

*I Mina'trentai Sais Na Liheslaturan Guåhan*  
**BILL STATUS**

BILL NO.	SPONSOR	TITLE	DATE INTRODUCED	DATE REFERRED	CMTE REFERRED	PUBLIC HEARING DATE	DATE COMMITTEE REPORT FILED	FISCAL NOTES	NOTES
<b>254-36 (COR)</b>	Telena Cruz Nelson Amanda L. Shelton Clynton E. Ridgell	AN ACT TO ADD A NEW CHAPTER TO DIVISION 2 OF TITLE 17 GUAM CODE ANNOTATED, RELATIVE TO DEFINING THE EDUCATIONAL AND PROFESSIONAL REQUIREMENTS FOR CERTIFIED SCHOOL COUNSELORS; AND TO AUTHORIZE THE COMPILER OF LAWS TO MAKE CHANGES.	2/16/22 2:56 p.m.						

*I MINA'TRENTAI SAIS NA LIHESLATURAN GUÅHAN*  
**2022 (SECOND) Regular Session**

**Bill No. 254-36 (COR)**

Introduced by:

Telena C. Nelson 

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**AN ACT TO ADD A NEW CHAPTER TO DIVISION 2 OF TITLE 17 GUAM CODE ANNOTATED; RELATIVE TO DEFINING THE EDUCATIONAL AND PROFESSIONAL REQUIREMENTS FOR CERTIFIED SCHOOL COUNSELORS; AND TO AUTHORIZE THE COMPILER OF LAWS TO MAKE CHANGES.**

**BE IT ENACTED BY THE PEOPLE OF GUAM:**

**Section 1.** A new Chapter is *added* to Division 2, Title 17 Guam Code

Annotated to read as follows:

**“Certified School Counselor**

**Definitions.** In this article:

(a) *Certified school counselor* shall mean the person certified in Guam to practice as a school counselor and implement a comprehensive school counseling program as defined in these rules and regulations.

(b) *Comprehensive school counseling programs* shall mean the integrated system of appropriate school counseling activities and services that are systematically provided to all students, which include a developmental and evidence-based curriculum, such as assessment, information, consultation, counseling, referral, placement, follow-up, and follow-through, focused on the mindset and behaviors students need for post-secondary readiness and success.

1 (c) Data-informed shall mean the use of data to make decisions to improve  
2 student outcomes, such as academic achievement, attendance, and behavior.

3 (d) Developmentally appropriate activities and services shall encompass  
4 the three domains: academic, career, and social/emotional. They are developmental  
5 and conducted on a regular, planned, and systemic basis to assist students to achieve  
6 mindsets and behaviors. Developmentally appropriate programs provide all students  
7 with experiences, knowledge, and skills that will help them grow and develop.

8 (e) Elementary school counselors shall mean the educators uniquely  
9 trained in child development, learning strategies, self-management and social skills,  
10 who understand and promote success for today's diverse students. They implement  
11 a school counseling program to support students through this important  
12 developmental period. The program provides education, prevention and intervention  
13 activities, which are integrated into all aspects of children's lives. The program  
14 teaches knowledge, attitudes and skills students need to acquire in academic, career  
15 and social/emotional development, which serve as the foundation for future success.

16 (f) Middle school counselors shall mean the educators uniquely trained in  
17 child and adolescent development, learning strategies, self-management and social  
18 skills. They implement a school counseling program to support students through this  
19 important developmental period. The school counseling program provides  
20 education, prevention and intervention activities, which are integrated into all  
21 aspects of students' lives. The program teaches students the knowledge, attitudes  
22 and skills necessary for academic, career and social/emotional development, which  
23 serve as the foundation for future success.

24 (g) High school counselors shall mean the educators uniquely trained in  
25 child and adolescent development, learning strategies, self-management and social  
26 skills who understand and promote success for today's diverse students. They  
27 implement a school counseling program to support students through this important

1 developmental period. The program provides education, prevention, and  
2 intervention activities, which are integrated into all aspects of students' lives. The  
3 program teaches knowledge, attitudes and skills students need to acquire in  
4 academic, career and social/emotional development, which serve as the foundation  
5 for future success. The work of high school counselors aligns with the school's  
6 mission to support all students' academic achievement as they prepare for the ever-  
7 changing world.

8 (h) *Results-based programs* shall mean the programs designed to ensure  
9 that all students acquire the competencies to become successful in school and to  
10 make a successful transition from school to higher education, to employment, or to  
11 a combination of higher education and employment.

