

MSIP 5 Checklist

Process Standard I-6

Missouri Comprehensive Guidance and Counseling Program

The critical components of The Missouri Comprehensive Guidance and Counseling Program are defined in the MSIP 5 I-6 Process Standard & Indicators and detailed in this checklist. Meeting these criteria will ensure that districts and buildings meet MSIP 5 standards. Effective implementation of these components will produce a quality guidance and counseling program.

The six MSIP 5 Process Standards have been collapsed into 5 criteria on this checklist as Indicator Three regarding the regular review and revision of the guidance curriculum is embedded in Standard two on this checklist.

The purpose of this Checklist is to provide a straightforward list of program expectations. Checking the Yes box means only that the component of the Comprehensive Guidance and Counseling Program is present. In order to determine the degree of implementation of the components, The Internal Improvement Review (IIR) should be completed.

MSIP 5 defines a Comprehensive Guidance and Counseling Program as being fully implemented when:

Guidance and Counseling is an Essential and Fully Integrated Part of the Instructional Program

When this standard is achieved, the ultimate purpose of helping students fully address their personal/social, academic, and personal needs and overcoming their barriers to learning can be better realized.

Yes No **I A District-Wide Comprehensive Guidance and Counseling Program has been developed and is fully implemented in every building consistent with the Missouri Comprehensive Guidance and Counseling Framework.**

- Yes No 1. The Comprehensive Guidance Program (CGP) is specifically addressed in the district's CSIP goals
- Yes No 2. CGP program goals are aligned with the CSIP and student performance data
- Yes No 3. Learner outcomes are identified and addressed K-12
- Yes No 4. The Comprehensive Evaluation Plan assesses the impact of the CGP on MSIP Performance Standards and school/district improvement goals through the evaluation of:
 - Program (Internal Improvement Review-IIR)
 - Personnel (Performance Based Professional School Counselor Evaluation-PBPSCE)
 - Results (Partnerships for Results Based Evaluation-PRoBE)
- Yes No 5. The Comprehensive Guidance and Counseling Program Manual contains:
 - Yes No A. School Board Policy addressing Comprehensive Guidance and Counseling
 - Yes No B. Program Content:
 - Academic Development
 - Career Development
 - Personal/Social Development
 - Yes No C. Structural Components:
 - Definition/Philosophy
 - Facilities
 - Resources
 - Advisory Committee
 - Budget
 - Job Descriptions
 - Staffing Patterns
 - Yes No D. Program Components:
 - Curriculum
 - Individual Planning
 - Responsive Services
 - System Support
 - Yes No E. Comprehensive Evaluation Plan based on Program + Personnel = Results
 - Yes No F. Guidance and Counseling Program Improvement Plan

Required Documentation:

- School Board Policy addressing Comprehensive Guidance and Counseling
- School/District CSIP Plan containing guidance goals
- Guidance Program Manual includes
 - Annual program goals
 - Structural Components: Facilities, Resources, Advisory Committee, Budget
 - Program Components: Curriculum, Responsive Services, Individual Planning, System Support
 - Comprehensive Evaluation Plan based on Program + Personnel = Results
- Job Descriptions

I - Observations and Actions:

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Yes No **II The K-12 Guidance Curriculum is in place and integrated into the regular curriculum where appropriate. It is systematically reviewed and revised as part of the district's evaluation plan.**

Yes No 1. The guidance curriculum is articulated and implemented K-12

Yes No 2. The guidance curriculum is systematically reviewed and revised according to the district's curriculum review calendar

Yes No 3. Modifications to the guidance curriculum are made continuously, based upon guidance planning (needs assessment) data obtained from students, parents, and teachers

Yes No 4. Guidance planning data (needs assessment) are collected on a regular schedule

Yes No 5. Counselors in the school/district use the written guidance curriculum in promoting academic, personal/social and career development

Yes No 6. Instructional activities and resources to help implement the guidance curriculum are provided

