

VALLEY CENTRAL MIDDLE SCHOOL GUIDANCE PLAN

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

Revised June 2018

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

Our Vision

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.

Our Commitment

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

Hqwpf c vlap''

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 gygpelgu - 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 qhgukqpcnEqo r gygpelgu - 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

F gk> { "

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

Fk gev'Uwf gpv'Ugt xlegu – 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.

Kpf k gev'Uwf gpv'Ugt xlegu – 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.

Ceeqwpvcdkk& " "

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.



Co gt k&cp'Uej qqrE qwpugmt 'Cuqek v&qp 'd'P c v&qpcnUvc pf ct f u'

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 cvkqpcrlUcpcf 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 uqpcrlUqelcrl'	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

''

Cecf go le'F qo clp

Ucpcf ctf 'C<'Uwf gpv'u'y knl'ces wlt g'vj g'c'wkwf gu'hpqy rfg i g'c'pf 'unlmu'vj cv'eqpvt kdwg'vq' ghgevlxg'lgct plpi 'lp'tej qqnl'c'pf 'cet qu'u'vj g'illg'ur cp0''

C<C3'ko r t qxg'Cecf go le'Ugnl'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 wlt g' Unkm' hqt 'kō r t qxlpī 'Ngct 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 qqrī Uweegū'''

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

Uc p f c t f 'D<Uw f gpw' y krlē qo r r g v g' t e j q q r i y l v j ' v j g' c e c f g o k e' r t g r c t c v k q p' g u g p v k r i' v q' e j q q u g' h t q o ' t' y l f g' t c p i g' q h' l u d u c p v k r i' f q u v/ u g e q p f c t { ' q r v k p u' l p e n f l p i ' e q n g i g 0'

C-D3' kō r t qxg' 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

''

C-D4' Rr p' v q' Cej lqyg' I q c n i'''

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

Uwcpf ctf 'E<Uwf gpw'ý kn'w'pf gt uw'pf 'ýj g't g'v'k'p'uj k' 'q'h'c'ecf go leu'v'ýj g'y' qt if 'q'h' y qt n'c'p'f 'v'q'h'g'c'v'j qo g'c'p'f 'k'p'v'j g'è'qo o w'p'k'f 0'

C<E3'T g'v'g'U'ej q'q'n'v'N'h'g'G'z'r g't l'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 clp

Uwcpf ctf 'C<Uwf gpw'ý kn'c'es w'k'g'ýj g'v'k'm'v'q'k'p'x'g'u'k'i c'v'g'ýj g'y' qt if 'q'h'y' qt m'k'p't' g'v'k'p'v'q'' n'p'q'y' r'g'f' i' g'q'h'g'h'c'p'f 'v'q'b' c'ng'l'p'h'q't'o' g'f' 'è'c't' g'g't' 'f' g'ek'k'q'p'u'0'

E<C3'F g'x'g'u'r' 'Ect ggt 'Cy ct g'p'g'u''

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 gxgnr 'Go r n{ o gpv'T gcf kpgu'"

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"

Ucpef ctf 'D<Uwf gpw'y knlgo r n{ 'lwt cvgi lgu'vq'cej lgxg'hwwt g'èct ggt 'i qcn'y kj 'lweegu' cpe 'lcvlucvklqp0'

E<D3'Ces vlt g'Ect ggt 'kphqto cvlqp'"

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 gpvll' 'Ect ggt 'I qcm''

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

C:B2.2 Assess and modify their educational plan to support career

C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience

C:B2.4 Select course work that is related to career interests

C:B2.5 Maintain a career-planning portfolio

**Ucpcf ctf 'E<Uwf gpw'y kn'w'pf gt uc'pf 'vj g't g'v'k'p'uj k' 'd'gvy ggp 'r'gt u'p'c'n's w'c'k'lg'u.''
gf w'c'v'k'p.' 't c'k'p'i 'c'p'f 'vj g'y q't'f 'q'h'y q't'n'f'**

E-E3'Ces wlt g'Mp'qy r'g'f i g'v'q'Ce'j l'g'x'g'E'c't g'g't 'I q'c'm''

