

VALLEY CENTRAL HIGH SCHOOL GUIDANCE PLAN

*As aligned with New York State Commissioners regulations and
the standards of the American School Counselor Association*

Revised June 2019

Valley Central School District

Board of Education

District Goals (2017-2022)

Goal #1: **Increase Student Achievement** – Foster college and career readiness and life-long learning. Foster a diverse and inclusive culture. Educate the whole child in an engaging environment which promotes student-centered learning.

Goal #2: **Attract and Retain a Knowledgeable and Dedicated Staff**—Build a collaborative learning community that nourishes and empowers a staff that creates a culture for innovation, creativity and growth. Have a district in which all stakeholders are trusted, valued and supported. Offer opportunities to develop a highly trained and diverse staff.

Goal #3: **Serve as the Cornerstone of the Community**- Establish partnerships based on open communication, trust and collaboration with the community.

Goal #4: **Maintain and Improve the Facilities to Support Goals 1-3** – Provide healthy, safe, attractive and state-of-the-art facilities.

Valley Central School District Guidance Plan

Objectives

The mission of the Valley Central School Counseling Program is to empower all students to learn and achieve at their highest potential. The comprehensive school guidance plan fosters the academic, career and personal/social development of all students. School counselors advocate for students; provide counseling; and consult/coordinate with parents, teachers, administrators and community members to ensure students are life-long learners and productive members of society. The counseling program is data driven, results based and aligned with the American School Counselors Association national standards.

Guidance Plan Description

The Valley Central School District is pleased to offer a comprehensive guidance plan in compliance with Commissioner's regulations part 100: Elementary and Secondary Education School Program, Section 100.2 General School Requirements, as well as those associated New York State Board of Regents requirements. Additionally, the Valley Central School District is committed to following research-based ideals as fostered by the American School Counselor Association.

A comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career and personal/social development, promote and enhance the learning process for all students. The ASCA National Model:

- ensures equitable access to a rigorous education for all students
- identifies the knowledge and skills all students will acquire as a result of the K-12 comprehensive school counseling program
- is delivered to all students in a systematic fashion
- is based on data-driven decision making
- is provided by a state-credentialed school counselor

Effective school counseling programs are a collaborative effort between the school counselor, parents and other educators to create an environment that promotes student achievement. Staff and school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process. (ASCA National Model Executive Summary 2007).

Valley Central School District Guidance Plan

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Hqewu - To establish program focus, school counselors identify personal beliefs that address how all students benefit from the school counseling program. This creates a vision statement defining what the future will look like in terms of student outcomes

Uwf gpv'Eqo r gvpelgu - Effective school counseling programs develop their plan around three domains: academic, college/career and social/emotional development. School counselors also consider how other student standards important to state and district initiatives complement and inform their school counseling program.

Rt qhgukpcnEqo r gvpelgu - The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession. The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism.

O cpci go gpv'

School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of school's needs. Assessments include:

School counselor competency and school counseling program assessments to self-evaluate areas of strength and improvement for individual skills and program activities

Use-of-time assessment to determine the amount of time spent toward the recommended 80 percent or more of the school counselor's time to direct and indirect services with students

Annual agreements developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished

Advisory councils made up of students, parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results

Use of data to measure the results of the program as well as to promote systemic change within the school system so every student graduates college and career-ready

Curriculum, small-group and closing-the-gap action plans including developmental, prevention and intervention activities and services that measure the desired student competencies and the impact on achievement, behavior and attendance

Annual and weekly calendars to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program

Fig 1

School counselors provide services to students, parents, school staff and the community in the following areas:

Core Curriculum – this includes the school counseling core curriculum which helps students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. Individual student planning is also initiated to assist students establishing personal goals and developing future plans. Finally, responsive services are activities designed to meet student’s immediate needs or concerns.

Collaborative Services – these services are provided on behalf of students as a result of the school counselors interactions with others including outside agency referrals, consultation and collaboration with parents, teachers and other organizations.

Fig 2

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students.



Fig 3

The Valley Central School Guidance curriculum and delivery is aligned with the following national standards. Each standard also reflects competencies and indicators that serve as benchmarks for effectiveness and performance.

