

Comprehensive School Counseling Program Transition Plan Template

District Name: Tenino School District

Prepared By: School Counselors and Assistant Superintendent

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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?

- Identified priority ASCA standards are determined and documented by our Tenino School Counseling team.
- A clear scope and sequence of how and when we teach students the priority standards for Tenino.
- School site plans use specific standards that are most appropriate for their grade band level.
- Continued PD around ASCA implementation that ensures all School Counselors are using best practices in regards to the School Counseling profession. (i.e., National ASCA conference, WSCA, (i.e., OSPI school counselor modules on OER website)

Transition Action Plan

What steps will the district engage in to incorporate the Use of Standards components in the Comprehensive School Counseling Program plan?

- Tenino High School and Tenino Middle School will be expected to align career readiness in their tiered supports (i.e., lesson plans, small group plans, actions plans, etc.).
- All school sites will be expected to align SEL in their tiered supports (i.e., lesson plans, small group plans, actions plans, etc.)

Partners Involved

Which partners will be engaged in this portion of CSCP implementation?

- School Counselors
- Building and district administrators
- District funding to support ongoing professional development and conferences for School Counselors at the State and National level (WSCA conference)

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?

- September 2022, develop scope and sequence for SEL standards
- January 2023, develop scope and sequence for career readiness standards

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

<p>Desired State of Expectations/Structures <i>What will this component look like once full implementation is achieved?</i></p>	<ul style="list-style-type: none"> • Annual meetings are scheduled to review CSCP • Use data to inform/develop our programs to meet the needs of our students. • Identify appropriate assessment tools will be available and utilized by each grade band to monitor and adjust our services.
<p>Transition Action Plan <i>What steps will the district engage in to incorporate data into the delivery of the Comprehensive School Counseling Program plan?</i></p>	<ul style="list-style-type: none"> • Provide PD for counselors on appropriate use of time and ask them about barriers to using their time as expected. • Review and select agreed upon time tracker to be used by all school counselors in the district. • Develop and determine what pre and post data we will use across all three tiers for next year. • Schedule time to review the data as a school counseling team. • Develop CSCP and post on the SSD website so stakeholders can review and give feedback on the plan. • Schedule a meeting with all School Counselors and all certificated district administrators to ensure that everyone has the same understanding of the CSCP.
<p>Partners Involved <i>Which partners will be engaged in this portion of CSCP implementation?</i></p>	<ul style="list-style-type: none"> • School Counselors • District and Building administrators • District funding to support ongoing professional development and conferences for School Counselors at the State and National level (WSCA conference)
<p>Timeline toward full Implementation <i>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?</i></p>	<ul style="list-style-type: none"> • August 2022, Schedule PD offerings throughout the year • August 2022, Schedule data meetings and select which tools for data collection will be used for the 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

<p>Desired State of Expectations/Structures</p>	<ul style="list-style-type: none"> • 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 counselors to ensure clarity of the school counselor’s role
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<p><i>What will this component look like once full implementation is achieved?</i></p>	<ul style="list-style-type: none"> • School counselors are engaging in student support activities for most of their time (the 80 %) 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 • Every year, time studies will be completed by all school counselors.
<p>Transition Action Plan <i>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)?</i></p>	<ul style="list-style-type: none"> • 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 • Conduct time studies • Providing time for school counselors to complete and evaluate their use of time data in collaboration with key district and building staff administrators to implement solutions.
<p>Partners Involved <i>Which partners will be engaged in this portion of CSCP implementation?</i></p>	<ul style="list-style-type: none"> • School counselors and student support staff • Building and District level administrators
<p>Timeline toward full Implementation <i>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?</i></p>	<ul style="list-style-type: none"> • August 2022: The district will train administrators and school counselors around the 80/20 suggested time-allocation • By August 2022: Building administrators will engage in training around effective teaming to ensure productive partnerships with their school counseling team • By end of Winter 2022: All school counselors will complete a time study analysis • June 2023: Administrators and school counselors will review the use of time data for the 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:

- 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

<p>Desired State of Expectations/Structures <i>What will this component look like once full implementation is achieved?</i></p>	<ul style="list-style-type: none"> • Three times a year, the Assistant Superintendent will meet with the entire counseling group to discuss current and future needs of the counseling program in the district. • Protocols and procedures are put in place to clearly define different support roles in the district. • Scheduled meetings once a month to monitor the full implementation and maintenance of CSCP
<p>Transition Action Plan <i>What steps will the district engage in to ensure that the appropriate ESA-certified staff are available and able to implement the CSCP?</i></p>	<ul style="list-style-type: none"> • Scheduled regular meetings with the school counselor group to report out the progress on meeting the expectations of the CSCP • Develop support services coordination plan and how the roles overlap and differ from each other in regards to responsibilities (i.e., ESA certification required, suicide assessment, etc.)
<p>Partners Involved <i>Which partners will be engaged in this portion of CSCP implementation?</i></p>	<ul style="list-style-type: none"> • School Counselors • Building and District administrators • District funding to support ongoing professional development and conferences for School Counselors at the State and National level (WSCA conference)
<p>Timeline toward full Implementation <i>What incremental steps during the 2022-2023 school</i></p>	<ul style="list-style-type: none"> • June 2022: Asst. Superintendent will attend school counseling meeting to discuss needs • By January 2023: clearly articulated visual/documentation of the overlap and division of support roles and responsibilities.

year will your district take to ensure full implementation of this component by the 2023-2024 school year?

Resources

- OSPI Staff
 - [Megan LaPalm](#), Program Supervisor for Elementary School Counseling
 - [Brittini Thompson](#), Program Supervisor for Secondary School Counseling
- OSPI Resources:
 - [OSPI Comprehensive School Counseling Programs Website](#)
 - [District Self-Assessment Template](#)
 - [CSCP Model Policy](#)
 - [CSPC Model Procedure](#)
 - [CSCP Plan Model Resolution](#)