

VALLEY CENTRAL SCHOOL DISTRICT MONTGOMERY ELEMENTARY 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

Mission Statement

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.

Framework of the District Guidance Plan

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

Foundation

Focus - 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

Student Competencies - 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.

Professional Competencies - 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.

Management

School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the 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 that 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

Delivery

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

- **Direct Student Services** – 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.
- **Indirect Student 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.

Accountability

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.



American School Counselor Association – National Standards

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.

| Domain | ASCA National Standards (Student Outcomes) | |
|------------------------|---|--|
| Academic | 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 |
| Career | 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 |
| Personal/Social | 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 |

Academic Domain

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept

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

A:A2 Acquire Skills for Improving Learning

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

A:A3 Achieve School Success

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

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

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

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

A:B1.3 Apply 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

A:B2 Plan to Achieve Goals

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

STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Relate School to Life Experiences

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

Career Domain

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

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

C:A2 Develop Employment Readiness

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

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

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

C:B2 Identify Career Goals

- 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

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals

- 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

C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interests, abilities and achievements 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

Personal/Social Domain

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge

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

PS:A2 Acquire Interpersonal Skills

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

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application

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

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

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 School District Guidance Plan

Rationale for Comprehensive Plan/Role of the School Counselor

- 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:

Counseling

- 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.

Coordination of Services

- 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.

Leadership

- 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.

Advocacy

- 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.

Collaboration and Teaming

- 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.

Managing Resources

- 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.

Data Informed Practice

- 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

Benefits of the Comprehensive Guidance Plan

1. Benefits for Students

- 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

2. Benefits for Parents

- 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

3. Benefits for Administrators

- 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. Benefits for Teachers

- 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

5. Benefits for Local Boards of Education

- 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

6. Benefits for Business, Industry, and Labor

- 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

7. Benefits for Counseling Personnel

- 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 School District 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 K-5

Program Objectives: Academic - Help prepare students to participate effectively in their current and future educational programs.

Target Population: K-5

Expected Outcome(s): Students will be prepared to learn. Students will be interested and show effort in their school work.

Annual Assessment: Report cards, progress reports, etc.

Program Description:

| Activity | Target Groups | Staff Assigned | Other Resources | Dates of Activity | Tier Level |
|---|----------------------|---|------------------------|--------------------------|-------------------|
| Participate in the kindergarten screening process | K | Teachers, Related Services | | June | 1 |
| Participate in kindergarten and new student orientations | K-5 | Teachers, Administrators, SACs | | August | 1 |
| Participate in Open House | K-5 | Teachers, Administrators, SACs | | September | 1 |
| Participate in Parent/Teacher Conference | K-5 | Teachers, SACs, Psychologists | | November | 1 |
| Participate in the class placement process | K-5 | SACs, Psychologists, Teachers, Administrators | | June | 1 |
| Conduct and coordinate elementary to middle school transition activities | K-5 | SACs, Middle School SAC and Guidance Counselors | | June | 1 |

Guidance Plan Objectives

Grades K-5

Program Objectives: Academic - Help students who are struggling academically.

Target Population: K-5

Expected Outcome(s): Students will improve classwork and homework. Students will improve report card grades. Students will be responsible and complete assignments. Students will attend school. Students will receive the extra support they need.

Annual Assessment: Report cards, progress reports, RTI, attendance monitoring

Program Description:

| Activity | Target Groups | Staff Assigned | Other Resources | Dates of Activity | Tier Level |
|--|----------------------|--|---------------------------|--------------------------|-------------------|
| Facilitate and/or participate in the Instructional Support (IST)/Response to Intervention (RTI) Process | K-5 | Psychologist, SACs | Teachers, Administrators | Ongoing | 2 |
| Participate in CSE/504 meetings | K-5 | Psychologist, Teachers, SACs | | As Needed | 3 |
| Meet with teachers and families to discuss concerns and develop plans to support students | K-5 | Teachers, Psychologists, SACs | Parents | Ongoing | 2 |
| Develop strategies and behavior plans to encourage participation, task initiation and completion, filling out planners, completing homework | K-5 | Teachers, SACs, Psychologists | Parents | Ongoing | 2 |
| Help students develop study skills | K-5 | Teachers | SACs | Ongoing | 2 |
| Help students who exhibit attendance problems by monitoring attendance, conducting truancy interviews, and collecting and analyzing data | K-5 | Administrators, SACs, Psychologists | Attendance Teacher, Nurse | As Needed | 3 |
| Provide information to parents regarding Parent University | K-5 | Parent University Presenters | SACs | Ongoing | 1 |
| Make home visits | K-5 | Attendance Teacher, SACs, Psychologist | | As Needed | 3 |
| Provide parents with information about tutors and tutoring services | K-5 | Psychologists, SACs | Teachers | As Needed | 3 |
| Make referrals to and coordinate with alternative learning settings – SPARC, IDT, ALC, etc. | K-5 | Psychologists, SACs | | As Needed | 3 |

