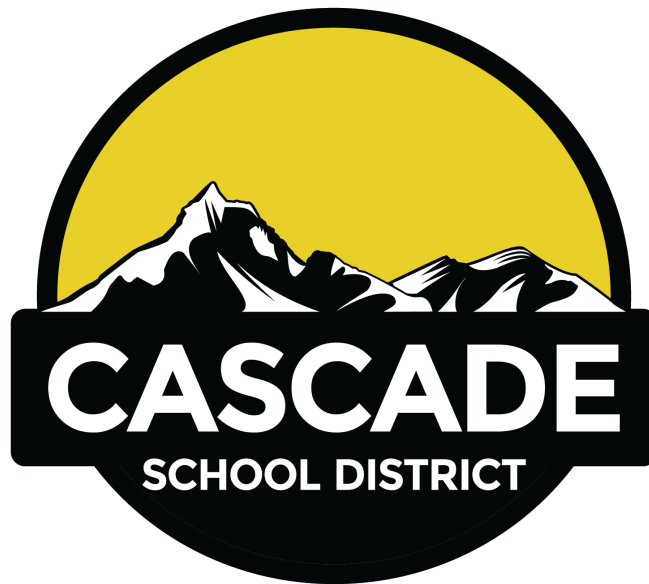


# Comprehensive Guidance And Counseling Plan



*2022-2023*

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## MISSION STATEMENT

### **CASCADE SCHOOL DISTRICT MISSION STATEMENT:**

Cascade School District, in partnership with families, community and business, is committed to providing students with lifelong learning skills necessary to assist them in becoming productive citizens in the 21<sup>st</sup> century.

### **SCHOOL COUNSELING PROGRAM MISSION STATEMENT:**

The mission of the Cascade School District school-counseling program is to deliver a multi-layered, comprehensive, and developmental counseling program that addresses the academic, career, and personal/ social development of all students. School counselors provide support to maximize student potential and academic achievement. While working in collaboration with other educators, administrators, parents or guardians, and the community, school counselors facilitate the support system to ensure all students in the Cascade School District have access to and are prepared with the knowledge and skills to contribute at the highest level as productive citizens in the 21<sup>st</sup> century.

## VISION

### **CASCADE SCHOOL DISTRICT VISION**

Cascade Schools believes a developmental and sequential guidance program is an essential and integral part of the overall education process. We believe that academic, career, and personal/ social objectives are attainable by all students when a rigorous, comprehensive curriculum is coordinated throughout the district in a consistent manner.

## **BELIEFS**

**The Cascade School District Guidance and Counseling Department's Comprehensive Developmental Guidance and Counseling Program is based upon the following beliefs:**

- All children are unique and can benefit from the counseling and guidance services described in the *Oregon's Framework for Comprehensive School Counseling Program*.
- Every student has the right to participate in activities that promote self-direction and self-development.
- Every student has the right to make choices and accept responsibility for choices made.
- Every student has the right to participate in a comprehensive school counseling and guidance program designed to assist all students in attaining their maximum potential in academic, career, and personal/social development.
- Every student has the right to the necessary support needed to transition throughout school toward the individual achievement of diploma requirements, and preparation for the next steps after high school.

**The Cascade School District Guidance and Counseling Program is an integral part of the overall educational program and serves as a critical link to the instructional program and the community.**

The program:

- is data-driven to meet the specific needs of the students goals and developmental student competencies,
- involves planning and coordination with other representatives of the school and community with a purposeful and sequential program of activities,
- utilizes many combined resources of the community,
- is evaluated on specific goals and agreed upon student competencies,
- actively involves students and others.

## **PROGRAM BENEFITS**

### **Benefits for Students**

- Focuses on all students
- Ensures equitable access to the school counseling and guidance program
- Monitors and interprets data to facilitate student improvement and school success
- Advocates for students and promotes equitable access to educational opportunities
- Enhances students' academic performance
- Promotes academic and educational planning for future success
- Provide opportunities for students to develop skills in the areas of decision making, goal setting, career and educational exploration, personal and social development
- Supports advocacy for students

### **Benefits for Parents/Guardians**

- Supports active partnerships for student learning and career planning
- Enhances communication to school and community resources
- Advocates for student academic, career, and personal development
- Provides data for information on student progress
- Creates a partnership for parental involvement in their student's academic, career, and educational planning

