



Back-to-School CSCCP Kickoff

August 16, 2023



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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Tribal Land Acknowledgement

We would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.



Meet Your CSCP Planning Team

*We've all worked as
School Counselors!*

Kylie Massey, M.Ed.

Program Supervisor, Elementary School Counseling

Former Elementary School Counselor and district-level School Counseling Specialist tasked with supporting the building of our district's CSCP plan.



Kim Reykdal, M.Ed.

Director, Graduation and Pathway Preparation

Former High School Counselor, Career & College Counselor, Chair of WSCAs Advocacy Committee, and Tumwater School Board Director. WSCA Career Counselor of the Year & ASCA School Counselor of the Year Finalist.



Maria Muto, M.Ed.

Program Supervisor, Secondary School Counseling

Former High School Counselor in five schools across three WA school districts including two ALE schools, and trained mentor through the the OSPI/WEA's NAKIA Academy for BIPOC educators.



Whitney Triplett, M.A., NCC

Executive Director, Hatching Results

Co-founder/co-chair, [National School Counseling Leadership Conference](#) and co-author, [Hatching Results for Secondary School Counseling \(2019\)](#) & [Hatching Tier Two and Three Interventions in Your Elementary SC Program \(2019\)](#). Illinois School Counselor of the Year.



Meet Your OSPI Supporters



Nikki York

School Social Worker &
Behavioral Health Program
Supervisor

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**Annie Hetzel, MSN,
SN, NCSN**

School Health Services
Consultant

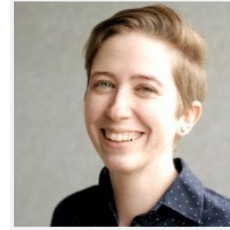
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Hello!

Let's Carpool!



SHARE A CAR

WELCOME

BACK!

Agenda

Implementation

Framing Year 2 of CSCP Work

ASCA Manage Component:

Organizing for the new school year





Tools, Resources, and Professional Development

Q & A



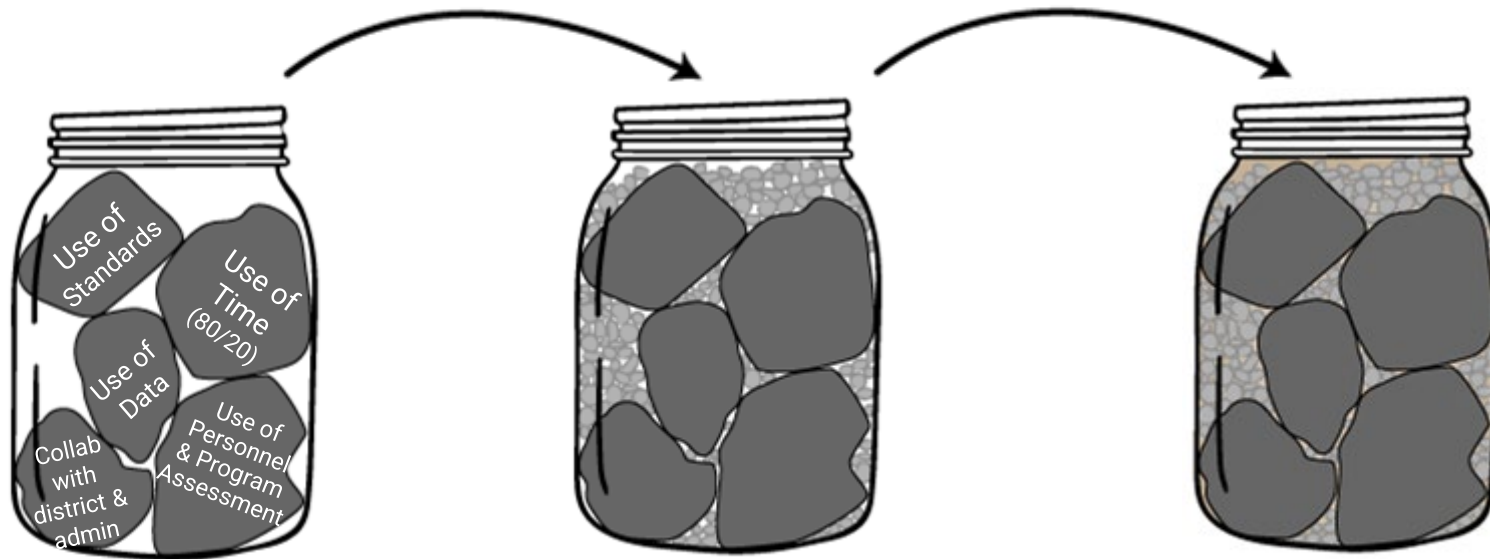
Implementation: Framing Year 2 of CSCP Work

We are moving into YEAR 2 of building our CSCPs

2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
"Year 0"	"Year 1"	"Year 2"	"Year 3"	"Year 4"	"Year 5"
<p>*SSB 5030 becomes law*</p> <p>School boards required to adopt a "transition plan"</p>	<p>School sites begin implementation</p> <p>Districts begin building district-wide expectations, structures, etc.</p>	<p>Implement the written CSCP plan</p> 			 <p>AMERICAN SCHOOL COUNSELOR ASSOCIATION</p>

Remember: It generally takes 3-5 years to fully implement a CSCP

How to Prioritize Various CSCP Components



BIG ROCKS FIRST

5030 requirements

GRAVEL SECOND

**ASCA National Model
components not required
by 5030**

SAND THIRD

**Other CSCP activities not
tied to school goals or
initiatives**



Mentimeter Check-in




[Direct Mentimeter Link](#)

2023 - 2034 CSCP Check In

Tell us how your CSCP team is doing!

