



# COMPREHENSIVE SCHOOL COUNSELING FRAMEWORK

## Transitional Implementation Plan 2022-23

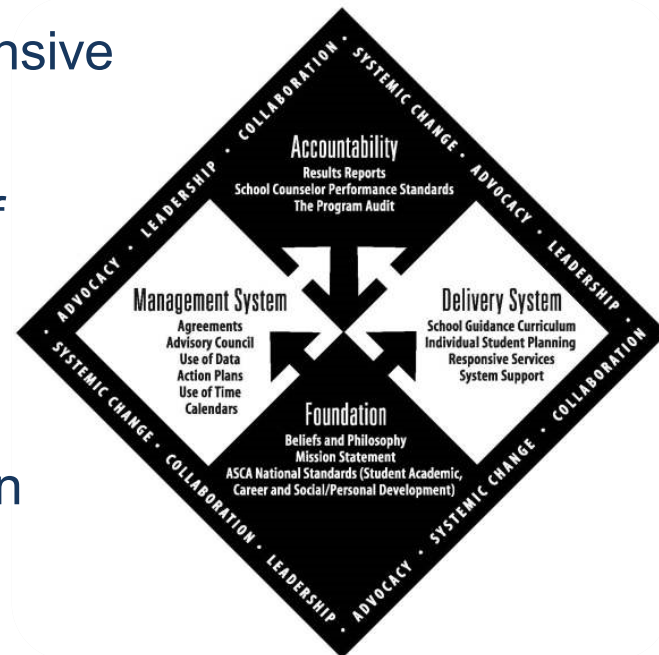
Regular Board Meeting



# OBJECTIVES

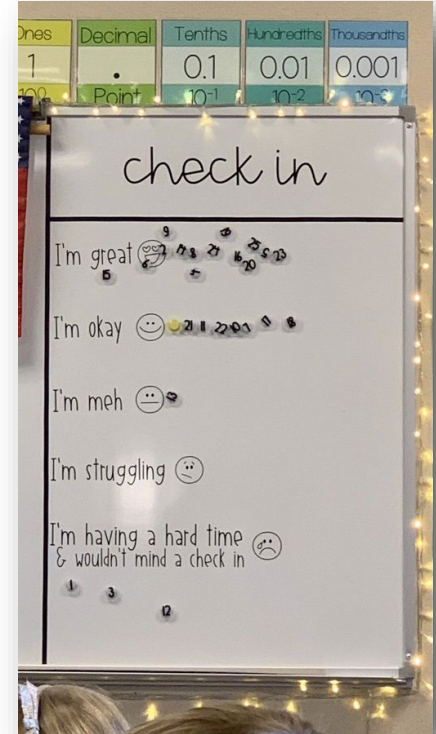


- Request board approval of the EPS Comprehensive School Counseling Program transition plan
- Provide background around the requirements of Substitute Senate Bill 5030
- Explain the historical perspective of the EPS counseling program in relation to this legislation
- Outline the details and the development of the transition plan





- Provides universal learning supports for all students
- Recognizes and addresses students' social/emotional, career, and academic needs
- Functions as advocates, collaborators, and leaders in supporting the district's vision, mission, and school improvement goals
- Operates in partnership with families





Old Capitol Building  
PO Box 47200  
Olympia, WA 98504-7200  
k12.wa.us



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**  
Chris Reykdal, Superintendent

November 4, 2021

(X) Action Required  
Due date: By 2022-23  
( ) Informational

BULLETIN NO. 083-21 ELEMENTARY EDUCATION & EARLY LEARNING AND SECONDARY  
EDUCATION & PATHWAY PREPARATION

TO: Educational Service District Superintendents  
School District Superintendents  
School District Business Managers

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: Comprehensive School Counseling Programs, SSB 5030

CONTACT: Megan LaPalm, Program Supervisor, Elementary School Counseling  
360-764-6074, [megan.lapalm@k12.wa.us](mailto:megan.lapalm@k12.wa.us)

Kim Reykdal, Director, Graduation and Pathway Preparation  
360-725-6168, [kim.reykdal@k12.wa.us](mailto:kim.reykdal@k12.wa.us)

## PURPOSE & BACKGROUND

During the 2021 legislative session, the Legislature passed [Substitute Senate Bill \(SSB\) 5030](#), which was the result of a multi-year effort by the Washington School Counselor Association (WSCA) and other statewide advocates to clarify the role of the school counselor in alignment with current best practices. SSB 5030 requires districts to develop and implement a comprehensive school counseling program (CSCP) for all schools within the district that addresses students' social/emotional, academic, and career development in alignment with the American School Counselor Association (ASCA) National Model.

