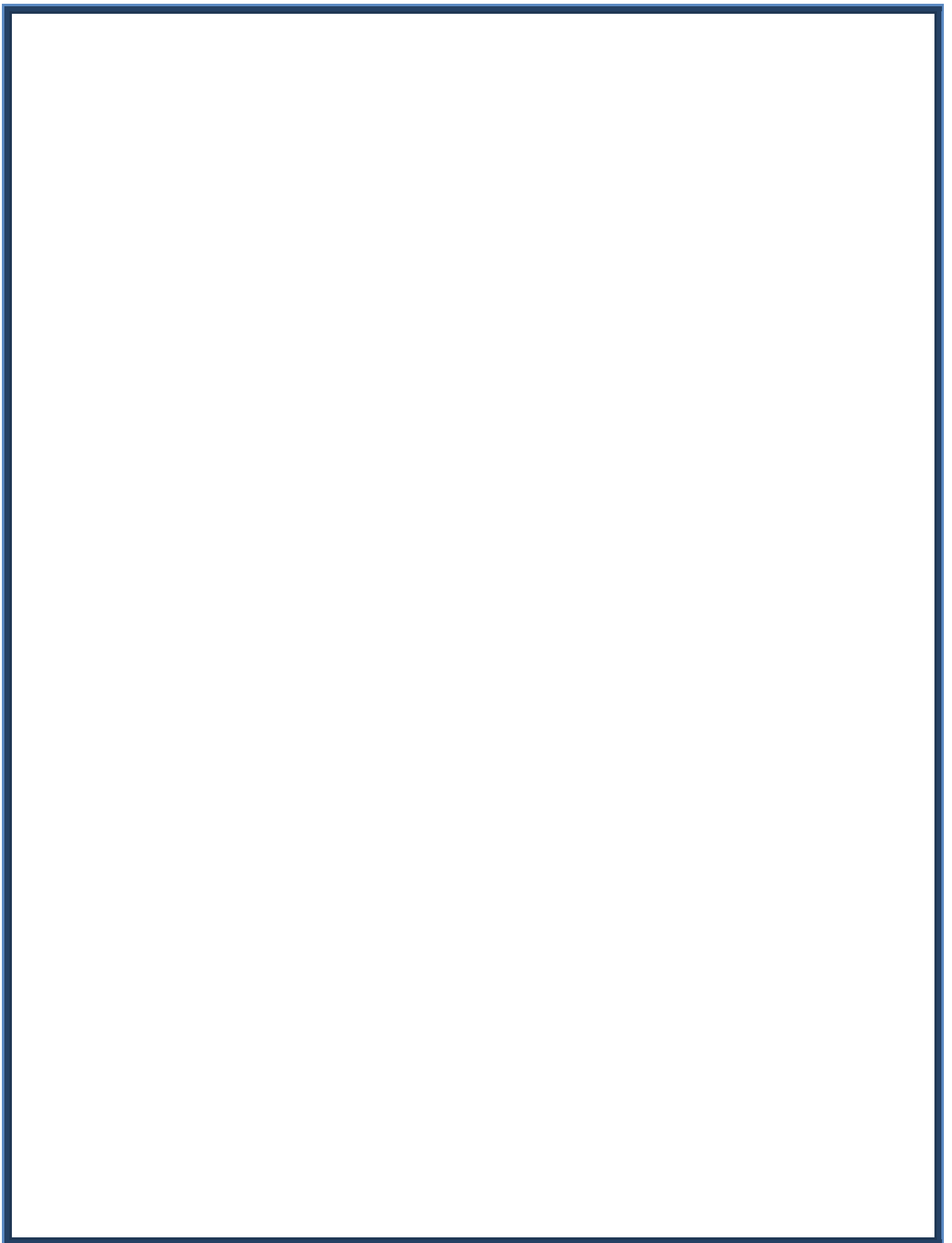


**COOLRIDGE**



**HIGH SCHOOL**



**C**

***CULTURAL DIVERSITY***

**A**

***CADEMIC  
ACHIEVEMENT***

**R**

***RESPECT***

**E**

***EMPATHY***

**S**

***SOCIAL RESPONSIBILITY***

Welcome to Coolridge High School, where we believe that with the proper supports and guidance all students can reach their full potential. We created the C.A.R.E.S. program to be delivered to all freshmen. It serves as the cornerstone to their development to be expanded as they advance through High School.

### *Meet Our Counseling Staff*

Michael Lambert

I graduated from Portland State University with a Masters in Counselor Education 2009. I am currently pursuing certification with the National Board for Certified Counselors to be recognized as a National Certified Counselor. When I'm not busy being a school counselor at Coolridge I enjoy playing the cello and leading the Music Appreciation Club. I also perform with the Awesum Community Orchestra, check out a concert!

Laurie Gottschalk

I graduated from the Portland State University with a Masters in Counselor Education in 2007. At this time I am pursuing certification with the National Board for Certified Counselors to be recognized as a National Certified Counselor. I have taken great pride in coaching the color guard team at Coolridge in addition to my duties as a Counselor. In my spare time I enjoy playing the flute and cooking.

Kate Knochel

I graduated from Portland State University with a Masters in Counselor Education in 2010. As a part of, and in addition to the continued development of my counseling skills, I am currently working on my 500 hour yoga certification. In my spare time I enjoy yoga, running and spending time with friends and family. In addition to my job as a school counselor I have relished the job of coaching the Coolridge Cross- Country team. Go Cougars!

**As a team we believe in educating the whole student in order to instill individuals with lifelong learning skills.**

### ***Awesum School District Mission Statement:***

All students will not only meet and exceed academic expectations, but beyond scholarship they will develop responsibility, integrity, character, compassion, and the ability to reflect on their thoughts and actions with wisdom and equality.

### ***Coolridge High School Mission Statement:***

Coolridge is committed to creating an atmosphere that is not only challenging academically but also facilitates personal and social growth. By utilizing acquired skills and knowledge, students, staff, and families will take part in inquiry, reflection, and analysis on a mutual path to understanding. Students will develop winning attitudes in academics, athletics, the arts, community and school pride, with respect for differences and a celebration of diversity.

### ***Comprehensive Guidance Program Mission Statement***

The professional school counselors at Coolridge High School will institute a comprehensive guidance program that will support students in acquiring personal/social, academic, and career skills necessary to reach their fullest potential, to become effective lifelong learners, responsible citizens, and productive satisfied workers in an ever-changing world. Coolridge supports the creation of a school atmosphere where all cultures are accepted and all students feel respected, supported, and valued.

### ***Philosophy***

We believe that all students have the inherent ability to contribute positively to the world around them. All students are capable of achieving and should have equal access to educational resources. Through the support of a comprehensive guidance program Coolridge students will leave with a capacity for cultural diversity, academic achievement, respect, empathy, and social responsibility (C.A.R.E.S). With C.A.R.E.S skills students will be equipped to pursue their academic and career interests with confidence and positively impact the community.

## Rationale

Coolridge High School's *Comprehensive Guidance Program (CGP)* is designed to support student's individual academic, career, and social/emotional goals. We provide each student with the most relevant and current evidence based practices to ensure they have the tools necessary to bridge the gap between their current abilities and their aspirations. The CGP is in constant flux based on the data derived needs of our students, they constantly inspire change in response to an ever developing world and our deep rooted commitment to creating caring and thoughtful citizens.

Our program is designed in accordance with a foundation provided by the *American School Counseling Association (ASCA)* and the Oregon Department of Education's *Comprehensive Guidance and Counseling Framework* for a transformed school counseling program. The CGP is implemented by the school counselors, administration, teachers, specialists, and support staff within the school. It is designed with the district and school policies as guiding principles and meets the following Oregon statutes and administrative rules:

*ORS 329.015 - Goals of education: pre-kindergarten through twelfth grade.*  
*OAR 581-022-1510 - Comprehensive Guidance and Counseling*

**Coolridge High School has identified the following goals as part of the school's annual school improvement plan:**

1. Coolridge High School is focusing on achieving a 100% of students in all student groups passing all four High School Assessment by the beginning of 12th grade for the 2010-2011 school year.
2. Coolridge High School is focusing on increasing SAT, GT, and AP student participation among identified student groups.
3. Coolridge High School is focusing on a 100% passing rate for all 2010-2011 freshmen students.
4. Coolridge High School is focusing on ensuring a safe environment for all students and staff.

## *Rationale Continued*

*From the results of surveys given to parents, students, and teachers as well as an analysis of the school report card and demographics from the previous year, the advisory board of Coolridge High School and the School Counseling Department determined the following three main areas of need.*

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- 1.** Students and parents need support with post-secondary planning, including a better understanding of the options, resources and opportunities available.
  - 2.** Students need support in increasing academic efficacy including study skills, organization, and improved attendance.
  - 3.** Students need stronger connection to school community.
- 

***When students at Coolridge improve in these areas:***

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Post Secondary Planning



Study skills, attendance, organization



Participation in the CARES initiative

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***Coolridge High School will improve in the following areas:***

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Graduation rates will increase



Benchmark scores will increase



Feelings of school pride and investment in school will increase

# Coolridge Stakeholders

## *Champions for Change*

***“A stakeholder is an individual or group that has an interest in the success of an organization in fulfilling its mission of delivering intended results and maintaining the viability of its products, services, and outcomes over time.”***

***~ The Oregon Department of Education ~***

- Students** Our students are the inspiration for the Comprehensive Guidance Program. They are the focal point of the school counseling program. Their investment in their own education is immeasurable and out top priority.
- Teachers** Our teachers are the primary caregivers in our educational family. They serve as nurturers of the educational process as it relates to individual education and school climate. Teacher’s aide in the delivery of guidance curriculum through PBIS.
- School District** The Awesum School Districts mission is directly aligned with Coolridge High School and the School Counseling Department. The district serves as our sounding board and governing body to implement and deliver all guidance curriculums. Collaboration between the district personnel is imperative if change is to take place within the entire community.
- Administration** The Administration of our school is facilitators and implementers of the Comprehensive Guidance Program. Without their support and collaboration we could not build a school climate that is receptive to change. They are responsible for being positive role models for the entire school community.
- Parents** Parents are involvement in the school creates a positive caring community that mirrors a home environment. This environment makes learning, changing, and growing more conducive. Not only is the learning environment at school important the learning environment at home is as well. Parents are expected to help foster the educational, career, and social/developmental growth that is a focus within the school and the comprehensive guidance program.
- Community Support & Business Involvement** With the help and support from our wonderful community we will better serve our students and implement our Comprehensive Guidance Program. Support and investment from business and community centers will strengthen the relationship throughout the entire community and its effects will ripple into every aspect of education. The YMCA, Boys and Girls Club, Support Services, Mental Health Services, Food Banks, Nike, and Intel will provide our students with the resources they need to become their best.
- Religious and Spiritual Leaders** With a vested interest in the whole student we welcome the input and guidance from our communities’ religious and spiritual leaders. We recognize that these institutions can play a critical role and enhance the goals of the Comprehensive Guidance Plan.



## *Coolridge Cougar Den*

The Coolridge High School Cougar Den is a group of dedicated volunteers assembled to ensure the success of every student. With the help of the advisory board we access stakeholders on every level to provide input and guidance as to the unique needs of our school.

