MODEL GUIDANCE PROGRAM

A. INTRODUCTION

Based from the recent study, *Guidance Services in the Secondary Schools in the Division of Catanduanes* by the proponent, a model guidance program is what our division needs today especially for our implementers in the secondary schools of whom the majority really lacks pre- service and in-service trainings in guidance and counseling. As Gysbers (2011) posed, when counselors have time, resources and a structure of a comprehensive program in which to work, good things happen. He presented examples as follows: 1. Guidance interventions improve academic achievement; 2. Students take more demanding courses; 3. Students develop and use career plans; and, 4). Schools have more positive climates.

This Model Guidance Program has been designed to serve as a guide for the administrators, guidance implementers and stakeholders on implementing guidance program in secondary schools in the Division of Catanduanes based on the findings of the study undertaken. This has been formulated in accordance with the standards in the implementation of guidance program presented by authorities in the field of guidance and counseling, laws, DepEd issuances or mandate and current practices of some guidance staff with established and effective secondary school guidance programs. However, activities and budget indicated in the action plan and proposed guidance staff and office may be adjusted according to the needs and capacity of a school grounded on the Contingency Theory. Likewise, it is suggested that the proposed model be implemented for 5 years with biennial evaluation to be done. A questionnaire for evaluation of guidance services is given in Appendix A.

It is hoped that, with this model, negative perceptions on guidance be redirected and lack of awareness on ethical standards be addressed to improve the effectiveness of the Guidance Services. For with the negative perceptions and lack of awareness on ethical standards cause malpractices in guidance program being implemented in such a “diluted fashion that people in need receive no or minimal benefit.” Hence, defeating the purpose of the program.

Some Negative Perceptions About Guidance

Among the negative perceptions found out in the study are the following which need redirection or correction among the 940 respondents composed of administrators, guidance implementers, teachers, students and parents: On the role of a guidance counselor- A guidance counselor 1) is an enforcer of discipline; .2). is somebody to be feared in the school; 3). substitutes for teachers who are absent; 4). works as a private detective;4). gives punishment to erring student; and, 5). investigates cases; Other views- 1). It is an embarrassing experience to be called to talk to a guidance counselor in the guidance office; and, 2). A guidance office is like a police station. Those items are misconceptions and not with in the professional duties and responsibilities of guidance counselors nor mark of an effective guidance program.

Authorities in the field of guidance and counseling describe Guidance Program as an organized group of services established for the purpose of assisting each student to attain maximum potential development and adjustment to be able to acquire mature sense of responsibilities.

B. BASIC PRINCIPLES

This Model Guidance Program adopts the basic guidance principles presented by Villar (2008) as follows:

1. The guidance program is an integral part of the system.
2. Guidance is an integral part of the education system. It provides for the holistic development of the students.
3. Education and guidance support and complement each other to maximize students’ growth and development.
4. Administrative and faculty understanding of Guidance Program is crucial to its success.
5. Guidance personnel perform specific task distinct and separate from teaching and disciplining.
6. Responsive to the student’s need.
7. The guidance program addresses the development and adjustment needs of the students.
8. The program considers the unique culture and climate of the specific population and environment it serves.
9. Program offerings are based on regular, systematic assessment of the students’ needs and environment.
10. Guidance is a continuous process throughout the person’s stay in the school.
11. Guidance activities are specifically planned, and developed to ensure program effectiveness.
12. The Guidance team consists of the school guidance, psychologists, social workers, teachers, administrators, and other educational professionals and staff who work together for the welfare of the students.
13. The Guidance Program recognizes the need to provide objective evidence of accomplishments and the rationale for its continued existence.
14. It recognizes the student as an individual and is premised on the following:
15. Every individual has needs that must be attended to.
16. Guidance should be extended to all.
17. Every individual is unique and possesses worth and dignity.
18. Human beings can develop their own insights.
19. All individuals have the right and capability to make decisions and plan.
20. The program is in the hands of qualified personnel
21. The school guidance counselor is a role model of positive human relations.
22. Professionally trained guidance personnel are indispensable for ensuring competence, leadership and direction.

The Department of Education recognizes the right of the students to avail of school guidance and counseling services toward making decisions and in selecting alternative fields of school works suited to their potentialities. (Par. 21.1, Sec.2 . Rights and Responsibilities of Students, Part IV. Regulations Affecting Students of Service Manual, 2000).

This proposed Guidance Program, patterned from that of Antique National High School, focuses on student development; physical features and resources; management and administration; stakeholders participation and staff development.

C. CORE VALUES

This Model Guidance Program also adopts the core values presented by Tunguia (2010) as follows, being congruent to the researcher’s view in relation to her study:

1. Professionalism  
   Guidance personnel possess a high level of commitment to do the best they can under any circumstance for the good of the students and the school.
2. Cooperation

Guidance personnel and staff work together with teachers and administration and other stakeholders in rendering service to the students and the school.

