

18:53:11 From Kristin Barnson to All panelists : are there samples with the updated 4.0 action plans?

Look on the ASCA website: www.schoolcounselor.org

18:53:19 From Elissa Couch : And, our evaluation framework demands plans and evidence that our work is data/standards driven.

GREAT! Then this will be very helpful!

18:57:56 From Jacob Samples to All panelists : As long as the planning tools are achieving the same results, is it really not equitable? My concern is that the individuals making those types of decisions are not necessarily qualified to make decisions about tech and what is most efficient.

Jacob – that's why you have to all agree together - to ensure that those who might not be as qualified are influenced by those that are – otherwise their students suffer 😞

19:00:42 From Wendy Rock to All panelists : Should a school not offer a signing day if counselors at the school want to do it but the counselors at another school in the district are not on board? I get the equity issue, but it seems unfortunate that no one gets an intervention if everyone is not willing to plan the same intervention. Not all school counselors are willing to put in the time/do the work :(

Yes this is a concern – if its important to the district that all do it then it should be part of the responsibilities of ALL school counselors and should be done during the school day. It's not fair to students at School B that students in School A get it and they don't -

19:15:53 From Stacey Miller to All panelists : All student questions and teacher questions for the school counselor needs to go through our MTSS weekly meetings and discussed. I am uncomfortable sharing confidential information as ALL student meetings need to be documented. Can I still meet with kids who need to see me and not wait until they are a Tier 2....and still be following MTSS?

Of course – you can decide what's shared during those meetings – and what goes in the database – you should not be required to detail confidential info - read more on this through ASCA ethics and or read up on anything by Carolyn Stone in this area

19:17:05 From Mici Vos to All panelists : What is the best way for high school counselors to deliver the counseling curriculum when there isn't a venue to do this? How to deliver the curriculum so it doesn't seem like a "one and done" presentation?

Answered during the session –

19:18:13 From Shawn Deschenie to All panelists : How can we(counselors) work with teachers who are not willing to offer support for intentional guidance within their classroom especially at high school level?

First we start by educating them about the role, the needs and the gap that needs to be addressed – AS mentioned in the session, its inefficient to teach each students 1:1 – its more efficient to teach in classroom with quality instruction that is designed and calendared and evaluated for impact. (Hi Shawn ☺) Sometimes you have to start slow and get a few on your side – let them SEE what you are teaching and the value of it – they can always assist you in advocating with others – but ultimately – you shouldn't have to DO this – the district should decide if you are or are not teaching curriculum – then, if you are – then its on them to share this requirement with administrators and then teachers ad “this is how we do it here “ and then its you doing your jb, not asking for permission to get into a classroom – that's unreasonable.

19:18:53 From gayle cicero to All panelists : MD Law (COMAR) was just updated to reflect school counselors spending 80% of time in direct service to students. You can google Maryland State Department of Education and go to regulations to find this.

I heard this! AWESOME!!!!

19:19:24 From Ashley Gilmore : Right now in my district I am the SST coordinator and it takes a lot of my time. Trying to figure out how to fit it all in. Principal currently wants me to do only do lessons once a month. I feel more is needed to serve more students in Tier I.

You are right – and much of the work of an SST coordinator is outside the function of the SC role – the recommended time is 80% direct and indirect services to students. Check out the ASCA position statement on this – working with at risk kids -

19:24:15 From Loren Dittmar to All panelists : This is an excellent presentation (as always... Trish is awesome)! I meant to buy the most recent textbook (for HS level) at the CASC conference last week, but missed it! We need this book asap! I just checked out the website and found some excellent stuff!!! Thank you!! My Counseling team is talking about the next steps and fortunately our Admin are definitely on board with some positive changes. Is Amazon the best place to order?

Why, thank you! ☺ I'd order through Corwin unless they are out of stock or something - if you have many counselors they may provide a discount for bulk! ☺

19:26:42 From Ashley Gilmore : How can I advocate for myself to my principal to show how important it is to lessen inappropriate duties. such as registering students and coordinating SST meetings?

Share the position statement above and listen to our podcast on Hatching Results.com on case management – its very helpful!

19:26:54 From Melissa Symolon to All panelists : As the school counselor, our district defines part of our role as the attendance officer. I find close to half my time is spent managing students' attendance, and the rest of my time mostly in tier 2 or tier 3 with not enough time to implement tier 1 interventions. How common is it for school adjustment counselors to also fulfill the attendance officer role?

Less and less common as people are becoming more and more aware of the appropriate role of the school counselor- again – go to the schoolcounselor.org website to find position statements and such to support your argument! Begin to educate your administrator on the appropriate role of the SC and may be take them to conferences!

19:27:07 From rin42070 to All panelists : I would love to hear more about working with school social workers and each of us “staying in our lanes” as well as how to have those conversations with social workers who are doing school counselor program pieces because they are experienced in social/emotional issues.

There's a section in the next book on this with activities –

Check out this Presentation https://docs.google.com/presentation/d/1pmIDJa3zft03JE6cR7sTK-rKMekIYNU_eHiubBnfRIU/edit#slide=id.g51bdd51b14_3_36

19:28:20 From Issac Contreras to All panelists : Yes, I agree Dr. Hatch, teachers love for us to come in and give them a break! The book "On Course-Skip Downing definitely hits all 3 domains!

I will! Thanks!

19:28:38 From kkoehler to All panelists : Will you send out the links for evidence based interventions?

- [EBP Resource Center - SAMHSA](#)
- [CSCORE EBP Resources for School Counselors](#)
- [What Works Clearinghouse](#)
- [Attendanceworks.com](#)
- [CASEL Program Guides](#)
- [Fixschooldiscipline.org](#)
- [interventioncentral.org](#)

19:28:56 From Melanie Lopez to All panelists : Are we allowed to show this at our site counselor meeting.... to introduce?

SURE!

19:28:57 From Kerri Cox to All panelists : Do you have any tool or list of questions to better check the "political climate" or likelihood of being able to implement the ASCA model or MTSS? After a dozen years of working with several different principals, I found my district had an unspoken expectation that elementary counselors are reactive, emergency managers and valued for being back-up to admin. I finally realized this was a gravity problem and left the district and am now working in my dream job and wish I had left sooner. I wish I had been able to understand that there was very little chance of making change. I thought using more grit, effort, ASCA forms would bring change but in retrospect, there was almost no chance. I wasted too many years trying to change gravity.

Sure! Here's one!

<http://www.umass.edu/schoolcounseling/journal/forms/readiness14.htm?Submit=Start+ASCA+Readiness+Assessment+Now!?Submit=Start+ASCA+Readiness+Assessment+Now!>