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| ***Program Planning Guide for \_\_\_\_\_Bonneville JHS\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***Comprehensive Guidance Program Implementation | School Year 2017-18*** | | | | | | | | |
| ***Program Planning Elements***   1. Program Goals 2. Full Year Planning Calendar 3. Data Point of Focus 4. Guidance Curriculum Competency/Content Planner 5. Grade Level Guidance Curriculum Activities Plan 6. CCR Planning Meetings – block for every student 7. Program Expectations and Resources (separate page) | | | | | ***1. School Counseling Program Goals:***  1. Meet with every student for an individual CCRP.  2. Update and maintain the Counseling Center website  3. Develop and implement school counseling activities during lunch time. | | | |
| ***2. Full Year Planning Calendar Guide***  **Standard 9**: Eighty-five percent (85%) of counselors’ (program) time is spent on direct services to students.  Include activities on your calendar that *accomplish your program goals* and *meet requirements for time allocations*. Coordinate with district and school calendar dates. | | | | | | | | ***3. Data Project Idea***  **Standard 2, --** Based on your **Program Goals** and **aligned with district and school goals.** (Ex: # of 9th graders on track, graduation rate, Regents’ Scholars, FAFSA Completion, etc.) |
| *Guidance Curriculum* **Standard 5,3,4,5**  Junior High  25% -35% of time = 45-63 days  High School  15% -25% of time = 27-45 days | *Individual Planning* **Standard 3**  Junior High  35%-45% of time = 62 - 80 days  High School  45%-55% of time = 80 –98 days | | *Responsive Services*  **Standard 2,7**  Junior High  25%-30% of time = 45-53 days  High School  15%-20% of time = 27-35 days | | | *System Support*  **Program Assurances**  Junior High  10% -15% of time = 18- 27 days  High School  10%-15% of time = 18 -27 days | | **Selected Data Project Goal Statement:**   1. There will be an 80% increase of all students completing a survey at the completion of each monthly SEL lesson for the 2017-18' school year. |
| **Program Delivery**  Classroom presentations,  school-wide assemblies,  small group and individual counseling; school-wide events i.e., CCA CDA’s, Reality Town, Career Day/Fair, Field Trips, etc. | **Program Delivery**  Individual meetings, CCR 4 year planning, student course selection and scheduling; CCR Plan w/parents; consultation with students, staff, and others; parent meetings | | **Program Delivery**  Individual counseling, crisis response, consultation; referrals to district or community programs; data review and analysis –school, student, transitions, demographics, etc. | | | **Program Management**  ***Weekly department planning meeting*** (School Steering Committee);  Network Planning (Advisory Committee); professional development at school, district, USOE; surveys and needs assessments, on-site review preparation | |
| **4. Guidance Curriculum: The school *Guidance Curriculum* consists of *a written instructional lesson plans*.**  *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.   * Guidance curriculum 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. * Guidance curriculum 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 guidance 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. | | | | | | | | |
| *Plan a full year program of guidance curriculum activities based on identified student outcomes or competencies for each program domain.* | | 1st Term  Orientation  *4-6 days per grade level*  What do students need to know to navigate the school system and become College and Career Ready? | | 2nd Term  Self-Discovery  *4-6 days per grade level*  What do students need to know about self-concept, respect for self and others, etc.? | | | 3rd Term  Life Skills  *4-6 days per grade level*  What do students need to know about making decisions, connecting school to college, work, and life-long learning? | 4th Term  Future Planning  *4-6 days per grade level*  What do students need to know about academic planning for college and career readiness? |
| ***Grade Level*** | | ***Outcome/Competency***  ***See pages of 125-130 of Utah Model*** | | ***Outcome/Competency***  ***See pages of 125-130 of Utah Model*** | | | ***Outcome/Competency***  ***See pages of 125-130 of Utah Model*** | ***Outcome/Competency***  ***See pages of 125-130 of Utah Model*** |