1. Excellence

Persons involved in the guidance services display quality in whatever tasks they do consistently based on high standards for the welfare of our students and school.

D. VISION:

An effective guidance program manned by competent professional guidance staff with corporate image among stakeholders who are fully aware of the institutionalized guidance services and having one mind and common aspirations for the students to be well-adjusted individuals equipped with functional knowledge and skills, right attitudes and best choices through well-informed decision making in life.

E. MISSION:

To continually exert effort with full support of stakeholders, of turning the stigma of fear of guidance among students into excitement of availing standardized guidance services for them to be able to attain maximum potential development and adjustment that would help them achieve better performance in academic and occupational aspects; thus, raising the level of performance of school and community as well.

F. GOALS

1. To systematically assist students develop the skills they need to enhance their personal, social, educational and career development.
2. To raise the students achievement in NAT, decrease dropout rate, and provide a child friendly environment conducive to learning.

G. OBJECTIVES

1. **Student Achievement and Development**
2. Dropout rate is decreased
3. Achievement rate is increased
4. Completion rate is increased
5. **Physical Features and Resources**
6. Increased budget
7. Extended guidance office with counseling and testing rooms well equipped with testing materials and other facilities.

H. THE ORGANIZATIONAL SET- UP

At the division level, Guidance program is a centralized program under the Education Program Supervisor in Guidance Services. Over the Program Supervisor are the Schools Division Superintendent and Assistant Schools Division Superintendent. The Program Supervisor has his staff composed of Division Coordinators taking charge of the different services, including clerks specially for Research and Evaluation Services and Testing Services which need more reinforcement being revealed to be “almost not carried out” and” poorly carried out“ respectively. Under the Program Supervisor are the Secondary School Principals. At school level, Guidance Program is taken charge by Guidance Coordinator who seeks cooperation of all concerned with program implementation. Under the Guidance Coordinator are guidance counselors and if possible a psychometrician with specific tasks, taking charge of the different guidance services.

1. Staff and Members

Duties and responsibilities of the different staff and members of the guidance program are hereby presented for the division level and school level.

1. Division Level
   1. Schools Division Superintendent

1.1.1 Organizes, develops, directs and administers and exercises general supervision over all programs including division guidance program.

* + 1. Conducts in-service trainings of staff and field supervisors as well as other teachers and non- teaching personnel to keep them posted on new trends for advancement and improvement of instruction, administration, and supervision and personnel management.
    2. Approves requisitions including those related to guidance programs.
    3. Initiates and directs the development of local materials and programs (such as guidance) and coordinates the conduct of educational researches and surveys and special funds campaign.
  1. . Assistant Schools Division Superintendent

1.2.1. Assist the Schools Division Superintendent in all his duties and

responsibilities such as mentioned above.

* 1. . Education Program Supervisor (Guidance Services)
     1. Assists the SDS and ASDS in carrying out guidance program in the division
     2. Visits schools for supervision of guidance program
     3. Provides technical assistance to school heads and guidance coordinators in the leadership in guidance program implementation
     4. Introduces innovations and best practices in the division guidance program
     5. Develops division guidance program assessment
     6. Takes the lead in the analysis and utilization of test results
     7. Formulates and conducts INSET programs in carrying out of Guidance Services
     8. Promotes corporate image of the division guidance department
  2. Division Guidance Service Coordinator
     1. Assist the Education Program Supervisor (Guidance Services )

with the following corresponding duties and responsibilities:

* + - 1. Research and Evaluation Coordinator
         1. Trains school guidance counselors with the rudiments of guidance research and evaluation so that they may be able to carry the following specific tasks:
         2. Gets direction from the Guidance Program Supervisor regarding or areas needing research
         3. Calendars research activities
         4. Decides on most effective methodology for conducting study
         5. Gathers and organizes data according to specification
         6. Makes a systematic presentation of results, conclusions and recommendations.
         7. Serves as technical consultant, resource persons of school guidance counselors/designate in the division
      2. Testing Service Coordinator ( Licensed Psychometrist/ Psychometrician*)*

Identifies and selects, in coordination with the Guidance Supervisor and level counselors , the tests that must be purchased and administered

Schedules, administers, correct tests for each specific academic level

Furnishes counselors with test results of each individual

Makes summaries of reports per school to share with administrators , school guidance coordinators and teachers

Prepares testing and related materials for schools

Secures test materials and results

Serves as technical consultant or resource persons of school guidance counselors/designate in the division

* + - 1. Guidance Secretary/Clerk
         1. Ensures proper transmission of messages and appropriate reception of visitors to the office
         2. Takes care of the following clerical tasks:

Welcomes people and informs clients of the whereabouts of Guidance Personnel

Receives and transmits messages to the appropriate people

Assists in checking and filing tests

Assists in making summaries of test results by school

Delivers call slips and other material to concerned parties

Encodes reports and research needed for final submission and filing

Ensures organization and security of piles in her care

b. School Level Staff Members

1.5.1. School Principal

1.5.1.1. Initiates the organization of school guidance program

1.5.1.2. Together with the administrative officer, selects the guidance

coordinator and counselors based on the qualifications set by the Civil

Service Commission.

