

# School Counselors updates

March 22, 2022



2592 students in the district  
12 counselors

**Ratio is 216 to 1, District Wide**

52% English Learners

350 McKinney Vento students (15%)

Over 1603 Migrant students (65%)

(includes 3 yrs–21 yrs old)

- Saddle Mountain Elementary—430 students (74% English Learners)
- Morris Schott Steam Elementary—243 students (70% English Learners)
- Mattawa Elementary—410 students (66% English Learners)
- Wahluke Junior High—651 students (43% English Learners)
- Wahluke High School—669 students (39% English Learners)

[Wahluke School District website](#)

## Why attend Conferences and trainings?



- Stay up to date with laws, ethics, child protective services (they are always changing)
- Learning and using evidenced based practices and regulations in the field
- Learn more about serving our high migrant population, high McKinney Vento students, and other high risk populations

## WSCA Conference highlights

[WSCA website](#)



## Main themes from this year's conference:

- Making and keeping connections with Stakeholders (that means you)

- Social Emotional strategies and guidance for students
- Networking with other counselors on successful practices
- Importance of knowing Mental Health Crisis in America
- SB5030—School Counselor initiative in Washington State



## SB-5030

### Legislative Bill SB-5030

Clarifies the role of school counselors in the alignment of current best practices. SB5030 REQUIRES each district to develop and implement a comprehensive school counseling program 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.

[Pathway Preparation—OSPI](#)

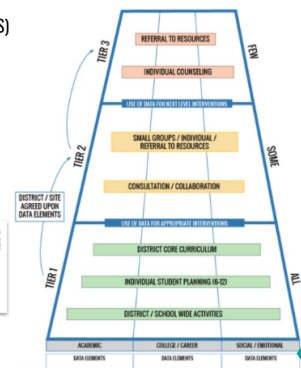
## What does this look like?

### Presentation slides from WSCA conference

Multi-Tiered, Multi-Domain System of Supports (MTMDSS)

## Aligned to the ASCA National Model

(even developed by the same person!)



Tier 1—All students (80%—2000 students)

Tier 2 (15%—375 students)

Tier 3 (5%—125 students)

[ASCA National Model](#)

## We provide and help with:

- Crisis response
- Anxiety
- Depression
- Suicidal ideation

## College and Career Readiness

### Preventative strategies

### Emotion regulation and executive functioning skills

### Grief

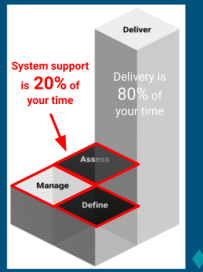
### Parental support

[ASCA national model book](#)

## Use of time for School Counselors:

### ASCA National Model

- A "Framework for School Counseling Programs" outlines the components of a school counseling program.
- This model will help us define, manage, and assess the School Counseling program



A minimum of 80% of our time should be devoted to direct and indirect services to students:

### Direct Student Services

- Instruction
- Appraisal and Advisement
- Counseling

### Indirect Student Services

- Consultation
- Collaboration
- Referrals

[ASCA model roles and rations](#)

## ASCA recommendations appropriate activities for School Counselors:

- individual student academic program planning
- interpreting cognitive, aptitude and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing counseling to students as to appropriate school dress
- collaborating with teachers to present school counseling core curriculum lessons
- analyzing grade–point averages in relationship to achievement
- interpreting student records
- providing teachers with suggestions for effective classroom management
- ensuring student records are maintained as per state and federal regulations
- helping the school principal identify and resolve student issues, needs and problems
- providing individual and small–group counseling services to students
- advocating for students at individual education plan meetings, student study teams and school attendance review boards
- analyzing disaggregated data

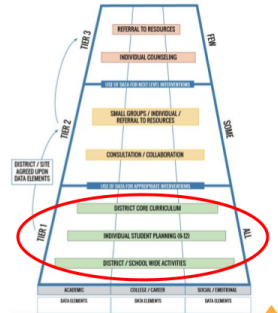


### MTMDS Tier 1

## "All means ALL"

Critically important considerations:

- What does EVERY student deserve to receive from the school counseling program?
- Just because a support is "available to all" doesn't mean that all students receive it  
Look at your process/participation data - which student groups are most/least advantaged by "opt in" or "as needed" systems?
- Consider how you might create Tier 1 systems that ensure ALL students receive the content (i.e. master scheduling)



## Tier 1 means ALL students

Will receive Social Emotional learning

Examples of some SEL curriculums/programs



[Second Step Website](#)

5th grade HIV/AIDS and Maturation lessons



[Character Strong Website](#)

[Lions Quest](#)

[Lion's Quest Website](#)



Signs of Suicide

[Signs of Suicide Website](#)

## Districtwide/Schoolwide Programs & Activities

Examples

### ACADEMIC DOMAIN

- Transition programs (ES to MS to HS to PS)
- Orientations
- Attendance programs
- New student welcome programs