Guidance Plan Objectives

Grades K-5

Program Objectives: Career – Help students learn about various careers and develop basic career skills.

Target Population: K-5

Expected Outcome(s): Students will learn about various careers. Students will develop basic career skills.

Annual Assessment: Review of skill development with students

Program Description:

| Activity | Target Groups | Staff Assigned | Other Resources | Dates of Activity | Tier Level |
|---|----------------------|-------------------------------|------------------------|--------------------------|-------------------|
| Help coordinate Career Day | 3-5 | SACs, Teachers | Parents | Spring | 1 |
| Plan assemblies (Fire Prevention, Author Day, Anti-Bullying, Celebration of Capabilities, etc.) | K-5 | Teachers, Administrators | PTA, SACs | Varies | 1 |
| Participate in Destination Day Activities | 5 | HS Guidance, SACs, HS Seniors | | Spring | 1 |
| Help students develop goal setting skills | K-5 | Teachers | SACs, Psychologists | | 1/2 |
| Help students develop problem solving skills | K-5 | Teachers | SACs, Psychologists | | 1/2 |
| Help students develop time management skills | K-5 | Teachers | SACs, Psychologists | Ongoing | 1/2 |
| Help students develop organizational skills | K-5 | Teachers | SACs, Psychologists | Ongoing | 1/2 |
| Help students develop presentation skills | K-5 | Teachers | | | 1 |
| Help students develop teamwork skills | K-5 | Teachers | SACs, Psychologists | Ongoing | 1 |
| Provide students the opportunity to practice these skills with extra-curricular activities (Student Council, Drama, Kindergarten Helpers, Announcements, School Store, 5th grade helpers, etc.) | 3-5 | Advisors | Teachers, Parents | Ongoing | 1 |

Guidance Plan Objectives

Grades K-5

Program Objectives: Personal/Social – Help students acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Target Population: K-5

Expected Outcome(s): Students will develop a positive self attitude. Students will learn appropriate social skills and behaviors. Students will learn to identify and express feelings. Students will learn to appreciate diversity. Students will learn appropriate speaking, listening, and non-verbal behaviors. Students will learn how to make and keep friends. Students will learn how to be responsible digital citizens.

Annual Assessment: Teacher observations, parent feedback, DASA referrals

Program Description:

| Activity | Target Groups | Staff Assigned | Other Resources | Dates of Activity | Tier Level |
|--|----------------------|--|--|--------------------------|-------------------|
| Conduct individual counseling | K-5 | SACs | Psychologists | Ongoing | 3 |
| Conduct group counseling (social skills) | K-5 | SACs | Psychologists | Ongoing | 2 |
| Conduct anti-bullying lessons and assemblies | K-5 | SACs | Principals | Ongoing | 1 |
| Act as DASA coordinators | K-5 | SACs | | | 1 |
| Conduct lessons on cyberbullying and being responsible digital citizens. | K-5 | SACs, Teachers, Computer Teachers | Principals, Assistant Principals | Ongoing | 1 |
| Develop and conduct character education programs (theme of the month, word of the week, etc.) | K-5 | SACs | | Ongoing | 1 |
| Coordinate positive behavior intervention programs | K-5 | SACs | Principals | Ongoing | 1 |
| Participate in kindergarten orientation | K | K Teachers | Principals, Assistant Principals, SACs | End of summer | 1 |
| Help coordinate 5th grade transition to middle school activities | 5 | 5 th Grade Teachers, MS SAC, MS Guidance Counselors | | End of school year | 1 |
| Conduct Middle School Transition Surveys and analyze and respond to data collected. | 5 | Computer Teachers, SACs | | Spring | 1 |
| Meet with students transitioning from other schools | K-5 | SACs, Nurses, Teachers | | Ongoing | 2 |
| Help students with hygiene issues | K-5 | Nurse | SACs, Teachers | As needed | 3 |

Guidance Plan Objectives

Grades K-5

Program Objectives: Personal/Social – Help students set goals and take necessary actions to achieve goals and overcome obstacles.