### **Benefits for Teachers**

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Increases collaboration with school counselors and teachers
- Analyzes data to improve school climate and student achievement

### **Benefits for Administrators**

- Provide a system for developing, managing, and evaluating a school counseling program
- Utilizes data for school improvement
- Addresses barriers to student success and provides strategies and interventions
- Provides a proactive school guidance curriculum that addresses student needs and enhances school climate
- Establishes a clearly defined job description for school counselors

**Benefits for School Counselors**

- Defines responsibilities within the context of a school counseling and guidance program
- Supports access to every student
- Provides a tool for program management, implementation, and accountability
- Ensures the school counseling and guidance program contributes to the school's mission

**Benefits for Communities**

- Builds collaboration with businesses and industries and enhances the potential for every student's postsecondary success
- Enhances the role of the school counselor as a resource person
- Facilitates the development of students as active responsible citizens
- Enhances students' academic performance as well as their social/ emotional and career development



## **DELIVERY SYSTEM**

The Cascade School District Comprehensive Guidance and Counseling Program provides services in accordance with the four delivery components. A combination of the four program delivery components (School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support) is utilized in assisting students to achieve their competencies. This approach ensures that every student has multiple opportunities to acquire competencies in the three domains of Academic Development, Career Development, and Personal/Social Development.

### **Guidance Curriculum**

The guidance curriculum component consists of structured developmental experiences presented systematically to all students through classroom and group activities that address the three primary domains Academic Development, Career Development, and Personal/Social Development. The curriculum lessons focus on decision-making, goal setting, peer relationships, self-awareness, career awareness, the world of work, labor market information and educational and career planning. The counselor's responsibilities include the organization and implementation of classroom guidance lessons and group guidance. The counselors are involved with student orientation and parent orientation. They conduct small and large groups dealing with study skills, problem-solving, peer relationships, questioning skills, bullying, goal setting and many other topics.

#### **Classroom Guidance Activities:**

Counselors facilitate, co-lead, or assist in the delivery of guidance curriculum activities. These activities may be conducted in the classroom, in the guidance center, or in other school facilities.

#### **Group Activities:**

Counselors conduct small-group counseling sessions outside the classroom to respond to students' identified interests or needs. Small-group counseling may be either immediate-response or long-term counseling.

#### **Interdisciplinary Curriculum Development:**

Counselors participate on interdisciplinary teams to develop and refine curriculum in content areas. These teams utilize curriculum that is research based and aligned to student standards. Counselors assist teachers in the delivery of classroom units that lead to acquisition of competencies in the domains of affective, social, and employability skills for every student in developmentally appropriate ways.

Topics for school guidance curriculum activities within this component may include, but are not limited to:

- Self-Concept
- Communication Skills
- Peer Relationships
- Growth Mindset
- Social Emotional Learning
- Substance Abuse Programs
- Post-High School Planning
- Career Awareness and Exploration
- Study Skills-Skills for Learning
- Choice-Making Skills
- Personal Safety
- Emotion Regulation
- Social Thinking
- Problem Solving
- Pre-Employment Skills
- Diversity
- Anger Management
- Bullying
- Depression awareness/  
Suicide Prevention
- Erin’s Law/Child  
Sexual Abuse  
Prevention
- Decision making
- Goal setting to reach  
academic, personal,  
career, and social  
emotional goals

## **Individual Student Planning**

The individual student planning component consists of activities that focus on assisting each student with developing, analyzing, and evaluating educational, career, and personal goals/plans. Academic counseling includes postsecondary education, career/technical education, and career planning. Examples of individual student planning delivery options within this component may include, but are not restricted to:

### **Individual or Small-Group Appraisal:**

Counselors help students assess and interpret individual abilities, interests, skills, and achievements. The utilization of appropriate assessment information becomes an important aspect of individual development of immediate and long-range plans.

### **Individual or Small-Group Advisement:**

Counselors help students acquire self appraisal skills; personal and social development skills; and educational, career, and labor market information. This information assists students in planning for personal, academic, and career aspirations. Counselors recognize the critical need to enlist teachers and parents or guardians in helping students make academic and career choices.

### **Placement and Follow-Up:**

Counselors advise students in making transitions by providing information and by assisting in the access of resources.