C:C1.1 Understand the relationship between educational achievement and career success

C:C1.2 Explain how work can help to achieve personal success and satisfaction

C:C1.3 Identify personal preferences and interests influencing career choice and success

C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C1.5 Describe the effect of work on lifestyle

C:C1.6 Understand the importance of equity and access in career choice

C:C1.7 Understand that work is an important and satisfying means of personal expression

E-E4'Cr'r'f 'Un'k'm'v'q'Ce'j l'g'x'g'E'c't g'g't 'I q'c'm''

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

Rgt uqpcnUqeknF qo clp''



University at Albany College Tour 4/15/15

Ucpcf ctf 'C<Uwf gpw'y knbes wlt g'vj g'hpqy rfg i g.'c'wkwf gu'c'pf 'k'pvt r gt uqpcnUqeknF'q'j gr''
vj go 'w'pf gt ucpcf 'c'pf 't gur gev'ugnl'c'pf 'q'j gt u0'

RU<C3'Ces wlt g'Ugrh'npqy rfg 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' k' pvt r gt uqpc r 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

Uc p f c t f ' D < U w f g p w i y k n b c n g ' f g e k u q p u ' u g v i q c n i ' c p f ' v c n g ' p g e g u a c t { ' c e v k q p ' v q ' c e j k g x g ' i q c n i

RU-D3' Ugn/npqy r g f i g' Cr r n e c v k p ' "

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 ct f 'E<Uwf gpwly knlwpf gt ucpcf 'uchgv{ 'cpf 'lwt xkcnlunkm0'

RU-E3'Ces wlt g'Rgt uqpcnUchgv{ 'Unlmi''

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"

"

Valley Central Middle School Guidance Plan



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

Tcvkqpcrg'ht 'Ego r t gj gpukg'RrcpII qrg'qhv'j g'Uej qqrE qwpugnt ''

- 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:

Eqwpugrpi '''

- 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 lpcv kq' 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 cvkq' bpf '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 cw'kphqo 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 Middle School Guidance Plan



Siena College Tour 4/15/15

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

30 Dgpghku'hqt 'Uwlf 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 Dgpghsu'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 'Nqecndqct 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 wwt { .'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 Dgpghsu'ht 'Eqwpugndpi '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 Middle School Guidance Plan

Elementary Level Objectives (K-6)

- 1) To prepare students to participate effectively in their current and future educational programs.
- 2) To help students who are struggling academically.
- 3) To help students learn about various careers and develop basic career skills.
- 4) To help students acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
- 5) To help students set goals and take necessary actions to achieve goals and overcome obstacles.
- 6) To help students learn safety and survival skills.

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 6-8

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 6-8

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, individual career and college readiness plans counselor notes, CSE meetings, report cards

Program Description:

Activity	Grade	Staff	Frequency	Month
Student/Counselor Conferences	6-8	Counselors		Ongoing
Scheduling Planning Meetings	6-8	Counselors	Parents/Teachers	Ongoing
CSE Meetings	6-8	Counselors, Teachers, SPED Teachers, School Psychologists		Ongoing
Individual Career/College Plan Student Meetings	6-8	Counselor's		Ongoing
Report Card Review	6-8	Counselors		Ongoing
Progress Report Review	6-8	Counselors	Teachers	Ongoing
Career Counseling 7 th grade lesson	7	Counselors	Xello	February
Career Counseling 8 th grade lesson	8	Counselors	Teachers/Xello	November
Learning Styles Inventory	6	Counselors	Xello	October
Career and College Fair	8	Counselors	Admissions Reps, Career Reps	November
504 Meetings	6-8	Counselors, Administrators, School Psychologists		Ongoing
Student Success Skills	6	Counselors		October
Individual Assessments (Cognitive)	6-8	School Psychologist	Teachers	Ongoing