<u>Name</u>	<u>Position</u>	<u>Contact Information</u>
Amy Zing	Principal	Amy_zing@awesum.k12.or.us
Laurie Gottschalk	Transformed School Counselor	Laurie_gottschalk@awesum.k12.or.us
Kate Knochel	Transformed School Counselor	Kate_knochel@awesum.k12.or.us
Michael Lambert	Transformed School Counselor	Michael_lambert@awesum.k12.or.us
Riley Kol	School Board Member	Riley.kol@gmail.com
Terri Fic	Teacher	Terr_fic@asweum.k12.or.us
Aston Shing	Teacher	Aston_shing@awesum.k12.or.us
Juan Dorus	Parent	juan@me.com
Won derFul	Parent	derFul@comcast.net
Magnis Ficent	Parent	Gr8mom@hotmail.com
Evertt Charming	Community Member	Everett@nike.com
Justin Caring	Community Member	Justin.caring@involved.com

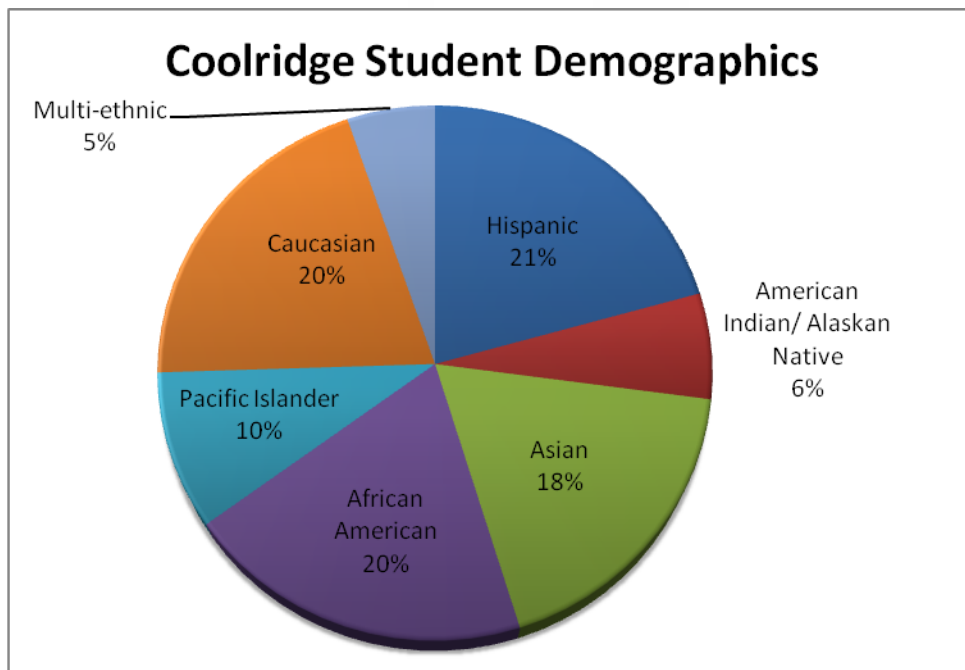
# Our Community

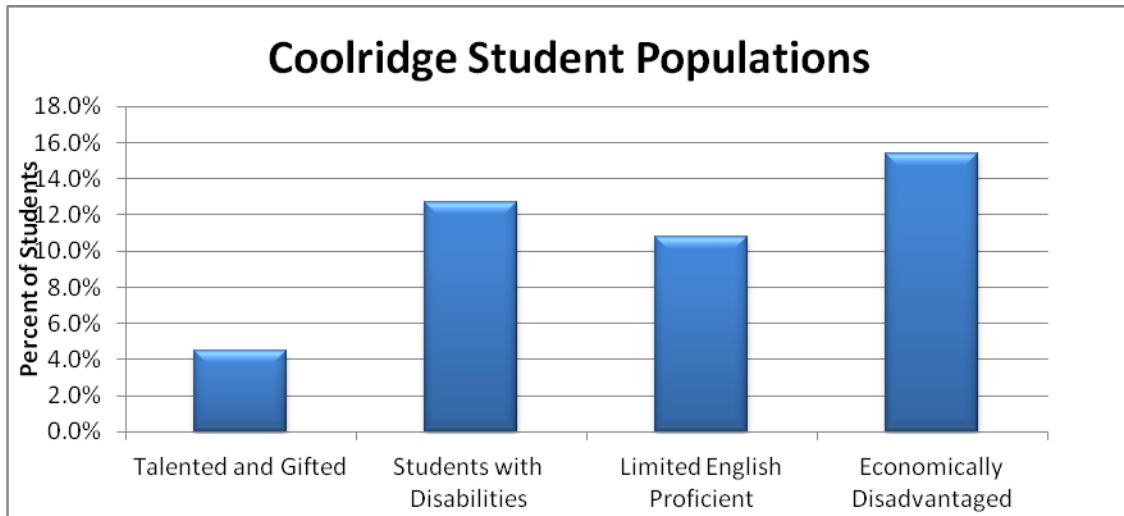
## The Awesum Community

The Awesum city community in which our students live is comprised of a wide array of populations and demographics. The cultural make-up of the community includes families from Hispanic, Caucasian, African American, Asian, Pacific Islander, American Indian/ Alaskan Native and Multi-Ethnic backgrounds. The Socio-economic status (SES) of families varies from below the poverty line to wealthy with the majority of families living on middle-class incomes.

## Coolridge Students

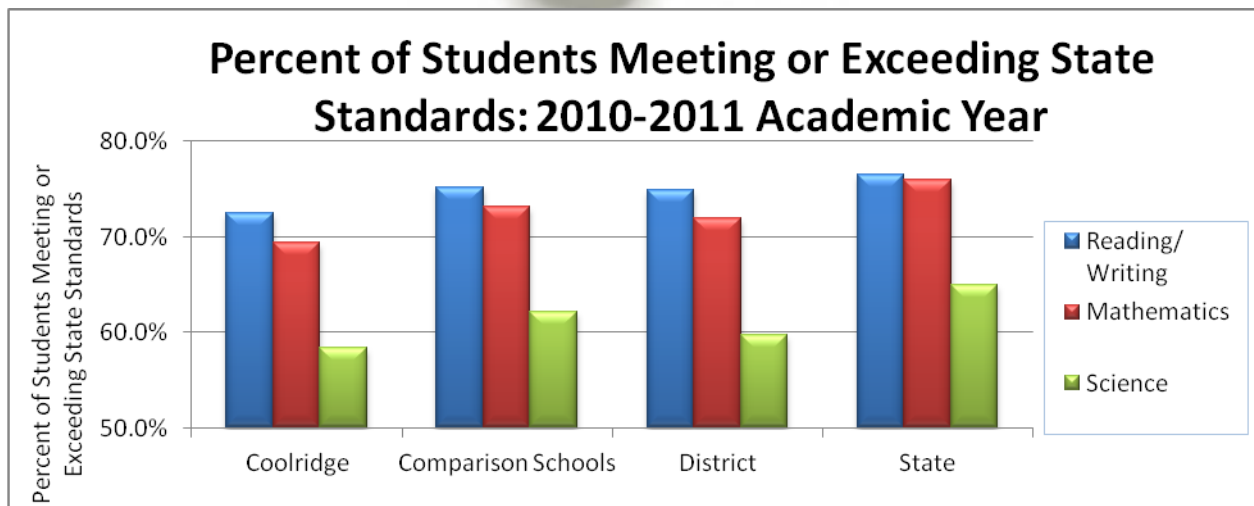
Coolridge high school has 3002 students between grades 9 and 12. The cultural diversity of Coolridge high school mirrors the rich and vibrant diversity of the Awesum community. There are 135 students (4.5% of all students) identified as talented and gifted. We have 381 students (12.7%) with some type of disability. 323 students (10.8%) have limited English proficiency. 462 students (15.4%) have been identified as coming from an economically disadvantaged home. The SES of Coolridge student families is not unlike the community in that most students come from middle-class families.





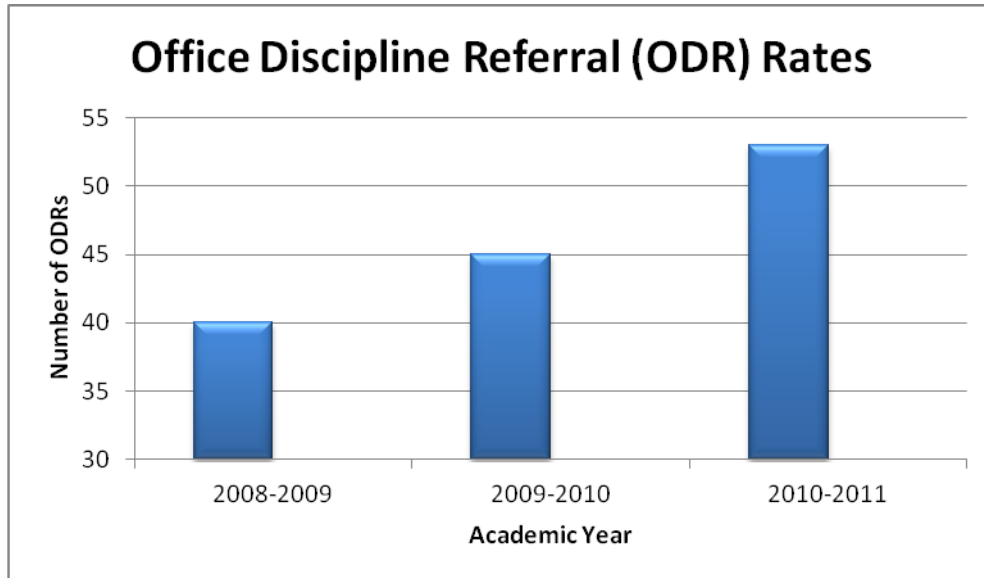
#### Student Achievement

The academic achievement of the students at Coolridge high school is not up to the standards that it should be at. Coolridge is underperforming when compared to district and state OAKS scores and is not at the level of other comparison schools with similar demographics and populations.



#### Office Discipline Referrals (ODRs)

Referrals have been an issue over the past few years. Referrals rates have risen steadily from year to year and earlier this year they have come to a head. On October 1<sup>st</sup>, there was a school fight that broke out, resulting in increased referrals for the first semester. This school year, we will see a lot of effort put into quelling the growing number of referrals and addressing the cause of the school fight.



#### **Teachers and Staff**

There are 87 teachers at Coolridge and 23 supporting staff (classroom aides, etc.). All Coolridge teachers are of highly qualified status and 93% of our teachers hold a master's degree in education. Teachers at Coolridge have an average of 17.4 years of teaching experience. Coolridge class sizes average 33 students per class.

#### **Administration and support staff**

Coolridge has three full time administrators (Principal, vice-principal, and disciplinarian) and three full time counselors. There are 19 support staff including secretaries, custodial and lunch room workers.

# Needs Assessment

## ***Background:***

The Cougar Den has a vested interest in consistently evaluating education services and barriers to student success. Currently Coolridge is performing at sub standard levels and has been doing so consistently for three years. In response to this lack of improvement the Cougar Den presented a united concern and partnered with the school counseling for a formal evaluation of the school's needs in order to improve student outcomes. Our goal was to pin point key concerns from staff and students in regards to their levels of achievement and their future planning skills.

## ***Purpose:***

The purpose of the needs assessment was to determine the overall attitude of the school in relation to post-secondary planning and school involvement. The Cougar Den was concerned about the overall investment of school from an intrinsic level. The combination of post-secondary planning and school involvement is hypothesized to have a direct link to student achievement data and educational outcomes. Another outcome of the needs assessment was that stakeholders would become united and inspired to increase their overall investment in the students and community by dedicating more time to Coolridge High School. Our goal is to get the entire community of stakeholders involved in the process of change and implementation of the CGP in order to ensure optimal levels of student success.

## ***Objectives of the needs assessment:***

1. Prioritize concerns of parents in relation to the educational needs of their students.
2. Evaluate student and staff investment in the school as a community.
3. Evaluate student's post-secondary plans.
4. Identify the unique abilities that the School Counseling Department has and how they can positively affect the level of student success at Coolridge High School.

### ***Stakeholders Providing Input:***

1. Students (3,002 enrolled)
2. Teachers and Support Staff (87 educators, 23 support staff)
3. Parents and Families (2,982 households)
4. Administration and School Counselors

### ***Methods:***

Surveys were developed in response to the concerns provided by the Cougar Den. The school counselors created the surveys with a deep sensitivity of the limited amount of time that our students, staff, and families have. The surveys were as compact as possible. The following table displays the information included on the surveys as well as the distribution methods and return rates.

<b>Survey Type</b>	<b>Survey Contents</b>	<b>Distribution Method</b>	<b>Return</b>
<b>Parent</b>	Checklist of priorities for the education of their child.	Email, hard copy mailed and returned to school site, computers available during fall teacher conference.	63%
<b>Student</b>	Evaluation of school spirit based on 5 point likert-type scale.  Interest in academics and investment level  Interest and type post-secondary plans  Cultural Awareness sensitivity based on a 5 point likert-type scale	All students were surveyed during their English Class	89%
<b>Teacher and Administration</b>	Evaluation of school spirit based on a 5 point likert-type scale.  Student interest and investment in post-secondary goals.  Evaluation of unique abilities of school counseling department to assist students in these areas	Staff was surveyed during a pre-service professional development day.	89%

In addition to the surveys the school counseling department analyzed data from the school report card to provide more in depth information and a better understanding of the community at Coolridge High School.

## Findings

The results of the surveys and analysis of the district report card yielded the following conclusions:

1. Students do not have adequate plans for post-secondary life. A general improvement in construction and skills for completing these goals is needed.
2. Parents prioritize college preparedness, post high school planning, bullying prevention, academic support, social/communication skills, and career readiness.
3. Staff reports low levels of school involvement, moderate levels of student interest in college or vocational training, only moderate levels of student preparedness for post-secondary plans, and a high level of support capable from our school counseling department.

The school counselors and advisory board agree that student investment in the school will have a positive effect on the student's preparedness for post-secondary life as well as other academic areas. The board highly endorses and school counselors as an agent for change in the Coolridge High School Community.

