

# CSCP Planning Session with Washington ESD 189

Hatching Results<sup>®</sup>

*Supporting SSB 5030 CSCP Implementation*

**Please fill out a quick attendance survey!**

[bit.ly/ESD189attendance](https://bit.ly/ESD189attendance)



**THANK  
YOU!**

**Without you,  
school counselors (and other ESAs)  
will STRIVE but not THRIVE**

# Meet Your Presenters

Hello

## Whitney Triplett, M.A., NCC, PPS

### Executive Director of Professional Learning, Hatching Results

- Co-founder/co-chair, [National School Counseling Leadership Conference](#)
- Co-author, [Hatching Results for Secondary School Counseling \(2019\)](#) & [Hatching Tier Two and Three Interventions in Your Elementary SC Program \(2019\)](#)
- Illinois School Counselor Advocate of the Year, 2018
- Former: district-level K-12 school counseling specialist; state association board member; graduate-level adjunct instructor; high school counselor; RAMP recipient & lead reviewer



*We have  
both worked  
as school  
counselors!!!*

## Danielle Duarte, Ed.L.D.

### Chief of Staff & Lead Professional Learning Specialist, Hatching Results

- Recent education leadership doctoral graduate (Ed.L.D.) from Harvard University
- Co-author - [Hatching Results for Elementary School Counseling \(2018\)](#) & [Hatching Results for Secondary School Counseling \(2019\)](#)
- Former school counselor, school counseling grant project director, adjunct faculty, RAMP recipient, & AVID Staff Developer
- Past-President of the California Association of School Counselors



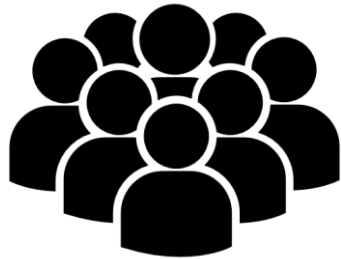


WE GOT YOU!



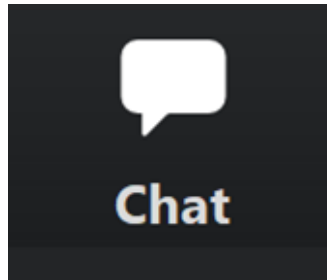


# Our Shared Zoom Agreements :)



## CONSIDER THIS A SHARED LEARNING SPACE

Please use language, tones, and approaches that enrich this learning environment for all :)



## USE "Chat" TO SUBMIT A QUESTION

We will aim to answer as many as possible in the time allotted :)



## SHARE IDEAS & PRACTICES TO SUPPORT YOUR COLLEAGUES!



# Setting the Stage with Purpose & Direction



*By the end of this session, we will be able to:*

- Develop a written plan for the districtwide school counseling program, aligned to state and national learning standards and best practice
- Advise school site teams on aligning their written comprehensive school counseling program plans to the written districtwide plan

## ASCA SC Competencies

**M4:** Every student should have access to a school counseling program

**B-PF 7:** Demonstrate leadership through the development of a school counseling program ([source](#))





# Leadership ❖ Advocacy ❖ Collaboration ❖ Systemic Change

*Grow our CSCPs into vehicles of transformational change!*

*Cultivate CSCPs that impact student outcomes in measurable ways*

*Develop supportive, collaborative, accountable relationships with stakeholders focused on student success*

*Amplify evidence-based practices that center equity*

# Group Agreements & Norms



1. We acknowledge one another as equals with diverse strengths.
2. We stay curious about each other, the data, and systems.
3. We actively seek out data to inform us about whether what we are doing is working (improving student outcomes equitably).
4. We will experience discomfort as we seek to improve.
5. We acknowledge the difference between intent and impact.
6. We expect it to be messy at times.
7. We will make decisions based on what's best for students.

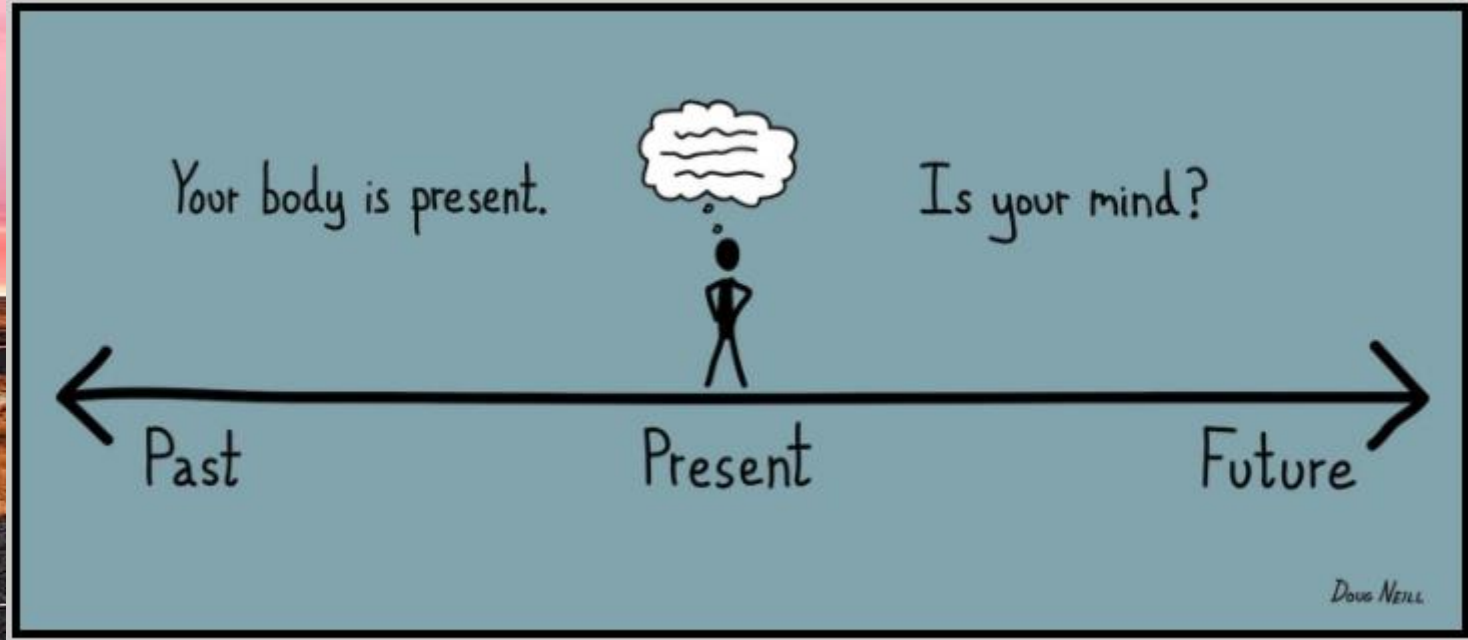
Which #  
do you  
personally  
want to focus  
on today?



- Who's in the room?
- Who attended WSCA conference March 2-3?
- Anyone attend the statewide webinar on March 24?
- Please take breaks as needed

# Are Breakout Rooms Needed Today?

# WHERE IS YOUR FOCUS TODAY?



# WHERE IS YOUR FOCUS TODAY?

There is noise, distraction, competing priorities

Many reasons for our attention to be divided

**We can make a difference here. Today.**

Let's attend to kids through CSCP planning

Let's use our 5 hours wisely :)

# Let's Connect in Random Breakouts!

Share one thing you're  
**most looking forward to**  
this summer

Share one way you are working  
towards **strengthening your**  
**district CSCP**

Share a **fun**  
**fact** about  
yourself

Share one reason you  
are **excited** about  
today



# Core Belief



To efficiently and effectively deliver a school counseling program that is focused on **RESULTS**, there must be a

**WRITTEN PLAN.**



# Helpful Tips

- With kindness, meet ourselves, our districts, & our school counselors **where they are**
- **Stretch** outside of our comfort zone
- Think both short- and long-term... it generally takes **3-5 years to build a CSCP**
- Go slow to go fast & temper our ambitiousness as appropriate
- Leverage this legislation to **better serve our young people**



10 minutes to  
explore on your own

# Resources



Access today's slides:

<https://bit.ly/5030esd189>

## Templates:

District Transition Plan Template: [WORD](#)

District CSCP Template: [WORD](#)

District Self-Assessment:

[WORD](#) | [Google Doc](#)

[School Counselor Program Alignment Tool](#)

(we're not working on this template today)

## Bill & RCWs

[Bill Text](#)

[28A.320.600](#) | [28A.320.610](#) | [28A.320.62](#)

## OSPI Guidance

[OSPI's Guidance Bulletin](#)

[OSPI's Webpage of SSB 5030 Resources](#)



☒ [Recording](#)

☒ [Slides](#)

☒ [Q&A responses](#)



# Walkthrough of the Planning Tool



# District CSCP Self-Assessment & Template

[\(LINK\)](#)



## Comprehensive School Counseling Program (CSCP) District Self-Assessment & Template

**Purpose of this tool:** To support deep, intentional thinking about how the comprehensive school counseling program is planned, delivered, evaluated, and improved to support high-priority, district-aligned student outcomes. This tool has been developed to support all districts in implementing CSCPs as outlined in [SSB 5030](#). **Please complete this assessment template after reviewing the [OSPI Guidance](#).** Responses to each section of this self-assessment will serve as the template for writing the CSCP.

**Who should use this tool:** Personnel who oversee and support [district-level](#) CSCP development (Looking for the [school-based practitioner tool](#) instead?)

### Section 1: Use of Standards

SSB 5030 requires that school districts' written plan "establishes a comprehensive school counseling program that uses state and nationally recognized counselor frameworks and is systemically aligned to state learning standards." These learning standards align with the three domains of a CSCP (academic, career, and social/emotional development) and are hyperlinked below:

- [ASCA Student Standards: Mindsets and Behaviors for Student Success](#)
- [Washington Social Emotional Learning Standards](#)

	Current State of Expectations/Structures					Desired State of Expectations/Structures	Measures of Success (include evidence, such as memos, guidance for implementation, policies)
	1 Not yet in place	2	3 Partially in place	4	5 Fully in place		
1.1 District-level expectations and structures are in place to support sites in aligning their CSCP to the student standards listed above	Rating (1-5):					Short Term (next school year):  Long Term (2-5 years):	
		Comments:					

Based on your assessment above, how will the district incorporate the *Use of Standards* components in the Comprehensive School Counseling Program plan?

[We'd like your feedback on this template!](#)

1

Think of this as a **brainstorming tool** or **worksheet** that informs the CSCP you build elsewhere.

4 sections

1. Use of Standards
2. Use of Data
3. Use of Time
4. Use of Personnel

**Self-Assessment Section**

**Template Section**

# District CSCP Self-Assessment & Template

## Desired State of Expectations/Structures

Short Term (next school year):

Long Term (2-5 years):

## Section that supports the district transition plan required by SSB 5030

- The transition plan **must** be adopted by the school board or other locally defined process before the 2022-2023 school year begins. [Transition Plan Template](#)
- The actual CSCP itself does not need to be adopted by the board but it **does** need to be written and ready for initial implementation by the start of SY 2022-23. We recommend posting it on your district website so that students, families, staff, and community members all have easy access ;)

Based on your assessment above, how will the district incorporate the *Use of Standards* components in the Comprehensive School Counseling Program plan?