F qo clp''	CUEC'P cvlqpcnUcpcf ctf u''Uwf gpv'Qweqo gu''	
Cecf go le''	A	Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan
	B	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college
	C	Students will understand the relationship of academics to the world of work and to life at home and in the community
Ect ggt''	A	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions
	B	Students will employ strategies to achieve future career goals with success and satisfaction
	C	Students will understand the relationship between personal qualities, education, training, and the world of work
Rgt uqpcnUqelcn'	A	Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others
	B	Students will make decisions, set goals and take necessary action to achieve goals
	C	Students will understand safety and survival skills

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Cecf go le'F qo clp

Ucpcf ctf 'C<'Uwf gpv'y kn'ces vlt g'vj g'c'vkwf gu'hpqy rgi g'c'pf 'unkn'vj cv'eqpvt kdwwg'vq' ghhge'v'g'lgct plpi 'lp'lej qqnc'pf 'cet qui'vj g'f'htg'ur cp0''

C<C3'Kō r t qxg'Cecf go le'Ugn/eqpegr v''

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes and behaviors that lead to successful learning

C<C4'Ces vlt g'Unkn'ht'Kō r t qxlp' Nget plpi ''

A:A2.1 Apply time-management and task-management skills

A:A2.2 Demonstrate how effort and persistence positively affect learning

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A2.4 Apply knowledge and learning styles to positively influence school performance

C<C5'Cej lqyg'Uej qqriUweegui''

A:A3.1 Take responsibility for their actions

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A:A3.3 Develop a broad range of interests and abilities

A:A3.4 Demonstrate dependability, productivity and initiative

A:A3.5 Share knowledge

Ucpcf ctf 'D<Uwf gpw'y knlqo r nvg'tej qqriy kj 'vj g'becf go ke'rt gr ct cvkp 'guqpvkri'q'' ej qqug'ht qo 'e'y kf g't cpi g'qhtwducpvkri' quv/ugeqpf ct { 'qr vkpu 'kpenf kpi 'eqngi g0'

C<D3'ko rt qyg'Ngct plpi ''

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.2 Learn and apply critical-thinking skills

A:B1.3 Apply the study skills necessary for academic success at each level

A:B1.4 Seek information and support from faculty, staff, family and peers

A:B1.5 Organize and apply academic information from a variety of sources

A:B1.6 Use knowledge of learning styles to positively influence school performance

A:B1.7 Become a self-directed and independent learner

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C<D4'Rcp'vq'Cej lqyg'I qcm''

A:B2.1 Establish challenging academic goals in elementary, middle/ jr. high and high school

A:B2.2 Use assessment results in educational planning

A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.4 Apply knowledge of aptitudes and interests to goal setting

A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.6 Understand the relationship between classroom performance and success in school

A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

UVCPF CTF 'E<Uwf gpw'y kn'w'pf gt uc'pf 'vj g't g'v'k'p'uj k' 'q'h'c'ec'f go leu'v'q'v'j g'y q't'f 'q'h' y q't'nl'c'p'f 'v'q'h'g'c'v'j q'o g'c'p'f 'k'p'v'j g'e'q'o o w'p'k'f 0'

C<E3'T g'v'g'U'ej q'q'v'q'N'h'g'G'z'r g't'g'p'eg'u''

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life

A:C1.2 Seek co-curricular and community experiences to enhance the school experience

A:C1.3 Understand the relationship between learning and work

A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals

A:C1.5 Understand that school success is the preparation to make the transition from student to community member

A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Ect ggt 'F qo c'k'p

U'c'p'f c't'f 'C<U'w'f g'p'w'y k'n'c'es w'k'g'v'j g'v'k'n'm'v'q'k'p'x'g'u'k'i c'v'g'v'j g'y q't'f 'q'h'y q't'nl'k'p't' g'v'k'q'p'v'q'' n'p'q'y r'g'f i g'q'h'g'c'h'c'p'f 'v'q'b c'n'g'l'p'h'q't'o g'f 'e'c't g'g't 'f g'e'l'k'q'p'u'0'

E<C3'F g'x'g'u'r 'E'c't g'g't 'C'y c't'g'p'g'u'i''

C:A1.1 Develop skills to locate, evaluate and interpret career information

C:A1.2 Learn about the variety of traditional and nontraditional occupations

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.4 Learn how to interact and work cooperatively in teams

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

C:A1.8 Pursue and develop competency in areas of interest

C:A1.9 Develop hobbies and vocational interests

C:A1.10 Balance between work and leisure time

E<C4'F gxnqr 'Go r nq{ o gpv'T gcf kpgur''

