The New 2017 WA State K-12 Comprehensive School Counseling and Guidance Program Model Is Coming!

In 1998 a “Guide for Counseling and Guidance Services in Washington State Public Schools” was developed in collaboration with Office of the Superintendent of Public Instruction (OSPI), a committee of school counselors, counselor supervisors, counselor educators, and school principal organization representatives. This document was developed to assist school districts in planning comprehensive counseling and guidance services and for implementing these services across all grade levels K-12. In 2012 the online “WA State Comprehensive Guidance and Counseling Program (CGCP) Framework” was developed by a team from Office of Superintendent of Public Instruction (OSPI), counselor educators, counselor supervisors, and school counselors. The 2017 state “K-12 Comprehensive School Counseling and Guidance Program Model” is largely based on documents from the past. This new model for school counselors aligns with WA Standards for School Counselors, including college and career readiness, evidence-based school counseling, social emotional benchmarks, and connects with components of the American School Counselor Association (ASCA) Model, 3rd Edition, along with the “ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student.” It important to know that this new model also aligns with the developing school counselor evaluation for K-12 counselors in our state.
School counseling programs nationally and statewide are more focused on evidence-based practices, academic acceleration, college and career planning, and social emotional issues for elementary, middle and high school students, therefore an update was needed. Connecting this model to equity analytics for kindergarten preparedness, graduation rates, postsecondary enrollment, remediation rates, dual credit, and academic achievement is vital in providing a roadmap and services to school counselors. The model will be posted soon on the OSPI School Counseling webpage at http://www.k12.wa.us/SecondaryEducation/GuidanceCounseling/Support.aspx.

The WA State School Counseling Model helps increase support for elementary, middle and high school counseling that is stated under RCW 28A.410.040: “The purpose and role of the school counselor is to plan, organize, and deliver a comprehensive school guidance and counseling program that personalizes education and supports, promotes, and enhances the academic, personal, social, and career development of all students, based on the national standards for school counseling programs of the American school counselor association.”

School Counselor Evaluation

A School Counseling Evaluation Example that was developed by a committee from WA School Counselor Association over the past few years can be found on the WSCA website: http://www.wa-schoolcounselor.org/content.asp?contentid=180. The evaluation framework is based on the WA State School Counselor Standards and the evaluation form is in Word, in order for schools to use or revise.

Counselor Funding Allocation

In 2014 when SB 6552 was passed/funded, in lieu of implementing the 1080 hours requirement that year, the $97M originally earmarked for that mandate was shifted. School districts were allocated that funding for additional MSOC, science lab needs, and/or lowering high school counselor ratios/caseloads. All of these changes were put into place before the 2014–15 school year, and still remain today, which means an increase in the allocation for high school guidance counselors from 2.009 to 2.539 per 600 student FTE. This additional allocation is, of course, for school district funding allocation purposes only. See RCW 28A.150.260.

September Attendance Awareness Month!

Get social media kit free: http://awareness.attendanceworks.org/
OSPI is preparing for September Attendance Awareness Month! Help raise awareness on the critical importance of attendance to your students’ success in school.

- OSPI has a Communications toolkit that is rolling out over the month of August. It includes:
  - Posters and awareness materials (order here)
- Sounders Henry Wingo, the Governor and Supt. Reykdal video PSAs
- Social media posts and key messages
- Resources for increasing attendance for districts, schools, and parents will be updated on the Attendance webpage
- Encourage school staff/paras/bus drivers to take Youth Mental Health First Aid (free 8 hour course to help you be an ally and recognize signs students are struggling) MentalHealthFirstAid.org
- Join GATE Webinar:
  https://zoom.us/webinar/register/718d79c72e2b05df34538d7d4481ef37
  We’re focusing on who is doing well according to our data – lots of district success stories to come this year!
- Do you need help building a robust Multi-tiered System of Support? Join the MTSS PLC: email amber.palmer@k12.wa.us
- Check out the 45-Day Action Planning Doc to help you create a plan and check your work’s impact: http://k12.wa.us/GATE/GraduationEquity.aspx
- Join GATE Webinar:
  https://zoom.us/webinar/register/718d79c72e2b05df34538d7d4481ef37
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Comments Welcome on State’s Federal Education Draft Plan

Your chance to provide comments on Washington’s state education plan will end on September 5. The federal Every Student Succeeds Act (ESSA) was adopted in December 2015. The law requires every state to submit a Consolidated Plan to the U.S. Department of Education. Superintendent Reykdal will submit Washington’s plan on September 18.