Use the link below to access this survey and **please take it by August 20th**. Or, after this webinar, attendees will receive a link to complete this quick survey (~5 min.). **The information you share will help us plan our supports for this school year!**


[Survey Link](#)




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2023 - 2024 CSCP Check In

Select the statement that best matches your team's current progress on each major component of the CSCP

maria.mutok12@gmail.com [Switch account](#) 

 Not shared

** Indicates required question*

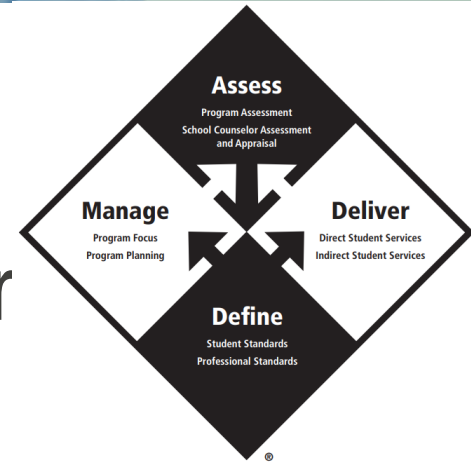
Who is on your CSCP team? *

- School Counselor/s
- School Social Worker/s
- School Psychologist/s
- School Nurse/s
- Building Administrator/s
- Teacher/s
- Paraeducator/s
- Administrative Staff
- Other: _____

[Next](#) [Clear form](#)



ASCA Manage Component: Organizing for the new school year



School Data Summary Tool

[Link to Download](#)

Identify



- Where to obtain building data and who the data experts are

Review



- School Improvement Plan
- Achievement, attendance, discipline data for previous years
- Other data resources (behavior, climate, and engagement surveys)
- Areas of concern

Prioritize



- Select data points to address through CSCP [School Data Summary Tool](#)



School Data Summary

School Name: _____ School Year: _____

Understand your school's data story by reviewing the school improvement plan, school data reports and other data resources.

1. Identify who in the building can help you obtain the data. Who is your data expert; who can help you interpret the data?
2. Review your school improvement plan and identify your school's goals. List two–three school improvement plan goals relevant to the school counseling program and link to student outcomes (achievement, attendance, discipline).
3. Review available school data reports (achievement, attendance and discipline) for previous years to identify trends.
4. Review data from other resources (e.g., student behavior surveys, climate surveys, school engagement surveys, etc.) from the previous two–three years, and identify areas of strength and concern.
5. How does your school's data compare to data from other schools, including:
 - a) schools with similar populations
 - b) district averages
 - c) state averages
6. Identify and prioritize data points you will address through your school counseling program.

Specific Data Priorities

Examples:

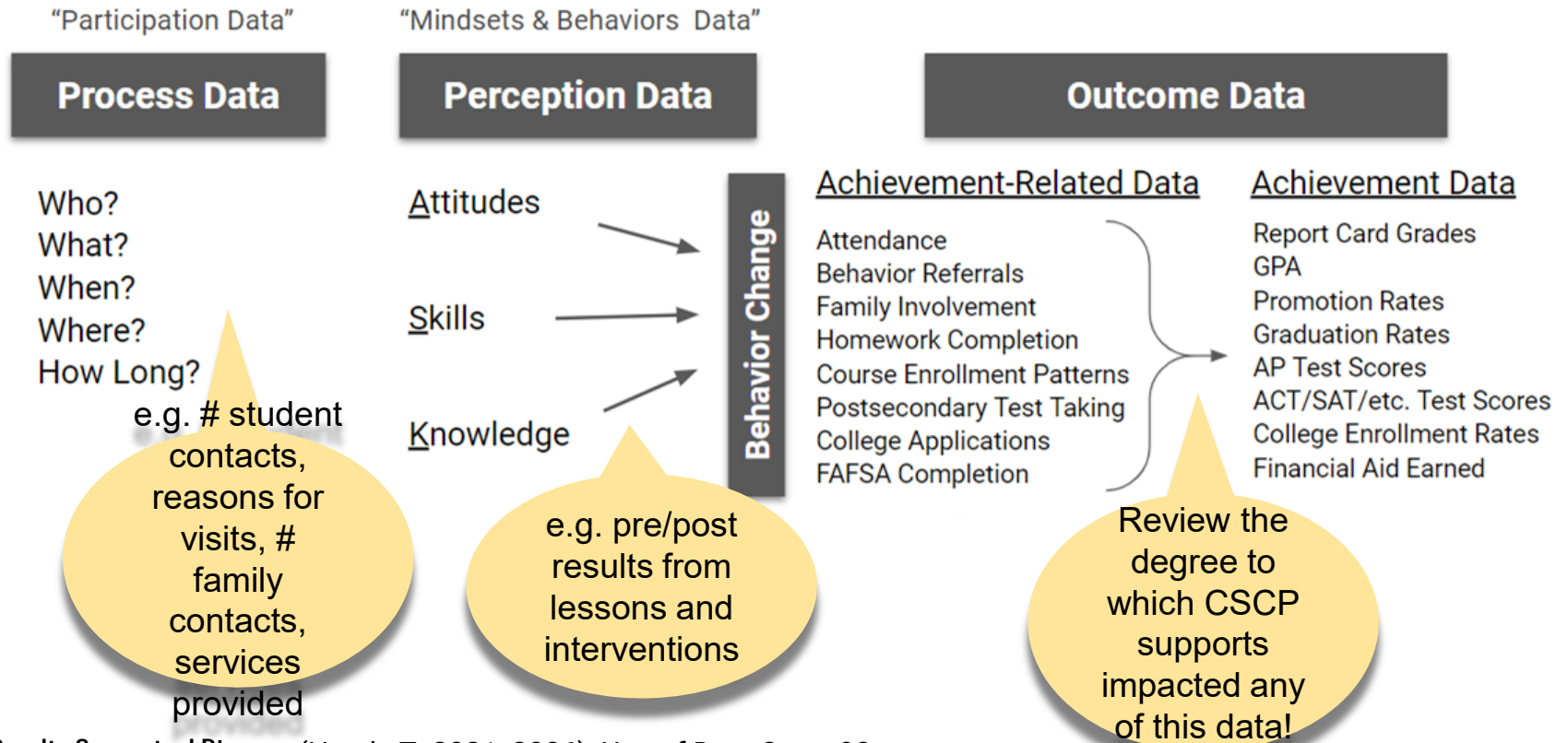
- 25 students leaving first grade reading below expectations
- 38 first-time ninth-graders failing algebra 1
- Seventh-grade students with four or more absences in the first four weeks of school
- 12 11th-grade students suspended three or more days from school for noncompliance first quarter

1.