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills

C:A2.2 Apply job readiness skills to seek employment opportunities

C:A2.3 Demonstrate knowledge about the changing workplace

C:A2.4 Learn about the rights and responsibilities of employers and employees

C:A2.5 Learn to respect individual uniqueness in the workplace

C:A2.6 Learn how to write a résumé

C:A2.7 Develop a positive attitude toward work and learning

C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

C:A2.9 Utilize time- and task-management skills''

Ucpcf ctf 'D<Uwf gpw'ý knlgo r nq{ 'lnt cvgi kgu'vq'cej kxg'hwwt g'ect ggt 'i qcn'ý kj 'lweegur' cpf 'lcvkucvkap0'

E<D3'Ces wlt g'Ect ggt 'kphqt o cvkap''

C:B1.1 Apply decision-making skills to career planning, course selection and career transition

C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice

C:B1.3 Demonstrate knowledge of the career-planning process

C:B1.4 Know the various ways in which occupations can be classified

C:B1.5 Use research and information resources to obtain career information

C:B1.6 Learn to use the Internet to access career-planning information

C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice

C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

E<D4'K gpvhl 'Ect ggt 'I qcm''



University at Albany College Tour 4/15/15

**Uwepf ct f 'C<Uwf gpwly knbes wlt g'vj g'hpqy rnf i g.'c'wkwf gu'c'pf 'k'pvt r gt uqpcrlunkm'vq'j gr ''
vj go 'w'pf gt uwepf 'c'pf 't gur gev'ugth'c'pf 'hvj gt u0'**

RU-C3'Ces wlt g'Ugr/npqy rnf i g''

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

PS:A1.12 Identify and recognize changing family roles

RU-C4' Ces wlt g' Kpvt r gt uqpcn Unkm'

- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

Ucpcf ctf 'D<Uwf gpwly knb cng'f geklqpu 'ugv' i qcm' c'pf 'cng' pgeguact { 'bev' qp' 'vq' 'cej' l'xg' i qcm

RU-D3' Ugn/ mpqy ngf i g' Cr r dec' v' qp'

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

Ucpcf ctf 'E<Uwf gpwly knl' w' pf gt uc' pf 'l' ch' g' v' 'c' pf 'l' w' t' x' l' c' n' l' u' n' k' m' 0'

RU-E3' Ces wlt g' Rgt uqpcn Uch' g' v' 'Unkm'

- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events"

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Valley Central School District Guidance Plan



Rensselaer Polytechnic Institute College Tour 4/15/15''

Tcvlqpcrg'hqt'Ego r t gj gpukg'RrcpII qng'qh'vj g'Uej qqrE qwpugmt''

- Utilize counseling theories and techniques to help each student achieve academic, career, and personal/social success
- Analyze, and explore behaviors and attitudes that impact a student's ability to perform successfully in the learning community. School counseling in the 21st century must adapt to meet the ever-changing societal demands, while facilitating student academic, personal/social and career development. School counseling in Valley Central is continually refined through diligent, ongoing evaluation, focused on the constantly evolving needs of students and the greater school community.

To that end, the role of the school counselor has transformed from a service driven model to a data-driven and standards based model. The practices of the transformed school counselor are as follows:

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- Establish a trusting and confidential working relationship with a student or groups of students to help set goals and/or make changes in behavior.
- Focus on problem solving, decision-making, social-emotional development and the personal issues and concerns that impact learning and development.

Eqqt f lpc vqpp' qh' Ugt xlegu''

- Determine the goals of the school counseling program and identify the mechanisms and resources needed to carry out those goals.
- Prioritize, organize, and deliver the components of the program, such as individual or group counseling, classroom guidance lessons, consultation services, career and academic advising, and systemic support.

Ngcf gt uj k'''

- Serve as leaders who are engaged in building system-wide change to ensure the success of every student.
- Help every student gain access to rigorous academic preparation that will lead to greater opportunity and increased academic achievement.
- Promote student success by closing the information, opportunity, and achievement gaps wherever found.
- Collaborate with other professionals in the school to influence system-wide changes and implement school reforms.

Cf xqece{'''

- Ensure that every student's academic, personal/social and career needs are addressed.
- Work proactively with every student to remove obstacles to learning.
- Recognize diversity and advocate for acceptance and tolerance in race, ethnic background, economic status, abilities, and lifestyle choices.