### COLLEGE/CAREER DOMAIN

- Career fairs
- College Signing Day
- Postsecondary tours & rep visits
- Summer Melt counseling
- Financial aid initiatives
- Junior Achievement & BizTown

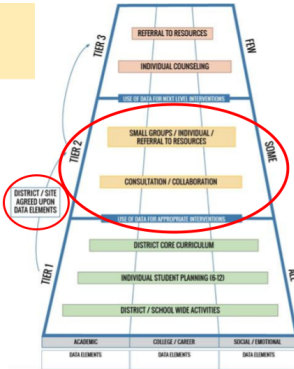
### SOCIAL/EMOTIONAL DOMAIN

- School-wide expectations
- Bully prevention
- Mix It Up Day
- Restorative practices
- Mentorship Programs
- Red Ribbon Week
- World Kindness Day

ES Ch. 7  
Secondary Ch. 8  
©2022 Learning Resources, LLC

## MTMDSS Tier 2

- Appropriate for students who **need more** than just Tier 1 support in order to be successful at school
- Approx. 20% of students
- Consider all three domains



## Small groups taught this year:

- Emotion regulations
- Friendship Skills
- Leadership skills
- Self Esteem building
- Social Skills
- Grief and Coping Skills
- Sunshine/Girls Circles, Boys Council
- Executive Functioning Skills
- Anger Management
- Anxiety Management
- Second Steps Bullying Prevention Curriculum
- Restorative Justice Circles/Conflict Resolution
- Trauma Support (Family, CPS, etc)
- Technology violation responses
- Self-Harm prevention

Tier 2 Examples (K-12) Which T2 SC supports do your students receive because of a data-driven need?

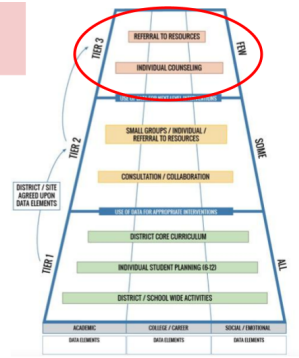
T I E R  2	<b>DIRECT Support:</b> Small groups, large group workshops, post-suspension support, restorative justice, mediation, Check In/Check Out	<ul style="list-style-type: none"> <li>• Academic Skills Group (2+ Ns or Us)</li> <li>• Check In/Check Out (2+ F's)</li> <li>• Hope Rising (1-3 F's)</li> <li>• Calendar It (6+ missing assignments)</li> <li>• Screening for small group</li> <li>• Just Do It (5-10 credits off track for graduation)</li> </ul>	<ul style="list-style-type: none"> <li>• FAFSA workshops for special pops (e.g. migrant, homeless, first-gen, lower-income)</li> <li>• Reach out to families that haven't logged into their student's OCR portal</li> <li>• Post-secondary planning (12th grade 2nd Qtr with no postsec plan)</li> <li>• Yes, I CAN go to College</li> </ul>	<ul style="list-style-type: none"> <li>• Post Suspension Conf. (each suspension)</li> <li>• Responsible Decision Making Small Group (2+ behavior referrals)</li> <li>• One Day + Another (SARB attendance metrics)</li> </ul>
	<b>INDIRECT Support:</b> Systems change initiatives, consultation, collaboration, staff education, T2 referrals to in-school resources	<ul style="list-style-type: none"> <li>• Referral to in-school tutoring</li> <li>• Consultation with admin about changing AP enrollment process to be more inclusive</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of a virtual college and career center via Bitmoji</li> <li>• Partnership meetings with college admission rep</li> <li>• Conduct PD for staff on college/career readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Development of a virtual calming room</li> <li>• Collaboration with social worker and psych to assess and streamline Tier 2 referral process</li> </ul>
	ACADEMIC	COLLEGE/CAREER	SOCIAL/EMOTIONAL	

## MTMDSS Tier 3

Intensified, short-term (6-8 weeks) support for few students (5-10%)

May be appropriate for students who:

- Continue to lack progress and exhibit barriers to learning after receiving Tier 2 interventions
- Experience a crisis
- Transfer to the school with data that position them as having a high need for Tier 3
- Are not appropriate for group counseling or other short term crisis response
- Need referrals to outside resources



### Services:

- Jacky Zumek—Social Worker
- Jose Manzo—Mental Health Therapist
- Elvia Greisen—Family Counselor/Liaison
- Gigi Calaway—Drug and Alcohol Prevention
- Oscar Herrera—SAP (Drug and Alcohol Prevention)
- Grant County Mental Health or other outside resources

Tier 3 Examples (K-12) Which T3 SC supports do you currently provide to FEW students?

