

**X. E.**

CONNECTICUT STATE BOARD OF EDUCATION  
Hartford

TO BE PROPOSED:  
November 7, 2007

RESOLVED, that the State Board of Education declares its intent to adopt new regulations for the certification of School Marriage and Family Therapists, Sections 10-XXX-1 to 10-XXX-6, inclusive, of the Regulations of Connecticut Agencies, and directs the commissioner to take necessary action.

Approved by a vote of \_\_\_\_\_ this 7<sup>th</sup> day of November, Two Thousand Seven.

Signed: \_\_\_\_\_  
Mark K. McQuillan, Secretary

CONNECTICUT STATE BOARD OF EDUCATION  
Hartford

TO: State Board of Education  
FROM: Mark K. McQuillan, Commissioner of Education  
SUBJECT: Intent to Adopt Regulations Concerning School Marriage and Family Therapists

In Public Act No. 07-241, Section 7, the Connecticut General Assembly directed the State Board of Education to adopt regulations for the certification of marital and family therapists employed by boards of education:

*Sec. 7. (Effective July 1, 2007)* Not later than June 1, 2008, the State Board of Education shall, in accordance with the provisions of chapter 54 of the general statutes, adopt regulations to provide standards for the certification of marital and family therapists employed by local or regional boards of education. Such regulations shall include certification requirements to be met by (1) licensure as a marital and family therapist under section 20-195c of the general statutes, and (2) such other experience as the State Board of Education deems appropriate for the position of marital and family therapist in a school system.

Therefore, the department has drafted the attached regulations which include internal and external input. A stakeholder group was convened on October 26, 2007, to review and provide an opportunity for preliminary comment on these regulations. Stakeholders were supportive of the draft regulations with the caveat that the department develops guidelines and professional development to delineate the differences, and possible overlap, in the roles and responsibilities of a school marriage and family therapists, school social workers, school counselors, and school psychologists.

After the State Board declares its intent to adopt these regulations, they will be sent to the Office of Policy and Management and the Governor's Office for approval. After approval, notice of a thirty-day comment period will be published in the Connecticut Law Journal and public hearings will be held. The public will be encouraged to submit written comments on the proposed regulations. After the public hearings, the comments will be reviewed and the regulations modified, as appropriate. The proposed regulations will then be presented to the State Board for adoption on or before May 7, 2008. Upon adoption, the regulations will be submitted to the Office of the Attorney General for a determination of legal sufficiency and, if approved, will be sent to the Legislative Regulations Review Committee and the Office of Fiscal Analysis. If approved by the Legislative Regulations Review Committee, the regulations will become effective upon filing with the Secretary of State.

Prepared by: \_\_\_\_\_  
Georgette Nemr, Education Consultant  
Bureau of Educator Standards and Certification

Reviewed by: \_\_\_\_\_  
Nancy L. Pugliese, Chief  
Bureau of Educator Standards and Certification

Reviewed by: \_\_\_\_\_  
Mark K. McQuillan, Commissioner of Education  
November 7, 2007

**School Marriage and Family Therapist**

**Section 1. The Regulations of Connecticut State Agencies are amended by adding new sections 10-XXX-1 to 10-XXX-6, inclusive, as follows:**

**(New) Sec. 10-XXX-1. Applicable Provisions under Regulations Concerning State Educator Certificates, Permits and Authorizations**

For purposes of sections 10-XXX-2 to 10-XXX-6, inclusive, of the Regulations of Connecticut State Agencies, the definitions, general conditions, code of professional responsibility, types of certificates, special authorizations, reissuance of certificates, and the appeal process provisions as described in Part I, Part II, Part III, Part IV, Part V, and Part XVII of sections 10-145d-400 to 10-145d-619, inclusive, of the Regulations of Connecticut State Agencies shall apply.

**(New) Sec. 10-XXX-2. When required**

This certificate is required for anyone serving in the employ of a board of education as a school marriage and family therapist. Provision of services by the holder of this certificate will be determined by the school building administrator and in consultation with the planning and placement team, as defined in Section 10-76a-1 of the Regulations of Connecticut State Agencies, or in accordance with alternative procedures and programs, e.g., student assistance team, child study team, etc., before a child is referred to a planning and placement team as described in Section 10-76d-7 of the Regulations of Connecticut State Agencies.

**(New) Sec. 10-XXX-3. Validity of certificate**

This certificate authorizes the holder to provide services to families, parents and guardians in order to support the academic or behavioral functioning of the student. The holder of this certificate shall not be authorized to teach unless the person holds an appropriate teaching endorsement.

**(New) Sec. 10-XXX-4. Initial educator certificate requirements**

To receive an initial educator certificate to serve as a school marriage and family therapist, the applicant shall meet the following requirements:

- (a) Presents a written request from the employing agent for the issuance the certificate endorsement;
- (b) Holds a bachelor's degree from an approved institution;
- (c) Holds a master's degree in marriage and family therapy from an approved institution accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE);
- (d) Has successfully met Praxis I requirements;

STATE OF CONNECTICUT  
**REGULATION**  
of  
State Board of Education

Page 2 of 3 pages

- (e) Holds a valid license from the Connecticut Department of Public Health pursuant to Section 20-195c of the Connecticut General Statutes to practice marriage and family therapy;
- (f) Has completed graduate coursework in the following areas:
  - (1) Child and adolescent development;
  - (2) Learning theories;
  - (3) School-based systems theory;
  - (4) Federal and state education laws including, but not limited to, the Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act Section 504, professional ethics and code of professional responsibility for educators, Family Educational Rights and Privacy Act (FERPA), and statutory requirements for mandated reporting, suspensions and expulsions, and school and district accountability; and
  - (5) 300 hours of school-based marriage and family therapy practicum supervised by an institution accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE);
- (g) Prior to July 1, 2014, has completed a course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom; and
- (h) On or after July 1, 2014, has completed coursework or continuing education that fulfills the following competencies:
  - (1) Understanding of the growth and development of typical and atypical students, pre-kindergarten to grade 12, including the characteristics and functioning of students with disabilities, English language learners and issues related to the impact of culture, linguistics and environment on the learning needs of students;
  - (2) Knowledge of the rights of students and families and the legal responsibilities of teachers within the processes for referral, planning and placement, development and implementation of the individualized education program and the continuum of placements, services and supports available including consultation and collaboration with special service staff and support personnel within the classroom, school and district; and
  - (3) Strategies for communicating and collaborating with families about students' progress including communicating assessment results.

**(New) Sec. 10-XXX-5. Provisional educator certificate requirements**

To receive a provisional educator certificate for a school marriage and family therapist, an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate, and evidence of having completed the following:

- (a) 10 school months of successful service under the initial educator certificate or interim educator certificate; or
- (b) Within 10 years prior to application, at least 30 school months of successful service as a school marriage and family therapist in the employ of a public school, approved nonpublic school or nonpublic school approved by the appropriate governing body in another state.

**(New) Sec. 10-XXX-6. Professional educator certificate requirements**

To receive a professional educator certificate for school marriage and family therapist, an applicant shall present evidence of having completed the following:

- (a) 30 school months of successful service under a provisional educator certificate or interim provisional educator certificate; and
- (b) On or after July 1, 2010, at least 75 hours of continuing education under a provisional educator certificate or interim provisional educator certificate.

**Effective Date:** Upon filing with the Secretary of State.

**STATEMENT OF PURPOSE:** To adopt regulations, as required by Section 7 of Public Act 07-241, for the certification of marriage and family therapists employed by boards of education.