Eqm dqt c vqpp' epf 'Vgco lpi'''

- Encourage genuine collaboration among all school staff to work toward the common goals of equity, access and academic success for every student.
- Work with all stakeholders to support the achievement of every student.
- Build a sense of community within the school by understanding and appreciating the contributions others make in educating all children.

O cpci kpi 'Tguqt egu''

- Use creativity to identify internal and external supports and engage all stakeholders in the implementation of the school counseling program.
- Use time and resources efficiently to serve every student.

F cwc'kphqto gf 'Rt cevek''

- Analyze, and interpret data to identify and respond to student needs.
- Use data to work in tandem with building administrators and faculty to close the achievement gap.
- Monitor student attendance and class performance and devise strategies that will enable every student to achieve academic success.
- Demonstrate how school counseling programs positively impact student achievement and share accountability for school improvement by coordinating resources.

Valley Central School District Guidance Plan



Siena College Tour 4/15/15

Dgpghku'qh'vj g'Ego r t gj gpukg'I wlf cpeg'Rcp''

30 Dgpghku'hqt 'Uwf gpvu''

- Improves academic performance and success in school
- Promotes knowledge for career exploration and development
- Develops decision-making and problem-solving skills
- Assists in acquiring knowledge of self and relating effectively to others
- Broadens knowledge of our changing world
- Increases opportunities for counselor-student interaction
- Increases opportunities for consistent counseling services throughout the school year
- Monitors data to facilitate student improvement

40 Dgpghku'hqt 'Rct gpvu''

- Provides support in advocating for their children's academic, career and personal/social development

- Supports partnerships in their children's learning and career planning
- Increases opportunities for parent-school communication
- Increases knowledge of the assistance and information parents and students can receive from the counselor and school

50 Dgpghsu'hqt 'Cf o lplwt cvqt u''

- Provides developmental and comprehensive guidance program structure with specific content
- Provides a means of evaluating the guidance program and personnel implementing the program
- Enhances the image of the guidance program and school in the community
- Promotes program accountability
- Promotes a program responsive to the student's and school's needs
- Provides a proactive school guidance curriculum addressing the students' needs and enhancing school climate

4. Dgpghsu'hqt 'Vgcej gt u

- Encourages positive, supportive working relationships
- Supports an interdisciplinary team approach to address student needs and core standards and competencies
- Increases the likelihood of academic success
- Supports the learning environment

70 Dgpghsu'hqt 'NqecrDqct f u'qh'Gf wecvlqp''

- Provides an assurance that a quality comprehensive guidance and counseling program is available to all students
- Provides a basis for determining funding allocations
- Provides a rationale based on data for implementing a school counseling program
- Articulates appropriate credentials and staffing ratios

80 Dgpghsu'hqt 'Dwulpguu 'Kpf wum {.'cpf 'Ncdqt ''

- Provides a potential work force with decision-making skills, pre-employment skills and increased worker maturity
- Provides increased opportunity for collaboration among counselors and business, industry and labor communities

- Enhances the role of the counselor as a resource person
- Increases opportunities for business, industry and labor to participate actively in the total school program

90 Dgpgk'u'lt 'Eqwpuglpi 'Rgt uqppgrl"

- Provides a clearly defined role and function
- Increases effectiveness and efficiency in performing counseling functions
- Supports access to every student
- Provides a tool for program management, implementation, and accountability
- Outlines clearly defined responsibilities for specific student standards
- Seeks to eliminate non-school counseling program activities
- Promotes participation on interdisciplinary curriculum teams
- Links schools to community resources for cost-effective provision of specialized services
- Ensures the school counseling program's contribution to the school's mission

Valley Central High School Guidance Plan

Secondary Level Objectives (7-12)

- 1) To provide an annual review of each student's educational progress and career plans with reviews to be conducted with each student individually or with small groups by personnel certified as school counselors.
- 2) Students will research post-secondary options consistent with interests, achievements, aptitude and abilities.
- 3) Help students who exhibit any attendance, academic, behavior or adjustment problems.
- 4) Provide career guidance to students at each grade level so they can secure employment and perform work in a satisfactory manner.
- 5) Be educated on the emotional and physical dangers of substance use and abuse.
- 6) To encourage parental involvement.
- 7) To align with outside agencies to support student youth services and crisis intervention services.

