

# Centennial School District Student Success Plan



## *K-12 Comprehensive Guidance & Counseling Program*



## **History**

The Centennial School District School Counselor/Child Development Specialist (CDS) group began serious discussions about the nationwide counseling initiative called “Comprehensive Guidance and Counseling (CGC)” in fall of 2006. This initiative had to do with creating a comprehensive counseling and guidance program that would take a proactive approach in ensuring the success of all students. In the fall of 2007 the counselor/CDS group made a firm commitment to work toward the implementation of a CGC framework, and we began to take steps in that direction.

At that time a four-person CGC leadership team was formed with representation from each level (elementary, middle, high school, and district office). That team, with the support of the Director of Student Services and District Administrators, helped with the direction of the group by planning all district counselor/CDS meetings. All district counselor meetings became more frequent than in the past in order to move forward with the CGC vision and begin a complete and thorough audit of the counseling program at the time.

Between 2007 and 2009 the counseling/CDS staff met monthly, worked with Clinician and CGC expert Dr. Cal Crow, and joined the State of Oregon Department of Education CGC Cohort D in order to attend trainings and further the Centennial CGC Program. In spring of 2008 the Counselor/CDS group made a presentation to district administrators and gained further support for the CGC work. In the fall of 2009 the Counselor/CDS group made a presentation to the Centennial School Board, and the Director of Student Services proposed a new policy inclusive of the CGC framework. The policy was accepted, and the Board was not only appreciative but also invited future updates from the Counselor/CDS group.

Currently, the Centennial Counselor/CDS group has completed the CGC audit and begun working on the audit indicators in more depth. The work has been challenging, but incredibly rewarding and successful. The program audit includes the 15 key indicators of a CGC program. Within the 15 key indicators are 53 sub-indicators. In 2010 the Counselor/CDS group made excellent progress on the 53 sub-indicators, however, the CGC program continues to be a work in progress.

This Student Success Plan represents the hard work and efforts of our entire counseling/CDS group. This could not have been done without the support of our administrators and school board. The following pages show evidence of our Centennial School District CGC plan in each of the 15 key indicator areas.

**Synopsis**

The Counseling and Guidance Program in Centennial School District is based on the State of Oregon’s Comprehensive Guidance and Counseling Framework and the American School Counselor Association National Standards. Centennial counseling staff with all other school staff are restructuring traditional guidance and counseling services in a way that ensures that all students are engaged in and excited about school.

- Counseling/CDS staff and all other school staff help students identify their strengths, skills, talents, interests, goals and dreams, and develop a plan (based on those factors) that they will then use to direct their learning experiences K-12 and beyond.
- These plans then become an integrated and key part of the school culture. Students use their plans to focus in on what they are learning, why they are learning it, and how they will use it in their futures.
- Teachers use these plans to develop a relevant curriculum, adjust their teaching styles, and are able to then build relationship and connect with students in a more meaningful way
- Counseling/CDS staff and all other staff also ensure that ALL students have at least one caring adult who mentors them and helps them with their plan.

***All of this is then coordinated by our counseling/CDS staff and ultimately will improve attendance, grades, and graduation rates, and lay the groundwork for students to become high school graduates as well as successful adults.***

**15 Key Indicators of a CGC Program**

1. Mission Statement				
2. Program Philosophy		<b><u>National suggested time allocations</u></b>		
3. District Policy		<b>Elem.</b>	<b>Middle</b>	<b>High</b>
4. Guidance Curriculum	—————>	35-45%	25-35%	15-25%
5. Individual Planning	—————>	5-10%	15-25%	25-35%
6. Responsive Services	—————>	30-40%	30-40%	25-35%
7. System Support & Integration	————>	10-15%	10-15%	15-20%
8. Student Advocacy				
9. Professional Staff				
10. Collaborative Structures				
11. Materials and Facilities				
12. Management Systems				
13. Student Progress				
14. Staff Development				
15. Program Planning and Evaluation				

## **Indicator #1: Centennial CGC Mission Statement**

*We ensure that ALL students develop the skills necessary to learn, live, work and contribute.*

***Our counselor/CDS group is committed to aligning our comprehensive work with the district mission statement and 5-year academic goals.***

### **Centennial School District Mission Statement:**

*All students think, achieve and make a difference in the world.*

### **Centennial School District 5-year Academic Goals:**

School board members adopted 5-year non-negotiable academic goals that are intended to set a high bar for student performance and expectations. Underlying the four goals are two belief statements:

1. Ethnicity, economic circumstance, primary language, and special needs do not predict academic success.
2. Teachers' effective use of research-based instructional strategies predicts academic success.