Yes No 7. Administrators/supervisors monitor the implementation of the guidance curriculum

Required Documentation:

- Guidance Curriculum based on GLE's, including learner outcomes, scope and sequence
- Curriculum Planning Needs Assessment Summary and other relevant data noting any changes made as a result of the assessment
- Sample lesson plans
- Master Guidance and Counseling Calendar indicating dates of curriculum delivery

II -Observations and Actions:

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Yes No **III All students, beginning no later than 7th grade participate in an individual planning process designed to assist in successful transition to college, technical school, the military or the workforce.**

Yes No 1. There is a systematic process in place that assists students in developing their Personal Plan of Study

Yes No 2. The individual planning system includes:

- Assessment activities
- Advisement activities
- Identification of long and short-range educational/career goals based on career paths and clusters
- Assistance in pursuing post-secondary educational or career training
- Collaboration with parents/guardians
- A Personal Plan of Study that is initiated no later than grade eight with review and revision at least annually

Yes No 3. The school's/district's guidance program ensures that each student's Personal Plan of Study is:

- Rigorous – requires challenging classes and experiences
- Relevant – based on personal assessments and goals
 - organized around a career path and/or cluster
- Preferably developed through the use of Missouri Connections

Yes No 4. Necessary forms and procedures for the Individual Planning process are provided

Yes No 5. A system is in place to ensure that parents are actively involved

Required Documentation:

- Master calendar of career/educational guidance activities
- List of career and educational resources available for students
- Samples of completed Personal Plans of Study including evidence of review
- Evidence of Parental Involvement
- Documentation of Missouri Connections use

III - Observations and Actions:

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Yes No **IV All students have access to responsive services that assist them addressing issues and concerns that may affect their academic, career, and personal/social development.**

Yes No 1. Students are assisted in addressing issues and concerns that affect their personal/social, academic and career development

Yes No 2. Counselors utilize a wide range of resources and strategies in assisting students with issues concerning personal/social, academic and career development

Yes No 3. Counselors, teachers and parents consult with each other to assist students concerning personal/social, academic and career development issues

Yes No 4. District/building Guidance and Counseling department has written guidelines describing its student crisis management/response plans

Yes No 5. District/building Guidance and Counseling Department has written guidelines describing its referral process to internal and outside services

Documentation:

- Resource lists
- Referral forms
- Written policy and/or guidelines for referral to internal and outside services
- Crisis Management Plans

IV - Observations and Actions:

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Yes No **V System Support and management activities are in place to ensure full implementation, evaluation, and continued improvement of the district's comprehensive guidance and counseling program.**

Yes No 1. The school's/district's comprehensive Guidance and Counseling Program is routinely evaluated in order to identify both strengths and areas in need of improvement

Yes No 2. Action Plans for Improvement are developed, implemented, reviewed and revised annually

Yes No 3. Counselors are involved in the development and implementation of district/building crisis plans

Yes No 4. Counselor time is utilized to the fullest extent possible for program implementation activities as determined and documented by the time-task analysis

Yes No 5. Guidance and Counseling personnel participate in professional and staff development activities

Yes No 6. Guidance and Counseling personnel interact with other people and programs in the school and with community business, agencies, and institutions

Yes No 7. A calendar for each building level guidance and counseling program is developed and shared that documents the month/week/days that guidance and counseling activities are carried out

Yes No 8. A district-wide guidance and counseling program master calendar is developed to monitor district implementation of the guidance and counseling program

Documentation:

- Comprehensive Guidance and Counseling Program Evaluation Documentation:
 - IIR results with Action Plan
 - Counselor Evaluation Instrument
 - Samples of Results Data (PRoBE Projects)
- District/School Master Guidance and Counseling Calendar
- Time/Task Analysis Summary
- Minutes of Advisory Committee Meetings
- District/building Crisis Plans

V - Observations and Actions:
