

**REPORT OF THE
JOINT SUBCOMMITTEE STUDYING THE
FEASIBILITY OF REQUIRING
DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAMS
IN THE PUBLIC ELEMENTARY SCHOOLS
TO
THE GOVERNOR
AND
THE GENERAL ASSEMBLY OF VIRGINIA**



SENATE DOCUMENT NO. 16

**COMMONWEALTH OF VIRGINIA
RICHMOND
1983**

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Senator A. Joe Canada, Jr.
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**Report of the
Joint Subcommittee Studying the**

Feasibility of Requiring

Developmental Guidance and Counseling Programs

in the Public Elementary Schools

To

The Governor and the General Assembly of Virginia

Richmond, Virginia

December, 1982

To: The Honorable Charles S. Robb, Governor of Virginia
and
The General Assembly of Virginia

INTRODUCTION

Senate Joint Resolution No. 69, agreed to by the Senate and House of Delegates during the 1982 Session of the General Assembly, requested the Joint Subcommittee Studying the Feasibility of Requiring Developmental Guidance and Counseling in the Public Schools to reconvene once during each year of the 1982-83 biennium to determine the status and needs of elementary school guidance and counseling programs in the Commonwealth.

The 1982 General Assembly also agreed to two other joint resolutions that were recommended by the joint subcommittee: Senate Joint Resolution No. 66, which expressed the sense of the General Assembly regarding the joint subcommittee's recommendations; and Senate Joint Resolution No. 70, which requested the Board of Education to consider revising the priorities of education and reallocate resources between the elementary and secondary levels to provide more money for counseling in elementary schools. The resolutions are appended to this report.

The membership of the joint subcommittee and the task force remained as appointed pursuant to Senate Joint Resolution No. 132, 1981.

Senator Stanley C. Walker and Delegate George W. Grayson served as Chairman and Vice-Chairman, respectively.

Activities of the Joint Subcommittee

The joint subcommittee reconvened in November, 1982 to assess (1) the status and needs of elementary school guidance and counseling programs and (2) the progress of the implementation of its recommendations cited in Senate Joint Resolution No. 66 and Senate Joint Resolution No. 70.

They also received comments from the Secretary of Education on elementary school guidance and counseling programs, and testimony from the Department of Education on the implementation of the joint subcommittee's recommendations.

Mr. Cecil Carter, Deputy Secretary of Education, representing Dr. John T. Casteen, III, Secretary of Education, commented that the Secretary supported the Department of Education's position that local school divisions should be given the option of employing elementary school guidance counselors within existing resources.

The Department of Education reviewed the Preliminary Report on the Evaluation of Elementary School Guidance Programs in Three Virginia School Divisions. The report is based upon a study

conducted by the Department to obtain objective information on the effectiveness and implementation of guidance programs in the State.

The preliminary report addressed in detail the responses from parents, teachers, principals, counselors, special education teachers, school psychologists, and school nurses. The results of interviews with principals, counselors, and students in 29 schools in the school divisions selected for the study established clearly the level of acceptance of the programs by such persons. Of the 200 elementary schools with either full- or part-time guidance counselors, three school divisions were selected for study: Richmond City (urban), Williamsburg-James City County (primarily suburban), and Augusta County (primarily rural). Questionnaires for administrators and staff were sent to 30 schools. Principals were asked to rate six major goals of elementary guidance programs on a five-point scale, five being highest and one being lowest. Their highest rated goal was "fostering healthy social and emotional development of children." Their lowest rated goal was "improving the school program." They were also asked to rate eight factors frequently cited as leading to successful programs relative to their perceptions of the importance of each in the success of their own elementary guidance programs. They were asked to rate each factor on a four-point scale, four being highest and one being lowest. The highest rated factor was "counselor dedication to program tasks." The means ranged from 3.37 to 3.85 out of 4.0, indicating that principals saw all of the factors as relatively important. Other administrative and instructional staff members were asked to respond to a series of questions regarding the frequency, importance and effectiveness of the tasks performed by elementary school guidance counselors, and the improvement in student attitudes as a result of the elementary guidance programs. Responses from the persons surveyed all indicated enthusiastic support of the program.

The final report, which will include an extensive analysis of the study and establish the acceptance level of elementary school guidance programs by representatives of community organizations, visiting teachers and paraprofessionals, will be presented to the joint subcommittee when it reconvenes in 1983.

