



Woodland School District

Comprehensive School Counseling Program Transition Plan 2022

District Name: Woodland School District	Prepared By: Marlee Kent	Manager Name: Jake Hall
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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 <i>What will this component look like once full implementation is achieved?</i>	<ul style="list-style-type: none"> - School counselors will focus their services on the American School Counselor Association (ASCA) Mindsets and Behaviors (page 2), and WA State Standards - Counselors will provide: <ul style="list-style-type: none"> - PD days for staff understanding standards and processes - Short-term counseling to students - Crisis interventions focused on mental health - Small group and classroom SEL lessons/supports - Resources and referrals for students and families to community resources - Consult with families and staff and outside agencies - Academic and social emotional advising - Supports student's unique needs and goals - High School and Beyond planning - Collaboration with FCRC coordinator, and re-engagement specialist
Transition Action Plan <i>What steps will the district engage in to incorporate the Use of Standards components in the Comprehensive School Counseling Program plan?</i>	<ul style="list-style-type: none"> - School Counselors will gain understanding around ASCA Mindsets and Behaviors - Discussion with administrators, and other staff around counselor's duties and roles - Work with building administrators to provide these services
Partners Involved <i>Which partners will be engaged in this portion of CSCP implementation?</i>	<ul style="list-style-type: none"> - School Counselors - Building-Level Administrators - Classroom Teachers - District Representatives
Timeline toward full Implementation <i>What incremental steps during the 2022-2023 school year will your district take to</i>	<ul style="list-style-type: none"> - July 2022: School Counselors will address the Board with the plan - August 2022: Counselors and Building administrators will engage in training around effective teaming to ensure productive partnerships with their school counseling team



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Woodland School District

Comprehensive School Counseling Program Transition Plan 2022

<p><i>ensure full implementation of this component by the 2023-2024 school year?</i></p>	<ul style="list-style-type: none"> - September 2023: School Counselors will put the ASCA Mindsets and Behaviors fully into place using classroom lessons, small groups.
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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"> - Review of SWISS data 1x/month - Review of Skyward and Attendance data 4x/year - Review of SIPS data at least 1x/month - PBIS and MTSS plan - School Counselors will do a CSCP self assessment at least 2x/year - School Counselors will set an annual student outcome goal and review progress of those goals at the end of the year
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<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"> - School Counselors will do a CSCP self assessment at least 2x/year - School Counselors will use the Closing-the-Gap template to review data and adjust programs accordingly
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<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-Level Administrators - Classroom Teachers - District Representatives
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<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"> - July 2022: School Counselors will address the Board with the plan - August 2022: Counselors and Building administrators will engage in building understanding around effective teaming to ensure productive partnerships with their school counseling team, and tracking data - September 2023: School Counselors will put the data review expectations fully in place
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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> <p><i>What will this component look like once full implementation is achieved?</i></p>	<ul style="list-style-type: none"> School Counselors will track their time 3x/year 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 and building administrators will be engaging in annual meetings to ensure alignment between school counseling tasks and building priorities
<p>Transition Action Plan</p> <p><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"> Administrators and school counselors will collaborate together to ensure Counselors allocate 80% of their time to direct and indirect services
<p>Partners Involved</p> <p><i>Which partners will be engaged in this portion of CSCP implementation?</i></p>	<ul style="list-style-type: none"> School counselors Other ESA staff who can assist in the delivery of student services District Representatives Building-Level Administrators
<p>Timeline toward full Implementation</p> <p><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"> July 2022: School Counselors will address the Board with the plan August 2022: The district and building administrators will begin to collaborate with school counselors around the 80% / 20% time-allocation September 2023: School Counselors will begin to implement the 80% / 20% time-allocation

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

<p>Desired State of Expectations/Structures</p> <p><i>What will this component look like once full implementation is achieved?</i></p>	<ul style="list-style-type: none"> Woodland School District will designate staff accordingly with with CSCP School Counselor will aggregate data to identify student needs that will identify interventions and supports necessary for Closing the Gap School Counselors and Administration will work together with the district to allocate staff to provide services needed
<p>Transition Action Plan</p>	<ul style="list-style-type: none"> District will review the CSCP and make adjustments as needed District will consider staffing requirements and needs



Woodland School District

Comprehensive School Counseling Program Transition Plan 2022

<p><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"> - Building Administration will review School Counselors use of time and report necessary staffing needs to administration
<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 - Other ESA staff who can assist in the delivery of student services - District Representatives - Building-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"> - July 2022: School Counselors will address the Board with the plan - August 2022: Counselors and Building administrators will review Closing the Gap data - May/June 2023: Counselors and Building administrators will discuss use of time data and work with district around staffing considerations - August 2023: Staffing consideration and allocation of who will provide what services will be implemented

Resources

- Woodland Counseling Staff
 - Elementary
 - Marlee Kent, Columbia Elementary School and Pre-School, Yale Elementary School, kentm@woodlandschools.org
 - Alec Kulu, North Fork Elementary School, kulua@woodlandschools.org
 - Middle School
 - Benjamin Nelson, Woodland Middle School, nelsonbe@woodlandschools.org
 - High School
 - Catherine Pulliam, Woodland High School, pulliamc@woodlandschools.org
 - Spring Dowse, Woodland High School, dowses@woodlandschools.org
- Woodland Public School Resources
 - Family Resource Center
 - Gabrielle Meador, FCRC, meadorg@woodlandschools.org
 - Student Engagement Coordinator
 - Lindsay Noble, noblel@woodlandschools.org
 - Human Resources
 - Vicky Barnes, barnesv@woodlandschools.org
- Special Education Department
 - Jake Hall, Executive Director of Learning Supports, hallj@woodlandschools.org
- 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](#)