| **7th Grade - Explore**  College Aspirations | | * AL:A2, LC:C1.5, MG:A3.5, AL:A1. * AL * AL:A1 * PS LC:B, LC:C:A1 | | * AL:A1 * PS:A1 | | | * AL:C * AL:A1, LC:B3 * PS:A1 | * PS:A1 * AL:A2, AL:A3 |
| **8th Grade - Expand**  College Aspirations,  Academic Planning for College and Career Readiness | | * MG:A1, PS:C2, PS:C3 * PS:B2, PS:B3 * LC:B1 * AL:C * PS:A.1 | | - AL:C  - LC:B1  - PS:A.1 | | | * AL:A1, AL:A3 * PS:A1, PS:B2 * LC:B2, LC:C1 * MG:A1, PS:C2, PS:C3 * PS:B2, PS:B3 * PS:A1 * AL:C2 * AL:C2 | * PS:A1 * AL:C2 |

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| ***5. Guidance Curriculum Junior High Activity Planner | School Year 2017-18***  **Standard 2,3,4,5**  *Guidance curriculum is comprehensive in scope, proactive and preventative in nature, and developmental in design.*  Each grade level of instruction builds on the previous grade and leads to the next. It is coordinated by school counselors and delivered by counselors and other educators. | | | | |
| *Plan a full year program of guidance curriculum activities based on identified student outcomes or competencies for each program domain.* | 1st Term  Orientation  *4-6 days per grade level*  What do students need to know to navigate the school system and become College and Career Ready? | 2nd Term  Self Discovery  *4-6 days per grade level*  What do students need to know about self-concept, respect for self and others, etc.? | 3rd Term  Life Skills  *4-6 days per grade level*  What do students need to know about making decisions, connecting school to college, work, and life-long learning? | 4th Term  Future Planning  *4-6 days per grade level*  What do students need to know about academic planning for college and career readiness? |
| ***Grade Level*** | ***Activity*** | ***Activity*** | ***Activity*** | ***Activity*** |
| **7th Grade - Explore**  *(College Aspirations)* | * 7th grade orientation * CDA #17 * CDA # 3 * SEL Skill of the Month * Vehicle Day | * CDA # 5 * SEL Skill of the Month | * Individual CCRP’s * CDA #13 * SEL Skill of the Month | * SEL Skill of the Month * CDA #14 |
| **8th Grade – Expand**  *(College Aspirations,*  *Academic Planning for College and Career Readiness)* | * Bullying/Cyberbullying * Health Classes (Coping with Stress/Depression) * Interest Inventory * Individual CCRP’s * SEL Skill of the Month | * Individual CCRP’s * Utah Futures * SEL Skill of the Month | * Utah Scholars * Come to Cottonwood * Reality Town * Bullying/Cyberbullying * Health Classes (Coping with Stress/Depression) * SEL Skill of the Month * College Awareness Week * College Visits | * SEL Skill of the Month * Language of High School |
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| ***Granite School District Comprehensive Counseling and Guidance***  ***Program Expectations******and Implementation Resources*** | | |
| 1- | Prepare and implement a full year guidance program and calendar with 85% of counselor time dedicated to direct services to all students. Develop a planned spending budget that reflects program goals. | Program Planning Guide  Utah Model 2012 Utah Scholar’s Initiative  8 Components of College & Career Readiness  USCI Blueprint data points for GSD |
| 2- | Know your school data. School demographics, attendance, # failing grades, GPA, test scores, other student achievement data, # of students on line to graduate, Utah and Regents Scholars, 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 guidance program planning meetings invite administrators, teachers and other school staff as needed. (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 4 classroom guidance activities, one activity each term for each grade level. Guidance 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, Utah Futures, StepUP, UCanGo websites |
| 10- | Attend monthly district professional learning meetings, USOE conference. Attend CCGP Basic Training once every 6 years. Other good choices are ACTE, USCA, Utah System of Higher Ed (USHE) sponsored conferences. | Professional Learning Meeting Calendar  USOE conference schedule  Planning Calendar |
| 11- | Assign a counselor to be the CCGP leader in your school. Attend the district level steering committee meetings. | Planning Calendar |
| 12- | Complete the district quarterly and annual reports. | Yearend report form |
| 13- | Complete the one data project required by the USOE | Data Project Template |
| 14- | Be familiar with the 10 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 |
| ***ENJOY YOUR WORK!*** | | |