

Newberg Public Schools

K-12 Guidance and Counseling Program



Revised 11/30/11

NEWBERG PUBLIC SCHOOLS

Comprehensive Guidance and Counseling Framework

Comprehensive developmental school guidance and counseling is a **program**, not a constellation of supplemental or ancillary services. It is **integrated** into the entire educational program and is designed to reach all students. It is both **prevention** and **intervention focused**. It is organized and implemented **systematically**. It is **accountable** and **evaluation-based**.

The program addresses the following domains of students' lives:

- ✦ *Academic Development – Learning to Learn*
- ✦ *Career Development – Learning to Work*
- ✦ *Personal/Social Development – Learning to Live*
- ✦ *Community Involvement – Learning to Contribute*

This program is implemented through the following components:

- **GUIDANCE CURRICULUM**
- **INDIVIDUAL STUDENT PLANNING**
- **RESPONSIVE SERVICES**
- **SYSTEM SUPPORT**
- **STUDENT ADVOCACY**

This restructured program organization is being proposed as a national model for school counseling by the American School Counselor Association. It is based on the work of Norman Gysbers, University of Missouri-Columbia and the Oregon Framework for Comprehensive Guidance and Counseling.

Mission

The Comprehensive Guidance and Counseling Program (CGCP) of Newberg Public Schools is an integral component of the district's total program. It supports the cognitive and affective development of each student by valuing individual uniqueness, multi-cultural diversity and promotes maximum development of each student's potential.

The program promotes the academic, career, and personal/social growth and community involvement of each student. The ultimate goal of the program is for each student to graduate with the knowledge, attitudes and skills to make self-directed, realistic and responsible decisions and be life-long learners.

Philosophy

In the Newberg Public Schools our comprehensive guidance and counseling program is an essential and integral part of our district's educational program. Guidance and counseling is vital for our students to achieve personalized relevant learning and develop meaningful educational plans while in school and beyond.

Growth and learning are developmental. Therefore the guidance and counseling program must be developmental and sequential in design. Developmental refers to activities that are age and level appropriate. The academic, career, personal-social, community involvement skills and knowledge students need for success in school and in life are attainable when guidance and counseling is provided in a constant and developmental way for each and every student.

Guidance and counseling is not a service offered by one person or department, but a program coordinated with all educators in a building and articulated between buildings. The program content must be integrated with curriculum and other services and involves parents and the broader community.

School District Policy

Newberg School District 29J

Code: **IJ**

Adopted: 2/26/07; Readopted 8/9/10

Guidance Program

The district's counseling and guidance program focuses on the developmental needs of all students, K-12, based on the Oregon Department of Education's framework for Comprehensive Guidance and Counseling Programs for Pre-kindergarten through Twelfth Grade.

Counselors demonstrate respect for each individual's dignity and worth and encourage each student to develop individual responsibility and decision-making skills. Counselors coordinate the school guidance program and involve all staff members in designing and implementing plans to meet four major goals:

1. Educational Development - Students shall develop an education plan and portfolio that utilizes educational opportunities and alternatives consistent with academic standards and their career aspirations;
2. Personal/Social Development - Students shall develop appropriate interpersonal and communication skills for a variety of social and work settings; students shall develop self-advocacy and decision-making skills, and confidence in their own abilities;
3. Career Development - Students shall develop career options consistent with their interests, abilities and values. Career development includes focus on vocation, avocation, family life and citizenship.
4. Community involvement – Students will demonstrate the importance of making an individual contribution to the community through community service learning.

Counselors of students in grades 7-12 will develop and annually review an educational plan which creates education, career and life goals, identifies learning goals and activities.

Within the framework of the counseling and guidance goals, specific student and curricular objectives shall be developed.

Within the areas of counseling and guidance responsibility, the counselor enters into professional relationships with three segments of the school community: students, school personnel and parents. Consistent with individual rights and the counselor's obligations as a professional, the counseling relationship and resulting information is, in most instances, protected as privileged communications by Oregon law. When appropriate, counselors shall be responsible for explaining the ramifications of confidentiality to students.

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)
[ORS 326.565](#)
[ORS 326.575](#)
[ORS 336.187](#)
[OAR 581-021-0046\(7\)](#)
[OAR 581-022-0405](#)
[OAR 581-022-0405](#)
[OAR 581-022-0606](#)
[OAR 581-022-0610](#)
[OAR 581-022-1020](#)
[OAR 581-022-1510](#)
[OAR 581-022-1512](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2006); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2006).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2006); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2006).

School District Practice

Newberg School District 29J

Code: Formerly IJ-AR

Adopted: 3/11/91

Readopted: 2/26/07

(Deleted 8/9/11; now utilized as District practice)

Guidance and Counseling Program (Confidentiality)

Records of the counseling relationship, including interview notes, test data, correspondence, tape and video recordings, and other documents, are to be considered professional information for use in counseling and are not part of the public or official records of the institution in which the counselor is employed.

Revelation to others of counseling materials shall occur only upon the student's and parent's consent.

Counselors shall require that a request for student information be made in writing on official stationary.

When a counselor is in doubt about what information to release in a judicial proceeding, the school attorney shall advise the school on how to proceed.

Confidentiality shall not be abridged by the counselor except:

1. Where there is a clear and present danger to the client or other persons;
2. To consult with other professionally competent persons when this is in the client's interests;
3. When the client waives this privilege in writing;
4. When students are referred to an outside agency, laws dealing with that agency's rights shall apply.

GUIDANCE AND COUNSELING PROGRAM COMPONENTS

The Comprehensive Guidance and Counseling Program (CGCP) is a Board of Directors approved educational program in the Newberg Public Schools. It is developmental by design and includes sequential activities Kindergarten through 12th grade. The program is organized, facilitated and implemented by licensed School Counselors and Child Development Specialists in close collaboration with parents, teachers and administrators.

As a developmental program, it addresses the guidance needs of all students by facilitating and enhancing their development in the areas of academic achievement, career development, personal/social skills and community involvement. The CGCP significantly impacts a positive and safe learning environment. At the same time the CGCP assists students in facing issues and resolving problems that may hinder their healthy development. Guidance Program activities and services are delivered through five CGCP components:

COMPONENTS OF A COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM & SUGGESTED TIME ALLOCATIONS



1. Guidance Curriculum

Elementary Counselors: 35% - 45%

Middle School Counselors: 25% - 35%

High School Counselors: 15% - 25%

- **2. Individual Student Planning**
 Elementary Counselors: 5% - 10%
 Middle School Counselors: 15% - 25%
 High School Counselors: 25% - 35%

- **3. Responsive Services**
 Elementary Counselors: 30% - 40%
 Middle School Counselors: 30% - 40%
 High School Counselors: 25% - 35%

- **4. System Support**
 Elementary Counselors: 10% - 15%
 Middle School Counselors: 10% - 15%
 High School Counselors: 10% - 15%

- **5. Student Advocacy** Student advocacy is work done on behalf of a particular student or group of students that ensures equitable access and opportunities. It may occur in all of the other components OR may be work specifically for educational equity. Therefore, it does not have a recommended counselor time distribution.

