

Program Planning Guide for _____

Comprehensive School Counseling Program Implementation | School Year _____

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| <p><u>Program Planning Elements</u></p> <ol style="list-style-type: none"> 1. Program Goals 2. Full Year Planning Calendar 3. Data Point of Focus 4. Collaborative Classroom Instruction Competency/Content Planner 5. Grade Level Classroom Activities Plan 6. CCR Planning Meetings – block for every student 7. Program Expectations and Resources (separate page) | <p><u>1. School Counseling Program Goals:</u></p> <ol style="list-style-type: none"> 1. 2. 3. | | | |
| <p><u>2. Full Year Planning Calendar Guide</u></p> <p>Standard 9: Eighty-five percent (85%) of counselors’ (program) time is spent on direct services to students. Include activities on your calendar that <i>accomplish your program goals and meet requirements for time allocations</i>. Coordinate with district and school calendar dates.</p> | | <p><u>3. Data Project Idea</u></p> <p>Standard 2, -- Based on your Program Goals and aligned with district and school goals. (Ex: # of 9th graders on track, graduation rate, FAFSA Completion, etc.)</p> | | |
| <p><u>Collaborative Classroom Instruction</u></p> <p>Standard 5,3,4,5</p> <p><u>Junior High</u> 25% -35% of time = 45-63 days</p> <p><u>High School</u> 15% -25% of time = 27-45 days</p> | <p><u>Individual Planning</u></p> <p>Standard 3</p> <p><u>Junior High</u> 35%-45% of time = 62 - 80 days</p> <p><u>High School</u> 45%-55% of time = 80 –98 days</p> | <p><u>Responsive Services</u></p> <p>Standard 2,7</p> <p><u>Junior High</u> 25%-30% of time = 45-53 days</p> <p><u>High School</u> 15%-20% of time = 27-35 days</p> | <p><u>System Support Program Assurances</u></p> <p><u>Junior High</u> 10% -15% of time = 18- 27 days</p> <p><u>High School</u> 10%-15% of time = 18 -27 days</p> | <p>Selected Data Project Goal Statement:</p> |
| <p>Program Delivery</p> <p>Classroom presentations, school-wide assemblies, small group and individual counseling; school-wide events i.e., CTE Intro CDA’s, Reality Town, Career Day/Fair, Field Trips, etc.</p> | <p>Program Delivery</p> <p>Individual meetings, CCR 4 year planning, student course selection and scheduling; CCR Plan w/parents; consultation with students, staff, and others; parent meetings</p> | <p>Program Delivery</p> <p>Individual counseling, crisis response, consultation; referrals to district or community programs; data review and analysis –school, student, transitions, demographics, etc.</p> | <p>Program Management</p> <p><i>Weekly department planning meeting</i> (Steering Committee); Network Planning (Advisory Committee); professional development at school, district, USBE; surveys and needs assessments, on-site review preparation</p> | |

4. Collaborative Classroom Instruction: The school *Classroom Instruction* consists of a written instructional lesson plan.

It is comprehensive in scope, proactive and preventative in nature, and developmental in design. Each grade level of instruction builds on the previous grade. It is coordinated by school counselors and delivered by counselors and other educators.

- Collaborative Classroom activities have content objectives selected from the Utah Model Student Outcomes (competencies) and connected to Granite District's content domains and developmental steps of the CCR Planning process and the 8 Components of College and Career Readiness as outlined by NOSCA/College Board.
- Collaborative Classroom content objectives are identified by the counseling team and based on current *Data Points of Focus* listed on page 1 of this Program Planning Guide.
- Granite District's comprehensive school counseling program content domains are: Orientation, Self Discovery, Life Skills, and Future Planning.
- The "8 Components of College and Career Readiness" from the College Board are: College Aspirations, Academic Planning, Enrichment and Extracurricular Engagement, College and Career Exploration, College and Career Assessments, College Affordability Planning, College and Career Admissions Process, and Transition from High School to College.
- Granite District's developmental steps of the CCR Planning process are: 7th Grade-Explore, 8th Grade-Expand, 9th Grade-Plan, 10th Grade-Set Goals, 11th Grade-Decide, and 12th Grade-Apply.

