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| **Comprehensive School Counseling Program Transition Plan Template** | | | |
| **District Name:** | | **Prepared By:** | **Manager Name:** |
| SSB 5030, requiring the development of Comprehensive School Counseling Program Plans, specifies that a **transition plan** be created and adopted by the school board, with implementation beginning during the 2022–23 school year.   * The purpose of this tool is to provide a template, in conjunction with the District Self-Assessment & Template, to guide the creation of districts’ transition plans. * The considerations listed are *suggestions* and not mandates. * Please see the last page for an example of a completed component. | | | |
| **Transition Plan Components** | | | |
| **Section 1: Use of Standards**  A comprehensive school counseling program uses state and nationally recognized counselor frameworks and is systemically aligned to state learning standards.  **District Self-Assessment & Template Section References:** Section 1.1  **Considerations for Districts:**   * Alignment with district’s Strategic Goals * Collaboration with school counselors regarding the incorporation of standards * Professional development around school counseling standards | | | |
| **Desired State of Expectations/Structures**  *What will this component look like once full implementation is achieved?* |  | | |
| **Transition Action Plan**  *What steps will the district engage in to incorporate the Use of Standards components in the Comprehensive School Counseling Program plan?* |  | | |
| **Partners Involved**  *Which partners will be engaged in this portion of CSCP implementation?* |  | | |
| **Timeline toward full Implementation**  *What incremental steps during the 2022-2023 school year will your district take to ensure full implementation of this component by the 2023-2024 school year?* |  | | |
| **Section 2: Use of Data**  A comprehensive school counseling program provides a process for identifying student needs through a multilevel school data review and analysis that includes, at a minimum, use-of-time data, program results data, and data regarding communication with administrators, parents, students, and stakeholders.  **District Self-Assessment & Template Section References:** Sections 2.1-2.4  **Considerations for Districts:**   * Alignment with district’s Strategic Goals * Collaboration with school counselors regarding how data will be used to inform the identification of student needs * Professional development around use-of-data * Collaboration with district data support teams to procure necessary data | | | |
| **Desired State of Expectations/Structures**  *What will this component look like once full implementation is achieved?* |  | | |
| **Transition Action Plan**  *What steps will the district engage in to incorporate data into the delivery of the Comprehensive School Counseling Program plan?* |  | | |
| **Partners Involved**  *Which partners will be engaged in this portion of CSCP implementation?* |  | | |
| **Timeline toward full Implementation**  *What incremental steps during the 2022-2023 school year will your district take to ensure full implementation of this component by the 2023-2024 school year?* |  | | |
| **Section 3: Use of Time**  School counselors or other educational staff assigned to implement CSCPs must allocate at least 80% of their work time to providing direct and indirect services to benefit students, as aligned with national school counseling standards.  **District Self-Assessment & Template Section References:** Sections 3.1 and 3.2  **Considerations for Districts:**   * Collective bargaining agreements/contracts and the allowable activities detailed within them * Staffing considerations related to who will be providing which services considering the suggestions for use of school counselor time * Professional development around use-of-time and effective teaming between school counselors and building administrative staff * Stipends for staff to provide services that do not fall into the recommended use-of-time duties of school counselors | | | |
| **Desired State of Expectations/Structures**  *What will this component look like once full implementation is achieved?* |  | | |
| **Transition Action Plan**  *What steps will the district engage in to ensure that school counselors are able to use their time effectively and appropriately (according to use-of-time guidelines)?* |  | | |
| **Partners Involved**  *Which partners will be engaged in this portion of CSCP implementation?* |  | | |
| **Timeline toward full Implementation**  *What incremental steps during the 2022-2023 school year will your district take to ensure full implementation of this component by the 2023-2024 school year?* |  | | |