School counselors provide universal learning supports for all students, often positioned to be the first school-employed professional to recognize and address students' social/emotional, career, and academic needs. They function as advocates, collaborators, and leaders to bring about the systemic changes necessary to provide an equitably administered CSCP aligned with the district's vision, mission, and school improvement goals. In alignment with [ASCAs ethical standards for school counseling](#), practitioners are compelled to deliver services in a universally accessible, strengths-based, and unbiased manner. School counseling staff demonstrate their

- Substitute Senate Bill 5030
- Districts develop a framework for implementing a Comprehensive School Counseling Program (CSCP) for all schools within the district
- CSCP's address students' social/emotional, academic, and career development
- CSCP's align with the American School Counselor Association (ASCA) National Model



- Clarify the role of the school counselor
- Calibrate school counselor scope of work
- Incorporate the American School Counselor Association(ASCA) National Model to help reduce the variability of services to students at the site level



# IMPLEMENTATION DETAILS



<b>2021-22 School Year</b>	<b>Develop district CSCP framework, in collaboration with staff assigned to implement and supervise the program</b>
	<b>Adopt district CSCP framework through locally defined process prior to the 2022-23 school year</b>
	<b>Create transition plan to begin implementation of adopted CSCP in 2022-23 school year</b>
<b>2022-23 School Year</b>	<b>Begin implementation of district CSCP, utilizing transition plan to work toward full implementation</b>
<b>2023-24 and Beyond</b>	<b>Engage in full implementation of district CSCP framework</b>



# REQUIRED CSCP COMPONENTS



1. Alignment with State and National Standards
2. Provide a Process for Identifying Student Need
3. Explain How Direct & Indirect Services Will Be Delivered
4. Establish an Annual Review and Assessment Process





## Use & Alignment with State and National Standards

The EPS CSCP framework is systematically aligned with state and national learning standards supporting the three domains school counselors are trained to address:

- Social/Emotional Development
- Academic Development
- Career Readiness

Foundational standards for school counseling programming:

- American School Counselor Association Student Standards: *Mindsets and Behaviors for Student Success*
- Washington's K-12 Social-Emotional Learning Standards, Benchmarks & Indicators
- Integrates supports from the Washington MTSS Framework





### Process for Identifying Student Need

The process for identifying student needs aligns with the Multi-Tiered System of Supports framework and includes the following:

- Collecting, disaggregating, and analyzing student-level data
- Monitoring counselor use-of-time data to ensure counselor time is allocated for direct and indirect services
- Engaging in two-way communication with administrators, parents, students, and stakeholders to monitor student growth and communicate outcomes and results



## Direct / Indirect Service Delivery

School counselors deliver developmentally appropriate activities and services **directly to** or **indirectly for** students

### Direct Services

- In-person interactions between school counselors and students
- Examples: instruction, advisement, and counseling

### Indirect Services

- Services provided on behalf of students
- Examples: consultation, collaboration, referrals



### Annual Review and Assessment

CSCP's are reviewed and assessed annually to improve and enhance program delivery

- Review and assessment resources available in the ASCA National Model
- Results are used to update the CSCP annually
- School counselors can recommend changes to the CSCP based on areas of strength and improvement
- Results data are reported to school, district, and/or other stakeholders

Data sources for annual review and assessment may include behavior/discipline, attendance, graduation rates, and/or other sources pertinent to the CSCP



- The EPS CSCP framework satisfies the requirements of SSB 5030 while allowing flexibility for school-based programming
- District counseling team will use a consensus-building process to determine which elements are already in place and which require consideration to be included in the framework
- School counselors will continue to have flexibility in customizing the details of the supports to meet the unique needs of students in their school communities



## Professional Learning

- Two-year District ASCA National Model Training in identified areas of need
- Dedicated sessions during the 2022-23 and 2023-24 school years
- Training topics align with and will support the components of the CSCP framework



## Collaboration

- The District will regularly schedule and secure locations for counselor Professional Learning Communities and collaboration opportunities
- Collaboration time will be structured and facilitated by school counselors



# EPS CSCP PROCESS & TIMELINES



- District counselor collaboration for current/future state of required components | **District Counselor Meetings 2021-22**
- CSCP Transition Plan draft finalized | **May 31, 2022**
- Draft vetted by district counselors | **June 2, 2022**
- Shared CSCP Framework draft with Cabinet | **June 21, 2022**
- Considered for School Board Approval | **June 28, 2022**

- 
- District Counseling Advisory Team to be formed | **Summer/Fall 2022**
  - ASCA National Model training elements to be determined | **2022-23 & 2023-24 school years**





Thank You!

