

Evaluation Criteria Counseling (Guidance) Program – January 2023

Goal- The guidance curriculum will address the students' needs in the areas of career planning and exploration, knowledge of self and others, and educational and career development. Responsive services will be provided, including individual and small group counseling, crisis counseling and referral to appropriate agencies. The high school counselor will work with students to secure college scholarships and financial aid.

Evaluation The Board will evaluate the district's guidance program annually to determine if the guidance goal is being met.

Evaluation Criteria

1. Does the guidance curriculum address career planning and exploration, knowledge of self and others, and educational and career development?

Yes. The Missouri Comprehensive School Counseling Curriculum includes career planning and exploration, knowledge of self and others, and educational and career development. It is designed to developmentally match every grade level and includes Grade Level Expectations (GLE's) like other content-specific K-12 subjects. Counselors use GLE's to guide their classroom lessons.

2. Is the curriculum articulated through all grade levels?

Yes. The curriculum is presented by all counselors throughout the district to each grade level. In the elementary school, students have counseling twice a month for school-wide SOAR time. In the fall semester (2022), additional extra lessons have been scheduled based on communicated grade-level needs. In the Middle School, the counselors provide SEL curriculum and work with teachers to deliver Counseling Curriculum during the Advisory course (3x/week). In the High School, the counselors schedule times with teachers to articulate the curriculum (usually inside a Core Classroom). We also use Google Classrooms to communicate with students both

in-person and virtually.

3. Are competencies to be addressed through the guidance curriculum/program identified and prioritized based on current needs assessment data?

Yes. Every three to four years a large-scale needs assessment is given to students, parents, and staff. This data is used to develop, plan, prioritize, and implement counseling curriculum and program focus. In addition, curriculum is adjusted and improved each year, and can be modified if there is a more immediate identified need.

The American School Counseling Association recently updated the code of ethics that addresses the use of needs assessments and surveys. As school counselors, we must adhere to the Protection of Pupil Rights Amendment when using universal screeners, surveys or needs assessments by informing parents/guardians prior to their use in accordance with school district policies and local, state and federal law.

4. Do counselors spend an appropriate amount of time on curriculum activities?

According to the Time/Task Analysis of DESE's Internal Improvement Review (IIR), in the Fall of 2022 the Elementary School is below the recommended percentage range for curriculum activities (Actual 20%; Recommended 35-45%). For the 2021-22 school year, the Elementary was below the recommended amount with an actual of 19.19%; recommended 35-45%. The Middle School has steadily increased and is in the recommended percentage range for curriculum activities (average of 31% during the 21-22 school year; 23% for fall 2022: Recommended 25-35%). The High School was just slightly below recommended range in curriculum this fall due to changes in staff, but has plans to recover back into normal range in the Spring 2023. We are developing new lessons and curriculum to benefit our students. The SOS training and SA training is also part of the HS guidance curriculum as well.

5. Do activities and procedures at all levels provide a comprehensive program of career awareness and exploration?

Yes. The counselors in the district follow the Missouri Comprehensive School Counseling Curriculum, which includes a comprehensive program of career awareness and exploration. The website Missouri Connections, a free career exploration tool, is used often at appropriate educational levels. Each building sponsors a yearly career day. College Fairs are also able to be attended. RootED Advisor has been hired to help Senior students work on next steps after high school. Finally, students begin (and modify yearly) an Individualized Academic and Career Plan (ICAP). This will be an important aspect of MSIP-6.

6. Beginning in middle school, is there a system in place to provide assistance to students, in collaboration with parents/guardians, to develop educational and career plans?

Yes. The Middle School counselors facilitate the ICAP in eighth grade, in which students develop their educational and career plans. The counselors and teachers at the high school continue to refine and define those educational and career plans throughout their high school experience. Parents at the Middle School and High School sign their student's course schedules.