Section that district staff will use to build their district CSCP. You can copy/paste this into whatever doc you use to draft your CSCP. [Sample Template](#)

# Section 1: Use of Standards

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	<p style="text-align: center;"><b>Current State of Expectations/Structures</b></p> <p style="text-align: center;">1      2      3      4      5</p> <p style="text-align: center;">Not yet in place      Partially in place      Fully in place</p>	<p style="text-align: center;"><b>Desired State of Expectations/Structures</b></p>	<p style="text-align: center;"><b>Measures of Success</b></p> <p style="text-align: center;">(include evidence, such as memos, guidance for implementation, policies)</p>
<p>1.1 District-level expectations and structures are in place to support sites in <b>aligning their CSCP to the student standards listed above</b></p>	<p>Rating (1-5):</p> <p>Comments:</p>	<p>Short Term (next school year):</p> <p>Long Term (2-5 years):</p>	

Based on your assessment above, how will the district incorporate the *Use of Standards* components in the Comprehensive School Counseling Program plan?

# Section 1: Use of Standards

What **expectations** and **structures** will your district put in place to support *all school sites* in **systemically** aligning their CSCPs to the state and national **learning standards** and **frameworks**?



**ASCA Mindsets & Behaviors  
for Student Success:**  
K-12 College- and Career-Readiness Standards for Every Student



Addresses 3 domains:

- Academic development
- Career development
- Social and Emotional development

*Washington's K-12 SEL Standards and Benchmarks*

Self	Social
<p><b>Standard 1—Self-Awareness:</b> Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports.</p> <p>Benchmark 1A: Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior. Benchmark 1B: Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.</p>	<p><b>Standard 4—Social Awareness:</b> Individual can take the perspective of and empathize with others from diverse backgrounds and cultures.</p> <p>Benchmark 4A: Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities. Benchmark 4B: Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups. Benchmark 4C: Demonstrates an understanding of the variation within and</p>



Crosswalks CASEL & ASCA  
Mindsets & Behavior standards  
with a culturally responsive lens

# Section 1: Use of Standards


What **expectations** and **structures** will your district put in place to support *all school sites* in **systemically** aligning their CSCPs to the state and national **learning standards** and **frameworks**?



## The College Board National Office for School Counselor Advocacy

Eight Components of College and Career Readiness Counseling


The **Eight Components of College and Career Readiness Counseling** provide a systemic approach for school counselors to implement, across grades K-12 — elementary through high school and beyond, to ensure equity both in process and results.

- 
- K-12: addresses developmentally-appropriate tasks at elem, middle, and high
  - 8 college and career standards



## SOCIAL JUSTICE STANDARDS

THE LEARNING FOR JUSTICE  
ANTI-BIAS FRAMEWORK

- 
- K-12: addresses developmentally-appropriate tasks at K-2, 3-5, 6-8, 9-12
  - Addresses identity, diversity, justice, & action



# Section 1: Use of Standards

## \*Example\*

	Current State of Expectations/Structures					Desired State of Expectations/Structures	Measures of Success (include evidence, such as memos, guidance for implementation, policies)
	1 Not yet in place	2	3 Partially in place	4	5 Fully in place		
District-level expectations and structures are in place to support sites in <b>aligning their CSCP to the student standards listed above</b>	Rating (1-5): <b>1</b>  Comments: Some sites are likely aligning their work to standards but there is no consistency or predictability between and among sites. Historically, there has been no district-level expectations.					Short Term (next school year): <ul style="list-style-type: none"> <li>District staff review both sets of standards listed above and ASCA's best practices for implementation</li> <li>Determine the degree to which standards are currently being utilized within the CSCP at each site, in what ways they are being used, and SCs' level of familiarity with the standards</li> <li>Based on the data gathered above and in collaboration with SCs, develop a plan to support all SCs in learning how to implement students standards within the CSCP (i.e. professional development, time to assess, time to plan, etc)</li> <li>Set the expectation that standards are to be used in determining Tier 1 lesson content, schoolwide programs and activities, individual student planning, Tier 2 &amp; 3 interventions and supports,</li> </ul> Long Term (2-5 years): <ul style="list-style-type: none"> <li>Require CSCPs to provide annual evidence that student standards are guiding the CSCP (i.e. lesson plans, mindsets &amp; behaviors action plan, performance evaluation tool)</li> </ul>	Email comms to sites  Internal district website knowledge center for school counselors with resources and expectations about standards  Agendas for professional learning  Annual written plans submitted to the district from each school site

Based on your assessment above, how will the district incorporate the *Use of Standards* components in the Comprehensive School Counseling Program plan?



All school sites will be expected to align their tiered supports to ASCA Mindsets & Behaviors (i.e. lesson plans, small group plans, action plans, etc.)

## Team Working Time

1. Complete the section 1 of the **self-assessment**
2. Begin drafting the first section of your **transition plan**



Want me to provide feedback on your plans?  
 Email me! [whitney@hatchingresults.com](mailto:whitney@hatchingresults.com) :)

Comprehensive School Counseling Program (CSCP)  
 District Self-Assessment & Template

**Purpose of this tool:** To support deep, intentional thinking about how the comprehensive school counseling program is planned, delivered, evaluated, and improved to support high-priority, district-aligned student outcomes. This tool has been developed to support all districts in implementing CSCPs as outlined in [SSB 5030](#). Please complete this assessment template after reviewing the [OSP Guidance](#). Responses to each section of this self-assessment will serve as the template for writing the CSCP.

**Who should use this tool:** Personnel who oversee and support district-level CSCP development (Looking for the [school-based practitioner tool](#) instead?)

**Section 1: Use of Standards**

SSB 5030 requires that school districts' written plan "establishes a comprehensive school counseling program that uses state and nationally recognized counselor frameworks and is systemically aligned to state learning standards." These learning standards align with the three domains of a CSCP (academic, career, and social/emotional development) and are hyperlinked below:

- [ASCA Student Standards, Mindsets and Behaviors for Student Success](#)
- [Washington Social Emotional Learning Standards](#)

	Current State of Expectations/Structures					Desired State of Expectations/Structures	Measures of Success (include evidence memo)
	1 <small>Not yet in place</small>	2	3 <small>Partially in place</small>	4	5 <small>Fully in place</small>		
1.1 District-level expectations and structures are in place to support sites in aligning their CSCP to the student standards listed above	Rating (1-5):  Comments:					Short Term (next school year):  Long Term:	
Based on your assessment above, how will the district Program plan?							

[We'd like your feedback on this template!](#)

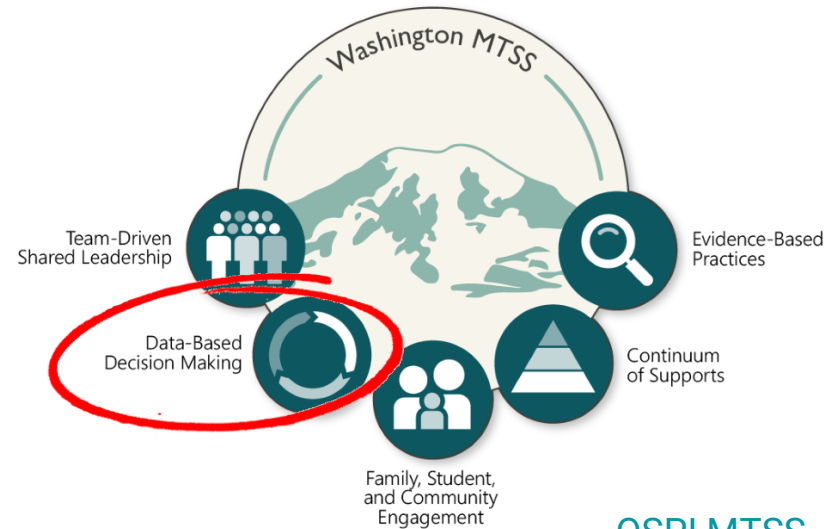
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Be Curious & Ask Questions! ;)

SSB 5030 requires that school districts' written plan "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." This multi-level school data review and analysis process often aligns well with existing school and district Multi-Tiered Systems of Support (MTSS) data-based decision-making processes. Incorporating school counseling data and interventions into the school's and district's MTSS is an important step to coordinating student supports. The process must incorporate the tools and strategies listed in the table below.

What will be the district's **PROCESS** for supporting sites in identifying **STUDENT NEEDS** through analyzing:

1. Use of time data
2. CSCP results data
3. Data regarding stakeholder engagement & communications





# Sample Time Trackers & Resources

- ASCA's Use of Time Assessment (free)
- ASCA Model App for your phone (free)
- SCUTA (\$)
- Dr. Heidi Truax's Google Sheets tracker (free)  
- for MONTH | for YEAR
- EZAnalyze (free)
- Felipe Zañartu's DigitalCounselor (free)
- Hallways (\$)
- NoteCounselor (\$)



[Module preview!](#)

Time tracking - while not super fun ;) - enables us to more equitably serve our students. Helps us see:

- Which **student groups get our time** and which ones don't
- Whether there are **equity issues in how we spend our time**

\*begin by supporting SCs in conducting a 2-week time study in fall and another in spring

## Section 2: Use of Data

### \*Example\*

	<p style="text-align: center;"><b>Current State of Expectations/Structures</b></p> <p style="text-align: center;">           1      2      3      4      5  <small>Not yet in place             Partially in place             Fully in place</small> </p>	<p style="text-align: center;"><b>Desired State of Expectations/Structures</b></p>	<p style="text-align: center;"><b>Measures of Success</b> (<u>include</u> evidence)</p>
<p>District-level expectations and structures are in place to support sites in gathering and evaluating <b>use-of-time data</b> defined as:</p> <ul style="list-style-type: none"> <li>• A breakdown of the total work time spent providing direct and indirect student services, program planning and school support, and non-school counseling tasks. Click a link below to view definitions:               <ul style="list-style-type: none"> <li>○ <a href="#">"Direct services"</a></li> <li>○ <a href="#">"Indirect services"</a></li> </ul> </li> </ul>	<p>Rating (1-5): <b>1</b></p> <p>Comments: Some sites have conducted time studies sporadically but there is no consistency or predictability between and among sites related to use of time or time tracking. Historically, there has been no district-level expectations. SCs commonly report not having autonomy over their time and spending it in non-counseling duties. Systemic change will need to occur over the next few years.</p>	<p>Short Term (next school year):</p> <ul style="list-style-type: none"> <li>• Review the list of time trackers from the slide deck</li> <li>• Give list to SCs and ask them to <u>select/agree</u> upon one to be used by all SCs in the district (perhaps ask for volunteers to pilot several first and provide feedback to large group before selection)</li> <li>• Provide PD for SCs on appropriate use of time and ask them about barriers to <u>using</u> their time as expected</li> </ul> <p>Long Term (2-5 years):</p> <ul style="list-style-type: none"> <li>• Work with administrators and district office to remove barriers as necessary</li> </ul>	<p>Submitted use of time data 2x annually (<u>2 week</u> time study in fall and again in spring)</p>

