

Reynolds School District

K-12 GUIDANCE AND COUNSELING
PROGRAM OVERVIEW



Developed 2006

MISSION STATEMENT

The mission of the Reynolds School District School Counseling and Guidance Program is to provide a comprehensive, developmental counseling program addressing the academic, career, personal/social development of all students. School counselors are professional school advocates who provide support to maximize student potential and academic achievement. In partnership with other educators, parents or guardians and the community, school counselors facilitate the support system to ensure all students in Reynolds School District have access to and are prepared with the knowledge and skills to contribute at the highest level as productive members of society.

PHILOSOPHY

The Reynolds School District believes that our CGCP is an essential and integral part of our district's educational program and mission. It exists in order to promote the student's abilities to live, learn, work, and contribute to their communities. We understand that the guidance and counseling program is developmentally appropriate and involves assisting students with continuous growth and transitions from kindergarten past high school graduation. We believe that students can become effective, responsible, productive, life-long learners. We acknowledge that the guidance and counseling program should be assessed annually, be self-reflective, and continuously improve. We assert that the guidance and counseling program should be linked to student achievement, be aligned with state and national standards, and encourage professional development. We believe that the guidance and counseling program is coordinated across all school levels and works in collaboration with the community.

The Reynolds School District's CGCP, when fully implements, will:

- Address the diverse needs of each and every student;
- Provide for self-reflective evaluation and annual program reviews based upon best practices, relevant research, and appropriate data;
- Be coordinated by a team of school counselors;
- Include developmentally appropriate guidance curriculum, activities, and services based on the needs of the entire student population; and
- Be an integral component of each school's program and an essential link with the community.

WHAT IS THE COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM?

The Comprehensive Guidance and Counseling Framework (CGC) is an Oregon Department of Education approved educational program in Reynolds School District. The CGC is developmental by design and includes sequential activities K-12, organized and implemented by licensed school counselors and child development specialists, in collaboration with parents, teachers and administrators. As a comprehensive program it addresses the guidance needs of all students in the district by facilitating and enhancing their academic, career, and personal-social development as well as community involvement opportunities. It is designed to foster positive and safe learning environments.

The Comprehensive Guidance and Counseling Program provides all students with meaningful learning opportunities. Knowledge and skill development are integrated into the following four, developmental student content standards:

Academic Development (Learning to Learn) Students will:

1. acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
2. complete school with the academic preparation essential to choose from a wide range of postsecondary options, including college.
3. understand the relationship of academics to the world of work, and to life at home and in the community.

Personal –Social Development (Learning to Live) Students will:

1. acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others as members of a local and global community.
2. make decisions, set goals and take necessary action to achieve goals.
3. develop awareness, appreciation, and respect for multicultural/multiethnic diversity, and reduce cultural/ethnic stereotyping.

Career Development (Learning to Work) 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. will employ strategies to achieve future career success and satisfaction.
3. understand the relationship among personal qualities, education and training, and the world of work.

Community Involvement (Learning to Contribute) Students will:

1. acquire the knowledge, skills and attitudes to be involved community members and citizens.
2. demonstrate awareness and understanding of the structure of community involvement.
3. initiate and participate in community service activities and projects.

HOW ARE THE ACTIVITIES AND SERVICES OF THE PROGRAM ORGANIZED?

At the elementary level, the Counseling and Guidance Program promotes successful schooling by assisting students in learning the skills and attitudes necessary to be successful, It emphasizes decision-making skills and awareness of future educational and occupational possibilities, The program promotes development of positive self-concept and the acquisition of skills in interpersonal relationships.

At the middle school level, the Counseling and Guidance Program focuses on the rapidly changing needs of young adolescents. The Program at this level is especially sensitive to the developmental struggles of middle school students for identity while, at the same time balancing the demands for academic, career, and social competence, and for community involvement. The activities begun at the elementary level are continued. However, they are adjusted to fit the special needs of middle school students. In addition, school counselors work with students and their parents to begin to explore education/career plans that will cover graduation requirements and beyond. These plans take into account students' interests, abilities, and educational and career goals.

At the high school level, the Counseling and Guidance program further builds on the elementary and middle school curricula, assisting students in becoming responsible adults who can develop realistic and fulfilling life plans based on clear understandings of themselves and their needs, interests, and skills. The education/career plans developed in the middle school are reviewed and updated periodically in accordance with students' post-graduation educational and occupational goals. Continued attention is given to assisting students to develop competence in decision making, career planning, working with others, taking responsibility for personal behavior, and contributing to the community.

HOW ARE THE ACTIVITIES ANDSERVICES OF THE CGC PROGRAM ORGANIZED?

Reynolds School District's Comprehensive Guidance and Counseling Program is coordinated by licensed school counselors and child development specialists (CDS). These professionals hold Masters or Doctorate Degrees in Counseling, Social Work, Psychology, Human Development or related fields.