District Level Objectives (K-12)

- 1) To support the successful transition of our students and parents between school buildings.
- 2) Each student and family is provided information, assistance and support that enable their student to develop personalized educational and career goals.
- 3) The social-emotional well-being and academic progress of each child are continually monitored, and appropriate services are initiated as needed.
- 4) The resources of the department are available to individual students, families, classes, grade levels, teachers and administrators.
- 5) Professional development and learning is encouraged and supported in a collaborative environment among our counseling staff.

Guidance Plan Objectives

Grades 6-12

Program Objectives: To provide an annual review of each student's educational progress and career plans with reviews to be conducted with each student individually or with small groups by personnel certified as school counselors

Target Population: Students in grades 6-12

Expected Outcome(s): Students will develop the ability to identify their academic ability and achievement levels. Students will also develop the ability to relate their present academic ability and achievement levels to future educational and career plans.

Annual Assessment: Academic progress, 4 year plan sheet, counselor notes, CSE meetings, report cards, Xello goal setting

Program Description:

Activity	Grade Level	Staff Involved	Frequency	Timing
Student/Counselor Conferences	6-12	Counselors	3	Ongoing
Scheduling Planning Meetings	6-12	Counselors, Teachers	1	Ongoing
CSE Meetings	6-12	Counselors, Teachers, SPED Teachers, School Psychologists	3	Ongoing
Do What You Are Inventory Test	9	Counselors	1	October
Report Card Review	6-12	Counselors	1	Ongoing
Weekly Progress Reports	9-12	Counselors	2	Ongoing
Career Counseling 7 th grade lesson	7	Counselors	1	October
Career Counseling 8 th grade lesson	8	Counselors	1	November
Progress Report Review	6-12	Counselors, School Psychologists	1	Ongoing
Yearly review of Advanced/AP/College Courses	6-12	Counselors, Teachers	1	Spring
College Fair	8-12	Counselors	1	November
504 Meetings	6-12	Counselors, Administrators, School Psychologists	3	Ongoing
Individual Assessments (Cognitive)	6-12	School Psychologist	3	Ongoing
Student Success Skills	6-12	Counselors	1	October

Guidance Plan Objectives

Grades 6-12

Program Objectives: Students will research post-secondary options consistent with interests, achievements, aptitude and abilities

Target Population: Students in grades 6-12

Expected Outcome(s): Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college

Annual Assessment: College admissions rates, student exit surveys, college search data, college rep visits, vocational school visits, military rep visits, employment fair rates

Program Description:

Activity	Grade Level	Staff	Frequency	Duration
Naviance College Search	11-12	Counselors	1	Ongoing
Naviance Class Presentations	11-12	Counselors	1	October - March
College Fair	8-12	Counselors	1	November
Career Visits	9-12	Counselors	2	Ongoing
College Visit	10-11	Counselors	2	April
Military Rep Visits	11-12	Counselors	2	Ongoing
Junior Meetings	11	Counselors	1	March
Senior Meetings	12	Counselors	1	October
Naviance Career Inventory	10-12	Counselors	1	Ongoing
ACCESS-VR Meetings	11-12	Counselors	3	Ongoing
Transition Meetings with SPED students	8,11-12	School Psychologists, Counselors	3	April-June
Exit Summaries with SPED students	12	School Psychologists, Counselors	3	May-June
Xello Interest Inventory	6-8	Counselors	1	October – January
Course Selections	7-11	Counselors	1	December – March
8 th grade transition classroom visits by HS counselors	8	Counselors, Teachers	1	May
Job Shadowing/Internships	7-12	Counselors	1	Ongoing
Destination Day	8	Counselors		June
Career Fair	8	Counselors		November

Guidance Plan Objectives

Grades 6-12

Program Objectives: Help students who exhibit any attendance, academic, behavior or adjustment problems

Target Population: 6-12

Expected Outcome(s): Students will improve and be consistent in their attendance, academics and behavior in the school setting

Annual Assessment: Attendance reports, report cards, discipline referrals

Program Description:

