



Davis School District

Elementary

**UTAH COLLEGE AND
CAREER READINESS
SCHOOL COUNSELING
PROGRAM ADDENDUM**

Davis School District: *Addendum*

Elementary Utah College and Career School Counseling Program Implementation Guide

Elementary School Counseling Program Assurances: To implement an effective school counseling program, assurances have been established to support the role of the professional school counselor. It is important that you review assurances annually with your district and school administrators, so they know how to best support you in implementing a comprehensive school counseling program.

Rating Scale: Non-Negotiable, Essential, Optional.

The following are key assurances that are recommended to be in place at the elementary level.

Structural Components

- The district/school administration supports budgetary needs (within reason) to support the implementation of the school counseling program.
- The school counselor has access to facilities and resources, including adequate office space, computer, and software to meet the needs of students, families, and school personnel.
- The school counselor effectively uses all available strategies, including technology, to communicate with parents/guardians and staff.
- The school counseling program website is updated regularly to provide accurate and timely resources to students, parents, and stakeholders.
- District and school crisis response plans are in place and updated. Training is provided so that counselors are fully aware of the execution of the crisis response plan.
- Counselors are knowledgeable and up to date regarding applicable laws (e.g., FERPA, PPRA). Required forms are available and used when applicable.

Administrative Assurances

- Administration support counselors in accessing individual classrooms to deliver school counseling curriculum activities.
- Administration and counselors meet regularly to discuss student data and ensure the school counseling program is in alignment with school goals.
- Administration has reviewed USBE Board Rule R277-464 and eliminated or reassigned tasks that are not deemed appropriate school counseling activities to allow school counselors to focus on the prevention and intervention needs of their program.

Use of Data

- Counselors have access to relevant schoolwide data.

Program Leadership and Management

- The school counseling program has a formalized advisory committee to support, review program results, and provide feedback for the implementation of the school counseling program.
- Counselors provide training for staff related to the school counseling program, including student outcome data. They also provide training for staff related to non-academic student supports (e.g., suicide prevention, diverse populations, etc.).
- Counselors are active participants in school leadership teams.

Time Allocation (per R277-464)

- A minimum of 85% of aggregate counselor's time is devoted to direct services to students.
- A time/task analysis is charted **quarterly** by each counselor.
- Non-school counseling duties are eliminated from the school counselor's duties. Counselors will support "fair share duties" to help the school operate.
- A full-year school counseling program calendar is completed annually.

College and Career Readiness School Counseling Program Training

- Counselors participate in professional development opportunities.

Electronic Evidence Box

- To support the performance self-evaluation process, it is recommended that elementary school counselors save key pieces of information that support program implementation and management in the form of an electronic evidence box.

Program at a Glance Overview

After thoroughly evaluating each standard and indicator, use the Program at a Glance to identify strengths and set goals for areas of improvement in order to strengthen program implementation and student outcomes.

Program Strengths

Use this section to identify areas of strengths for each standard based on standard and indicator ratings.

Areas of Improvement

This section is a place to *set goals to improve the quality of services provided by a comprehensive school counseling program*. Based on standard and indicator ratings and needs assessment data (e.g., perception data), set goals that will help strengthen the implementation of the school counseling program to ensure quality services are in place to best meet the needs of the students.

Measurable Goals Based on Data Analyses and Identified Top Gaps This section is a place to *set goals to improve student outcomes*. Based on data analyses and identified top gaps (Standards 1-2), **set two to three measurable goals** (i.e., SMART Goal: specific, measurable, attainable, relevant, and time-bound). Remember, measurable goals should be intentional, and target specifically identified gaps to improve student outcomes in the areas of access, attainment, and/or achievement.

Alignment to School Goals

The school counseling program is most impactful when aligned to the overall goals of the school. Specify how measurable goals align with school improvement goals.

Elementary School Counseling Program Standards: The Elementary School Counseling Program has been adapted from the USBE Elementary Program Guide and the On-Site Review Performance Self-Evaluation for Existing Programs.

Rating Scale: Non-Negotiable, Essential, Optional.

Standard 1: Each Student. Program elements are designed to recognize and address the diverse needs of each student. Access, attainment, and achievement data for academic and non-academic student needs are used to guide the school counseling program. This standard provides the framework for the school counseling program to reach each student as individuals.