## Recommended Goals

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### *When students at Coolridge improve in these areas:*

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Post Secondary Planning



Study skills, attendance, organization



Participation in the CARES initiative

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### *Coolridge High School will improve in the following areas:*

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Graduation rates will increase



Benchmark scores will increase



Feelings of school pride and investment in school will increase

# Coolridge High School MEASURE Assessment

## School Information

Coolridge High School 5872 Be St. Awesum, Oregon 97357		
<b>Principal:</b>	Amy Zing	<b>Counselors:</b>
		Laurie Gottschalk Kate Knochel Michael Lambert

## Enrollment Information:

Grade Level	# of Students
9th grade	754
10th grade	839
11th grade	728
12th grade	681
<b>Total</b>	<b>3002</b>

Ethnicity	# of Students	% of enrollment
<b>Hispanic</b>	622	20.7%
<b>American Indian/ Alaskan Native</b>	192	6.4%
<b>Asian</b>	543	18.1%
<b>African American</b>	595	19.8%
<b>Pacific Islander</b>	285	9.5%
<b>Caucasian</b>	606	20.2%
<b>Multi-ethnic</b>	159	5.3%
<b>Total</b>	<b>3002</b>	<b>100%</b>

Other Demographics	# of Students	% of Enrollment
<b>Talented and Gifted</b>	135	4.5%
<b>Students with Disabilities</b>	381	12.7%
<b>Limited English Proficient</b>	323	10.8%
<b>Economically Disadvantaged</b>	462	15.4%





## **Step 1: *Mission***

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***What is the connection between the mission of the Awesum school district to the mission of Coolridge High School and the mission of the Coolridge comprehensive guidance program?***

### ***Awesum District Mission Statement:***

All students will not only meet and exceed academic expectations, but beyond scholarship they will develop responsibility, integrity, character, compassion, and the ability to reflect on their thoughts and actions with wisdom and equality.

### ***Coolridge High School Mission Statement:***

Coolridge is committed to creating an atmosphere that is not only challenging academically but also facilitates personal and social growth. By utilizing acquired skills and knowledge, students, staff, and families will take part in inquiry, reflection, and analysis on a mutual path to understanding. Students will develop winning attitudes in academics, athletics, the arts, community and school pride, with respect for differences and a celebration of diversity.

### ***Coolridge High School Comprehensive Guidance Program***

#### ***Mission Statement***

The professional school counselors at Coolridge High School will institute a comprehensive guidance program that will support students in acquiring personal/social, academic, and career skills necessary to reach their fullest potential, to become effective lifelong learners, responsible citizens, and productive, satisfied workers in an ever-changing world. Coolridge supports the creation of a school atmosphere where all cultures are accepted and all students feel respected, supported, and valued.

#### ***Philosophy***

We believe that all students have the inherent ability to contribute positively to the world around them. All students are capable of achieving and should have equal access to educational resources. Through the support of a comprehensive guidance program Coolridge students will leave with a capacity for cultural diversity, academic achievement, respect, empathy, and social responsibility (C.A.R.E.S). With C.A.R.E.S skills students will be equipped to pursue their academic and career interests with confidence and positively impact the community.



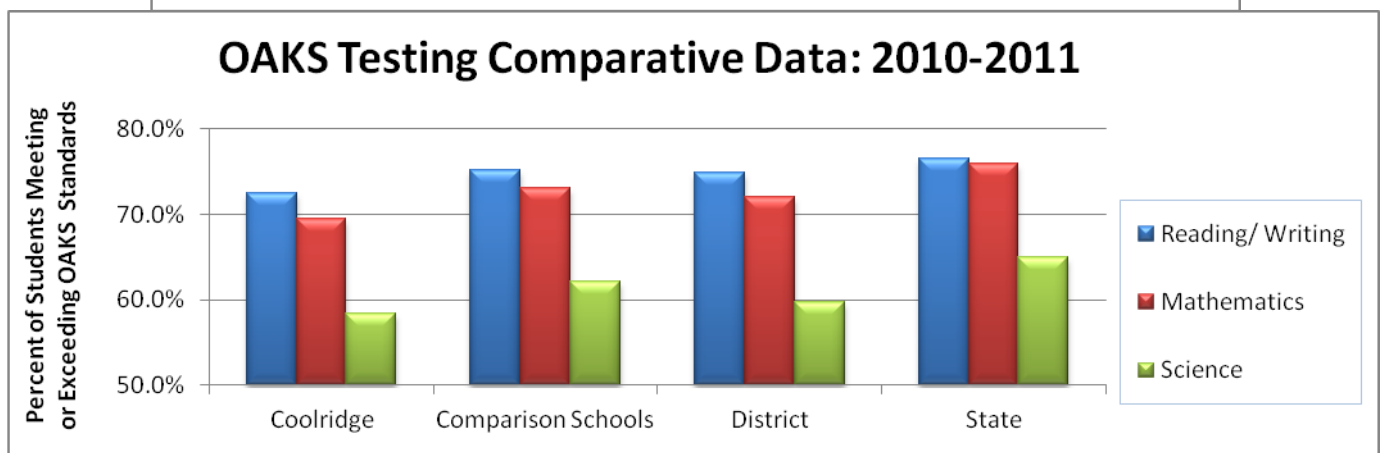
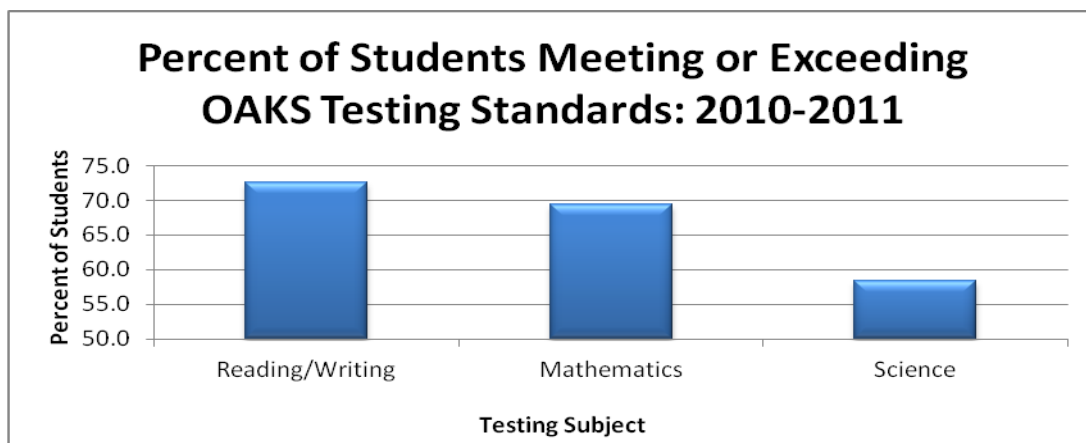
## Step 2: Elements

**What critical data will be used to identify pressing issues within the school as well as used to track guidance program effectiveness?**

As stated throughout the mission statements of the school district, Coolridge high school and Coolridge's guidance program, the school shall help develop personal/social, academic, and career skills for all students. With this goal in mind, the Coolridge school counselors (Laurie Gottschalk, Kate Knochel, and Michael Lambert) responsible for developing Coolridge's comprehensive guidance program have determined four areas of critical data that highlight those domains of student development: Student achievement, attendance rates, graduation rates, and Office Discipline Referral (ODR) rates.

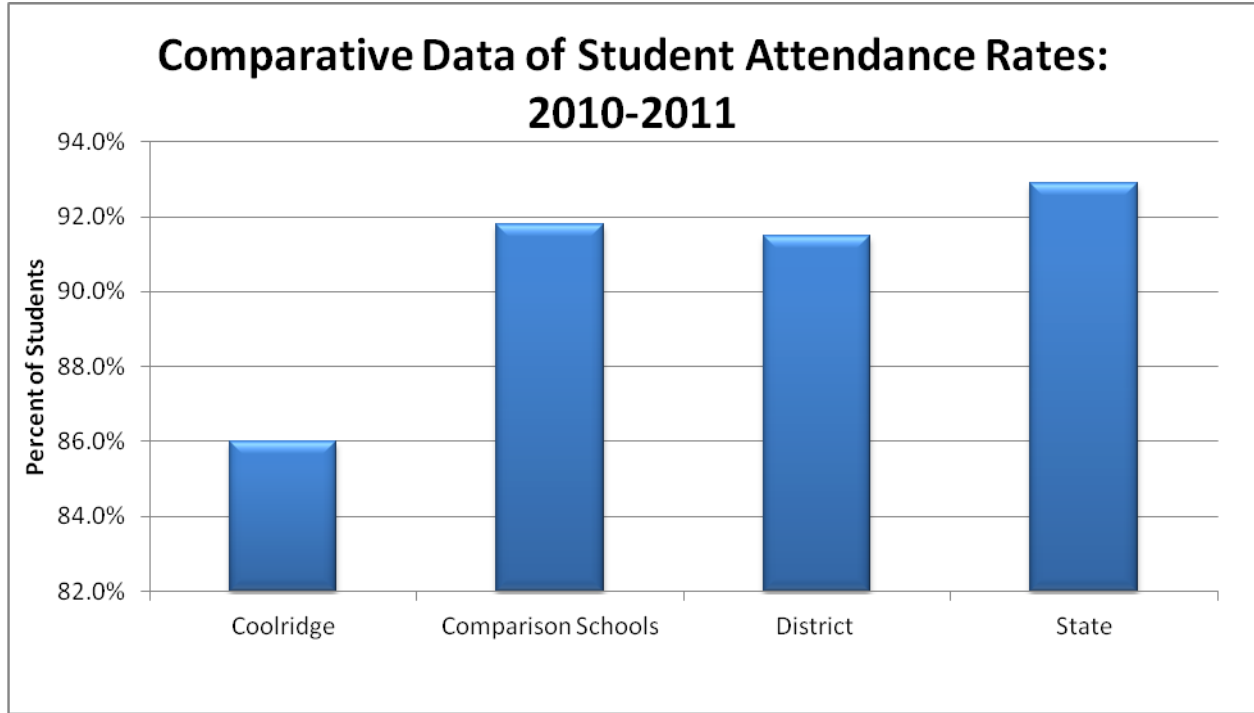
### **Student Achievement:**

Student achievement data is used here to determine the level of support that Coolridge students are receiving towards their goals of academic achievement. The following data shows that Coolridge students are performing at sub-standard levels when compared to district and state testing levels. Observation of student achievement data from the previous three years shows that these results have been consistent from year to year.



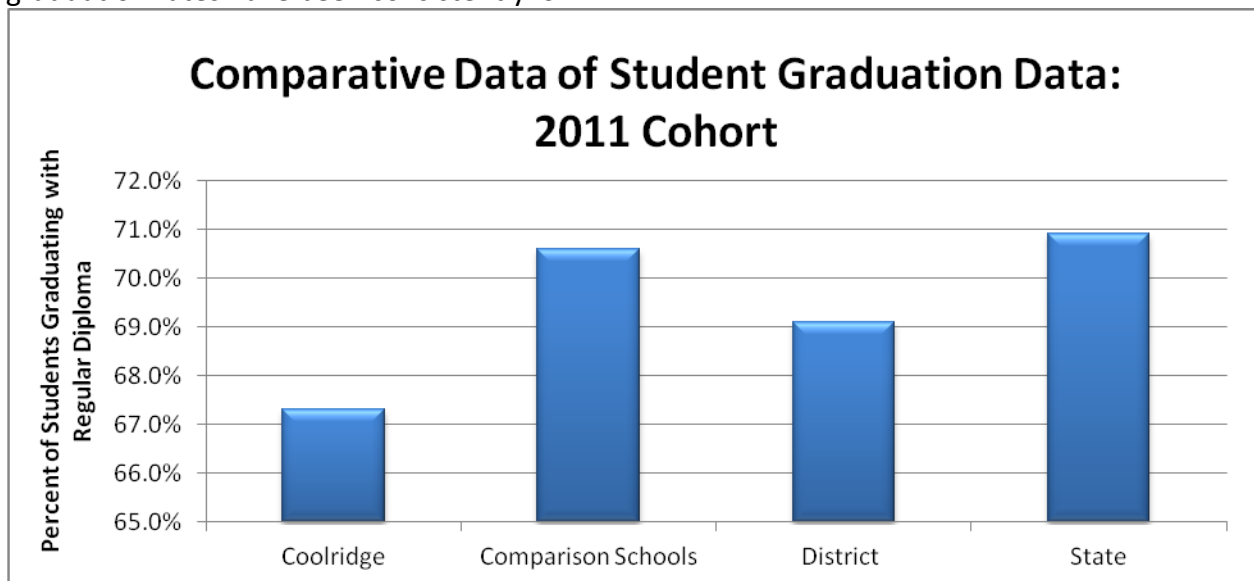
**Attendance Rates:**

As evidenced by this comparative data, the attendance rate of Coolridge students during the previous academic year was 86% which is below expected levels. Analysis of the attendance rates of the previous three years also shows a gradual decline in regular attendance of students (91%, 90% and 86% for the 2008-2009, 2009-2010, and 2010-2011 academic years respectively)



