



IOWA CITY
COMMUNITY
SCHOOL DISTRICT
Child-Centered : Future-Focused

Self Study
of
GUIDANCE EDUCATION
Instructional Program

June 2014

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Guidance Education Coordinator and Chair of Review Committee

Equity Statement

It is the policy of the Iowa City Community School District not to discriminate on the basis of race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status in its educational programs, activities, or employment practices. If you believe you have (or your child has) been discriminated against or treated unjustly at school, please contact the Equity Director at 509 S. Dubuque Street, 319-688-1000.

ICCSd SCHOOL COUNSELING EDUCATION PROGRAM CURRICULUM REVIEW

As a result of the curriculum review process conducted between 2013 and 2014, the following mission statement and belief statements have been adopted, and an improvement plan was written; these will serve as a reference for all programming. Strengths and limitations were generated from review and analysis of data gathered from surveys, School Counselors’ input, and feedback from members of the Curriculum Review Team.

Those responding to the surveys included:

- | | |
|----------------------------|------------------------------|
| Elementary teachers – 181 | Elementary parents - 622 |
| Secondary teachers - 108 | Junior High parents - 157 |
| Elementary students - 1082 | High School parents - 309 |
| Junior High students – 256 | Building administrators - 15 |
| High School students - 567 | School counselors - 30 |

Mission Statement

The mission of Iowa City Community School District professional school counselors is to provide a comprehensive, developmental counseling program to meet the academic, personal/social, and college/career needs of all students.

Belief Statements

We believe that:

- counselors are student advocates who support students through their entire school career and help students prepare for their post-secondary plans.
- counselors help students maximize their academic achievement while acknowledging every student’s individual and cultural uniqueness.
- in partnership with other educators, parents/guardians, and the community, professional school counselors strive to ensure that all students develop the skills, knowledge, and understanding necessary to be successful in our changing society.

Improvement Plan

INSTRUCTIONAL PROGRAM: Academic Achievement

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT PERSON(S)	TIMELINE
Inconsistencies exist across the district in what is being taught	<p><u>Material Resources</u></p> <p>The elementary school counselors have chosen to adopt new instructional materials for grades K-5:</p> <ul style="list-style-type: none"> • Second Steps for grades K-5 • Talking about Touching for grades K-3 • Ready for Success for grades 2-3 • Student Success Skills for grades 4-6 • Learn360 will be used for safety videos as follows: • Kindergarten <u>Is it OK? How to Stay Safe</u> or <u>It’s Your Body, You’re in Charge</u> • 1st & 2nd grade <u>It’s Your Body, You’re in Charge</u> • 3rd & 4th grade <u>If it Happens to you- Dealing with Abuse</u> 	Counseling Coordinator	Summer 2014

- 5th & 6th grade Abuse, if it Happens to You
- DVD copies of Yes You Can Say NO which is currently used in 4th grade is not available on Lear360 and needs to be purchased from the “Talking About Touch” group)

Secondary school counselors have chosen to not adopt any instructional materials at this time.

Update district curriculum for K-12 counseling education guide
A group of counselors will meet in June to formulate a schedule for utilizing and teaching, using the new curriculum materials.

Counseling Coordinator Summer 2014

Instructional Practices

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT PERSON(S)	TIMELINE
Inconsistencies in the schedule and amount of time for guidance lessons exist across elementary schools	<p><u>Schedule of classroom guidance lessons</u></p> <ul style="list-style-type: none"> • 13 minutes per week vs. 25 minutes per week • Because of recent cuts to the counseling program some schools will not have sufficient FTE to teach every week in every classroom, which is the eventual goal. Upon restoration of the FTE, counselors will teach weekly lessons in Kindergarten (15 minutes) and in grades 1-6 (25 minutes). • Establish that classroom counseling classes are not considered teacher preparation time. Teachers are expected to remain in the room during classroom counseling classes. 	Assistant Supt., Elementary Principals	June 2014
Opportunities for further learning about a variety of school counselor topics	<p><u>Professional Development</u></p> <ul style="list-style-type: none"> • An ad hoc committee of counselors will meet to plan a 3 year professional development plan to meet the continuing education needs of the district counselors. 	Professional Development Team	August 2014
A lack of assessment data and protocols for collecting data in regards to the counseling program	<p><u>Assessment</u></p> <p>Identify assessment practices for the K-12 guidance program:</p> <ul style="list-style-type: none"> • Form a district group of counselors representing all grade levels to identify expectations for assessments in the school counseling program. • Incorporate the assessment practices in the K-12 curriculum guide for school counselor education. 	Assessment Committee	2014-2015

Supports and Management

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT PERSON(S)	TIMELINE
Inconsistencies exist relative to FTE allocations across district	<p><u>Human Resources</u> – Analyze current ration of students to counselors (per building) and identify best practices</p> <ul style="list-style-type: none"> • Craft changes to restore FTE and meet the guidelines established by ASCA and the Iowa DOE. <p>Update job descriptions</p>	Counseling committee and Assistant Supt. Counseling Committee	2014-2015 May 2014
Current program model is not aligned with ASCA model	<p><u>Program Model</u></p> <p>Conduct an audit of current program compared to the ASCA Model</p> <ul style="list-style-type: none"> • Form an ad hoc committee to identify rationale for such a committee and potential charges to the committee as well as suggested composition of the committee 	Counseling Committee	2014-2015
Communications about the program are limited (In general, and with parents, students and teachers)	<p><u>Communications</u></p> <p>Explore option of creating an advisory committee for the K-12 district school counseling program</p> <ul style="list-style-type: none"> • Form an ad hoc committee to identify rationale for such a committee and potential charges to the committee as well as suggested composition of the committee <p>Establish multiple communication mechanisms for the K-12 program</p> <p>Write a communication plan for the district program, including internal and external communications, considering hard copy as well as electronic methods, and address topics such as informing students and parents of the counselor, role, etc.</p>	Counseling Committee	2014-2015