In part, the plan details how school and district success will be measured and accounted for, as well as how the Office of Superintendent of Public Instruction (OSPI) will support success. It also addresses opportunity gaps in the education system. The nine core concepts that lay the foundation for the plan are:

1. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
2. Title I, Part C: Education of Migratory Children
3. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
4. Title II, Part A: Supporting Effective Instruction
5. Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
6. Title IV, Part A: Student Support and Academic Enrichment Grants
7. Title IV, Part B: 21st Century Community Learning Centers
8. Title V, Part B, Subpart 2: Rural and Low-Income School Program

During the first comment period in 2017, OSPI received comments from school counselors and other educators, parents, community organizations, and legislators. That feedback helped shape the current draft, and this is another opportunity for the public to mold Washington state’s education accountability system.

Those wishing to learn more about the plan can do so at one of five webinars planned throughout August. Sign up to attend the webinars on OSPI’s ESSA website. http://www.k12.wa.us/ESEA/default.aspx

High School & Beyond Plan: What’s New?

The High School & Beyond Plan revolves around three questions: Who am I?, What can I become?, and How do I become that? The High School & Beyond Plan, a graduation requirement, helps students get the most out of high school and think about their future. Students work with school counselors and advisors to create their own individual plan, the “personalized pathway,” throughout high school and revise their plan annually to accommodate changing interests or postsecondary goals on what they expect to do the year following graduation from high school.

The postsecondary aspirations may include pathways for application to four-year colleges or universities, two-year community or technical colleges, apprenticeship programs, industry standard certificate programs, military training, or on-the-job training.

With the passage of ESHB 2224, beginning with 2017–2018 school year, the High School & Beyond Plan has the following requirements:

- Starts in 7th or 8th Grade.
- Identification of career goals, aided by a skills and career interest inventory assessment.
- Identification of educational goals.
- Four-year plan for course-taking plan that fulfills state and local graduation requirements and aligns with the student’s career and educational goals with and individualized Personalized Pathway for student in Class of 2019 and beyond.
- Resume or activity log by end of 12th grade that provides a written compilation any activities/athletics, leadership opportunities, work experience, or community service that can be used for writing personal statements, application essays, or scholarship applications.
- For students who have not met standard on state assessment, interventions and academic support, courses, or both, that enable students to meet the high school graduation requirements, must be a part of this plan.

The High School & Beyond Plan is used to guide student middle school and high school experience and prepare him or her for postsecondary education or training and career.
• After the plan is initiated for each student during the seventh or eighth grade, it is updated each year to reflect high school assessments, review of transcript, and assess progress toward identified goals.

• In many cases the plan is revised as necessary for changing interests, goals, and needs, and to identify the available interventions and academic support, and/or courses.

A school district must update the High School and Beyond Plan for each student who has not earned a score of Level 3 on the middle school mathematics assessment by ninth grade, to ensure that the student takes a mathematics course in both ninth and tenth grades. This course may include career and technical equivalencies in mathematics.

School districts are encouraged to involve parents and guardians in the process of developing and updating the High School and Beyond Plan.

• In the four-year course plan’s Personalized Pathway Requirement, starting with Class of 2019, the content of the third credit of mathematics and the content of the third credit of science must be chosen by the student based on the student’s interest and High School and Beyond Plan with agreement of the student’s parents or guardian or agreement of the school counselor or principal.

For the Personalized Pathway Requirement there are a total of 7 courses outside of the required core 17 of the 24 credits that students can use in planning their Personalized Pathway Requirement for Class of 2019 and beyond. The definition includes:

• Sequence of courses, chosen by students that prepare them to meet graduation requirements and specific post-high school career or educational goals.

• Plan created in collaboration between student, parent/guardian, and school counselor, advisor, or teacher.

