SSB 5030

Bill Overview



Welcome!

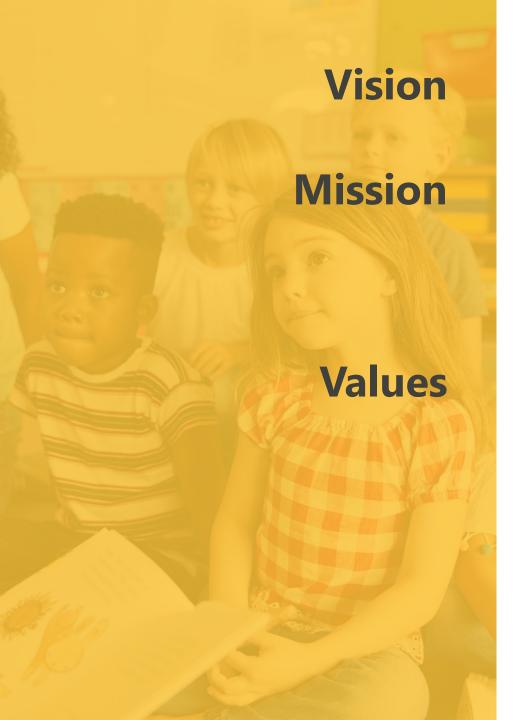


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All students prepared for post-secondary pathways, careers, and civic engagement.

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.

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





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.



Land Acknowledgement



Check out: https://nativeland.ca/ to find out the original stewards of the land you occupy.





SSB5030 Overview

Section 1.1 – The Why

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5
            SECTION.
                       Sec. 1.
                                      The legislature recognizes that
        NEW
                                  (1)
    certificated school counselors are uniquely qualified to address the
 6
    developmental needs of all students through a comprehensive school
8
    counseling program. School counselors play a critical role
    maximizing K-12 student outcomes, including
                                                   those
                                                          related to
10
                 academic achievement, high school
                                                          graduation,
    attendance,
11
    postsecondary readiness,
                              and social-emotional
                                                     development.
                                                                  The
12
    legislature finds that school lors play an especially unique
13
    role in the lives
                          of
                                              underserved backgrounds,
14
    particularly students
                                                 disabilities, English
                              Attendance!
15
                                                     who, according to
    language learners
                              Engagement!
16
                                                 school counselor for
    research, are more III
17
    academic, mental health
                                               ning needs.
                              Graduation!
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Social-Emotional Development!

Section 1.1 – The Why

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            SECTION.
                                             gislature recognizes that
        NEW
                       Sec.
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    certificated school couns
                                             y qualified to address the
    developmental needs of a
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                               Equity!
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    counseling program Sch
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    maximizing K-12 sta
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    attendance,
                  academic
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                                                           graduation,
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                               and cial-emotional
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    postsecondary readiness,
                                                     development.
12
    legislature finds that school counselors play an especially unique
13
    role in the lives of students from underserved backgrounds,
14
    particularly students of color, students with disabilities, English
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    language learners, and students living in poverty, who, according to
    research, are more likely to seek out their school counselor for
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17
    academic, mental health, or postsecondary planning needs.
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Section 1.2 – The Why, Continued.

Lower ratios! HB1664

18	(2) The legislature also recognizes research indicating that
19	lower counselor to student ratios enable counselors to work more
20	closely with students and address their unique needs, and that school
21	counselors should be able to use their time to provide direct and
1	indirect services to students as described in a comprehensive school
2	counseling program grounded in research.

Direct & Indirect Service



Section 2 – The CSCP Timeline & Definition

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NEW SECTION. Sec. 2. A new section is added to chapter 28A.320

RCW to read as follows:

By the beginning of the 2022-23 school year each school district shall develop and implement a written plan for a comprehensive school counseling program that is based on regularly updated standards developed by a national organization representing school counselors.