1.5.1.3. Ensures the provision and proper functioning of all guidance

personnel, budget, and facilities

1.5.1.4. Provides opportunities for the professional growth and development

of the guidance personnel through attendance to seminars,

trainings or post graduate studies

1.5.2. Guidance Coordinator

Duties and Responsibilities under General Supervision

1.5.2.1 .Assists the principal in the implementation of School Guidance Program

1.5.2.2. Plans and prepares the program together with the staff

1.5.2.3. Ensures the proper implementation and evaluation of all Guidance Services

1.5.2.4. Coordinates with the school community for proper support and understanding of Guidance

activities and services.

1.5.2.5. Ascertains that standards are observed by the Guidance personnel and in the extension of

services, programs and activities

1.5.2.6. Orients students, parents, teachers and other stakeholders on the guidance program

1.5.2.7. Acts as consultant or resource persons to counselors and teachers in the school

1.5.2.8. Supervises and evaluates the works of the guidance counselors, the results of a teachers’ work

of integrating guidance in the curriculum, and the operations of the homerooms

1.5.2.9. Plans the schedule of homeroom activities and the continuous training of the homeroom

advisers

1.5.2.10. Plans the school testing program

1.5.2.11. Disseminates information to the teachers on the proper use of the test results and interprets

them

1.5.2.12. Conducts research in the school or district relative to the guidance and counseling

1.5.2.13. Disseminates research findings and recommendations to schools

and other stakeholders

1.5.2.14. Initiates programs utilizing research findings

1.5.2.15. Prepares and/or requisitions materials and equipment needed for guidance work

1.5.2.16. Takes the lead in maintaining linkages with GOs and NGOs offering guidance and counseling

services to students

1.5.2.17. Maintains database on the guidance program and submits required reports

1.5.2.18. Does related work.

1.5.3. Guidance Counselor

Duties and Responsibilities under supervision:

1.5.3.1. Gives students counseling interviews

1.5.3.2. Prepares functional annual guidance program.

1.5.3.3. Conducts a follow up counseling interview for students (students at risk, prospective dropouts,

etc.), when needed .

* + - 1. Consults with teachers, and other peers concerning data and information about the students.
      2. Helps in the appropriate placement of pupils and students as to grade/year and section.
      3. Administers individual and group testing of students, when necessary.
      4. Refers to the students with problems to appropriate agencies such as barangay, municipal

or provincial health office, DSWD and the PNP; and other concerned persons.

* + - 1. Gathers and distributes informational materials like bulletins, prospectus, and the like

about high schools, colleges and universities to guide students in the choice of institution and courses.

* + - 1. Invites and schedules resource persons to give information about high schools, colleges or

universities and various job opportunities.

* + - 1. Establishes good relations with the business community and communicates with them from

time to time.

* + - 1. Prepares forms, inventories, questionnaires, and other instruments needed for gathering

information about pupils/students.

* + - 1. Conducts research on students needing special protection and causes of absences,

tardiness, dropouts, failures, etc.

* + - 1. Conducts dialogues with parents of children at risk.
      2. Prepares, maintains and updates guidance records with confidentiality.
      3. Does related work.
    1. Teacher-Adviser

1.5.4.1. Cooperates with the guidance counselors in the implementation of guidance program

1.5.4.2. Furnishes guidance counselors with relevant student data for proper understanding,

decision making and placement

1.5.4.2. Refers students that need guidance attention

1.5.4.3. Detects students with difficulties or besetting problems ant takes initial steps in helping

the students.

1.5.4.4. Assists guidance counselors in coordinating with parents as needed

* + - 1. Assists in following up students who have been referred to or given placement service by

the guidance office

* + - 1. Actively cooperates in the conduct of home visits
      2. Conducts homeroom guidance and helps disseminate information on guidance

program/services offered in the school

* + - 1. Does guidance -related job.
    1. Others

1.5.5.1. Department Heads

1.5.5.1.1. Assists in diagnosing academic difficulties of students in the area of concern

1.5.5.1.2. Recommends action plan or propose intervention based on the data submitted

by the subject teachers

1.5.5.1.3. Leads the department in the implementation of DepEd Program related to students’

welfare, growth and development

1.5.5.2. School Nurse

1.5.5.2.1. Takes the role in health guidance

1.5.5.2.2. Refers students whose health is affected by emotional, psychological problems.

1.5.5.2.3. Coordinates in the conduct of relevant information dissemination, preventive in

nature about student problems

1.5.5.3. Club/ Student Organization Advisers

1.5.5.2.3.1. Encourage students to join organizations

1..5.5.3.2. Provide activities to discover and develop students’ potentials/ abilities

1.5.5.4. Other Support Staff

1.5.5.4.1. Provide physical facilities for guidance

activities such as during career week celebration.