| <p><i>Plan a full year program of collaborative classroom activities based on identified student outcomes or competencies for each program domain.</i></p> | <p>1st Trimester <u>Orientation</u> 7-9 days per grade level What do students need to know to navigate the school system and become College and Career Ready?</p> | <p>2nd Trimester <u>Life Skills/Self Discovery</u> 7-9 days per grade level What do students need to know about making decisions, connecting school to college, work, and life-long learning? What do students need to know about self-concept, respect for self and others, etc.?</p> | <p>3rd Trimester <u>Future Planning</u> 7-9 days per grade level What do students need to know about academic planning for college and career readiness?</p> |
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| <p>9th Grade - Plan Academic Planning for College and Career Readiness, Enrichment and Extracurricular Engagement, College and Career Exploration</p> | | | |
| <p>10th Grade – Set Goals Academic Planning for College and Career Readiness, Enrichment and Extracurricular Engagement, College and Career Exploration</p> | | | |
| <p>11th Grade - Decide College and Career Assessments College Affordability Planning</p> | | | |
| <p>12th Grade – Apply College and Career Admissions Process, Transition from High School to College Enrollment</p> | | | |

| Grade Level | 1 st Trimester (Aug-Nov) Outcome/Competency See pages of 125-130 of Utah Model Outcome/Competency See pages of 125-130 of Utah Model | 2 nd Trimester (Dec-Feb) Outcome/Compete See pages of 125-130 of Utah Model | (March-June) Outcome/Competency See pages of 125-130 of Utah Model |
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| 9 th Grade--Plan | <p>AL:C <u>Academic/Learning Development:</u> Standard C: Students will complete school with essential coursework that provides a wide range of substantial post-secondary options. N1, N2, N3, N4, N5, N6, N7, N8</p> <p>PS:B <u>Personal/Social Development:</u></p> | <p>AL:C <u>Academic/Learning Development:</u> Standard C: Students will complete school with essential coursework that provides a wide range of substantial post-secondary options. N1, N2, N3, N4, N5, N6, N7, N8</p> <p>AL:B</p> | <p>AL:C <u>Academic/Learning Development:</u> Standard C: Students will complete school with essential coursework that provides a wide range of substantial post-secondary options. N1, N2, N3, N4, N5, N6, N7, N8</p> |
| 10 th Grade – Set Goals College Aspirations | <p>Standard B: Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems. N1, N2, N3, N4, N6, N7, N8</p> <p>LC:C <u>Life/Career Development:</u> Standard C: Students will use strategies to achieve future life/career goals. N1, N2, N4, N5, N6, N7, N8</p> | <p><u>Academic/Learning Development:</u> Standard B: Students will understand the relationship of school experiences and academic achievement to the world of work, home, and community. N2, N3, N4, N5, N7, N8</p> <p>PS:C</p> | <p>AL:A <u>Academic/Learning Development:</u> Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan. N1, N2, N4, N5, N7, N8</p> |
| 11 th Grade - Decide College Aspirations, Academic Planning for College and Career Readiness | <p>MC:A <u>Multicultural/Global Citizen Development:</u> Standard A: Students will develop the ability to evaluate, and to approach life as a contributing citizen in our global community. N3, N4</p> | <p><u>Personal/Social Development:</u> Standard C: Students will develop the resiliency skills necessary for safety and survival. N3, N8</p> <p>LC:A</p> | <p>PS:A_____</p> <p><u>Personal/Social Development:</u> Standard A: Students will develop the skills to understand and appreciate themselves and others. N3</p> |
| 12 th Grade - Apply Academic Planning for College and Career Readiness, Enrichment and Extracurricular Engagement, College and Career Exploration | | <p><u>Life/Career Development:</u> Standard A: Students will become aware of self in relation to the world of work. N4, N5</p> | <p>LC:B</p> <p><u>Life/Career Development:</u> Standard B: Students will explore the world of work. N4, N5</p> |

The Utah Comprehensive School Counseling Program Student Outcomes: Standards and Competencies Abbreviated

Academic/Learning Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan. N1, N2, N4, N5, N7, N8

