

EDUCATION PLANNING: SEP, SEOP AND FEP

WHEREAS, The Comprehensive Counseling and Guidance Program (CCGP) of the State Office of Education, adopted in 2008, includes as one of its four components “Individual Student Planning”, defined by the State Board of Education and the Utah State Legislature as the “Student Education Plan”, or SEP, for the elementary school level, and the “Student Education/Occupation plan”, or SEOP, for junior high/middle school and high school students¹; and

WHEREAS, The SEP and SEOP processes and conferences are a “best practices” strategy for including parents or guardians in individual student planning²; and

WHEREAS, The CCGP calls for annual meetings with students, counselors and parents to “review goals resulting from individual appraisal and advisement” and to revise these goals “as necessary to be consistent with current data and student and parent goals”³; and

WHEREAS, The CCGP calls for “School counselors (to) conduct workshops and informational sessions for parents or guardians to address the needs of the school community and to reflect the student school guidance curriculum”¹; and

WHEREAS, Utah PTA has a “Family Education Plan” (FEP) designed to connect the family to the Student Education Plan and Student Education/Occupation Plan, as well as provide a complete framework that

- 1) makes education planning part of the early childhood years,
- 2) provides a seamless transition between school and their guidance programs, and
- 3) prepares students to assume control of their education plans in their post-high school ventures⁴; now, therefore, be it

Resolved, That Utah PTA provide training to local PTA leaders and parents on how to use the Family Education Plan; and be it further

Resolved, That Utah PTA seek community partners to enhance the effectiveness of the FEP and work with them to provide resources to broaden its availability, application and relevance; and be it further

Resolved, That Utah PTA and its constituent bodies work to fully implement the use of quality SEPs in its elementary schools and quality SEOPs in its junior high/middle schools and high schools.

Documentation:

¹Utah State Office of Education. *Utah Model for Comprehensive Counseling and Guidance Program*, page 49. Adapted from: American School Counselor Association (2005). *The ASCA National Model: A Framework for School Counseling Programs*, Second Edition. Alexandria, VA: Author. <http://www.schools.utah.gov/cte/documents/guidance/model/UtahModel.pdf>.

²Brown, Duane. “Improving Academic Achievement: What School Counselors Can Do.” <http://www.counseling.org/resources/library/ERIC%20Digests/99-05.pdf>.

³Utah Office of Education. Op. Cit. page 50.

(This resolution updates and replaces EDU 1989-2 and EDU 1995-4. Related resolutions are: EDU 1990-7 Trained Adult Professionals [which includes counselors, psychologists, and social workers] and EDU 2000-1 Elementary Counseling and Guidance Programs).