• An additional 1 Fine Arts and 2 World Language courses are required, unless replaced by “Personalized Pathway” courses students choose in their 4-year course plan based on career interest and educational goals.

• These 3 choices along with 4 electives and 17 core courses complete your 24 credits needed for the career- and college-ready diploma.

Resources for High School and Beyond Planning

1. OSPI’s Career Guidance WA guidance curriculum for grades 6-12


2. A Digital High School & Beyond Planner is available from WSIPC’s My School Data.

   • Available for ALL school districts in WA
   • Aligned with the new High School and Beyond requirements, process and
materials in Career Guidance WA curriculum

- Tool is available to ALL student information systems
  - Skyward is no additional charge
  - Available for school districts with their own SIS (small fee for data connection)
- See your school district student information system director about access to this tool from WSIPC

Highlights regarding the High School & Beyond Planner Tool:
- 4-year course plan is pre-populated from Skyward (or other SIS) data
- Can follow students if they transfer schools or districts
- Counselors can view a student’s schedule, graduation requirements, transcript, registration for classes, and HSBP all in the same system
- Parents and guardians can review and have input on plan
- Simple, efficient, and easy to use for students, parents and guardians, advisory teachers, and school counselors

ESHB 2224 Changes to State Assessment

With the signing into law of House Bill 2224 the **high school science assessment graduation requirement is postponed** until the Class of 2021. (RCW 28A.655.061) This means that students in the Class of 2017 through 2020 do not need to pass a science exam (biology EOC) in order to graduate. Similar to the 2015 legislative session postponing the science requirement, the passing of the bill happened after most districts released students for the summer. If your district has been waiting to award high school diplomas to students who did not meet standard on the biology EOC or an alternative, but satisfied all other graduation requirements, diplomas may be issued.

The **Transcript Developer/User Guide** has been updated to denote this change. Districts can remove the Science Standard from student’s transcripts.

More About ESHB 2224 and Assessment Changes

A brief summary of Engrossed Substitute House Bill 2224 related to state assessments:

- **Section 1—RCW 29A.655.061/Locally Administered Assessments**
  - Beginning in the 2018-19 school year, high school students who have not earned a CAA due to not meeting the high school graduation standard on the mathematics or ELA assessment in which the student was not successful, may take and pass a locally determined course in the content area and may use the passing score on a locally administered assessment tied to that course and approved under the provisions of this subsection (10)(b)(iv), as an objective alternative assessment for demonstrating that the student has met or exceeded the high school graduation standard.
- **Section 1, LAA/Transition Courses**
  - High school transition courses and the assessments offered in association with high school transition courses shall be considered an
approved locally determined course and assessment for demonstrating that the student met or exceeded the high school graduation standard.

- The course must be rigorous and consistent with the student's educational and career goals identified in his or her high school and beyond plan, and may include career and technical education equivalencies in English language arts or mathematics adopted pursuant to RCW 28A.230.097.

- School districts shall record students' participation in locally determined courses under this section in the statewide individual data system.

- **Section 1, Dual Credit**
  - A student who completes a dual credit course in ELA or mathematics in which the student earns college credit may use passage of the course as an objective alternative assessment under this section for demonstrating that the student has met or exceeded the high school graduation standard for the certificate of academic achievement.

- **Section 1, Interventions and Supports—Each school district shall:**
  - Provide students who have not earned a certificate of academic achievement before the beginning of grade eleven with the opportunity to access interventions and academic supports, courses, or both, designed to enable students to meet the high school graduation standard.
  - These interventions, supports, or courses must be rigorous and consistent with the student's educational and career goals identified in his or her high school and beyond plan, and may include career and technical education equivalencies in ELA or mathematics adopted pursuant to RCW 28A.230.097

- **Section 2 (28A.655.065)/COE**
  - COE eliminated as an alternative assessment method