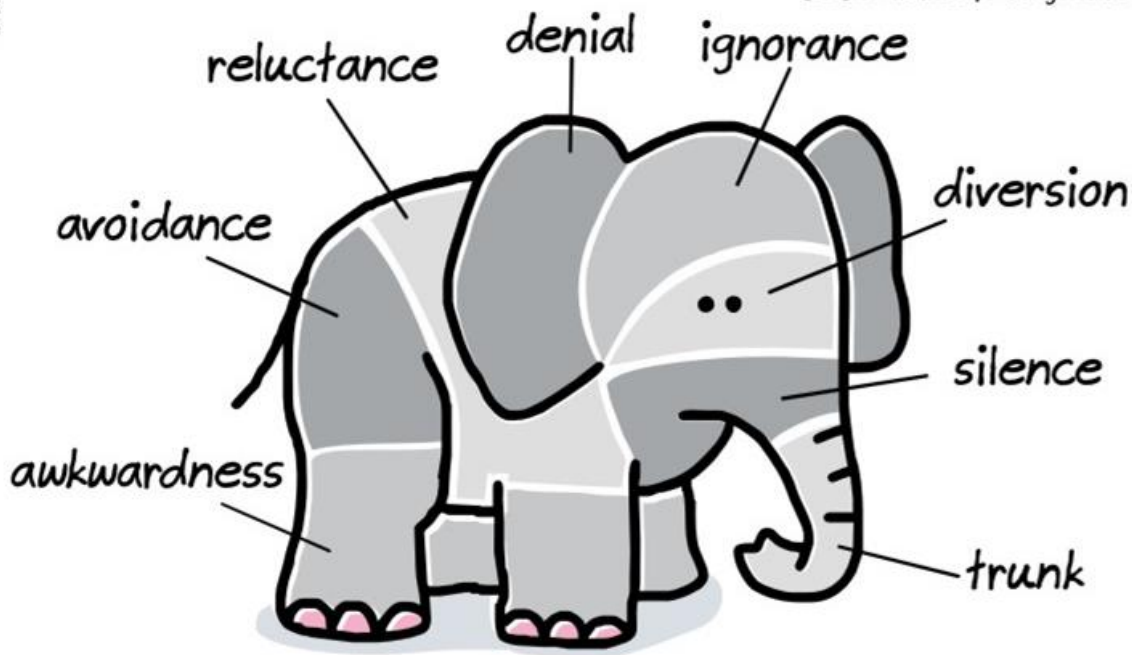
From a place of love 🤍 :)

We're calling  
out the elephant  
in the room... ;)

Dist. by Universal Uclick

## PARTS OF THE ELEPHANT IN THE ROOM

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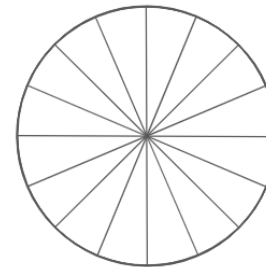
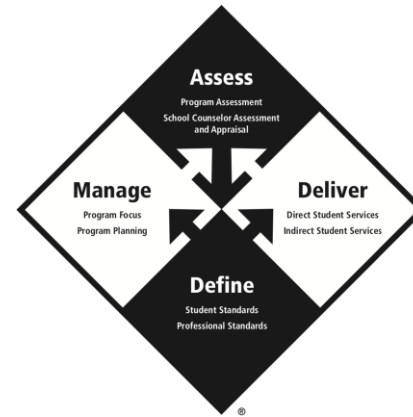
# Key Terms for the Elephant ;)

## Non-Counseling Duty

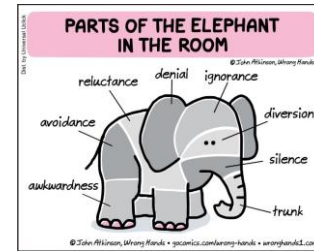
Any duty, task, or activity that **falls outside** of the appropriate role of the school counselor based on the ASCA National Model.

## Fair-Share Duty

Activity that all members of the school staff take **equal turns\* doing** to ensure the school's smooth operation. (Gysbers & Henderson, 2012)



When an activity **falls heavier** on school counselors than other school staff, it is **no longer a fair share activity**. In this case, the duty should be **re-allocated** equally or **reassigned** altogether.





# Non-Counseling Duties Can Be...

Assigned to the school counselor by a supervisor

Taken on voluntarily by the school counselor

Both contribute to **opportunity gaps** and **inequities** in the way students are served

# The reality is that non-counseling duties lead to **opportunity gaps for students**

When school counselors are tasked with non-counseling duties, **their students do not have access** to the school counseling services (Tier 1, 2, and 3) that they would otherwise have access to during that time.

**Example:** What do school counseling services look like during testing windows?  
During lunch periods? Other times?

# The 504 Question

ASCA Position Statement on the [SC's Role in Supporting Students with Disabilities](#)

[Other position statements](#)

- coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review boards

## Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
■ advisement and appraisal for academic planning	■ building the master schedule
■ orientation, coordination and academic advising for new students	■ coordinating paperwork and data entry of all new students
■ interpreting cognitive, aptitude and achievement tests	■ coordinating cognitive, aptitude and achievement testing programs
■ providing counseling to students who are tardy or absent	■ signing excuses for students who are tardy or absent
■ providing counseling to students who have disciplinary problems	■ performing disciplinary actions or assigning discipline consequences
■ providing short-term individual and small-group counseling services to students	■ providing long-term counseling in schools to address psychological disorders
■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	■ covering classes when teachers are absent or to create teacher planning time
■ interpreting student records	■ maintaining student records
■ analyzing grade-point averages in relationship to achievement	■ computing grade-point averages
■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	■ supervising classrooms or common areas
■ protecting student records and information per state and federal regulations	■ keeping clerical records
■ consulting with the school principal to identify and resolve student issues, needs and problems	■ assisting with duties in the principal's office
■ advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary	■ <u>coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review boards</u>
■ analyzing disaggregated schoolwide and school counseling program data	■ serving as a data entry clerk



# The 504 Question

## ASCA Position Statement on the SC's Role in Supporting Students with Disabilities

### Other position statements

#### The School Counselor's Role

School counselors provide direct and indirect services to students in the least restrictive environment (as determined by each student's individualized education plan [IEP]) and in inclusive settings when possible (Tarver-Behring, Spagna & Sullivan, 1998). School counselor responsibilities may include, but are not limited to:

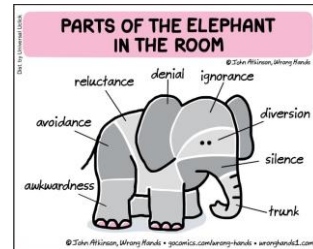
- providing school counseling curriculum lessons, individual and/or group counseling to students with special needs within the scope of the school counseling program
- providing short-term, goal-focused counseling in instances where it is appropriate to include these strategies as a part of the IEP or 504 plan
- encouraging family involvement in the educational process
- consulting and collaborating with staff and families to understand the special needs of a student and understanding the adaptations and modifications needed to assist the student
- advocating for students with special needs in the school and in the community
- contributing to the school's multidisciplinary team within the scope and practice of the school counseling program to identify students who may need to be assessed to determine special education or 504 plan eligibility
- collaborating with other related student support professionals (e.g., school psychologists, physical therapists, occupational therapists, special education staff, speech and language pathologists) in the delivery of services
- providing assistance with developing academic, transition and postsecondary plans for students with IEP's and 504 plans as appropriate

Inappropriate administrative or supervisory responsibilities for the school counselor include but are not limited to:

- making singular decisions regarding placement or retention
- serving in any supervisory capacity related to the implementation of the IDEA
- serving as the school district representative for the team writing the IEP
- coordinating, writing or supervising a specific plan under Section 504 of Public Law 93-112
- coordinating, writing or supervising the implementation of the IEP
- providing long-term therapy



# Politics matter. How we do this matters.



- **Shared responsibility:** School counselors need to own their stuff and administrators need to own their stuff (...she said lovingly ♡)
- The problem is that **the task needs to be done** so the school runs smoothly
- How can we be **solution-driven and student-focused** in the conversation?
- Is there a way to do the work and **still perform the appropriate duty** of a counselor without violating their ethics? Let's be creative. (lunch duty example)
- If not, how can we be thought partners in **solving this problem?**

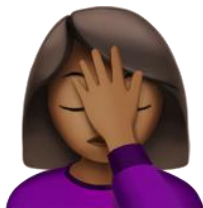


**ASCA Ethical Standards  
for School Counselors**

Real-life  
example!

# Scenario 1

School counselor Eddie attends a conference and learns about the appropriate role and function of today's school counselor. He returns to his school and promptly writes an email to his principal announcing that he will **"no longer be performing non-counseling duties, including test coordination, lunch duty, and bus duty."**



eesh....

# Scenario 2

School counselor Angela attends the same conference. She returns to her school and promptly begins to collect data on the impact of the classroom lessons and Tier 2 interventions she is delivering. At the end of the quarter, she compiles the data into a report and shares it with her principal who is excited about the impact she has had on several important school metrics. She mentions that she would like to do more of this work and her principal agrees.

**Together, they brainstorm ways to make that happen.**

How might you be able to act "as if" now?

# Voice from the Field



"I would fill my calendar with everything I had planned for the week and make sure it was shared with my admin and my office manager. Whenever I was asked to do something that was non-counseling related I would refer them to my calendar. If they insisted, I would color code what I had planned on my calendar in red to show I didn't get to it (had to reschedule it) and next to it add what I was asked to do instead.

At the quarter calendar dates, I would calculate the amount of time being pulled and show what I was asked to drop off my calendar. This allowed my admin to see how much I was being pulled and the students I wouldn't get to, or the lessons I would have to cancel with teachers last minute.

After seeing how much we were being interrupted, my admin made it to where we were only called on if there were no other options. When I did a use-of-time assessment and compared one year to the other my non-counseling duties went from 25% of my time to 5% of my time."

- Jasmine Arellano, Elementary School Counselor, Pomona USD

# Tips for Making Shifts

- Focus on **sharing results** NOW (act “as if” - it rarely works any other way)
- Start slow (baby steps) - give and take over time - **negotiation/process**
- **School counselors:** When you approach your administrator, **bring potential solutions and ideas that are reasonable** and speak to what you want to do instead of the non-counseling duty and how it will be focused on results
- **Administrators:** Know that advocating for their role is challenging for many SCs, so please be **patient**, listen with an **open mind**, and provide support
- Stay centered on what’s having the greatest impact on **students** (as opposed to the adults)
- Join the **union** and **policymaking teams**
- Use Annual Agreements/Annual Administrator Conferences

**Others??**





# Hatching Results Conceptual Diagram

“Participation Data”

“Mindsets & Behaviors Data”

**Process Data**

**Perception Data**

**Outcome Data**

Who?  
What?  
When?  
Where?  
How Long?

