

The Vision, Assumptions, and Mission of Comprehensive Guidance and Counseling in Fern Ridge School District

Vision of Comprehensive Guidance and Counseling:

Guidance and counseling is an integral part of each school's total educational program in the Fern Ridge School District and is essential for each and every student's success. It is developmental by design and includes sequential activities organized and implemented by licensed school counselors and other staff in collaboration with administrators, teachers, students, parents, and other community partners. The guidance and counseling program contains the following components - guidance curriculum, individual planning with students, responsive services, system support and integration, and student advocacy. The guidance and counseling program addresses the needs, assets, and potential of each student by facilitating the development of skills for learning to learn, to work, to live, and to contribute to the community.

ORS 581-022-2060

COMPREHENSIVE GUIDANCE AND COUNSELING

(1)(a) District Comprehensive Guidance and Counseling. Each school district shall provide a coordinated comprehensive guidance and counseling program to support the academic, career, personal/social, and community involvement development of each and every student. The district shall:

(b) Adopt comprehensive guidance and counseling program goals that assist students to: **(District Goals at end of the document)**

(A & B) Meet Academic Standards and understand Alternative Opportunities

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 which 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 influence

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

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 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

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

(C) Establish Tentative Career and Educational Goals

A:B2 Plan to Achieve Goals

- A:B2.1 Establish challenging academic goals in elementary, middle/junior 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

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 resume
- 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-management and task-management skills

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 coursework that is related to career interests
- C:B2.5 Maintain a career-planning portfolio

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 in an important and satisfying means of personal Expression

C:C2 Apply Skills to Achieve Career Goals

- 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

(D) Create and Maintain an Education Plan and Education Portfolio

High School – Plan and Profile folders through Homeroom and access to computer-based program, Oregon Career Information System; Career and College Fairs, Job Shadows, Internships, and Apprenticeships.

Middle School – Career exploration, self exploration, link current learning to high school and post high school career and college options.

Elementary - Reading and Math work samples as well as SBAC Scores kept in Mastery In Motion and in ESchool System.

- (E) Demonstrate the ability to utilize personal qualities, education and training, in the world of work
- (F) Develop decision-making skills
- (G) Obtain information about self
- (H) Accept increasing responsibility for their own actions, including the development of self-advocacy skills
- (I) Develop skills in interpersonal relations, including the use of affective and receptive communication

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

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 and action plan to set and achieve realistic goals

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

(J) Utilize school and community resources.

(K) Demonstrate and discuss personal contributions to the

larger community; and
 (L) Know where and how to utilize personal skills in making contributions to the community.

Identification of goals and how to acquire relevant information and processes to reach those goals. **See table** for specifics.

Standards	Elementary School	Middle School	High School
<p>(A and B)</p> <p>Meet Academic Standards and alternative educational opportunities</p>	<p>*School Wide RTI Ed. team meets 3X per year to discuss and place students based on results. *Easy CBM benchmark testing (fall winter spring) *Easy CBM progress monitoring monthly *Title support for not proficient students in reading and math. *Special Education pull out programs for eligible students.</p>	<p>Meet with at-risk students that are not on track academically or having attendance issues. (JG) *Provide systematic supports for identified students i.e. academic interventions, remediation, and incentives for meeting academic goals. (RC) *Recognize achievement for all students.(All Staff) *Referrals to SST as needed.(ALL) *Students will be encouraged to take full advantage of all educational opportunities available to them.(ALL)</p>	<p>Student/Parent check-ins that identify strengths, areas of weakness, and create a plan to meet graduation requirements (BM). If necessary, provide 504 Plan process to help students meet academic standards (BM). Meet with all 9th graders at 4 week progress period and track those with academic issues with individual meetings. Set goals to achieve credit for their academic progress.(JG) Referral to SST as needed (ALL Staff). State Testing (Admin). Alternative edu opportunities are provided via West Lane Tech referrals (BM).</p>

<p>(C)</p> <p style="text-align: center;">Establish tentative career and edu. goals</p>	<ul style="list-style-type: none"> *Exposure to different careers and jobs through classroom/community visitations. *Easy CBM goals are posted *Math and reading goals posted in classes. *Classroom based career exploration activities. 	<ul style="list-style-type: none"> *Provide relevant career and college information and link to current learning. *Identify goals and skills that support current career interest. *Provide opportunities for career related camps, field trips, and job shadows.(RC) 	<p>Provide post-secondary information to Students/Parents via events and in-class presentations, such as Junior Night, College Fair/Financial Aid night, homeroom presentations w/seniors (BM). Check-ins with students about career/academic goals and creating a plan to reach goals (BM). Students have the opportunity to obtain an academic advisor through the ASPIRE program to help with decisions about post-secondary options. (Counseling Staff)</p>
<p>(D)</p> <p style="text-align: center;">Create and</p>	<ul style="list-style-type: none"> *Reading and Math work samples kept in Mastery In Motion. 	<ul style="list-style-type: none"> *Career exploration, self exploration, link current learning to high school and post high school career and college options. 	<p>Through homeroom teachers, students will maintain a plan and profile through their four years of high school. The use of (CIS) Career</p>