Standard B: Students will understand the relationship of school experiences and academic achievement to the world of work, home, and community. N2, N3, N4, N5, N7, N8

Standard C: Students will complete school with essential coursework that provides a wide range of substantial post-secondary options. N1, N2, N3, N4, N5, N6, N7, N8

Life/Career Development

Standard A: Students will become aware of self in relation to the world of work. N4, N5

Standard B: Students will explore the world of work. N4, N5

Standard C: Students will use strategies to achieve future life/career goals. N1, N2, N4, N5, N6, N7, N8

Multicultural/Global Citizen Development

Standard A: Students will develop the ability to evaluate, and to approach life as a contributing citizen in our global community. N3, N4

Personal/Social Development

Standard A: Students will develop the skills to understand and appreciate themselves and others. N3

Standard B: Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems. N1, N2, N3, N4, N6, N7, N8

Standard C: Students will develop the resiliency skills necessary for safety and survival. N3, N8

| INOSCA |
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| N1: College Aspirations |
| N2: Academic Planning for College and Career Readiness |
| N3: Enrichment and Extracurricular Engagement |
| N4: College and Career Aspiration and Selection Process |
| N5: College and Career Assessments |
| N6: College Affordability Planning |
| N7: College and Career Admissions |
| N8: Transition from high school graduation to college enrollment |

Granite School District Comprehensive School Counseling Program Expectations and Implementation Resources

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| 1- | Prepare and implement a full year guidance program and calendar with 80% of counselor time dedicated to direct services to all students. Develop a planned spending budget that reflects program goals. | Program Planning Guide Utah Model, 3rd Edition 8 Components of College & Career Readiness |
| 2- | Know your school data. School demographics, attendance, # failing grades, GPA, test scores, other student achievement data, # of students on line to graduate, college application completion and enrollments (1,2,&4) FAFSA completion, honors, GT, CC, IB, AP enrollments | Graduation Initiative Report Discovery Reports, CCR Student & Parent Questionnaire results |
| 3- | Conduct weekly program planning meetings inviting administrators, teachers and other school staff as needed. (School Steering committee) | Department planning work sheet |
| 4- | Hold biannual meetings with your network/feeder system counselors, administrators and other key staff. (Advisory committee) | Network list of counselors Network diversity report Agenda and minutes |
| 5- | Organize counselor caseloads by alpha to best serve students and families | |
| 6- | Implement a 3 X 4 program of services to include: 3 student planning meetings, one with parent or guardian in attendance. | Program Planning Guide School Planning calendar 4 Year Student Planning Document with Parent Signature |
| 7- | Deliver 3 classroom guidance activities, one activity each trimester for each grade level at a minimum. Collaborative Classroom activities are developmental and sequential and align with the Utah Model Student Outcomes, and the 8 components of College & Career Readiness | Program Planning Guide Planning calendar CTE materials Utah Futures |
| 8- | Hold regular coordinating meetings with the principal and include district level guidance leaders on occasion. | Planning calendar |
| 9- | Carry out accurate record keeping practices (student record book, Excel spreadsheet, school – based data programs, student information system, 4 year planning documents etc.) Provide accurate information to parents and students. | Office Logs report in Discovery 4 year Student Plan with Parent Signature PTG, Keys to Success, YouScience, UCanGo websites |
| 10- | Attend monthly district professional learning meetings, USBE conference. Attend Essential Updates and Training once every 6 years. Other good choices are ACTE, USCA, Utah System of Higher Ed (USHE) sponsored conferences. | Professional Learning Meeting Calendar USBE conference schedule Planning Calendar |
| 11- | Assign a counselor to be the leader in your school. Attend the district level steering committee meetings. | Planning Calendar |
| 12- | Complete the district quarterly and annual reports. | Year end report form |
| 13- | Complete the one data project required by the USOE | Data Project Template |
| 14- | Be familiar with the 7 standards in the Program Review. Maintain department evidence file electronically and regularly update the Program Manual. | Utah Model Program manual, evidence box index form |
| 15- | Use the PG&E developed for counselors for evaluation with your principal. | Educational Standards for Counselors Utah Model – counselor standards |

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