- **Section 2—Expedited Appeal Process**
  - For the graduating classes of 2014, 2015, 2016, 2017, and 2018, an expedited appeal process for waiving specific requirements in RCW 28A.655.061 pertaining to the CAA and CIA for eligible students who have not met the state standard on the ELA statewide student assessment, the mathematics high school statewide student assessment, or both.
  - The student or the student's parent, guardian, or principal may initiate an appeal with the district and the district has the authority to determine which appeals are submitted to OSPI for review and approval.
  - OSPI may only approve an appeal if it has been demonstrated that the student has the necessary skills and knowledge to meet the high school graduation standard and that the student has the skills necessary to successfully achieve the college or career goals established in his or her high school and beyond plan.
  - Pathways for demonstrating the necessary skills and knowledge may include, but are not limited to:
    (A) Successful completion of a college level class in the relevant subject area;
    (B) Admission to a higher education institution or career preparation program;
    (C) Award of a scholarship for higher education; or
    (D) Enlistment in a branch of the military.
o A student in the class of 2014, 2015, 2016, or 2017 is eligible for the expedited appeal process in (c)(i) of this subsection if he or she has met all other graduation requirements established by the state and district.

o A student in the class of 2018 is eligible for the expedited appeal process in (c)(i) of this subsection if he or she has met all other graduation requirements established by the state and district and has attempted at least one alternative assessment option as established in RCW 28A.655.065.

• Section 3 (RCW 28A.305.130)/10th Grade
  o The legislature intends to continue the implementation of chapter 22, Laws of 2013, 2nd sp. sess. when the legislature expressed the intent for SBE to identify the student performance standard that demonstrates a student's career and college readiness for the eleventh grade consortium-developed assessments.

  o Therefore, by December 1, 2018, SBE, in consultation with OSPI, must identify and report to the governor and the education policy and fiscal committees of the legislature on the equivalent student performance standard that a tenth grade student would need to achieve on the state assessments to be on track to be career and college ready at the end of the student’s high school experience;

  o Nothing in this section prohibits the state board of education from identifying a college and career readiness score that is different from the score required for high school graduation purposes.

**Dual Credit Updates: College in the High School Rule Changes**

On September 5, the Office of Superintendent of Public Instruction (OSPI) is hosting a public hearing to present proposed changes to the College in the High School WAC related to the new CHS program review process and co-delivery (of CHS and AP/IB) rules. The hearing will take place from noon-2:00pm in the Brouillet Conference Room at OSPI. This is a public hearing open to anyone who wants to attend and share support for and/or concerns about these proposed changes. Guests need to sign in at the front desk prior to entering the building.

The proposed WAC language and the official filing document (CR102) for this public hearing can be accessed at these links:


These documents explain the reasons for the requested changes and show the DRAFT language changes within the context of the current WAC. Anyone wishing to contribute feedback who cannot attend in person is encouraged to send feedback via email to Kim Reykdal (Kim.Reykdal@k12.wa.us), OSPI’s Program Supervisor for Dual Credit/College in the High School.
Professional Development Opportunities for School Counselors for 2017–2018

Fall Counselor Workshops sponsored by WA Council

The Fall Counselor Workshops provide updated information about college admissions and more to high school counselors for the 2017–2018 school year. Held in nine locations throughout the state in September, school counselors receive current information from admission directors from four-year public and private universities, updates from OSPI, State Board for Community and Technical Colleges (SBCTC) and the Washington Student Achievement Council (WSAC). A new networking format for an organized question and answer session will be a main focus for these workshops this fall. Participants will network with fellow counselors, and have the opportunity for visit with admission directors from across the state. Middle School counselors are welcome to attend. To register go to The WA Council website http://www.washingtoncouncil.org/ and “click” on the workshop location you would like to attend.

Sept. 11th—Western Washington University
Sept. 12th—Clover Park Technical College
Sept. 13th—Seattle Pacific University
Sept. 14th—University of Washington-Bothell
Sept. 15th—Wenatchee Valley College
Sept. 18th—Eastern WA University: Spokane (Note Change from Spokane CC)
Sept. 19th—Columbia Basin College
Sept. 20th—Washington State University-Vancouver
Sept. 21st—St Martin's University

WA Council for High School and College Relations, commonly called WA Council, operates for educational purposes and is organized to assist all WA state students to access and engage in postsecondary opportunities at its member institutions. info@washingtoncouncil.org. The Workshop contact is Jana Jaraysi, jjaraysi@ewu.edu, Commission Chair.