12 (i) *School Counselor Performance Appraisal* shall mean the annual review  
13 of school counselor performance that evaluates personal and professional  
14 performance and contributions to the design, implementation, and assessment of a  
15 school counseling program; may be used for professional growth recommendations  
16 and indicates summative evaluation of school counselor effectiveness.

17 (j) *Delivery of Services* means working directly with students, faculty,  
18 administrators, parents, school staff, and the community to achieve an integrated  
19 approach to the student's educational success and an effective transition to  
20 postsecondary education and training or a career. School counselors shall not be  
21 assigned or required to perform inappropriate duties, as defined by this chapter, by  
22 the school administrator.

23 (k) *Short-term counseling* shall mean that individual counseling sessions  
24 are brief and solution-focused. The number and length of counseling sessions may  
25 vary and shall be based on the social-emotional, academic and career needs of the  
26 student and the counselor's professional opinion and recommendation of necessary

1 services to meet the student needs. The number of sessions may be between 3-5  
2 sessions lasting no more than 30 minutes in length.

### 3 **Section 2. Qualifications for Certification of School Counselors**

4 (a) School Counselor Qualifications. School counselors are required to  
5 hold a masters or doctorate degree, complete extensive hours of postgraduate  
6 supervision, and pursue continuing education, making them uniquely qualified to  
7 address all students' academic, career, and social/emotional development needs  
8 through the implementation of a comprehensive school counseling program that  
9 promotes and enhances student success. Students who prepare to specialize as school  
10 counselors will demonstrate the professional knowledge and skills necessary to  
11 promote the academic, career, and social/emotional development of all students  
12 through data informed school counseling programs. Counselor education programs  
13 with a specialty area in school counseling address the numbered standards listed  
14 below and are covered in the curriculum:

#### 15 (1) Foundations:

16 (A) History and development of school counseling

17 (B) Models of school counseling programs

18 (C) Models of K-12 comprehensive career development

19 (D) Models of school-based collaboration and consultation

20 (E) Assessment specific to K-12 education

#### 21 (2) Contextual Dimensions:

22 (A) School counselor roles as leaders, advocates, and systemic  
23 change agents in K-12 schools

24 (B) School counselor roles in consultation with families, K-12  
25 and post-secondary school personnel, and community agencies

26 (C) School counselor roles in school leadership and  
27 multidisciplinary teams

1                    (D) School counselor roles and responsibilities in relation to  
2 the school emergency management plans, crises, disasters, and trauma

3                    (E) Competencies to advocate for school counseling roles

4                    (F) Characteristics, risk factors, and warning signs of students  
5 at risk for mental health and behavioral disorders

6                    (G) Signs and symptoms of substance abuse in children and  
7 adolescents as well as the signs and symptoms of living in a home  
8 where substance use occurs

9                    (H) Qualities and styles of effective leadership in schools

10                   (I) Community resources and referral sources

11                   (J) Professional organizations, preparation standards, and  
12 credentials relevant to the practice of school counseling

13                   (K) Legislation and government policy relevant to school  
14 counseling

15                   (L) Legal and ethical considerations specific to school  
16 counseling

17 (3) Practice:

18                   (A) Development of school counseling program mission  
19 statements and objectives

20                   (B) Design and evaluation of school counseling programs

21                   (C) Core curriculum design, lesson plan development,  
22 classroom management strategies, and differentiated instructional  
23 strategies

24                   (D) Interventions to promote academic development

25                   (E) Use of developmentally appropriate career counseling  
26 interventions and assessment

1                    (F) Techniques of social/emotional counseling in school  
2 settings

3                    (G) Strategies to facilitate school and postsecondary  
4 transitions

5                    (H) Skills to critically examine the connections between  
6 social, familial, emotional and behavior problems, and academic  
7 achievement

8                    (I) Approaches to increase promotion and graduation rates

9                    (J) Interventions to promote college and career readiness

10                   (K) Strategies to promote equity in student achievement and  
11 college access

12                   (L) Techniques to foster collaboration and teamwork within  
13 schools

14                   (M) Strategies for implementing and coordinating peer  
15 intervention programs

16                   (N) Use of accountability data to inform decision making

17                   (O) Use of data to advocate for programs and students

18                   (b) Notwithstanding any other provisions of the law, rule, or regulation to  
19 the contrary, for the purposes of this chapter, the provisions of Chapter 8 of Title 5A  
20 Guam Administrative Rules and Regulations shall only apply for school counselor  
21 certification pursuant to § 8112 Certificates for School Counselors.