Dr. S. John Davis, Superintendent of Public Instruction, discussed with the joint subcommittee the proposed revision of the Standards of Accreditation for Schools. He stated that the proposed Standards include, for the first time, a provision which would allow local school divisions the option of providing elementary school guidance programs within existing resources. This provision was included in the proposed accreditation standards in response to the joint subcommittee's recommendation. This option allows local school divisions to select an alternate staffing plan which would continue to ensure that the administrative, library and guidance responsibilities set forth in the accreditation standards are met. Should a locality choose this alternative, it must develop a written policy that must be approved by the division superintendent and local school board. The alternate staffing plan must be submitted also to the Department of Education for approval prior to implementation of the program. The proposed standards also require that guidance programs at the appropriate grades, K-12, adhere to the specific criteria established in the accreditation standards.

In response to the joint subcommittee's query concerning its recommendation that pupil personnel services and resources be reallocated in a manner to provide equalization of guidance and counseling services between the elementary and secondary levels, Dr. Davis stated that the Department had considered the recommendation and concluded that a redistribution of secondary school guidance counselors to provide elementary schools with guidance counselors would result in an insufficient number of guidance counselors at the secondary level.

In the Department of Education's written response (Appendix B) on the status of the implementation of each of the joint subcommittee's recommendations, it indicated that (1) a model for guidance for grades K-12, which includes a developmental guidance and counseling component for the elementary schools, has been developed and scheduled for field testing in a rural school division; (2) curriculum materials on elementary school guidance counseling for use by elementary classroom teachers will be developed; (3) in-service training for elementary school teachers and technical assistance at the request of local school divisions will be provided; and (4) school divisions will be encouraged to utilize state college and university personnel who have expertise in this area as resource persons. The response noted that to date no action has been taken by the Board of Education to equalize the distribution of pupil personnel services and resources throughout the elementary and secondary grades.

Discussion of the Recommendations

In its report in 1982, the joint subcommittee acknowledged the crucial need for developmental guidance and counseling programs in public elementary schools, and that current fiscal constraints prohibited recommending the statewide implementation of these programs. Because the need for these programs has not diminished nor has the fiscal condition improved, the joint subcommittee recommends, as it did in 1982, that the Accreditation Standards for Schools be revised to allow local school divisions the option of providing guidance and counseling programs, within existing resources, for grades K-12.

The joint subcommittee recognizes that the Department of Education responded to its recommendation last year by including in the proposed Accreditation Standards a new provision to allow local school divisions to employ elementary school guidance counselors. However, the joint subcommittee is concerned that the option, as presently worded in the proposed Accreditation Standards, would generate conflict and competition among the professional groups (e.g., librarians, assistant principals, guidance counselors) from among which a school division must choose its staff if it elects to provide an alternate staffing plan within its locality. Competition among such groups for staff positions would not benefit students or the educational system.

In addition, the option as presently placed following the section on guidance counselors conveys to local school divisions that it addresses elementary guidance counselors only. The joint subcommittee is aware of the need for flexibility in selecting alternate staffing plans at the local level. Nevertheless, the joint subcommittee envisioned that the option would be structured to permit those local school divisions that desired to provide such programs to include guidance counselors in the administrative and instructional-related personnel required for minimum staffing of elementary schools pursuant to the Accreditation Standards. It is not the joint subcommittee's intent that the selection of an alternate staffing plan require a local school division to dismiss personnel to implement it. Relocation and reemployment of personnel shall continue to be at the discretion of the local school board.

To clarify the intent of the option, the joint subcommittee recommends that the term, "option," following the section on guidance counselors, (f), in the proposed Accreditation Standards be deleted, and the paragraph describing the option be revised and placed at the end of the section, "Standard III: Each School Shall Have Adequate Staff with Proper Certification and Endorsement". Placing the paragraph at the end of this section will indicate clearly that the option provides flexibility for those local school divisions that wish to provide elementary school guidance and counseling programs by selecting an alternate staffing plan.