<p>maintain and edu. plan and edu. profile</p>		<p>*Students will identify and potential career and research path to that career. (All Staff)</p>	<p>Information System at the 9th and 10th grade will be used for self-exploration and career and college exploration. (JG & BM)) CIS at the 11th and 12th grade will focus on post-secondary prep activities (BM & JG).</p>
<p>(E)</p> <p>Demonstrate the ability to utilize personal qualities, education and training, in the world of work</p>	<p>Through in class activities/ individual conversations and PBIS students will: *Develop positive attitudes toward self Identify values, attitudes and beliefs. *Learn the goal-setting process. Learn and demonstrate self advocacy. *Recognize the difference between appropriate and inappropriate behavior in specific school and social situations. *Assess the consequences of appropriate and inappropriate behavior.</p>	<p>Through in class activities/individual conversations and PBIS students will(All Staff/RC): *Develop positive attitudes toward self Identify values, attitudes and beliefs. *Learn the goal-setting process. Learn and demonstrate self advocacy. *Recognize the difference between appropriate and inappropriate behavior in specific school and social situations. *Assess the consequences of appropriate and inappropriate behavior.</p>	<p>In-class/homeroom presentations/check-ins that discuss the concepts of self-knowledge, academic/skill strengths, and economic direction (BM). College Fair provides opportunity for educational options (BM). Field trips that explore careers and post-secondary options. (BM & JG) Job Shadows at the 11th grade (RV) Job tours, internships, apprenticeships are available through the CTE classes. (JG)Career Fair for all grade levels with a focus on 11th and 12th graders related to job skills such as interviews and resumes. (RV & JG)</p>
<p>(F)</p>	<p>Through the use of PBIS, PAX, Kelso's Choice, Second</p>	<p>Through in-class presentations, school wide</p>	<p>Provide social, emotional, academic information for</p>

<p>Develop decision-making skills</p>	<p>Steps, and Zones of Regulation students will: *Use effective communications skills. *Use a decision-making and problem-solving model. *Understand consequences of decisions and choices.</p>	<p>assemblies, PBIS-High 5's, and individual student meetings students will: *Use effective communications skills. *Use a decision-making and problem-solving model. *Understand consequences of decisions and choices. (All Staff)</p>	<p>students to make informed decisions in the real-world via in-class presentations and check-ins (BM). Help students to identify coping skills, consequences of choices, and conflict resolution via check-ins (BM). Prom Assembly w/guest speaker (Staff).</p>
<p>(G)</p> <p>Obtain information about self</p>	<p>Through programs such as: PBIS, Kelso's Choices, Second Steps and Zones of Regulation students will: *Identify and express feelings *Identify personal strengths and assets *Identify and discuss changing personal and social roles</p>	<p>Through in-class presentations, school wide assemblies, PBIS, and individual student meetings students will: *Identify and express feelings *Identify personal strengths and assets *Identify and discuss changing personal and social roles. (All Staff)</p>	<p>Reflect on students' daily experiences-- discuss how student participated in those experiences via check-ins (BM). CIS activities that provide social, emotional, and academic self-knowledge (BM & JG). Review with students academic performance on course work, assessments, state testing, etc (ALL Staff).</p>
<p>(H)</p> <p>Accept increasing responsibility for their own</p>	<p>Through the use of programs such as: PBIS, Kelso's Choices, Second Steps and Zones of Regulation and Second Steps Safe</p>	<p>Use of PBIS system to reinforce positive behaviors(All Staff), *FRMS High 5's *Gold Cards *student mediation *Check in/Check out</p>	<p>Discuss students' social, emotional, academic needs and how to meet those needs through self-advocacy via check-ins (BM). Identify</p>

<p>actions, including the development of self-advocacy skills</p>	<p>Touch students will learn responsibility for their own actions and develop self advocacy skills.</p>	<p>*SST referrals when necessary *Referrals to outside agencies as needed.</p>	<p>and reflect upon student responsibilities and actions in any given event via check-ins (BM). SST Referrals as needed (ALL Staff).</p>
<p>(I)</p> <p>Develop skills in interpersonal relations, including the use of affective and receptive communication</p>	<p>Through the use of programs such as: Kelso’s Choices, Second Steps and Second Steps Safe Touch. Students will gain skills in interpersonal relations and communication with their peers.</p>	<p>Through in-class presentations, school wide assemblies, PBIS, and individual student meetings students will(all staff): *Use effective communications skills. *Use a decision-making and problem-solving model. *Understand consequences of decisions and choices.</p>	<p>Demonstrate and have students participate in the identification and practice of utilizing healthy relationship skills via check-ins (BM). Refer students to community resources (i.e., mental health) to assistance in developing healthy relationship skills (BM).</p>
<p>(J)</p> <p>Utilize school</p>	<p>Students will work with all school staff to access services, Such as: *McKinney-Vento resources *Family resource center *counseling agencies</p>	<p>Students will work with all school staff to access services, Such as: *McKinney-Vento resources *Family resource center *counseling agencies *Community</p>	<p>Students should work closely with career and counseling staff to access resources at school and in the community through self-exploration, job shadows, internship, and college and</p>