KNOWLEDGE AND SKILLS STUDENTS ACQUIRE

The CGCP of the Newberg Public Schools provides all students with regular opportunities to acquire foundational knowledge and skills in academic development, career development, personal and social development, and community involvement. The knowledge and skills in these areas represent the Student Content Standards of the CGCP as outlined in the state and national standards:

★ *Academic Development / Learn to Learn*

1. Applying skills needed for educational achievement
2. Applying the skills of transitioning between educational levels
3. Developing and monitoring personal education plans

★ *Career Development / Learn to Work*

1. Knowing where and how to obtain information about the world of work
2. Applying employment readiness skills and the skills for on-the-job success
3. Applying career exploration and planning skills in the achievement of life career goals.

★ *Personal/Social Development / Learn to Live*

1. Understanding self as an individual and as a member of local and global communities

2. Interacting with others in ways that respect individual and group differences
3. Applying personal safety skills

✦ ***Community Involvement / Learn to Contribute***

1. Knowing where and how to apply personal skills in making contributions to the community
2. Applying communication, teamwork and problem-solving skills as a contributing member of the community
3. Understanding ethical and responsible behavior as a community member and contributor
4. Creating a sense of connectedness in a community through ongoing community service projects and activities

PROGRAM COMPONENTS

● **1. GUIDANCE CURRICULUM**

The guidance curriculum is a kindergarten through twelfth grade written instructional program. It provides students with a developmentally appropriate curriculum in the following *four program domains: academic, career, personal/social, and community involvement*. The development of skills and knowledge in these four areas contributes to each student's success in meeting Oregon and district performance standards and in transitioning into the next grade or building level. It supports students' academic success and educational plans. School or district guidance staff design curriculum to include a variety of structured strategies that are presented as classroom instruction, large and small group activities, school presentations, parent workshops and community events. However, teachers, community members, support staff and administrators may help with the delivery.

Suggested Time Allocations for Guidance Curriculum

Elementary Counselors:	35% - 45%
Middle School Counselors:	25% - 35%
High School Counselors:	15% - 25%

Suggested Strategies for Implementation

Classroom Guidance:

Counselors teach and assist in the planning and presentation of guidance lessons and learning activities in classroom groups. Examples of district curriculum include: KELSO's Choices, Steps to Respect, and Second Step Violence Prevention.

Small Group Activities:

Counselors use curriculum for group activities outside the classroom to respond to student identified interest or needs.

Parent Education and Support:

Counselors use curriculum for parent training and support groups, as well as education/resources related to guidance and counseling objectives of particular interest to parents and guardians ie: Parenting with Love and Logic.

Community Events:

Students participate in events outside of their own school that support the development of their skills, knowledge and understanding of their communities and the world in which they live.

School Presentations:

Students participate in school wide activities or events that provide a focus on a particular student concern or need.

Resources:

Counselors maintain a community resource list to refer students or families to.

Needs Assessment Survey

Needs assessment surveys will be administered at all levels (K-12). For sample surveys see appendices B, C, D. All surveys are samples only and subject to change based on current needs.

Domains Of Guidance Curriculum



Academic Development-*Learning to Learn*

Elementary School

- Self Advocacy
- Following Directions
- Decision Making
- Test Taking Skills
- Organizational Skills
- Goal Setting
- Effective Communication

Middle School

- Self Advocacy
- Following Directions
- Decision Making
- Test Taking Skills
- Organizational Skills
- Goal Setting
- Effective Communication
- Study Skills
- Strengths & Interests
- Personal Education Plan
- Academic Relevance

High School

- Self Advocacy
- Following Directions
- Decision Making
- Test Taking Skills
- Organizational Skills
- Goal Setting
- Effective Communication
- Study Skills
- Strengths & Interests
- Personal Education Plan
- Academic Relevance
- College Readiness



Career Development-*Learning to Work*

Elementary School

- Strengths and Interests
- Working Together
- School / Work Habits
- Career Awareness / Exposure

Middle School

- Interest Inventory
- Career Exploration
- Academics to Work
- Technology
- Work Values

High School

- Interest / Skills Inventory
- Post High School Planning
- Career Readiness
- College Readiness

✦ **Personal/Social Development-*Learning to Live***

Elementary School

Self Knowledge
Respect Diversity
Harassment / Bullying
Personal Responsibility
Social / Friendship
Skills
Problem Solving

Middle School

Self Knowledge
Respect Diversity
Harassment / Bullying
Personal Responsibility
Conflict Management
Self Advocacy
Social Skills

High School

Self Knowledge
Respect Diversity
Interpersonal Communication
Skills
Harassment / Bullying
Personal Responsibility
Conflict Management
Self Advocacy
Life Skills

✦ **Community Development-*Learning to Contribute***

Elementary School

Community Awareness
Leadership Skills
Community Service
Teamwork
Citizenship

Middle School

Volunteer Service
Leadership Skills
Community Service
Teamwork
Citizenship

High School

Service Learning
Leadership Skills
Community Based Programs
Teamwork
Citizenship

Guidance Curriculum Indicators

- The guidance curriculum is written to address the four development domains and the Career and Life Role Common Curriculum Goals.
- The guidance curriculum identifies indicators for student learning and assessment methods.
- The guidance curriculum identifies the delivery strategies to be used and the staff responsible.
- The guidance curriculum is articulated between grade levels and between school buildings.
- The guidance curriculum has been reviewed and adopted in the same way other curricular areas are reviewed and adopted in the school district.

● **2. INDIVIDUAL PLANNING**

The individual planning component of the CGCP consists of activities that assist each and every student in developing and reviewing their own individual academic, career, and personal/social interests and plans. Individual planning begins at the elementary level and continues through high school, and includes discussion and strategizing for post high school plans as well. Students are supported in the development of individual education plans beginning in elementary school. Progress toward the plan is reviewed and updated annually and documented in the education profile. Individual planning assists students in attaining the knowledge and skills of the planning process while providing support for each student in his or her unique plan. (*see appendix A*)

Suggested Time Allocations for Individual Planning

Elementary Counselors: 5% - 10%
Middle School Counselors: 15% - 25%
High School Counselors: 25% - 35%

Suggested Strategies for Implementation

Elementary School:

Focus is on awareness of and reflection on self-concept, learning styles, interpersonal skills, general career discussions including what they want to be when they grow up, decision-making, and personal responsibility. Students are supported through parent/teacher conferences and transition planning.

Middle School:

Students move from awareness to understanding and application. Seventh graders begin their personalized education plan, career exploration and education opportunities are discussed, and transition planning is done.

High School:

Opportunities for consultation with students regarding their goals and plans including:
Review of test scores and interpretation of results, plan career-related learning experiences, review high school course plans, review behavior plans, strategies for post high school plans.

Examples of Individual Appraisal Activities:

Elementary School

Goal Setting
Check Academic Progress
Academic and Behavior
Supports (504 / Individualized
Education Plan)
Functional Behavior
Assessments

Middle School

Goal Setting
Needs Assessment
Interest Inventory
Academic and Behavior
Supports (504 / Individualized
Education Plan)
Functional Behavior
Assessments

High School

Goal Setting
Course Selection
College Admission Testing
(Pre Scholastic Aptitude Test,
Scholastic Aptitude Test,
American College Test)
Career Interest Inventory
Education Plan

Examples of Educational and Post Secondary Planning:

Students are guided through age appropriate activities that enable them to become aware of potential occupations, the preparation needed and how chosen careers fit into the labor market with potential income levels. Formal planning begins in middle school and is updated as the student matures, preparing them to leave high school with a plan in mind that is suited to the individual's interest, talents, academic abilities and personal goals.

Elementary School

Education Plan
Goal Setting
Career Awareness

Middle School

Education Plan
Career Portfolio
Career Exploration

High School

Education Plan and Profile
Transcript Review
Career Portfolio
Research Career Opportunity
Career Related Learning Experiences
Extended Application

(continued on following page)

Examples of Transition Planning:

School Counselors assist students in the transition from school to school, school to career and school to community.

Elementary School

Orientation Activities
Transition Assistance

Middle School

Orientation Activities
Forecasting Assistance
Post Middle School Planning

High School

Orientation Activities
Transition to High School
Post Secondary Opportunities
Post High School Planning

Individual Planning Indicators

- Procedures are in place in all schools for appropriate individual planning activities for all students and their parents or guardians.
- Students are supported in the development of individual education plans beginning in seventh grade.
- Individual student plans are reviewed and updated at least annually.

3. RESPONSIVE SERVICES

Responsive services are counseling activities designed to meet the immediate needs, concerns, or problems that impede or distract students from their academic, personal/social and/or career involvement. This component stresses the importance of being accessible to students and proactive in responding to issues at the time they become known. Responsive services include individual and small group counseling, consultation with staff, parents, and community agencies on the student's behalf, referral to outside resources, crisis counseling for prevention, intervention and follow-up and peer facilitation. In responsive services, school counselors use their unique expertise for immediate intervention and short term counseling; however they do not provide therapy.

Suggested Time Allocations for Responsive Services

Elementary Counselors: 30% - 40%
Middle School Counselors: 30% - 40%
High School Counselors: 25% - 35%

Suggested Strategies for Implementation

Small Group Counseling

Counseling is provided on a small group basis for students dealing with relationships, personal concerns, or normal developmental tasks. Small group counseling assists students in solving problems and building skills. Groups may be provided for students on various topics, such as: socialization, stress management, divorce, loss, self-control, substance abuse, anger management and academic success.

Individual/Crisis Counseling

Individual counseling is provided to students expressing a need for help in dealing with interpersonal relationships, personal concerns or other developmental issues. Counseling sessions help students identify the problems or issues, alternatives, possible consequences and plan appropriate action. Counseling staff will follow-up with students. Possible topics may include self-esteem, interpersonal relationships, social skills, hygiene, study habits, truancy, anger control, substance abuse and violence prevention.

Consultation/Collaboration

School Counselors confer with students, teachers, parents, other educators and community resources regarding strategies to help students.

Support Programs and Activities May Include

Conflict Managers, Clubs, Peer Mediators, Adult Volunteers, Peer Helpers, Mentor/Tutor

Referral Team

Counselors may serve as a referral team coordinator or participate as a member within building support teams such as Student Assistance Teams.

Crisis Management

Crisis counseling provides prevention, intervention and follow-up. Counseling and support are provided to students and families facing emergency situations. Such counseling is normally short-term and temporary in nature and may involve counseling staff both within and from outside the district.

Social Service Integration/Referral

Referrals are made when the student's needs or issues are beyond the scope and impact of a school program. Newberg School District counselors make parents aware of community resources such as mental health service providers and agencies, employment and training programs, juvenile services and social services.

Responsive Services Indicators

- Individual counseling services are available to all students; small group counseling is available for specific types of issues or interventions upon request or referral.
- Responsive services are planned in consultation with teachers, administrators, parents or guardians as appropriate to the situation.
- The district has developed a crisis management plan with written procedures to be used in crisis situations. Protocols are established for referral to school (for example, the crisis team, school administrators, school nurses, child development specialists, school counselors, school psychologists, social workers) and community professionals.

4. System Support and Integration

System support and integration is a component that entails counselors to contribute their knowledge, skills and leadership in promoting the infusion of the CGCP throughout the school. To enhance student learning, school counselors provide advocacy while over-seeing program content and improvement. Advocacy is an essential support component in Newberg's school improvement design. Other support programs such as health classes or advisory may develop and implement activities related to CGCP curriculum. System support and integration activities include communication, program coordination, program review (data driven), providing staff instruction, consultation and feedback on emerging student needs, collaboration and participation on site councils, advisory committees, etc. and community outreach.

Suggested Time Allocations for System Support and Integration

Elementary Counselors: 10% - 15%
Middle School Counselors: 10% - 15%
High School Counselors: 15% - 15%

Suggested Strategies for Implementation

School Climate and Enrichment Activities

Participate in the planning or presentation of activities, policies and procedures that recognize students' positive contributions to the school and community, encourage students' pro-social development, and create a positive school culture.

Program Management, Research & Development

Oversee the implementation of the program plans and the coordination of the program content within the school and participate with other staff to ensure the articulation of program goals between schools. Program planning, evaluation and on-going program development maintain and enhance the total guidance and counseling program.

Staff Development & Staff and Community Relations

Provide in-service training, utilize newsletters, local media, and school and community presentation to orient staff and the community to the comprehensive guidance and counseling program.

Professional Association & Development

In-service training, professional affiliation, course work and conferences provide opportunities to update professional knowledge and skills.

Consultation

Receive feedback on the emerging needs of students through regular consultation with teachers, other school staff and parents or guardians.

Collaboration and Partnering

Serve on related building and district committees, site councils and advisory boards, to provide leadership and support to the guidance and counseling program and the total school educational program. Engage community members in support of program goals by providing information about the program and its activities to the broader community.

Community Outreach

Learn about, interface with and develop shared referral protocols with community resources that can support the program mission and activities.

Technology

The Newberg Public Schools Comprehensive Guidance and Counseling Program (CGCP) overview is available on the Newberg Public Schools website (www.newberg.k12.or.us) as well as a link to our K-12 Comprehensive Guidance and Counseling Program.

Guidance and Curriculum

Examples of guidance and counseling curriculums are provided along with resources.

Community Resources

Community resources are accessible on the district website as well as on individual school's websites. Resources available include programs such as assistance with utility bills, food, clothing, shelter and Youth Outreach.

Career

On the Career Center page there are several links to help support career development and choices, including links to vocational schools, colleges and universities and career and college readiness information.

Shared Responsibilities

Perform a fair share of responsibilities required of all educators in the building and district.

