

An Overview of the Comprehensive Counseling Program



Pendleton School District

Every Student, Every Day

Pendleton School District 16R

107 NW 10th Street

Pendleton, Oregon 97801

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Contents

Oregon's Framework for Comprehensive School Counseling	4
Themes	4
PSD Foundations	4
Counseling Program Introduction	4
District Vision Statement	4
District Mission	5
Our Beliefs	5
Our Core Values	5
Counseling Vision & Mission	6
The Counseling Program Philosophy	6
Program Goals	6
ASCA/Oregon Mindsets & Behaviors	7
Ethical Standards and Professional Competencies	7
Program Management	7
Assessments & Agreements	7
Roles and Responsibilities	7
Advisory Council	7
Data Driven Decision Making	8
Curriculum	8
Program Delivery	9
Direct Services	9
Whole School	9
Whole Class	10
Large Group	10
Small Group	10
Individual	10
Responsive Services	10
Indirect Services	10
Program Planning & System Support	11
Program Accountability	11
District & School Data	12

2019 Oregon Healthy Teen Survey Data	12
District Satisfaction Data	12
District Student Outcome Data	13
Annual Goals & Action Plans for Counseling Program	14
Appendix A	15
Mindsets & Behavior for Student Success	15

Oregon's Framework for Comprehensive School Counseling

The Pendleton School District uses the Framework for Comprehensive School Counseling from the Oregon Department of Education to guide our work. We organize our plan around the four major components (foundation, management, delivery and accountability) to meet the framework aims of:

- Ensuring equitable access to a rigorous education for all students
- Identifying the knowledge and skills all students will acquire as a result of the K-12 comprehensive school counseling program
- Delivering to all students in systematic fashion
- Utilizing data-driven decision making
- Ensure provision by state-credentialed schools counselors

Themes

Our plan incorporates the themes in the framework from the American School Counselor Association of Leadership, Advocacy, Collaboration, and Systemic Change. We utilize the Oregon Department of Education Equity Lens in conjunction with our School Board of Education Policy for Educational Equity. These themes and equity stances advance our strategic plan goals to meet the needs of ALL students within the four domains of student standards (Academic, Career, Personal/Social, and Community).

Visit the Oregon Department of Education School Counseling Site to learn more about the Framework

https://www.oregon.gov/ode/educator-resources/standards/comprehensive_school_counseling/Pages/default.aspx .

PSD Foundations

Counseling Program Introduction

The Comprehensive Counseling Program plays a critical role in advancing the vision, mission, goals and priorities outlined in the district strategic plan. School Counseling is an essential and integral part of the overall education process for kindergarten through twelfth grade students. Our program aligns with state and national standards for counseling. Successful implementation requires licensed school counselors at elementary, middle school, and high school levels at the recommended student/counselor ratio.

District Vision Statement

The Pendleton School District is a place where I belong, where I can succeed.

District Mission

We exist to ensure that all students learn and achieve their maximum potential. We work in partnership with the students, families and our community to ensure every student acquires the knowledge, skills and core values necessary to pursue a productive and fulfilling life, to participate as responsible citizens in our democracy, and to succeed in an evolving global society.

Our Beliefs

- We believe all students deserve equitable access to a quality education and the opportunity to learn.
- We believe all students learn in different ways, at different rates and with different teaching methods.
- We believe a safe, positive and caring school climate is essential to learning.
- We believe education and learning are a shared responsibility of the school, district, home and community.
- We believe effective education requires quality programs, well-maintained facilities, adequate support and cutting edge technology.
- We believe in using all community, regional and state resources to maximize the educational experience for students.
- We believe that a strong Pre-K-12 educational system is a critical building block for the economic viability of the total community.
- We believe in a continuous school improvement process based upon research, district-wide collaboration, data-driven instruction and best practices.
- We believe all policies, administrative directives and instructional support should be aligned with district values and beliefs.
- We believe the diverse cultures, backgrounds and experiences of all add value to our educational environment.

Our Core Values

- We value collaborative relationships and processes that invite all stakeholders to contribute to our district's success.
- We value safe, caring and respectful school environments where each person feels like they belong.
- We value high expectations for all.
- We value everyone reaching their maximum potential.
- We value a professional community that creates and sustains an atmosphere of intellectual excitement, innovative instruction and personal growth.
- We value open, honest and timely communication.

- We value taking responsibility for our progress through transparent evaluation of student success, staff quality and management of the community resources.
- We value policies and practices that are fair and just.
- We value educational opportunities and resources that ensure everyone—regardless of race, color, religion, gender, sexual orientation, marital status, age, nationality, disability, or economic status—meets our standards for achievement, participation and growth.
- We value relevant learning experiences inside and outside the classroom that foster integrity, courtesy, responsibility, critical thinking, perseverance, teamwork, communication skills, current technology skills, leadership development and problem solving.

Counseling Vision & Mission

Our vision is the district vision and mission. Our counseling program plays a critical role in meeting the vision, mission and goals of the district strategic plan. Specifically, our department plans and delivers a program of service designed to meet goal 2, “*All students are provided the opportunity to reach their full potential-be responsive to the needs of all students*”.

We focus on critical elements for the physical, social, emotional, and mental health needs of students in addition to the academic needs. We work in concert with teachers, administrators, and specialists to embed real work skills across the curriculum including communication, decision making and collaboration. We foster relationships with students, family, and community partners to achieve results.

The Counseling Program Philosophy

We believe comprehensive school counseling is essential to improving the academic achievement, social emotional competence and wellbeing, and college and career readiness of our students. The implementation science of exploration, installation, implementation and evaluation and implementation drivers for competency, organization, and leadership guide new initiatives for continuous program improvement towards building and district goals. Every student deserves access to our high quality comprehensive school counseling program and services every day.

Theory of Action:

We believe if we deliver a multi-tiered program of service and instruction focused on academic, physical, social, emotional and mental health development then student achievement, attendance, school satisfaction, on-track to graduate, robust coursework completion and community engagement will increase from our baseline measurements in 2022 to expected growth targets in 2025 (see strategic plan data dashboard).

Program Goals

- Develop, Implement, and Evaluate Implementation of Trauma Informed Practices K-12
- Develop, Implement and Evaluate Effectiveness of Social-Emotional Learning Curriculum K-12

- K-12 Revise, refine and improve Universal Screening and Multi-Tiered Systems of Support for Academics, Social Emotional Learning, and Attendance to improve academic outcomes, self-management and regulation, social competence and increased sense of community.
- Develop, Implement, and Evaluate Effectiveness of College, Career, and Personal Development Curriculum K-12

ASCA/Oregon Mindsets & Behaviors

Our program goals cover the breadth of the ASCA/Oregon Mindsets and [Behaviors](#). We address developing growth and community oriented mindsets, learning strategies, self-management and regulation skills, and social skills in our Multi-Tiered Systems of Support, Social Emotional Learning Curriculum, and Trauma informed practices. We keep an eye to closing opportunity gaps identified in our outcome data through our programs of service.

Ethical Standards and Professional Competencies

Counselors and administrators use the ASCA School Counselor Competencies and Ethical Standards as tools for self-reflection and continuous improvement.

Program Management

Assessments & Agreements

We utilize our teacher evaluation and improvement process to assess counselor competency and program effectiveness. Annually, school counselors set goals with their building administrator for professional & student growth. Building administrators work with counselors to assess competency and set growth goals. Student data drives the discussion and determination of student growth goals based on the four domains. Together, the administrator and counselor set schedules to allocate time for direct and indirect services based on review of the building data and subsequent student needs. At the end of each year, the counselor and administrator evaluate program outcomes and student growth.

Counselors receive additional days at the beginning and ending of the school year set aside for program management in order to maximize student services during the school year.

Roles and Responsibilities

Counselors play a key leadership role in building improvement teams, plans and processes focused on improving outcomes for students. Elementary, Middle School, and High School Counselors have building defined roles and responsibilities outlining direct and indirect services, leadership, collaboration with staff, and program management duties.

Advisory Council

Our school district is relatively small with approximately 3000 students K-12. We do not establish separate advisory councils for each group. We use a collaborative structure to engage stakeholders in plan revision and refinement. We use building leadership teams to inform our building improvement plans within the umbrella of our district strategic plan for continuous improvement. We collect qualitative and quantitative data annually to inform district and school priorities to focus on each year. We keep a robust data dashboard with key quantitative and qualitative measurements to monitor progress towards our goals at the building and district level. We utilize staff, student, and parent annual survey data regarding access to opportunity, learning conditions, and school climate. Additionally, we use the student health survey administered to 6th, 8th and 11th grade students to inform current needs. We leverage a Key Communicators Network, School to Careers business and industry partners, and parent organizations to solicit feedback and garner input for continuous improvements. Additionally, we monitor key quantitative data elements related specifically to strategic plan goals at the district and building level.

Data Driven Decision Making

We employ Multi-Tiered Systems of Support, which relies on universal screening procedures to monitor the health of our core programs and identify students who may need additional support in social, emotional or academic areas of development. School teams use data to design services around the needs of the students and monitor progress and rates of improvement.