Program Objective	Grade Level	Staff Involved	Frequency	Duration
Home visits for truant students	6-12	Counselors, Attendance teacher	3	Ongoing
Progress report review	6-12	Counselors	1	Each quarter
Report card review	6-12	Counselors	1	Each quarter
Weekly progress reports	9-12	Counselors	2	Ongoing
Child Study Team	6-12	Counselors, SAC, School Psychologists, School Nurse, Administrators	3	Weekly
Attendance review	6-12	Counselors, Attendance teacher	1	Weekly
Freshmen Review	9	Counselors	1	Monthly
Individual Counseling	6-12	Counselors, Psychologists, SACs	3	Ongoing
Telephone calls/Correspondence home	6-12	Counselors, Attendance teacher	2	Ongoing
Parent conferences	6-12	Counselors, teachers, SACs, Psychologists	2	Ongoing
MSST Meetings	6-8	Counselors, Teachers, Administrators, SAC	3	Ongoing
Safe School Ambassadors	6-8	Counselors, Teachers, Administrators, SAC	1	October
Responsible Social Media Presentations	6-8	Counselors	1	October
Referrals to IDT/System of Care/SPARC	6-12	Counselors	3	Ongoing
IEP Counseling	6-8	Counselors, School Psychologist, SAC	3	Ongoing
Referrals to Child Protective Services	6-12	Counselors, SAC's, School Psychologists, School Nurse, SRO	3	Ongoing
Referrals to CSE	6-12	Counselors, School Psychologists	3	Ongoing
Referrals to Alternative Learning Center	6-12	Counselors, School Psychologists	2	Ongoing
Referrals to Viking Academy	8	Counselors	2	Ongoing

Safe Homes Presentations	7-8	SAC	1	Ongoing
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Guidance Plan Objectives

Grades 6-12

Program Objectives: Provide career guidance to students at each grade level so they can secure employment and perform work in a satisfactory manner.

Target Population: 6-12

Expected Outcome(s): Students will be able to match careers to their abilities and interests. Students will have knowledge in various career fields in order to have options for their post-secondary experience

Annual Assessment: Career assessment surveys via Naviance, CTEC interest, Career visit appointments, Xello Career Assessments

Program Description:

Activity	Grade Level	Staff	Frequency	Duration
Career Inventory Assessment Naviance	9-11	Counselors	1	Ongoing
Freshmen Strengths/Weaknesses Inventory	9	Counselors	1	Ongoing
Sophomore Career Cluster Inventory	10	Counselors	1	Ongoing
Junior Career Exploration Inventory	11	Counselors	1	Ongoing
CTEC placements	11-12	Counselors	2	Ongoing
Career Visits	9-12	Counselors	2	Ongoing
Individual counseling sessions	6-12	Counselors	3	Ongoing
Community as School (CAS)	9-12	Counselors	2	Ongoing
Job Shadowing postings	7-12	Counselors	1	Ongoing
Orange County Youth Bureau Internships	9-12	Counselors	2	Summer
Career portfolio	9-12	Counselors	1	Ongoing
Classroom presentations from outside industries	8-12	Counselors	2	Ongoing
Transition Meetings	12	Counselors, School Psychologists	3	Ongoing
Volunteer Opportunities	7-12	Counselors	2	Ongoing
Access to working papers	7-12	Counselors	1	Ongoing
Xello Career and Interest Inventory	6-8	Counselors	1	Ongoing

Guidance Plan Objectives

Grades 6-12

Program Objectives: Be educated on the emotional and physical dangers of substance use and abuse

Target Population: 6-12

Expected Outcome(s): Students will understand safety and healthy lifestyle skills

Annual Assessment: Referrals to student assistance counselor, discipline referrals involving substance abuse, DITEP screenings, ADAC survey

Program Description:

Program	Grade Level	Staff	Frequency	Duration
VASA (Vikings Against Substance Abuse)	9-12	Student Assistance Counselor, Counselors, School Nurse	2	Ongoing
Mock Disaster Drill	12	SGA, Administrators, Counselors, School Nurse, Student Assistance Counselor	1	April
RESTART referrals	6-12	Counselors, SAC's	1	Ongoing
Health class lessons	6-12	Health Teachers	1	Ongoing
Individual counseling sessions	6-12	Counselors, SAC's, School Psychologist	3	Ongoing
Group counseling sessions	6-12	Counselors, SAC's, School Psychologist	3	Ongoing
Red Ribbon Week	6-12	SAC, Counselors	1	October
ADAC Parent Information Night	6-12	SAC, Counselors	1	September
Referrals to SAC, Nurse, SRO	6-12	Counselors	3	Ongoing
Grim Reaper Day	9-12	Counselors, Drama Production, SAC	1	April
Medicine Cabinet to Heroin Night	6-12	SAC, Counselors	1	September
Student Coalition	9-12	SAC	2	Ongoing
Mock Overdose	12	SAC	1	June
ADAC classroom presentations	6-8	SAC	1	Ongoing
Sober Night Out	12	SAC	1	Ongoing
ADAC classroom presentations	6-8	SAC	1	Ongoing

Guidance Plan Objectives

Grades 6-12

Program Objectives: To encourage parental involvement

Target Population: 6-12

Expected Outcome(s): To increase parental awareness, involvement and support of the development of goals designed for their child. To establish mutual communication between parent and school personnel.