System Support and Integration Indicators

- The guidance and counseling program staff is involved in the school improvement teams of the school and the school district.
- The guidance and counseling program staff members provide regular in-service training and consultation to other staff in the relevant guidance and counseling program content and methods.
- The guidance and counseling program staff are involved with the broader community to communicate, collaborate, and generate support for the program.
- The guidance and counseling program staff reviews student progress and program implementation to recommend improvements and changes to the program.
- The guidance and counseling program staff members are assigned a fair share of other building and district responsibilities and tasks.

5. Student Advocacy

Student advocacy provides structure and proactive involvement of counseling staff to ensure that each and every student receives equitable access to learning and opportunities to achieve high standards. The CGCP is designed with particular sensitivity to the possible educational, personal, social, institutional and systematic barriers for students with special needs including, but not limited to, the following: issues related to gender, race, language, sexual orientation, social and economic status, pregnancy, parenting, giftedness, disabilities and religion. To accomplish this function, the school counselor must be an advocate in the school and community for all students and create opportunities for all students to nurture their dreams of high aspirations.

Suggested Strategies for Implementation

Data Collection

Counselors work with other school personnel to gather data in order to highlight under-served populations. Using data to support their work, counselors implement programs, make referrals, and target special populations in order to minimize barriers so students have increased opportunities to achieve success in school.

Ethical Standards

Student confidentiality guidelines and professional ethical standards are in place and understood by program staff.

Collaboration

Counselors work closely with special education staff, teachers, administrators, other staff members, parents and guardians and community resources to appropriately serve all students.

Student Advocacy Indicators

- Guidance and counseling program staff members are encouraged to act as advocates in addressing the development needs of any student facing barriers to success with teachers, administrators, other staff

member, parents and guardians, and community resources in the best interest of the student and his or her family.

- Student confidentiality guidelines and professional ethical standards are in place and understood by program staff.
- Guidance and counseling program staff work closely with special needs staff to appropriately serve students with special needs.

PROGRAM DELIVERY AND RESOURCES

Newberg Public Schools CGCP requires adequate resources in the form of program staff, facilities and materials, advice and collaboration and management processes to provide effective services to students.

1. Professional Staff

The Newberg Public Schools CGCP requires the participation of all school staff to provide comprehensive, integrated services to each student. Professional staff guides the program team as it plans, designs, implements, documents and evaluates the program. The presence of licensed school counselors as team leaders and members enhances the likelihood of program success.

Suggested Strategies for Implementation

Hiring

All counselors hired will be properly licensed school counselors regardless of whether they are long term or temporary positions.

Caseload

Student to counselor ratios will be reasonable and reflect national standards recommended by the American School Counselor Association (ASCA)

Position Description

These will be reviewed and updated as needed.

Collaboration With Other Staff

All school staff will be expected to help in the delivery of counseling and guidance services to students and the counselors are expected to provide leadership and act as a resource in this process.

Supervision

The district will assign an administrator to oversee the district's guidance and counseling program. The administrator will coordinate district counselor meetings to share resources and monitor the district's counseling and guidance plan. This person is also available for consultation on hiring professional school counselors when openings occur.

2. Collaborative Structures

Effective communication between the Newberg Public School's CGCP and all stakeholders requires the formation of collaborative structures within the school and community. These structures may include site councils and program advisory committees. They may also include partnerships with employers and other community members to generate learning experiences, program resources and individual student supports.

Suggested Strategies for Implementation

Needs Assessment

Counselors may survey students, teachers and/or community members about the needs of our population on a yearly or bi-yearly schedule. This data will be correlated and shared with building principals and/or staff members and/or community members. *(See appendix B and C)*

Investigate Best Practice

Counselors will stay informed and educated on best practice throughout the state of Oregon and across our nation. This will be accomplished through professional publications, workshops, university courses, and professional affiliations to state and national organizations like Oregon School Counselor Association (OSCA) and ASCA.

Counselors will meet at the district level to assist in the revision of program goals and objectives. Through this forum we will offer specific recommendations for improvement.

Collaboration and Partnership with Community Programs

Counselors work in partnership with community programs to provide more proactive support programs for our students and their families. Examples include: George Fox University Big Bruin Program, Adult Mentor Program, Lunch Buddy Programs, Family Friends Program

3. Materials and Facilities

The Newberg Public School's CGCP requires curriculum materials, guidance and counseling tools and access to facilities and equipment appropriate to carrying out the full intent of district policy. In some schools, this may include a career resource room and counseling center to serve as the focal point for all program services and activities.

Suggested Strategies for Implementation

Materials

All curriculum materials support program goals and reflect current knowledge and technology in the field of guidance and counseling.

Educational planning and career information is available to high school students during school hours for student and parent use.

Facilities

Space for individual and group counseling activities is available in each building when needed.

Classrooms and computer labs are available for delivery of curriculum components of the program.

4. Management Systems

Management systems support the creation, maintenance and enhancement of the Newberg Public Schools CGCP. Management systems ensure ongoing development, systemic change, program integrity and public relations with equitable financial resources for staff, materials and facilities. The counseling program is most effective for students when counselors and administrators agree on program priorities, implementation strategies and the organization of the counseling department.

Suggested Strategies for Implementation

Data Collection

Student data is collected about student achievement to inform program decisions.

Policy Statements

Clear statements about procedures for the program staff are developed. This includes how students are assigned to counselors, caseloads, and management of counselor time.

Public Relations

The school district regularly updates the school and local community about aspects of the counseling and guidance program. A marketing plan is developed that will help educate the community about the CGCP.

PROGRAM EVALUATION

Newberg Public Schools CGCP is data-driven and results-oriented. Continuous program improvement requires ongoing review and evaluation mechanisms.

1. Student Progress

The Newberg Public Schools CGCP exists to support the school's and district mission to ensure 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.

Suggested Strategies for Implementation

According to the ASCA, the most important variable in evaluating a comprehensive guidance and counseling program is determining how students are different because of what the program has delivered. Therefore:

Standards-related Data

The school counseling team uses school district goals for student progress set as part of its Consolidated District Improvement Plan (CDIP) to assess program accomplishments and challenges on an annual basis.

Other Student Achievement Data

Student achievement data are disaggregated and studied by counselors and administrators to determine if barriers to success exist for specific groups of students. These variables may include gender, ethnicity, socio-economic status, language spoken at home, special needs, grade level and teacher.

Achievement Data

Additional data are developed, reviewed, and analyzed by the counseling and administrative teams to help understand specific problem areas and focus program improvement efforts. This includes achievement related data that research has shown to be correlated to academic achievement, such as course enrollment patterns, attendance, discipline referrals, drug, alcohol or tobacco violations, and parental or guardian involvement.

2. Staff Development

Staff roles and responsibilities for the Newberg Public Schools CGCP 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.

Suggested Strategies for Implementation

Four required elements of the district's personnel evaluation procedures are:

Position Description

Position descriptions reflect the counseling and guidance program duties for all staff members who have assigned program roles and responsibilities and are based on performance standards for that position. Performance standards should reflect professional standards and the ethics of the counseling profession. All licensed counselors are bound by the Teacher Standards and Practices Commission (TSCP) "Standard for Competent and Ethical Performance of Oregon Educators".