Though the option in the proposed Accreditation Standards is an attempt to address the need for elementary school guidance and counseling programs within existing resources, the joint subcommittee believes that the magnitude of the problems which confront school children requires more definitive action than the option provides. Therefore, the joint subcommittee recommends that initiatives be undertaken by the Secretary of Education and the Board of Education to direct the Commonwealth's attention to the crucial need for and to encourage the implementation of guidance and counseling programs in the public elementary schools as a cost-effective means of preventing and assisting in the remediation of the problems that children encounter.

Recommendations

The joint subcommittee recommends that:

1. The Board of Education revise the proposed Accreditation Standards for Schools as follows:

(a) Delete the term, "option," following the section on Guidance Counselors (f).

(b) Revise the paragraph describing the option to read: "Alternate staffing plans may be developed which ensure that the responsibilities set forth in these accreditation standards are met. Any locality electing to exercise such an option shall develop a written policy approved by the local school board. Alternate staffing plans shall continue to comply with the Standards of Quality. Any such alternate staffing plan shall be submitted to the Department of Education for approval prior to implementation. However, relocation and reemployment of personnel shall continue to be at the

discretion of the local school board.

(c) Place the paragraph at the end of the section, "Standards III: Each School Shall Have Adequate Staff with Proper Certification and Endorsement."

2. Initiatives be undertaken by the Secretary of Education and the Board of Education to direct the Commonwealth's attention to the need for and to encourage the implementation of guidance and counseling programs in public elementary schools.

3. The Board of Education encourage local school divisions to develop and provide guidance and counseling programs in the elementary schools.

4. The Secretary of Education and the Board of Education work collaboratively to revise the priorities of public education in the area of guidance and counseling: (a) by shifting the emphasis on remediation at the secondary level to efforts for prevention and early intervention at the elementary level; and (b) by having the Board of Education reallocate pupil personnel services and resources in a manner to provide equalization of such services and resources throughout the elementary and secondary grades.

5. The Board of Education ascertain the proper time in the future for requiring through the Standards of Quality that all school divisions provide guidance and counseling services for grades K-12.

6. The Department of Education provide assistance to local school divisions in following appropriate guidelines established by the Board of Education for guidance and counseling programs.

7. Local school divisions utilize the available in-service programs, including the teacher center, to train administrative and instructional personnel in the principles and techniques of group developmental guidance and counseling.

8. Local school divisions utilize college and university staff who have expertise in this area as resource persons to help school divisions develop quality elementary school guidance and counseling programs.

Conclusion

The joint subcommittee believes that such societal problems as divorce, drug and alcohol abuse, changing roles and values, diversified family structures and personal abuse and neglect continue to profoundly affect the lives of children as well as adults. These problems exert tremendous pressure on children, frequently impeding normal development and academic achievement. Without appropriate, early intervention, these problems later become manifested as juvenile delinquency, suicide, teenage pregnancy, drug and alcohol abuse, school vandalism and failure, and the loss to society of fully functioning and competent adults.

The joint subcommittee reaffirms its position that the school is the primary setting wherein children receive not only academic instruction, but also develop lasting attitudes and behaviors toward self, work and others. In no other setting is the establishment of a foundation for self-discipline and positive mental health more critical than in the elementary school. Positive learning environments for children require a comprehensive coordinated effort of the home, school, and the community. Therefore, the schools' curricula must include organized programs for the social and emotional development of children in addition to their academic development.

Because developmental guidance and counseling is primarily concerned with fostering human potential and preventing difficulties, it is preventive as well as remedial. This type of counseling attempts to help all children meet their developmental needs and successfully master their developmental tasks. It also seeks to ease the children's transition through developmental stages and/or critical periods by encouraging and assisting them in the development of coping and mastery behaviors which will lead to control over the environment.

The joint subcommittee acknowledges that no single approach will eliminate the many problems that beset children. However, it does believe that while not a panacea, the developmental guidance

and counseling program is one means to reduce the destructive manifestations and the debilitating effects of such problems on society.

Further, the joint subcommittee believes that developmental guidance and counseling would be cost effective in as much as prevention is less costly than remediation. It was determined by the joint subcommittee that legislation mandating guidance and counseling programs would not be feasible at this time because of current fiscal constraints. However, legislation expressing the sense of the General Assembly that such programs are needed and are essential for the education of children and that the development of these programs should be encouraged has been prepared and is appended to this report.

The joint subcommittee appreciates the contributions of all persons who testified before it. It is especially grateful for the assistance of the Citizen's Advisory Task Force. Further, the joint subcommittee commends the Department of Education for its assistance and cooperation.

