





Introduction



Agenda and Objectives

Agenda

- Introduction
- Value to students and districts of counselors spending work time on statutory counseling duties
- Counseling Resources
- Conclusion

Objectives

Participants will:

- Explore the value of counselors spending work time on statutory counseling duties
- Identify counseling resources to support the implementation of school counseling statutory requirements, with a focus on the 80/20 policy



Introduction

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Role

- Serve as primary point of contact for Texas school counselors (SC)
- Develop SC resources and conduct SC trainings
- Support the strong implementation of a comprehensive school counseling program (CSCP)





What do you hope to learn from today's session?





Value

Objective 1: The participant will explore the value of counselors spending work time on statutory counseling duties.



What is the value of time spent on statutory counseling duties?

- Improved Student Outcomes
- Enhanced Responsive Services
- Optimal Student Support
- Statutory Requirements



Let's explore each bullet in more detail.





Improved Student Outcomes

Counseling programs can positively impact K-12 student outcomes in the areas of academic achievement, college and career readiness, and personal development.

- Students with greater access to comprehensive school counseling programs have increased likelihood of academic and behavior success in school.
- Research shows that comprehensive, data-driven school counseling programs **increase** student learning outcomes.

Find more information in the document titled, <u>Empirical Research Studies</u> <u>Supporting the Value of School Counseling.</u>



(ASCA, 2021)



Enhanced Responsive Services



Students have an increased need for responsive services post-pandemic. This increased need amplifies the importance of SCs spending at least 80% of their time on counseling duties.

- "Poor mental health and suicidal thoughts and behaviors are increasing for nearly all groups of youth."
- The United States Department of Education (<u>USDE</u>) report on supporting student mental <u>health</u> found that the pandemic has had a significant impact on students' mental health, adding considerable stress and resulting in notably elevated mental health challenges.
- "70 percent of public schools reported that the percentage of students who have sought mental health services increased since the start of the COVID-19 pandemic."

When SCs provide counseling services during at least 80% of their work time, students can receive optimal support during this challenging time. Let's learn more.

(CDC, 2023) (USDE, 2021) (IES, 2022)



TEA Optimal Student Support

When at least 80% of the counselor's time is spent on counseling duties, students receive optimal support.

- Effective comprehensive school counseling programs can improve student learning and their academic and career outcomes.
- High-quality school counseling services implemented through a CSCP aligns with state statutes that govern SC work. These statutes guide SCs to support students in school success and goal achievement.



Statutory Compliance

TEC §33.006 SCHOOL COUNSELORS; GENERAL DUTIES.

- (a) The primary responsibility of a school counselor is to counsel students to fully develop each student's academic, career, personal, and social abilities.
- (d) Except as provided by Subsection (e), the board of trustees of each school district shall adopt a policy that requires a school counselor to spend at least **80 percent** of the school counselor's total work time on duties that are components of a counseling program developed under Section <u>33.005</u>.
- (h) Each school district shall annually assess the district's compliance with the policy adopted under Subsection (d) and, on request by the commissioner, provide a written copy of the assessment to the agency on or before the date specified by the commissioner. The commissioner shall adopt rules to implement this subsection.

The full text of §33.006 can be found here.

Sec. 33.006. SCHOOL CONNELORS; GRHEAL DOTTES. (a) The primary responsibility of a school counselor is to counsel students to full Symino each student's academic, curses, personal, and social abblitties.