District staff will develop tools to measure progress toward meeting the four goals (below). Schools will be expected to incorporate the goals into their school improvement plans beginning school year 2011-2012.

1. Every child performs at grade level in reading, writing and math by the end of 3rd grade.
2. Every child leaves 8th grade academically ready for 9th grade.
3. Every student leaves 9th grade having earned enough credits to graduate on time.
4. Every student graduates ready for college and/or career.

## **Indicator #2: Philosophy Statement**

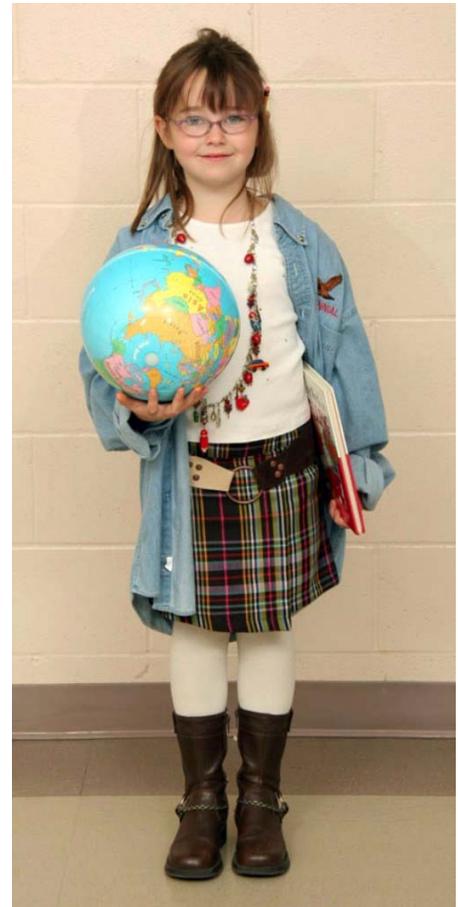
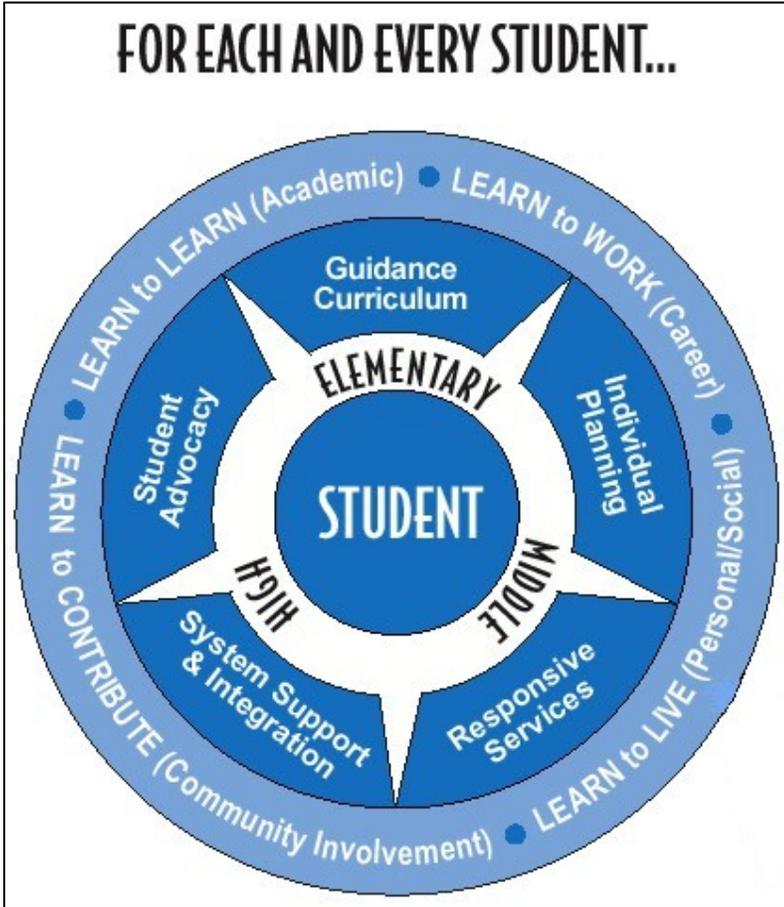
***We believe the K-12 Comprehensive Guidance and Counseling (CGC) Program of Centennial School District provides essential integrated support to promote the achievement and health of ALL students, in alliance with the district mission.***