1.5.5.4.2. Ensure safety and security and conducive school environment tor the students.

Proposed ORGANIZATIONAL CHART

***For Secondary School Guidance Program in the Division of Catanduanes***

SCHOOLS DIVISION SUPERINTENDENT

ASSISTANT SCHOOLS DIVISION SUPERINTENDENT

PRINCIPAL

DIVISION GUIDANCE SUPERVISOR

GUIDANCE RESEARCH & EVALUATION DIVISION COORDINATOR

GUIDANCE COORDINATOR

HEAD TEACHER

PSYCHOMETRICIAN

(Div. Guidance Testing Coordinator)

SCHOOL PSYCHOMETRICIAN

GUIDANCE COUNSELOR

CONSULTANTS:

1.Dentist 4. Librarian

2. Nurse 5.Club Adviser

3. Dept. Head 6.Coach/Trainers

HOMEROOM TEACHERS/ADVISERS

SUBJECT TEACHERS

LEGEND:

*\_\_ \_\_ \_\_ \_\_ \_\_ \_\_ Line of Coordination*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Line of Authority*

STUDENTS

I. STUDENT ACHIEVEMENT AND DEVELOPMENT

**Guidance Services**

Guidance program in also defined as a system of services designed to improve the adjustment of each and every person for whom it was organized. (Villar, 2008)

The following are brief descriptions of the services included in this program:

1. Individual Inventory – the collection of extensive information about the individual for proper understanding, decision making and placement.
2. Information- the comprehensive and systematic collection and dissemination of information outside the individual through various methods and programs to assist students in their personal, educational and occupational planning.
3. Counseling- the dynamic personal interaction between counselor and counselee/s, where the counselor employs methods, approaches, or techniques to enhance the counselee’s intrapersonal or interpersonal development and competencies.
4. Placement- the facilitation of clientele’s movement to the appropriate educational or occupational level or program; entry into the appropriate co-curricular and extra-curricular activities, pursuit of further education and other employment upon leaving the institution.
5. Follow-up – the appraisal of how counselees who have been, counseled, placed, referred or have graduated are doing, to determine whether further assistance is necessary.
6. Career Development – the provision of educational and occupational information, experiences and understanding of one’s growth that will provide strong foundations in career planning and decision making.
7. Testing- provision of efficient ways of securing data on educational, social and psychological area of individual. This enable guidance counselor to help client in a way favorable for him.
8. Research and Evaluation – a means of producing additional knowledge, providing factual data or reinforce or guide counselor’s professional judgment, and for seeking answers to questions and issues of professional concern. By evaluation, counselors find the extent to which the objectives of the guidance program are attained.

J. PHYSICAL FACILITIES AND RESOURCES

Professional Guidance Counselors should be employed and adequate budget to support needs and goals should be allocated. Facilities must be accessible and adequate to allow for implementation of the program.

To facilitate the school guidance and program, it is provided that a guidance room should be set aside and located, if possible, adjacent to the administrative area. It is also specified that the guidance center should include separate enclosed space for the conducting individual counseling, testing, storage of pupil’s/students records, etc.

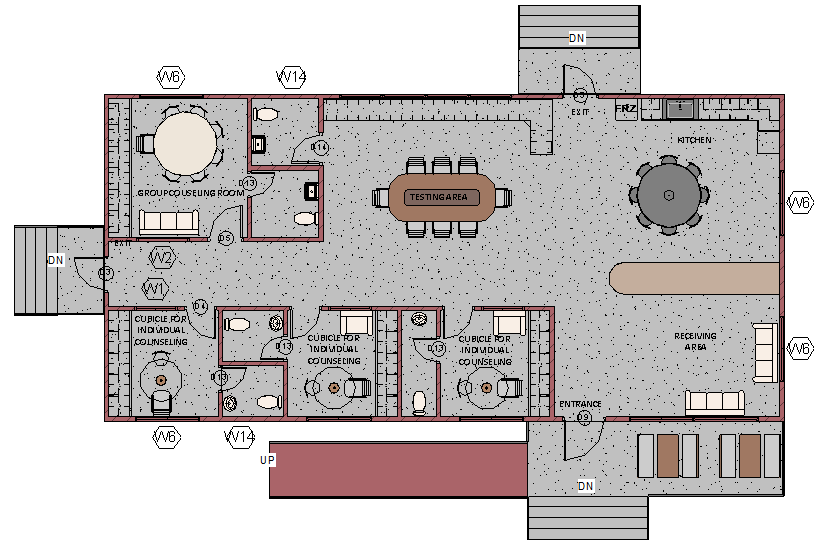
Among the basic facilities that should be provided in the school guidance center are instruments and devices for testing, diagnosing, measuring aptitudes, intelligence, etc., (Sec.13. Guidance and Counseling, Chap. 3. Equipment and Furniture, Part VIII. Educational Facilities,)

