model provides more detailed requirements for annuity illustrations and conforms COMAR to the modern annuity marketplace. The purpose of this reproposal is to correct a cross-reference and to provide an exception from considering actuarial assumptions in the dividend scale formula as a nonguaranteed element for the annuity illustrations for insurers that offer both participating and nonparticipating annuities.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

I. Summary of Economic Impact. The change to the illustration requirement for insurers that offer both participating and nonparticipating annuities in this repropose regulation will make it easier for insurers to sell participating annuities. This will have a minimal effect on the market as very few insurers offer participating annuities in Maryland.

II. Types of Economic Impact	Revenue (R+/R-)	Magnitude
	Expenditure (E+/E-)	
A. On issuing agency:	NONE	
B. On other State agencies:	NONE	
C. On local governments:	NONE	
	Benefit (+)	Magnitude
	Cost (-)	
D. On regulated industries or trade groups:		
(1) Compliance costs	(-)	Minimal
(2) Participating annuities	(+)	Minimal
E. On other industries or trade groups:	NONE	
F. Direct and indirect effects on public:	NONE	

III. Assumptions. (Identified by Impact Letter and Number from Section II.)

D(1). The proposed amendments will have a minimal impact on insurers that issue annuities in Maryland. Some insurers may incur additional administrative costs related to implementing the more detailed annuity disclosures required by the adoption of the NAIC Model. Larger insurers who issue annuities in the national or regional markets would likely see some cost savings, as their annuity disclosures would no longer need to be written to comply with the outdated Maryland regulations. The Commissioner does not believe that any additional costs will be significant, relative to the benefit to the insurer through the use of a national standard annuity disclosure and the benefit to the consumer of the improved disclosure that these amendments provide.

D(2). The change in the repropose regulations regarding the illustration requirement for insurers that offer both participating and nonparticipating annuities may make it easier for impacted insurers to sell participating annuities. This will have a minimal effect on the current market as very few insurers offer participating annuities.

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Lisa Larson, Assistant Director, Regulatory Affairs, Maryland Insurance Administration, 200 St. Paul Place, Ste. 2700, Baltimore, MD 21202, or call 410-468-2007, or



Barbara P. Canavan, Superintendent of Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478

July 20, 2016

Ms. Sarah Spross
Assistant State Superintendent
Division of Educator Effectiveness
Maryland State Dept. of Education
200 W. Baltimore St.
Baltimore, MD 21201-2595

Dear Ms. Spross:

Thank you for the opportunity to comment on the Notice of Proposed Action for Regulation .02, School Counselor, under COMAR 13A.12.03 that was published in the 07/08/16 issue of the Maryland Register. Below are comments with regard to the proposed changes to the Specialists chapter to Subtitle 12 Certification.

F(1) Prior to the renewal or reinstatement of the current certificate, an educator certified as a school counselor shall provide one of the following:

All options to receive School Counselor certification require a master's degree. For School Counselors who receive a Standard Professional Certificate 1/SPC1, they can receive an initial five-year Advanced Professional Certificate/APC in as little as three years instead of having to wait until their five-year SPC1 expires. The way the proposed regulation is worded, these School Counselors would have to complete the Lauryn's Law renewal requirement during the three-year timeframe of the issuance of their SPC1 and the issuance of their initial APC.

F(1)(a) One semester hour of coursework from an Institute of Higher Education.

Should "Institute" be "Institution" to be consistent with the COMAR certification definition of "Institution of Higher Education" [13A.12.01.02B(17)]?

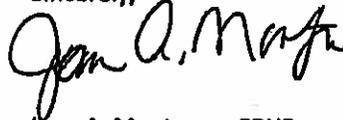
F(1)(c) An equivalent number of continuing education units.

There is no definition for continuing education units/CEUs in COMAR 13A.12.01.02 that explains what a CEU is or what the equivalent of a CEU is to one semester hour [proposed F(1)(a)] or one continuing professional development/CPD credit [proposed F(1)(b)]. One CEU is 10 clock hours, so it would have to be at least 1 ½ CEUs.

There is a definition in COMAR for semester hour [13A.12.01.02B(33)] but it does not include how many clock hours make up one semester hour (which is 15). Also, there is a definition in COMAR for continuing professional development/CPD credit [13A.12.01.02B(9)] but it does not include how many clock hours make up one CPD credit (which is 15). The term "continuing education unit" is not mentioned in the CPD credit definition.

Again, I appreciate the opportunity for Harford County Public Schools to submit comments. If you have questions, please feel free to contact Barbara Matthews, Certification Specialist, at Barbara.Matthews@hcps.org or 410-588-5258.