Guidance Plan Objectives

Grades 6-8

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

Target Population: Students in grades 6-8

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
Xello Class Presentations	7	Counselors	Xello	October - February
Career and College Fair	8	Counselors	College Reps, Military Reps, Career Reps	November
Destination Day	8	Counselors	HS Seniors	May
HS Graduation Requirements Presentation	8	Counselors		December
Transition Survey	8	Counselors		May
CTECH presentations	8	Home and Careers Teachers		Ongoing
Career Day Pre- Survey	8	Counselors, Teachers		October
Career Day Post- Survey	8	Counselors, Teachers		November
Transition Meetings with SPED students	8	Teachers, Counselors		February- May
Xello Learning Styles Inventory	6	Counselors		October – January
Course Selections	7-8	Counselors	Teachers	December – April
8 th grade transition classroom visits by HS counselors	8	Counselors	Health Teachers	May
Xello Matchmaker Assessment	8	Teachers	Home and Careers Teachers	Ongoing

Guidance Plan Objectives

Grades 6-8

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

Target Population: 6-8

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 Activity	Grade Level	Staff/Resource	Frequency	Duration
Home visits for truant students	6-8	Counselors, Attendance teacher	SRO if needed, outside agencies	Ongoing
Progress report review	6-8	Counselors		Each quarter
Report card review	6-8	Counselors		Each quarter
Check and Connect Program	6-8	Counselors, Staff members		Ongoing
Develop Behavior Plans/Contracts	6-8	Counselors, Staff members		Ongoing
Social Media Presentation to Students	6-8	Counselors		Ongoing
Internal Cabinet	6-8	Counselors, SAC, School Psychologists, School Nurse, Administrators	Outside agency speakers, resources	Bi-Weekly
Attendance review	6-8	Counselors, Attendance teacher		Weekly
Provide Parents with outside counseling resources	6-8	Counselors		Ongoing
Individual Counseling	6-8	Counselors	School Psychologists, SAC	Ongoing
Telephone calls/Correspondence home	6-8	Counselors, Attendance teacher	CPS, PINS, various outside agencies	Ongoing
Parent conferences	6-8	Counselors, teachers	Attendance teacher	Ongoing
Team Collaborative Meetings	6-8	Counselors, Teachers, Administrators		Ongoing
Big Brothers/Big Sister Referrals	6-8	Counselors, SAC	Volunteers	Ongoing
Anti-Bullying Presentations	6-8	Counselors		October
Referrals to IDT/System of Care/SPARC	6-8	Counselors		Ongoing
IEP Counseling	6-8	Counselors		Ongoing
Referrals to Child Protective Services	6-8	Counselors, SAC's, School Psychologists, School Nurse, SRO		Ongoing

Referrals to CSE	6-8	Counselors, School Psychologists	Ongoing
Referrals to ALC/Viking Academy	6-8	Counselors, School Psychologists	Ongoing

Guidance Plan Objectives

Grades 6-8

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: 6-8

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 Xello, CTEC interest, Career visit appointments

Program Description:

Activity	Grade	Staff	Location	Frequency
Learning Styles Inventory	6	Counselors	Xello	October
Individual counseling sessions	6-8	Counselors		Ongoing
Job Shadowing postings	6-8	Counselors		Ongoing
Orange County Youth Bureau Internships	8	Counselors	OCYB	Summer
Career portfolio	6-8	Counselors	Xello	Ongoing
Classroom presentations from outside industries	8	Counselors, Home and Careers Teachers	Outside professionals	Ongoing
Xello Matchmaker Assessment	8	Teachers		Ongoing
Career and College Fair	8	Counselors		November
Destination Day	8	Counselors		June
Encourage participation in				
Transition Meetings	8	Counselors, School Psychologists		Ongoing
Volunteer Opportunities	7-8	Counselors	Outside agencies	Ongoing
Access to working papers	8	Counselors, Nurse		Ongoing
Xello Presentations	7	Counselors		October - February