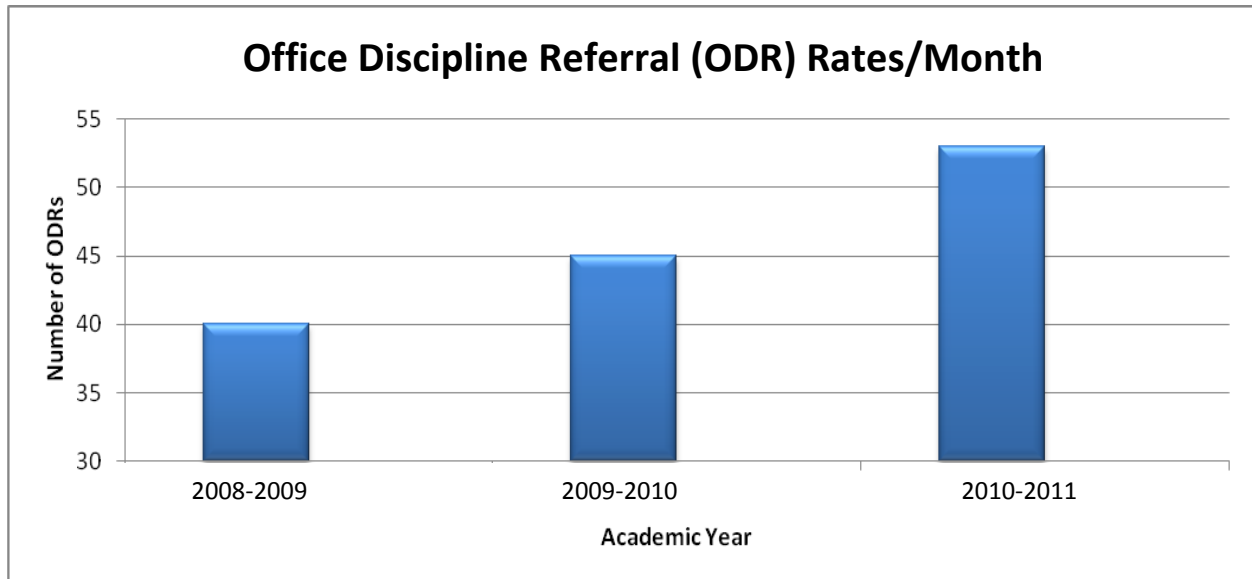
**Graduation Rates:**

Comparative data of graduation rates for Coolridge, Comparison schools, schools in the district and schools throughout the state show that Coolridge is underperforming in graduating its students with a regular diploma. Data from three previous academic years shows that graduation rates have been consistently low.



### ***Referral Rates:***

Data regarding office discipline referral (ODR) rates related to behavioral issues shows that such incidences are increasing consistently from year to year for the past three years. It should be noted that a significant portion of discipline referrals during the previous year (2011-2012) happened in conjunction with a specific fighting incident which occurred at school on October 1<sup>st</sup>, 2011.



### ***Comprehensive guidance program goals:***

Based on the critical data, Coolridge will help students improve in:

- **Academic achievement**
  - Goal: Increase “meeting or exceeding” OAKS test scores by 2% in each subject area
    - Reading/Writing: 72.5% → 74.5%
    - Mathematics: 69.4% → 71.4%
    - Science: 58.4% → 60.4%
- **Attendance rates**
  - Goal: Increase attendance rates by 4% (from 86% to 90%)
- **Graduation rates**
  - Goal: Increase graduation rates by 3% (from 67.3% to 70.3%)
- **Referral Rates**
  - Goal: Decrease monthly ODR rates by 17 (from 53 ODRs/month to 36 ODRs/month)



### Step 3: Analyze

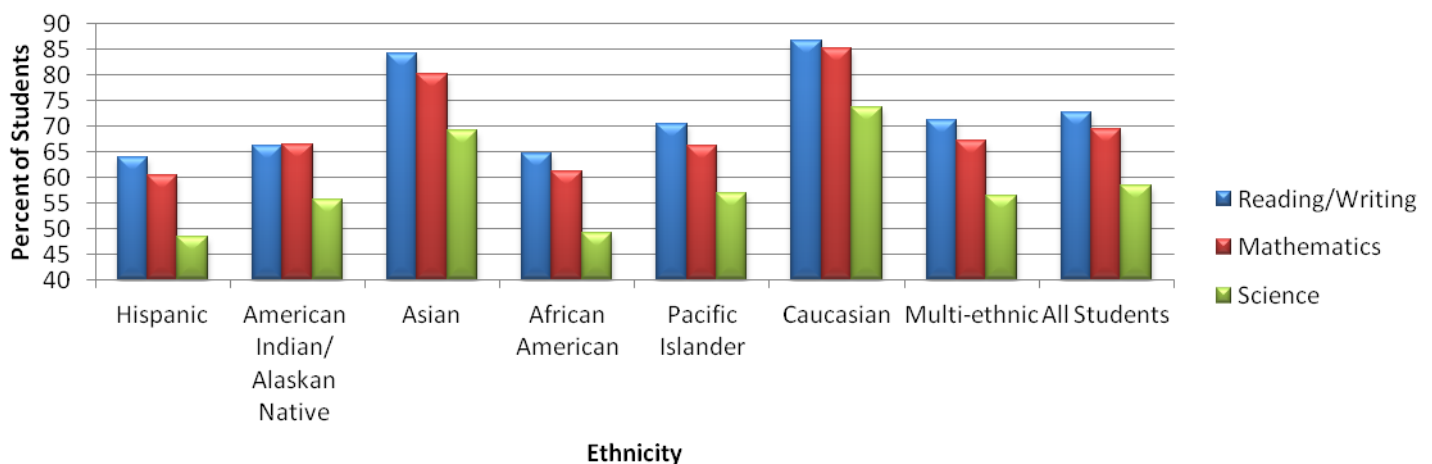
***Based on the critical data provided above as well as other sources of information, what specific student populations can be identified as needing particular attention with regards to guidance program goals?***

Through further investigation of critical data as well as the use of surveys administered to teachers, students and parents, the counseling team has identified specific student populations and areas of student development in need of attention.

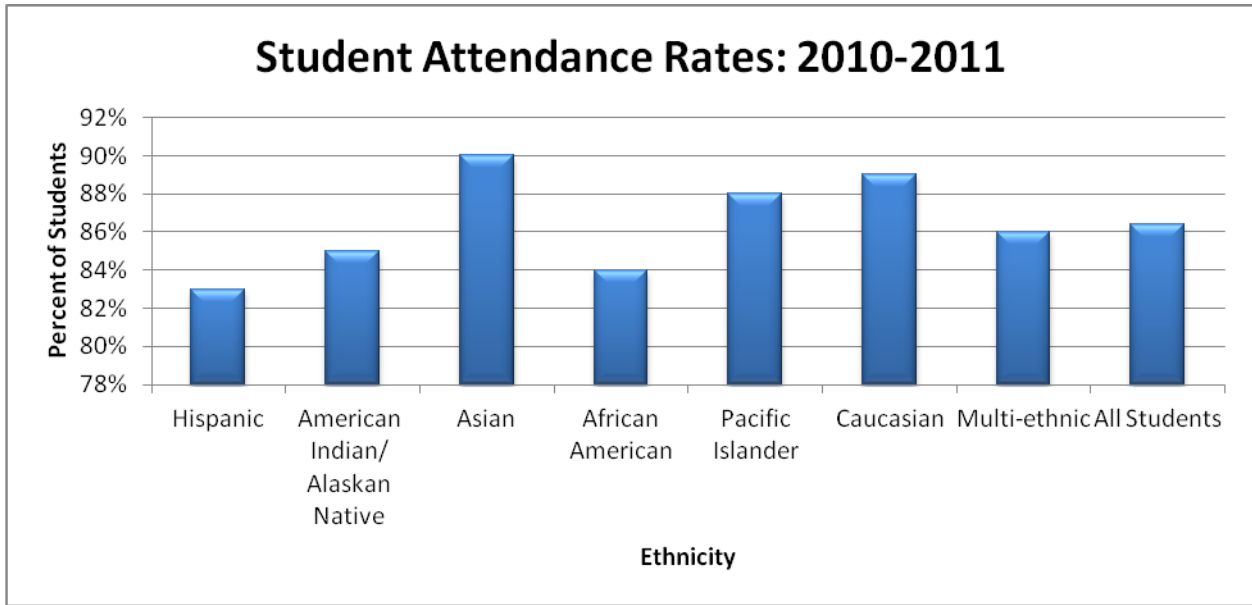
After disaggregating the critical data on academic achievement, attendance rates and graduation rates, it becomes clear that the populations at highest risk of lower academic performance, missed days, and not graduating with a regular diploma are our minority students. Most notably are students of Hispanic, African American, and American Indian/Alaskan Native heritage which represent 20.7%, 19.8% and 6.4% of the student population respectively. Other populations also in need of extra attention in these areas are students of Pacific Island heritage as well as our Multi-ethnic students. Disaggregated data of ODR rates revealed no significant discrepancies amongst student groups. Although, our goal remains regarding attempting to decrease the total number of ODRs for the current academic year.

#### ***Student Achievement:***

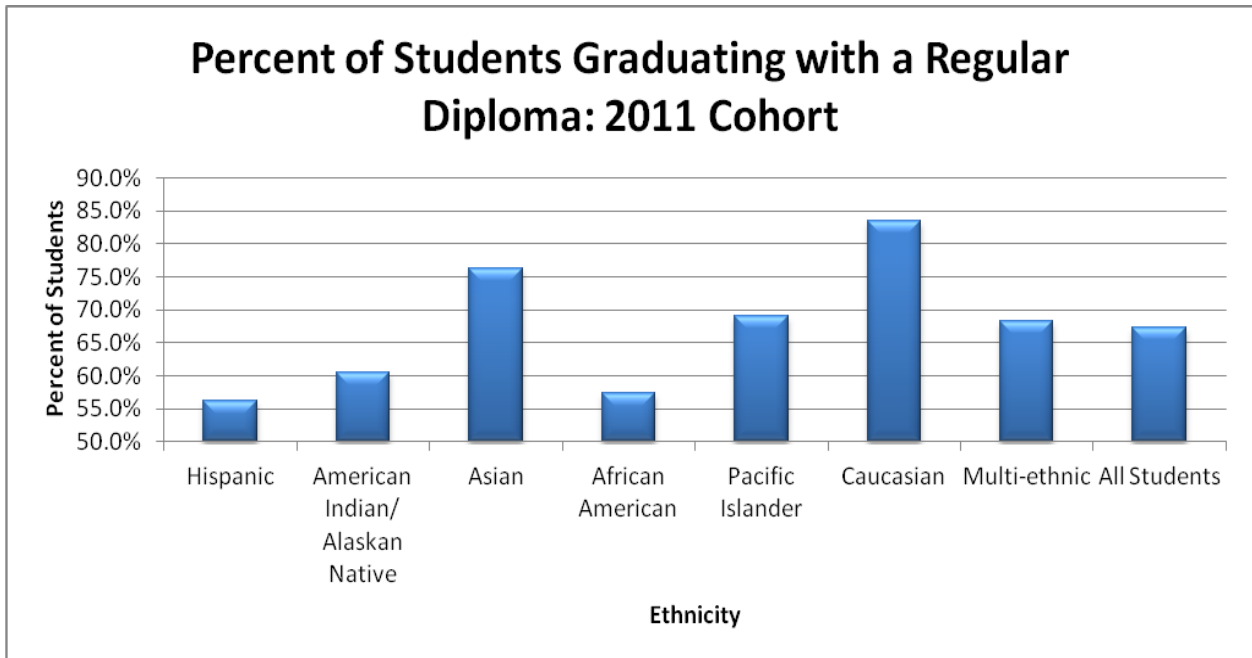
**Percent of Students Meeting or Exceeding OAKS Standards: 2010-2011**



**Attendance Rates:**



**Graduation Rates:**



*The Coolridge counseling department also administered surveys to students, teachers and parents so as to gain a more in depth understanding of what our stakeholders understand as our most significant areas of need.*

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***Parent Surveys:***

Surveys were administered to parents through a variety of ways. We sent the survey out via email to parents as well as mailed in hard copy form to parents who could then deliver them to the school. Surveys were also available to fill out on various computers in the school during fall parent teacher conferences. Responses were received from 63% of parents of the school.