PROPOSED MODEL GUIDANCE OFFICE

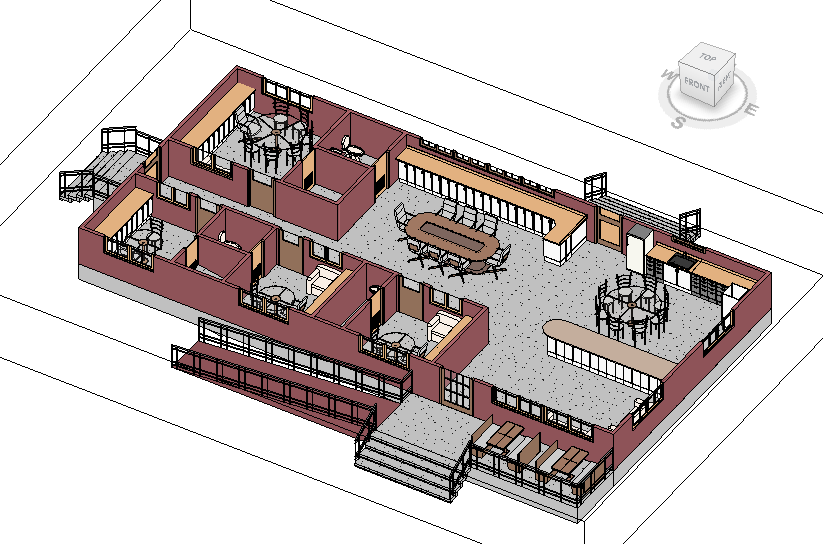
Figure 1a presents a model guidance office. As illustrated, before the main door is a porch purposely provided for clients who still hesitate to directly enter the office or may just stay there for a space. The receiving room and other rooms are provided with sofa aside from individual chairs, for client may need to lie down or relax. This may also be used for siting together for a counselee and counselor to create rapport, without a barrier or a table that signifies authority and so with the group counseling room and cubicle for individual counseling. The testing room may also be used for counseling session with a bigger group of clients. Every room or cubicle has filing cabinet/s for student data for inventory service and test materials for testing service.

Plants are also provided for refreshing effect. Kitchen should have coffee, water and something to eat ready for clients who may need them before, during or after counseling session. Tissue paper should likewise be provided for unexpected out pouring of emotions. There should be no wall clock displayed to prevent time pressure or time consciousness by glancing at it. Alternative exits are also provided for those who are uncomfortable to use the main door.

The design of the office follows the principle of equitability, value, quality, function, and flexibility.

  
 **Figure 2**

Floor Plan of Model Guidance Office



**Figure 2-A**

**Model Guidance Office**

K. MANAGEMENT AND ADMINISTRATION

School Principal understands and supports the program´s priorities and its demands. The goals and objectives of the guidance program must be integrated in the school improvement plan.

L. STAFF DEVELOPMENT

In-service trainings should be provided to facilitate counselor’s achievement and professional growth. Likewise guidance personnel should also be encouraged and be given opportunity to take post graduate studies and to join related professional organizations.

M. STAKEHOLDERS’ PARTICIPATION

Strong linkages with internal and external stakeholders should be established to sustain the implementation and effectiveness of the guidance program students’ education and success. This supports what Drier (2011) demonstrates in his white paper with co-author, Gysbers, that successful guidance programs are directly attributed to state and local program leadership, and state and local support. Furthermore, the paper suggests that “if the nation values improved student achievement, school retention, seeks to stop self –abuse, promote career and life sufficiency, then educational and legislative leaders need to look at the effects of such program as a powerful solution for educational renewal.

PROPOSED

ACTION PLAN

for

GUIDANCE SERVICES

1. **INVENTORY SERVICES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Objectives | Activities | Persons Involved | Time Frame | Budget |
| A.. To collect the following  student data : | Reproduction of student inventory form and gathering information/data | Guidance Counselor | June |  |
| -personal, health and social data  -vocational and occupational data | Filling up of forms by students  Under the supervision of advisers | Class Advisers  Guidance Counselor | June |  |
| B. To collect filled out  Modified School Forms per  DepEd Order No. 4 s. 2014 | To gather filled out forms from the advisers | Class advisers | June -July |  |
| 1. SF 1 –School Register | Ask duplicate copy from the adviser | Guidance Counselor | June-July |  |
| 2. SF 2- Daily Attendance Report for Learners | Coordinate with class adviser or class monitor | Guidance Counselor  Class Adviser  Class Monitor | Year round |  |
| 3. SF 4 – Monthly Learners Movement and Attendance | Coordinate with Year Level Heads | Year Level Heads  Guidance Counselor | Monthly |  |
| 4. SF5 –Report on Promotion and Level of Proficiency | Coordinate with Year Level Heads | Year Level Heads  Guidance Counselor | Quarterly |  |
| 5. SF6- Summarized Report on Promotion and Level of Proficiency | Coordinate with Year Level Heads | Year Level Heads  Guidance Counselor | End of School Year |  |
| C. To collect and keep records  of SARDO Profile/SARDO  watch list | Filling out of SARDO watch list  FICS Analysis | Class Advisers  Guidance Counselor  DORP Team | Year round |  |
| D. To interpret data and  determine appropriate  interventions, counseling,  placement, etc. | Data analysis and interpretation  Coordination concerned persons | Guidance Personnel and concerned persons | As need arises |  |
| E. To keep test results and  other assessment | Filing other test and other assessment results | Guidance Personnel | Year round |  |
| F. To update student records | Follow up, coordination and collection of student data | Guidance Counselor  Class Advisers  Year/Grade Level Heads | Year round |  |