22                   **Section 3. Exceptions to Certification.** No person may practice as a school  
23 counselor in Guam who is not certified as a school counselor by the Guam  
24 Commission for Educator Certification, or GCEC.

25                   **Section 4. Scope of Practice.**

26                   (a) Guam certified school counselors shall provide a student-centered, data  
27 informed, and outcome-oriented program that is integrated into curricula and that

1 prepares public school students in kindergarten through grade 12 for postsecondary  
2 education and training or a career. Guam certified school counselors to collaborate  
3 with administrators on program priorities, implementation strategies and the school  
4 counseling program organization.

5 (b) School counselors design school counseling programs based on  
6 standards that define the profession. These standards help school counselors  
7 develop, implement, and assess their school counseling program to improve student  
8 outcomes.

9 (c) To be delivered effectively, school counseling programs are efficiently  
10 and effectively managed. School counselors use program focus and planning tools  
11 to guide the design and implementation of a school counseling program that gets  
12 results.

13 (d) School counselors deliver developmentally appropriate activities and  
14 services directly to students or indirectly for students because of the school  
15 counselor’s interaction with others. These activities and services help students  
16 develop the mindsets and behaviors for student success and improve their  
17 achievement, attendance, and discipline.

18 (e) Through the school counseling program, school counselors ensure  
19 equitable academic, career, and social/emotional development opportunities for all  
20 students.

21 (f) To achieve the best results for students, school counselors regularly  
22 assess their program to determine its effectiveness in helping all students succeed,  
23 inform improvements to their school counseling program design and delivery, and  
24 show how students are different because of their school counseling program. School  
25 counselors also self-assess their own mindsets and behaviors to inform their  
26 professional development and annually participate in a school counselor  
27 performance appraisal with a qualified administrator.



1           (g) The caseload shall be a ratio of 250 students-to-1 school counselor.

2           (h) Certified School Counselors are qualified to provide services to K-12  
3 students. A minimum of 80% of a school counselor's time shall be spent in direct  
4 and indirect student services, and no more than 20% of a school counselor's time  
5 shall be spent in program planning and school support duties and activities. Direct  
6 services with students are in-person interactions between school counselors and  
7 students and include instruction, appraisal and advisement, and counseling. Indirect  
8 services are provided on behalf of students as a result of the school counselors'  
9 interactions with others including consultation, collaboration, and referrals.

10           (i) As the school counselor administers a comprehensive school  
11 counseling program (CSCP) that addresses all students, they shall not conduct long-  
12 term therapeutic counseling services. School counselors conduct short-term,  
13 solution-focused counseling sessions. The number and length of the counseling  
14 sessions may vary and is based on the academic, career, and social-emotional need(s)  
15 of the student. The number of sessions may be up to, or within, 3-5 sessions lasting  
16 no more than 30-minutes in length. The number of counseling sessions is also based  
17 on the school counselor's professional opinion and recommendation. When  
18 necessary, the school counselor will consult with other professionals while  
19 maintaining the confidentiality and privacy rights of the student. Based on the nature  
20 and need of the student and based on the professional recommendation and  
21 advisement of the school counselor, the number of counseling sessions may lead to  
22 a referral to outside or off-campus services (e.g., referral to a medical doctor,  
23 psychologist, psychiatrist, mental health counselor, licensed professional counselor,  
24 or licensed therapeutic counselor), as the nature and need of the student may warrant  
25 a medical or mental health diagnosis. School counselors do not conduct long-term  
26 therapeutic counseling services, nor do they conduct mental health assessments that

1 may lead to a diagnosis and shall instead refer students out to other professions  
2 within or outside the school community or school system.

3 (1) Elementary School Counselor Services. Elementary school  
4 counselors are educators uniquely trained in child development, learning  
5 strategies, self-management, and social skills, who understand and promote  
6 success for today’s diverse students. They implement a school counseling  
7 program to support students through this important developmental period. The  
8 school counseling program provides education, prevention, and intervention  
9 activities, which are integrated into all aspects of students’ lives. The program  
10 teaches students the knowledge, attitudes, and skills students need to acquire  
11 an academic, career, and social/emotional development, which serves as the  
12 foundation for future success. The end result of this work is reflected in  
13 improvement in academic, attendance and discipline outcomes related to  
14 academic development, college and career readiness and social/emotional  
15 development.