***We believe EVERY student is entitled to equitable educational opportunities in a safe environment. The CGC program develops, aligns and coordinates***

Centennial School District: Comprehensive Guidance and Counseling Program  
**preventative and responsive services that enhance students' capacities for success in school and in life.**

**The CGC program provides a framework of collaboration to ensure that ALL students are supported and empowered in a holistic manner.**

State of Oregon Domains & Elements graphic of Comprehensive Guidance and Counseling for ALL students



**Indicator #3: District Policy**

Code: **IJ**  
Adopted: **12/12/90**  
Revised/Readopted: **10/28/09**

**GUIDANCE AND COUNSELING PROGRAM**

The district recognizes that all students are individuals with unique needs and strengths. The desire of the board is to support a guidance and counseling program that assists students in understanding themselves and realizing their full potential.

The guidance and counseling program should provide learning experiences for the students that develop values and attitudes that enhance interpersonal relationships and responsible individual behavior and align with the district's school improvement plans. Students in grades K-12 will participate in a career education program based on the Oregon Department of Education's Framework for Comprehensive Guidance and Counseling Program for Pre-Kindergarten through Twelfth Grade.

Counselors coordinate the following school counseling components:

1. Guidance curriculum
2. Individual planning
3. Responsive services
4. System support and integration, and
5. Student advocacy

Counselors/CDS also involve staff members in designing and implementing plans and services to help all students meet the following district wide goals:

1. The student is able to make appropriate decisions and use problem-solving skills.
2. The student is able to use the skills involved in self-exploration and self-discovery to examine personal feelings, values, interests, and aptitudes.
3. The student is able to communicate effectively in relationship with others.
4. The student is able to self-advocate and accepts responsibility for his/her own actions.
5. The student is able to understand and utilize the opportunities and alternatives available in the educational program for meeting academic standards.
6. The student is able to set tentative career goals.
7. The student is able to use the resources available in the school and community.
8. Students in grades 7-12 will create, and annually review, an education plan and education portfolio.
9. The student will demonstrate the ability to use personal qualities, education, and training in a work setting.
10. The student will demonstrate the use of personal skills in making contributions in his/her community.

END OF POLICY

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## **Indicators #4 & #5: Guidance Curriculum & Individual Planning**

Guidance curriculum consists of a kindergarten through 12<sup>th</sup> grade instructional program that is developmental, preventative, and proactive. The curriculum is comprehensive in content, scope, and sequence and it focuses on student development in the 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 school district performance standards.

At Centennial, individual planning procedures are in place and there are planning activities for **ALL** students. Counseling/CDS staff are making every effort to review individual plans yearly. In the individual planning component we are working closely with students to plan, monitor and manage their own learning as their personal and career development.

We are asking students to answer the fundamental questions, "Who am I, where am I going, and how do I get there?" We are also collaborating with all building staff to help students analyze their strengths, skills, talents, interests, goals and dreams.

### **Who Am I?**

- At the **elementary school (K-6)** counseling/CDS staff are helping students discover interests, things they are good at and things they like.
- At the **middle school (7-8)** counseling/CDS staff are helping students explore self awareness, deeper interests and analyze their learning styles.
- At the **high school (9-12)** counseling/CDS staff are guiding students in course selection and pre-college testing based on previous exploration at the elementary and middle school levels. At the high school there is even further development with interest inventories which then informs future decision making for adulthood.

### **Where Do I Want To Go?**

We are helping students with educational and career planning at all levels. They collaborate with all staff to help with the personal/social, education and career information on their individual plan.

- **Elementary** students are exploring their knowledge of the world of work, different jobs and careers.
- **Middle** school students are exploring careers, goal setting and identifying the things they really love to do.

- **High** school students are making a 4-year plan, reviewing transcripts, attending evening workshops like financial aid night for post-secondary planning, and researching possible college and future career options.

