

The Connecticut certification standards for school counselors are mostly consistent with how the American School Counselor Association and the Council for Accreditation of Counseling and Other Educational Related Programs (2009). However, Part XV Special Services Sec. 10-145d-922 attempts to articulate the roles and functions of school counselors along with other school personnel in working with students with disabilities. In its current and draft form, Sec. 10-145d-922 only confuses the roles of the different school professionals. Provision of services to students with disabilities section according the American School Counselor Association (ASCA, 2004) school counselors must be involved with the planning and implementation of services for students with disabilities. In fact, the most recent revision of the position statement issued by ASCA (2004) regarding the role of school counselors in working with students with disabilities states:

When appropriate, interventions in which the professional school counselor participates may include but are not limited to: leading school counseling activities as a part of the comprehensive school counseling program, serving on the school's multidisciplinary team that identifies students who may need assessments to determine special needs within the scope and practice of the professional school counselor, collaborating with other student support specialists in the delivery of services, advocating for students with special needs in the school and in the community (p. 1).

The ASCA's position promotes a range of school counseling services to students with disabilities, all within the context of school counselor training and school counseling program practice (ASCA, 2003). The position statement clearly notes "...it is inappropriate for the professional school counselor to serve in supervisory or administrative roles such as: coordinating the 504 planning team, and supervising the implementation of the 504 plan." There should be clarity school counselors and others' role with students with disabilities otherwise numerous problems will occur at the school level. One problem that this will likely create is in times of tough fiscal decision-making, district administrators will not be able to see any differences in the roles of school counselors and others such as school psychologists, etc., and eliminate school counselors (or others) positions thinking they're reducing inefficiencies. As those who participate in the Connecticut's' public schools, know it takes ALL school personnel working a well coordinated efforts to provide a sound equitable education for ALL students including those with disabilities. The committee responsible for completing the Connecticut certification standards might want to revise Sec. 10-145d-922 and articulate each of the professionals' roles in working with students with disabilities. For school counselors the committee could use the ASCA statement of school counselor role with students with disabilities above as a guideline. The same could be done for the other professionals.

Sincerely,
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