Data teams that include the school counselor analyze and use attendance, discipline, universal screening for behavior risk, iReady Diagnostic and Progress monitoring, and state assessment data to determine if our core programs are effective for at least 80% of our students.

Additionally, data teams identify students needing additional support in the form of intervention or acceleration for learning in the academic and social emotional domains. These teams design interventions or accelerations and monitor progress and rate of learning to make adjustments.

Teams meet three times a year to look at screening data and every 6-8 weeks to review progress monitoring and intervention data.

Each June we evaluate progress towards our building and district goals and develop or refine action plans for improvement in the next school year. Annual Student, parent, and staff perception data contribute to programmatic and service delivery evaluation, revision, and refinement in June. Outcome data includes attendance, discipline, academic, graduation, and special education identification data disaggregated.

Curriculum

We utilize Conscious Discipline tenets along with the seven powers and skills as the framework for our K-12 Social Emotional Curriculum focus. We supplement our core with Character Strong Purposeful People and Advisory Program, Sanford Harmony, Second Steps, and Zones of Regulation. All High School students take two courses called Success 101 and Success 201 using the “My 10 Year Plan” curriculum. Counselors use the lesson design most appropriate to the

content, audience and delivery methodology. Annually, the team examines current goals and needs to determine curriculum effectiveness and additional curricula needs.

Counselors employ large group, small group, and individual delivery strategies based on student needs. Delivery schedules are part of the master schedule for the building with time for direct services, indirect services, program planning, and school support built in daily, weekly, and annually. Student need drives the scheduling process for each building.

Program Delivery

Staffing

We employ four Child Development and three Behavior Support Specialists at the elementary level and six TSPC Certified Counselors for grades 6-12. Staff work in concert with building leadership teams, administrators, certified and classified staff, and mental health professionals within and outside our agency to provide services and system support to meet our program, building, and district goals.

Child Development Specialists

Our Child Development Specialists are licensed certified staff providing services and systems support at the elementary level. They range in experience from 3-20+ years as Child Development Specialists. They receive ongoing training in social emotional learning, mental and behavioral health supports, trauma-sensitive practices, and culturally responsive and sustaining practices. They work with school based mental health providers to ensure counseling services for students who need them. They will work closely with our Behavior Support Specialists on student, school, and district goals.

Behavior Support Specialists

We employ three Elementary Behavior Support Specialists with credentials allowing them to provide direct therapeutic services at the elementary level. They receive ongoing training in social emotional learning, mental and behavioral health supports, trauma-sensitive practices, and culturally responsive and sustaining practices. They work closely with our Child Development Specialists on student, school, and district goals.

TSPC Licensed Counselors

Our Counselors at the secondary level are licensed certified staff providing services and systems support. They range in experience from 2-20+ years as Counselors. They receive ongoing training in social emotional learning, mental and behavioral health supports, trauma-sensitive practices, and culturally responsive and sustaining practices. They work with school based mental health providers to ensure counseling services for students who need them. They work closely with licensed and classified staff and administrators on student, school and district goals.

Direct Services

We provide whole school, whole class, large group, small group, and individual direct and responsive services through our school counseling program K-12. We use a Multi-Tiered Support System to differentiate the level of instruction and support each student needs to be successful. Counselors collaborate with general education staff to deliver curriculum elements.

Whole School

- Assemblies & Guest Speakers
- Daily announcements
- Video Lessons
- Career Days
- Advisory Lessons
- Coaching and Problem Solving through Supervision Duties

Whole Class

- Advisory Lessons
- Video Lessons
- Class presentations or lessons
- Guest Speakers
- Career Exploration

Large Group

- Targeted Skill Lessons
- Career Exploration and Assessment
- Social Skill and Group Affiliation Practice
- Peer Support Groups

Small Group

- Targeted Skill Lessons
- Career Exploration and Assessment
- Social Skill and Group Affiliation Practice
- Peer Support Groups
- Counseling Groups

Individual

- Counseling Sessions
- Personal and Career Planning
- Personal Education Planning
- Targeted Skills Development

Responsive Services

Counselors respond to immediate student needs and crises as they come up throughout the school day.

Indirect Services

- 504 Eligibility & Accommodation/Service Plans
- 504 Accommodation/Service Plan Implementation
- McKinney-Vento Homeless Screening, Verification, and Service provision
- Referral and Coordination with outside agencies
- CARE Team Referral and Participation
- DHS Referral and Coordination
- Giving Organization Coordination
- Training for staff on student supports
- Training for staff on curriculum implementation

Program Planning & System Support

Comprehensive school counseling plays a key role in advancing the school and district continuous improvement plans towards our strategic plan goals and priorities. Counselors play an integral role in developing, refining, implementing and evaluating multi-tiered systems of support at each level. They use this information to collaboratively develop the school guidance program based on evaluation of needs.