School Counselor 3-Part Webinars Series

OSPI and the WA School Counselor Association are partnering for a 3-part webinar series to help school counselors utilize up-to-date resources. The purpose of these webinars is share information and tools for defining the role of a school counselor and for comprehensive school counseling program development. Webinars are 11:30–12:30.

October 26: “New State Counseling and Guidance Model Implementation”
November 15: “School Counseling Evaluation Framework”
December 7: “Introduction to the ASCA Model for School Counseling Program”
Registration will be at:

College Board and ACT Fall Counselor Workshops

**SAT** [https://counselors.collegeboard.org](https://counselors.collegeboard.org)
- September 20, 2017 Shoreline Conference Center, Shoreline
- September 21, 2017 University of Portland
- September 22, 2017 Tacoma Public Schools District Office
- October 3, 2017 Gonzaga University

**ACT** [http://www.act.org.ACT College and Career Readiness Workshops](http://www.act.org.ACT College and Career Readiness Workshops)
- September 20, 2017 Gonzaga University, Spokane
- September 21, 2017, Puget Sound ESD 121, Renton

College and Career Readiness Webinars for School Counselors

During the 2017–18 school year, the Washington Student Achievement Council (WSAC) and the Office of Superintendent of Public Instruction (OSPI) will co-host monthly webinars for K–12 school counselors. Over the course of the year, we will provide relevant and timely information related to college readiness and financial aid, including specific policy changes and useful tools and resources to help you support students. Live webinars take place monthly on Wednesdays from 10:30–11:30 am. Registration for each workshop is listed below.

Past webinars will be posted as they become available on the WA Student Achievement Council’s Ready, Set, Grad site. [http://readysetgrad.org/search/node/wednesday%20webinars](http://readysetgrad.org/search/node/wednesday%20webinars)

- October 4—Financial Aid Updates
  - Registration: [https://zoom.us/webinar/register/f7bb0ebc798ae81e7510d14dfa9e911](https://zoom.us/webinar/register/f7bb0ebc798ae81e7510d14dfa9e911)
- November 1—Four-Year College Admissions and CADR Update
  - Registration: [https://zoom.us/webinar/register/88f3b1f60a08fa3d746f627e848654](https://zoom.us/webinar/register/88f3b1f60a08fa3d746f627e848654)
- December 6—Personalized Planning for Postsecondary Pathways for All Students
  - Registration: [https://zoom.us/webinar/register/30a19960a415ee6134538d7d4481ef37](https://zoom.us/webinar/register/30a19960a415ee6134538d7d4481ef37)
- January 17—K–12 Career and College Readiness
  - Registration: [https://zoom.us/webinar/register/ea09c3f60b3b78be8c34be5db4a05ad8](https://zoom.us/webinar/register/ea09c3f60b3b78be8c34be5db4a05ad8)
- February 7—Supporting and Creating a College Going Culture for Underserved Students
  - Registration: [https://zoom.us/webinar/register/f8a721f01d45b7518c34be5db4a05ad8](https://zoom.us/webinar/register/f8a721f01d45b7518c34be5db4a05ad8)
• March 7—Serving Special Populations for College and Career Readiness
  o Registration: https://zoom.us/webinar/register/01742cedddef40c28c34be5db4a05ad8
• April 18—High School & Beyond Planning Tools
  o Registration: https://zoom.us/webinar/register/3b11347586855e8edc2040ba88984b7b
• May 16—Dual Credit Updates
  o Registration: https://zoom.us/webinar/register/0bd0e66f9df1fc4ac5b9141539e44ee6

Equity Analytics Monthly Webinars from GATE: Graduation- A Team Effort

• September 13: Attendance—Implications of Attendance and What Can You Do
• October 13: Behavior—How Discipline Impacts Attendance and Alternatives to Missing Class
• November 8: 9th Grade Success/Algebra—The Link Between Attendance and 9th Grade Success
• December 13: Graduation—Predicting Graduation with Early Warning Indicators
• January 10: Systems—Systematically Building Capacity
• February 14: Kindergarten Ready—Supporting Kindergarten Readiness
• March 14: School Engagement—Inspiring Civic Engagement
• April 11: Dual Credit—How Dual Credit Supports Postsecondary Success
• May 9: Post Grad—Gauging Access to College with the SAT/ACT and FAFSA Analytics
• June 13: Evaluating Efforts/Plan for Next Year—Reflecting on the Year