- Counselors have identified and analyzed student populations according to their diversity and services.
- Counselors use disaggregated data to compare school demographics to student populations participating in school programs to provide equitable educational opportunities for each student.
- Counselors use relevant, longitudinal, closing-the gap data to analyze trends in student outcomes.

Standard 2: Data Effectiveness and Program Improvement. To improve outcomes for students, the school counseling program collects and analyzes data, including a formal student, parent, and teacher systemic assessment. Data projects are developed and implemented based on the data results to close access, attainment, and achievement gaps and evaluate program effectiveness.

- A systemic assessment is completed to assess program effectiveness. **(every 3 years)**
 - Includes feedback from a significant representation of parents, students, and teachers and is reflective of school demographics.
 - Administration of survey is implemented at a minimum of every 3-years in alignment with the secondary school counseling program 6-year review cycle to support program alignment and data analysis across feeder schools.
- Counselors identify top gaps based on data (e.g., SOAR, systemic assessment, curriculum delivery survey, academic assessments, equity of opportunity within subgroups of demographics, etc.)
- Program goals and interventions are developed and prioritized for identified gaps.
- **Data project is completed annually.**
 - **Designed and implemented based on data analysis and identified top needs.**
 - **Aligned to school improvement goals.**
- **Data projects, systemic assessment results, and other data analyses, including outcomes are shared and discussed with school faculty and other stakeholders.**

Standard 3: Plan for College and Career Ready Process & Standard 4: Career Literacy. Program elements are designed to promote college and career readiness and career literacy through a Tier 1 approach. This includes student development in early awareness, exploration, knowledge, and skills necessary to fully participate in a K-12 Plan for College and Career Readiness process.

- Ongoing college and career exploration opportunities are available for students (e.g., classroom lessons, online college, and career platforms [Keys to Success], schoolwide activities [UCAW, Kids Market Place, College and Career Fair], CTE Pathways exploration, etc.)
- Intentional connections are made to align SEL and essential skills development to college and career readiness and future planning.
- Counselors teach and integrate CCR activities that inspire the development of a college and career readiness mindset as well as foster a schoolwide college and career readiness culture

Standard 5: Collaborative Classroom Instruction. The program delivers a developmental school counseling curriculum in harmony with content standards identified in the Program Model. The curriculum is prioritized according to the results of the Curriculum Delivery Survey, Systemic Assessment, and other data analysis to improve academic and non-academic student outcomes.

- Teachers have completed the Curriculum Delivery Survey to determine which of the identified student mindsets and competencies they are teaching.
- Administration of survey is implemented at a minimum of every 3-years in alignment with the secondary school counseling program 6-year review cycle to support program alignment and data analysis across feeder schools.
- Counselors provide school counseling presentations/lessons that target student mindsets and competencies not being covered by classroom teachers as identified in the curriculum delivery survey and other data sources.
- Tier 1 curriculum supports schoolwide goals and promotes student academic and non-academic development.

Standard 6: *Systemic Approach to Dropout Prevention with Social/Emotional Supports.* With a systemic approach to access, attainment, and achievement, school counselors collaborate and coordinate with family, school, and community resources to provide services that address the academic and nonacademic needs of each student.

- Counselors implement responsive services to address the immediate needs of students in a timely and proactive manner.
- Counselors use a systemic tiered approach (e.g., MTMDSS) to target prevention and intervention efforts specific to the needs of students.
- Counselors effectively collaborate with school, community, and family resources to ensure wraparound services are available to support students.
- Academic & non-academic supports have been implemented that address issues identified from data analysis.
- Counselors implement and/or collaborate with outside agencies to provide ongoing group counseling in response to school data and identified needs.

Standard 7: *Alignment.* To decrease gaps in the areas of access, attainment, and achievement, school counseling programs must systemically communicate, collaborate, and coordinate programs and goals with feeder systems, schools, and stakeholders (K-12).

- Counselors have planned, formal, calendared meetings within the feeder system(s). Collaboration should include, but not limited to
- Transition activities, including specific activities for diverse populations.
- Individual student needs for dropout prevention and responsive services
- Curriculum and tiered interventions
- College and career readiness activities
- Review of student data (e.g., Systemic Assessment results)

