

Utah K-12 Comprehensive School Counseling Program Components Document (referred to as school counseling program) R277-462-3

- **Each Student:** All program elements are to recognize and address the needs of each student. Opportunity, achievement, attendance, and behavior data for academic and non-academic student needs are used to guide the Comprehensive K-12 School Counseling Program. This component provides the foundation for the school counseling program to assist each student in meeting their academic goals while also adhering to all applicable federal and state law including those pertaining to student privacy or parental rights.
- **Data Effectiveness and Program Improvement:** Systemic program management and implementation are driven by the collection and analyses of current school data, including a formal student, parent, and teacher systemic assessment. Data projects are developed and implemented based on the data results to increase student achievement, daily attendance, increase protective factors, and evaluate program effectiveness. Modification to program implementation based on identified gaps from this component should be reflected in the remaining components.
- **Plan for College and Career Ready Process:** Programs shall establish Plans for College and Career Readiness, both as a process and a product, consistent with local board policy, Utah Code 53E-2-304, and Utah State Board of Education Board Rule R277-462. Each student, along with their parents, is an active participant in creating this Plan.
- **Career Literacy:** Career literacy provides students with the capacity to make informed decisions regarding their college and career readiness plan. Through career development assistance for all students— which includes career awareness and exploration, job applications, interview skills, and understanding of Career and Technical Education (CTE) Pathways and 1, 2, 4, or more years of postsecondary educational opportunities—students will complete high school with the skills outlined in USBE’s vision statement.
- **Collaborative Classroom Instruction:** The program delivers a developmental school counseling curriculum. The curriculum is prioritized according to the results of the systemic assessments, and other data analyses to improve student outcomes.
- **Evidence-Informed:** School Counseling practices shall be based in evidence-informed approaches shown to benefit students and shall avoid practices that have been shown through evidence-based research to harm students.
- **Dropout Prevention and Responsive Services and Supports:** In coordination with family, the program provides a systemic approach to addressing the immediate concerns and identified needs of all students through an education-oriented and programmatic approach, and in collaboration with existing school programs and community resources.

- **Alignment:** Program alignment includes communication, collaboration, and coordination with the K–12 feeder system regarding the Comprehensive K-12 School Counseling Program.
- **Board Adoption and Approval:** Adoption and approval of the Utah Comprehensive K-12 School Counseling Program by the local board or governing board and ongoing communication with the local board regarding program goals and outcomes supported by data.
- **Structural Components:** Structural components and policies support the Comprehensive K-12 School Counseling Program. This includes adequate resources and support for the school counseling facilities, materials, equipment, clerical staff, and school improvement processes.
- **Administrative Assurances:** Administration (LEA Career and Technical Education Director and building administrators) understands the value of the Comprehensive K-12 School Counseling Program and its relationship to the school improvement plan.
- **Use of Data:** The program uses multiple data sources, including the formal systemic assessment, for strategic program implementation to improve student outcomes.
- **Program Leadership and Management:** Structures and processes are in place to ensure effective school counseling program management, including an advisory council. School counselors work as program leaders and are an integral part of various school leadership teams.
- **Time Allocation:** 85 percent of aggregate school counselors' time is devoted to direct services to students through a balanced program of individual planning, collaborative classroom instruction, and drop-out prevention and responsive services and supports consistent with the results of school data, identified student needs, and parent feedback.
- **Comprehensive School Counseling Program Training:** Regular participation of all team members in USBE-sponsored Comprehensive K-12 School Counseling Program trainings. This includes the College and Career Readiness Certificate consistent with Utah State Code 53F-5-204, and Utah State Board of Education Board Rule R277-921, and participation in School Counseling Updates and Essentials trainings.
- **School Counseling Program Evaluation:** A school counseling program annually evaluates program implementation and effectiveness to meet accountability requirements.
- **Law Alignment:** A comprehensive school counseling program aligns with key provisions of federal and state law and LEA policies related to program implementation, including working within the parameters of licensure and data privacy.