

SSB 5030 - H COMM AMD
By Committee on Education

ADOPTED AS AMENDED 04/07/2021

1 Strike everything after the enacting clause and insert the
2 following:

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

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

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

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

29 (1) Establish a comprehensive school counseling program that uses
30 state and nationally recognized counselor frameworks and is
31 systemically aligned to state learning standards;

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

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

8 (4) Establish an annual review and assessment process for the
9 comprehensive school counseling program that includes building
10 administrators and stakeholders.

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

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

18 (2) School counselors or other educational staff associates
19 assigned to implement comprehensive school counseling programs must
20 allocate at least 80 percent of their work time providing direct and
21 indirect services to benefit students, as aligned with standards
22 developed by a national organization representing school counselors.
23 Tasks such as coordinating and monitoring student testing,
24 supervising students at lunch and recess, and assuming the duties of
25 other noncounseling staff are not direct or indirect services.

26 (3) For purposes of this section:

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

33 (b) "Indirect services" are provided on behalf of students as a
34 result of interactions with others by school counselors or
35 educational staff associates assigned to implement comprehensive
36 school counseling programs that allow school counselors or
37 educational staff associates to enhance student achievement and
38 promote equity and access for all students. Examples include, but are
39 not limited to, collaboration, consultation, and referrals.

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

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

6 (1) By December 1, 2021, the office of the superintendent of
7 public instruction must develop and distribute to school districts
8 guidance for the implementation of sections 2 and 3 of this act.

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

13 (3) This section expires June 30, 2023."

14 Correct the title.

EFFECT: (1) Allows comprehensive school counseling programs
(counseling programs) to be implemented by school counselors or other
Educational Staff Associates (ESAs).

(2) Specifies that school counselors or other ESAs assigned to
implement counseling programs must allocate 80 percent of their work
time to providing direct and indirect services to students, as
aligned with specified standards, instead of having the 80 percent
work time requirement qualified by "when implementing the plan."

(3) Modifies the definitions of "direct services," "indirect
services," and "work time" to include references to ESAs who may be
assigned to implement counseling programs.

(4) Requires the Office of the Superintendent of Public
Instruction (OSPI) to develop and distribute guidance, rather than
policy guidance, regarding the implementation of the proposed
counseling program plan and counseling program, and removes a
requirement directing the OSPI to collaborate with a nonprofit
organization representing school directors in developing the
guidance.

(5) Requires school district boards of directors to "adopt"
instead of "develop" a transition plan for developing and
implementing a comprehensive school counseling program plan.

(6) Makes a technical change by changing a reference from "social
and emotional learning" to "social-emotional learning."

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