Annual Assessment: Parental feedback, school needs survey from community

Program Description:

Activity	Grade Level	Staff Involved	Frequency	Timing
Parent/Teacher conferences	6-12	Teachers, counselors	1	Ongoing
Naviance email blast to parents	9-12	Counselors	1	Ongoing
Guidance webpage	9-12	Counselors	1	Ongoing
Guidance announcements on social media	9-12	Counselors	1	Ongoing
Notices to parents/letters/report cards	6-12	Counselors	1	Ongoing
Open House	6-12	Counselors, Teachers, Administrators	1	Fall
Senior Parent Night	12	Counselors	1	Fall
College Admissions Panel Night	9-12	Counselors	1	Spring
Financial Aid Night	9-12	Counselors	1	Winter
CSE Meetings	6-12	School Psychologist, Counselors, Teachers	3	Ongoing
504 Meetings	6-12	Counselors, School Psychologist, Teachers	3	Ongoing
Home visits	6-12	Counselors, School Psychologists, Attendance Teacher, SRO	3	Ongoing
Parent Portal	6-12	Administrators, Teachers	1	Ongoing
Guidance Remind App	6-12	Counselors, Teachers	1	Ongoing
Monthly Newsletter	6-8	Counselors	1	Monthly
Course information to parents	6-12	Counselors	1	Spring
Ed Connect Phone Calls	6-12	Counselors, Administrators	1	Ongoing
Team Meetings with Parents	6-8	Counselors, Teachers	3	Ongoing
Good News Notices	6-8	Counselors, Teachers, Administrators, Counselors	3	Ongoing
Parent Presentation on Social Media	6-8	Counselors	3	September

Guidance Plan Objectives

Grades 6-12

Program Objectives: To align with outside agencies to support student youth services and crisis intervention services

Target Population: 6-12

Expected Outcome(s): Decrease crisis incidents and improve health, safety and well-being of students and their families

Annual Assessment: Outside agency referrals, student metrics after support is offered – attendance, grades, etc.

Program Description:

Partners	(NTRA fi_b)	Services Provided	(VR)	Start/End Partners
IDT Referrals	6-12	Counselors, school psychologists, SAC's, Attendance teacher	3	Ongoing
RESTART Referrals	6-12	Counselors, school psychologists, SAC's, Attendance teacher	3	Ongoing
PINS	6-12	Counselors, school psychologists, SAC's, Attendance teacher	3	Ongoing
Youth Bureau	6-12	Counselors, school psychologists, SAC's, Attendance teacher	2	Ongoing
Child Protective Services/FAR	6-12	Counselors, school psychologists, SAC's, Attendance teacher	3	Ongoing
HONOR - Emergency Housing Group	6-12	Counselors, school psychologists, SAC's, Attendance teacher	3	Ongoing
Homeless Shelter -	6-12	Counselors, school psychologists, SAC's, Attendance teacher	3	Ongoing
Community Outreach for Holidays	6-12	Counselors, school psychologist, School Nurse, SAC, Attendance teacher	3	December
SPARC Referrals	6-8	Counselors, SAC's, School Psychologists	3	Ongoing
System of Care Referrals	6-12	Counselors, SAC's, School Psychologists	3	Ongoing
Big Brothers/Big Sisters	6-8	Counselors, SAC's	3	Ongoing
Individual Counseling	6-12	Counselors, SAC's, School Psychologists	3	Ongoing

General Crisis Response Team	6-12	Counselors, SAC's, School Psychologists, School Nurse, Administrators	3	Ongoing
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The Valley Central Comprehensive Guidance Plan is a dynamic, living document that is subject to change, review and improvements. In order to fully understand the scope of the comprehensive guidance plan in action, it is important to annually assess and review the impact on student outcomes. Proper and careful review with key stakeholders aligned with the district's educational vision can fully support the changes as this comprehensive guidance plan is implemented.

We welcome suggestions and changes as we meet the needs of our school district, community and the students we serve.