

To: Committee of Student Success

From: Emily Sallee, OSCA Past President

Date: May 1, 2019

Re: Opposition to HB 2441-1 (Coordinated Comprehensive School Counseling Program)

Chair Roblan, Chair Warner, Vice Chair Knopp, Vice Chair Smith, and Committee Members,

I am writing to you as a representative of the Oregon School Counselor Association (OSCA) and its statewide members. I have had the privilege of serving on the board for five of the ten years I have been a professional school counselor in Oregon, while concurrently working as a professional school counselor in the Oregon City and Portland Public school districts. I am currently transitioning into higher education, training future school counselors in Oregon, and I have been in that additional role to support the profession and the youth it serves for the past two years. This is not the first time I have advocated in opposition to HB 2441-1, as I was the only practicing OEA member on the initial work committee and later testified in person at the first public hearing. Before this bill goes to vote this afternoon, I'd like to take a moment of your time to put forth a final plea.

I **oppose** HB 2441-1 first and foremost because this bill does not have Oregon K-12 students in its best interest. Its best interest is in School Social Work programs and graduates. By allowing an inadequately trained professional to implement the Oregon Framework in a Comprehensive School Counseling Program, the true people it does a disservice to are the same students we are all trying to serve. And while I could go into detail about how it doesn't match the current rule for Comprehensive School Counseling Programs, or how it doesn't address the obvious gap in training for current or future School Social Workers, or even how there may be fiscal impact on Oregon school districts, my primary concern revolves around the children it impacts. A Comprehensive School Counseling Program focuses on four domains: Academic, Career, Social/Emotional, and Community Involvement. School counselors, and school counselors alone, are trained and professionally prepared to implement such comprehensive programs.

As of the 2017/2018 school year, 68 Oregon school districts were without school counselor FTE (at both district and school level). Additionally, since people serving in a K-8 CDS position (80 people, many of whom are School Social Workers) are required to report their year-end percentage of time, we are privy to valuable data regarding their time spent working in each domain of the Oregon Framework. According to ODE's 2017/2018 data, the total reported percentage of time includes:

- Academic: 21%
- Career: 8%
- Social/Emotional – 60%
- Community Involvement – 12%

The discrepancy between the Career and Social/Emotional domains in particular is worrisome, particularly in consideration of Oregon's 40-40-20 goal. Some questions that come to mind in

evaluation of this data include: How many students are missed from being served? How/who is helping to implement the other domains (beyond Social/Emotional)? If these schools have a high percentage of need in one domain, how are they getting support to fully implement a comprehensive program?

I urge you not to support HB 2441-1. I implore you not to support HB 2441-1, not only for the 550 K-5 students at my current school, or the 13,500 K-5 I have worked with for during my career, or the three K-5 students in my own household. I ask you not to support HB 2441-1 for the more than 570,000 K-12 students currently in the Oregon public education system and the many more that will walk through our school doors in future years. Oregon children deserve coordinated and comprehensive programming that fostering their whole-person development – academic, career, social/emotional, and community involvement. For that reason, I trust you will oppose this potentially precarious bill.

Sincerely,

Emily Sallee, PhD-C
OSCA Past President