Respectfully submitted,

.....
Stanley C. Walker, Chairman

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George W. Grayson, Vice-Chairman

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George P. Beard, Jr.

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Archibald A. Campbell

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A. Joe Canada, Jr.

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James A. Davis

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Richard L. Saslaw

Task Force Members :

Dr. George M. Bright

Dr. Anna G. Dodson

The Honorable Willard H. Douglas, Jr.

Dr. William Van Hoose

Mr. R. Roger Koontz

The Honorable Gammiel Poindexter

Mrs. Nana Lou Sauder *

Mr. Gary A. Smith *

Dr. Gaynelle Whitlock

* Dissenting In Part Opinions of Mrs. Nana Lou Sauder and Mr. Gary A. Smith are attached.

Dissent, In Part, To the Joint Subcommittee's Report

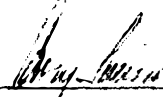
1 The following comments are written in dissent of part of the recommenda-
2 tion of joint subcommittee. Although I agree with most of the intent of the
3 recommendations, I seriously question one major aspect of the document. First
4 of all, I concur with the proposal of having guidance and counseling expertise
5 available to students and families at the elementary school level. Where I
6 dissent is the question of "best-fit" between providing informed, well-prepared
7 services and assistance to the students and families and the assumption of the
8 critically required expertise on the part of guidance counselors. I shall
9 elaborate this concern. On page 12, lines 24 through 28 and page 13, lines
10 1 through 6, the report lists the social and personal problems evident in
11 today's elementary school children as well as those problems which may result
12 in the future without adequate attention to present-day difficulties. That
13 these concerns are serious and observable problems is without question. How-
14 ever, I seriously question whether the pedagogical preparation of guidance
15 counselors is sufficient to address the wholistic nature of the stated problems.
16 My review of guidance and counseling curriculum underscores such a question.
17 The educational framework, including classroom and practice experiences, is
18 highly individually oriented--a strong psychological stance nearly devoid of
19 necessary learning and practice in the social aspects of these problems. I
20 observe that major components of knowledge and skills are either totally absent
21 or incredibly "watered-down" in the needed areas. In short, there is an extra-
22 ordinary lack of "fit" between the problems to be addressed and the option noted
23 to address them--namely, elementary school guidance counselors.

24 Later in the report, page 14, lines 1 through 3, an acknowledgement is
25 stated ". . . that no single approach will eliminate the many problems that
26 beset children." While this comment can be interpreted as a minor disclaimer
27 of the promises and goals earlier presented, it is lacking in clarity and

1 strength and would not serve to differentiate those areas of problems and
2 approaches to problems which guidance counselors may be expected, in actuality,
3 to address based on their education and training from those areas best left to
4 professionally-prepared practitioners from other fields. I do not find evi-
5 dence that these distinctions have been carefully drawn out--or even discussed
6 fully. Much more work needs to be done on this subject.

7 In summary, I recognize that the educational resources in Virginia, fis-
8 cal as well as personnel, are currently in a state of strain. Therefore, I
9 would suggest that the "best-fit" be established between the needs and the
10 options approved for local school district discretion and choice. As the
11 recommendations currently are stated, such is not the case. This is the reason
12 for my partial dissent. I would fully support a recommendation which starts
13 by addressing the problems and needs evident in elementary age children and
14 their families and then moves in the direction of identifying, from all available
15 helping and human service professions, those professionals best educated and
16 trained to address these problems and meet these needs. Clearly, a more com-
17 prehensive approach is justified based on the seriousness of the problems noted
18 in the report. A unilateral move from problems to elementary school guidance
19 counselors is too simplistic in the face of the human difficulties encountered
20 in today's schools. The report and the recommendations fail, in a major way,
21 to address the difficulties in a comprehensive manner that would be truly bene-
22 ficial to local school districts in their deliberations and decisions on the
23 options needed.