The CGC Program promotes a positive school climate and success for every student in the areas of academic, career, personal/social development and community involvement. At every level, the program highlights understanding self and others, violence prevention, personal safety, goal setting, problem solving, diversity, drug/ alcohol prevention and learning for life.

Elementary: Counseling staff offer classroom guidance and small group instruction focused on social skills, understanding self and others, personal safety and creating a positive school climate. Academic success is fostered by staff identification of barriers to learning. Counseling staff work with students and families in crisis and students who are dealing with various issues, for example, loss, abuse, or violence. The program emphasizes prevention and identification of student needs.

Middle School: Middle school counseling staff support development of students in early adolescence. School counseling staff identify appropriate programs / resources for all students. Students learn to monitor their own academic achievement through goal setting, accountability, communication, and responsible decision-making. Prevention strategies, curriculum, and interventions are designed by counseling staff in collaboration with administrators and staff. Counseling staff work with students and families in crisis and students who are dealing with various issues, for example, loss, depression, physical and sexual abuse, struggling with addiction, and bullying/violence. Career awareness and exploration activities increase as students set goals for their future.

High School: High school counselors focus on adjustment and development of students as they transition to adulthood. Educational planning is a team effort with teaching staff and parents. Academic planning continues with assistance from the teaching staff to assess individual student's skills and barriers to learning. Career educational planning involves career specialists, classroom teachers, professional technical staff and community opportunities. Counselors explore with students career and post secondary education options throughout the year. School counselors and all staff have an active and important role in the personal/social development of students. School counselors participate in building teams to screen for students needing additional support. Interventions and referrals are suggested for students and families dealing with various issues, for example, loss, physical or sexual abuse, homelessness, personal conflict, substance abuse, gang involvement, eating disorders, violence, and depression.

HOW IS THE CONTENT COMPONENT OF THE PROGRAM STRUCTURED?

GUIDANCE CURRICULUM

The K-12 CGC Guidance Curriculum consists of activities presented systematically through classroom lessons, large and small group activities, school presentations, community events and parent workshops. The curriculum is organized around four developmental domains: academic, career, personal-social and community involvement. Comprehensive Guidance and Counseling activities are delivered through five program components: Guidance Curriculum, Individual Planning, Responsive Services, Systems Support and Student Advocacy. While counseling staff is responsible for organizing and implementing the guidance curriculum, the collaboration of teachers and administrators is critical. Examples of topics covered in each domain, and by developmental level follow:

ACADEMIC DEVELOPMENT: LEARNING TO LEARN

Elementary	Middle School	High School
Test Taking Skills	Test Taking Skills	Test Taking Skills
Following Directions	Study Skills	Goal Setting
Decision Making	Decision Making	Aptitude/Interests
Organizational Skills	Organizational Skills	Organizational Skills
Listening Skills	Personal Education Plans	Personal Education Plans
Problem Solving	Student Led Conferences	
	Goal Setting	

CAREER DEVELOPMENT: LEARNING TO WORK

Elementary	Middle School	High School
Strengths/Interests	Work Values	Work Skills/Values
Community Jobs	Interest Inventories	Course Selection
Cooperation Skills	Career Path Exploration	Resume Writing
School/Work	Community	Job Shadow

Skills	Jobs	
Career Path Introduction	School to Work Skills	Job Application/Interview
Technology Introduction	Technology Exploration	Career Path Selection
Violence Prevention		Technology Application

PERSONAL-SOCIAL DEVELOPMENT: LEARNING TO LIVE

Elementary	Middle School	High School
Self-Awareness	Relationships	Relationships
Social Skills	Social Skills	Responsible Citizens
Respect for Diversity	Respect for Diversity	Respect for Diversity
Violence Prevention	Violence Prevention	Violence Prevention
Healthy Choices	Healthy Alternatives	Healthy Alternatives
Building Resiliency	Building Resiliency	Building Resiliency
Decision Making	Decision Making	Harassment
Personal Safety	Peer Mediation	
Managing Conflict	Self-Image	

COMMUNITY INVOLVEMENT: LEARNING TO CONTRIBUTE

Elementary	Middle School	High School
Community Awareness	Community Inquiry	Community Involvement
Service Learning Opportunities	Service Learning Opportunities	Service Learning Opportunities
Leadership Development	Leadership Development	Leadership Development
Classroom Buddies	Peer Helpers/Mentors	Peer Tutors/Mentors
Conflict Managers	Community Projects	Community Service Classes

INDIVIDUAL PLANNING

In collaboration with students, parents and school staff, counseling staff assists all students to plan, monitor and manage their own learning, their personal and career development and community involvement. Within this component, students evaluate their educational, personal and occupational goals and develop personal education plans in partnership with parents/guardians. These activities are delivered through individual conferences, classroom presentations and small groups.

Elementary: Individual planning activities focus on awareness of and reflection on self-concept, learning style and skills, interpersonal skills, decision-making and personal responsibility. Individual planning activities may be an integral part of parent/teacher conferences.