Attitudes  
Skills  
Knowledge

**Behavior Change**

Achievement-Related Data

Achievement Data

Attendance	→	Report Card Grades
Discipline Referrals	→	GPA
Parent Involvement	→	Promotion Rates
Homework Completion	→	Graduation Rates
Course Enrollment Patterns	→	AP Test Scores
Postsecondary Test Taking	→	ACT/SAT/etc. Test Scores
College Applications	→	College Enrollment Rates
FAFSA Completion	→	Financial Aid Earned

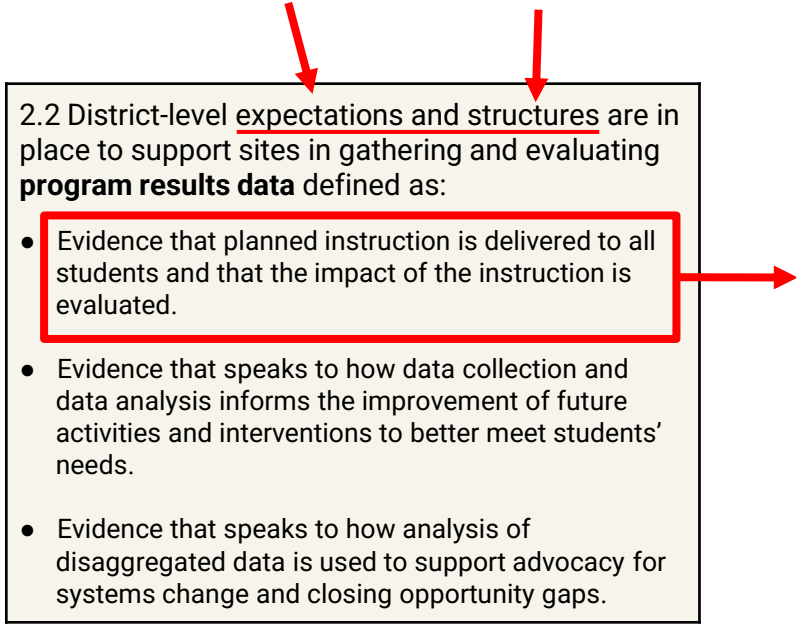
**Tier 1: School Counseling Curriculum (Instruction)**

**Tier 2: Intentional Interventions**



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

## Section 2: Use of Data




2.2 District-level expectations and structures are in place to support sites in gathering and evaluating **program results data** defined as:

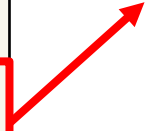
- Evidence that planned instruction is delivered to all students and that the impact of the instruction is evaluated.
- Evidence that speaks to how data collection and data analysis informs the improvement of future activities and interventions to better meet students' needs.
- Evidence that speaks to how analysis of disaggregated data is used to support advocacy for systems change and closing opportunity gaps.

- Tier 1 school counseling classroom lessons are delivered as planned  
(# students/grade levels impacted, topics aligned to needs, delivered using evidence-based student engagement strategies, lessons are “taught” rather than “presented”)
- Pre/post tests are given to students to determine how the lesson shifted students' attitudes, knowledge, and skills  
(evidence they actually learned the desired competencies, high-quality test questions are used)
- What was the impact of the lessons on student outcome data (attendance, behavior, and achievement)? (Did the lessons improve student outcome data? In what ways?)


## Section 2: Use of Data



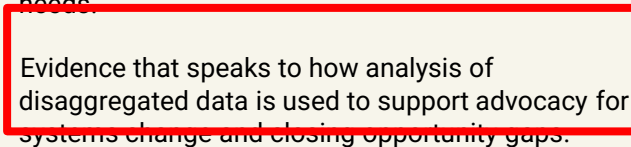
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- Evidence that planned instruction is delivered to all students and that the impact of the instruction is evaluated.
  - Evidence that speaks to how data collection and data analysis informs the improvement of future activities and interventions to better meet students' needs.
  - Evidence that speaks to how analysis of disaggregated data is used to support advocacy for systems change and closing opportunity gaps.
- 

- How does the CSCP team ***systematically*** (!!!) review their program data to inform their future activities?
- What data is reviewed and how is it analyzed? (i.e. are protocols used?)
- How does CSCP staff allow their practices/activities to shift as data informs them?



2.2 District-level expectations and structures are in place to support sites in gathering and evaluating **program results data** defined as:

- Evidence that planned instruction is delivered to all students and that the impact of the instruction is evaluated.
  - Evidence that speaks to how data collection and data analysis informs the improvement of future activities and interventions to better meet students' needs.
  - Evidence that speaks to how analysis of **disaggregated data is used to support advocacy for systems change and closing opportunity gaps.**
- 

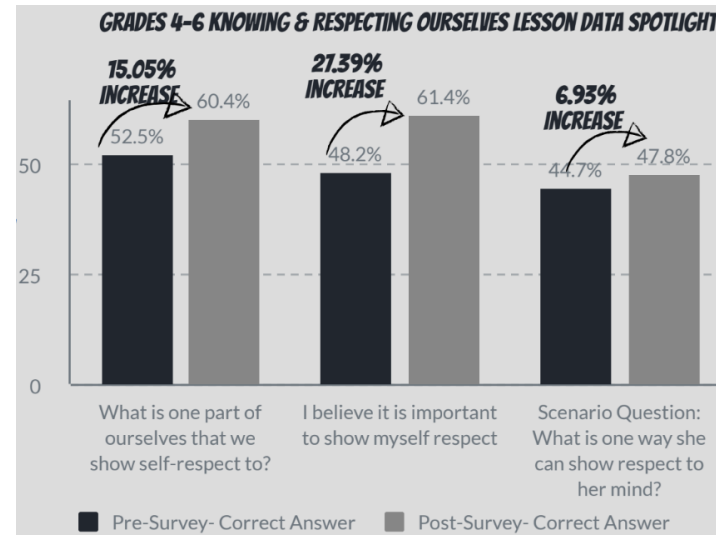
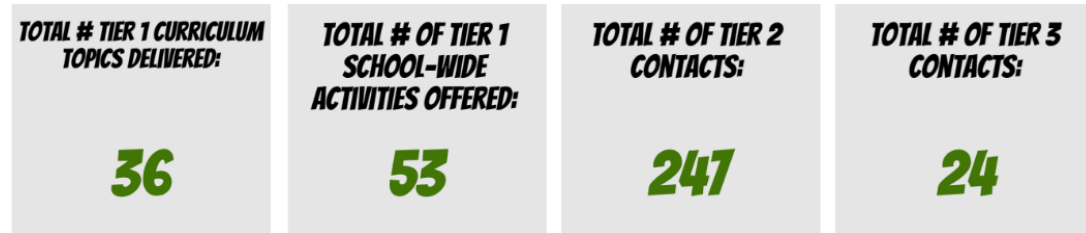
- How is the data disaggregated by student group to identify evidence of **disproportionality?** (i.e. foster youth, students in transitional living situations, low SES, IEP, race, gender, etc.)
- How is that data then used by CSCP staff to advocate for school-level systems change?




# Section 2: Use of Data

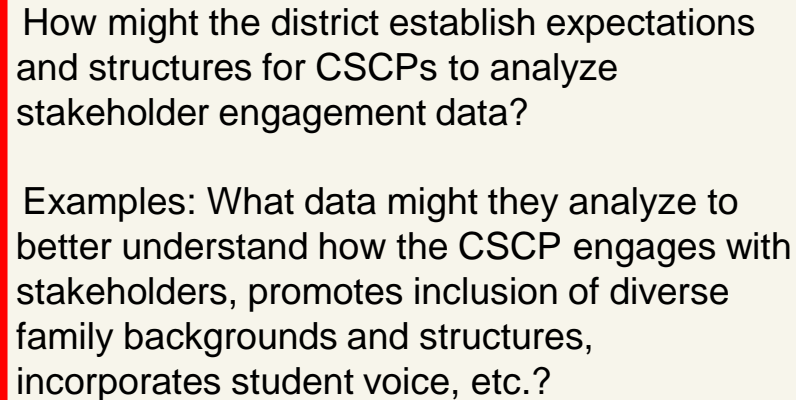
## \*Examples\*

- District systems for sites to submit key program data within certain timeframes
- Asking SCs what the barriers are and solution-storming with them and admin - then following through with solutions
- Providing high-quality PD working sessions for SCs to do the data analysis away from school sites (limit the distractions)





2.3 District-level expectations and structures are in place to support sites in gathering and evaluating **data regarding communications with administrators, families, students, and stakeholders**:

- 
- How might the district establish expectations and structures for CSCPs to analyze stakeholder engagement data?
  - Examples: What data might they analyze to better understand how the CSCP engages with stakeholders, promotes inclusion of diverse family backgrounds and structures, incorporates student voice, etc.?

- Elicit input from stakeholders about the CSCP
- Evidence of who attends events - is it who was targeted? If not, how will they shift their strategy next time? Are we asking families how they *want* to be engaged?
- Data disaggregation by group - any evidence of disproportionality?



# School Counseling Advisory Councils

Group of key stakeholders selected to review and advise on the implementation of the school counseling program

One way to address the component of the bill!

- **Who's on it?** All school counselors + administrator, teacher, other student service staff, parent/family, student, community member, & any other key stakeholders
- **How often to meet?** Once in Fall and once in Spring
- **What do they do?**
  - Advises SC around school counseling program goals, based on current school data
  - Reviews SC program results and makes recommendations about the SC program
  - Advocates for the SC program (i.e. public relations, marketing, funding, resources)

# Examples of Family Stakeholder Engagement Data

*We were able to discuss our child trying an advanced science course next year based on the counselor's feedback.*

*I am able to assist my child with choices because I'm a teacher. I'm not sure how comfortable I would be if I didn't have knowledge of the education system.*

*We felt comfortable making decisions about our child's schedule, specifically dual credit options, because the counselor really helped us to make our decision. It was a dialogue that wouldn't have been as effective unless we had that live conversation.*

# Student Stakeholder Engagement Data

I have many friends that have never taken advanced academic courses because of a fear of the difficulty of the classes. They would rather get high grades on level than risk struggling in advanced.

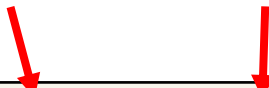
i wish i had a flow chart of possible paths i could take. i didn't know about academies and missed out completely on that. i wish i knew more about what each ap class entails too

I think that there should be more education from counselors or whomever to let students know what these courses are and how they would benefit them. Personally, I honestly do not know much

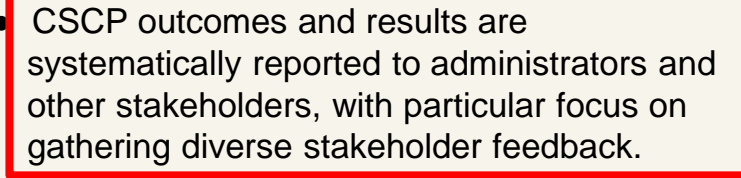
I wish I would have known I had the option to take more AP classes as a freshman/sophomore



## Section 2: Use of Data



2.4 District-level expectations and structures are in place to support sites in implementing an **annual review and assessment process for the CSCP that includes building administrators and stakeholders:**

- 
- CSCP outcomes and results are systematically reported to administrators and other stakeholders, with particular focus on gathering diverse stakeholder feedback.
  - Examples: Shifts in standards & competency data (student attitudes, skills, and knowledge), attendance, behavior disaggregated across student groups, graduation rates, grades, postsecondary pathway attainment, course enrollment patterns, and school engagement.