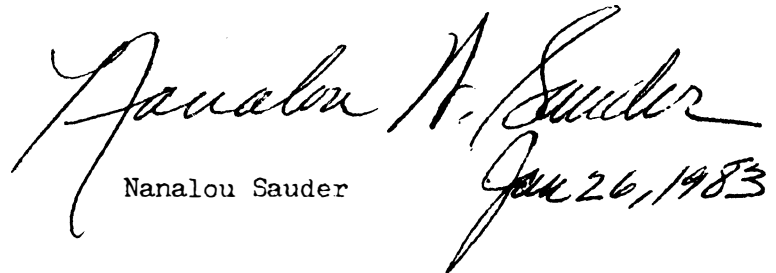
24 I would appreciate your careful and thoughtful consideration of these
25 thoughts and comments. Thank you.



Gary Smith
Task Force Member

Dissent in part:

My dissent relates to the implication in recommendation # 4 that there would be fewer guidance counsellors at the secondary level in order to staff the elementary guidance program. This recommendation would have an adverse effect on small, rural secondary schools that have one or two counsellors at the most to handle the developmental and problem-solving aspects of counselling and the career and college counselling and help so necessary to pupils at the secondary level. Done correctly, the counsellor's job is monumental. Any reduction in guidance staff in these smaller and in-between schools would result in parts of the job being relegated to the back burner with an adverse effect on the pupils.


Nanalou Sauder
Jan 26, 1983

Appendices

- A. Senate Joint Resolution No. 57
- B. Department of Education Response
- C. Senate Joint Resolutions No. 66, 69, and 70, 1982

Appendix A

SENATE JOINT RESOLUTION NO. 57

Offered January 24, 1983

Expressing the sense of the General Assembly regarding developmental guidance and counseling programs in the public elementary schools.

Patrons—Walker and Hailey

Referred to the Committee on Rules

WHEREAS, Senate Joint Resolution No. 69 of 1982 requested the Joint Subcommittee Studying the Feasibility of Requiring Developmental Guidance and Counseling Programs in the Public Elementary Schools to reconvene once each year of the 1982-83 biennium to determine the status and needs of elementary school guidance and counseling programs; and

WHEREAS, the Joint Subcommittee found that such societal problems as divorce, drug and alcohol abuse, changing roles and values, diversified family structures, and personal abuse and neglect continue to affect the lives of young children; and

WHEREAS, without early intervention these problems are often manifested in destructive behavior which can have debilitating effects upon society; and

WHEREAS, it was determined by the Joint Subcommittee that a comprehensive developmental guidance and counseling program in the public elementary schools is a cost-effective means of fostering human potential, preventing personal difficulties, and reducing the destructive manifestations of human strife; and

WHEREAS, contingent upon the adoption of the revised Accreditation Standards for Schools, public elementary schools may employ elementary school guidance counselors; and

WHEREAS, the magnitude of the problems which beset young children requires more definitive action than the proposed revision of the accreditation standards would provide; and

WHEREAS, to address this problem, the Joint Subcommittee adopted the following recommendations:

1. The Board of Education should revise the proposed Accreditation Standards for Schools as follows:

(a) delete the term "option" following the section on Guidance Counselors (f);

(b) revise the paragraph describing the option to read: "Alternate staffing plans may be developed which ensure that the responsibilities set forth in these accreditation standards are met. Any locality electing to exercise such an option shall develop a written policy approved by the local school board. Alternate staffing plans shall continue to comply with the Standards of Quality. Any such alternative staffing plan shall be submitted to the Department of Education for approval prior

to implementation. However, relocation and reemployment of personnel shall continue to be at the discretion of the local school board”;

(c) place the paragraph at the end of the section, “Standards III: Each School Shall Have Adequate Staff with Proper Certification and Endorsement.”

2. Initiatives should be undertaken by the Secretary of Education and the Department of Education to encourage the implementation of guidance and counseling programs in public elementary schools.

3. The Board of Education should encourage local school divisions to develop and provide guidance and counseling programs in the elementary schools.

4. The Secretary of Education and the Board of Education should work collaboratively to revise the priorities of public education in the areas of guidance and counseling:

(a) by shifting the emphasis on remediation at the secondary level to efforts for prevention and early intervention at the elementary level; and

(b) by having the Board of Education reallocate pupil personnel services and resources in a manner to provide equalization of such services and resources throughout the elementary and secondary grades.

5. The Board of Education should ascertain the proper time in the future for requiring through the Standards of Quality that all school divisions provide guidance and counseling services for grades K-12.

6. The Department of Education should provide assistance to local school divisions in following appropriate guidelines established by the Board of Education for guidance and counseling programs.