Sincerely,

A handwritten signature in black ink that reads "Jean A. Mantegna". The signature is written in a cursive style with a large, stylized initial "J".

Jean A. Mantegna, SPHR
Assistant Superintendent for Human Resources

bsm

c: Howard Kutcher
Kay Malone
Barbara Matthews
Christine Lambert



Sarah Spross -MSDE- <sarah.spross@maryland.gov>

Public Comment RE 13A.12.03.02

Bercaw, Marie C <Marie_Bercaw@mcpsmd.org>

Fri, Aug 5, 2016 at 9:48 AM

To: "sarah.spross@maryland.gov" <sarah.spross@maryland.gov>

Cc: Kelly Meadows -MSDE- <kelly.meadows@maryland.gov>, "Davison, Dana E" <Dana_E_Davison@mcpsmd.org>, "Dempsey, E. Lancellotti" <E.Lancellotti_Dempsey@mcpsmd.org>, "Crews, Karen D" <Karen_D_Crews@mcpsmd.org>

Ms. Spross: These are the comments from Montgomery County Public Schools regarding the updates to COMAR 13A.12.03.02.

Regarding 13A.12.03.02F(1) –

In regards to the course or workshop,

1. Will this renewal requirement need to be met for school counselors who have 6 recent credits and 3 years of satisfactory experience and request their Advanced Professional Certificate early and out of their regular renewal cycle (i.e., prior to expiration of the Standard Professional Certificate)?
2. Will this renewal requirement need to be met for school counselors in a regular renewal cycle, due within one or two years—for example we are reviewing July 2017 certificate renewals now and informing educators of their renewal needs? Will these school counselors be able to wait until their next renewal cycle to meet the requirement?
3. Does F(1)(b) align with the definition of "Continuing professional development credits (CPDs)" in COMAR 13A.12.01.02B(9)? If so then is this a CPD course that might be developed by a local school system or MSDE?
4. What is the definition of the equivalent number of continuing education units? For example, there is currently an offering that is 8 clock hours/contact hours which our school counselors have been encouraged to attend to meet this new requirement. "Continuing education units" is not defined in 13A.12.01.02B so it should be clearly defined here.

LINK to Course mentioned in #4 above: <http://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>

In F(1)(a), the definition of IHE in COMAR 13A.12.01.02B(17) is "Institution" not "Institute"—this should be changed to be consistent with other parts of this chapter.

Thank you for the opportunity to provide comments. Please let us know if you need anything further.

Sincerely,

Marie Bercaw

Certification Coordinator, Certification Unit

Montgomery County Public Schools

Office of Human Resources & Development

Department of Certification & Staffing (DCS)/Certification Unit

Regular Mail: 45 W. Gude Drive, Suite 2300, Rockville, MD 20850-1159

Pony Mail: OHRD/Cert Unit, 45 W. Gude Drive, Suite 2300

Office Phone: 301-279-3112 Office Fax: 301-279-3813

Website: <http://www.montgomeryschoolsmd.org/departments/personnel/certification/>



13A.12.03.02 MdR Proposed.pdf
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**13A.12.03.02 School Counselor
Public Comment**

Proposed Language in bold

.02 School Counselor.

The requirements for certification as a school counselor are:

A. Option I. The applicant shall submit:

- (1) A master's degree in school counseling or school guidance and counseling from an IHE;
- (2) A National Board of Certified Counselors (NBCC) certificate; and
- (3) Two years of satisfactory performance as a teacher or school counselor in a school setting.

B. Option II. The applicant shall submit:

- (1) A master's degree in school counseling or school guidance and counseling in a program approved using State-approved standards under COMAR 13A.07.06.01; and
- (2) 2 years of satisfactory performance as a teacher or school counselor, or 500 clock hours in a supervised practicum in school counseling or school guidance and counseling.

C. Option III. The applicant shall submit a master's degree in school counseling or school guidance and counseling from a program approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

D. Option IV. The applicant shall submit:

- (1) A master's degree in school counseling or school guidance and counseling from an approved program under the Interstate Contract agreement for support services; and
- (2) 2 years of satisfactory performance as a teacher or school counselor or 500 clock hours in a supervised practicum in school counseling or school guidance and counseling.

E. Option V. The applicant shall submit:

- (1) A master's degree from an IHE; and
- (2) A valid, professional certificate from another state and verification of at least 27 months of satisfactory performance as a school counselor during the past 7 years on the basis of which application is being made for a comparable Maryland certificate.