**II. INFORMATION SERVICE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Objectives | Activities | Persons Involved | Time Frame | Budget |
| A.To present plans & services of  guidance to all year level | Room to room orientation on the guidance services to all students | Guidance Counselors | June –July |  |
| B.To provide information regarding  the physical lay-out guidance  services and other ancillary  facilities of the school. | Make a gallery display about the school, teachers other facilities of the school | Guidance Counselors  Support Staff | June-July |  |
| C.To make available to students  information about occupational  and educational opportunities and  requirements. | Conduct orientation program to first year students and transferees:   * school directory * grading system * School rules & regulation   (Please see also Career Development Service Action Plan for more activities) | Guidance Counselor  Students | Year round |  |
| D.To conduct advocacy on the  services programs available to  students:  \*Project EASE  \*OHSP  \* SII | Symposium, Orientation to all stakeholders | Guidance Counselor  DORP Team  Teachers  Parents  Students and others | June / as needed |  |
| E .To develop among the students  the feeling of belongingness | Encourage the students to join in the different clubs and organization recognized by the school | Guidance Counselor  Support Staff | June-July |  |
| F. To divert the attention of students  into something positive and  develop their skills & interest | .Posting of different school organizations in the Guidance Bulletin board & other strategic areas | Guidance Counselor  Club Advisers/officers | July –August |  |
| G.To help irregular students make  up for their failed subjects | Identification of prospective summer enrollees  Announcement of Summer Class Offering to the public | Class Advisers  Year Level Heads | February-March |  |
| H. To coordinate with parents  regarding the need for summer  classes of their children | Sending letters to parents of prospective summer students | Class Advisers | March |  |
| I. To coordinate with the  administration and PTA on the  opening of summer classes | Submit proposal for the conduct of summer class to the administration and PTA | Principal  PTA Officers  Guidance Personnel | 2nd week of March |  |
| J. To involve PTA in establishing  summer classes | Recruitment of summer teachers  Coordination with PTA for a resolution for the school to conduct summer classes  Submission of documents to the region for summer permit | Principal  In-Charge of Summer Class (Guidance Coordinator) | February –March |  |
| K.To inform the public on the  school offering of summer  classes | Announcement of Summer Class Offering to the public to be indicated in the Recognition and Graduation Progams | Guidance Coordinator | March |  |
| L.To give information on summer  class schedule | Posting of Summer Class Schedule | Guidance Stff | March-April |  |
| M. To accommodate students with  failures in the summer classes | Conduct of enrolment for summer class  (-interview and counseling) | Enrolling Teachers  Guidance Counselor | 1st week of March |  |
| N. To disseminate information on  summer class requirements | Orientation of summer students and parents on objectives of summer classes, student services available, rules and regulations; requirements to pass subjects offered, etc. | Guidance Counselor/Coordinator  Head Teachers  Principal  Non -Teaching Staff | Last day of enrolment for summer classes |  |
| O. To disseminate information on  the coming opening classes | Scheduling and posting of enrolment of irregular students for the coming school year | Guidance Personnel  Head Teachers  Administrator | May |  |

**III. COUNSELING SERVICE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| OBJECTIVES | ACTIVITIES | PERSONS INVOLVED | TIME FRAME | BUDGET |
| A.To develop among students the skills,  attitudes & values necessary to  acquire social & emotional  competence | Conduct individual and group counseling focusing on:  -self-awareness  -social awareness  -self-management  -relationship skills  -responsible decision making | Guidance Counselor  Counselee/s | Year round |  |
|  | Interview with parents, teachers and students | Guidance Counselor  Parents, teachers | Year round |  |
| B..To guide students in making wise  decisions in life | Explore with client, alternatives for solutions of problem | Guidance Counselor  Counselee/s | Year round |  |
| To develop students’ feeling of  belongingness to the group | Interview and conduct counseling to student, identified/referred to have maladjustments | Guidance Counselor  Counselee/s | Year round |  |
| C.To enable the students to gain a better  understanding of self and improve  their interpersonal skill | Process students’ concern in group  Discuss to students the different life skills | Guidance Counselor  Counselee/s | Year round |  |
| D.To provide opportunities for students  to become independent | Explore possible problem solutions focusing on one’s strengths. | Guidance Counselor  Counselee/s | Year round |  |
| E.To help students overcome their  behavioral problems | Discuss to students the different life skills  Explore possible problem solutions focusing on one’s strengths. | Guidance Counselor  Counselee/s | Year round |  |
| F.To help students overcome their  behavioral problems | Conduct debriefing to students who committed antisocial acts and had undergone disciplinary actions | Guidance Counselor  Counselee/s | Year round |  |
| G.To help students overcome their  educational failures | Onduct academic counseling | Guidance Counselor  Counselee/s | Year round |  |