### **Topics for individual student planning activities may include, but are not limited to:**

- Career Awareness and Exploration
- Career/Technical Education Programs
- Teacher Advisor Programs
- Career Shadowing
- Postsecondary Application Process
- Four-Year Educational Plan
- Honors and Awards Program
- Financial Aid/Scholarship Advising
- Role Playing
- Student Portfolios

The counselors play a role in identifying at-risk students. At-risk students are identified by evaluating their academic record, discipline referrals, attendance, and state assessment data.

Additionally, some Cascade counselors coordinate, facilitate, and/or conduct the following activities:

- Individual advisement
- Educational placement of students
- Program planning (parents and students)
- Interpreting test results
- New student registration
- Educational and career plans
- Career interest inventories
- Transcript reviews
- Register and withdraw students
- Issues schedules and make necessary adjustments
- Maintain student records
- Provide requested student information to appropriate agencies on a continuous basis
- Assist with college selection and admission
- Financial aid workshops
- Acquiring scholarship information
- Career fairs
- Career portfolios
- Personal and social issues that affect school performance and future plans

The counselor assists in the identification of at-risk and special needs students. At-risk students are identified by evaluating their academic record, discipline referrals, attendance, and state assessment data.

## **Responsive Services**

Responsive services include counseling or referral activities that meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, problem solving, agency referral, and consultation. Examples of responsive services delivery options within this component may include, but are not restricted to:

### **Consultation:**

School counselors serve as student advocates by consulting with students, parents or guardians, educators, and community agencies regarding strategies to help students and families.

### **Personal Counseling:**

Counseling is provided in small-group or individual settings for students experiencing difficulties dealing with relationships, personal concerns, developmentally appropriate tasks, along with personal and career development. Personal counseling assists students in identifying problems, causes, alternatives, and consequences leading to informed decision making that will impact personal, educational, and/ or career goals.

### **Crisis Counseling:**

Counseling and support services are provided to students and families facing emotional crises. Crisis counseling is normally short-term and temporary, using appropriate referral sources if necessary.

### **Referrals:**

Counselors use referral sources to enhance the services provided through the school counseling and guidance program. These referral sources may include, but are not restricted to:

- Mental Health Agencies
- Employment and Training Programs
- Juvenile Services
- Social Services
- Grief Counseling
- Deployment

Cascade School counselors strive to include activities that meet the immediate needs and concerns of individual students whether those concerns involve individual or group counseling, information dissemination, crisis intervention, peer mediation, consultation or referral.

When cases are identified that require outside, emergency, long-term, and/or intensive treatment, the counselors work closely with outside agencies. Some of the local agencies that are used for student referral include Trillium Family Services Marion County Mental Health, Marion County Juvenile and Family Court, Marion County Youth and Family Crisis Center, Marion County Hospice, Willamette Educational Service District, The Child Advocacy Center, the Marion County Department of Human Resources, and therapeutic programs.

## **System Support**

System support includes indirect guidance management activities that maintain and enhance the total counseling and guidance program. Responsibilities in this area include staff relations, community relations, task forces, professional development, support teams, test interpretation, data analysis, and curriculum development. This component provides appropriate support to academic programs. Examples of system support delivery options within this component may include, but are not restricted to:

### **Professional Development:**

Counselors are regularly involved in updating professional knowledge and skills. This may involve participating in regular school in-service training, attending professional meetings, and completing postgraduate coursework.

### **In-Service:**

Counselors attend system and school in-service training to ensure counseling skills are updated in the areas of curriculum development, technology, and data analysis. Counselors may provide in-service instruction in school guidance curriculum and areas of special concern to the school and community. When funding is made available, the counselors continue professional growth by attending seminars, workshops, in-services, and completing classes to maintain certification with the State Department of Education, the National Board of Certified Counselors, and The National Board of Certified School Counselors.

### **Consultation, Collaboration, and Teaming:**

Counselors provide important contributions to the school system by consulting, partnering, collaboration, and teaming.

### **Community Outreach:**

Counselors forge partnerships with local businesses, industries, and social service agencies. Community outreach requires counselors to be knowledgeable about community resources, employment opportunities, and local labor market information.