## **Guidance Curriculum & Individual Planning**

### **How Do I Get There?**

Centennial school counseling/CDS staff members assist students in the transition from school to school, school to career, and school to community.

- **Elementary** students are taking informal interest inventories, exploring school achievement as it relates to salary, and making life maps.
- **Middle** school counseling/CDS staff members are helping students begin resume building, introducing them to “Career Information System” (CIS) and forecasting.
- **High school** resumes are further solidified, and post high school research for career and educational opportunities is conducted.

Our guidance curriculum is based on the *State of Oregon Comprehensive Guidance and Counseling Framework for School Counselors which includes the National Career Development Guidelines*. Elementary, middle and high school counseling/CDS staff all have a variety of guidance curriculum they provide and/or teach at different times throughout the school year.

- At the **elementary** level the counseling/CDS staff is teaching in each K-6<sup>th</sup> grade classroom 25-30 minutes every week.
- At the **middle** school the counseling/CDS staff first collaborates with various teachers when designing guidance curriculum, and then provides that curriculum through advisor classes throughout the year.
- At the **high school** the counseling/CDS staff members are helping students connect their 4-year plan with personality and interest inventories. In 11<sup>th</sup> grade students design on online e-portfolio in order to meet ODE graduation requirements. These requirements include an Education Plan and Profile, Extended Application, and Career-Related Learning Experiences.

All school counseling/CDS staff members teach or provide guidance curriculum in addition to collecting artifacts for each student’s individual plan folder. These artifacts include personality inventories, multiple intelligence inventories, and other activities to help students identify who they are, where they are going and how they can get there.

**Research tells us that when students can make a connection or find meaning in what they are learning, it proves to be one of the key indicators as to whether or not they are successful students and eventually successful adults. Centennial school counseling/CDS staff articulate guidance curriculum and individual planning vertically through grade 12 in an effort to align with our mission of ensuring that ALL students develop the skills necessary to learn, live, work, and contribute.**

**Guidance Curriculum & Individual Planning (continued)**

Samples of our elementary curriculum map, and samples of artifacts being collected at middle school (both to be forwarded on to the high school for further development) are shown below.

Small Sample of the Centennial CGC Elementary Curriculum Map  
(Based on the National Career Development Guidelines)

<u>Domains</u>	<u>Competency</u>	<u>Content</u>	<u>Skills</u>	<u>Student Friendly Learning Targets</u>
<i>Personal/ Social (Self Knowledge)</i>	<i>Acquiring Self Knowledge</i>	<i>Interpersonal Skill and Self concept</i>	<i>Describe positive characteristics about self as seen by self and others</i>	<i>I can describe positive characteristics about myself I can describe positive characteristics that others see in me</i>
<i>Academic Development (Educational and Occupational Exploration)</i>	<i>Awareness of the benefits of educational achievement</i>	<i>Academic goals and achievements</i>	<i>Describe how school skills can be used in a home, work place and community</i>	<i>I can explain how what I am learning in school can be used at home, work or in the community</i>
<i>Career Development</i>	<i>Understanding how to make decisions</i>	<i>Decision Making</i>	<i>Describe how choices are made</i>	<i>I can describe several different ways to make good choices and why</i>

**Guidance Curriculum & Individual Planning (continued)**

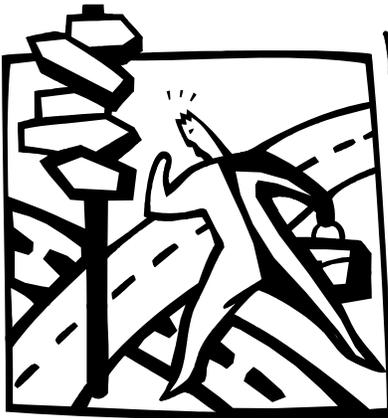
*Sample of the Middle School Individual Plan Artifact Collection*

Name: \_\_\_\_\_



**Who Am I?**

(What do I like to do? How do I learn best? What are my special qualities? What are my talents? What classes do I enjoy?)



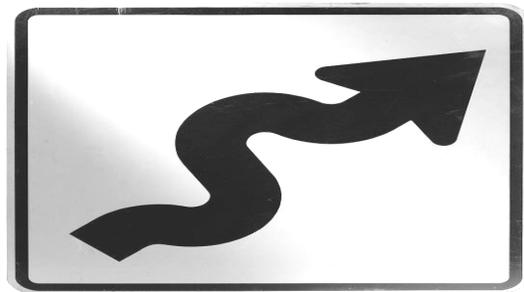
**Where Am I Going?**

(What are my personal goals? Am I ready for the work force? How do I learn about career options? Do I want or need to go to college?)