Regular reporting of the CSCP's impact on:

- Attendance, behavior, achievement rate improvements (outcomes)
- Student beliefs, knowledge, skills (perception data)

..and then eliciting stakeholder feedback on these impacts

# Section 2: Use of Data

**Annual School Counseling Report** Prepared by: N.Harris and A. Burroughs

## Lopez Elementary 2019 - 2020

OVERVIEW

Total # of Counseling Contacts: <b>10,855</b>	Total # of Individual Counseling: <b>884</b>	Total # of Group Counseling: <b>228</b>	Total # of Parent Contacts: <b>103</b>
<b>School At-A-Glance</b> <small>(2019 CA Dashboard Data)</small> Grade Levels: P-6 Enrollment: 563 Socioeconomically Disadvantaged: 98.8% English Learners: 36.6% Students with Disabilities: 4.4% Foster Youth: 0.2% Homeless: 11% Principal: Janet Fuhs Assistant Principal: Susan Shaw Counselor (K-3): Annette Burroughs Counselor (4-6): Nichole Harris			Total # of Mental Health Referrals: <b>36</b>  Total # of Family & Support Services Referrals: <b>12</b>

**Counseling Contacts by Grade Level**

Grade Level	Number of Counseling Contacts
TK/K	1341
1	1286
2	1531
3	1410
4	1822
5	1738
6	1727

**This report summarizes the school counseling services that Ms. Harris and Ms. Burroughs provided at Lopez Elementary during the 2019-2020 school year. The mission of the counseling program is to provide a comprehensive school counseling program that addresses the needs and interests of all students as it relates to their social-emotional, academic, and college and career development.**

Counseling contacts include students that have been seen, whether once or repeatedly. This includes individual and group counseling, classroom lessons, conflict mediation, parent contacts, and virtual counseling. Due to the shift to distance learning in March, this data is also reflective of all students receiving access to lessons and resources digitally.

# Reporting CSCP Impact

(Links to the full documents are in the notes)

**MARSHALL MIDDLE SCHOOL** Marlen Purgura, M.A., PPS  
Nichole Harris, M.S., PPS

## SCHOOL COUNSELING PROGRAM 20/21 MID YEAR REPORT

| August - Today(December 16, 2020)

### School Counselor Visits

Total # of Documented School Counseling Contacts:	Total # of Online Class Instruction Lesson Topics	Total # of Individual Learning Plan Visits	Total # of Tier 2	Total # of Tier 3
4509	14	123	269	74

% of Academic Visits	% of Social-Emotional Visits	% of College & Career Visits	# of Visits for Crisis Responses	Total # of Mental Health Referrals:
42.2%	41.3%	16.4%	17	12

**Goal 1:** By May 28, 2021, the number of students with Chronic Absenteeism (10% or more) will decrease by 10.4% from 67 students to 60 students.

**20.9% INCREASE**

**STEPS TAKEN TO SUPPORT STUDENTS**

- Students participated in online class instruction lessons that support attendance
- Parent Attendance Workshop (Synchronous/Asynchronous)
- Parent communication (via phone calls, email, Remind, and mail)
- Attendance addressed during the Individual Learning Plan Meetings
- Refer students who continue to not log in, to Admin for Home Visits.

**IMPLICATIONS**

Due to distance learning, there was an increase in student disengagement. Overall, parent and student participation in interventions decreased. Moving forward, we hope to be more intentional in our partnerships with our outside organizations, increase monthly attendance campaigns for students and parents (with incentives), implement Academic Workshops that also address attendance, and collaborate more with admin and staff to connect with students and families.

**Goal 2:** By May 28, 2021, the percentage of all eighth grade students with 2 or more F's on the 6-week mark (September 29th, 2020), will decrease by 23.08% from 65 students to 50 students.

**6.15% DECREASE**

**5.88% DECREASE**


**STEPS TAKEN TO SUPPORT STUDENTS**

- All 8th-grade students will complete an Individual Student Plan (ISP) with their School Counselor. ISP's include academic goal setting and college/career planning.
- 8th-grade students failing two or more classes received individual check-ins
- Parent meetings were initiated with students who were failing 2 or more classes
- Students were invited to participate in school-wide activities and in-class lessons
- Referrals made to community resources for additional support (i.e. The Movement)

**Mid-Year Outcomes**

During semester 1A, there was a 6.15% decrease in the number of students with 2 or more F's. Additionally, there was a 5.88% decrease in semester 1B.

# Section 2: Use of Data




## Capistrano Valley High School

### School Counseling Services 2019-2020

School Counselors	School Counseling Interns	Students
Darwin Vega Kelly Waugh	Kami Kurisu Moshelle Carlson Kassandra Chavez	2,061 Enrolled

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#### Counseling Statistics

INDIVIDUAL COUNSELING		PARENT CONTACTS
<b>798</b> INDIVIDUAL SESSIONS		<b>192</b> TOTAL CONTACTS
<b>386</b> DIFFERENT STUDENTS		<b>94</b> DIFFERENT PARENTS

---

#### Core Curriculum Classroom Lessons

**9<sup>th</sup> grade STRESS REDUCTION** **516** Students

92.6% of students reported that they believe it is important to acknowledge their emotions, positive and negative. (8.7% increase from pre-test)

**10<sup>th</sup> grade SIGNS OF SUICIDE** **531** Students

88.9% of students indicated that talking to someone about their suicidal feelings will not give them the idea to kill themselves (up 18.7% from pre-test)

**11<sup>th</sup> grade COLLEGE & CAREER** **487** Students

Career Interest Profiler based webinar will be offered to all Junior students virtually at the end of April

**12<sup>th</sup> grade FINANCIAL AID** **527** Students

69% FAFSA submission rate—the highest in South Orange County

#### School Wide Initiatives

**Bully Prevention Week**

- Provided Antibullying lessons to 9th grade students
- Partnered with ASB to run interactive lunchtime activities
- Decorated the school with posters and participated in the 'STOMP our Bullying' Spirit Day

**Capo Career Series**


Each month we hosted a panel of professionals from a different industry during lunch.

Designed to give students a greater insight into a variety of different career opportunities, educational and experiential planning, and related career clusters.

Updated 4/14/2020


# Reporting CSCP Impact

(Links to the full documents are in the notes)



## Stockton Unified School District

### School Counseling Report Mid-Year 2020/2021



**This report summarizes the school counseling services that were provided from August through December during the 2020-2021 school year within Stockton Unified School District.**

**Mission Statement:** The mission of the Stockton Unified School District Comprehensive School Counseling Program is to provide, through meaningful partnerships with other educators, families, and the community, equitable access to data-driven academic, college/career, and social emotional services to all students to promote lifelong learning to our diverse student population.

#### Counseling by the Numbers

<p><b>34,228</b> # of Responsive Counseling</p> <p><b>34,236</b> # of Referrals, Consultations, Collaboration</p> <p><b>24,133</b> # of Individual Counseling/ Individual Student Planning</p> <p><b>186</b> # of Staff Development Trainings Held</p> <p>Topics: Trauma-Informed Teaching, Xello, PBIS, Equity, Student Engagement, SEL for the Classroom, Anti-Racism, Self-Care, Cyber-Bullying</p>	<div style="border: 2px solid blue; border-radius: 50%; padding: 10px; background-color: #0056b3; color: white;"> <p><b>2,914</b> Total # of Students that Were Served in the SAP Process (CARE/SST/504)</p> </div> <p><b>200</b> # of Tier 2 Small Groups Held</p> <p><b>473</b> # of Parent Engagement Activities Held</p> <p>Topics: Coffee Hours, Advisory Council, Financial Aid, Xello, &amp; Trauma Workshops, ELAC, Migrant Ed, A-G Workshops, Role of the School Counselor, Etc.</p>	<p><b>103,879</b> student contact for Core Counseling Instruction Provided (District-Wide Guaranteed Lessons)</p> <p><b>1,248</b> # of Intentional Classroom Lessons (Site-Based)</p> <p><b>2,449</b> # of Tier 1 Activities Held (Whole School)</p> <p>Activities: Perfect Attendance Drive-Thru &amp; Character Trait Assemblies, Red Ribbon Week, Spirit Weeks, Dr. DeNoble Assembly, Mindful Morning, College Application, Etc.</p>
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#### Average Daily Attendance (ADA) Rate

Average percent of students attending distanced learning

August 2020 **92.71%**

October 2020 **91.92%**

December 2020 **91.66%**

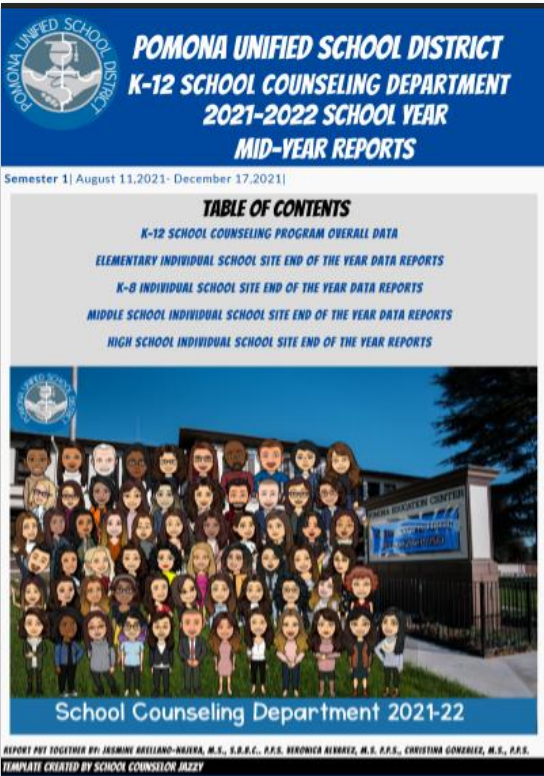
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#### Fall 2020 School Climate Data Reported on LCAP

Category	Question	4th-5th Graders (237)*	6th-8th Graders (3874)*	9th-12th Graders (4410)*
Cyberbullying	I have been cyberbullied in the last 30 days.	8%	4%	2%
Meaningful Participation	I feel like my voice matters to adults at my school.	77%	72%	68%
School Connections	At my school, there is a teacher or other adult who really cares about me.	90%	84%	77%
School Connections	I feel safe in my school.	92%	80%	76%
School Connections	At my school, there is a teacher or other adult who believes that I will be a success.	93%	87%	83%
School Connections	I feel like I am part of this school.	94%	79%	69%
Racism	There is a lot of tension at my school between different cultures, races, or ethnicities.	NA	24%	20%

\*number of students who participated in the survey (4th-6th grade required opt-in)

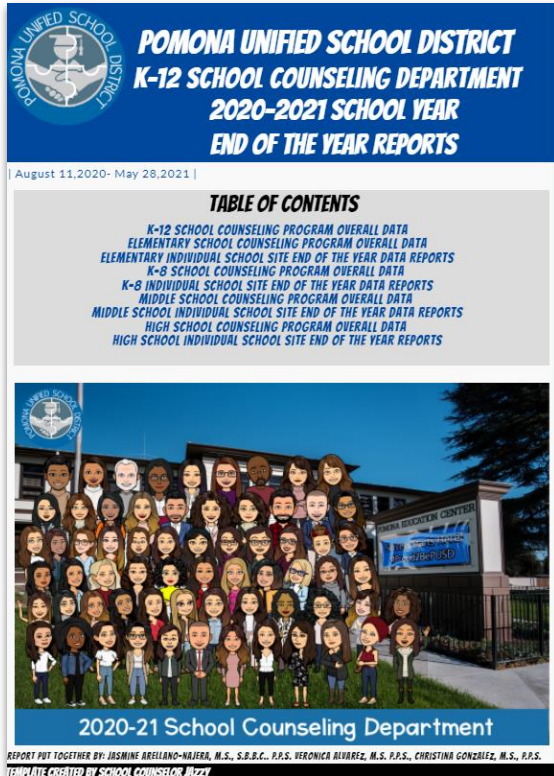
# Section 2: Use of Data



Sample Mid-Year Reports

# Reporting CSCP Impact

(Images are hyperlinked)