### **Consultation with Staff:**

Counselors consult regularly with teachers and professional staff members in order to receive feedback on emerging needs of students and to provide information and support to staff.

### **Curriculum and Schedule Development Support:**

Counselors participate in the ongoing review and revision of academic curriculum materials as related to data analysis, student advocacy, postsecondary education, and career/technical education planning. Counselors also help create annual schedules and work with students to ensure they have the necessary classes in order to advance.

### **Program Management and Operations:**

Planning and management tasks include the support of activities conducted in the school counseling and guidance program and responsibilities expected of a member of the school staff.

### **Fair-Share Responsibilities:**

Fair-share responsibilities may include such tasks as bus duty, playground duty, recess/ lunch duty. Non-guidance responsibilities assigned to counselors should not be above and beyond those of other certified staff members, and should not interfere with the delivery of guidance services.

In the Cascade School System, counselors participate in activities that support other programs in the school. Those activities include, but are not limited to:

- Building Test Coordinators
- Continuing Improvement Plan (CIP) Committee Member
- School 504 Designee/Member
- IEP Team Member
- SST Team Member
- YST Team Member
- Response to Instruction Team (RTI) Member
- Behavior Support (BS) Team Member
- Attendance Intervention Team Member
- PBIS/ Cascade Way Behavior Management Team Member

At some schools, counselors assist in registering students, withdrawing students, scheduling students, assisting with lunchroom, recess, and bus duty, assist administrators and teachers with identifying student needs, serve on school and curriculum committees, etc. The counselors conduct classroom guidance assessments and utilize that data to analyze its impact. They collaborate with teachers in determining the factors that are impeding the success of students and conduct follow-up assessments of the students.

Guidance counselors in Cascade Schools are involved with many community agencies and programs. Some of those agencies and programs include but are not limited to:

- Department of Human Services (DHS)
- Canned Food Drives
- County Juvenile Court
- Joint projects with local firefighters, EMS , and Law Enforcement

## **STRUCTURAL COMPONENTS**

In order to ensure that the Cascade School's Guidance and Counseling Program is an integral part of the total school system and community, a comprehensive developmental guidance and counseling program is implemented at each school level (K-12) and appropriate policies and procedures are in place to maintain, enhance, and evaluate the district's guidance and counseling program. An advisory committee provides input and support for the program.

### **Advisory Committee**

The district advisory committee for the Cascade School System consists of representative stakeholders of the school counseling and guidance program, including counselors and administrators. The advisory committee reviews program goals, competencies, and results, and participates in making recommendations to the school counseling and guidance department, principal, and superintendent. It is recommended that the committee meet at least twice a year.

### **Counseling and Guidance Department Organization**

At the beginning of the school year, counselors meet with principals regarding the counseling and guidance program. If there are two or more counselors in the school, specific/equitable duties and student caseloads are assigned. Each LEA (Local Education Authority) should have a counseling coordinator to work with principals and counselors to ensure that program planning, design, implementation, and evaluation take place in a timely, effective, and equitable manner. All schools must provide counseling and guidance services in Grades K-12.

### **Coordinators' Role**

Counseling and guidance coordinators provide necessary support for comprehensive school guidance program development, implementation, and evaluation of procedures that enhance the effectiveness of the school system's comprehensive counseling and guidance program. Counseling and guidance coordinators serve as facilitators, leaders, supporters, and advisors. Counseling and guidance coordinators provide leadership to ensure the credibility of the comprehensive counseling and guidance program for faculty, staff, and the community under the supervision of the human resources director.



## **Principals' Role**

Administrative support is critical to full implementation of the comprehensive counseling and guidance program. Principals, as chief administrators in schools, are ultimately responsible for the success of all instructional programs, including the school counseling and guidance program. Principals understand the role of school counselors and provide the necessary support for counselors to fulfill that role. Such support includes the provision of adequate facilities, and materials. Principals provide input into program development and encourage and support participation of all school personnel in the implementation of the counseling and guidance program.

## **Counselors' Role**

Counselors assume the leadership role for managing and implementing the comprehensive counseling and guidance program in their school. Counselors are responsible for the systematic delivery and evaluation of structured developmental counseling and guidance services to all students. Counselors work directly with students, individually, in small groups, or with a whole class, to deal with unique or problem-centered concerns that require more privacy or attention than can be accommodated in structured guidance activities. Counselors serve students indirectly by acting as consultants to administrators, teachers, parents, and others to help them understand and respond to the developmental, emotional, and social needs of students. Counselors coordinate various activities within the school that are related to student welfare. Appropriate referrals, placements, and follow-ups are activities that are particularly pertinent to counseling.