Every month on the second Wednesday, until June 13, 2018, webinars are held from 10:00–11:00 am. Registration can be found on the GATE website http://www.k12.wa.us/GATE/WebinarWorkshops.aspx. Please submit any questions to: kefi.andersen@k12.wa.us.

Upcoming Conferences

• **Pave the Way** Conference on October 19 at Central WA University
  http://www.wsac.wa.gov/pavetheway
• **Trauma Informed Practice Summit**, October 27 at Whitworth University
  Sponsored by WA ASCD www.wsascd.org
• **GEAR UP West** on October 29–31 at Hilton Hotel in Portland, Oregon
  http://www.gearup.wa.gov/about/what-we-do/gear-west
WA School Counselor Association (WSCA) State Conference on March 7–9, 2018, at Sea Tac Double Tree Hotel and Conference Center http://www.wa-schoolcounselor.org/content.asp?contentid=192

Annual Civil Rights Training by the Equity and Civil Rights Office at OSPI
(Section 504 training will be on day #2)

- October 9-10 in Tacoma
  Pierce County Library Administrative Library
- October 25-26 in Mead
  Mead School District

Suicide Prevention Trainings and Resources
The web address for the Professional Educator Standards Board (PESB) list of approved suicide prevention trainings was changed. Suicide Prevention Renewal Requirement - Professional Educator Standards Board National Suicide Prevention Week is September 11–16. There are a couple campaigns that schools may want to use for their social media campaigns: Take 5 to Save Lives, Be the 1 To

How to responsibly talk about the Blue Whale Challenge
Earlier this year, stories about the challenge began to circulate in spite of little evidence that this was a real game or concern. With more US media outlets reporting on and sensationalizing this challenge, the American Foundation for Suicide Prevention released the statement below.

Many media outlets are reporting on the “Blue Whale Challenge,” a social media game that allegedly encourages young people to engage in self-harm and suicidal behavior. While we have no evidence the Blue Whale Challenge is a real phenomenon, we do know that social media—in all forms—can have a significant impact on mental health, especially for young people.

Youth are among the highest-risk groups for suicide: according to the CDC, seventeen percent (17%) of grade 9–12 students reported seriously considering suicide in the past 12 months. We urge parents and educators to sit down with children and youth and talk about social media’s potential impact. Kidshealth.org provides useful guidelines for having these conversations. It’s essential to talk openly and honestly about mental health, depression, and thoughts of suicide—and whether social media use might be a contributing factor. While many discussions hinge on the negative effects of social media, its positive impact cannot be ignored: social media can be helpful for people who are suicidal and unable to reach out in person.
Youth struggling with thoughts of suicide usually present with warning signs. In young people, these warning signs might be seen as talking about death or hopelessness, extreme irritability, pulling away from friends and family, and loss of enjoyment in their usual activities. If you notice warning signs, reaching out quickly and talking openly about suicide can help save a life.

AAS President Julie Cerel says, “Anytime a child dies by suicide, we search for the reason why. Suicide is complicated and never has a single cause. By implicating events like the Blue Whale Challenge as the cause of youth suicide, we risk minimizing someone’s emotional pain and further discriminating against those who are suffering.”