- (b) In addition to a school counselor's responsibility under Subsection (a), the school counselor shall
- participate in glanning, implementing, and evaluating a comprehensive developmental guidance program to serve all students and address the special needs of students:
 - (A) who are at risk of dropping out of school, becoming substance abusers, participating in gang activity, or committing suicides of the series and of addition incrementary as a series and of addition incrementary as
 - (5) Who are in need of modified instructional strategies; or If the are eithed and talented with perhaps on identifying and parties of tale.
- (i) who are gitted and talented, with explaints on identifying and serving gitted and talented statents who are embodithat, sadvantaged;
- consult with a student's parent or guardian and make referrals as appropriate in consultation with the student's parent or quardia
 consult with according to the community methods to belon then increase the effectiveness of student adjustion and
- (3) consult with achool staff, parents, and other community members to help them increase the effectiveness of student education a promote student success;
- (4) coordinate people and resources in the school, home, and communit
- (5) with the assistance of school staff, intergret standardized test results and other assessment data that help a student ma sticmal and current plane;
- deliver classroom quidance activities or serve as a consultant to teachers conducting lessons based on the school's quidance activities or serve as a consultant to teachers conducting lessons based on the school's quidance activities or serve as a consultant to teachers conducting lessons based on the school's quidance activities or serve as a consultant to teachers conducting lessons based on the school's quidance.
- serve as an impartial, nonreporting resource for interpersonal conflicts and discord involving two or more students, includin accusations of bullying under Section 97.8892.
- (c) Nothing in Subsection (b) (7) exempts a school counselor from any mandatory reporting requirements imposed by other provisions of law.
- (c) Except as provided by Scheenina (e), the board of transes of each actual district shall adopt a policy that requires a school consector to agent as least 50 percent of the school consector broad part time of denies that are composent of a consecting purpose of this subsection, time agent in administrating assessment instruments or providing other assistance in connection with assessment instruments, or providing other assistance in connections with assessment instruments, agent and one of the assistance of the connection of the assistance of the assistance of the connection of the assistance of the connection of the connection of the assistance of the connection of the connection
- with assessment instrument, except time spent in interpreting data from assessment instruments, is not considered time agent on conseiling. Each school in the district shall implement the policy. A copy of the policy shall be maintained in the office of each school in the district and made available on request during regular achool hours to district employees, passens of district architects, and the public.
- a school counselow must appead less than 60 percent of the achool counselow's total work time on duties that are components of a counseling group developed under Section 53.005, the policy adopted under Scheentins (6) shall:
- include the reasons why the counselor needs to spend less than 80 percent of the counselor's work time on duties that are compone
 of the counseling program;
 - (2) 118% the duties the counselor is expected to perform that are not components of the counseling program; an
- (f) A school district may not include a provision in an employment contract with a school connector under Chapter 21 that conflicts with policy required by Subsection (6) or, except as provided by Subsection (g), has the effect of embergings a school principal or school district
- (g) A shoot district to which Subsection (a spaties are not tables a provision to an employeen contract table Capter II with an afforce and out and out the contract table Capter II with an afforce and contract table to the contract table table to the contract table table
- (a) Each shoot district shall asseally assess the district's compliance with the policy adopted under Scheentine (6) and, on expect by to commissioner, provide a written copy of the assessment to the agency on or before the date specified by the commissioner. The commissioner shall adopt rules to implement this subsection.



TEA Statutory Compliance Continued

TEC §33.006 SCHOOL COUNSELORS; GENERAL DUTIES.

- (e) If the board of trustees of a school district determines that, because of staffing needs in the district or at a school in the district, a school counselor must spend less than 80 percent of the school counselor's total work time on duties that are components of a counseling program developed under Section 33.005, the policy adopted under Subsection (d) shall:
 - (1) include the reasons why the counselor needs to spend less than 80 percent of the counselor's work time on duties that are components of the counseling program;
 - (2) list the duties the counselor is expected to perform that are not components of the counseling program; and
 - (3) set the percentage of work time that the counselor is required to spend on components of the counseling program.
- g) A school district to which Subsection (e) applies may not include a provision in an employment contract under Chapter 21 with an affected school counselor that has the effect of requiring the counselor to generally perform a duty that is not primarily related to a counseling function unless the duty is specified in the district's policy under Subsection (e)(2).



TEM Statutory Compliance Continued

TEC §33.005 COMPREHENSIVE SCHOOL COUNSELING PROGRAMS.

- (a) A school counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a comprehensive school counseling program that conforms to the most recent edition of the <u>Texas Model</u> for Comprehensive School Counseling Programs developed by the Texas Counseling Association.
- (b) The school counselor shall design the program to include:
 - (1) a guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
 - (2) a responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
 - (3) an individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
 - (4) system support to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.



Chapter 19 Texas Administrative Code §61.1073: An Overview

Commissioner's Rules Concerning Counseling Public School Students, §61.1073, Annual Assessment of School District Compliance

This rule implements the statutory requirement for school districts to annually assess compliance with the district policy requiring a school counselor to spend at least 80 percent of the school counselor's total work time on duties that are components of a counseling program as required by Senate Bill 179, 87th Texas Legislature, Regular Session, 2021.