The written plan must:
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10 (1) Establish a comprehensive school counseling program that uses
11 state and nationally recognized counselor frameworks and is
12 systemically aligned to state learning standards;

National Counselor Framework:
American School Counseling National Model

State Learning Standards: Washington Social-Emotional Learning Standards



Data Collection

(2) Provide a process for identifying student needs through a multilevel school data review and analysis that includes, at a minimum, use-of-time data, program results data, and data regarding communication with administrators, parents, students, and stakeholders;

Multilevel school data review using at a minimum:

- Use of Time Data
- Program Results Data
- Stakeholder Communication Data



Provision of Direct & Indirect Services

- 18 (3) Explain how direct and indirect services will be delivered
- 19 through the comprehensive school counseling program; and



Annual PROGRAM Review & Assessment Process

- 20 (4) Establish an annual review and assessment process for the 21 comprehensive school counseling program that includes building 22 administrators and stakeholders.
- Washington Office of Superintendent of PUBLIC INSTRUCTION

Section 3.1 – Implementation: Staffing

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NEW SECTION. Sec. 3. A new section is added to chapter 28A.320
RCW to read as follows:

(1) The comprehensive school counseling program required by section 2 of this act must be implemented by school counselors or other educational staff associates for the purpose of guiding students in academic pursuits, career planning, and social-emotional learning.
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Academic Career Social-Emotional

Section 3.2 – Implementation: Use of Time

80% Direct & Indirect Service

assigned to implement comprehensive school counseling programs must allocate at least 80 percent of their work time providing direct and indirect services to benefit students, as aligned with standards developed by a national organization representing school counselors. Tasks such as coordinating and monitoring student testing, supervising students at lunch and recess, and assuming the duties of other noncounseling staff are not direct or indirect services.



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Not

Part

of

80%

ection 3.3 - Definitions

Direct Service

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Indirect Service

Work Time

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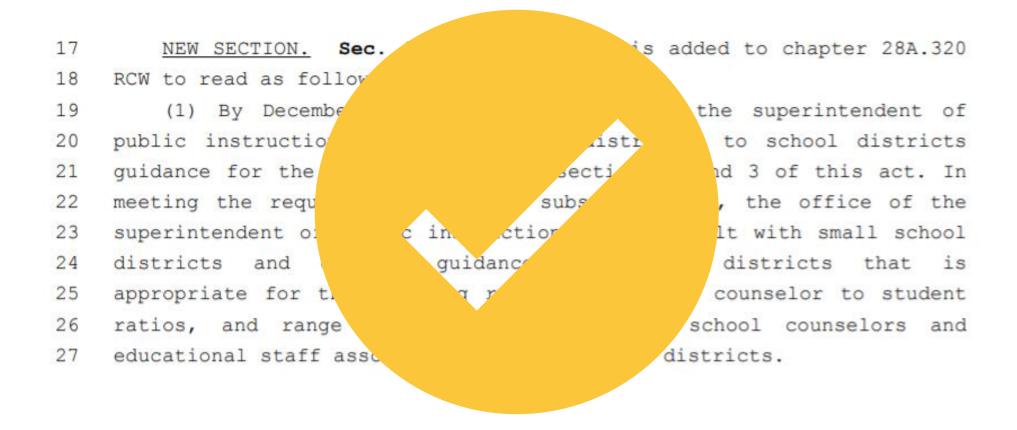
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(a) "Direct services" are in-person interactions between school other educational staff associates assigned to counselors or implement comprehensive school counseling programs and students that students improve achievement, attendance, and discipline. Examples include, but are not limited to, instruction, appraisal, advisement, and counseling.

- (b) "Indirect services" are provided on behalf of students as a result of interactions with others by school counselors or educational staff associates assigned to implement comprehensive school counseling programs that allow school counselors educational staff associates to enhance student achievement and promote equity and access for all students. Examples include, but are not limited to, collaboration, consultation, and referrals.
- (c) "Work time" means the portion of an employee's contracted hours for which they are contracted to perform the duties of a school counselor or other educational staff associate assignment.

Section 4.1 – OSPI Guidance Timeline





Sections 2.0 & 4.2 - School District Timeline

2.0:

By the beginning of the 2022-23 school year each school district shall develop and implement a written plan for a comprehensive school counseling program that is based on regularly updated standards developed by a national organization representing school counselors.

4.2:

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28 (2) Prior to the 2022-23 school year, each school district board 29 of directors must, within existing funds, adopt a transition plan for 30 developing and implementing a comprehensive school counseling program 31 plan.



Section 4.3 – Timeline Clause Expiration

32 (3) This section expires June 30, 2023.



Resources:

- Original Bill
- OSPI's Guidance <u>Bulletin 083-21</u>
- Tools -
 - District Self-Assessment & Template Tool
 - School Practitioner Alignment Tool
- OSPI's CSCP Webpage
- Training Modules (Coming Soon to WA OER)



Thank you! Please reach out if you have questions:



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