Sample End-of-Year Reports

# Section 2: Use of Data

**College Awareness for 4th Grade PUSD Students**

Pomona Unified School District  
Elementary School Counselors

Veronica Castellanos  
Nichole Harris  
Evelyn Hernandez  
Melissa Madrid  
Julia Moraga-Ambrocio  
Marlen Purpura  
Olga Velazquez -Rodriguez




Pomona Unified School District Elementary School Counselors 1

# Reporting CSCP Impact

(Images are hyperlinked)



**CVHS Flashlight Presentation**

By Abby King,  
School Counselor



**Hazelton Elementary School**  
Hazelton Elementary School Counseling Department

Jordan Blevins & Melanie Lim

Stockton Unified School District 1



Stockton Unified School District  
Rio Calaveras School  
Counseling Team:  
Benjamin Moua  
Eleni Richards

Diversity & Inclusion Staff  
Professional Development  
Flashlight Presentation





### Team Working Time

1. Complete the section 2 self-assessment
2. Begin drafting the second section of your written plan



Wanna chat on Zoom? [Join me](#) (just be sure to MUTE and turn your computer volume OFF)

Section 2: Use of Data												
SSB 5030 requires that school districts' written plan "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." This multi-level school data review and analysis process often aligns well with existing school and district Multi-Tiered Systems of Support (MTSS) data-based decision-making processes. Incorporating school counseling data and interventions into the school's and district's MTSS is an important step to coordinating student supports. The process must incorporate the tools and strategies listed in the table below.												
	Current State of Expectations/Structures					Desired State of Expectations/Structures	Measures of Success (include evidence)					
	1 Not yet in place	2	3 Partially in place	4	5 Fully in place							
2.1 District-level expectations and structures are in place to support sites in gathering and evaluating <b>use-of-time data</b> defined as:	Rating (1-5): Comments:					Short Term (next school year):						
<ul style="list-style-type: none"> <li>• A breakdown of the total work time for direct and indirect student services, planning and school support, and non-counseling tasks. Click a link below for definitions:                             <ul style="list-style-type: none"> <li>◦ "<a href="#">Direct services</a>"</li> <li>◦ "<a href="#">Indirect services</a>"</li> </ul> </li> </ul>	2.3 District-level expectations and structures are in place to support sites in gathering and evaluating <b>data regarding communications with administrators, families, students, and stakeholders</b> :					Rating (1-5): Comments:	Short Term (next school year):  Long Term (2-5 years):					
2.2 District-level expectations and structures are in place to support sites in gathering and evaluating <b>program results data</b> :	<ul style="list-style-type: none"> <li>• Evidence that planned instruction is in place for all students and that the impact of the instruction is evaluated.</li> <li>• Evidence that speaks to how data analysis informs the improvement activities and interventions to better students' needs.</li> <li>• Evidence that speaks to how analysis of disaggregated data is used to support systems change and closing oppo</li> </ul>					<ul style="list-style-type: none"> <li>• How might the district establish expectations and structures for CSCP's to analyze stakeholder engagement data?</li> <li>• Examples: What data might they analyze to better understand how the CSCP engages with stakeholders, promotes inclusion of diverse family backgrounds and structures, incorporates student voice, etc.?</li> </ul>					Rating (1-5): Comments:	Short Term (next school year):
	2.4 District-level expectations and structures are in place to support sites in implementing an <b>annual review and assessment process for the CSCP that includes building administrators and stakeholders</b> :					Rating (1-5): Comments:		Short Term (next school year):				
	<ul style="list-style-type: none"> <li>• CSCP outcomes and results are systematically reported to administrators and other stakeholders, with particular focus on gathering diverse stakeholder feedback.</li> <li>• Examples: Shifts in standards &amp; competencies (student attitudes, skills, and knowledge), attendance, behavior disaggregated across student groups, graduation rates, grades, postsecondary pathway attainment, course enrollment patterns, and school engagement.</li> </ul>					Based on your assessment above, how well is your plan?						

Be Curious & Ask Questions! ;)



**LUNCH & STRETCH TIME!**

We'll start again  
at 12:40 p.m.



# This morning, we began working on:



## Section 1: Use of Standards

## Section 2: Use of Data

Remember, the goal isn't "perfection."

The goal is "better than last year."

Slow, incremental movement toward implementation of the ASCA National Model with fidelity over 3-5 years ;)

# Random Resources to Help You ;)

- [Mindsets & Behaviors Action Plan](#) (helps you get started with aligning standards)
- [Sample School Counselor Job Description](#) (appropriate for K-12)
- [Self-Assessment for School Counselors](#) related to their performance standards
- [Chicago Public Schools' districtwide handbook](#)
- [Slides to copy for SEL checks, brain breaks, engagement activities](#)
- Annual Calendar Planning Guide: [Elementary](#) | [Secondary](#)
- [Sample data metrics per domain, tier, and grade levels](#)
- [Pre/posts to measure student SEL challenges and growth](#)
- [Suggested use of time breakdown by ES, MS, HS within 80/20](#)
- Guide to School Counseling College and Career Readiness Activities: [Elementary](#) | [Middle](#) | [High](#)

**Yes!**  
please!

## Section 3: Use of Time

SSB 5030 requires that school counselors or other educational staff assigned to implement CSCPs must allocate at least 80% of their [work time](#) providing [direct](#) and [indirect](#) services to benefit students, as aligned with national school counseling standards. Note: Tasks such as coordinating and monitoring student testing, supervising students at lunch and recess, and assuming other duties of non-counseling staff are *not* considered direct or indirect services and should *not* be included in the plan for CSCPs. This process often aligns well with the existing school and district MTSS continuum of student supports, evidence-based practices, team-driven shared leadership, and family, student, and community engagement. Important definitions:

### How the district is supporting appropriate use of CSCP staff's time

3.1 District-level expectations and structures are in place to support sites in ensuring that **at least 80% of CSCP staff [work time](#) is spent providing [direct](#) and [indirect](#) services to students**

3.2 District-level expectations and structures are in place to support sites in gathering data and evaluating that **[direct](#) and [indirect](#) services are delivered through the CSCP**

versus

### Gathering & evaluating their use of time as it relates to what students need from the CSCP

2.1 District-level expectations and structures are in place to support sites in gathering and evaluating **use-of-time data** defined as:

- A breakdown of the total work time spent providing direct and indirect student services, program planning and school support, and non-school counseling tasks. Click a link below to view definitions:
  - ["Direct services"](#)
  - ["Indirect services"](#)



Our **TIME** is our most  
precious resource



How we **choose** to  
spend our time  
either **advantages**  
or **disadvantages**  
groups of students

**Every choice we make  
about our TIME has  
critical implications**



# Choices About Time Have Consequence



## Scenario:

The school counselor has a 30 min opening in their schedule and many choices. What is most **role-appropriate**, **efficient**, and **effective** way they might spend that time?

- Teach a Tier 1 classroom lesson
- Analyze culture/climate data & provide recommendations
- Lead a small group (6 students)
- Liaise with school psychologist
- Facilitate a large group workshop (33 students)
- Engage in one-on-one counseling with a student
- Return a parent's phone call
- Return an email from a family member

*+ a million other potential ways to spend the time*



# Choosing How to Spend Our Time

**Goal:** To be BOTH **efficient** and **effective** with 100% of our time

School counselor's time is "productive to the max" with minimum wasted effort

School counselor produces the intended result



# Common CSCP Staff Realities Related to Time

- Not being in control of our time
- Distorted or inaccurate perception of not being in control of our time
- Inefficient systems and processes that require us to react or respond “in the moment”
- Loss of self-efficacy that creates barriers for regaining control of our time (i.e. learned helplessness)
- Weak relationship with administrators



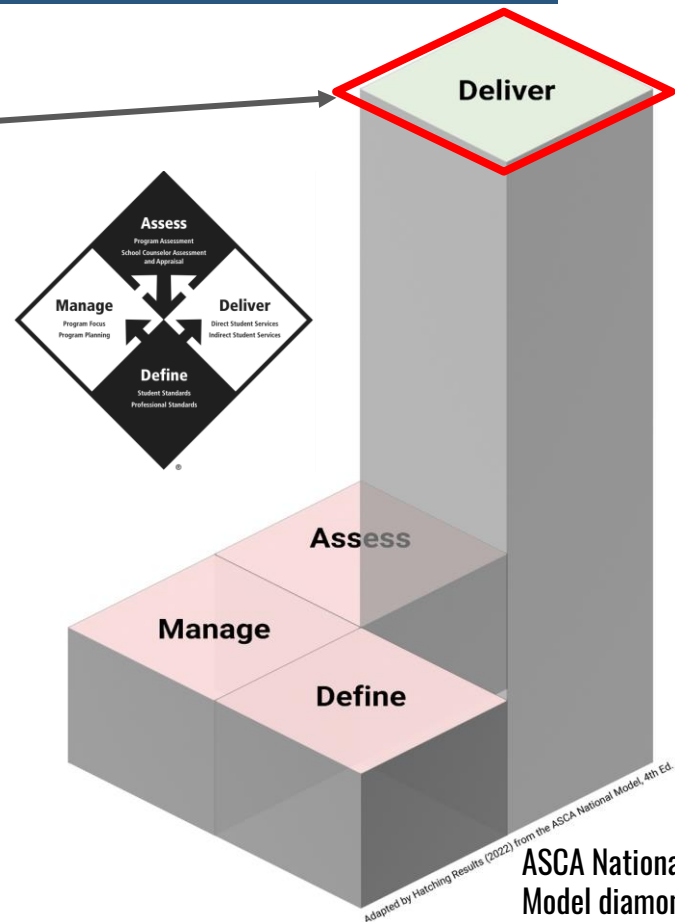
## Section 3: Use of Time

**80% of time:** Spent delivering “direct” & “indirect” services

ASCA National Model, 4th Edition Component	
Direct Services	<b>Instruction</b> (Tier 1)
	<b>Appraisal and Advisement</b> (Can be Tier 1, 2, or 3)
	<b>Counseling</b> (Can be Tier 2 or 3)
Indirect Services	<b>Consultation, Collaboration, and Referrals</b> (Can support Tier 1, 2, or 3)

i.e. Tier 1 school counseling  
classroom lessons in 3 domains

i.e. Interpreting test scores and  
inventories, assessing grades in  
relationship to opportunities,  
making recommendations,  
Individual Learning Plans