T I E R  3	Crisis supports, T3 referrals to outside resources, other intensified supports	<ul style="list-style-type: none"> <li>• Enrollment counseling for transfer-in students with very few credits</li> <li>• Home visits</li> <li>• Referral to alternative learning environment</li> <li>• Provide parent info on requesting their student be evaluated for IEP</li> </ul>	<ul style="list-style-type: none"> <li>• Short term counseling and advisement for seniors with rescinded college admission</li> <li>• Support for seniors flagged for verification on the FAFSA</li> <li>• Support for seniors exhibiting signs of summer melt</li> <li>• Support for seniors with no means to get to campus</li> </ul>	<ul style="list-style-type: none"> <li>• Short term counseling and/or crisis response for students with an emergent need</li> <li>• Referrals to mental health or other community agencies</li> </ul>
		ACADEMIC	COLLEGE/CAREER	SOCIAL/EMOTIONAL

## Collaborative Partners:

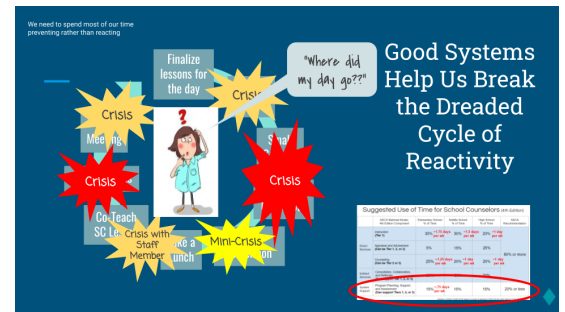
- RENEW Grant Behavioral Health and Wellness
- CBHA
- Mattawa Community Clinic
- Grant County Social Workers (CPS)
- Alex Zesati—SRO
- Community Coalition
- ESD 105
- OSPI
- WSCA—Washington State Counseling Association
- ASCA—American School Counseling Association
- School Nurses
- Local Mental Health Practitioners
- PBIS Coaches
- School Interventionists
- Mattawa Suicide Prevention Work Group



**What YOU SAY in here STAYS IN HERE... Unless:**

1. Someone Is Hurting You
2. You Want To Hurt Someone
3. You Want To Hurt Yourself
4. You Give Permission To Share With Another Trusting Adult

Why do we all do this:



ASCA Student Standards: Mindsets and Behaviors for Student Success

ASCA Ethical Standards  
[Legal and Ethical Standards](#)

How we are tracking our use of time:

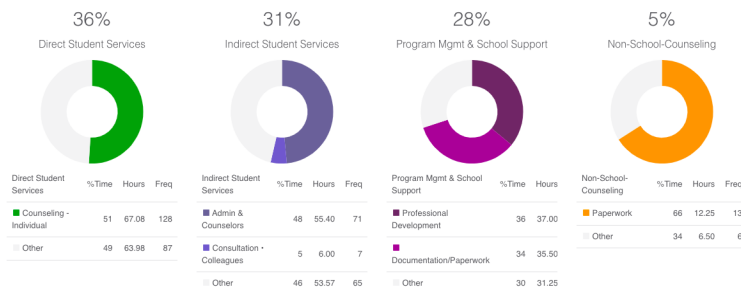


What we are doing this year to make next year easier.

- Collecting data, use of time, etc.
- Looking at the systems already in place
- Meetings for the Comprehensive School Counseling Program Assessment

Screenshot of my use of time at a glance

PARETO ANALYSIS : Sep 18, 2021 - Feb 28, 2022 - School District - All Hours



Wahluke School District Counselors

If you have any questions, you can email us:

USE-OF-TIME ANALYSIS : Sep 18, 2021 - Feb 28, 2022 - All Hours

OK	CATEGORY GOAL	%TIME (Actual)	CATEGORY	%TIME	HOURS	FREQ.
✗	Student Services 80% or more	36%	Instruction	8.1	30	38
			Appraisal and Advisement	0	0	0
			Counseling	27.5	101	177
✗	Program Defining, Managing and Assessing 20% or less	28%	Referrals/ Consultation/ Collaboration	31.2	115	143
			Defining, Managing, Assessing Activities	27.4	101	96
			Fair-Share Responsibility Activities	0.7	3	2
✗	Non-School-Counseling 0%	5%	Non-School-Counseling Tasks	5.0	19	19

- Elizabeth Tapia—etapia@wahluke.net
- Dulce Molina—dmolina@wahluke.net
- Juan Mata—jmata@wahluke.net
- Sharee Zirker—szirker@wahluke.net
- Yesenia Martinez—ymartinez@wahluke.net
- Deisi Gonzalez—dgonzalez@wahluke.net
- Perla Duran—pduran@wahluke.net
- Evelia Gonzalez—egonzalez@wahluke.net
- Diane Anthony—danthony@wahluke.net
- Fabian Partida—fpartida@wahluke.net
- Brenda Negrete—bnegrete@wahluke.net
- Sonya Sandoval—ssandoval@wahluke.net