Resources available for support:
- **Washington State County Crisis Lines**: WA State County Crisis Lines
- **National Suicide Prevention Lifeline**: National Suicide Prevention Lifeline - 800-273-8255
- **Crisis Text Line**: Crisis Text Line - Text HOME to 741 741

### Resources from OSPI Center for the Improvement of Student Learning (CISL)

- Pacific Northwest MTSS Conference:

- College and Career Readiness in HS and Early Warning Indicators:
  [http://www.ccrscenter.org/sites/default/files/EvidenceBasedPractices_EarlyWarningIndicators.pdf](http://www.ccrscenter.org/sites/default/files/EvidenceBasedPractices_EarlyWarningIndicators.pdf)

- A Practitioner’s Guide to Educating Traumatized Children:

### Mental Health First Aid

Do you ever wish more people were informed about how to help students in crisis? You can’t do it alone. The good news is you don’t have to. Encourage your staff to enroll in Youth Mental Health First Aid. It is a FREE one day course available all over Washington. Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur,
disruptive behavior disorders (including AD/HD), and eating disorders. Find a course near you: https://www.mentalhealthfirstaid.org/take-a-course/find-a-course/

Health Education Standards

New K-12 Health Education Student Learning Standards include grade-level outcomes on social emotional health, sexual health, substance use and abuse, wellness, safety and nutrition. For more information contact Ken.Turner@k12.wa.us (Health & Physical Education Program Supervisor) or Laurie.Dils@k12.wa.us (Sexual Health Education Program Supervisor).

9th Grade Success

Ninth graders that end the year on track are four times more likely to graduate. You can support 8th grade transition: host a getting to know student information system access night for parents, meet with kids who will need extra support, get them to commit to a sport or club activity, setup a learning lab or freshmen academy, or use a Link Crew-type program to link new students to successful upper classmen. For more ideas on how to support 9th grade success and evaluate what you have and need check out the Ninth Grade Counts Rubric (pages 35-41): https://www2.ed.gov/programs/slcp/ninthgradecounts/ninthgradestudy2011.pdf

Message from WAFLT about World Language Courses

The Washington Association for Language Teaching (WAFLT) has taken the opportunity to help clear up confusion among families, districts, and schools about how to interpret the Class of 2019 and beyond graduation requirement of two credits of World Language. Admission to a four-year college in Washington State requires a minimum of two credits of the same world language, but there is ambiguity about whether the high school graduation requirement can be met with two credits earned in different languages. The State Board of Education has clarified that the state high school graduation requirement Personalized Pathway option allows students the flexibility of meeting the graduation requirements by earning one credit each in two different languages.

WAFLT recognizes that students may need flexibility to earn the 24 credits for high school graduation. Offering a Personalized Pathway as a means to not choose high school world language credits is one way to provide more flexibility. However, students may choose not to take world language credits without fully understanding the implications for future career, college, and life choices. WAFLT has drafted sample language below to help students understand their choices.

I understand that if I choose not to earn two credits of world language in high school, I will graduate from high school without meeting admission requirements for a four-year college or university in
Washington State. If I choose to enter a four-year college later in life, I will be responsible for earning those credits at my own expense.

WAFLT welcomes the opportunity to partner with districts to provide clear, unambiguous communications to students and families about the world language credit requirements for high school graduation. Contact is Kurt Thompson, president@waflt.net.

Addition information can be found at The State Board of Education’s FAQ: http://www.sbe.wa.gov/faq/worldlanguages.php#.WYyfLaaWwyUk

Link to World Language site College and Career Readiness information chart: http://www.k12.wa.us/WorldLanguages/pubdocs/CareerandCollegeGoalsRelatedtoWL.pdf

Grant to Support Middle & High School Students

Looking for an evidence-based solution to help increase academic achievement in middle and high school, help with the 8th to 9th transition and freshmen success rates in general, and/or help increase freshman success in Algebra 1 specifically? Check out the College Ready “Math” Initiative (CRMI)! The CRMI is a 4-year grant sponsored by the College Spark Foundation that supports two different academic and growth mindset based programs: Academic Youth Development (AYD)—a grade-level advisory or elective course curriculum that (typically) helps 8th, 9th, and/or 10th grade students build the non-cognitive, growth mindset and social/emotional skills to succeed, and

1. Intensified Algebra (IA)—an Algebra 1 curriculum integrated with non-cognitive growth mindset and social/emotional skills that can catch students up who are 1-2 years behind in math.