- Contribute to School Improvement Plans
- Support development of a master schedule to meet student needs
- Support development of tiered supports for academics, social emotional development, and college and career readiness
- Align services K-12
- Contribute to PSD Comprehensive School Counseling Program Evaluation & Development

Program Accountability

We collect and analyze a wide variety of qualitative and quantitative data to determine program effectiveness and set goals and priorities for improvement annually. Staff, students in grades 4-12, and parents complete annual surveys to provide perception and affective data. The district looks at the outcome and process data and disaggregates for our focal groups for the quantitative data. Each building follows the same process and uses the combined data to develop plans for improvement.

District & School Data*

2020 Oregon Healthy Teen Survey Data

Question	6 th Grade		8 th Grade		11 th Grade	
	Dist.	State	Dist.	State	Dist.	State
Positive Youth Development:						
Emotional/mental health is excellent, very good, or good	72.2%	74.4%	63.9%	61.7%	59.6%	51.4%
At least one teacher/adult in my school really cares about me	71.9%	78%	76%	69.5%	75.3%	72.5%
Connectedness and belonging:						
My teachers and other adults at this school help me feel good about myself (agree/strongly agree)	82.9%	83.3%	n/a	n/a	n/a	n/a
School Safety:						
I feel safe at my school (agree/strongly agree)	92.9%	94%	n/a	n/a	n/a	n/a
Student bullying						
Has been bullied in the past 30 days AT SCHOOL (in-person OR via social media, phones, gaming)	7.3%	7.0%	n/a	n/a	n/a	n/a
Has been bullied in past 30 days via social media, phones, gaming (not limited to school)	9.3%	10.4%	9.8%	8.1%	8.5%	7.0%
Healthy Relationships						
Has been taught in school about healthy and respectful relationships	67.3%	55.1%	28.8%	74.3%	85.6%	84.3%

District Satisfaction Data (*suspended during COVID*)

Student Questions	Percentage of Almost Always & Often True	
	2017-2018	2018-2019
My teachers help me learn in more ways than just talking in front of the class	64	60
I get help from teachers and other adults in this school when I need it	61.5	65
My teachers expect all students to succeed no matter who they are	71.5	74
I feel safe at school	61.6	66
In this school there is at least one adult who knows me and cares about me	69.7	74
This school is doing a good job of preparing me to succeed in my life	63	62
Adults in this school help me plan and set goals for my future	55	54
My teachers provide lessons and activities that challenge me to learn more	68	66
Work I do in this school is useful and interesting to me	47.8	44

Parent Questions	Percentage of Almost Always & Often True	
	2017-2018	2018-2019
This school is orderly and supports learning	85.4	89
This school provides a caring/supportive environment for my child	84.6	88
My child feels safe at school	86.6	89
Teachers in this school are dedicated to helping all students succeed	86	88

District Student Outcome Data

Goal 1 - Pursuit of Instructional Excellence	20-21	21-22
Increase on-time graduation rate - 4 year cohort*	79%	
Increase on-time graduation rate for Native American students by 5-7% each year	85%	
Increase on-time graduation rate for students of poverty by 5-7% each year	78%	
Reduce the achievement gap on SBAC for Native American students by 3-5% each year		
Grade 5 ELA	*	50%
Grade 8 ELA	*	20%
Grade 11 ELA	57%	38%
Reduce the achievement gap on SBAC for students of poverty by 3-5% each year		
Grade 5 ELA	*	53%
Grade 8 ELA	*	44%
Grade 11 ELA	57%	46%
Reduce the achievement gap on SBAC for special needs students by 1-2% each year		
Grade 5 ELA	*	0
Grade 8 ELA	*	2%
Grade 11 ELA	11%	18%
Increase the % of 3rd graders meeting the ELA proficiency on the SBAC*	38%	29%
Increase the % of 8th graders meeting proficiency on the SBAC		
Grade 8 ELA	*	44%
Grade 8 Math	25%	21%
Increase the % of 11th graders meeting proficiency on SBAC		
Grade 11 ELA	56%	46%
Grade 11 Math	21%	11%
Increase iReady growth by grade in ELA and Math		
Grade 1 ELA	37%	43%
Grade 1 Math	41%	44%
Grade 2 ELA	36%	44%
Grade 2 Math	30%	41%
Grade 3 ELA	57%	54%
Grade 3 Math	43%	37%
Grade 4 ELA	38%	42%
Grade 4 Math	46%	42%
Grade 5 ELA	41%	51%
Grade 5 Math	37%	54%
Grade 6 ELA	35%	46%
Grade 6 Math	30%	35%
Grade 7 ELA	36%	44%
Grade 7 Math	30%	29%