Goals

Counselors develop individual goals, which are reviewed yearly with an administrator.

Performance Reviews

School counselors are evaluated on their performance as school counselors using standards specific to the profession and the counseling licenses.

Post-Evaluation

Staff development plans include activities to develop or update knowledge and skills related to the program goals and individual needs. These plans must have as their primary purpose increasing student learning by improving the educator's professional skill, with particular focus on achieving district, state, and national standards; keeping current on new developments and best practices; and developing ways to enhance learning for a diverse population.

3. Program Planning and Evaluation

Program planning and evaluation for Newberg Public Schools 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. The program will be flexible based on the changing needs of individual schools. Changing priorities should be governed by needs assessments, formative evaluation and/or a review of student outcomes.

ETHICAL STANDARDS

Newberg Public Schools counseling staff follows the ethical guidelines as set forth by the ASCA. These guidelines outline professional responsibilities for school counseling staff; for their work with students, parents, teaching staff, community agencies, law enforcement and child welfare. The guidelines provide clear direction regarding confidentiality, professionalism and maintaining standards.

SUMMARY

Newberg Public Schools CGCP is for all students. Activities are preventative and remedial, but are always designed to meet the needs of students. Interventions and activities are age and level appropriate for the individuals and groups of students served, and focus on healthy lifestyles and decision-making skills. This program allows students to develop personally, socially and academically as they prepare to become life long learners in an ever-changing and challenging world.

A p p e n d i c e s



Newberg Public Schools

K-12 Guidance and Counseling Program

Executive Summary

School counseling programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community. School counseling programs should be an integral part of students' daily educational environment, and school counselors should be partners in student achievement. Five years ago Newberg Public Schools joined the Oregon Department of Education's cohort D to design and implement a Comprehensive Career and Guidance Program (C.C.G.P.) for school district. School counseling programs were often viewed as ancillary programs instead of a crucial component to student achievement, by implementing a school counseling program based on the Oregon Framework and the ASCA National Model®, Newberg School district will

- Establish the school counseling program as an integral component of the academic mission of the school.
- Ensure every student has equitable access to the school counseling program.
- Identify and deliver the knowledge and skills all students should acquire.
- Ensure that the school counseling program is comprehensive in design and is delivered systematically to all students
-

The C.C.G.P. supports the school's overall mission by promoting Academic Development, Career Development, Personal/Social Development and Community Involvement. It serves as a framework to guide individual schools in designing, developing, implementing and evaluating a comprehensive, developmental and systematic school counseling program. The C.C.G.P. consists of four interrelated components: foundation, delivery system, management systems and program evaluation. The first component, foundation, dictates how the program is managed and delivered, which in turn, leads to the evaluation of the program. The information gathered through the evaluation process should refine and revise the foundation. Historically, many school counselors spent much of their time responding to the needs of a small percentage of students, typically those who were high achievers or who were high risk. The C.C.G.P. outlines a program allowing school counselors to direct services to every student. As educators who are specially trained in childhood and adolescent development, school counselors can take a leadership role in effecting systemic change in a school. However, a successful school counseling program is a collaboration of parents, students, school counselors, administrators, teachers, student services personnel and support staff working together for the benefit of every student. The C.C.G.P. keeps the development of the total student at the forefront of the education movement and forms the needed bridge between counseling and education.

Foundation

Like any solid structure, a school counseling program is built on a strong foundation based on the school's goals for student achievement, what every student should know and should be able to do. The foundation determines how every student will benefit from the school counseling program.

Beliefs and Philosophy-In the Newberg Public Schools our comprehensive guidance and counseling program is an essential and integral part of our district's educational program. Guidance and counseling is vital for our

students to achieve personalized relevant learning and develop meaningful educational plans while in school and beyond. Growth and learning are developmental. Therefore the guidance and counseling program must be developmental and sequential in design. Developmental refers to activities that are age and level appropriate. The academic, career, personal-social, community involvement skills and knowledge students need for success in school and in life are attainable when guidance and counseling is provided in a constant and developmental way for each and every student. Guidance and counseling is not a service offered by one person or department, but a program coordinated with all educators in a building and articulated between buildings. The program content must be integrated with curriculum and other services and involves parents and the broader community.

Mission-The Comprehensive Guidance and Counseling Program (CGCP) of Newberg Public Schools is an integral component of the district's total program. It supports the cognitive and affective development of each student by valuing individual uniqueness, multi-cultural diversity and promotes maximum development of each student's potential. The program promotes the academic, career, and personal/social growth and community involvement of each student. The ultimate goal of the program is for each student to graduate with the knowledge, attitudes and skills to make self-directed, realistic and responsible decisions and be life-long learners.

ASCA National Standards for Student Academic, Career and Personal/Social Development-ASCA's National Standards outline competencies that are the foundation for ASCA's National Model. Student competencies define the knowledge, attitudes or skills students should obtain or demonstrate as a result of participating in a school counseling program.

Academic Development

- Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.
- Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

- Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Students will employ strategies to achieve future career goals with success and satisfaction.
- Students will understand the relationship between personal qualities, education, training and the world of work.

Personal Social Development

- Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- Students will make decisions, set goals and take necessary action to achieve goals.
- Students will understand safety and survival skills.

Delivery System

Based on the core beliefs, philosophies and missions identified in the foundation, the delivery system describes the activities, interactions and methods necessary to deliver the program.

Guidance Curriculum-The guidance curriculum consists of structured developmental lessons designed to assist students in achieving the desired competencies and to provide all students with the knowledge and skills

appropriate for their developmental level. The guidance curriculum is infused throughout the school's overall curriculum and is presented systematically through K-12 classroom and group activities.

Individual Student Planning-School counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.

Responsive Services-Responsive services, which are the traditional duties of a school counselor, consist of activities meeting individual students' immediate needs, usually necessitated by life events or situations and conditions in the students' lives. These needs require counseling, consultation, referral, peer mediation or information.

Systems Support-Like any organized activity, a school counseling program requires administration and management to establish, maintain and enhance the total counseling program.

Student Advocacy-Provides structure and proactive involvement of counseling staff to ensure that each student receives equitable access to learning and opportunities

Management System

Intertwined with the delivery system is the management system, which incorporates organizational processes and tools to ensure the program is organized, concrete, clearly delineated and reflective of the school's needs.

Agreements-Agreements ensure effective implementation of the delivery system to meet students' needs. These agreements, which address how the school counseling program is organized and what will be accomplished, should be negotiated with and approved by designated administrators at the beginning of each school year.

Advisory Council-An advisory council is a group of people appointed to review counseling program results and to make recommendations. Students, parents, teachers, counselors, administration and community members should be represented on the council.

Use of Data-A comprehensive school counseling program is data driven. The use of data to effect change within the school system is integral to ensuring every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the program was developed from a careful analysis of students' needs, achievement and/or related data.