**HOW DO I GET THERE?**

**(I NEED TO DEVELOP AN INDIVIDUAL PLAN!)**

**7<sup>TH</sup> & 8<sup>TH</sup>  
GRADE**



**Guidance Curriculum & Individual Planning (continued)**

**Sample of the High School Curriculum Map**

POWER STANDARDS	SPECIFIC STUDENT COMPETENCIES	TARGET & TIME FRAME	ACTIVITIES	MEASURES
<p><b>Academic:</b></p> <p>Students will understand the relationship of academics to the world of work and to life at home and in the community.</p>	<p><b>Students will:</b></p> <p>Understand the relationship between learning and work</p> <p>Understand how school success and academic achievement enhance future career opportunities</p>	<p>All students</p> <p>Feb 2011-May 2011</p>	<p>* Forecasting efforts to include 4 year planning session with counselors</p> <p>*Preparatory activities in the classroom prior to the college visit with all 9<sup>th</sup> grade students in the spring, possibly including a worksheet or activity that will help students relate core classes to students' interests</p>	<p>*95% of students will report an increased understanding of their current graduation status, credit needs, and/or how to read their transcript</p> <p>*9<sup>th</sup> graders will have completed a pre- and post-test related to college visits with a 80% increased understanding of how classes pertain to college</p>
<p><b>Career:</b></p> <p>Students will understand the relationship between personal qualities, education, training, and the world of work.</p>	<p><b>Students will:</b></p> <p>Develop career awareness</p> <p>Develop employment readiness</p>	<p>Seniors</p> <p>Aug 2010-Oct 2010</p>	<p>Individual interviews with counselor</p> <p>English class visits to Career Center</p> <p>OUS visit to CHS campus</p> <p>Career Day visit to college campuses</p>	<p>*95% of seniors will have a specific post-secondary plan by May of 2011</p> <p>*80% of seniors will show an increase of knowledge on their post-secondary preparedness post-test</p>
<p><b>Personal/Social:</b></p> <p>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p>	<p><b>Students will:</b></p> <p>Acquire self-knowledge</p> <p>Acquire interpersonal skills</p>	<p>Freshmen</p> <p>Nov 2010-Jan 2011</p>	<p>Strength-based individual interviews with counselor</p> <p>9<sup>th</sup> grade English self-understanding assignment</p>	<p>*90% of 9<sup>th</sup> grade students will be able to identify and explore at least 3 personal assets (based on Search Institute's 40 Assets)</p> <p>*90% of 9<sup>th</sup> grade students will start Individual Profiles and demonstrate self-knowledge</p>

### **Indicator #6: Responsive Services**

These interventions are used to collaborate with other staff and intervene on behalf of each student whose immediate needs, concerns, or problems are distracting or impeding his or her academic, career and personal/social development or community involvement. Responsive services can be individual or small group services available to all students.

Centennial school counseling/CDS staff members make available these services to ALL students. Small group counseling is available for specific types of issues or interventions upon request or referral and is usually dependent upon the current demands of the school counselor/CDS. Our counseling/CDS staff members plan these responsive services in consultation with all key stakeholders as appropriate to each individual situation.

In conjunction with the school district, our counseling/CDS staff members have developed a crisis management plan with written procedures that is used in crisis situations. The crisis plan includes a flight team that is activated in the event of a crisis. This plan is current and is updated annually in the fall. The plan includes protocols for outside referral to community professionals. There is a time to debrief after every crisis event in which the flight team was activated. This debrief is conducted in an effort to improve upon all crisis and flight team services provided.