| **Section 4: Use of Personnel**  The CSCP must be implemented by school counselors or other educational staff associates for the purpose of guiding students in academic pursuits, career planning, and social-emotional learning.  **District Self-Assessment & Template Section References:** Sections 4.1 and 4.2  **Considerations for Districts:**   * Collective bargaining agreements/contracts and the allowable activities detailed within them * Staffing considerations related to who will be providing which services considering the suggestions for use of school counselor time * Professional development around use-of-time and effective teaming between school counselors and building administrative staff * Stipends for staff to provide services that do not fall into the recommended use-of-time duties of school counselors | | | |
| **Desired State of Expectations/Structures**  *What will this component look like once full implementation is achieved?* |  | | |
| **Transition Action Plan**  *What steps will the district engage in to ensure that the appropriate ESA-certified staff are available and able to implement the CSCP?* |  | | |
| **Partners Involved**  *Which partners will be engaged in this portion of CSCP implementation?* |  | | |
| **Timeline toward full Implementation**  *What incremental steps during the 2022-2023 school year will your district take to ensure full implementation of this component by the 2023-2024 school year?* |  | | |

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| **Example of Completed Transition Plan Component** | | |
| **\*\*EXAMPLE\*\***  **Section 3: Use of Time**  School counselors or other educational staff assigned to implement CSCPs must allocate at least 80% of their work time to providing direct and indirect services to benefit students, as aligned with national school counseling standards.  **District Self-Assessment & Template Section References:** Sections 3.1 and 3.2  **Considerations for Districts:**   * Collective bargaining agreements/contracts and the allowable activities detailed within them * Staffing considerations related to who will be providing which services considering the suggestions for use of school counselor time * Professional development around use-of-time and effective teaming between school counselors and building administrative staff * Stipends for staff to provide services that do not fall into the recommended use-of-time duties of school counselors | |
| **Desired State of Expectations/Structures**  *What will this component look like once full implementation is achieved?* | * School counselors can dedicate 80% of their time to providing direct and indirect services to students * Building administrators are aware of the suggested work-time allocation for school counselors and work with their school counseling team to ensure clarity of the school counselor’s role * School counselors are engaging in students support activities for most of their time that directly impacts students * School counselors and building administrators will be engaging in annual meetings to ensure alignment between school counseling tasks and building priorities |
| **Transition Action Plan**  *What steps will the district engage in to ensure that school counselors are able to use their time effectively and appropriately (according to use-of-time guidelines)?* | * The district will train administrators and school counselors around the 80/20 suggested time-allocation * Building administrators will engage in training around effective teaming to ensure productive partnerships with their school counseling team |
| **Partners Involved**  *Which partners will be engaged in this portion of CSCP implementation?* | * School counselors * Other ESA staff who can assist in the delivery of student services * District-level school counseling supervisors * Building-level administrators |
| **Timeline toward full Implementation**  *What incremental steps during the 2022-2023 school year will your district take to ensure full implementation of this component by the 2023-2024 school year?* | * August 2022: The district will train administrators and school counselors around the 80/20 suggested time-allocation * July 2022: Building administrators will engage in training around effective teaming to ensure productive partnerships with their school counseling team |

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| **Resources** |
| * OSPI Staff   + [Megan LaPalm](mailto:Megan.LaPalm@k12.wa.us), Program Supervisor for Elementary School Counseling   + [Brittni Thompson](mailto:Brittni.Thompson@k12.wa.us), Program Supervisor for Secondary School Counseling * OSPI Resources:   + [OSPI Comprehensive School Counseling Programs Website](https://www.k12.wa.us/educator-support/education-staff-associate-esa/school-counseling/comprehensive-school-counseling-programs)   + [District Self-Assessment Template](https://content.govdelivery.com/attachments/WAOSPI/2022/01/31/file_attachments/2063334/5030%20-%20District%20Self-Assessment%20&%20Template%20Tool.docx)   + [CSCP Model Policy](https://www.k12.wa.us/sites/default/files/public/ossi/k12supports/guidancecounseling/pubdocs/Comprehensive_School_Counseling_Policy_2140.pdf)   + [CSPC Model Procedure](https://www.k12.wa.us/sites/default/files/public/ossi/k12supports/guidancecounseling/pubdocs/Comprehensive_School_Counseling_Procedure_2140P.pdf)   + [CSCP Plan Model Resolution](https://www.k12.wa.us/sites/default/files/public/graduation/pubdocs/2140R%20-%20Comprehensive%20%20School%20Counseling%20Plan%20Resolution.pdf) |