The grant covers full cost of the curriculum as well as providing some flexible funding for professional development and other implementation costs. Our partners at Agile Mind, the curriculum experts, also provide ongoing training and support to your teachers throughout the four-year grant cycle. Go to our initiative website at http://www.agilemind.com/evaluate2/wa/spark/ for detailed information. OSPI is recruiting our third and final cohort for this high performing initiative. iGrant #804 is open until October 16, 2017. Contact Kim Reykdal (kim.reykdal@k12.wa.us; 360-725-6168) or Barbara Dittrich (barbara.dittrich@k12.wa.us; 360-725-6097) if you have questions or need support with your application.

College and Career Readiness Counselor Resources from The College Board

The College Board recognizes and appreciates the work that school counselors complete on a daily basis. Their message includes the following, “We know your time is limited and is best spent with your students—not searching for the information you need. We are thrilled to be able to provide a one-stop page, filled
with easy to use, timely resources to help counselors carry out the hard work being performed throughout the school year. Hopefully the wide range of resources available on this site will not only make counselor’s jobs more manageable or useful, but will also enhance their professional work to help students make the most of the opportunities they have earned through their hard work.”
https://professionals.collegeboard.org/guidance/counseling/counselor-resources

National Board Certified Teachers and Counselors (NBCT) Spotlight

Beginning with the upcoming school year, there will be spotlighting for NBCT every Monday through a Medium account and social media campaign. The intent of the NBCT Spotlight is to strengthen the National Board community, share the stories of what accomplished teachers and school counselors are doing every day both in and out of the classroom, and emphasize the impact and importance of the National Board process to the greater Washington education community.

OSPI is seeking nominations (self-nominations are allowed and encouraged) to spotlight. The nomination form is short and should include a short bio (200 words or less) of why we should highlight the great work within his/her classroom, building, and/or district. So think of those great NBCTs, their impact on student learning, their leadership roles, and the voice they have to share and nominate them now. Nominations are accepted from throughout local communities including supervisors, colleagues, parents, and students so help spread the word! Nominate now http://www.surveygizmo.com/s3/3724994/NBCT-Spotlight-Nominations

Pro Cert Changes: New Renewal Option for Residency School Counselor Certification

At the May 2017 Professional Educator Standards Board meeting, the Board moved to allow a one-time, 3-year renewal to school counselors who hold or have held a residency ESA school counselor certificate with an expiration date prior to 7/1/2019. This renewal is available until 6/30/2020. The Board also moved to eliminate the requirement for professional certification program completion for school counselors and added a new continuing option. The new renewal option allows eligible school counselors to maintain a valid certificate while completing requirements for a professional ESA school counselor or continuing ESA school counselor certificate. If you have questions, please contact the Professional Certification office at (360) 725-6400, cert@k12.wa.us, or www.k12.wa.us/certification.
NCAA High School Newsletter for Student Athlete Resources


College Bound Scholarship Resources from WA Student Achievement Council

As the new school year approaches, new College Bound promotional materials (brochures, posters, pens, and bracelets) are now available. You can place your order at http://bit.do/CBS-Order-Form. Orders will be processed every Friday and may take up to two weeks to arrive.
The Office of Superintendent of Public Instruction is the lead education agency in the state for K–12 education. The current Superintendent of Public Instruction is Chris Reykdal. The agency was formed by the territorial government in the 1870s.

For more information, contact:

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**Trisha Madrid**, Executive Assistant, K-12 Education Supports & School Improvement—360.725.4954; Trisha.Madrid@k12.wa.us

**Dixie Grunenfelder**, Director of Secondary Education & K-12 Support Systems—360.725.0415; Dixie.Grunenfelder@k12.wa.us

**Danise Ackelson**, Supervisor of School Counseling—360.725.4967; Danise.Ackelson@k12.wa.us

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**Mandy Paradise**, Supervisor, Project AWARE (Advancing Wellness and Resiliency in Education)—360.725.6248; Mandy.Paradise@k12.wa.us

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**Rachael Wagoner**, Secretary Senior, Project Aware—360.725.6247; Rachael.Wagoner@k12.wa.us

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OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at (360) 725-6162/TTY: (360) 664-3631 or P.O. Box 47200, Olympia, WA 98504-7200.

We’re on the Web!!
This link takes you to the School Counseling Webpage:
http://www.k12.wa.us/SecondaryEducation/default.aspx