### **Indicator #7: System Support and Integration**

System support and integration activities are activities in which Centennial counseling/CDS staff members use their knowledge and skill to promote the infusion of the entire CGC program throughout all schools and for ALL students. Our counseling/CDS staff members are involved in school improvement by participating in and helping facilitate the following activities or teams:

- School climate and enrichment
- Staff development, training and community relations
- Advisory councils
- Community outreach and collaboration
- Review of student progress and program implementation
- Program management, research and development
- Professional association and development
- Problem solving teams for behavior and academics

- Positive behavior support teams
- Shared responsibility between all district staff

### **Indicator #8 : Student Advocacy**

Student advocacy ensures that each and every student receives equitable access and opportunities through accommodations, modifications, special assistance, or any other support services required for him or her to participate and succeed in school programs and successfully transition from school to adult life. ***We believe educational equity/social justice ensures that each student is able to derive maximum benefit from his/her education.***

With teachers, administrators, other staff members, parents/guardians, and community resources, Centennial school counseling/CDS staff members act as advocates in addressing the development needs of any student facing barriers to success. Student confidentiality and professional ethics are followed by all counseling/CDS staff.

Our counseling/CDS staff members make every effort to work closely with special needs staff in an effort to help serve students with special needs. The overarching goal for student advocacy is to ensure that all students are receiving equitable access to learning and opportunities to achieve high standards. This advocacy includes addressing barriers related to gender, race, language, sexual orientation, social and economic status, pregnancy, parenting, giftedness, disabilities and religion.



Our counseling/CDS staff members gather data in an effort to implement programs, make referrals, and target special populations to minimize barriers to learning.

***To accomplish the goal of ensuring ALL students develop the skills necessary to learn, live, work and contribute, our counseling/CDS staff members are creating opportunities for ALL students to become not only successful students but successful adults.***

## **Indicator #9: Professional Staff**

Centennial school district and its counseling/CDS staff are committed to having a professional and caring counseling staff. A board-approved job description of what is expected of a CGC School Counselor and School Child Development Specialist are listed below.

### **JOB TITLE: School Counselor**

**Job Purpose Statement/s:** The position of school counsel is for the purpose of coordinating a comprehensive counseling program for all students in the district based on the Oregon Framework for School Counseling Programs and its components (Guidance Curriculum, Individual Planning, Responsive Services, System Support, and Student Advocacy), and to provide services to all students in the academic, career, community involvement, and personal/social domains in concern with school staff, parents, the community, and the students themselves.

### **Essential Job Functions:**

- **Implements the Guidance Curriculum Component through the use of instructional skills and the careful planning of structured group sessions for all students**
  - **Facilitates** the instruction of guidance lessons
  - **Encourages** staff involvement to ensure the implementation of guidance curriculum, providing resources and in-service trainings as needed
- **Implements the Individual Planning Component by guiding individuals and groups of students and their parents through the development of plans that lead to educational and career success**
  - **Helps** students plan toward success through goal-setting and organizational skills in collaboration with parents and staff,
  - **Provides** accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information
- **Implements the Responsive Services Component through the use of individual and small group counseling, consultation, and referral**
  - **Provides** counseling for individuals and small groups of students with identified needs/concerns
  - **Consults** with parents, teachers, administrators and other relevant individuals to meet student needs
  - **Assists** with referrals in collaboration with parents, administrators, teachers, and other school personnel
- **Implements the System Support Component through counseling program management and support for other educational programs**
  - **Administers** and evaluates a comprehensive and balanced counseling program in collaboration with school staff
  - **Provides** support for other school programs and carries out “fair share responsibilities” as appropriate
- **Implements the Student Advocacy Component to achieve student success**
  - **Works** proactively to remove personal and social barriers to learning
  - **Empowers** students to be advocates for themselves and others
- **Fulfills professional responsibilities**
  - **Uses** communication and positive interaction with the entire school community
  - **Demonstrates** a commitment to ongoing growth
  - **Possesses** professional and responsible work habits

- **Follows** the profession's ethical and legal standards and guidelines, as well as promotes cultural diversity and inclusivity in school policy and interpersonal relationships

**Job Requirements – Qualifications:**

- ◆ **Experience Preferred:** Prior job related experience.
- ◆ **Skills, Knowledge and/or Abilities Required:**  
*Skills* to work effectively with teachers, students and parents, intervene in crisis situations, provide counseling, interpret test data, and communicate effectively.  
*Knowledge* of assessment instruments and their application, relevant education codes, state and district policies.  
*Abilities* to sit for prolonged periods, complete a case study and develop an education plan and profile, be flexible, work under time constraints, work effectively with staff, parents, students and community, work independently. Significant physical abilities include lifting/carrying, reaching/handling/fingering, talking/hearing conversations, and near/far visual acuity/visual accommodation.
- ◆ **Licensure required:** Teacher Standards and Practices Commission (TSPC) School Counselor License or Personnel Services License endorsed in Counseling, and Criminal Justice Fingerprint clearance.

