

MSIP 5 Checklist

Process Standard I-6

Missouri Comprehensive School Counseling Program

The critical components of The Missouri Comprehensive School 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 school 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 school counseling 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 School 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 School Counseling Program as being fully implemented when:

School 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 social/emotional, academic, and career development needs and overcoming their barriers to learning can be better realized.

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

- Yes No 1. The Comprehensive School Counseling Program 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 now called Action Research)
- Yes No 5. The Comprehensive School Counseling Program Manual contains:
 - Yes No A. School Board Policy addressing Comprehensive School Counseling
 - Yes No B. Program Content:
 - Academic Development
 - Career Development
 - Social/Emotional Development
 - Yes No C. Structural Components:
 - Definition/Philosophy
 - Facilities
 - Resources
 - Budget
 - Advisory Committee
 - 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. School Counseling Program Improvement Plan

Required Documentation:

- School Board Policy addressing Comprehensive School Counseling
- School/District CSIP Plan containing school counseling goals
- School Counseling 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 School Counseling 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 school counseling curriculum is articulated and implemented K-12

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

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

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

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

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

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

Required Documentation:

- School Counseling 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 School 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 school counseling 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 school counseling 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 social/emotional development.**

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

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

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

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

Yes No 5. District/building School 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 school counseling program.**

Yes No 1. The school's/district's comprehensive School 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. School Counseling personnel participate in professional and staff development activities

Yes No 6. School 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 school counseling program is developed and shared that documents the month/week/days that school counseling activities are carried out

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

Documentation:

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

V - Observations and Actions:
