

# SUCCESS

School Building/District Name: \_\_\_\_\_

Administrator: \_\_\_\_\_

Person in charge of the Comprehensive Guidance Program: \_\_\_\_\_

## 1. **Administrator Statement Content:**

### **Provide/Describe**

- Assurance and verification that guidance is seen as an integral part of the educational program.
- How the comprehensive guidance program contributes to and is a part of the Comprehensive School Improvement Plan (CSIP) of the district.
- A statement of continuing support for full implementation of the comprehensive guidance program in the building/district.
- Assurance that school board policy supports the full implementation of a comprehensive guidance program.

## 2. **Program Overview Content:**

### **Provide/Describe**

- How the content (**Academic, Career, and Personal/Social Development**) of the comprehensive guidance program is implemented within the building/district.
- How the organizational framework of the comprehensive guidance program is implemented within the building/district.
- How resources are allocated for implementation of the comprehensive guidance program within the building/district.
- Appropriate certification of counselors for their current level of practice.

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### **3. Curriculum Content: Provide/Describe**

- The makeup of current comprehensive guidance curriculum (i.e. standards and grade level expectations on which the curriculum is focused and the degree of articulation between grade levels).
- How priorities are established for comprehensive guidance curriculum Grade Level Expectations (GLEs).
- How comprehensive guidance program curriculum is evaluated and revised
- How the comprehensive guidance program curriculum reflects the mission/vision of the building/district and the characteristics of the community.

### **4. Individual Planning Content: Provide/Describe**

- How career paths and career clusters at elementary, junior high/middle school, and high school are utilized.
- How the Individual planning process is implemented to assist students in developing 4-6 year Personal Plans of Study that are formalized no later than the end of the eighth grade year.
- What provisions are in place for review on a regular basis.
- How students and parents/guardians receive appropriate information about requirements at subsequent levels in the students' education.
- The extent of knowledge and ownership of Personal Plans of Study by students. **(FOR HIGH SCHOOL ONLY)**

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## 5. Responsive Services Content:

### Provide/Describe

- What types of counseling services are available to all students experiencing problems with their personal/social, academic or career development and how they are accessed.
- Referral services including referral and follow-up procedures that are available to students and their parents/guardians, who are experiencing problems that might be interfering with the student's healthy academic, career, and/or personal/social development.
- How Students, teachers, and parents/guardians are encouraged to make use of identified referral sources as is appropriate.
- How Professional school counselors collaborate with other school personnel to systematically identify students at risk and implement strategies to decrease their level of risk.
- The role of the counselor in activities involving building/district crisis management plans.
- Assurance that guidance personnel follow appropriate local, state and federal laws and procedures to ensure confidentiality of **all** student records.

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## 6. System Support content: Provide/Describe

- How Professional school guidance and counseling services are supported.
- How Professional school counselors promote the comprehensive school guidance program to various segments of the community (e.g., businesses).
- Examples of appropriate professional development activities and appropriate committees within the district in which Professional school counselors participate.
- How Professional School Counselors spend their time (Summary of Time/Task Analysis).
- How Professional school counselors participate in fair-share responsibilities.
- How an evaluation of the Comprehensive Guidance Program is conducted using the “Program + Personnel = Results.
- How non-guidance duties that interfere with full implementation have been reduced or eliminated.

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## **7. Program Impact Content: Provide/Describe**

- Information on the activities, programs, or modifications your comprehensive guidance program has implemented that have made a positive difference at your school on relevant student outcomes such as achievement, attendance, and behavior.
- No more than two graphs are included, accompanied by an explanation for each, connecting counselor intervention to the results shown.

## **8. Program Improvement Content: Provide/Describe**

- The process for program evaluation.
- Areas selected for improvement.
- How improvement will be accomplished.