2.

3.

Recommended Data to Review and Assess



Data Metrics Worksheet

Useful tool to help you and your administrator:

- Determine which data the CSCP will use to **drive decisions** this year
- Align the CSCP to **school-wide goals**
- Move to a more **data-driven process** for identifying students for Tier 2 (rather than just referrals)

Bonus resource!

Sample data metrics CSCTPs often use (organized by domain, tier, and grade level) →

Examples of SOCIAL/EMOTIONAL Data Elements	
Examples of COLLEGE/CAREER Data Elements	
Examples of ACADEMIC Data Elements	
TIER 2 - Academic Data Elements (Items)	
Elem. Elementary	<ul style="list-style-type: none"> Students who are missing 5% of class time (absent) Students who receive multiple 50% or less on or more consistently below portion of report card Students identified through non-cognitive surveys as engaging with attendance, academic readiness, learning strategies, etc. Students missing more than 10% of classroom assignments Students in course grades with 10% D's and F's in quarterly report card
Middle School	<ul style="list-style-type: none"> Students with 10% or more 10% of quarter of missing 50% or less progress report Students with 10% or more 10% on 1st quarter to 1st semester report card Students who do not meet the requirements for grade promotion High school students who don't enroll in rigorous courses (i.e. Algebra)
High School	<ul style="list-style-type: none"> Students with 10% or more 10% on 1st quarter Students with 10% or more 10% on quarter report card Students drop in student academic work on 3.5 or in a semester Students with GPA < 2.0 Students with 10% credit deficiency Student 1-2 class credits short of college eligibility
TIER 3 - Academic Data Elements (Items)	
Elem. Elementary	<ul style="list-style-type: none"> Chronic lack of attendance (in class or online) after multiple interventions Lack of academic progress after multiple TI interventions Non-student arrival grade levels below with no previous interventions or IEP Demoted drop in student academic work
Middle School	<ul style="list-style-type: none"> Chronic lack of attendance (in class or online) after multiple interventions Lack of academic progress after multiple TI interventions Non-student arrival grade levels below with no previous interventions or IEP Demoted drop in student academic work Students not meeting the requirements for grade promotion after interventions
High School	<ul style="list-style-type: none"> Students who drop in progress from 3rd grade but advanced to 4th grade Prepared as risk of being off-track Credit deficiencies sufficient opportunity to graduate with their class Demoted drop in student academic work on 3.5 or in a semester Student transfers in with less than 50% credits needed for grade next

DETERMINING DATA-DRIVEN TIER 2 INTENTIONAL INTERVENTIONS

How do you determine which intentional interventions to deliver? To answer this question, it can be helpful to engage in data-based decision making to determine the targeted data indicator, data element for targeted-intervention, grade level or student group, and time frame/frequency that data will be collected and reviewed to determine which students receive the appropriate intervention.

Tier 2 Intentional Intervention Planning Tool

Directions: For each targeted data indicator, mark the checkbox (where applicable) if it will be a factor at your school/district. Then consider which specific data, according to the student population or grade level identified, will prompt a Tier 2 intentional intervention. Next, consider the frequency or time frame to review the data element. Enter additional indicators in the blank spaces provided if necessary.

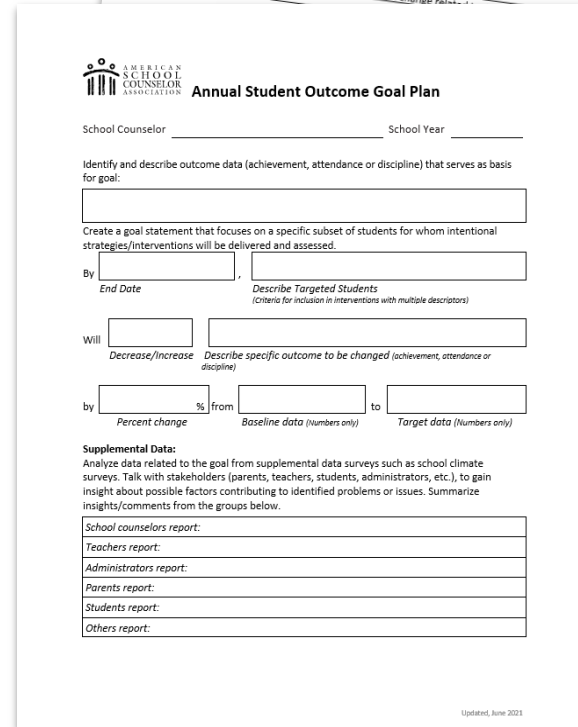
Select	Targeted Data Indicator	Data Element for Targeted Intervention	Students/Grade Level	Time Frame/Frequency
<input type="checkbox"/>	Attendance/Tardiness	<input type="checkbox"/> ___ # Full Day Absences <input type="checkbox"/> ___ # Partial Day/Specific Period Absences (_____) <input type="checkbox"/> ___ % of the School Year Missed <input type="checkbox"/> Lowest ___ % Attendance <input type="checkbox"/> ___ or More Tardies <input type="checkbox"/> ___ % Instructional Time Missed	<input type="checkbox"/> All Students <input type="checkbox"/> Grade Level(s): ___ <input type="checkbox"/> Student Groups: _____	<input type="checkbox"/> First 20? Or 30? Days <input type="checkbox"/> Progress Report(s) <input type="checkbox"/> Q1; Q2; Q3; Q4 <input type="checkbox"/> T1; T2; T3 <input type="checkbox"/> S1; S2 <input type="checkbox"/> End of the Year
<input type="checkbox"/>	Behavior	<input type="checkbox"/> ___ # of Discipline Referrals <input type="checkbox"/> ___ # of Level ___ Infractions <input type="checkbox"/> ___ # of Suspensions <input type="checkbox"/> ___ % Discipline (e.g. Top 10%) <input type="checkbox"/> Specific Type of Infraction(s): _____	<input type="checkbox"/> All Students <input type="checkbox"/> Grade Level(s): ___ <input type="checkbox"/> Student Groups: _____	<input type="checkbox"/> First 20? Or 30? Days <input type="checkbox"/> Progress Report(s) <input type="checkbox"/> Q1; Q2; Q3; Q4 <input type="checkbox"/> T1; T2; T3 <input type="checkbox"/> S1; S2 <input type="checkbox"/> End of the Year
<input type="checkbox"/>	Study Habits Marks on the Report Card	<input type="checkbox"/> ___ # N's and/or ___ # U's <input type="checkbox"/> Local Criteria: _____	<input type="checkbox"/> All Students <input type="checkbox"/> Grade Level(s): ___ <input type="checkbox"/> Student Groups: _____	<input type="checkbox"/> Progress Report(s) <input type="checkbox"/> Q1; Q2; Q3; Q4 <input type="checkbox"/> T1; T2; T3 <input type="checkbox"/> S1; S2 <input type="checkbox"/> End of the Year
<input type="checkbox"/>	Citizenship Marks on the Report Card	<input type="checkbox"/> ___ # N's and/or ___ # U's <input type="checkbox"/> Local Criteria: _____	<input type="checkbox"/> All Students <input type="checkbox"/> Grade Level(s): ___ <input type="checkbox"/> Student Groups: _____	<input type="checkbox"/> Progress Report(s) <input type="checkbox"/> Q1; Q2; Q3; Q4 <input type="checkbox"/> T1; T2; T3 <input type="checkbox"/> S1; S2 <input type="checkbox"/> End of the Year
<input type="checkbox"/>	Homework/Classwork Completion	<input type="checkbox"/> ___ # "0"s <input type="checkbox"/> ___ % < 50% <input type="checkbox"/> Local Criteria: _____	<input type="checkbox"/> All Students <input type="checkbox"/> Grade Level(s): ___ <input type="checkbox"/> Student Groups: _____	<input type="checkbox"/> Progress Report(s) <input type="checkbox"/> Q1; Q2; Q3; Q4 <input type="checkbox"/> T1; T2; T3 <input type="checkbox"/> S1; S2 <input type="checkbox"/> End of the Year
<input type="checkbox"/>	Promotion/Retention	<input type="checkbox"/> Local Criteria: _____	<input type="checkbox"/> All Students <input type="checkbox"/> Grade Level(s): ___ <input type="checkbox"/> Student Groups: _____	<input type="checkbox"/> Progress Report(s) <input type="checkbox"/> Q1; Q2; Q3; Q4 <input type="checkbox"/> T1; T2; T3 <input type="checkbox"/> S1; S2 <input type="checkbox"/> End of the Year