16 The delivery of this program includes:

17 (A) Direct student services including:

18 (i) Instruction – teaching the school counseling  
19 curriculum to students focused through the lens of selected  
20 student standards.

21 (ii) Appraisal and advisement – assessing student  
22 abilities, interests and achievement to help them make decisions  
23 about their future.

24 (iii) Counseling – providing professional assistance and  
25 support to a student or small group of students during times of  
26 transition, heightened stress, critical change or other situations  
27 impeding student success. School counselors do not provide

1 therapy or long-term counseling in schools. However, school  
2 counselors are prepared to recognize and respond to student  
3 mental health needs and assist students and families seeking  
4 resources.

5 (B) Indirect student services including:

6 (i) Consultation – share strategies supporting student  
7 achievement with parents, teachers, other educators and  
8 community organizations

9 (ii) Collaboration – work with other educators, parents  
10 and the community to support student achievement

11 (iii) Referrals – support for students and families to  
12 school or community resources for additional assistance and  
13 information

14 (2) Middle School Counselor Services. Middle school counselors  
15 are educators uniquely trained in child and adolescent development, learning  
16 strategies, self-management, and social skills. They implement a school  
17 counseling program to support students through this important developmental  
18 period. The school counseling program provides education, prevention, and  
19 intervention activities, which are integrated into all aspects of students’ lives.  
20 The program teaches students the knowledge, attitudes, and skills necessary  
21 for academic, career, and social/emotional development. The end result of this  
22 work is reflected in improvement in academic, attendance and discipline  
23 outcomes related to academic development, college and career readiness and  
24 social/emotional development.

25 The delivery of these services include:

26 (A) Direct student services including:

1                   (i) Instruction – teaching the school counseling  
2 curriculum to students focused through the lens of selected  
3 student standards.

4                   (ii) Appraisal and advisement – assessing student  
5 abilities, interests, and achievement to help them make decisions  
6 about their future.

7                   (iii) Counseling – providing professional assistance and  
8 support provided to a student or small group of students during  
9 times of transition, heightened stress, critical change, or other  
10 situations impeding student success. School counselors do not  
11 provide therapy or long-term counseling in schools; however,  
12 school counselors are prepared to recognize and respond to  
13 student mental health needs and to assist students and families  
14 seeking resources.

15 (B) Indirect student services including:

16                   (i) Consultation – share strategies supporting student  
17 achievement with parents, teachers, other educators and  
18 community organizations.

19                   (ii) Collaboration – work with other educators, parents  
20 and the community to support student achievement

21                   (iii) Referrals – support for students and families to  
22 school or community resources for additional assistance and  
23 information.

24                   (3) High School Counselors services. High school counselors are  
25 educators uniquely trained in child and adolescent development, learning  
26 strategies, self-management and social skills who understand and promote  
27 success for today's diverse students. They implement a school counseling

1 program to support students through this important developmental period. The  
2 program provides education, prevention and intervention activities, which are  
3 integrated into all aspects of students' lives. the program teaches knowledge,  
4 attitudes and skills students need to acquire in academic, career, and  
5 social/emotional development, which serves as a foundation for future  
6 success. The end result of this work is reflected in improvement in academic,  
7 attendance and discipline outcomes related to academic development, college  
8 and career readiness and social/emotional development.

9 The delivery of these services includes:

10 (A) Direct student services including:

11 (i) *Instruction* – teaching the school counseling  
12 curriculum to students focused through the lens of selected  
13 student standards.

14 (ii) *Appraisal and advisement* – assessing student  
15 abilities, interests and achievement to help them make decisions  
16 about their future.

17 (iii) *Counseling* – providing professional assistance and  
18 support to a student or small group of students during times of  
19 transition, heightened stress, critical change or other situations  
20 impeding student success. School counselors do not provide  
21 therapy or long-term counseling in schools; however, school  
22 counselors are prepared to recognize and respond to student  
23 mental health needs and to assist students and families seeking  
24 resources.

25 (B) Indirect student services including:

1                   (i) Consultation – share strategies supporting student  
2 achievement with parents, teachers, other educators and  
3 community organizations.

4                   (ii) Collaboration – work with other educators, parents,  
5 and the community to support student achievement.

6                   (iii) Referrals – support for students and families to  
7 school or community resources for additional assistance and  
8 information.

9                   **Section 5. Appropriate and Inappropriate Duties & Activities for School**  
10 **Counselors.** Guam certified school counselors will collaborate with administrators  
11 on program priorities, implementation strategies, school counseling organization  
12 such as direct and indirect services.