7. Local school divisions should utilize the available in-service programs, including the teacher center, to train administrative and instructional personnel in the principles and techniques of group developmental guidance and counseling.

8. Local school divisions should utilize state college and university staff who have expertise in this area as resource persons to help school divisions develop quality elementary school guidance and counseling programs; now, therefore, be it

RESOLVED by the Senate, the House of Delegates concurring, That the General Assembly hereby reaffirms its interest in providing quality developmental guidance and counseling programs for elementary schools; and, be it

RESOLVED FURTHER, That the Secretary of Education and the Board of Education are requested to consider the implementation of the foregoing recommendations.



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. Box 60
RICHMOND 23216

November 29, 1982

Senator Walker and Members of the Committee:

We are pleased to have the opportunity to respond to Senate Joint Resolution No. 66 and to report that a comprehensive plan for guidance and counseling in the public schools of Virginia has been developed which is designed to address the recommendations made in Senate Joint Resolution No. 66 of February 19, 1982.

The Department offers the following comments to the recommendations of the joint subcommittee:

Recommendation #1: Speaks to the Commonwealth and the General Assembly rather than to the Department of Education.

Recommendation #2: Pupil Personnel Services Section of the Division of Special Education Programs and Pupil Personnel Services (Office of Special and Compensatory Education) has recently completed the development of a model for guidance, grades K-12, which incorporates a developmental guidance and counseling component in the elementary schools. A small, rural school division has consented to assist in a field test of the model.

Recommendation #3: Whereas the Department supports the concept of elementary school guidance counselors, additional funds would be required at both state and local levels in order to comply with this recommendation. In the absence of such, the Department is undertaking to develop curriculum materials on this topic, for use by elementary classroom teachers.

Recommendation #4: Given the development of the above-mentioned materials, inservice would be a logical outgrowth.

November 29, 1982

Recommendation #5: The decision to provide such inservice rests with the local school division rather than with the Department of Education. However, the Department will provide assistance and inservice upon the request of local division personnel according to the availability of staff and time.

Recommendation #6: The decision to utilize the staffs of Virginia colleges and universities is the responsibility of the local school division rather than a Department function. However, the Department will encourage local school divisions to pursue this activity.

Recommendation #7: A revision of the current guidelines has been completed and is ready for administrative decision. Upon their approval, the guidelines will be disseminated to local school divisions and a series of regional conferences will be conducted regarding their implementation. Additional technical assistance in this area will be provided to local school divisions by Department of Education guidance staff as requested.

Recommendation #8: It is our understanding that Mr. Barry Morris will speak to the matter of accreditation standards for elementary schools.

Recommendation #9: No action has been taken by the Board of Education at this time to equalize the distribution of pupil personnel services and resources throughout the elementary and secondary grades.

We look forward to continuing cooperative efforts in this matter and will be happy to answer any questions which you may have.

Appendix C

SENATE JOINT RESOLUTION NO. 66

Expressing the sense of the General Assembly concerning elementary developmental guidance and counseling programs.

WHEREAS, the Joint Rules Committee approved the creation of a joint subcommittee of the Senate Education and Health Committee and the House Education Committee to study the feasibility of requiring developmental guidance and counseling programs in the state's public elementary schools; and

WHEREAS, the joint subcommittee determined that many elementary school children are overwhelmed by unresolvable social and emotional problems; and

WHEREAS, these problems will become more severe without early and appropriate intervention and remediation; and

WHEREAS, early identification of such problems in children would make remediation more effective; and

WHEREAS, to address this problem, the joint subcommittee adopted the following recommendations:

1. The Commonwealth should provide incentives to encourage growth of developmental guidance and counseling programs within the school divisions.

2. The Board of Education is requested to encourage school divisions to develop a vehicle to provide developmental guidance and counseling in the elementary schools.

3. School divisions should have no less than one elementary school guidance counselor to provide a developmental guidance and counseling program for an appropriate ratio of students.

4. Local school divisions are requested to provide in-service workshops for all elementary administrative and instructional personnel in order that they might receive some preparation in the principles and techniques of developmental classroom group guidance.

5. Local school divisions are requested to utilize the in-service program, including the teacher centers, to train administrative and instructional personnel to provide developmental classroom group guidance lessons.

