**TRANSITION PLAN**

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| **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.
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| **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
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| **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
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| **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
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| **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
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| **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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| **Completed Transition Plan Component** |
| **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
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| **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
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| **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
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| **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
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| **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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