Action Plans-For every desired competency and result, there must be a plan outlining how the desired result will be achieved. Each plan contains:

1. competencies addressed
2. description of the activity
3. data driving the decision to address the competency
4. timeline in which activity is to be completed
5. who is responsible for delivery
6. means of evaluating student success
7. expected results for students

Use of Time-The C.C.G.P. recommends that school counselors spend approximately 80 percent of their time in direct service (contact) with students and provides a guide to school counselors and administrators for

determining the amount of time their program should devote to each of the five components of the delivery system. Because resources are limited, school counselors' time should be protected; duties need to be limited to program delivery and direct counseling services, and non-counseling activities should be reassigned whenever possible.

Use of Calendars—Once school counselors determine the amount of time necessary in each area of the delivery system, they should develop and publish master and weekly calendars to keep students, parents, teachers and administrators informed. This assists in planning and ensures active participation by stakeholders in the program.

Program Evaluation

School Counselors and administrators are increasingly challenged to demonstrate the effectiveness of the school counseling program in measurable terms. To evaluate the program and to hold it accountable, school counselors must collect and use data that link the program to student achievement.

Results Reports—Results reports, which include process, perception and results data, ensure programs are carried out, analyzed for effectiveness and modified as needed. Sharing these reports with stakeholders serves to advocate for the students and the program. Immediate, intermediate and long-range results are collected and analyzed for program improvement.

School Counselor Performance Standards—The school counselor's performance evaluation contains basic standards of practice expected of school counselors implementing a school counseling program. These performance standards should serve as both a basis for counselor evaluation and as a means for counselor self-evaluation.

Program Audit—The primary purpose for collecting information is to guide future action within the program and to improve future results for students.

School Counselor Responsibilities

School counselors have many duties and responsibilities related to designing and implementing a comprehensive school counseling program. Therefore, programs should free school counselors to do what they do best and what only they can do. School counselors have a master's degree and have formal training in both mental health and education. Although school counselors are team players who understand fair-share responsibilities within a school system, they cannot be fully effective when they are taken away from essential counseling tasks to perform non counseling activities such as:

Master schedule duties – In many schools, the function of building the school's master schedule is performed by a school counselor instead of an administrator, when this is clearly an administrative role. School counselors need to participate as consultants and experts in the process, but when they are required to carry the bulk of the responsibility in this area, their ability to provide school counseling services for students is diminished.

Testing coordinators – In a world of increased high stakes testing, more and more school counselors are called upon to assist in the preparation for testing. The appropriate role for a school counselor is to interpret the results of these tests and to analyze them in conjunction with multiple measures of student achievement.

Detention room coverage – In the absence of a teacher or other certificated staff, school counselors often are called upon to cover detention rooms. Their more appropriate role is to assist in appropriate and systemic preventive measures that improve overall behavior and deter attendance in the detention room.

Discipline – School counselors are not disciplinarians and do not possess the appropriate credentials for disciplining students. Their appropriate role is to provide counseling for students before and/or after discipline, to determine the causes of students’ behavior leading to disciplinary action, to develop and deliver school-wide curriculum for the deterrence of behaviors leading to disciplinary action and to collaborate on school leadership teams to create policies promoting appropriate behavior on campus.

Classroom coverage – School counselors understand the need to assist when emergencies arise and classrooms need coverage. Problems arise when school counselors are regularly first in line to cover classes. This is an inappropriate use of counselors’ time and skills.

Clerical responsibilities – School counseling programs require clerical assistance to perform functions outside the school counselors’ appropriate job description. Many districts employ guidance assistants to provide this service so school counselors can spend their time in direct service to students.

Although school counselors should be involved in many aspects of students’ education, certain non-school counseling tasks should be eliminated or reassigned, if possible, so school counselors can use their skills and knowledge to focus on students’ needs. A fine line sometimes separates non-counseling from counseling activities.

Following are some examples:

Non-counseling activities:	Counseling responsibilities:
Registering and scheduling all new students	Designing individual student academic programs
Administering cognitive, aptitude and achievement tests	Interpreting cognitive, aptitude and achievement tests
Signing excuses for students who are tardy or absent	Counseling students with excessive tardiness or absenteeism
Performing disciplinary actions	Counseling students with disciplinary problems
Sending home students who are not appropriately dressed	Counseling students about appropriate school dress
Teaching classes when teachers are absent	Collaborating with teachers to present guidance curriculum lessons
Computing grade-point averages	Analyzing grade-point averages in relationship to achievement
Maintaining student records	Interpreting student records
Supervising study halls	Providing teachers with suggestions for better study hall management
Clerical record keeping	Ensuring student records are maintained in accordance with state and federal regulations
Assisting with duties in the principal’s office	Assisting the school principal with identifying and resolving student issues, needs and problems
Working with one student at a time in a therapeutic, clinical mode	Collaborating with teachers to present proactive, prevention-based guidance curriculum lessons

Career Portfolio

DRAFT/Work in Progress

**Elementary Planning
Personal Education Plan (PEP)**

Grade

K/2: What I Want to be When I Grow Up: _____ Date: _____

3rd: What Can I be When I Grow Up: _____ Date: _____

What I am Good at: _____ Date: _____

4/5: My Holland Code (work type) is: _____ Date: _____

My Multiple Intelligence or learning style is: _____ Date: _____

**6th/7th/8th Grade Planning
Personal Education Plan (PEP)**

Date: _____

I have strengths in the following areas:

- Communication skills
- Industrial arts (Woodshop)
- Math
- Music
- Reading
- Science
- Social skills
- Technology
- Visual Arts
- Writing
- Drama
- Other: _____

Some of my interests are:

1. _____ 2. _____ 3. _____

After high school my plans include:

- College/university
- Technology/vocational/apprenticeship
- Military
- Full-time employee
- Other plans: _____

As an adult I imagine myself:

I am currently thinking about these career fields:

1. _____ 2. _____ 3. _____

**9th-12th Grade Planning
Personal Education Plan (PEP)**

My Plan

Satisfactory completion meets the state's graduation requirement for an education plan.

Last Name: Student	First Name: Newberg	Middle Name:
Address:		Graduation Year: 2015
City, State, Zip: .		Home Phone:
		E-mail:

Plan Completed - Student Signature: _____ **Date:** _____

Staff Signature: _____ **Date:** _____
(Signed Senior Year when complete)

Who Am I?

This section of your plan summarizes your self-knowledge.

My strengths, talents, interests, and preferences:

Activity	What I learned
Interest Profiler:	
SKILLS Assessment:	
Reality Check:	
Work Importance Locator:	

Where Am I Going?

This section of your plan summarizes your career and personal goals.

My career interests:

My favorite occupations:

My Personal Goals

My Career Goals

--

How Do I Get There?

This section of your plan lists the courses you are going to take based on the career/educational planning section of your plan.

