

SSB 5030

Bill Overview



Welcome!



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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



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Land Acknowledgement



Check out:
<https://native-land.ca/> to find out
the original stewards
of the land you
occupy.





SSB5030 Overview

Section 1.1 – The Why

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

Attendance!

Engagement!

Graduation!

**Social-Emotional
Development!**



Section 1.1 – The Why

5 NEW SECTION. **Sec.** legislature recognizes that
6 certificated school counselors are highly qualified to address the
7 developmental needs of a student through a comprehensive school
8 counseling program. School counselors play a critical role in
9 maximizing K-12 student learning, including those related to
10 attendance, academic achievement, high school graduation,
11 postsecondary readiness, and social-emotional development. The
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
15 language learners, and students living in poverty, who, according to
16 research, are more likely to seek out their school counselor for
17 academic, mental health, or postsecondary planning needs.

Equity!



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 CSCCP Timeline & Definition

3 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.320
4 RCW to read as follows:

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

Section 2.1-2.4 – The CSCCP “Must-Dos”

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**



Section 2.1-2.4 – The CSCCP “Must-Dos”

Data Collection

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

Multilevel school data review using at a minimum:

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



Section 2.1-2.4 – The CSCCP “Must-Dos”

Provision of Direct & Indirect Services

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



Section 2.1-2.4 – The CSCCP “Must-Dos”

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.



Section 3.1 – Implementation: Staffing

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

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



**Academic
Career
Social-Emotional**



Section 3.2 – Implementation: Use of Time

**80% Direct
& Indirect
Service**

30 (2) School counselors or other educational staff associates
31 assigned to implement comprehensive school counseling programs must
32 allocate at least 80 percent of their work time providing direct and
33 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.

**Not
Part
of
80%**



Section 3.3 - Definitions

**Direct
Service**

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

**Indirect
Service**

7 (b) "Indirect services" are provided on behalf of students as a
8 result of interactions with others by school counselors or
9 educational staff associates assigned to implement comprehensive
10 school counseling programs that allow school counselors or
11 educational staff associates to enhance student achievement and
12 promote equity and access for all students. Examples include, but are
13 not limited to, collaboration, consultation, and referrals.

**Work
Time**

14 (c) "Work time" means the portion of an employee's contracted
15 hours for which they are contracted to perform the duties of a school
16 counselor or other educational staff associate assignment.



Section 4.1 – OSPI Guidance Timeline

17 NEW SECTION. **Sec.** is added to chapter 28A.320
18 RCW to read as follows:
19 (1) By December 31, 2018, the superintendent of
20 public instruction shall provide guidance to school districts
21 guidance for the implementation of sections 2 and 3 of this act. In
22 meeting the requirements of this subsection, the office of the
23 superintendent of public instruction shall consult with small school
24 districts and provide guidance to school districts that is
25 appropriate for their size, including the ratio of counselor to student
26 ratios, and range of services provided by school counselors and
27 educational staff associated with school districts.



Sections 2.0 & 4.2 - School District Timeline

2.0:

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

4.2:

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 - [Bulletin 083-21](#)
- 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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