Annual Student Outcome Goal Plan

[Link to Download](#)

Best practice tips:

- Choose 1-2 goals to focus your work for the year
- Use either attendance, behavior, or achievement data (not process or perception data)
- Collab with administration to select CSCP goals
- Align CSCP goals to school-wide goals
- Monitor your progress regularly



The image shows a stack of three forms. The top form is the 'Annual Student Outcome Goal Plan' form, which includes sections for identifying outcome data, creating a goal statement, and reporting progress. The middle form is a 'Systemic Focus' form, which includes sections for identifying school or system policies, procedures or practices that create or maintain inequities, and listing strategies that could influence systemic change. The bottom form is a 'Supplemental Data' form, which includes sections for school counselors, teachers, administrators, parents, students, and others to report on the goal.

Annual Student Outcome Goal Plan

School Counselor _____ School Year _____

Identify and describe outcome data (achievement, attendance or discipline) that serves as basis for goal:

Create a goal statement that focuses on a specific subset of students for whom intentional strategies/interventions will be delivered and assessed.

By _____, _____

End Date Describe Targeted Students
(Criteria for inclusion in interventions with multiple descriptors)

Will _____

Decrease/increase Describe specific outcome to be changed (achievement, attendance or discipline)

by _____ % from _____ to _____

Percent change Baseline data (Numbers only) Target data (Numbers only)

Supplemental Data:
Analyze data related to the goal from supplemental data surveys such as school climate surveys. Talk with stakeholders (parents, teachers, students, administrators, etc.), to gain insight about possible factors contributing to identified problems or issues. Summarize insights/comments from the groups below.

School counselors report: _____

Teachers report: _____

Administrators report: _____

Parents report: _____

Students report: _____

Others report: _____

Updated, June 2021

Annual Administrative Conference

[Link to Download](#)

1. Complete [School Data Summary Tool](#)
2. Identify two goals based on the data priorities
 - a. Use the [Annual Student Outcome Goal Plan](#)
3. School Counselor Use of Time
 - a. Use of time from previous school year
 - b. Use of time plan for the current school year
4. Ratio and Caseload
5. Program Implementation Plan to Address Priorities
 - a. Action Plans
6. Planned Services Professional Development Schedule
7. School and District Committees and Professional Work
8. Signature

Annual Administrative Conference

School Counselor _____ School Year _____

After completing the school data summary, I have identified the following data priorities:

Based on these data priorities, I will address the following goals as listed in the annual student outcome goal plan templates:

Annual Student Outcome Goals

1 _____

2 _____

School Counselor Use of Time

A minimum of 80% of time is recommended for direct and indirect student services and 20% or less in program planning and school support.

Use of Time from Previous School Year

Based on two use-of-time 5-day calculators from previous school year (attached)

Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties
%	%	%	%

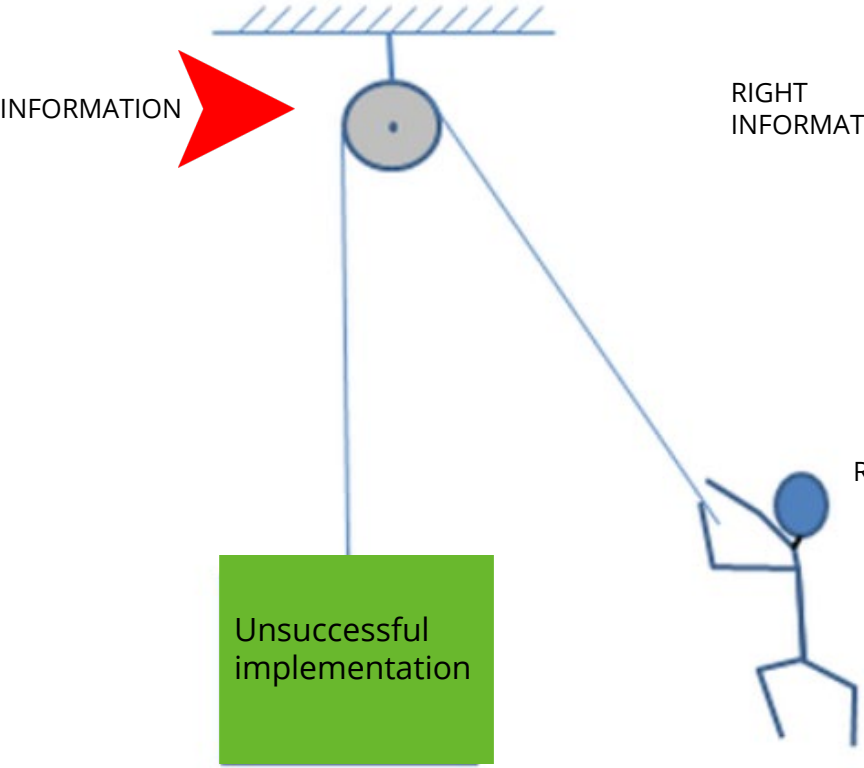
Use-of-Time Plan for Current School Year

Indicate your planned time allocations for this school year

Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-Counseling Duties
%	%	%	%

Updated, June 2021

Successful Partnership with Your Principal

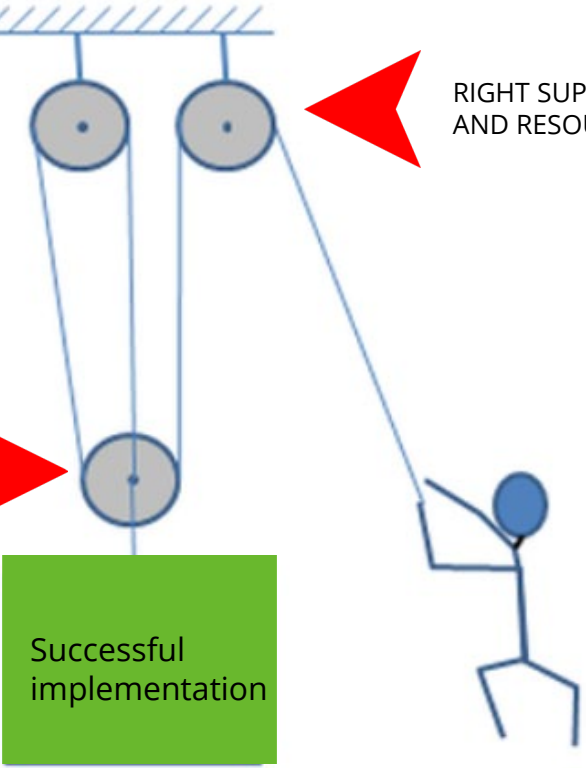


INFORMATION

Unsuccessful implementation

RIGHT INFORMATION

RIGHT TIMING



RIGHT SUPPORT AND RESOURCES

Successful implementation

Monthly CSCP/Administrator Check-In Tool



- Supports **clarity, direction, and mutual agreement** between CSCP staff and supervising administrator(s) related to the **top CSCP implementation priorities** for the school year
- Use in addition to Annual Administrative Conference to help with prioritizing CSCP tasks and needed system shifts
- Can guide conversations during monthly meetings between administration and CSCP staff
- Make a copy of the template and edit as needed to fit your priorities and local context

Hatching Results®

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AWSP
ADMINISTRATIVE WORKSHOP

Administrator Monthly CSCP Check-In Tool 2023-2024


Purpose: To support clarity, direction, and mutual agreement between Comprehensive School Counseling Program (CSCP) staff and supervising administrator(s) on the top 5030 implementation priorities for the school year.

Instructions: CSCP staff and supervising administrators meet to collaboratively complete this template with the monthly 5030-aligned CSCP priorities for this school year (SY23). You will notice that a few suggested priorities are already included below. Tweak as needed. Ideally, administrators will "check-in" monthly with CSCP staff on these priorities to provide thought partnership, support, and to remove barriers to implementation fidelity.

✓	END OF PREVIOUS SCHOOL YEAR/BEFORE THE START OF NEW SCHOOL YEAR	Administrator Support Needed
	Reviewing your data and program impact for the CSCP and begin planning for the upcoming school year	
	Published districtwide AND school site school counseling annual calendar (for administration, staff, families, & students to view)	
	Completed Tier 1 core curriculum and Tier 2 action plans for the school year	
	Staff presentation about the school counseling program (including SMART goals, Tier 1 core curriculum action plan, Tier 2 action plan, and other program activities for the school year, as well as results from the previous year)	
✓	AUGUST/SEPTEMBER (first month of school)	Administrator Support Needed
	Completed Annual Administrator Conference (template)	
	Completed Monthly Administrator Check-in Tool (this document)	
	Select a time tracker tool that will be used by CSCP staff to begin collecting use of time data. Choose 1-2 "typical" weeks this fall to track time.	
✓	OCTOBER	Administrator Support Needed
	CSCP staff track their time for 1-2 weeks	
✓	NOVEMBER	Administrator Support Needed
	Begin aligning CSCP activities to student learning standards for academic, career, and social/emotional development.	