F. Special Provisions.

- (1) **Prior to the renewal or reinstatement of the current certificate, an educator certified as a school counselor shall provide one of the following:**
 - (a) **One semester hour of coursework from an Institution of Higher Education;**
 - (b) **One Department approved continuing professional development credit; or**
 - (c) **An equivalent number of continuing education units.**
- (2) **The coursework, professional development, or continuing education unit required by F(1) of this regulation shall address:**
 - (a) **The need for intervention or referral in response to indicators of mental illness and behavioral distress, including, but not limited to:**
 - (i) **Depression;**

(ii) Trauma;

(iii) Violence;

(iv) Youth Suicide; and

(v) Substance Abuse.

(b) The identification of professional resources and best practices for distributing resources to parents or guardians to help students in crisis.

Commenter	Comment	MSDE Concur/Does not Concur	MSDE Proposed Change/Comment
Marie Bercaw, MCPS	Will this renewal requirement need to be met for school counselors who have 6 recent credits and 3 years of satisfactory experience and request their Advanced Professional Certificate early and out of their regular renewal cycle (i.e., prior to expiration of the Standard Professional Certificate)?	N/A	Policy will allow educators to have one full renewal cycle prior to having to meet this requirement. If an educator has not yet renewed their certificate, the credit will not be required until the next renewal period. Thereafter, if an educator chooses to accelerate their renewal in order to advance to the APC, they will be required to meet the new regulation requirements at that time.
	Will this renewal requirement need to be met for school counselors in a regular renewal cycle, due within one or two years—for example we are reviewing July 2017 certificate renewals now and informing educators of their renewal needs? Will these school counselors be able to wait until their next renewal cycle to meet the requirement?	N/A	Yes. Any renewals issued prior to the regulation taking effect may wait until the next renewal period to submit the required credit. Policy will allow educators to have one full renewal cycle prior to having to meet this requirement.
	Does F(1)(b) align with the definition of “Continuing professional development credits (CPDs)” in COMAR 13A.12.01.02B(9)? If so then is this a CPD	N/A	Yes. A local and/or MSDE/and or an outside organization may apply for a

	course that might be developed by a local school system or MSDE?		CPD course through MSDE.
	What is the definition of the equivalent number of continuing education units? For example, there is currently an offering that is 8 clock hours/contact hours which our school counselors have been encouraged to attend to meet this new requirement. "Continuing education units" is not defined in 13A.12.01.02B so it should be clearly defined here.	Does not concur	MSDE has not historically defined the equivalency of clock/contact hours and CEUs in regulation but rather in policy. Currently the equivalency is 15 clock hours = 1 semester hour. A definition of CEU has been reviewed by PSTEB.
	In F(1)(a), the definition of IHE in COMAR 13A.12.01.02B(17) is "Institution" not "Institute"—this should be changed to be consistent with other parts of this chapter.	Concur	Agreed.
Jean Mantegna, HCPS	All options to receive School Counselor require a master's degree. For School Counselors who receive a Standard Professional Certificate 1 (SPC 1), they can receive an initial 5-year Advanced Professional Certificate/APC in as little as 3 years instead of having to wait until their 5 year SPC 1 expires. The way the proposed regulation is worded, these school counselors would have to complete the Lauryn's Law requirement during the 3 year timeframe of the issuance of their SPC1 and the issuance of their initial APC.	Does not concur	Policy will allow educators to have one full renewal cycle prior to having to meet this requirement. If an educator has not yet renewed their certificate, the credit will not be required until the next renewal period. Thereafter, if an educator chooses to accelerate their renewal in order to advance to the APC, they will be required to meet the new regulation requirements at that time.
	Should "Institute" be "Institution" to be consistent with the CO MAR certification definition of "Institution of Higher Education" [13A.12.01.02B(17)]?	Concur	Agreed
	There is no definition for continuing education units/CEUs in COMAR 13A.12.01.02 that explains what a CEU is or what the equivalent of a CEU is to one semester hour [proposed F(1)(a)] or one continuing professional development/CPO	Does not concur	MSDE has not historically defined the equivalency of clock/contact hours and CEUs in regulation but rather in policy.

	<p>credit [proposed F(1)(b)]. One CEU is 10 clock hours, so it would have to be at least 115 CEUs. There is a definition in COMAR for semester hour [13A.12.01.02B(33)] but it does not include how many clock hours make up one semester hour (which is 15). Also, there is a definition in COMAR for continuing professional development/CPO credit [13A.12.01.02B(9)] but it does not include how many clock hours make up one CPO credit (which is 15). The term "continuing education unit" is not mentioned in the CPO credit definition.</p>		<p>Currently the equivalency is 15 clock hours = 1 semester hour. The chart currently in use will continue to be used. A definition of CEU has been reviewed by PSTEB..</p>
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