Part 1: The Community

I. DESCRIPTIVE DATA
   A. Brief History
   B. Geography
   C. Population
   D. Type of Community
      1. Value of property
      2. Religious make-up
      3. Minority and ethnic groups
      4. Socio-economic make-up
   E. Unique Characteristics

II. OCCUPATIONAL AND INDUSTRIAL DATA
   A. Type of Industry
      1. Educational requirements for employment
      2. Role of unions
   B. Employment rates
   C. Occupational Classification
   D. Training Programs

III. POWER STRUCTURE
   A. Financial
   B. Political and Governmental
   C. Educational
   D. Religious
   E. Underlying Authority

IV. SERVICES
   A. Related Educational and Psychological
   B. Municipal
      1. Health
      2. Welfare
      3. Protective
      4. Recreation
   C. Organizations
   D. Mass Communications and Media

V. ATTITUDES AND VALUES
   A. Toward Education
   B. Toward Particular Schools
   C. Toward Crimes and Morality
   D. Concerning Social Strata
Part 2: The School

I. PHILOSOPHY

II. ORGANIZATION (possibly a chart showing lines of responsibility)

III. POLICY
   A. Rules and regulations
      1. District-wide
      2. In your particular school
      3. Policy on evaluation, marking promotion

IV. STAFF
   A. Training, degrees, certification
   B. Responsibilities of-pertaining to guidance
   C. Turnover rate
   D. Communications between staff members
   E. Professional organizations and participation in
   F. In-service training opportunities
   G. Salary schedule and counselor's place on schedule
   H. Unique characteristics (i.e. life-long residents of town, on staff, etc.)

V. STUDENTS (Type of Student)
   A. Socio-economic level
   B. Percentage of college bound terminal high school, etc.
   C. Any changes in type of student population in recent years
   D. Any unique characteristics

VI. FACILITIES (Physical)
   A. Equipment
   B. Building

VII. CURRICULUM
   A. Course offerings
   B. Programs of study
   C. e.g. co-op work-study programs, vocational training
   D. How curriculum established - role of counselor

VIII. COMMUNITY LINKAGE
   A. PTA
   B. Newsletter, bulletins
   C. Student handbooks
   D. Career days
   E. Referral agencies
   F. Community use of school for recreation, i.e. scouts, gym facilities
IX. SERVICES OFFERED BY THE SCHOOLS
   A. Recreational
   B. Adult education, adult counseling
   C. Automated recordkeeping
   D. Placement
   E. Other PPS services - psychological, social work, dental, medical, testing, etc.

Part 3: Counseling and Guidance Services

I. PHILOSOPHY
   A. Is there a written philosophy?
   B. If so, what is it?

II. FACILITIES
   A. Physical plan for counseling
   B. Location of the counseling office
   C. Major equipment
   D. Materials and resources
   E. Budget

III. ADMINISTRATIVE LEADERSHIP
   A. Chain of command in relation to counseling services
   B. View and values of administrators toward guidance

IV. STAFF
   A. Total counseling staff
   B. Support staff (secretaries, etc.)
   C. Spirit of staff
   D. Communication among staff
   E. Philosophy of the staff
   F. Training, degrees, certification

V. PRINCIPLE FUNCTIONS
   A. Individual job description
   B. Overall guidance functions in the system - see handbook
   C. Predominate activities of guidance personnel
   D. Theoretical approaches of counselor(s)

VI. OVERALL EVALUATION
   A. Methods used to evaluate the program
   B. Administrative evaluation of counselors
   C. Means for assessing guidance priorities