Target Population: K-5

Expected Outcome(s): Students will understand consequences of decisions and choices. Students will develop effective coping skills. Students will learn conflict management and resolution skills. Students will learn to seek help for solving problems and making decisions. Students will learn how to manage and appropriately deal with anger, stress, and grief. Students will learn about peer pressure and how to handle it.

Annual Assessment: Discipline referrals, attendance rates, behavioral outbursts

Program Description:

| Activity | Target Groups | Staff Assigned | Other Resources | Dates of Activity | Tier Level |
|---|---------------|---|---|-------------------|------------|
| Conduct group counseling (changing families, anger, stress, grief) | K-5 | SACs | Psychologists | Ongoing | 2 |
| Conduct individual counseling | K-5 | SACs | Psychologists | Ongoing | 3 |
| Perform crisis intervention | K-5 | Psychologists, SACs | Principals, Assistant Principals | Ongoing | 3 |
| Work with students regarding discipline referrals | | SACs | Psychologists, Principals, Assistant Principals | Ongoing | 3 |
| Helps students with school phobia/anxiety | K-5 | Psychologists, SACs | Attendance Teacher | As Needed | 3 |
| Conduct Functional Behavioral Assessments and develop Behavioral Intervention Plans | K-5 | Psychologists | SACs, Teachers | As Needed | 3 |
| Facilitate mediation and conflict resolution process | K-5 | SACs | Psychologists, Principals, Assistant Principals | As Needed | 2 |
| Meet with parents and teachers | K-5 | SACs, Teachers | Psychologists, Principals, Assistant Principals | As Needed | 2 |
| Conduct home visits and phone consults | K-5 | Psychologists, SACs, Attendance Teacher | | As Needed | 3 |
| Provide parents with information about outside counseling for students and families | K-5 | Psychologists, SACs | | As Needed | 3 |
| Coordinate with and/or refer cases to social services, child protective services, family court, PINS, etc. | K-5 | SACs, Psychologists, Nurses | Principals, APs, Attendance, Tcher, Resource Officers | As Needed | 3 |

Guidance Plan Objectives

Grades K-5

Program Objectives: Personal/Social – Help students learn safety and survival skills.

Target Population: K-5

Expected Outcome(s): Students will learn the importance of making healthy choices. Students will learn about the emotional and physical dangers of substance use and abuse. Students will learn to identify dangerous situations. Students will know the difference between good touch and bad touch. Students will know personal information (address, phone number, 911). Students will know when to seek the help of an adult.

Annual Assessment: Classroom observations, parent feedback, student assistance counselor feedback, etc.

Program Description:

| Activity | Target Groups | Staff Assigned | Other Resources | Dates of Activity | Tier Level |
|---|----------------------|-----------------------|---|--------------------------|-------------------|
| Conduct Red Ribbon lessons. | K-5 | SACs | | October | 1 |
| Coordinate Red Ribbon Week assemblies. | K-5 | SACs | PTA, Principal | October | 1 |
| Teach DARE | 5 | DARE Officer | | Winter/Spring | 1 |
| Coordinate Too Good for Drugs program | K-4 | SACs | ADAC presenters | Ongoing | 1 |
| Teach personal safety, cyber safety, and anti-bullying lessons | K-5 | SACs, Teachers | | Winter/Spring | 1 |
| Teach Good Touch/Bad Touch lessons | K, 2 | SACs | | Winter/Spring | 1 |
| Have students learn and practice their Personal Information | K-2 | Teachers | | Ongoing | 1 |
| Participate in VC Free Initiative | K-12 | SACs | Central Office Staff, ADAC, Community Members | Ongoing | 1 |