13                   (a) Appropriate Duties & Activities for School Counselors. The  
14 appropriate duties and activities for school counselors are the delivery of services  
15 school counselors shall provide to all students to provide a Comprehensive School  
16 Counseling Program (CSCP). These appropriate duties and activities include:

17                   (1) Advisement and appraisal for academic planning

18                   (2) Orientation, coordination and academic advising for new  
19 students

20                   (3) Interpreting cognitive, aptitude and achievement tests

21                   (4) Providing counseling to students who are tardy or absent

22                   (5) Providing counseling to students who have disciplinary problems

23                   (6) Providing short-term individual and small group counseling  
24 services to students

25                   (7) Consulting with teachers to schedule and present school  
26 counseling curriculum lessons based on developmental needs  
27 and needs identified through data

1           (8) Analyzing grade-point averages in relationship to achievement

2           (9) Consulting with teachers about building classroom connections,  
3           effective classroom management and the role of noncognitive  
4           factors in student success

5           (11) Protecting student records and information per state and federal  
6           regulations

7           (12) Consulting with the school administrators to identify and resolve  
8           student issues, needs and problems

9           (13) Advocating for students at individual education plan meetings,  
10           student study teams and school attendance review boards, as  
11           necessary

12           (14) Analyzing disaggregated schoolwide and school counseling  
13           program data

14           (15) Interpreting student records

15           (b) Inappropriate Duties & Activities for School Counselors. The  
16           inappropriate duties and activities for school counselors are the services school  
17           counselors shall not be required to provide to students, as these duties may hinder  
18           them from providing a Comprehensive School Counseling Program (CSCP) to all  
19           students. These inappropriate duties and activities include:

20           (1) Building the master schedule and student scheduling

21           (2) Coordinating paperwork and data entry of all new students

22           (3) Coordinating cognitive, aptitude and achievement testing  
23           programs

24           (4) Signing excuses for students who are tardy or absent

25           (5) Performing disciplinary actions or assigning discipline  
26           consequences

- 1           (6) Providing long-term counseling in schools to address
- 2           psychological disorders
- 3           (7) Covering classes when teachers are absent or to create teacher
- 4           planning time
- 5           (8) Maintaining student records
- 6           (9) Computing grade-point averages
- 7           (10) Supervising classrooms or common areas
- 8           (11) Keeping clerical records
- 9           (12) Assisting with duties in the schools' administrators' offices
- 10          (13) Coordinating schoolwide individual education plans (IEP), child
- 11          or student study teams (CST), educational accommodation plans
- 12          (Section 504/EAP), and school attendance review boards
- 13          (14) Serving as a data entry clerk
- 14          (15) Assessing level of risk for suicide, and assessing and screening
- 15          mental health disorders

## 16          **Section 6. School Counselor Professional Standards and Competencies**

17           (a) *Mindsets:* The mindset standards include beliefs school  
18           counselors hold about student achievement and success. Although it may be  
19           possible to measure these beliefs, the mindsets are more readily recognized  
20           through the behaviors a school counselor demonstrates as a result of the  
21           implementation of a comprehensive school counseling program. Therefore,  
22           the mindset standards do not have correlating competencies.

23           (b) *Behaviors:* The behavior standards include essential behaviors  
24           school counselors demonstrate through the implementation of a  
25           comprehensive school counseling program including:

- 26           (1) Professional foundation – the essential skills that are the  
27           basis of a school counselor's professional orientation



- 1                   (2) Direct and indirect student services – interactions that are  
2                   provided directly to students or indirectly for students in  
3                   collaboration with families, teachers, administrators, other  
4                   school staff and education stakeholders
- 5                   (3) Planning and assessment – activities necessary for the  
6                   design, implementation and assessment of the  
7                   comprehensive school counseling program

8                   **Section 7. School Counselor Code of Ethics.** School counselors are  
9                   advocates, leaders, collaborators and consultants who create systemic change by  
10                  providing equitable educational access and success by connecting their school  
11                  counseling programs to the district’s mission and improvement plans. School  
12                  counselors demonstrate their belief that all students have the ability to learn by  
13                  advocating for an education system that provides optimal learning environments for  
14                  all students.

15                  (a) The purpose of the Code of Ethics *shall* include, but not be  
16                  limited to:

17                  (1) Serve as a guide for the ethical practices of all school  
18                  counselors, supervisors/directors of school counseling programs and  
19                  school counselor educators regardless of level, area, population served  
20                  or membership in this professional association.