Annual Calendar

- Internal e-calendar, external calendar posted (outside SC office, staff room, school newsletter, etc.)
- [Annual Calendar Template](#)
- Remember to transfer everything from the calendar template to whatever calendar you use on a daily basis



If you don't schedule your time
be scheduled for you



Sample Year-at-a-Glance Planning Guide of Elementary School Counselor Activities

AUGUST (BEFORE THE START OF THE SCHOOL YEAR)

- Revise and update the school counseling calendar
- Review data (attendance, behavior, etc.) and create SMART goals with tiered prevention and intervention lessons/activities to support the goals
- Create core curriculum (Tier 1) and Intentional Guidance Action Plans (Tiers 2 and 3)
- Determine which core curriculum lessons and interventions will be measured/reported
- Create an Annual Agreement and review it with your administrator (see page 254)
- Identify possible retained students for monitoring, if applicable
- Review students with IEPs and consult with support staff to determine appropriate counseling services
- Check supplies and order materials for core curriculum and small groups
- Design or update a school counseling page on the school's website, including an overview of the school counseling program, a school counselor bio and photo, and contact information
- Ensure that the student referral form is available to teachers and students
- Create or update the school counseling program brochure
- Schedule and begin planning topics for family workshops for the year
- Update membership in state and national school counseling associations and register for annual conference(s)
- Identify professional development opportunities/dates for the year
- Meet with administrators to review action plans, calendars, etc. and discuss next academic year planning

AUGUST/SEPTEMBER (FIRST MONTH OF SCHOOL)

- Support kindergarten transition (for students and parents)
- Provide orientation for students new to the school
- Meet with students experiencing adjustment challenges (consider a peer buddy or group)
- Visit all classes and introduce yourself and the school counseling program. See the online appendix for examples and templates.
- Present information about the school counseling program at a staff meeting, including program goals, core curriculum lessons, and activities for the year
- Participate in Back to School Night
- Finalize dates and times for classroom lessons with teachers
- Meet with the school site council, parent-teacher association, etc. to acquaint them with the school counseling program and yearly goals
- Send a letter (or newsletter) to families describing your program and goals for this year and post it on your website
- Start core curriculum lessons
- Calendar the district school counselor meetings for the year
- Attend SSTs, IEPs, 504s, etc. as appropriate

Sample Year-at-a-Glance Planning Guides

Elementary



Secondary



Images are hyperlinked!

SAMPLE YEAR-AT-A-GLANCE PLANNING GUIDE OF SECONDARY SCHOOL COUNSELOR ACTIVITIES

AUGUST (Before the Start of the School Year)

- Revise and publish the school counseling annual calendar to administration, staff, and families (be sure to include your Tier 1 school counseling core curriculum and schoolwide activities!)
- Locate the updated national and local campaign/awareness events (see www.schoolcounselor.org in August for a list)
- Review data (attendance, behavior, grades, etc.) and create SMART goals with tiered prevention and intervention lessons/activities to support the goals
- Create core curriculum (Tier 1) and Intentional Guidance Action Plans (Tiers 2 and 3)
- Determine which core curriculum lessons and interventions will be measured/reported
- Create an Annual Agreement and review it with your administrator before the first day of school
- Identify subpopulations that will require regular monitoring (i.e. severely credit deficient students)
- Review students with IEPs and consult with support staff to determine appropriate counseling services
- Check supplies and order materials for core curriculum and small groups
- Design or update the school counseling page on the school's website, including an overview of the school counseling program, a school counselor bio and photo, confidentiality statement, resources, and contact information, core curriculum lessons to be taught
- Ensure that the student referral form is available to staff and students and that they know how to appropriately use it
- Update your list of referral services for students and families and post in a centralized location (i.e. school website)
- Create or update the school counseling program brochure and deliver a stack to the main office
- Schedule and begin planning topics for family workshops for the year and publicize them
- Update membership in state and national school counseling associations and register for annual conference(s)
- Identify professional development opportunities/dates for the year, including any required district meetings for the year
- Evaluate your current school counseling program management systems and determine if tweaks or changes should be made to help things run more smoothly (i.e. office hours for walk-ins, time tracking, referral process, record-keeping, teaming, etc.)
- Meet with administrators to review action plans, calendars, etc. and discuss next academic year planning
- Participate in student/family orientations
- Present information about the school counseling program at a staff meeting, including program goals, core curriculum lessons, and activities for the year (also consider presenting to the Parent Teacher Association and school site council!)

AUGUST/SEPTEMBER (First Month of School)


- Participate in Back to School Night
- Provide orientation for students and families that are new to the school
- Finalize dates and times for classroom lessons with teachers as well as family workshops and publicize
- Support freshman transition (for students and families)
- Send a letter (or newsletter) to families describing your program and goals for this year and post it on your website
- Connect students experiencing adjustment challenges to resources and support (i.e. a peer mentor or group)
- Attend state university counselor conferences/articulation meetings to get important updates on admissions procedures
- Collaborate with the coaches to set up an NCAA meeting with all potential college athletes and their parents to discuss expectations and requirements


Hatching Results | www.hatchingresults.com



CSCP-Related Resources, Tools and PD Opportunities

CSCP Implementation Catch-Up Document








5030 Resources to Inform Your PD

<input type="checkbox"/>	Statewide Webinar #1 <i>March 24, 2022</i>	Getting Started with 5030 & ASCA 101 [93 min]	Slides	Watch Guide
<input type="checkbox"/>	Statewide Webinar #2 <i>May 24, 2022</i>	School Counselor + Administrator Partnership: Tools to Support Working Together and Aligning to 5030 [90 min]	Slides	Watch Guide
<input type="checkbox"/>	ESD-Level Workshops 101 <i>Spring 2022</i>	Provided extension learning and activities for site/district teams on the content from the webinars 1 & 2	Slides	N/A
<input type="checkbox"/>	Statewide Webinar #3 <i>October 6, 2022</i>	5030 Implementation: 80/20 Direct & Indirect Services [118 min]	Slides	Watch Guide
<input type="checkbox"/>	Statewide Webinar #4 <i>November 29, 2022</i>	CSCP Tier 1 Support in a Schoolwide MTSS [134 min]	Slides	Watch Guide
<input type="checkbox"/>	ESD-Level Workshops 201 <i>Fall 2022</i>	Provided extension learning and activities for site/district teams on the content from webinars 3 & 4	Slides	N/A
<input type="checkbox"/>	Statewide Webinar #5 <i>January 17, 2023</i>	CSCP Tier 2 & 3 Support in a MTSS [132 min]	Slides	Watch Guide
<input type="checkbox"/>	Statewide Webinar #6 <i>March 15, 2023</i>	Annual Program Review for CSCP [109 min]	Slides	Watch Guide
<input type="checkbox"/>	ESD-Level Workshops 301 <i>Spring 2023</i>	Provided extension learning and activities for site/district teams on the content from webinars 5 & 6	Slides	N/A
<input type="checkbox"/>	Self-Paced Module on OER	ASCA Model 101	N/A	N/A
<input type="checkbox"/>	Self-Paced Module on OER	80/20 Framework and Use of Time	N/A	N/A
<input type="checkbox"/>	Self-Paced Module on OER	School Counselor-Administrator Partnership	N/A	N/A

Continued...