### **Elementary School Counselors/ Child Development Specialists**

Elementary school counselors assist students with learning the mindsets, skills for learning, self-management, problem solving, and social skills necessary to be successful in school. They emphasize to students that the classroom is their workplace and that communication, decision-making, interpersonal and career awareness skills are important to their success.

### **Middle School/Junior High School Counselors**

Building upon those skills taught at the elementary level, a major focus of middle school/junior high school counselors is to provide services that address the career, personal/social and educational needs and concerns of students. Counselors at this level facilitate the expansion of career awareness and exploration activities to assist in the development and utilization of short and long-range educational and career plans.

### **High School Counselors**

High school counselors work with students in acquiring guidance competencies that form the foundation for the next educational and occupational levels. The counselors assist students in developing realistic educational and career plans based on a clear understanding of themselves, their needs, interests, skills, and abilities. The high school counseling department uses technology to implement career development in preparation for the Senior Exit Interview in their last year of high school. This mock interview focuses on each students' strengths and collaborated research of their future goals after high school. High school counselors also focus on the personal and social development, and the academics of each student as they approach graduation and prepare to live in the 21st century.

### **Teachers' Role**

As professionals who have the greatest contact with students, teachers are in the best position to recognize and help provide for the developmental and individual needs of students. Through appropriate communication and referral, teachers facilitate the interaction between students and counselors. Teachers demonstrate support for the program by providing adequate opportunities for student-counselor contact. Teachers contribute directly to the school counseling and guidance program by helping counselors deliver programs that facilitate the academic, career, and personal/social development of students. Teachers strengthen and follow through on concepts presented to help students retain the knowledge, skills, and understanding established through the program. Teacher support, input, and expertise make it possible for the school counseling and guidance program to become an integral part of the total educational program.

## **Guidance Resources**

Appropriate guidance resources are required for each of the four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support. These resources include equipment and materials, staff expertise, and community resources. Resource materials must be relevant to the program, appropriate for the diversity of the school and community, and of sufficient quantity to be useful. All counselors should be provided the necessary equipment and materials to implement the comprehensive counseling and guidance program.

### **Materials, Supplies and Equipment**

- Materials are relevant to the program and appropriate for the community.
- The school counselor consults with the advisory committee and the local school board policy concerning the evaluation and selection of program materials.
- Materials, supplies and equipment are easily accessible and of sufficient quantity to support the program.
- All school counselors have locking file cabinets, private telephone lines and computers with Internet access in their offices.

### **Facilities**

- All facilities are easily accessible and provide adequate space to organize and display school counseling materials.
- The school counselor has a private office that is designed with consideration of the student's right to privacy and confidentiality.
- Access is provided to facilities for meeting with groups of students.

### **Technology**

- School counselors use technology daily in their work,
- School counselors use technology to help students perform career and advanced educational searches for use in their education development plans.
- School counselors register, withdraw and evaluate transcripts for students
- School counselors use data regarding their school population to work with the principal, teachers, and the advisory committee in making recommendations to improve academic achievement.
- School counselors receive ongoing training in appropriate areas of technology advancement and updates.
- Some school counselors maintain an up-to-date guidance website with pertinent information for students and parents.
- School counselors use technology in the planning, implementation, and evaluation of the school counseling program.
- ◆ School counselors use technology as a tool to gather, analyze and present data to drive systematic change.
- ◆ School counselors communicate with teachers, administrators, central office, outside agency representatives, and other counselors via e-mail.

## **Use of Time**

The Cascade school counselors utilize the Oregon Department of Education's recommended effective use of time. It is recommended that school counselors spend 80 percent or more of their time in direct and indirect student services. The remaining 20 percent of time is set aside for program management and school support services. The counselors keep daily records that document time and activities performed. These records allow counselors and administrators to determine the actual amount of time spent in each of the four program delivery components and in non-school counseling activities. By analyzing this data, adjustments can be made to better utilize counselor time so that the greatest amount of time is spent in direct service to students.