Level of education you are considering:

My 4-Year Course Plan

Subject	9 th Grade	10 th Grade	11 th Grade	12 th Grade
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Dates updated by student:

GRADUATION REQUIREMENTS

Disclaimer: This document is for your use in planning. The credit calculation is based upon all classes being passed. If you do not pass a class, you will need to adjust your course plan accordingly.

Subjects	Credit Requirements	Credits Planned
English/Language Arts	4 credits	0 credits
Mathematics	3 credits	0 credits
Science	3 credits	0 credits
Social Studies/Social Sciences	3 credits	0 credits
Health	1 credit	0 credits
Physical Education	1 credit	0 credits
Second Language	2 credits	0 credits
The Arts, Career & Technical Ed	1 credits	0 credits
Elective courses in areas of career/interests <i>(Note 1)</i>	8 credits	0 credits
TOTALS	26 credits	0 credits

Note 1: After the specified credits are met, additional credits in the subject areas are counted as elective credit.

Note 2: If you plan to attend a two-year or a four-year college after graduation, it is important to review your course selections to assure you meet the admission requirements of these schools.

Always confirm admission requirements for schools you are considering.

What Are My Next Steps?

This section of your plan lists the activities, athletics, honors, awards you have recorded.

9th (Freshman)

Type	Description
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10th (Sophomore)

Type	Description
------	-------------

11th (Junior)

Type	Description
------	-------------

12th (Senior)

Type	Description
------	-------------

What Are My Next Steps? (continued)

This section of your plan summarizes your career-related learning experiences (CRLEs).

My CRLEs and Reflections

Where Am I Now?

This section organizes your short-term action plans and who will support you in these.

My Learning and Achievements

--

My Support Network

--

My Action Plan for This Year

--

Newberg Public Schools
Comprehensive Guidance and Counseling
STUDENT NEEDS ASSESSMENT: Elementary

Academic

1. I know where to go for help with school work.
 - Agree A lot
 - Agree Some
 - Agree A little
 - Don't agree

2. I am organized.
 - a. I turn in my assignments.
 - Agree A lot
 - Agree Some
 - Agree A little
 - Don't agree
 - b. I bring materials to class
 - Agree A lot
 - Agree Some
 - Agree A little
 - Don't agree
 - c. I use a planner
 - Agree A lot
 - Agree Some
 - Agree A little
 - Don't agree
 - d. I have an organized binder
 - Agree A lot
 - Agree Some
 - Agree A little
 - Don't agree

3. I think school and learning is important to my future.
 - Agree a lot
 - Agree some
 - Agree a little
 - Disagree

4. I know things that I am good at.
 - Agree a lot
 - Agree some
 - Agree a little
 - Disagree

5. **I am good at making decisions that help solve problems.**
Agree a lot
Agree Some
Agree A little
Don't agree

Personal / Social

1. **I am confident in dealing with conflict in a positive way.**
Agree A lot
Agree Some
Agree A little
Don't agree
2. **I know things I can do to manage stress in my life.**
Agree A lot
Agree Some
Agree A little
Don't agree
3. **I feel accepted and respected by other students.**
Agree A lot
Agree Some
Agree A little
Don't agree
4. **I know an adult at school whom I trust and can go to for help.**
Agree A lot
Agree Some
Agree A little
Don't agree

Career

1. **I understand how school relates to my future jobs.**
Agree A lot
Agree Some
Agree A little
Don't agree
2. **I know at least one career that I am interested in pursuing.**
Agree A lot
Agree Some
Agree A little
Don't agree

3. I know what types of skills are needed to get a job.

- Agree A lot**
- Agree Some**
- Agree A little**
- Don't agree**

4. I set goals to improve my skills and learning.

- Agree A lot**
- Agree Some**
- Agree A little**
- Don't agree**

Community Development

1. I am involved with activities outside of school time working as a group or team.

- Agree A lot**
- Agree Some**
- Agree A little**
- Don't agree**

2. I know how to work in a group/team.

- Agree A lot**
- Agree Some**
- Agree A little**
- Don't agree**

3. I think it is important to volunteer in my school and/or community.

- Agree A lot**
- Agree Some**
- Agree A little**
- Don't agree**

4. I know ways that I can volunteer at school and/or community.

- Agree A lot**
- Agree Some**
- Agree A little**
- Don't agree**

Thank you for taking this survey

**Newberg Public Schools
Comprehensive Guidance and counseling
STUDENT NEEDS ASSESSMENT: Middle School**

Instructions: Please complete this survey to help guide the services in the school counseling program. Circle the number representing your level of agreement for each statement. Thank you for your help.

Answer Scale:

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

Academics

1. I understand how graduating from High school will better prepare me for continuing education or entry level jobs.
2. I realize how my decisions and actions today lead to specific outcomes in my future.
3. I value learning beyond my high school education.
4. I know where to go for help with school work.
5. I am organized.
6. I turn in all my assignments.
7. I bring all my materials to class.
8. I use a planner or time organization tool like a calendar.
9. I have an organized binder that keeps papers clean and straight.
10. I think it is important that I continue to develop and use study skills and organization techniques.
11. I think school and learning are important to my future.
12. I know things I am good at in school.
13. I am good at making decisions that help solve problems.

Career

14. I understand how school relates to my future jobs.
15. I know at least one career I am interested in.
16. I know what types of skills are needed to get a job.

17. I set goals to improve my skills and learning.
18. I know how to research career opportunities that relate to my interests, abilities, and lifestyle.
19. I know how to access occupational resources to assist in my career planning.
20. I can identify a career that will incorporate the use of my strengths, skills, and interests.
21. I think it is important to explore experiences that help define and clarify my career interests.

Personal Social

22. I recognize and accept my personal strengths and weaknesses.
23. I possess a positive self image.
24. I know how to use appropriate ways to express my feelings when I am dealing with sadness, stress, and conflict.
25. I am confident in dealing with conflict in a positive way.
26. I am able to demonstrate appropriate anger management, self control, and conflict resolution skills.
27. I know things I can do to manage stress in my life.
28. I feel accepted and respected by other students.
29. I know an adult at school whom I trust and can go to for help.
30. I am able to develop healthy relationships with parents, siblings, friends, peers, and adults.

Community and Citizenship

31. I have opportunities to work in groups and/or as a team.
32. I know how to work in a group or team.
33. I am aware of opportunities to volunteer in school and the community.
34. I think it is important to volunteer in my school and community.
35. I have skills that are useful when working in a group or team.
36. I know ways to use my skills to volunteer and be helpful.

Thank you for taking this survey

**Newberg Public Schools
Comprehensive Guidance and Counseling
STUDENT NEEDS ASSESSMENT: High School**

Instructions: Please complete this survey to help guide the services in the school counseling program. Circle the number representing your level of agreement for each statement. Thank you for your help.

ACADEMIC DEVELOPMENT

I think it is important for me to:

- 1. maintain, review, and revise an academic plan to successfully complete my high school graduation requirements.

Strongly Disagree Disagree Agree Strongly Agree
1 2 3 4

- 2. develop and follow an academic plan to match my evolving career and educational goals.