Recommendations by Role

School-Level CSCP Staff	School-Level Administrators	District-Level Leads Supporting CSCP's Districtwide	ESD-Level Leads Supports CSCP's Across the ESD
<input type="checkbox"/> Educate yourself about the requirements of 5030 and how your role might best support this work in a sustainable way <input type="checkbox"/> Collaboratively with your supervising administrator, complete the practitioner alignment and planning tool <input type="checkbox"/> Check out the 3 new self-paced modules to determine if working through them together is a good use of the team's time <input type="checkbox"/> Participate in all upcoming webinars/trainings <input type="checkbox"/> Use the ready-made resources, templates, etc. from OSPI and Hatching Results <input type="checkbox"/> Participate in cohort/PLC support for CSCP staff to complete 5030 online modules together <input type="checkbox"/> Communicate barriers to alignment with the district, ESD, and OSPI <input type="checkbox"/> Select a time tracking tool and track your use of time <input type="checkbox"/> Complete a site-specific MTMOSS worksheet to understand the current Tier 1 landscape <input type="checkbox"/> Begin to draft a Tier 1 Action Plan	<input type="checkbox"/> Educate yourself about the requirements of 5030 and how your role might best support this work in a sustainable way <input type="checkbox"/> Become familiar with best practices for the CSCP roles <ul style="list-style-type: none"> • School Counselor • School Social Worker • School Psychologist • School Nurse <input type="checkbox"/> Collaboratively with your CSCP staff, complete the practitioner alignment and planning tool <input type="checkbox"/> Collaboratively with your CSCP staff, gather and analyze data on CSCP staff's use of time <input type="checkbox"/> Complete an Annual Administrative Conference with your CSCP staff <input type="checkbox"/> Draft a Monthly Administrator Check-in Tool with CSCP staff <input type="checkbox"/> Collaboratively with your CSCP staff, determine next steps to strengthen the Tier 1 program <input type="checkbox"/> Schedule monthly meeting with your CSCP staff to "check-in", provide partnership & support, and remove implementation barriers <input type="checkbox"/> Communicate barriers to alignment with the district, ESD, and OSPI	<input type="checkbox"/> Complete the district self-assessment tool <input type="checkbox"/> Develop a written CSCP plan and share with all school sites (admin and CSCP staff) <input type="checkbox"/> Ensure CSCP staff and administration have copies of templates and resources needed <input type="checkbox"/> Schedule a meeting with all CSCP staff and supervising administrator(s) to ensure agreement on how to shift toward SSB 5030 requirements <input type="checkbox"/> Analyze site-level MTMOSS worksheets to determine district gaps/needs <input type="checkbox"/> Aid CSCP staff with adopting a time tracking tool and choosing when to conduct a time study <input type="checkbox"/> Collaboratively work with CSCP staff to determine how to categorize common CSCP tasks/activities <input type="checkbox"/> Gather data on CSCP staff's use of time <input type="checkbox"/> Begin to draft a district-wide Tier 1 Action Plan <input type="checkbox"/> Schedule regular meetings with CSCP staff and administration to check in, progress monitor, and adjust as needed	<input type="checkbox"/> Educate yourself about the requirements of 5030 and how your role might best support this work in a sustainable way <input type="checkbox"/> Recruit your districts and sites to participate in all upcoming webinars/trainings and follow up with those that need an "extra nudge" to participate <input type="checkbox"/> Support in connecting districts/sites to the ready-made resources, templates, etc. from OSPI and Hatching Results <input type="checkbox"/> Coordinate cohort/PLC support for CSCP staff to meet with protected time (for them to support each other, complete 5030 online modules together, assess data, etc.) <input type="checkbox"/> Draft a plan for providing scaffolded support for different ESD departments and roles <input type="checkbox"/> Gather information from districts/sites about the barriers to alignment and communicate that to OSPI regularly

CSCP Resources for Administrators



- [Join AWSP](#)
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- [Legislation](#)
- [Informed Principal](#)
- [Professional Learning](#)
- [Jobs](#)
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prehensive School Counseling Programs (SB 5030)

Comprehensive School Counseling Programs (SB 5030)

AWSP ASSOCIATION OF WASHINGTON SCHOOL PRINCIPALS

Hatching Results®

Washington Office of Superintendent of PUBLIC INSTRUCTION

Comprehensive School Counseling Programs

SENATE BILL 5030

The banner features an illustration of two people, a man and a woman, sitting on a globe. The man is pointing at a document, and the woman is holding a graduation cap. Various educational icons like a pencil, a lightbulb, and a target are scattered around them.



NEW Videos for Administrators on CSCPs!!

[Find them here!](#)



Chapter 1 | What is SSB 5030?

Section: 1 Presentation



Chapter 2: What is the Role of the School Counselor?

Section: 1 Presentation



Chapter 3: How Can a CSCP Support the Principal?

Section: 1 Presentation



Chapter 4: The Big Three

Section: 1 Presentation



Chapter 5: Evaluating a School Counselor

Section: 1 Presentation



Chapter 6: Using Data

Section: 1 Presentation



Resources

Section: 1 Link

Leadership Support for New Admins.



Are you a
new or newly
assigned
school
leader?

[Register
today!](#)

LAUNCHING SCHOOL LEADERSHIP NETWORK

For New or Newly Assigned School Leaders

STAGE 1:
JULY 31 - AUG. 1



Professional Associations



Washington Association of
School Social Workers



**Washington State Association
of School Psychologists**

Click [Here](#) Explore the Integrated Systems
Framework (ISF) Spring Lecture Series!