<p>and community resources.</p>	<p>*Community referrals for academic support, mental health counseling, basic needs, and family/parent supports.</p>	<p>referrals for academic support, mental health counseling, basic needs, and family/parent supports.</p>	<p>career readiness. (All) Provide appropriate community referrals to students and families (i.e., mental health, tutoring, housing, basic needs, McKinney Vento) (BM). Provide one-on-one mentorship via ASPIRE volunteers to develop career and post-secondary goals/plans (Counseling Staff)</p>
<p>(K)</p> <p>Demonstrate and discuss personal contributions to the larger community</p>	<p>Provide opportunities and information for students to contribute to the local community *Fundraisers and canned food drive *Service projects * March for HOPE</p>	<p>Provide opportunities and information for students to contribute to the local community (All Staff) *Fundraisers, canned food, and clothing drives *Leadership class *Service projects * March for HOPE</p>	<p>Provide opportunities for students to contribute to the community via local events (ALL Staff). Assist students in identifying personal contributions for post-secondary documents (i.e., scholarships, personal statements) (BM).</p>
<p>(L)</p> <p>Know where and how to utilize personal skills in making contributions to the</p>	<p>*Students will identify and develop personal strengths via school wide PBIS training, and goal setting. *Students skills will then be used in community based activities such as:</p>	<p>*Students will identify and develop personal strengths via school wide systems, PBIS student surveys, academic progress monitoring, short and long term goal setting (All Staff). *Students skills will</p>	<p>Identifying strengths and skill sets via self-exploration activities (CIS, check-ins, etc), and discuss how these personal traits are relevant to the benefit of the community via</p>

community.	<ul style="list-style-type: none"> *Volunteerism *Service projects *Fundraisers and drives. *Participation in local youth activities. 	<p>then be used in community based activities such as:</p> <ul style="list-style-type: none"> *Volunteerism *Leadership class *Service projects *Fundraisers and drives. *Participation in local youth activities. 	<p>check-ins and CIS (BM & JG). Provide opportunities for students to exercise their personal strengths and skill sets within the community via fundraisers, field trips, etc. (ALL Staff).</p>
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2) School Comprehensive Guidance and Counseling. Each school shall provide a comprehensive guidance and counseling program that serves students K through 12, based upon the Oregon Department of Education's "Framework for Comprehensive Guidance and Counseling Programs for Pre-Kindergarten through Twelfth Grade" which:

- (a) Identifies staff responsibilities to plan, design and deliver a comprehensive guidance and counseling program that meets the unique needs of their students and community;
- (b) Aligns with the district's school improvement plans;
- (c) Assigns guidance and counseling responsibilities to the appropriate personnel;
- (d) Expects all school staff to participate in implementing the comprehensive guidance and counseling program;
- (e) Assists each student to develop, and annually review, an educational plan (a formalized plan and process in which students establish their education, career and life goals, identify learning goals and connect them to activities that will help them achieve their goals) in grades 7-12. and

To address above in FRSD, building principals and or counselors at each school in conjunction with school administration will assign/task appropriate personnel to address the responsibilities of the plan and the tasks/activities/programs/ that will be completed and or implemented.

(3) Guidance Staff Assignments. Each school district shall maintain a licensed staff and promote effective guidance practices consistent with the district's expected comprehensive guidance and counseling program outcomes. In determining staffing for the program, the following shall be considered:

- (a) Alignment with the American School Counselor Association recommended student to counselor ratio of 250:1;
- (b) The number of aides or clerical staff assigned to support the implementation of the comprehensive guidance and counseling program.

See below:

Counseling Staff Assignments

<u>Primary Licensed Staff</u>	<u>Support Licensed Staff</u>	<u>Support non-licensed staff</u>
VES Principal: Mrs. Lisa Leatham	All classroom and support teachers	Building and District level secretaries as assigned by admin.
EES Principal: Mrs. Michelle Marshall	All classroom and support teachers	Building and District level secretaries as assigned by admin.
FRMS Counselor: Mr. Ryan Chambers	All classroom and support teachers	Building and District level secretaries as assigned by admin.
EHS Counselor: Mrs. Brittany McMillan	All classroom and support teachers	Building and District level secretaries as assigned by admin.