Parents were asked to identify which educational experiences from a list that they would like their student to have or a service they feel is in need at Coolridge. The top six responses from parents are as follows:

<b><i>College Readiness</i></b>	<b><i>78%</i></b>
<b><i>Post-High School Planning</i></b>	<b><i>73%</i></b>
<b><i>Bullying Prevention</i></b>	<b><i>72%</i></b>
<b><i>Academic Support</i></b>	<b><i>68%</i></b>
<b><i>Social/Communication Skills</i></b>	<b><i>67%</i></b>
<b><i>Career Readiness</i></b>	<b><i>64%</i></b>

**Teacher and Administration Surveys:**

Teachers were asked to fill out a short survey where they would share their opinion on issues of strength of school pride, student interest and preparedness for post-secondary goals and how they think the counseling department can best support students. Responses were received from 88% of the teachers at Coolridge. Significant teacher responses are as follows:

Survey Question	Baseline Data		
<b>Level of observed school spirit from students, staff and administration</b>	25% Moderate	35% Low	15% Very Low
<b>Observed student interest in college</b>	20% High	45% Moderate	20% Low
<b>Observed student interest in vocational training</b>	15% High	40% Moderate	35% Low
<b>Observed student preparedness for post-secondary goals</b>	10% High	40% Moderate	30% Low

How can the counseling department support student academic skills best?	
<b>Test taking skills</b>	75%
<b>Coping mechanisms for test anxiety</b>	71%
<b>Study Skills</b>	70%



### ***Student Surveys:***

Students were asked to fill out a survey during a short time out of an English class period. Survey questions highlighted student study habits, post-secondary goals and level of preparedness and cultural awareness. 89% of students completed the survey. Their answers are as follows:

<b>Survey Question</b>	<b>Baseline Data</b>		
<b>Personal level of school spirit</b>	11% High	43% Moderate	36% Low
<b>Observed level of school spirit from peers</b>	9% High	36% Low	41% Low
<b>Personal interest in academics</b>	13% High interest	34% Moderate interest	27% No interest
<b>Hours spent studying/doing homework per night</b>	11% 2 hrs	48% 1.5 hrs – 1 hr	33% 30 min
<b>Personal study habits</b>	14% Good	46% Moderate	33% Poor
<b>Post-secondary interest</b>	21% 4-year college	46% 2-year college	23% Work
<b>Personal preparedness for post-secondary plans</b>	19% Prepared	42% Somewhat prepared	34% Not at all prepared
<b>Personal level of cultural awareness and sensitivity</b>	47% Moderate	34% Low	10% Very Low

### ***Findings:***

After considering the analyzed critical data as well as the outcomes of the parent, teacher and students surveys, some important findings are:

- Attention is needed for Hispanic, African American and American Indian/ Alaskan Native student populations in areas of academic achievement, attendance rates and graduation rates.
- Students have some investment in their post-secondary plans yet are not adequately prepared for following through with those plans as observed by parents, teachers and students.
- Study skills, test-taking skills and academic skills in general are areas of student need that were identified by parents, teachers and students.
- Teachers and students identify low levels of personal connectedness to the school as well as observed school spirit from peers.
- There is a need for more respect amongst students as shown in high ODR rates per year, students identified lower levels of awareness and understanding of different peer cultures and parents identified a need for work in bullying prevention.



## Step 4: Stakeholders- Unite

These stakeholders participated in seeing the comprehensive guidance program goals successful in many ways. All parties worked to make an impact on the critical data identified at the beginning of the year.

**Beginning Date:** September 2011

**Ending Date:** June 2012

Stakeholder	Strategies
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>Carried out a comprehensive needs assessment of Coolridge high school using school data as well as survey results.</li> <li>Developed Coolridge C.A.R.E.S. program focused on teaching students essential academic, career and personal/social skills.</li> <li>Presented "C.A.R.E.S." CGP to administrators and staff.</li> <li>Developed C.A.R.E.S. program curriculum for advisory classes.</li> <li>Provided lessons for C.A.R.E.S. advisory classes to advisory teachers.</li> <li>Facilitated student groups.</li> <li>Organized and facilitated community night activities.</li> <li>Participated in staff meetings.</li> <li>Organized school assemblies with topics related to the goals of the CGP.</li> <li>Participated in school PBIS meetings.</li> <li>Developed and implemented conflict resolution program for students at highest risk or students with behavioral issues.</li> <li>Organized and facilitated college and career information nights for students and families.</li> </ul>
<b>Administrators</b>	<ul style="list-style-type: none"> <li>Monitored OAKS state testing for school.</li> <li>Disseminated OAKS testing results to appropriate parties.</li> <li>Supported teachers by handling discipline issues/referrals.</li> <li>Supported counselors by using discipline duties to identify students in need of completing conflict resolution program.</li> <li>Facilitated school assemblies related to CGP goals and topics.</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>Completed needs survey</li> <li>Taught C.A.R.E.S. curriculum through weekly advisory classes.</li> <li>Worked with counselors to identify students with the highest needs in academics and post-secondary plans.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>Completed needs survey</li> <li>Participated in C.A.R.E.S. and conflict resolution programs.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>Completed needs survey</li> <li>Actively participated in school advisory groups.</li> <li>Actively made connections between the school and various community organizations.</li> </ul>
<b>Community Members</b>	<ul style="list-style-type: none"> <li>Community organizations participated in career and community nights at the school.</li> <li>Colleges and universities joined in on college nights at the school.</li> </ul>
<b>Student Improvement Team</b>	<ul style="list-style-type: none"> <li>Communicated with all parties (school staff, families, students) in order to accurately assess school progress.</li> </ul>



## Step 5: Results

**Did the comprehensive guidance program help to accomplish the goals set by the school and the guidance program?**

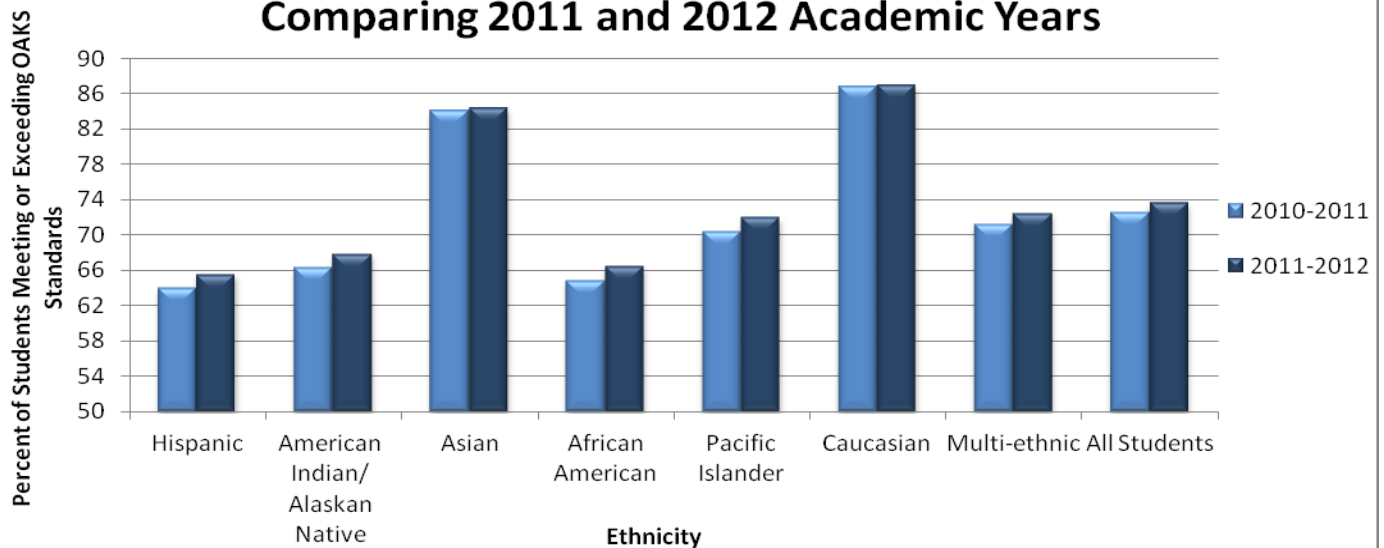
At the end of the 2011-2012 academic year, school counselors reassessed the critical data that was used to establish school needs and detailed improvements made after the implementation of the Coolridge high school comprehensive guidance program.

### Academic Achievement:

#### Reading and Writing

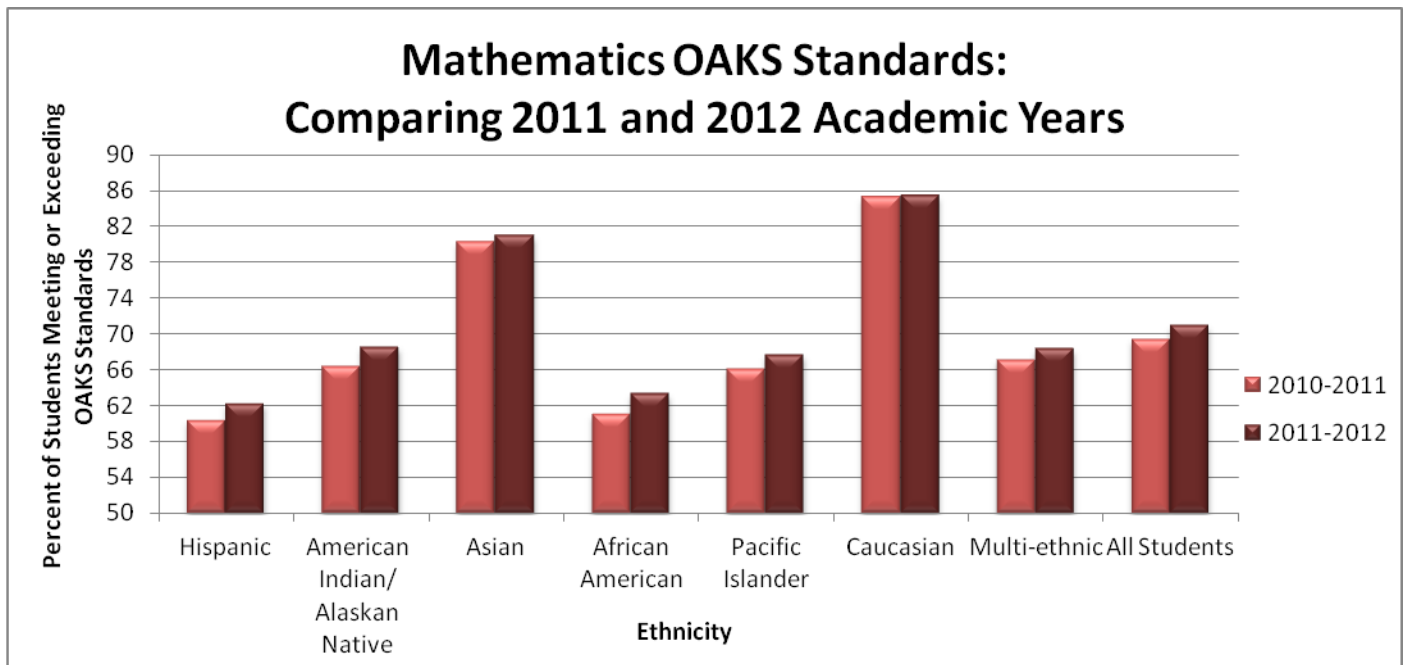
2010-2011 Data:	<b>72.5%</b> of students met or exceeded OAKS standards in reading and writing in the 2010-2011 academic year.
Goal:	Improve reading and writing scores by <b>2%</b> , from <b>72.5%</b> to <b>74.5%</b> of students meeting or exceeding OAKS standards.
2011-2012 Data:	<b>73.6%</b> of students met or exceeded OAKS standards in reading and writing in the 2011-2012 academic year.
Met Goal:	<b>No</b>