Middle School: Students move from an awareness level to understanding and application. In seventh grade they begin their personal education plan. Career exploration and education options are now included in discussions.

High School: Individual planning activities provide an opportunity for consultation with students regarding their goals and dreams. Students focus on academic achievement and interpretation of career assessment inventories, planning career-related learning experiences and transitions from school to work.

RESPONSIVE SERVICES

Responsive Services are designed to meet the immediate needs and concerns of students who may require counseling, consultation or referral for other support services. This guidance component is available to all students and is often student-initiated. Teachers, parents or guardians, and other concerned individuals may also refer students for assistance. While Salem-Keizer counseling staff have specialized training and skills to respond to these needs and concerns, the cooperation and support of the entire staff are necessary for successful implementation.

Delivery strategies include:

- Individual counseling for all students
- Small groups for students with specific issues
- School and district level Crisis Management Procedures provide prevention, intervention and follow-up services for students and families facing emergency situations.
- Referrals to mental health agencies, employment and training programs, juvenile services and other social and community services
- Peer facilitation: students may be trained as peer mediators, conflict managers, tutors, and mentors

SYSTEM SUPPORT AND INTEGRATION

The Comprehensive Guidance and Counseling Framework includes the component of System Support and Integration. This component acknowledges that school counseling is an essential school support system and that school counseling staff are integral to the school improvement goals of both the district and each school site.

Activities may include:

- Program Coordination: facilitates the implementation and integration of CGC goals within the school to ensure articulation of program goals between school programs
- Professional Development: training to school staff that focuses on relevant guidance and counseling content and how to integrate with common curriculum goals.
- Collaboration and Partnering: counseling staff participate in school and district advisory committees, site councils, and leadership teams to ensure integration of program goals throughout the curriculum.
- Community Outreach: counseling staff support students and families by facilitating referrals to community agencies and identifying resources that support CGC program goals.
- Shared Responsibilities: as members of the school and district staff, counseling staff share in responsibilities required of all educators.

STUDENT ADVOCACY

Student Advocacy ensures educational equity and respect for the diversity of all students. School counseling staff and regular and special education staff collaborate in Care Teams, Student Study Teams, Youth Services Teams and to assist with Student Transition Support. Advocacy focuses is on eliminating barriers to learning and creating opportunities for each student.

Student advocacy may include addressing:

- Academic disadvantage
- Economic disadvantage
- English language learners
- High achieving students
- Students with disabilities
- Sexual orientation
- Students at risk of dropping out
- Students in juvenile justice programs
- Single parents and single pregnant women
- Students from diverse cultural backgrounds
- Students preparing for non-traditional employment or training

HOW IS SUCCESS OF THE COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM EVALUATED?

Reynolds School District's Comprehensive Guidance and Counseling Program is data-driven and results-oriented. Continuous program improvement requires ongoing review and evaluation mechanisms.

Student Progress – The CGC Program exists to support the school's mission and individual student success. Review and analysis of individual, group, and aggregate data on student progress provide the foundation for program evaluation and program improvement activities.

Staff Development – Staff roles and responsibilities for the District's CGC Program are explicit in program plans, position descriptions, and performance indicators. Staff development is provided to upgrade skills and knowledge of all staff involved in the delivery of the program. Staff evaluations address the assigned program activities and individual development needs.

Program Planning and Evaluation- Program planning and evaluation for the CGCP is an integral part of the overall school improvement planning and evaluation process. Initial planning establishes program objectives and sets a course of action. Regular program evaluations provide accountability measures and data to assist in improvement plans. These ongoing evaluation activities are part of the school's total assessment process.

WHAT ETHICAL STANDARDS GOVERN SALEM-KEIZER SCHOOL COUNSELING STAFF?

Reynolds School District school counseling staff follow the ethical guidelines as set forth by the American School Counselor Association (ASCA). These guidelines outline professional responsibilities for school counseling staff for their work with students, parents, teaching staff, community agencies, law enforcement and child protection. The guidelines provide clear direction regarding confidentiality, professionalism and maintaining standards.

Under these ethical standards each student has the right to:

- be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations
- receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with non-dominant language backgrounds
- understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

SUMMARY

In partnership with school staff, parents and the community, Reynolds School District's Comprehensive Guidance and Counseling Program serves every student by providing educational opportunities and experiential activities that enhance their knowledge and skills in educational/career development, self-awareness, interpersonal relationships, and community awareness and contribution. Students achieve personalized, relevant learning as they develop meaningful educational plans while in school and beyond. The program content provides developmentally appropriate, integrated curriculum and support services that enhance the general education program, supporting students to be prepared to manage life decisions, human relationships and become lifelong, successful learners and productive citizens.

School Counseling focuses on the "relations and interactions between students and their school environment to reduce the effect of environmental and institutional barriers that impede student academic success." School counselors work to reduce these barriers through Leadership, Advocacy, Teaming & Collaboration, Counseling & Coordination, and Assessment & Use of Data.