**Terms of Employment:** 192 days per year. Salary to be established by collective bargaining agreement.

**Evaluation:** Performance of this job will be evaluated each year in accordance with provisions of the Board's Policy on Evaluation of Licensed Staff.

Reviewed and agreed to by:

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

**JOB TITLE: School Child Development Specialist**

**Job Purpose Statement/s:** The position of school child development specialist is for the purpose of providing prevention services to students enrolled in the K - 8 grades in the Centennial School District. The services are given directly to students, in cooperation with parents, members of community agencies, and school staff. Program management and evaluation are required, as well as supervisory duties. The program will conform to program components found in the state K-12 Comprehensive Counseling and Guidance Framework (Guidance Curriculum, Individual Planning, Responsive Services, System Support, and Student Advocacy).

**Essential Job Functions:**

- **Implements the Individual Planning Component by guiding individuals and groups of students and their parents through the development of plans that lead to educational and career success**
  - **Helps** students plan toward success through goal-setting and organizational skills in collaboration with parents, community agencies and school staff.

- **Assesses** needs and strong traits of students in the areas of health, academics, and social/emotional development and assists in developing strategies for positive growth.
- **Periodically** assesses student's individual program.
- **Provides** accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.
- **Implements the Responsive Services Component through the use of individual and small group sessions, consultation, and referral**
  - **Provides** individual and group sessions to assist in peer relations, academic progress, behavioral change, problem solving, decision making, responsibility, self-understanding, and other areas related to knowledge and attitude.
  - **Consults** with parents, teachers, administrators, community agencies, and other relevant individuals to meet student needs
  - **Assists** with referrals in collaboration with parents, administrators, teachers, community agencies, and other school personnel.
  - **Coordinates** the delivery of school and community resources to assist in preventive measures and growth processes.
- **Implements the System Support Component through program management and support for other educational programs**
  - **Provides** support for other school programs and carries out "fair share responsibilities" as appropriate.
  - **Provides** assistance through observation of individual children, staffing, attending conferences with teachers and parents, as well as carrying out various assessment procedures during the year.
  - **Provides** parents with conference opportunities regarding individual children, as well as carrying out services related to developmental processes, parenting skills, community resources and health.
  - **Informs** parents, staff, and community concerning services and the intent of the program.
- **Implements the Student Advocacy Component to achieve student success**
  - **Works** proactively to remove personal and social barriers to learning.
  - **Conduct/coordinates** inservices with school staff related to the major concepts of prevention of developmental difficulties.
  - **Provides** classroom demonstrations of a variety of preventive approaches and techniques.
  - **Provides** staffing with community agencies on specific students.
  - **Empowers** students to be advocates for themselves and others.
- **Fulfills professional responsibilities**
  - **Uses** communication and positive interaction with the entire school community
  - **Demonstrates** a commitment to ongoing growth
  - **Possesses** professional and responsible work habits
  - **Follows** the profession's ethical and legal standards and guidelines, as well as promotes cultural diversity and inclusivity in school policy and interpersonal relationships

#### **Job Requirements – Qualifications:**

- ◆ **Experience Preferred:** Prior job related experience.
- ◆ **Skills, Knowledge and/or Abilities Required:**
  - Skills* to work effectively with teachers, students and parents, intervene in crisis situations, interpret test data, and communicate effectively.
  - Knowledge* of assessment instruments and their application, relevant education codes, state and district policies.

Abilities to sit for prolonged periods, complete a case study and develop an education plan and profile, be flexible, work under time constraints, work effectively with staff, parents, students and community, work independently. Significant physical abilities include lifting/carrying, reaching/handling/fingering, talking/hearing conversations, and near/far visual acuity/visual accommodation.

- ♦ **Licensure required:** Able to meet current certification requirements as set forth in **Oregon Rules for Certification of Teachers, Specialists and Administrators** or has demonstrated competency as required for authorization by the **Oregon Department of Education** (OAR 581-23-050) and Criminal Justice Fingerprint clearance.