Guidance Plan Objectives

Grades 6-8

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

Target Population: 6-8

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
VC DREAM	6-8	Student Assistance Counselor, Counselors, School Nurse		Ongoing
ADAC presentations	8	SAC, Health Teachers	ADAC	Ongoing
RESTART referrals	6-8	Counselors, SAC's	RESTART officials	Ongoing
Health class lessons	8	Health Teachers		Ongoing
Individual counseling sessions	6-8	Counselors, SAC's, School Psychologist		Ongoing
Group counseling sessions	6-8	Counselors, SAC's, School Psychologist		Ongoing
Red Ribbon Week	6-8	SAC, Counselors		October
ADAC Parent Information Night	6-8	SAC, Counselors	ADAC representatives	September
Referrals to SAC, Nurse, SRO	6-8	Counselors		Ongoing
Medicine Cabinet to Heroin Night	6-8	SAC, Counselors		September
Sober Night out	8	SAC		Ongoing

Guidance Plan Objectives

Grades 6-8

Program Objectives: To encourage parental involvement

Target Population: 6-8

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:

Program Activity	Grade Level	Staff Involved	Frequency	Start/End Date
Parent/Teacher conferences	6-8	Teachers, counselors		Ongoing
Guidance Remind App	6-8	Counselors		Ongoing
Guidance webpage	6-8	Counselors		Ongoing
Guidance announcements on social media	6-8	Counselors		Ongoing
Notices to parents/letters/report cards	6-8	Counselors		Ongoing
Open House	6-8	Counselors, Teachers, Administrators		Fall
5th Grade Parent Night	6	Counselors		Spring
Referrals to RAPP program	6-8	Counselors	Cornell Cooperative Extension	Ongoing
Parent Social Media Presentation	6-8	Counselors		September
CSE Meetings	6-8	School Psychologist, Counselors, Teachers		Ongoing
504 Meetings	6-8	Counselors, School Psychologist, Teachers	Administrators	Ongoing
Home visits	6-8	Counselors, School Psychologists, Attendance Teacher, SRO		Ongoing
Parent Portal	6-8	Administrators, Teachers		Ongoing
Monthly Newsletter	6-8	Counselors		Monthly
Course information to parents	6-8	Counselors		Spring
Ed Connect Phone Calls	6-8	Counselors, Administrators		Ongoing
Team Meetings with Parents	6-8	Counselors, Teachers		Ongoing
Good News Notices	6-8	Counselors, Teachers, Administrators		Ongoing

Guidance Plan Objectives

Grades 6-8

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

Target Population: 6-8

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:

Program Name	Grade Level	Staff/Providers	Agency/Location	Frequency
IDT/ SPARC/ RESTART Referrals	6-8	Counselors, school psychologists, SAC's, Attendance teacher	Outside agency	Ongoing
Mobile Mental Health Referrals	6-8	Counselors, School Psychologists, SAC's	Outside agency	Ongoing
PINS	6-8	Counselors, school psychologists, SAC's, Attendance teacher	Outside agency	Ongoing
Safe School Ambassadors Program	6-8	SAC, Counselors, Teachers		Ongoing
Youth Bureau	6-8	Counselors, school psychologists, SAC's, Attendance teacher	Outside agency	Ongoing
Child Protective Services/FAR	6-8	Counselors, school psychologists, SAC's, Attendance teacher	Outside agency	Ongoing
Referrals to Homeless Shelter/ HONOR - Emergency Housing Group	6-8	Counselors, school psychologists, SAC's, Attendance teacher	Outside agency	Ongoing
Safe Homes Presentations	6-8	SAC	Safe Homes	Ongoing
Community Outreach for Holidays	6-8	Counselors, school psychologist, School Nurse, SAC, Attendance teacher		December
Provide Parents with Resources for Outside Counseling	6-8	Counselors, SAC's, School Psychologist	Outside agency	Ongoing
System of Care Referrals	6-8	Counselors, SAC's, School Psychologists	System of Care, Orange County Social Services	Ongoing
Big Brothers/Big Sisters	6-8	Counselors, SAC's	Big Brothers/Big Sisters	Ongoing

Individual Counseling	6-8	Counselors, SAC's, School Psychologists		Ongoing
General Crisis Response Team	6-8	Counselors, SAC's, School Psychologists, School Nurse, Administrators	Orange County Crisis Team	Ongoing

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.