### **Effective Use of Time**

- **individual student academic program**
- **planning interpretive cognitive, aptitud and achievement tests providing counseling to students who are tardy or absent providing counseling to students who have disciplinary problems**
- **providing counseling to students as to appropriate school dress**
- **collaborating with teachers to present school counseling core curriculum lessons**
- **analyzing grade-point averages in relationship to achievement**
- **interpreting student records**
- **providing teachers with suggestions for effective**
- **classroom management**
- **ensuring student records are maintained as per state and federal regulations**
- **helping the school principal identify and resolve student issues, needs and problems**
- **providing individual and small-group counseling services to students**
- **advocating for students at individual education plan meetings, student study teams and school attendance review boards**
- **analyzing disaggregated data**

## PROGRAM GOALS

The goals of the Cascade School District Comprehensive Guidance and Counseling Program are defined as follows:

The **Academic Domain** states that students will:

1. Acquire the attitudes, knowledge and skills that contribute to effective learning in school and throughout life.
2. Complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
3. Understand the relationship of academics to the world of work and to life at home and in the community.

The **Career Domain** states that students will:

1. Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
2. Employ strategies to achieve future career goals with success and satisfaction.
3. Understand the relationship between personal qualities, education, training and the world of work.

The **Personal/Social Domain** states that students will:

1. Acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
2. Make decisions, set goals, and take necessary action to achieve goals.
3. Understand safety and survival skills.

## GUIDANCE CURRICULUM SCOPE AND SEQUENCE

The following standards for Oregon students at each grade-cluster level (K-2, 3-5, 6-8, 9-12) are based upon Oregon’s Comprehensive School Counseling Standards (Mindsets and Behaviors for Student Success: K-12 Career and College readiness for Every Student). The competencies describe the attitudes, knowledge, and skills that students should be able to demonstrate as a result of participating in an effective school counseling and guidance program.

Counselors should use these standards to assess student growth and development, guide the development of strategies and activities, and create a program that helps all students achieve their highest potential.

Oregon’s Mindsets and Behaviors are organized in four broad domains to promote behaviors that enhance the learning process: academic, career, social/ emotional development and community involvement.

- competency was introduced
- competency was expanded or reinforced

CATEGORY 1: MINDSET STANDARDS*					
<i>Comprehensive school counseling programs encourages the following mindsets for all students</i>					
		K-2	3-5	6-8	9-12
<b>M 1</b>	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	●	○	○	○
<b>M 2</b>	Self-confidence in ability to succeed		●	○	○
<b>M 3</b>	Sense of belonging in the school environment	●	○	○	○
<b>M 4</b>	Understanding that postsecondary education and life-long learning are necessary for long-term career success			●	○
<b>M 5</b>	Belief in using abilities to their fullest to achieve high-quality results and outcomes			●	○
<b>M 6</b>	Positive attitude toward work and learning	●	○	○	○

**CATEGORY 2: BEHAVIOR STANDARDS**

*Students will demonstrate the following standards through classroom lessons, activities, and/ or individual or small group counseling*

	Learning Strategies	K-2	3-5	6-8	9-12
<b>B-LS 1</b>	Demonstrate critical-thinking skills to make informed decisions		●	○	○
<b>B-LS 2</b>	Demonstrate creativity		●	○	○
<b>B-LS 3</b>	Use time-management, organizational and study skills	●	○	○	○
<b>B-LS 4</b>	Apply self-motivation and self-direction to learning		●	○	○
<b>B-LS 5</b>	Apply media and technology skills		●	○	○
<b>B-LS 6</b>	Set high standards of quality	●	○	○	○
<b>B-LS 7</b>	Identify long and short-term academic, career, social/emotional, and community involvement goals		●	○	○
<b>B-LS 8</b>	Actively engage in challenging coursework B			●	○
<b>B-LS 9</b>	Gather evidence and consider multiple perspectives to make informed decisions			●	○
<b>B-LS 10</b>	Participate in enrichment and extracurricular activities		●	○	○