**IV. PLACEMENT SERVICE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| OBJECTIVES | ACTIVITIES | PERSONS INVOLVED | TIME FRAME | BUDGET |
| A. To assess the capabilities of students based on scholastic records and test results. | Conduct interviews of students during the enrolment period  Assist in the conduct of appraisal of students credentials prior to enrolment.  Assist and interpret test result to incoming students. | Guidance Counselor  Enrolling teachers | April-May |  |
| B. To ensure that all students are classified based on their learning capabilities and potentialities. | Posting of classification test result  Assist and interpret test results.  Dialogue with parents, teachers  Preparation of special programs of irregular student | Guidance Counselor | May |  |
| C. To assist in the screening of incoming STOC, SPA , SPS students  D.To place students in appropriate  section, grade level, and  program/curriculum | -Receive application forms  \_Conduct interview  -Conduct the interest inventory and interpret the result to student with the parents. | Head Teachers  Guidance Counselor  Enrolling teachers | May |  |
| E. To place students to appropriate  section, year /grade level, and  program/curriculum | Coordinate with year level heads and coordinator in determining the section, year level and curriculum (BEC, STOC, SPA,SPS) appropriate for students enrolled, | Year Level Heads  Program Coordinator  Guidance Coiunselor | May – June |  |
| F.. To provide alternatives to drop outs & quitters & avail the services of TESDA & ALS  G. To provide opportunities to over –aged students the chance to be  accelerated. | Coordinate & make referrals to TESDA & ALS  Facilitate the release & submission of PEPT application forms | Guidance Counselor  Division Testing Coordinator | As scheduled |  |
| H. To give due recognition to the  PEPT Qualifiers | Disseminate information on the results of PEPT to concerned students, parents and teachers  Facilitate the proper placement of PEPT Qualifiers/passers | Guidance Counselor  Division Testing Coordinator | Upon the release of PEPT results |  |
|  | Giving distinct honor to PEPT passer-graduates | Guidance Staff | Graduation Day |  |
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**V. FOLLOW- UP SERVICE**

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| OBJECTIVES | ACTIVITIES | PERSONS INVOLVED | TIME FRAME | BUDGET |
| A. To monitor the status of  attendance and performance of  identified students at risk of  dropping out. | Interview of individual students, parents & significant people  Secure reports on attendance tracking. | Guidance counselors  parents & teachers | Year round |  |
| B. To assess the result of  monitored attendance and  performance of students and  provide appropriate  interventions for  improvement. | Conduct group/homeroom guidance.  Hold meetings with parent, teachers & students | Guidance counselors  parents & teachers | Year round |  |
|  | Conduct counseling sessions, home visitations  Implement appropriate interventions. | Guidance counselor  DORP Team  DORP Team  Guidance counselors  Teachers | Year round |  |
| C.To follow-up the status of  students with failing grades &  other areas of concerns | Hold meetings with parents, students, teachers & other significant people.  Conduct home visitation, counseling sessions & dialogues.  Dialogues with teachers and parents. | Guidance counselors  DORP Team  Section Advisers  Guidance counselors | Year round |  |
|  | Dialogues with teachers and parents.  Conduct individual interview  Filing and updating of individual records of students for future use. | Subject teachers & advisers | Year round |  |
|  | Conduct of monitoring and attendance tracking | Guidance Counselor  Class Adviser | Year round |  |
|  | Follow up of students with referrals to see if there is a change and determine what other help school can extend | Guidance Counselor  Class Adviser  Concerned agencies | Year round |  |
|  | Recommending students with failures for summers classes | Guidance Counselor  Class Adviser | Year round |  |
|  | Follow up students who have taken summer classes for next enrolment and recommend appropriate subjects to be taken for the coming school year | Guidance Counselor  Class Adviser | Year round |  |
|  | Schedule enrolment and interview and counsel irregular students with their parents during enrolment for irregular students | Guidance Counselor  Class Adviser  Parents | May |  |
| D. To decrease dropout rate | Conduct FICS analysis | DORP Team  Guidance Counselor | Year round |  |
|  | Determine the condition of students at risk of dropping out and recommend alternative delivery mode | DORP Team  Guidance Counselor | Year round |  |
|  | Coordinate with stakeholders for support to sustain Dropout Reduction Program implementation | DORP Team  Guidance Counselor  Stakeholders  Administrators  TEA, PTA  Student Group | Year round |  |