**WHY JOIN/RENEW
WITH WSCA?**

**WASHINGTON
SCHOOL
COUNSELOR
ASSOCIATION**

WSCA MEMBER BENEFITS INCLUDE:

- **Bi-monthly Newsletter**
- **Networking Opportunities**
- **Free Clock Hours for WSCA Sponsored Events**
- **Discounted Conference Fee**
- **Legislative Session Updates**
- **Leadership Opportunities**

Asynchronous Online Courses Supporting CSCPs

Summer Cohort ~ Complete course & register for clock hours by **tomorrow (8/17)** to receive clock hours in time for salary advancement

→ IF not done, you'll be "rolled into" the next cohort

More course licenses available for 2023-24!

→ Course options include: **Foundational courses take this first ;)**

- ◆ Data, Data, Data
- ◆ It's About Time (Management)
- ◆ Tier 1 Action Plans & Pre/Post Tests
- ◆ Tier 2 Interventions

→ Course cohort windows:

(*clock hours processed at the **end** of each window)

- ◆ Q1: 9/18/23 - 10/27/23
- ◆ Q2: 10/30/23 - 12/8/23
- ◆ Q3: 1/8/24 - 2/16/24
- ◆ Q4: 2/26/24 - 4/5/24

**Register
Here!**

#1



#2



#3



#4

Other Hatching Results Virtual PD for CSCP Staff

- Use Google form link (below) to access voucher code
- Register on the HR website using voucher code
- *Must register at least 7 days prior*



Hatching Results Virtual Learning

for Washington CSCP Staff

Register Today!

OSPI has partnered with Hatching Results to offer **FREE** virtual learning opportunities for Comprehensive School Counseling Program (CSCP) staff!

www.hatchingresults.com/virtual-events



Learning Opportunities

NEW SCHOOL COUNSELOR INSTITUTE

10/5/2023



Ideal for CSCP staff that have less than 3 years of experience, this highly engaging and interactive event will help you feel more confident in prioritizing systems that lead to an equitable, effective, efficient, and sustainable data-driven CSCP for the benefit of all students!

Limited spots!

THE USE OF DATA IN SCHOOL COUNSELING

9/15, 10/27, 11/17, 12/8, 1/12, 3/8, 4/26 (CHOOSE 1 OR ATTEND ALL)



Designed for CSCP staff who want to learn how to integrate data into their comprehensive school counseling program, use data to drive programming decisions, identify those students who need more support, determine future steps for program improvement, and recognize and address systemic issues that may exist within the school.

CHOOSE INDIVIDUAL WORKSHOPS

- Data Mining & SMART Goals
- Time Management
- Tier 1 Programming
- Writing Pre & Post Tests
- Tier 2 Interventions
- Systems Change
- Sharing Results & Flashlight Presentations

OR

BUNDLE ALL 7

Register for the full series of 7 half-day workshops to deep dive into all the specific components of a data-driven CSCP.

Limited spots!

All registrants receive a free e-copy of [The Use of Data in School Counseling 2e](#) textbook!
Registration for virtual learning events closes 7 days in advance so sign-up today!
Contact Mindy Willard at mindy@hatchingresults.com with questions

CSCP Supports - Quarterly Webinars

Join us on these Wednesdays from 9:00 to 11:00 AM

16

August

4

October

17

January

6

March

Mark your calendars!



CSCP Supports - Regional Workshops

ESD	Fall Workshop	Spring Workshop
ESD 101 NorthEast	November 16, In-person	April 26, In-person
ESD 105 Central WA	November 14, In-person	March 12, In-person
ESD 112 Southwest	November 16, Virtual	March 28, Virtual
ESD 113 Capital Region	October 27, Virtual	April 16, Virtual
ESD 114 Olympic	October 27, Virtual	April 16, Virtual
ESD 121 Puget Sound	October 18, Virtual	March 28, Virtual
ESD 123 Southeast	November 16, Virtual	March 28, In-person
ESD 171 North Central	November 16, Virtual	April 16, Virtual
ESD 189 Northwest	October 18, Virtual	March 28, Virtual



[**Find Your ESD Here**](#)

Additional CSCP-Related OSPI Resources

GATE Equity Webinar Series

sponsored by the Student Engagement & Support team

MTSS Monthly PLC

sponsored by the MTSS team

OSPI-WSAC Webinar Series

sponsored by the Graduation & Pathway Preparation team

CSCP Office Hours are Coming!

sponsored by the Comprehensive School Counseling Team

SEL Professional Learning Network

sponsored by the Student Engagement & Support team

Sept. 20 | 9-10:30am
Updates re: HSBP,
Grad Pathways,
Dual Credit, Class
of 2024 Graduation
Toolkit & FAQ and
more....

Coming Soon!



School Counselor Certification/HB
1664 Guidance

504 Coordination Planning Template

CSCP mini webinars

Dual Credit Bulletin

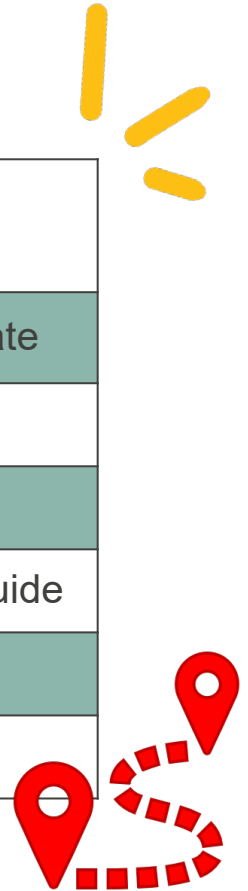
Running Start FAQ & Technical Guide

2023 Graduation Toolkit

2023 Graduation Toolkit FAQ



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Sign up via OSPI's website
to get email updates on
CSCP-related topics



CSCP Related Listservs:

- ❖ Comprehensive School Counseling Programs
(*School Counseling News & Notes*)
- ❖ Student Engagement & Support
(*Engage Newsletter*)
- ❖ Social Emotional Learning
- ❖ Attendance & Truancy
- ❖ CTE Updates

Thank You for Being Here With Us Today

What Questions do you Have?



Please fill out our [CSCP check-in](#) form by [August 20th!](#)



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