**Terms of Employment:** 192 days per year. Salary to be established by collective bargaining agreement.

**Evaluation:** Performance of this job will be evaluated each year in accordance with provisions of the Board's Policy on Evaluation of Licensed Staff.

Reviewed and agreed to by:

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

### **Indicator #10: Collaborative Structures**

Centennial school district has developed or designated one or more collaborative structures to advise the CGC program design, content, structure, delivery and continuous improvement. The roles and responsibilities of the collaborative structures are clearly assigned, and the assigned structures have appropriate representation from guidance/CDS staff, students, teachers, school administrators, parents or guardians and the community (both service providers and employers).

In addition to the system support and integration portion of the CGC indicators, which include representation district-wide, our counseling/CDS staff members are committed to collaborating in the following ways:

- We organize and attend several all district counselor meetings each year, which include monitoring and evaluating roles and responsibilities, ongoing development and improvement of the district-wide CGC plan.
- We are articulating our curriculum district-wide articulation between levels.

- We are committed to participating in building and district wide teams for student achievement and further development of the CGC program.
- We conduct annual student surveys to address the CGC mission of helping students develop the skills needed to learn, live, work and contribute.
- We have a “Counselor Leadership Team” which consists of counseling/CDS staff at every level and the Director of Student Services to help guide the counseling work we do.

### **Indicator #11: Materials & Facilities:**

We are committed that all curriculum, materials, and tools used in our program will meet district standards for quality. We make every effort to provide time for individual and group counseling activities in each school when needed. The school district is supportive of our program by providing offices, classrooms, computer labs and curriculum for delivery of the components of our program.

We are provided adequate space and protected storage for program materials and work such as career portfolios and individual plans. The high school has a college and career center available to students during school hours for student and parent use.

### **Indicator #12: Management Systems**

Currently, we are supported by the school district with an overall counseling and guidance budget that helps to cover the cost of delivering the content described in our plan. As a counseling/CDS staff, we are committed to providing the highest quality program to students despite budget constraints.

Our counselor/CDS group has created a district-wide student survey which has been used to inform program decisions, and the school district is supportive of our efforts to do so. We are in the process of creating opportunities to regularly update the school community and local community about aspects of the Centennial Guidance and Counseling program. This Student Success Plan is a working document for all counseling/CDS staff as a management guideline.

### **Indicator #13: Student Progress**

We are committed to using assessment data to develop SMART (specific, measurable, achievable, realistic/relevant and time bound) goals on a yearly basis. Our annual student survey is used to identify problem areas related to academics and behavior, and then we address those areas by setting specific SMART goals.

We regularly meet as professional learning community (PLC) groups to review our SMART goals and monitor progress in order to make further decisions for implementation of our comprehensive program.

### **Indicator #14: Staff Development**

Our counseling/CDS group is committed to regular meetings, trainings and professional development that will enhance our ability to implement a comprehensive program. Listed below are just some of the annual trainings, collaborations and/or professional development opportunities we attend or participate in to support the school district and our program.

- All District School Counselor/CDS Meetings (4-6 times a year)
- Professional Learning Community (PLC) Counselor/CDS Meetings (each level, once a month covering standards, curriculum mapping and SMART goals)
- State of Oregon Comprehensive Guidance and Counseling Trainings
- ASSIST Suicide Prevention Training
- Non-violent Crisis Intervention Training (Initial training & yearly refresher)
- Collaboration with county and local agencies on a regular basis
- Relational Aggression/Bullying Training
- Oregon School Counselor Association (OSCA) Annual Conference
- East Multnomah County Annual Community Resource Fair
- Regional OSCA & Washington School Counselor (WASCA) conference
- Positive Behavior Interventions and Supports (PBIS) District, Local and NW Regional annual trainings
- In district annual training on utilization of “RISK” forms for all students
- Annual Child Abuse Training/Reporting
- Annual 504 Case Manager Trainings
- Annual Medicare Administration Claiming Training
- Annual McKinney-Vento Act Training regarding homeless population
- Various other individual and small group in and out of district trainings

**Indicator #15: Program Planning and Evaluation**

We are currently developing this document, **Centennial School District: Student Success Plan**, in an effort to provide our comprehensive plan in written form. Our goal is to annually review and adjust this document, as this is a continuous effort to improve upon our work and provide a comprehensive program to ALL students no matter what barrier or boundary they may be facing.