21                  (2) Provide support and direction for self-assessment, peer  
22                  consultation and evaluations regarding school counselors’  
23                  responsibilities to students, parents/guardians, colleagues and  
24                  professional associates, schools district employees, communities and  
25                  the school counseling profession.

26                  (3) Inform all stakeholders, including students,  
27                  parents/guardians, teachers, administrators, community members and

1 courts of justice of best ethical practices, values and expected behaviors  
2 of the school counseling professional.

3 **Section 8. School Counselor Director/Coordinator.** Leadership, advocacy,  
4 collaboration, and systemic change provide a framework for school counselors, but  
5 these four tenants also help to guide the role of the school counseling district  
6 director/coordinator as they support the school counselor. District  
7 directors/coordinators have an impact on student achievement through the work they  
8 do to support school staff, the advocacy they provide to change district policies and  
9 practices, their ability to form strategic partnerships to support students and support  
10 school counselors and their ability to bring about systemic change through their  
11 work. District leaders also examined data to see their impact on school counseling  
12 programs and the students they serve.

13 (a) Supervision of Comprehensive School Counseling Programs (CSCP).  
14 The primary responsibility of the school counselor director/coordinator in a district  
15 or state is to support the development and implementation of school counseling  
16 programs based upon the identified needs of the students in the individual school  
17 building, district or state.

18 (b) School counseling directors/coordinators provide leadership to  
19 ensure:

20 (1) Process is aligned with the appropriate role of the school  
21 counselor

22 (2) Implementation of the school counseling program at the school,  
23 district and/or state levels

24 (3) Integration of school counseling programs with the total  
25 educational curriculum of the school, district and/ or state

26 (4) Collaboration with administrators to ensure qualified and diverse  
27 school counselors

- 1           (5) Individual and group supervision to school counselors in practice
- 2           (6) School counselor performance appraisal
- 3       (c) School counseling directors/coordinators advocate for:
- 4           (1) Students' needs, based on school and district data
- 5           (2) Elimination of barriers to access and equity to a rigorous
- 6           education for all students
- 7           (3) Equity in policies and procedures that have an impact on students
- 8           and policies supporting the implementation of school counseling
- 9           programs for all students
- 10          (4) School counselors to participate in school leadership teams
- 11          (5) A student-to-school-counselor ratio of 250:1
- 12          (6) School counselors to spend 80 percent or more of their time in
- 13          direct and indirect services to students
- 14       (d) School counseling directors/coordinators collaborate with:
- 15          (1) School counselors to assess the professional development needs
- 16          of school counselors in the school, district and/or state
- 17          (2) Adult learning experts to ensure regularly scheduled professional
- 18          development, consultation, and supervision for the continuous
- 19          improvement of the school counseling program
- 20          (3) School staff and community members on district and/or state
- 21          leadership teams
- 22          (4) School and community officials regarding crisis response efforts
- 23          and school counselor educators to ensure school counseling
- 24          training and preparation is founded on school counseling
- 25          programs and emphasizes the school counselor's role as
- 26          educational leader, advocate, collaborator and systemic change
- 27          agent

1           (5) College and university personnel in the supervision of school  
2           counseling interns/fieldwork students and education  
3           stakeholders to provide information about the need for a K–12  
4           school counseling program to school-, district- and state-level  
5           administrators, school boards and the community

6           (6) School counselor professional associations to encourage  
7           membership and involvement

8           (e) Qualifications of a School Counselor Director/Coordinator:

9           (1) School counseling directors/coordinators hold a master’s degree  
10           (or higher in school counseling), or the substantial equivalent;  
11           meet certification (Master School Counselor) and credentialing  
12           requirements in school counseling as defined by Guam  
13           Commission for Educators Certification.

14           (2) School counseling directors/coordinators have advanced training  
15           in supervision and school counseling programs and hold a  
16           substantial equivalent for administrative and/or supervisory  
17           credential in addition to school counseling certification. While  
18           they provide feedback and support to school counselors in the  
19           development and implementation of a school counseling  
20           program, they also provide direction to school administrators if  
21           these administrators supervise school counselors.

22           **Section 9. Severability.** If any provision of this Act or its application to any  
23           person or circumstance is found to be invalid or contrary to law, such invalidity *shall*  
24           *not* affect other provisions or applications of this Act that can be given effect without  
25           the invalid provision or application, and to this end the provisions of this Act are  
26           severable.”