6. Local school divisions are requested to utilize the staffs of Virginia colleges and universities with expertise in this area as resource persons to help school divisions develop quality elementary school guidance and counseling programs.

7. The Department of Education is requested to provide assistance to local school divisions in following appropriate guidelines established by the Board of Education pertaining to guidance and counseling programs.

8. The Accreditation Standards for Elementary Schools should be revised to allow local school divisions the option of providing guidance and counseling programs within existing resources for elementary schools.

9. The Board of Education is requested to equalize the distribution of pupil personnel services and resources throughout the elementary and secondary grades.

10. The Joint Subcommittee should reconvene each year of the biennium for no more than one meeting to consider the status and needs of elementary guidance and counseling programs in the Commonwealth, and submit its findings and recommendations to the Governor and the 1983 and

1984 Sessions of the General Assembly;now, therefore, be it

RESOLVED by the Senate, the House of Delegates, concurring, That the General Assembly hereby affirms its interest in providing for quality developmental guidance and counseling programs for elementary schools; and, be it

RESOLVED FURTHER, That the Board of Education is requested to consider seriously the implementation of the foregoing recommendations.

SENATE JOINT RESOLUTION NO. 69

Authorizing the Joint Subcommittee Studying Developmental Guidance and Counseling to reconvene to consider the status and needs of elementary guidance and counseling programs in the Commonwealth.

WHEREAS, the Joint Rules Committee approved the study of the feasibility of requiring developmental guidance and counseling programs in the State's public elementary schools; and

WHEREAS, the joint subcommittee appointed to conduct the study found that young children are beset by many societal problems, and oftentimes are victimized by traumatic experiences; and

WHEREAS, the response of these children to their environments and problems often creates severe problems for them and society; and

WHEREAS, the very existence of this legislative study has served as the impetus to the commitment of educators and other professionals and parents to seek to improve services to these children; and

WHEREAS, many of the joint subcommittee's recommendations contained in its report to the Governor and the 1982 General Assembly to improve guidance and counseling services to elementary school children involve changes in administrative policies, require closer collaboration and cooperation between professional associations, teachers and the Department of Education than presently exist and call for continued oversight by the General Assembly; now, therefore, be it

RESOLVED by the Senate, the House of Delegates concurring, That the Joint Subcommittee Studying Developmental Guidance and Counseling is authorized to reconvene each year of the biennium for no more than one meeting each year to consider the status and needs of elementary guidance and counseling programs in the Commonwealth.

The joint subcommittee shall submit its findings and recommendations to the Governor and the 1983 and 1984 Sessions of the General Assembly.

The cost of the reconvening of the joint subcommittee shall not exceed \$3,600.

SENATE JOINT RESOLUTION NO. 70

Requesting the Board of Education to revise priorities with respect to guidance and counseling services and reallocate resources between the elementary and secondary levels.

WHEREAS, the Joint Rules Committee approved the study of the feasibility of requiring developmental guidance and counseling programs in the State's public elementary schools; and

WHEREAS, the joint subcommittee appointed to conduct the study found that many children are confronted with adult problems and traumatic experiences long before they develop appropriate coping skills and attitudes; and

WHEREAS, without early and appropriate intervention, these problems are manifested in negative attitudes towards self, school, family and society, and in destructive and other costly socially unacceptable behavior; and

WHEREAS, traditionally, emphasis has been on guidance and counseling at the secondary level, which concentrate on career preparation and remedial work; and

WHEREAS, the joint subcommittee determined that the provision of guidance and counseling programs at the elementary level would lessen the problems of young children before they become so complex that remedial work would be lengthy or impossible; now, therefore, be it

RESOLVED by the Senate, the House of Delegates concurring, That consideration should be given to revising the priorities of education in the following manner:

1. Shift the emphasis on remediation at the secondary level to prevention and early intervention at the elementary level.
2. Reallocate pupil personnel services and resources in a manner to provide equalization of such services between elementary and secondary levels.
3. Revise Accreditation Standards for Elementary Schools to allow local school divisions the option of providing guidance and counseling programs within existing resources for elementary schools.
4. Maintain vigilance to ascertain the proper time in the future for requiring, through the Standards of Quality, that all school divisions provide guidance and counseling services for elementary schools; and, be it

RESOLVED FURTHER, That the Board of Education is requested to consider seriously revising the priorities of public education as provided herein.