**Reading OAKS Standards:  
Comparing 2011 and 2012 Academic Years**



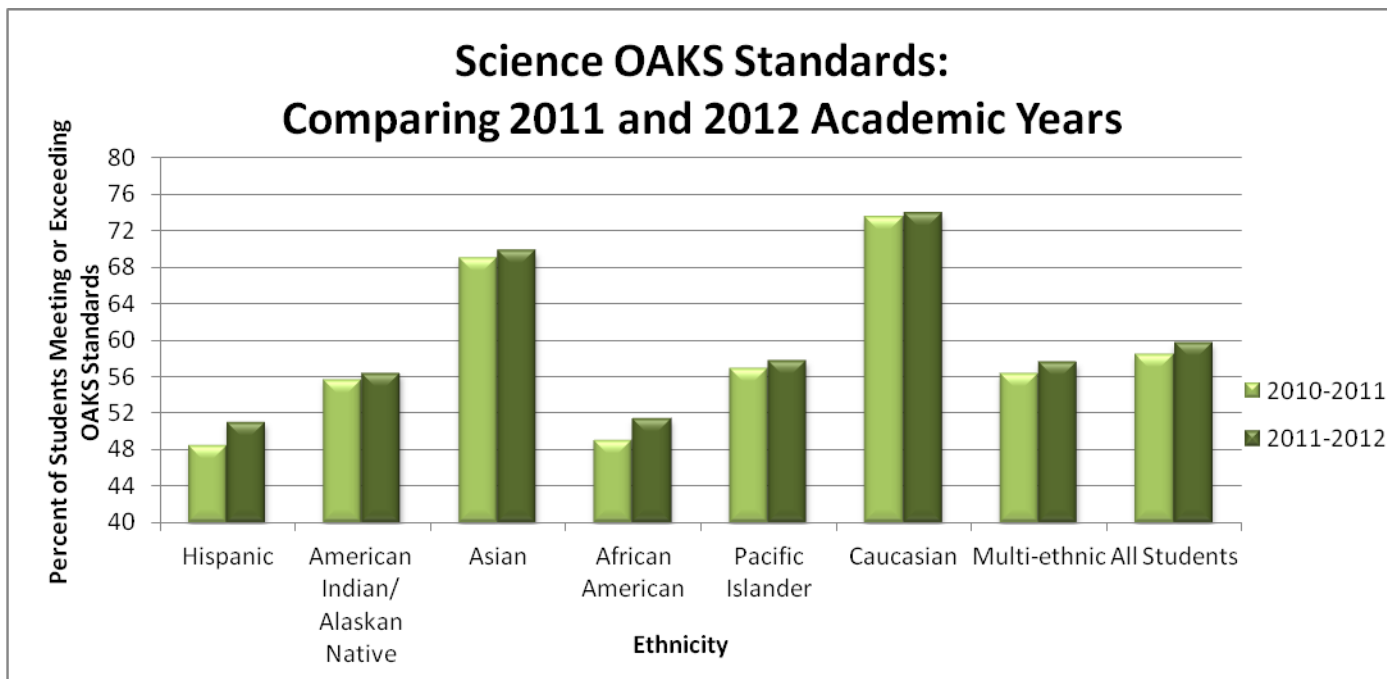
## Mathematics

2010-2011 Data:	<b>69.4%</b> of students met or exceeded OAKS standards in mathematics in the 2010-2011 academic year.
Goal:	Improve mathematics scores by <b>2%</b> , from <b>69.4%</b> to <b>71.4%</b> of students meeting or exceeding OAKS standards.
2011-2012 Data:	<b>70.9%</b> of students met or exceeded OAKS standards in mathematics in the 2011-2012 academic year.
Met Goal:	<b>No</b>



### Science

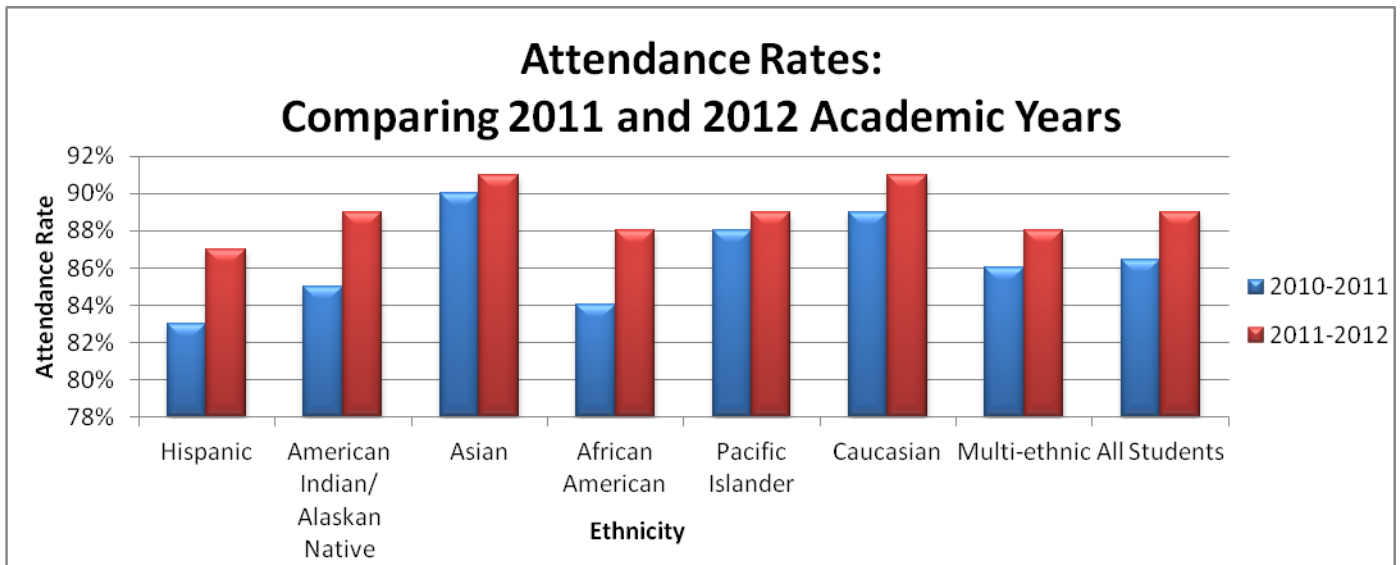
Baseline Data:	<b>58.4%</b> of students met or exceeded OAKS standards in science in the 2010-2011 academic year.
Goal:	Improve mathematics scores by <b>2%</b> , from <b>58.4%</b> to <b>60.4%</b> of students meeting or exceeding OAKS standards.
Results Data:	<b>59.7%</b> of students met or exceeded OAKS standards in science in the 2011-2012 academic year.
Met Goal:	<b>No</b>



Further analysis of these results of academic achievement shows that although overall program goals were not met for academic achievement, improvements were made in closing the gap in academic achievement between Hispanic and African American students and other student populations. Although there was improvement, more work in this area is needed.

**Attendance Rates:**

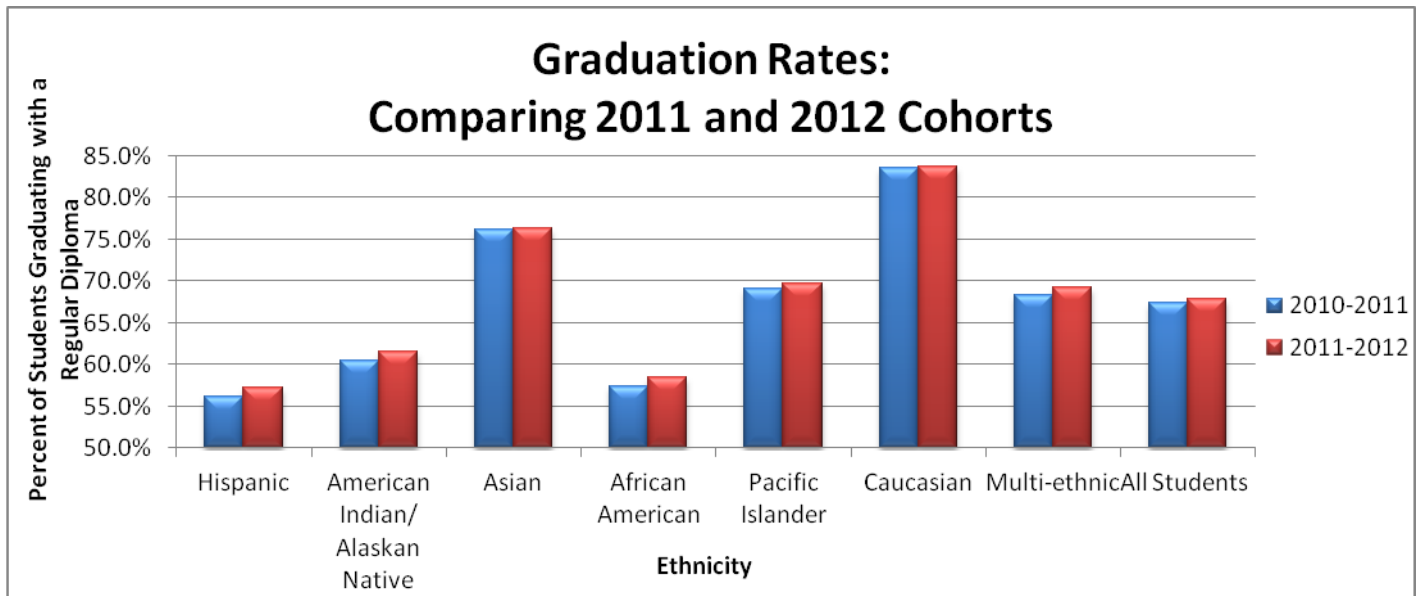
Baseline Data:	The attendance rate was <b>86%</b> during the 2010-2011 academic year.
Goal:	Increase attendance rates by <b>4%</b> , from <b>86%</b> to <b>90%</b> .
Results Data:	The attendance rate was <b>89%</b> during the 2011-2012 academic year.
Met Goal:	<b>No</b>



Although attendance rates for the year did not reach pre-program goals, improvement was observed for all student groups as well as significant strides for those student populations with the lowest attendance rates a year before.

**Graduation Rates:**

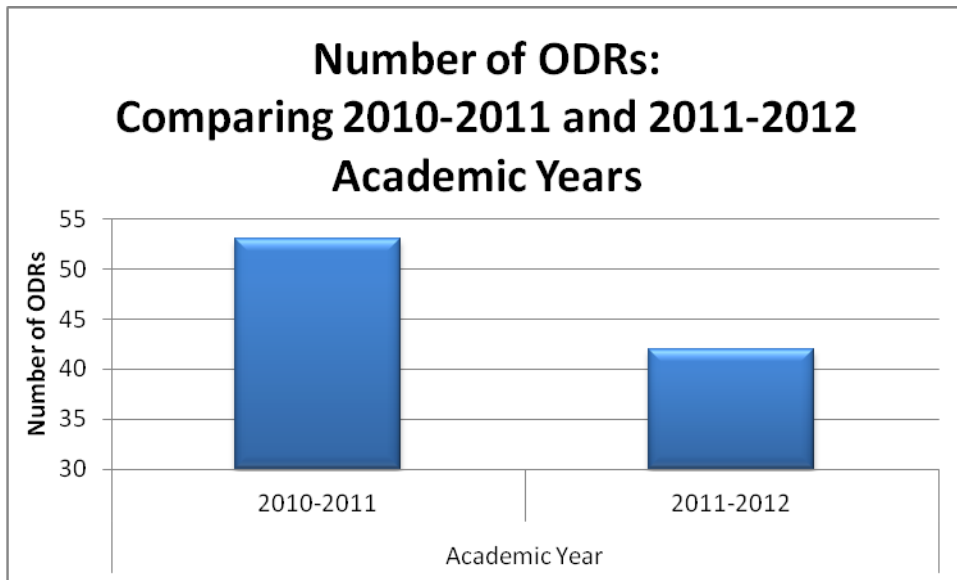
Baseline Data:	The graduation rate was <b>67.3%</b> at the end of the 2010-2011 academic year.
Goal:	Increase graduation rates by <b>3%</b> , from <b>67.3%</b> to <b>70.3%</b> .
Results Data:	The graduation rate was <b>67.9%</b> at the end of the 2011-2012 academic year.
Met Goal:	<b>No</b>



Coolridge did see minimal improvements in graduation rates this year, but did not reach the goal of improving graduation rates by 3% over this first year of the program. However this goal is more long term. We see that our efforts of completing four year academic plans for all students will pay particular dividends in the next year.

### Referral Rates:

Baseline Data:	There were an average of <b>53</b> ODRs/month during the 2010-2011 academic year.
Goal:	Decrease average monthly ODR rates by <b>17</b> , from <b>53</b> ODRs/month to <b>36</b> ODRs/month.
Results Data:	There were an average of <b>42</b> ODRs/month during the 2011-2012 academic year.
Met Goal:	<b>No</b>



ODR rates decreased this year by 11 total referrals, which was less than our goal of reducing referrals by 17 this year. Although we did not reach our target, these results show positive steps towards meeting our goal. The reduced rates of ODRs suggests that the comprehensive guidance program's conflict resolution program is succeeding in reducing peer-to-peer altercations, a primary cause of many referrals the past year.



### ***Survey Results:***

The same surveys completed by parents, teachers and students at the beginning of the academic year were administered again in May in order to assess the success of the comprehensive guidance program in meeting the needs of the school's stakeholders. Surveys were administered in the same manner to each survey group as before. The survey results below show areas of improvement in the school observed by parents, teachers and students.