	Self- Management Skills	K-2	3-5	6-8	9-12
<b>B-SMS 1</b>	Demonstrate ability to assume responsibility	●	○	○	○
<b>B-SMS 2</b>	Demonstrate self-discipline and self-control	●	○	○	○
<b>B-SMS 3</b>	Demonstrate ability to work independently	●	○	○	○
<b>B-SMS 4</b>	Demonstrate ability to delay immediate gratification for long -term rewards			●	○
<b>B-SMS 5</b>	Demonstrate perseverance to achieve long-term and short-term goals			●	○
<b>B-SMS 6</b>	Demonstrate ability to overcome barriers to learning			●	○
<b>B-SMS 7</b>	Demonstrate effective coping skills when faced with a problem	●	○	○	○
<b>B-SMS 8</b>	Demonstrate the ability to balance school, home, and community activities		●	○	○
<b>B-SMS 9</b>	Demonstrate personal safety skills	●	○	○	○
<b>B-SMS 10</b>	Demonstrate ability to manage and adapt to transitions	●	○	○	○

	Social Skills	K-2	3-5	6-8	9-12
<b>B-SS 1</b>	Use effective oral and written communication skills and listening skills			●	○
<b>B-SS 2</b>	Create positive and supportive relationships with other students	●	○	○	○
<b>B-SS 3</b>	Create relationships with adults that support success	●	○	○	○
<b>B-SS 4</b>	Demonstrate empathy	●	○	○	○
<b>B-SS 5</b>	Demonstrate ethical decision-making and social responsibility		●	○	○
<b>B-SS 6</b>	Use effective collaboration and cooperation skills		●	○	○
<b>B-SS 7</b>	.Use leadership and teamwork skills to work effectively in diverse teams		●	○	○
<b>B-SS 8</b>	Demonstrate advocacy skills and ability to assert self,when necessary			●	○
<b>B-SS 9</b>	Demonstrate social maturity and behaviors appropriate to the situation and environment			●	○



The following chart is a tool directly linked to the nine national standards as presented in *The ASCA National Model: A Framework for School Counseling Programs* to be used to assist counselors in planning the overall guidance curriculum. Careful analysis of the scope and sequence of the local school guidance curriculum ensures that all students master all competency indicators by the end of Grade 12.

## ACADEMIC DEVELOPMENT DOMAIN

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

- competency was introduced
- competency was expanded or reinforced

<b>Competency A:A1</b>		<b>Improve Academic Self-Concept</b>			
		<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
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 leading to successful learning			●	○
<b>Competency A:A2</b>		<b>Acquire Skills for Improving Learning</b>			
		<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
A:A2.1 <b>B-LS 3</b>	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			●	○

<b>Competency A:A3</b>		<b>Achieve School Success</b>			
		<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
A:A3.1	take responsibility for their success	●	○	○	○
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 postsecondary options, including college.**

<b>Competency A:B1</b>		<b>Improve Learning</b>			
		<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
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		●	○	○
<b>Competency A:B2</b>		<b>Plan to Achieve Goals</b>			
		<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
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 postsecondary 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.**

Competency A:C1		Relate School to Life Experience			
		K-2	3-5	6-8	9-12
A:C1.1	demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life		●	○	○
A:C1.2	seek cocurricular 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 DEVELOPMENT 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.**

Competency C:A1		Developing Career Awareness			
		K-2	3-5	6-8	9-12
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 how 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		●	○	○

Competency C:A2		Develop Employment Readiness			
		K-2	3-5	6-8	9-12
C:A2.1	acquire employability skills such as working on a team and 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- and task-management skills	●	○	○	○

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

Competency C:B1		Acquire Career Information			
		K-2	3-5	6-8	9-12
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			●	○

<b>Competency C:B2</b>		<b>Identify Career Goals</b>			
		<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
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.**

<b>Competency C:C1</b>		<b>Acquire Knowledge to Achieve Career Goals</b>			
		<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
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	●	○	○	○
<b>Competency C:C2</b>		<b>Apply Skills to Achieve Career Goals</b>			
		<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
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			●	○

## PERSONAL/SOCIAL DEVELOPMENT DOMAIN

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

Competency PS:A1		Acquire Self-Knowledge			
		K-2	3-5	6-8	9-12
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	●	○	○	○

Competency PS:A1		Acquire Self-Knowledge (Continued)			
		K-2	3-5	6-8	9-12
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	●	○	○	○
Competency PS:A2		Acquire Interpersonal Skills			
		K-2	3-5	6-8	9-12
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 communication 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.**