Adopted new §61.1073:

- implements TEC §33.006(h)
- requires each district school counselor to track and document, using a districtstandardized tracking tool, the time spent on work duties performed by the SC throughout a school year
- identifies the elements that district assessments must include and the documentation to be included in annual requests by TEA for district assessments.

(§61.1073, 2023)



19 TAC §61.1073

Reason for Rule

- **Statute** TEC §33.006(h) "Each school district shall annually assess the district's compliance with the policy adopted under Subsection (d) and, on request by the commissioner, provide a written copy of the assessment to the agency on or before the date specified by the commissioner. The commissioner shall adopt rules to implement this subsection."
- Professional Practice "School Counselors need to know how their time is being spent to best determine ways to improve program delivery and identify possible program delivery impediments. Moreover, how time is spent needs to be analyzed and shared with important stakeholders."

(School Counselors; General Duties, 2021) (ASCA, 2021)



- Are you able to spend at least 80 percent of your total work time on duties that are components of a counseling program?
- Why or why not?
- If not, what could be done to move you closer to this percentage?





Counseling Resources

Objective 2: The participant will identify counseling resources to support the implementation of school counseling statutory requirements, with a focus on the 80/20 policy.



Resource Overview

Each resource below will be further explained with additional tools in the following slides.

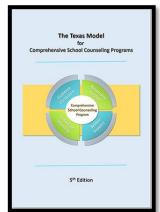
- The Texas Model for Comprehensive School Counseling Programs (Texas Model) state guide on school counseling
- Counseling Program Tracking & Data Analysis Report a work time analysis tool on page 107 of the <u>Texas Model</u>
- Steps for Reassignment of Duties a list of collaborative steps from the <u>Texas Model</u> for administrators and SCs to decrease non-counseling duties
- FAQs related to the 80/20 policy
- Additional counseling program and work time analysis tools



The Texas Model

The Texas Model for Comprehensive School Counseling Programs describes best practices for implementing a school counseling program in Texas. It is based on the statutory description of Texas school counseling programs and school counselor duties (TEC §33.005-33.007).

- Introduction historical and statutory context
- Section I school counseling responsibilities
- Section II program implementation cycle
- Section III step-by-step instructions and workbook boxes for creating the SC program foundation
- Section IV SC role and duties, step-by-step instructions and workbook boxes for creating the SC program design (all tiers covered)
- Section V guidance curriculum scope/sequence for tiers 1 and 2



(Texas Model, 2018)

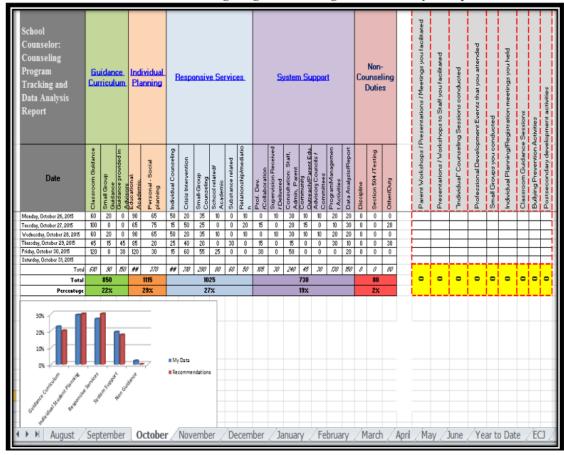


TEM Counseling Program Tracking & Data Analysis Report

This resource supports SCs in developing, monitoring, and organizing the counseling program. SCs may use this template to monitor how they are allocating time and in which component they are providing services to students.

- Based on data results (weekly, monthly, or annually), SCs can create a plan to reallocate time and to balance the counseling program.
- More information and details on this resource can be found on page 107 of the Texas Model.
- Downloadable Option 1 and Option 2.