Goal 2 - Responding to the Needs of all Students	20-21	21-22
Reduction of the HS drop-out rate	<1%*	
Overall Cohort Retention Rate at 100%+	n/a	
Increase the average number of credits earned upon graduation each year	n/a	
Increase the CTE "completers"	n/a	
Increase the course enrollment in AP and/or Honors for our subgroups	n/a	
Increase "regular attenders"*	64%	59%
Increase 9th graders meeting the state's "On-Track" standard*	77%	75%

Goal 3 - Innovation and Emerging Practices	1718	1819
Number of online course credits earned	263.09	388.2
Number of students enrolled and passing online courses		
K-5	3	1
6-8	20	26
9-12	117	245
Number of students taking courses outside of the regular school calendar	57	91
Career Connections (Guest Speakers/Employer Presentations/Site Visits & Tours)	53 + PHS Career Day	335
Work-Based Learning Placements (Mentorship Meetings/Job Shadows/Internships)	79	95

*19-20 and 20-21 School Years COVID 19 played a significant role in changes to assessment and accountability. Schools began operating in Distance Learning March 12, 2020. Elementary students came back in a hybrid half time model Feb. 22, 2021 then moved to full time March 29, 2021. Secondary students came back in a hybrid half time model March 29, 2021. The 21-22 School Year was the first time all students attended in person full time since March 12, 2020. Data from the 21-22 School Year will be the new baseline since all assessment and accountability rules went back into effect.

Annual Goals & Action Plans for Counseling Program

- Develop, Implement, and Evaluate Implementation of Trauma Informed Practices K-12
- Develop, Implement and Evaluate Effectiveness of Social-Emotional Learning Curriculum K-12
- K-12 Revise, refine and improve Universal Screening and Multi-Tiered Systems of Support for Academics, Social Emotional Learning, and Attendance to improve academic outcomes, self-management and regulation, social competence and increased sense of community.
- Develop, Implement, and Evaluate Effectiveness of College, Career, and Personal Development Curriculum K-12

Multi-Year Goal: Pendleton School District will fully implement trauma informed strategies and social emotional learning K-12 by June of 2023. Pendleton School District has a seamless system of support, resources, and interventions for every student and staff member to address impacts of trauma and build resilience skills without the need of separate systems or placements.

Annual Focus for 2022-2023 School Year:

The ongoing impacts of the COVID-19 Pandemic creates a need for continued focus on the following for the next school year:

- Wellness
 - Supporting staff, students, families and community with wellness (physical health, emotional health, overall well-being, self-care and resilience)
 - Connect and Re Engage students with supports for attending school on a regular basis
- Connection & Reconnection
 - Building and rebuilding connections with staff, students, families, and community
 - Cultivating a culture of care
- Coping and Resilience
 - Allow space and time for students and staff to process the pandemic experience
 - Supporting staff, students, families and community cope with loss, grief, anxiety and worry
 - Develop enhanced Tier I, II and Tier III supports for students to learn coping and resilience skills
- On Track towards Graduation
 - Address gaps in academic and social emotional learning
 - Support course completions for high school credit
 - Develop innovative instruction delivery systems with increased flexibility to allow for continuity of learning

Appendix A

Mindsets & Behavior for Student Success

K-12 Career and College Readiness Student Standards

Each of the following standards can be applied to the academic, career, social/emotional, and community involvement domains.

Category 1: Mindset Standards

Comprehensive school counseling programs encourage the following mindsets for all students:

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2. Self-confidence in ability to succeed
- M 3. Sense of belonging in the school environment
- M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6. Positive attitude toward work and learning

Category 2: Behavior Standards

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

A. Learning Strategies

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

B. Self-Management Skills

- B-SMS 1: Demonstrate ability to assume responsibility
- B-SMS 2: Demonstrate self-discipline and self-control
- B-SMS 3: Demonstrate ability to work independently

- B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards
- B-SMS 5: Demonstrate perseverance to achieve long-term and short-term goals
- B-SMS 6: Demonstrate ability to overcome barriers to learning
- B-SMS 7: Demonstrate effective coping skills when faced with a problem
- B-SMS 8: Demonstrate the ability to balance school, home, and community activities
- B-SMS 9: Demonstrate personal safety skills
- B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

C. Social Skills

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