Strongly Disagree Disagree Agree Strongly Agree
1 2 3 4

- 3. understand how graduating from high school will better prepare me for continuing education and entry level jobs.

Strongly Disagree Disagree Agree Strongly Agree
1 2 3 4

- 4. realize how my decisions and actions lead to specific outcomes.

Strongly Disagree Disagree Agree Strongly Agree
1 2 3 4

- 5. value learning beyond my high school education.

Strongly Disagree Disagree Agree Strongly Agree
1 2 3 4

- 6. develop and use listening skills in a variety of academic and social situations.

Strongly Disagree Disagree Agree Strongly Agree
1 2 3 4

- 7. develop and use organizational and time management skills for success in school and in future employment.

Newberg Comprehensive Guidance and Counseling Program

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

8. have resources/technology available to me, in order to complete school work and accomplish academic goals.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

9. develop and use study skills necessary to take, organize, and use my notes effectively.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

10. understand the importance of setting up short and long term goals.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

CAREER DEVELOPMENT

11. I understand how life choices and/or circumstances impact my success in school.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

12. I understand how choices I make in school will impact the choices I have for school and career after high school

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

13. I think it is important to incorporate my personal learning styles, interests, strengths, and weaknesses into my educational and career planning.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

14. I can research career opportunities that relate to my interests, abilities, and lifestyle choices.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

15. I know how to access to occupational resources to assist in my career planning.

Newberg Comprehensive Guidance and Counseling Program

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

16. I can identify a career which will incorporate the use of my strengths, skills, and interests.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

17. I understand gender, culture, economic status, and other barriers need not be limiting factors in my career choice.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

18. I identify appropriate choices during high school that will lead to marketable skills for entry level employment or for advanced education.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

19. I demonstrate positive attitudes, behaviors, and skills necessary to obtaining and maintaining a full-time or part-time job.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

20. I am aware of career preparation opportunities available at various post-secondary institutions.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

21. I am aware of the required steps toward transitioning from high school to post-secondary education, advanced training programs, and/or the world of work.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

22. I think it is important to explore experiences available to me that help define and clarify my career interest areas.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

PERSONAL/SOCIAL DEVELOPMENT

23. I have an understanding of my own growth and development.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

24. I recognize and accept my personal strengths and weaknesses.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

25. I possess and maintain a consistent positive self-image.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

26. I know how to use appropriate ways to express my feelings when coping with sadness, stress, and conflict.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

27. I know things I can do to help manage or reduce stress in my life.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

28. I am able to demonstrate appropriate anger management, self-control, and conflict resolution skills in a variety of settings.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

29. I demonstrate responsible behaviors when interacting with my peers.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

30. I demonstrate the ability to relate and work successfully with individuals of different gender, culture, and/or disabilities.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

31. I think it is important to accept, respect, and appreciate differences in people.

Strongly Disagree	Disagree	Agree	Strongly Agree
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1 2 3 4

32. I am able to develop healthy relationships with my parents, siblings, friends, adults, co-workers, girlfriend/boyfriend.

Strongly Disagree Disagree Agree Strongly Agree
1 2 3 4

33. I can use good communication skills in a variety of group situations.

Strongly Disagree Disagree Agree Strongly Agree
1 2 3 4

COMMUNITY ENGAGEMENT/CITIZENSHIP

34. I have opportunities to work in groups and/or as a team.

Strongly Disagree Disagree Agree Strongly Agree
1 2 3 4

35. I am aware of opportunities to volunteer in school and community projects

Strongly Disagree Disagree Agree Strongly Agree
1 2 3 4

36. I think it is important to volunteer in my school or community

Strongly Disagree Disagree Agree Strongly Agree
1 2 3 4

37. I have the skills to volunteer in my school or community.

Strongly Disagree Disagree Agree Strongly Agree
1 2 3 4

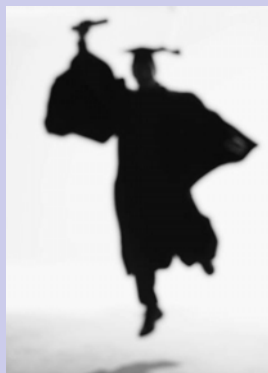
38. I participate in activities outside the classroom to enhance my learning

Strongly Disagree Disagree Agree Strongly Agree
1 2 3 4

THANK YOU FOR COMPLETING THIS SURVEY

**Imagine A School
Where All
Students.....**

**See the
meaning and
relevance in
what they
are learning
and how it
applies to
their life.**



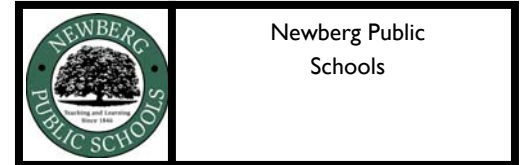
Counselor Contacts

Antonio Crater Elementary
503-554-4973
Dundee Elementary
503-554-4857
Joan Austin Elementary
503-554-4665
Mabel Rush Elementary
503-554-4497
Edwards Elementary
503-554-5057
Chehalem Valley Middle School
503-554-4615 / 503-554-4616
Mountain View Middle School
503-554-4515 / 503-554-4516
Newberg High School
Yellow 503-554-4429
Green 503-554-4445
Blue 503-554-4411
Silver 503-554-4413

For more information on Newberg's Comprehensive Guidance and Counseling Program please visit the district website at:
<http://www.newberg.k12.or.us/district/comprehensive-guidance-and-counseling-program>

Newberg School District
Teaching and Learning Since 1840

714 E 6th St
Newberg, OR 97132
503-554-5000
www.newberg.k12.or.us



Comprehensive Guidance and Counseling Program

*Academic Development
Learning to Learn*

*Career Development
Learning to Work*

*Personal/Social Development
Learning to Live*

*Community Involvement
Learning to Contribute*

"We cannot always build the future for our youth, but we can build our youth for the future" - Franklin D.

The program addresses the following domains of students' lives:

Academic Development
LEARNING TO LEARN

Career Development
LEARNING TO WORK

Personal/Social Development
LEARNING TO LIVE

Community Involvement
LEARNING TO CONTRIBUTE



Mission Statement

The Comprehensive Guidance and Counseling Program (CGCP) of Newberg School District is an integral component of the district's total program. It supports the cognitive and affective development of each student by valuing individual uniqueness, multi-cultural diversity and promotes maximum development of each student's potential.

The program promotes the academic, career, and personal/social growth and community involvement of each student. The ultimate goal of the program is for each student to graduate with the knowledge, attitudes and skills to make self-directed, realistic and responsible decisions and be life-long learners.

Across All Levels

Guidance and counseling is not a service offered by one person or department, but a program coordinated with all educators in a building and articulated between buildings. The program content must be integrated with curriculum and other services and involves parents and the broader community.



This program is implemented through the following components:

CURRICULUM

**INDIVIDUAL STUDENT
PLANNING**

RESPONSIVE SERVICES

SYSTEM SUPPORT

STUDENT ADVOCACY