<b>Competency PS:B1</b>		<b>Self-Knowledge Application</b>			
		<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
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.**

Competency PS:C1		Acquire Personal Safety Skills			
		K-2	3-5	6-8	9-12
PS:C1.1	demonstrate knowledge of personal information)	●	○	○	○
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			●	○



## ACCOUNTABILITY

Accountability and evaluation of school counselors and the school counseling and guidance programs are integral components of quality programs. Cascade's comprehensive school counseling and guidance programs should be data driven. Data should be collected to validate certain counseling and guidance activities as well as to determine if any change in student perception and behavior has occurred as a result of counseling and guidance activities. The monitoring of student progress and program progress in addition to performing personnel evaluations requires the collection of data that support and link school counseling and guidance programs to students' academic success.

### **Counselor/Principal Management Agreements**

Strong communication between counselors and principals is essential. The Counselors and Principals within each school will work collaboratively to ensure effective implementation of the delivery system to meet students' needs. While counselors' specific duties and the allocation of their time and workload will vary from school to school, it is important to have consensus within each building on the scope and nature of the delivery of services by each counselor.

### **Monitoring Student Progress**

#### Student Data

Using student, school, and system data to monitor student progress ensures that each student receives the necessary support to be successful in school. School counselors must be proficient in the collection, analysis, and interpretation of student achievement and related data. Student progress is monitored through three types of data: student-achievement data, achievement-related data, and standards- and competency-related data.

**Student-achievement data** measures academic progress. Data includes:

- Attendance
- Standardized tests
- Grade point averages
- Scholastic Aptitude Test (SAT) and American College Testing (ACT) Program scores
- Graduation rate
- Grade level (at or above) in reading, math, and other content areas
- Successful completion of all courses
- Promotion and retention rates
- Completion of specific academic programs (academic honors, Tech/Prep)

**Achievement-related data** measures those areas shown to be correlated to academic success. Data includes:

- In-school and out-of-school suspension and expulsion rates
- Alcohol, tobacco, vaping, and other drug violations
- Attendance rates, including tardies to school/class, check-outs, and truancy
- Parent or guardian involvement
- Extracurricular participation rate
- Homework completion rates

### **Disaggregated Data**

Ensuring academic success for every student includes counselor-initiated activities designed to meet the needs of under-served, under-performing, and under-represented populations. School counselors along with necessary school staff examine student academic achievement data and develop outcome-based interventions designed to help students succeed. School counselors must be able to separate data by variables to determine if there are any groups of students who may not be performing as well as others.

### **Data Over Time**

Assessing the current school counseling and guidance program reveals how well the program is meeting the academic, career, and personal/social needs of students. School counselors should determine student needs that are unique to their school and community.

## **Monitoring Program Progress**

### **Program Evaluations**

Evaluation of the comprehensive counseling and guidance program is a vital element in determining the effectiveness of the school program. An evaluation of the counseling and guidance program using process data, perception data, and results data measures the degree to which students have acquired the skills and knowledge defined by the standards and competencies of Oregon's Framework for Comprehensive School Counseling Programs. Data will be collected by all counselors in the district with the **Scuta SC Pro** program. Data will be reviewed annually.

### **Process Data (What did the counselor do and for whom?)**

Process data includes an evaluation of the number of students served, how many groups and classroom visits were conducted, what activities were completed, etc.

### **Perception Data (What do students think they know, believe, or can demonstrate?)**

Perception data is collected through the pre/post assessments, tests, or skill demonstration opportunities (role plays, evaluation/feedback forms).

### **Results Data (What was changed or learned as a result of the activity?)**

Results data is derived from the observed impact on the students' ability to utilize their knowledge, attitudes, and skills to effect behavior change.

### **Student Results Evaluations**

Results evaluations are used to show change in student behavior and student learning. The results evaluations and reports can be used to ensure the program is carried out as planned; to ensure that every student is served; to ensure that developmentally appropriate materials are used; to analyze the program's effectiveness; to improve the program; etc.

### **Personnel Evaluations**

The TalentEd Perform System is used to evaluate Cascade School District Counselors. The local principals are responsible for conducting the counselor evaluations; however, the system coordinator can assist them with the process. If a counselor is split between two schools, both principals contribute to the evaluation process.