## Section 3: Use of Time

**80% of time:** Spent delivering “direct” & “indirect” services

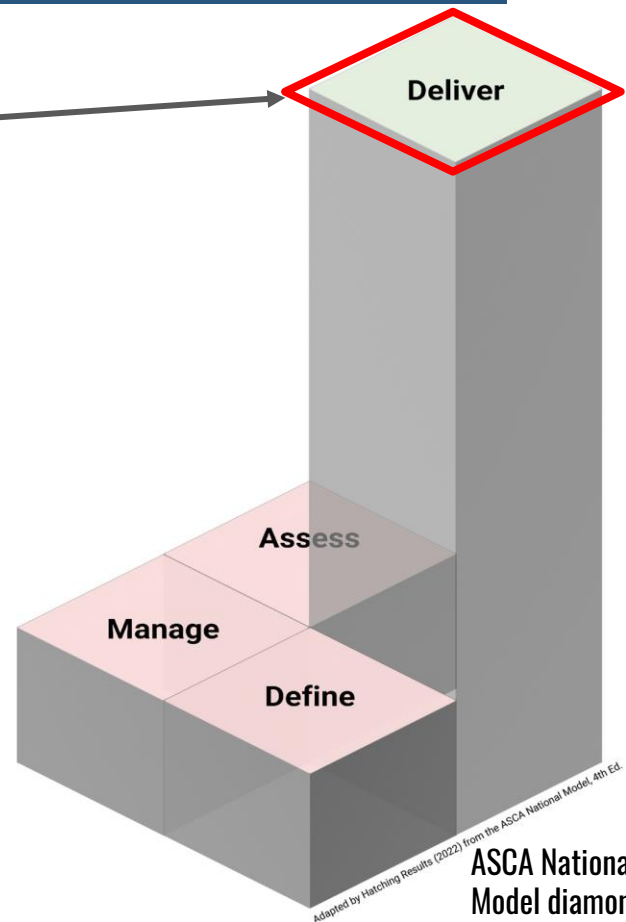
IMPORTANT CONSIDERATION FROM THE BILL:

“Tasks such as:

- coordinating and monitoring student testing
- supervising students at lunch and recess
- assuming the duties of other noncounseling staff

...are **not** direct or indirect services”

(they are considered noncounseling duties and are not aligned to any current frameworks for school counseling)



## Section 3: Use of Time

Guidance Counselors	School Counselors!
<ul style="list-style-type: none"> <li>• <b>Reactive</b> services (spends most of their time in Tiers 2 and 3, based on referrals)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Proactive</b>, preventative services (spends a great deal of time in Tier 1 and uses <u>data</u> primarily to drive Tier 2 services)</li> </ul>
<ul style="list-style-type: none"> <li>• Serve <b>some</b> students</li> </ul>	<ul style="list-style-type: none"> <li>• Serve <b>ALL</b> students</li> </ul>
<ul style="list-style-type: none"> <li>• Focus mostly on <b>one domain</b></li> </ul>	<ul style="list-style-type: none"> <li>• Focus on all three domains (academic, college/career social/emotional) to <b>impact student success</b></li> </ul>
<ul style="list-style-type: none"> <li>• Utilize a <b>clinical</b> model focused on student <b>deficits</b></li> </ul>	<ul style="list-style-type: none"> <li>• Utilize an <b>educational</b> model, focused on <b>student strengths</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Ancillary</b> support</li> </ul>	<ul style="list-style-type: none"> <li>• Integral member of the <b>school leadership team</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Loosely</b> defined role/quasi-administrator</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Clearly</b> defined role</li> </ul>
<ul style="list-style-type: none"> <li>• Focus mostly on counseling services provided</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on <b>outcomes</b> from services provided</li> </ul>
<ul style="list-style-type: none"> <li>• Works in <b>isolation</b> or only with other counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates with <b>all stakeholders</b> in the school community</li> </ul>
<ul style="list-style-type: none"> <li>• Guards the <b>status quo</b></li> </ul>	<ul style="list-style-type: none"> <li>• Acts as a <b>change agent</b> for educational equity for all students</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Gatekeepers</b> of rigorous courses</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Advocates</b> for all students to have access to rigorous courses</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Little or no</b> accountability for student success</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Full accountability</b> for student success</li> </ul>
<ul style="list-style-type: none"> <li>• Helps mostly <b>college-track students</b> plan for college</li> </ul>	<ul style="list-style-type: none"> <li>• Advises ALL students on <b>multiple postsecondary pathways</b></li> </ul>
<ul style="list-style-type: none"> <li>• Depends on <b>system's resources</b> for helping students and families</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Brokers services</b> from community agencies, as well as the school system's resources</li> </ul>

THIS IS WHERE THE MAGIC HAPPENS!

# Section 3: Use of Time

## Inappropriate Activities for School Counselors

- building the master schedule
- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- providing long-term counseling in schools to address psychological disorders
- covering classes when teachers are absent or to create teacher planning time
- maintaining student records
- computing grade-point averages
- supervising classrooms or common areas
- keeping clerical records
- assisting with duties in the principal's office
- coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, IRTSS and school attendance review boards
- serving as a data entry clerk

## Guidance Counselors

- **Reactive** services (spends most of their time in Tiers 2 and 3, based on referrals)
- Serve **some** students
- Focus mostly on **one domain**
- Utilize a **clinical** model focused on student **deficits**
- **Ancillary** support
- **Loosely** defined role/quasi-administrator
- Focus mostly on counseling services provided
- Work in **isolation** or only with other counselors
- Have **no** **status quo**
- Act as **gatekeepers** of rigorous courses
- Have **little or no** accountability for student success
- Helps mostly **college-track** students plan for college
- Depends on **system's resources** for helping students and families



## School Counselors!



- **Proactive**, preventative services (spends a great deal of time in Tier 1 and uses data primarily to drive Tier 2 services)
- Serve **ALL** students
- Focus on all three domains (academic, college/career social/emotional) to **impact student success**
- Utilize an **educational** model, focused on **student strengths**
- Integral member of the **school leadership team**
- **Clearly** defined role
- Focus on **outcomes** from services provided
- Collaborates with **all stakeholders** in the school community
- Acts as a **change agent** for educational equity for all students
- **Advocates** for all students to have access to rigorous courses
- **Full accountability** for student success
- Advises ALL students on **multiple postsecondary pathways**
- **Brokers services** from community agencies, as well as the system's resources

THIS IS WHERE THE MAGIC HAPPENS!

## Appropriate Activities for School Counselors

- advisement and appraisal for academic planning
- orientation, coordination and academic advising for new students
- interpreting cognitive, aptitude and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing short-term individual and small-group counseling services to students
- consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data
- interpreting student records
- analyzing grade-point averages in relationship to achievement
- consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success
- protecting student records and information per state and federal regulations
- consulting with the school principal to identify and resolve student issues, needs and problems
- advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary
- analyzing disaggregated schoolwide and school counseling program data

Adapted by Triplett, W. (2015) from Stone, C. B. & Dahir, C. A. (2006). *The transformed school counselor*. Boston, MA: Houghton Mifflin Company.

[Learn more about the appropriate role of a school counselor](#)

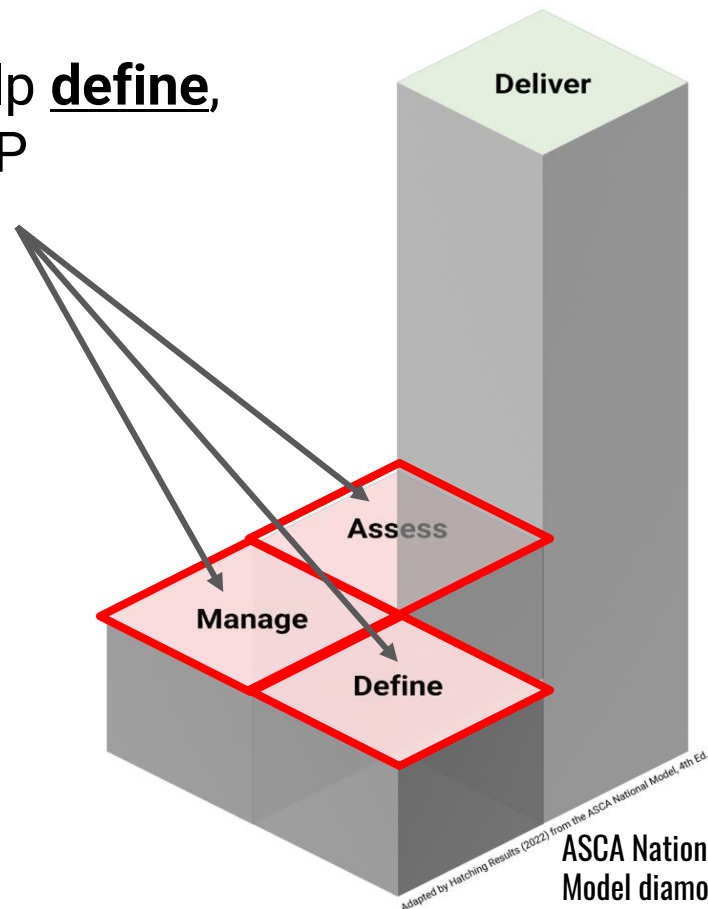
## Section 3: Use of Time

**20% of time:** Spent doing activities that help define, manage, and assess the CSCP

Examples:

- Written plan for the CSCP
- Annual CSCP assessment
- Aligning CSCP to state and national frameworks
- Aligning CSCP to state and national standards
- Identifying student needs through a multi-level data review
- Use of time data analysis
- Annual administrative conference
- Development of results reports, Flashlight results presentations, one-pagers to show program impact
- Developing CSCP annual calendar, action plans, mission & vision statements, and annual student outcome goals

Highlighted items are required by SSB 5030



ASCA National  
Model diamond

# Suggested Use of Time for School Counselors

	ASCA National Model, 4th Edition Component	Elementary School % of Time	Middle School % of Time	High School % of Time	ASCA Recommendation
Direct Services	Instruction (Tier 1)	35% ~1.75 days per wk	30% ~1.5 days per wk	20% ~1 day per wk	80% or more
	Appraisal and Advisement (Can be Tier 1, 2, or 3)	5%	15% ~.75 days per wk	25% ~1.25 days per wk	
	Counseling (Can be Tier 2 or 3)	25% ~1.25 days per wk	20% ~1 day per wk	20% ~1 day per wk	
Indirect Services	Consultation, Collaboration, and Referrals (Can support Tier 1, 2, or 3)	20% ~1 day per wk	20% ~1 day per wk	20% ~1 day per wk	
System Support	Program Planning, Support, and Assessment (Can support Tiers 1, 2, or 3)	15% ~.75 days per wk	15% ~.75 days per wk	15% ~.75 days per wk	20% or less

*Adapted by Whitney Triplett (2019) based on Gysbers & Henderson (2000) and the ASCA National Model, 4th Ed (2019)*

### Some recommendations for your plan

- Start by having SCs conduct a 2-week time study (track all activities for 2 weeks)
- Share the districtwide time study data with them and lead them through an [ATLAS protocol](#) to analyze the data
- See what bubbles up and help them solution-storm (aim for 3-5 reasonable, realistic, high-impact solutions)
- Collaborate with other key district staff and building administrators to implement the solutions





# Section 3: Use of Time

## Team Working Time

1. Complete the section 3 self-assessment
2. Begin drafting the third section of your written plan



### Section 3: Use of Time

SSB 5030 requires that **school counselors or other educational staff assigned to implement CSCPs must allocate at least 80% of their work time providing direct and indirect services to benefit students, as aligned with national school counseling standards.** Note: Tasks such as coordinating and monitoring student testing, supervising students at lunch and recess, and assuming other duties of non-counseling staff are *not* considered direct or indirect services and should *not* be included in the plan for CSCPs. This process often aligns well with the existing school and district MTSS continuum of student supports, evidence-based practices, team-driven shared leadership, and family, student, and community engagement. Important definitions:

	Current State of Expectations/Structures					Desired State of Expectations/Structures	Measures of Success (include evidence)
	1 Not yet in place	2	3 Partially in place	4	5 Fully in place		
3.1 District-level expectations and structures are in place to support sites in ensuring that <b>at least 80% of CSCP staff work time is spent providing direct and indirect services to students</b>	Rating (1-5): Comments:					Short Term (next school year):  Long Term (2-5 years):	
3.2 District-level expectations and structures are in place to support sites in gathering data and evaluating that <b>direct and indirect services are delivered through the CSCP</b>	Rating (1-5): Comments:					Short Term (next school year):  Long Term (2-5 years):	

Based on your assessment above, how will the district incorporate the findings into the written plan?