Figure 4.4. The School Counselor: Counseling Program Tracking and Data Analysis Report





Steps for Reassignment of Non-Counseling duties

In addition to determining non-counseling duties and using data to estimate the number of hours spent on those duties:

- Consider if those tasks need to be completed and how they might be accomplished
- Determine the counseling duties to replace the non-counseling duties and the impact on students
- Engage in the planning of reassigning non-counseling tasks
- Recognize that this process takes time

Find this resource on pages 117-8 of the Texas Model.



TEM 80/20 Frequently Asked Questions

- What are counseling duties (80%) and non-counseling duties (20%) for SCs? TEC §33.005 and §33.006 define school counseling duties. You can also find information about and examples of appropriate and inappropriate counseling duties on pages 117-119 of the Texas Model.
- Where can I find work time analysis resources and time tracking templates? Districts have the flexibility to develop or adopt appropriate time trackers and/or work time analysis procedures. The Texas Model and *Implementation Guide* provide various templates for work time analysis.
- Which professionals should be analyzing their work time? Work time analysis is a best practice used in many fields and can be done efficiently. §61.1073(a)(3) refers to SCs as defined in the rule.
- **How will districts be selected?** Districts will be selected through a random selection process.
- Where can I find an example of the 80/20 board policy referenced in TEC §33.006(d)? You can find an example at Policy Online here:
 - https://pol.tasb.org/PolicyOnline/PolicyDetails?key=361&code=DP#regulationsTabContent and https://pol.tasb.org/PolicyOnline/PolicyDetails?key=361&code=DP#exhibitTabContent



Additional Tools

There are many additional tools for ensuring that the SC's work time is spent on appropriate counseling duties.

Templates

- Use of Time 5 Day Calculator
- Mapp App
- Track Your Time and Share Your Data Webinar

Books

- Implementation Guide
- Making Data Work
- Making MTSS Work





Reflect on the counseling resources that we covered in this presentation.

- Which resonated most strongly with you?
- What is one related action that you plan to take at your own campus or district?



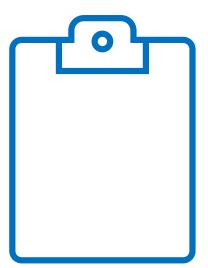


Conclusion



Please fill in the presentation survey so TEA can best meet your counseling needs with future presentations and resources.

Thank you.





Today we discussed:

- The value of counselors spending work time on statutory counseling requirements
- Various resources to support the implementation of school counseling statutory requirements





TEM School Counseling Program Resources

- <u>Texas Model training overview</u> and <u>materials- checklist</u> and <u>example CSCP</u>
- <u>Texas Model AM</u> and <u>PM training</u> and fillable <u>CSCP</u>
- Texas Model Admin training with materials
- Data in School Counseling training and materials
- Mental Health Wellness Guidance Lessons training and materials
- Student Support Group training and stress management group counseling guide
- Stress Management in School Counseling training and materials
- Financial Aid Graduation Requirements training and FAQs
- School Counselor-Community Partner Collaboration presentation
- Pandemic Mental Health Support Presentation: School Counseling Interventions at Each Tier
- Post-Pandemic Stress Management Supports: A Back-to-School Presentation
- Trauma-Informed School Counseling training
- Crisis Intervention and Prevention training and materials
- Counseling, Advising, & Student Supports Webpage
- Texas School Mental Health website





Questions & Thank You

Contact Information:

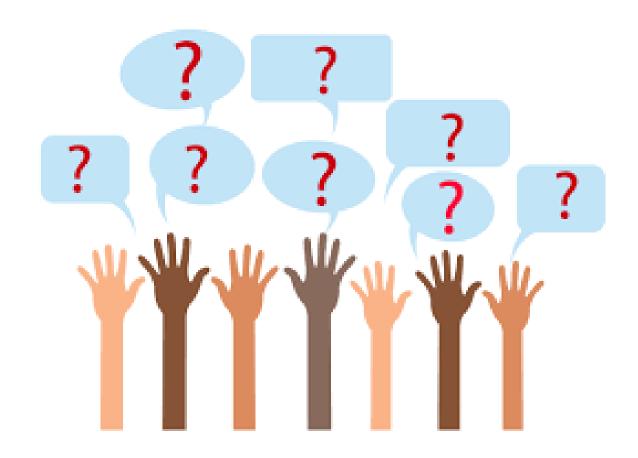
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