#### ***Parent Survey:***

<b>Survey Question</b>	<b>Baseline Data</b>	<b>Results Data</b>
<b>College Readiness</b>	78%	35%
<b>Post-High School Planning</b>	73%	31%
<b>Bullying Prevention</b>	72%	34%
<b>Academic Support</b>	68%	32%
<b>Social/Communication Skills</b>	67%	26%
<b>Career Readiness</b>	64%	33%

#### ***Teacher Survey:***

<b>Survey Question</b>	<b>Data (baseline is above/</b>		
<b>Observed school spirit from students, staff and administration</b>	25% Moderate	35% Low	15% Very Low
	26% High	37% Moderate	11% Low
<b>Observed student interest in college</b>	20% High	45% Moderate	20% Low
	28% Very High	37% High	22% Moderate
<b>Observed student interest in vocational training</b>	15% High	40% Moderate	35% Low
	11% Very High	33% High	34% Moderate
<b>Observed student preparedness for post-secondary goals</b>	10% High	40% Moderate	30% Low
	39% High	45% Moderate	12% Low

**How can the counseling department support student academic skills best?**

<b>Test taking skills</b>	75% → 42%
<b>Coping mechanisms for test anxiety</b>	71% → 43%
<b>Study Skills</b>	70% → 39%

**Student Survey:**

Survey Question	Baseline Data		
<b>Personal level of school spirit</b>	11% High	43% Moderate	36% Low
	35% High	47% Moderate	28% Low
<b>Observed level of school spirit from peers</b>	9% High	39% Moderate	41% Low
	37% High	46% Moderate	19% Low
<b>Personal interest in academics</b>	13% High interest	34% Moderate interest	27% No interest
	29% High interest	48% Moderate	14% No interest
<b>Hours spent studying/doing homework per night</b>	11% 2 hrs	48% 1.5 hr – 1 hr	33% 30 min
	18% 2 hours	61% 1.5 hr – 1 hr	29% 30 min
<b>Personal study habits</b>	14% Good	46% Moderate	33% Poor
	31% Good	47% Moderate	14% Low
<b>Post-secondary interest</b>	21% 4-year college	46% 2-year college	23% Work

	36% 4-year college	49% 2-year college	18% Work
<b>Personal preparedness for post-secondary plans</b>	19% Prepared	42% Somewhat prepared	34% Not at all prepared
	38% Prepared	52% Somewhat prepared	10% Not at all prepared
<b>Personal level of cultural awareness and sensitivity</b>	47% Moderate	34% Low	10% Very Low
	39% High	54% Moderate	7% Low

### Parent surveys

Parent survey results show that those issues of most concern at the beginning of the year have been addressed adequately over the year and are of less need now. The effort given to address these needs will be maintained for the coming academic years.

### Teacher Surveys

Those issues that teachers identified as high need (school spirit, student post-secondary preparedness, and student academic skills) have been addressed as shown by the teacher survey results. Gains were more dramatic for some areas of need than others. Continued effort is needed in improving student preparedness for their post secondary plans.

### Student Surveys

End of the year student survey results show that student school spirit, interest in academics, study skills, post-secondary preparedness and cultural awareness have improved. All areas will continue to receive attention as all areas still have room to improve.



## **Step 6: Educate**

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The counseling department has developed a newsletter to be sent out to the stakeholders of Coolridge students. Those stakeholders include parents, teachers and school administrators and staff. The newsletter gives stakeholders information about how the comprehensive guidance program has resulted in helping the school reach goals. It is aimed at showing stakeholders:

1. How the direction of the school's growth is being effectively aided by the comprehensive guidance program
2. Forecast where the school is headed with the comprehensive guidance program
3. Highlight the efforts of all stakeholders involved in helping to implement the program.
4. Show the value of the school counselor's work.

An example of the "Cougar Report" newsletter is reviewed on the next page.

# Cougar Report

June 2012

Principal: Amy Zing

Counselors: Laurie Gottschalk, Kate Knochel and Michael Lambert

## **What did we want to accomplish this term?**

With the comprehensive guidance program working at full force and wrapping up for the year, we have seen a lot of growth already. The questions now are:

**Are things still improving? And What hurdle have we still to jump over?**

Areas of continued improvement include academic achievement (as highlighted by improved OAKS testing results and GPA averages last month). One of our remaining hurdles is improving school spirit and community connectedness as well as reducing yearly referral rates.

## **What steps did we take this year to reach our goals?**

Counselors: Ran small groups with students, facilitated C.A.R.E.S. curriculum for advisory teachers, ran conflict resolution groups

Teachers: Taught C.A.R.E.S. advisory classes, tracked incidences in their classes regarding referrals

Administrators: Recorded referrals for data collection

## **What changes did we see at Coolridge?**

- Teachers have observed fewer peer confrontations in class and have had to submit fewer referrals to the office.
- Parents have observed a greater level responsibility from their daughters and sons regarding school attendance.
- Students and administrators have commented on feeling a higher level of spirit and a stronger sense of community when they are at Coolridge.

## **Do the numbers back it up?**

### Referrals


Although referrals for this year were not at our goal, we did see a drop which tells us we're on our way to meeting our goal and going beyond.

2010-2011 Total Referrals	2011-2012 Total Referrals
53	42

### Attendance

Our higher attendance rates for the year show that students have a stronger connection to the Coolridge community.

2010-2011 Attendance Rate	2011-2012 Attendance Rate
86%	89%

<b>August</b>	<b>September</b>	<b>October</b>	<b>November</b>
<ul style="list-style-type: none"> <li>• Forecasting and scheduling</li> <li>• Coordinating with school partners</li> <li>• Staff training days with whole staff</li> <li>• Set up meetings for events</li> <li>• Plan back to school curriculum</li> <li>• Register new students</li> </ul>	<ul style="list-style-type: none"> <li>• Review read 180 and math placements to ensure students are in correct placements</li> <li>• Review 504's and modified diplomas</li> <li>• Review Sped needs</li> <li>• Make personal contact with all teachers regarding at-risk students</li> <li>• Prepare for conferences, back to school night, back to school assemblies.</li> <li>• Make contact with transferring students.</li> <li>• Begin needs assessments and adapt curriculum accordingly</li> <li>• Support clubs and help get them up and running</li> </ul>	<p>October</p> <ul style="list-style-type: none"> <li>• Prepare for state testing</li> <li>• PSAT's</li> <li>• Freshman Meeting</li> <li>• Junior Meeting</li> <li>• PBIS check kids in red zone</li> <li>• Check in with seniors</li> <li>• National College Fair</li> <li>• SIT meeting</li> <li>• Senior conferences</li> <li>• Recommendation letter</li> <li>• Check in with clubs</li> </ul>	<ul style="list-style-type: none"> <li>• No graduation letters to seniors</li> <li>• Sophomore meetings</li> <li>• Credit recovery</li> <li>• Food drive</li> <li>• Prep for career fair</li> <li>• College Night</li> <li>• Scholarship information for seniors</li> <li>• SIT meeting</li> </ul>
<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>
<ul style="list-style-type: none"> <li>• Holiday resource and referrals</li> <li>• Check with students lacking family support?</li> <li>• Food drive</li> <li>• Check read 180 list</li> <li>• Review Benchmark scores</li> <li>• SIT meeting</li> <li>• Senior meeting</li> </ul>	<ul style="list-style-type: none"> <li>• State writing assessment</li> <li>• Junior meetings</li> <li>• Registration material for next year</li> <li>• College Applications</li> <li>• FAFSA night and check-in after</li> <li>• College field trips</li> <li>• SIT meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Begin planning graduation</li> <li>• Classroom guidance lessons</li> <li>• Small groups</li> <li>• IB planning for Freshman</li> <li>• Plan 9th grade parent night for incoming Freshman</li> <li>• AP sign up</li> <li>• Check with ESL students</li> <li>• Feb. SIT meeting</li> <li>• Possible failure Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Possible failure parent teacher meetings</li> <li>• Non graduation meetings</li> <li>• Spring parent teacher conferences</li> <li>• March SIT meeting</li> <li>• Next year's schedule</li> <li>• Classroom guidance lessons</li> <li>• Small groups</li> <li>• March SIT meetings</li> <li>• Graduation</li> <li>• Send non-graduation letters</li> </ul>
<b>April</b>	<b>May</b>	<b>June</b>	
<ul style="list-style-type: none"> <li>• Freshman tour</li> <li>• Enrollment meetings for new students</li> <li>• Graduation</li> <li>• Classroom guidance lessons</li> <li>• Groups</li> <li>• Check with ESL students</li> <li>• Forecasting for next year</li> <li>• Senior meetings for those short on credits</li> <li>• Webpage maintenance</li> <li>• Staff meeting</li> <li>• Summer school plan</li> <li>• April SIT meeting</li> <li>• State testing</li> </ul>	<ul style="list-style-type: none"> <li>• End of year assembly</li> <li>• Graduation</li> <li>• Meet with parents</li> <li>• Groups</li> <li>• Counselor Workshop</li> <li>• Summer school sign-ups</li> <li>• Prepare for seniors last day</li> <li>• State testing ends</li> <li>• Run groups/Guidance Lessons</li> <li>• Parent conferences</li> <li>• May SIT meeting</li> <li>• Look at students in Read 180, ESL, system 44</li> <li>• Continue Forecasting</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation</li> <li>• GED graduation</li> <li>• Forecasting</li> <li>• Meetings with 2nd year seniors</li> <li>• Assembly</li> <li>• Create calendar for next year</li> <li>• Final SIT meetings</li> </ul>	



# *Appendix A:*

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## *Professional Statements:*

*Individual Disclosure Statements*

*Principal's Agreement*



# ***LAURIE E. GOTTSCHALK***

*Professional Transformed School Counselor*

*Professional Disclosure Statement*

*Coolridge High School*

## **Education & Qualifications:**

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My undergraduate studies were completed at Portland State University; in 2003 I graduated with a Bachelor of Science in Psychology. In June of 2007 I completed my Master of Arts in Counseling, also at Portland State University, with a specialization in School Counseling. At this time I am pursuing certification with the National Board for Certified Counselors to be recognized as a National Certified School Counselor. I am a licensed School Counselor in the state of Oregon, license #561985.

## **Experiences:**

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My employment with Awesum School District began at Fenominal High School as the Director of Color Guards in 2001. In 2003 I became an Instructional Assistant at Legin-Dairy Elementary School. My internship was completed at Sue & Perb High School and Terrific Middle School. I currently work at Coolridge High School as a high school counselor.

## **My Role as a Professional School Counselor:**

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My personal mission as a Professional Transformed School Counselor is to be of exceptional service to all students, staff, and stakeholders. I am a committed advocate of excellence in education and a proponent of positive personal/social development. I have a personal vested interest in each student I meet and will encourage and help foster positive individual educational and career goals, as well as support social and developmental growth. I personally believe that all students should maintain an active role in their education and be self-advocates for their future. Each student's goals and necessary tools for a successful education are unique unto that student; my duty to each student is to provide support and guidance that is individual to their needs. I am also an advocate and support system for staff and will work to continually develop a Comprehensive Guidance Program that supports educators and students alike. I believe in continual staff development and will extend my professional knowledge on a daily basis. As a professional I am equipped to provide services in a variety of settings including (but not limited to):

- Classroom guidance
- Individual counseling
- Peer Mediation
- Group Counseling
- Crisis Response Services
- Professional Development

## **Counseling Philosophy & Services:**

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Counseling has the ability to shed new light on the world around us. Each person walks a completely unique path in life and has individual personal, emotional, educational, and spiritual needs. As a school counselor I will provide a comprehensive counseling program detailed in the areas of academic success, career focused planning, and personal/social development. My primary focus is meeting the academic needs of all students and creating a safe and positive learning environment. I will equip students with the necessary skills of communication, anxiety reduction, time management, appropriate coping skills, and study techniques to aide them on their educational journey. It is the student who makes a conscious choice to be an active participant in their education. As their advocate I will promote self confidence and encourage respect for themselves and others.



# ***LAURIE E. GOTTSCHALK***

*Professional Transformed School Counselor*

*Professional Disclosure Statement*

*Coolridge High School*

## **Ethics:**

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I will adhere and abide by the Code of Ethics set by the American Counseling Association. As well as, the Ethical Standards set by the American School Counseling Association and the National Board for Certified Counselors.

## **Fees:**

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As a professional school counselor I am employed by the locate school district and the state of North Carolina. As a state employee, I do not require a fee for my services as a professional school counselor.