Be Curious & Ask Questions! ;)

## Section 4: Use of Personnel

SSB 5030 requires that school districts' written plan include that "the CSCP 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."

	Current State of Expectations/Structures					Desired State of Expectations/Structures	Measures of Success (include evidence)
	1 Not yet in place	2	3 Partially in place	4	5 Fully in place		
4.1 District-level expectations and structures are in place to ensure that <b>credentialed school counselors or other qualified ESA staff implement the CSCP</b>	Rating (1-5):  Comments:					Short Term (next school year):  Long Term (2-5 years):	
4.2 District-level expectations and structures are in place to ensure that the districtwide CSCP is <b>supported centrally by the district</b>	Rating (1-5):  List district CSCP staff here:					Short Term (next school year):  Long Term (2-5 years):	

Based on your assessment above, how will the district incorporate the *Use of Personnel* components in the Comprehensive School Counseling Program plan?

## Section 4: Use of Personnel

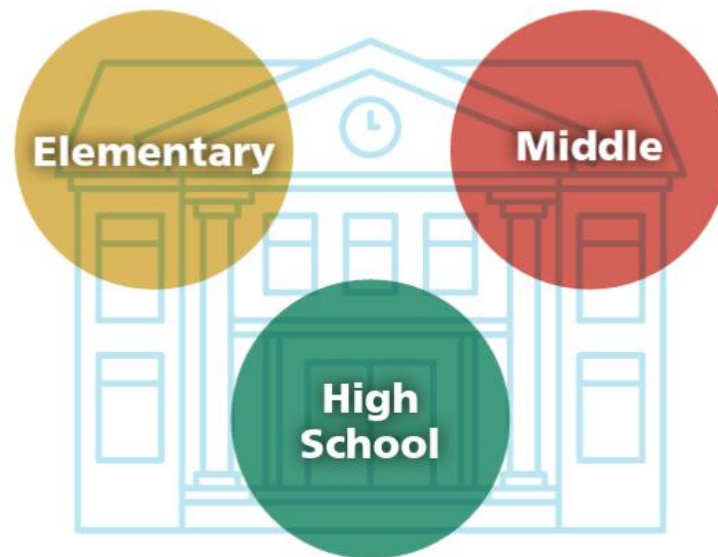
4.1 District-level expectations and structures are in place to ensure that **credentialed school counselors or other qualified ESA staff** implement the CSCP



### SCHOOL COUNSELOR QUALIFICATIONS

- ▶ Hold, at minimum, a master's degree in school counseling
- ▶ Meet the state certification/licensure standards
- ▶ Fulfill continuing education requirements
- ▶ Uphold ASCA ethical and professional standards

### EMPLOYED AT ALL LEVELS



Also employed in district supervisory positions; and school counselor education positions

[Source](#)

If employing credentialed school counselors is not feasible...

Other ESAs tasked with implementing the CSCP must have training in the ***attitudes***, ***knowledge***, and ***skills*** they need to support ***all students*** with:

- Academic development (at Tiers 1, 2, & 3)
- College/career development (at Tiers 1, 2, & 3)
- Social/emotional development (at Tiers 1, 2, & 3)

...as well as **systems change** when it's not a "kid issue"

4.2 District-level expectations and structures are in place to ensure that the districtwide CSCP is **supported centrally by the district**

- Best practice mantra:  
**“The CSCP belongs to the DISTRICT”**  
(not schools, nor counselors)
- Students should have a similar experience from the CSCP, regardless of the school they attend or the counselor they are assigned to
- Promotes alignment, predictability, & consistency, between and among counselors/schools and across K-12
- Helps when the district director or coordinator has background in school counseling or is trained in today’s best practices  
*(the profession has drastically changed in the last 20 years)*

# Section 4: Use of Personnel

## Team Working Time

1. Complete the section 4 self-assessment
2. Begin drafting the last section of your written plan



### Section 4: Use of Personnel

SSB 5030 requires that school districts' written plan include that "the CSCP 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."

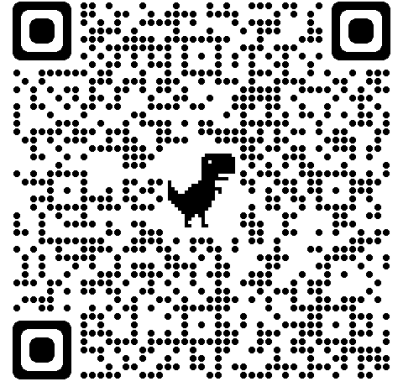
	Current State of Expectations/Structures					Desired State of Expectations/Structures	Measures of Success (include evidence)
	1 Not yet in place	2	3 Partially in place	4	5 Fully in place		
4.1 District-level expectations and structures are in place to ensure that <b>credentialed school counselors or other qualified ESA staff implement the CSCP</b>	Rating (1-5):  Comments:					Short Term (next school year):  Long Term (2-5 years):	
4.2 District-level expectations and structures are in place to ensure that the districtwide CSCP is <b>supported centrally by the district</b>	Rating (1-5):  List district CSCP staff here:					Short Term (next school year):  Long Term (2-5 years):	

Based on your assessment above, how will the district incorporate the *Use of Personnel* components in the Comprehensive School Program plan?

Be Curious &  
Ask Questions! ;)

# Survey

**Optionally**, you can choose to submit your completed plan through [OSPI's Alchemer Portal](#).



**We'd LOVE to collect samples to share with others! :)**



# \*NEW\* Modules on OER

[oercommons.org](https://oercommons.org)

The screenshot shows the OER Commons website homepage. At the top, there is a navigation bar with the OER Commons logo (three colored circles: yellow with 'O', green with 'E', blue with 'R') and the text 'COMMONS OPEN EDUCATIONAL RESOURCES'. To the right of the logo are navigation links: 'Discover', 'Hubs', 'Groups', and 'Our Services', each with a dropdown arrow. Further right is a green 'Add OER' button. On the far right of the navigation bar are links for 'Donate to ISKME' (with a heart icon) and 'Display Settings'. Below these are icons for search, notifications (with a '3' badge), and a user profile picture.

The main content area features a large background image of hands working at a desk with a keyboard and mouse. Overlaid on this image is the text 'Explore. Create. Collaborate.' in a large, white, serif font. Below this is a smaller line of text: 'OER Commons is a public digital library of open educational resources. Explore, create, and collaborate with educators around the world to improve curriculum.'

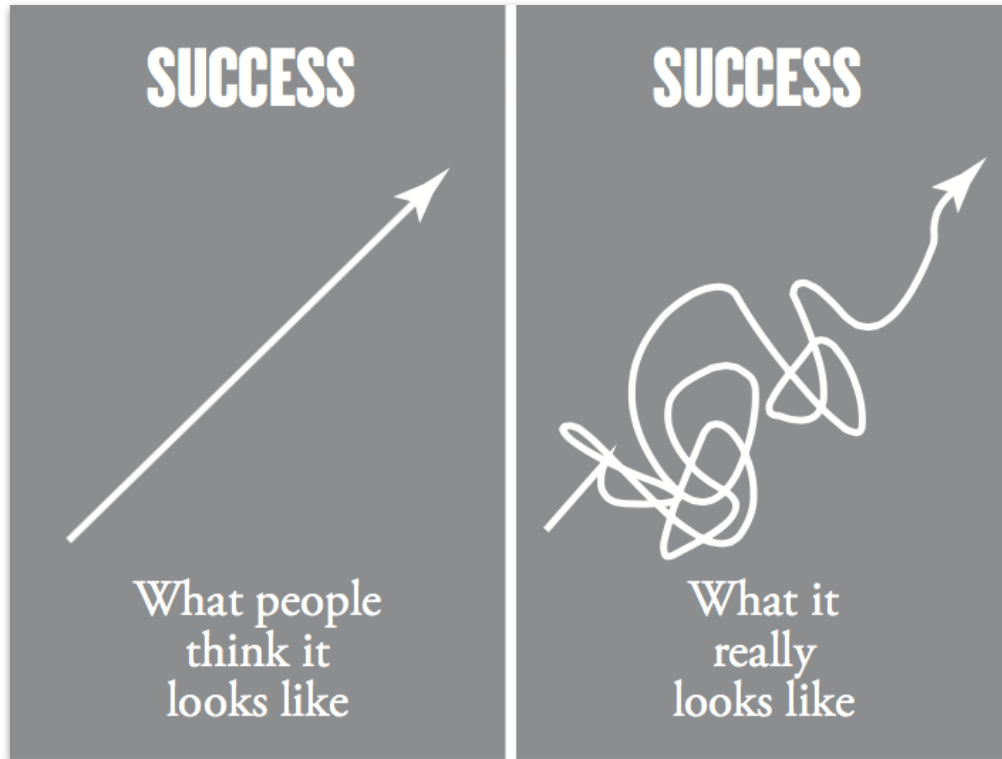
At the bottom of the main content area is a search bar with the placeholder text 'What are you looking for?' and a magnifying glass icon. To the right of the search bar are three dropdown menus labeled 'Subject', 'Education Level', and 'Standard'. To the right of these menus is a green 'Search' button. Below the search bar is a link that says 'Fine tune your search with our [advanced search.](#)'

Search using keywords: 5030, counseling, ASCA, etc.

Will be live  
5/25/22!!



# Remember that Systemic Change is Messy



“Every system is perfectly designed for the results it gets”

...If your CSCP isn't seeing measurable impact on student outcomes, what part of the CSCP **system** needs to change?

# Upcoming Events!

Join us on June 27 @ 3:45pm in Spokane!

*“Supporting Systems Change: The Opportunities in Comprehensive School Counseling Programming”*



**Check out information about our National School Counseling Leadership Conference, February 2023!**

<https://www.hatchingresults.com/nsclc>



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Trainers:

Dr. Danielle Duarte & Whitney Triplett

Date 6/14/22

Thank you!



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