7. Is educational and vocational information readily available to students?

Yes. The High School counselors have a bulletin board with current information on scholarships, vocational training, and colleges. This school year we had college recruiters and military recruiters inside the building meeting with small groups of students. They present college, military, and financial aid information to students and their parents during classroom and evening presentations. Scholarship information is also posted on the district website under HS Guidance. This is updated yearly with the help of Mrs. Kendra Jones in the office. We also provide a list of top jobs in need of employees in the state of Missouri. This list is posted on Google Classroom as well as in multiple places throughout the high school. Students are

first introduced to Missouri Connections in Elementary School.

8. Are individual and small group counseling, crisis counseling, and referral services provided to students?

Yes. These types of Tasks fall under Responsive Services (RS) of the Comprehensive Counseling Program. According to the Time/Task Analysis portion of the IIR, RS in the district is implemented at 100%. In addition, the district counselors have developed a resource manual and pamphlet to be given to those students and/or parents in need of referral services. We are greatly appreciative of the partnership with Country Crossroads Counseling. The opportunity to provide this additional service to our students is invaluable.

9. Is consultation provided to teachers, administrators and parents or guardians regarding the individual student's academic progress and personal and social concerns?

Previous teacher and parent surveys convey that counselors in our district provide consultation regarding individual student's academic progress and personal and social concerns. Counselors regularly meet with staff to discuss students' personal, social, academic, and behavioral needs. Counselors are available to any parent, as needed. Counselors often have regular contact with parents of high needs students or crisis situations. Counselors also regularly meet with administration concerning student needs. Our district social worker, Andie Smith, regularly attends care team meetings at the elementary school level. Teachers and administrators are also in attendance at these meetings, used to discuss individual student's academic progress and personal and social concerns. Mrs. Smith communicates with counselors and parents on a regular basis.

10. Has the Board adopted a written, district-wide counseling (guidance) plan?

Yes. The Board has adopted the Missouri Comprehensive Counseling Program as our district-wide counseling plan. The state of Missouri is known to have one of the best developed comprehensive counseling programs in the United States. It is also

modeled after the American Counseling Association standards and guidelines.

11. Are students able to obtain appropriate college scholarships and financial aid?

Yes. Local, state, and national scholarships are posted on the high school counseling website under "HS Guidance." Ms. Kackley & Mrs. Brittany Smith meet with senior parents and assist them with filling out the FAFSA as needed. Ms. Kackley will be doing a classroom presentation in January on scholarships to seniors in English classrooms. A local scholarship committee selects recipients from a pool of senior candidates who have submitted scholarship applications.

12. Does the guidance budget provide for adequate resources to implement the curriculum and programs?

No, we have added a counselor overall and could use some additional funding for professional development at the upper levels. An additional \$250 per building at the high school and middle school level would help meet this need.

13. Is there an advisory committee, composed of school and community members, to review the guidance programs' activities?

No, there is not an operating advisory committee at this time.

14. Is there a follow-up of graduates?

Yes. Phone calls are made to each student regarding their status 6 months after graduation. This is done every year by High School Counselors, and this year our RootED Advisor. It was done by the MOSIS coordinator in the past.

15. Is there an exit procedure for students leaving the district?

There is an exit procedure for students leaving the district at all levels. At the Elementary and Middle school levels, parents simply

withdraw their child from school and a request for records from the new school is faxed to our school. When the request for records is received, the student is officially withdrawn from enrollment.

At the High school level, students and parents must fill out a “Withdrawal Form” and pay all outstanding fees before transferring out of the district. A request for records from the new school is faxed to our school. When the request is received, the student is officially withdrawn from enrollment. Additionally, counselors at the high school level meet individually with each senior to continue advising them on after-graduation career/vocational plans. This is done in the Fall. Every senior also participates in an exit survey that gives counselors feedback on the effectiveness of the school counseling program as well as the students’ plans for the future.

Finally, in relation, students who stop coming to school for a period of time for unknown reasons, or for whom we don’t receive a records request or homeschooling form, are hotlined and a juvenile referral report is made.

16. How are we trying to improve High School ACT scores?

An ACT Workshop is administered the Saturday before each ACT test. Students are introduced to each ACT subtest and practice tests and test-taking strategies are provided at the workshops. In order to promote more students taking the ACT, a district-wide ACT Reimbursement Policy has been created.