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| A.To assist the student in making the  right choices in their specialization  and career pathway | Conduct focus group discussion on the different areas offered in TLE giving emphasis on their individual | Guidance Counselor  TLE Coordinator | June |  |
|  | Conduct Occupational Interest Inventory Test | Testing Coordinator | June |  |
| B.To develop among students the  ability to make career decisions. | Conduct of career counseling that will lead to honest and forthright examination of one’s strength & weaknesses | Guidance Counselor  Counselee/s | Year round |  |
| C.To provide students with  information on: | Implementation of Career Week Celebrartion per DepED Order 25 s 2013: | Stakeholders | Last week of July |  |
| -discovering one’s strengths and developing awareness | Lecture on Self- Assessment on Career planning focus on interest and values | Career Advocates |  |  |
| qualification standards for all types or career jobs | Career Talk with CHED, TESDA, DOST, Industries and Manufacturing firms representatives | Resource persons from  TESDA, CHED, DOST  Industries and Manufacturing firms |  |  |
| -making informed decisions on a career choice | Career Planning (Goal Setting and Action Planning) | Values Education Teachers  Guidance Counselors |  |  |
|  | Talk on the Role of Parents in Students’ Choice of Career | PTA representative  Guidance Personnel  Students, Parents |  |  |
| D. Develop among students  awareness and appreciation of  the available job choices in the  labor market | Career Talk with DOLE | Guidance Counselor  DOLE Representatives  Students  Advisers |  |  |
| E.To provide students with  experiences on career they are  aiming at | Career parade by students dressed in their future careers ( coat and tie for lawyers) | Students  Class Advisers , School personnel as career advocates |  |  |
| K.To provide students with  experiences on matching their  interest in a given array of choices  and identifying a career fitted to  one’s interest | Setting up booths /career fair / talk on career matching  Facilitation of Vocation Campaign by higher education institutions and vocational schools in the community | Resource persons  Students  Advisers |  |  |

**VI. CAREER DEVELOPMENT**

**VII. TESTING SERVICES**

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| OBJECTIVES | ACTIVITIES | PERSONS INVOLVED | TIME FRAME | BUDGET |
| A.To facilitate the conduct of the  entrance examination of the  different schools & universities to  4th year students | Assist in the conduct of college entrance & admission tests | Representatives from different schools & universities  Guidance counselor | As scheduled |  |
| B.To facilitate periodic DepEd  Standardized Test such as NAT  and NCAE | Prepare the following:  -List of Examinees  -Examination center/rooms | Class Advisers  Year Level Head  School Testing Coordinator | August –NCAE  March- NAT |  |
|  | Attend Division Orientation on the test administration | School Head  Testing Coordinator | As scheduled |  |
|  | Coordinate with the DTC for testing materials | Testing Coordinator | As scheduled |  |
|  | Conduct school orientation to assigned examiners | Testing Coordinator | As scheduled |  |
| C.To administer test for data  gathering needed for placement,  counseling and referral | Identify and select other tests to be secured for the school in coordination with the division testing coordinator or psychometrician | Testing Coordinator/Guidance Counselor |  |  |
| D. gather organize and interpret data  to provide a comprehensive picture  of a client | Uses data to help clients make informed judgment | Testing Coordinator |  |  |
| E.To help assess the interest of the  students for them to make the right  choice of courses in college | Conduct of interest inventory | Testing Coordinator |  |  |
| F.To facilitate the application of  PEPT | Releasing & receiving of PEPT forms | Testing Coordinator/Guidance Counselor |  |  |

**H. RESEARCH AND EVALUTION**

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| OBJECTIVES | ACTIVITIES | PERSONS INVOLVED | TIME FRAME | BUDGET |
| A. To gather accurate & reliable  data as basis for counseling. | Administer appropriate test | Guidance Personnel | As needed |  |
| B. To make case studies for  students with behavior  problems/abused children | Assessment of students with behavior problem | Guidance Personnel | As needed |  |
|  | Develop a study suited for a particular student | Guidance Personnel |  |  |
|  | Prepare & conduct evaluation instruments | Guidance Personnel |  |  |
| C. To determine causes and  effects of some problems  affecting the behavior of  students | Conduct descriptive survey  among the students | Guidance Counselor  Advisers/teachers  Students | As needed |  |
| D. To determine research needed  by the school | Gather information or feedbacks | Guidance Counselor  Other School Personnel  Students | As needed |  |
|  | Prepare research proposal and submit to the Division  Research Coordinator for approval | Guidance Counselor  Research Coordinator |  |  |
|  | Conduct the research with determination and publish findings for support to a relevant change it would bring to the institution | Guidance Counselor  Research Coordinator |  |  |
| E. To evaluate the effectiveness  of the guidance services | Develop or secure appropriate evaluation instrument  Seek support for any needed action for improvement | Guidance Counselor  Stakeholders | Yearly |  |
|  | Conduct evaluation with the knowledge of the administration | Guidance Counselor  Administrator and other school personnel | Yearly |  |
|  | Document and share findings with the members of the institutional community | Guidance Counselor | Yearly |  |