## **Use of Diagnosis:**

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Through my Masters program, I have received training with the use of the Diagnostic and Statistical Manuel, Fourth Edition, Text Revision (DSM-IV-TR). In my role as a professional school counselor, I will not be conducting formal diagnoses for students. The district has on staff a school psychologist who will be conducting assessments and making formal diagnoses. My diagnostic training allows me to collaborate effectively with the school psychologist, other staff members, parents, and other professional mental health clinicians on behalf of students with clinical mental health concerns.

## **Complaint Procedure:**

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I encourage you to discuss any complaints you have with my supervisor within the school. Please contact either my Assistant Principal or Principal. You may also report complaints Oregon Board of Licensed Professional Counselors by phone (503-378-5499) or by mail (3218 Pringle Rd. SE, Suite 250, Salem OR. 97302-6312).

## **To the Student:**

- ❖ I will treat you with respect as a unique individual. I will respect your individual values, and not impose my own values on you. I will work with you to develop personal goals and plan to achieve your goals.
- ❖ I will keep what we talk about in counseling **confidential**. This means that I will not share what we talk about during a session with anyone without your permission.
- ❖ There are some serious situations in where your safety or the safety of someone else is jeopardized and I will need to break confidentiality and they are as follows:
  - ♦ If I discover from you or someone else that someone is hurting you.
  - ♦ If I discover from you or someone else that you plan to harm yourself.
  - ♦ If I discover from you or someone else that you plan to harm someone else.
  - ♦ If a judge tells me I have to in the court of law.
- ❖ If you are in a small group with other students, I will strongly encourage all group members to keep confidentiality, but I cannot guarantee it.
- ❖ Sometimes I need help from other counselors and educators to determine the best way to help a student. This is called **consulting**. If I need to do this in order to help you, I will not use your name and I will keep your identity private.

# ***LAURIE E. GOTTSCHALK***

*Professional Transformed School Counselor*

*Professional Disclosure Statement*

*Coolridge High School*

## **To the Parent:**

- ❖ I will treat your child with respect as a unique individual. I will respect your child's individual values, and not impose my own values on him/her. I will work with you and your child to develop personal goals and plan to achieve you and your child's goals.
- ❖ I will keep what your child and I talk about in counseling **confidential**. This means that I will not share what your child tells me during a session with anyone without your child's permission.
- ❖ There are some serious situations in where your safety or the safety of someone else is jeopardized and I will need to break confidentiality and they are as follows:
  - ❖ If I discover from your child or someone else that someone is hurting your child.
  - ❖ If I discover from your child or someone else that your child is planning to harm him/herself.
  - ❖ If I discover from your child or someone else that your child is planning to harm someone else.
  - ❖ If a judge tells me I have to in the court of law.
  - ❖ If your child is in a small group with other students, I will strongly encourage all group members to keep confidentiality, but I cannot guarantee it.
- ❖ Sometimes I need help from other counselors and educators to determine the best way to help a student. This is called **consulting**. If I need to do this in order to help your child, I will not use your child's name and I will keep your child's identity private.

This disclosure statement is intended to provide you with the information needed to gain your consent to begin counseling services. You always have the right to consent to treatment; similarly, you have the right to withdraw that consent at any time. By signing below, you are acknowledging that you have read and understood this document and agree with the conditions outline.

\_\_\_\_\_ *Date:* \_\_\_\_\_

***Student Signature***

\_\_\_\_\_ *Date:* \_\_\_\_\_

***Parent Signature***

\_\_\_\_\_ *Date:* \_\_\_\_\_

***Counselor Signature***

*Student's Printed Name:* \_\_\_\_\_ *Student ID#:* \_\_\_\_\_

*Kate Knochel, Master of Arts (M.A.)*

*Coolridge High School*

*Awesum, Oregon 97357*

The Coolridge High School counseling and Guidance Department provides counseling services in several areas including: individual and group counseling, career counseling, and academic/educational counseling. This document is designed to inform you about the services provided by myself, as member of the counseling department. It also serves to inform you about my background, education, and training. It ensures you know what to expect from this professional relationship.

I received a Master's Degree (M.A.) in school counseling from Portland State University, which is accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP). I am a Licensed School Counselor in the state of Oregon through the Teachers Standards and Practices Committee. I also hold teaching licenses in the states of Oregon, Arizona and Washington. Previous to becoming a school counselor I taught middle school and high school Language Arts.

My teaching credentials and experience provided a strong foundation from which to understand the process of education and childhood development. I believe all students can reach their full potential and are capable of greatness, as long as they have the necessary support. Additionally I believe students should be encouraged to celebrate cultural diversity and should be aware of global concerns.

### **Individual and Group Counseling Services**

As a high school counselor I work together with the students, parents and faculty to help students develop the necessary skills to become healthy and productive individuals. Services include: individual counseling, group counseling, classroom guidance lessons, relationship building, and the development of social skills. Assistance is offered as students encounter any of the many choices and challenges that their individual life situations and growing up require them to meet. All students are entitled to counseling services and may be referred by their parent, classroom teacher or other school staff member. Students may also ask for services themselves.

### **Academic/Educational/Career Counseling**

The Counseling and Guidance Department at Coolridge High School provides assistance to students regarding any academic concern. Consultation is available for: school and test anxiety, time management, assessing academic progress, learning styles, school assistance programs, educational development, and college counseling. Assistance is also available for students who need help altering classroom behavior in order to be more successful in school. Career counseling at the high school level includes exposure to the different career pathways and career interest exploration through the form of work studies and student internships.

### **Confidentiality**

Trust is important in any counseling situation and communication between counselor and student and/or parent is confidential, except in those instances covered by law. I am a mandatory reporter of child abuse. If I reasonably suspect abuse or neglect is taking place, it is my ethical and legal duty to immediately report it to a law enforcement agency.

Confidentiality may ALSO be broken for the following reasons:

- Threat of harm to self or others.
- If legal action is taken against me.
- When the student has given permission to share information.

Parents and guardians of minor children have certain privileges and can be entitled to information about their minor children in a counseling relationship. Such information will ethically be given only in helpful ways, in the interest of maintaining the counseling relationship, and will be discussed with the student.

Confidentiality is harder to maintain in group settings. However, students will be informed about confidentiality in developmentally appropriate ways when they join a group. Typically, they are told they may share things about themselves that they shared in group, but not about other people. Generally, parent permission is asked for when students attend groups where family topics are discussed. In groups where school related topics are discussed, permission is not necessary.

### **Counseling Fees**

All services are free to faculty, staff, students and parents at Coolridge High School and are paid by the Awsum School District. If you have any questions, please don't hesitate to ask me. Please sign and date both copies of this form. One copy is for you to keep and one copy is for me. I look forward to our work together.

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Counselor's Signature

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Date

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Client Signature

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Date

**Michael J Lambert**  
*Professional School Counselor*  
*Coolridge High School*

***Professional Disclosure Statement & Informed Consent***

**Education & Qualifications:**

I graduated from Saint John's University (Minnesota) in May, 2005 where I received my Bachelor of Arts in Psychology and a minor in Music. I received a Master's of Arts in Counseling with a specialization in School Counseling from Portland State University. I am currently certified as a National Certified Counselor in the state of Oregon.

**Experience:**

I have worked in education in many different domains for three years. I have been an ESL teacher as well as a private music instructor. I taught English for one year in Japan and I have been teaching cello privately for two years. I have also worked as a homework club coordinator for one year. I have been at my current position as a school counselor at Coolridge High School since August 2009.

**My Role as a Professional School Counselor:**

It is my personal mission as a Professional School Counselor to provide a superior service to each and every student as well as to the stakeholders involved in the student's education and development. My role includes acting as an advocate for students. I aim to equip them with the tools they need in order to excel in each area of academics, career aspirations, and personal growth and development. I am qualified to work with students in a variety of settings including the classroom, one-on-one counseling, group counseling, peer mediation, and crisis response services.

**Counseling Philosophy & Services:**

My job is to offer a comprehensive, developmental school-counseling program, which will include the domains of academic, career, and personal/social development. With my focus in academic development, I will conduct guidance lessons to promote confidence and self-respect as a means of achieving academic success. Guidance lessons include focus on study skills, time management, stress reduction, and coping skills. I will advocate for all students as well as all stakeholders involved in seeing students realize their goals and achieve the highest levels of their potential.

**Ethics:**

I will adhere and abide by the Code of Ethics set by the American Counseling Association as well as the Ethical Standards set by the American School Counseling Association and the National Board for Certified Counselors.

**Fees:**

As a professional school counselor I am employed by the locate school district and the state of Oregon. As a state employee, I do not require a fee for my services as a professional school counselor.

**Use of Diagnosis:**

Through my Masters program, I have received training with the use of the Diagnostic and Statistical Manual, Fourth Edition, Text Revision (DSM-IV-TR). In my role as a professional school counselor, I will not be conducting formal diagnoses for students. The school district's school psychologist will be responsible for conducting assessments and making formal diagnoses. My diagnostic training allows me to collaborate effectively with the school psychologist, other staff members, parents, and other professional mental health clinicians on behalf of students with clinical mental health concerns.

**Complaint Procedure:**

Please feel free to discuss any complaints you have with my supervisor within the school. The Assistant Principal or Principal can be reached for such complaints. You may also report complaints to the Oregon Board of Licensed Professional Counselors by phone (503-378-5499) or by mail (3218 Pringle Rd. SE, Suite 250, Salem OR. 97302-6312).

**To the Student:**

- I will treat you with respect as a unique individual. I will respect your individual values, and not impose my own values on you. Your goals are important to me and I will work with you to help you achieve your goals.
- I will keep what we talk about in counseling **confidential** meaning that I will not share what we talk about during a session with anyone without your permission.
- Only in some serious situations in which your safety or the safety of someone else is at risk will I need to break confidentiality. Those situations include:
  - If I discover from you or someone else that someone is hurting you.
  - If I discover from you or someone else that you plan to harm yourself.
  - If I discover from you or someone else that you plan to harm someone else.
  - If a judge tells me I have to in the court of law.
- If you are in a small group with other students, I can and will strongly encourage all group members to also keep confidentiality, but I cannot guarantee it.
- Sometimes I will consult with other counselors and educators to help determine the best way to help a student. If I need to do this in order to help you, I will not use your name and I will keep your identity private.

**To the Parent:**

- I will treat your child with respect as a unique individual. I will respect your child's individual values, and not impose my own values on them. Your child's goals are important to me and I will work with them to help them achieve their goals.
- I will keep what your child and I talk about in counseling **confidential** meaning that I will not share what we talk about during a session with anyone without your child's permission.
- Only in some serious situations in which your child's safety or the safety of someone else is at risk will I need to break confidentiality. Those situations include:
  - If I discover from your child or someone else that someone is hurting your child.

- If I discover from your child or someone else that your child plans to harm themselves.
- If I discover from your child or someone else that your child plans to harm someone else.
- If a judge tells me I have to in the court of law.
- If your child is in a small group with other students, I can and will strongly encourage all group members to also keep confidentiality, but I cannot guarantee it.
- Sometimes I will consult with other counselors and educators to help determine the best way to help a student. If I need to do this in order to help your child, I will not use your child's name and I will keep your child's identity private.

This disclosure statement is intended to provide you with the information needed to gain your consent to begin counseling services. You always have the right to consent to treatment; similarly, you have the right to withdraw that consent at any time. By signing below, you are acknowledging that you have read and understood this document and agree with the conditions outlined

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<b>Student Name (Print)</b>	<b>Student Signature</b>	<b>Date</b>
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<b>Parent Name (Print)</b>	<b>Parent Signature</b>	<b>Date</b>
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Michael Lambert

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<b>Counselor Name (Print)</b>	<b>Counselor Signature</b>	<b>Date</b>
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*Coolridge High School*  
*Counselor Management Agreement*  
*School Year: 2011-2012*

<i>Counselors</i>		
<i>Laurie Gottschalk</i>	<i>Kate Knochel</i>	<i>Michael Lambert</i>

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**Student Access:**

Students will access the school counselor by grade level and alpha listing.

**Domain Responsibilities:**

Looking at site needs and needs assessments counselors will provide services in the following domains:

**Academic Domain:**

Counselors will be helping students succeed throughout their high school experience by setting goals for the present and future, providing interventions with teachers, and exploring resources.

- 4 year planning
- Academic support center
- Pre-registration
- Class assignments
- Advisory lessons for 9th grade class (other grade levels by need)
- Academic counseling
- Post-graduation planning
- Response to Intervention
- Individual counseling
- Access to academic resources
- Teacher support

**Career Domain:**

Presentation and exploration of careers will be addressed in the previous domain, but will be further developed through the following activities:

- Career explorations project
- Parent night
- Individual student planning
- Pre-registration
- Access to career resources
- Career counseling



### **Personal/social domain:**

Personal and social issues will be addressed on a daily basis and will represent a variety of concerns that are initiated by parents, teachers and students. They will be address through the following:

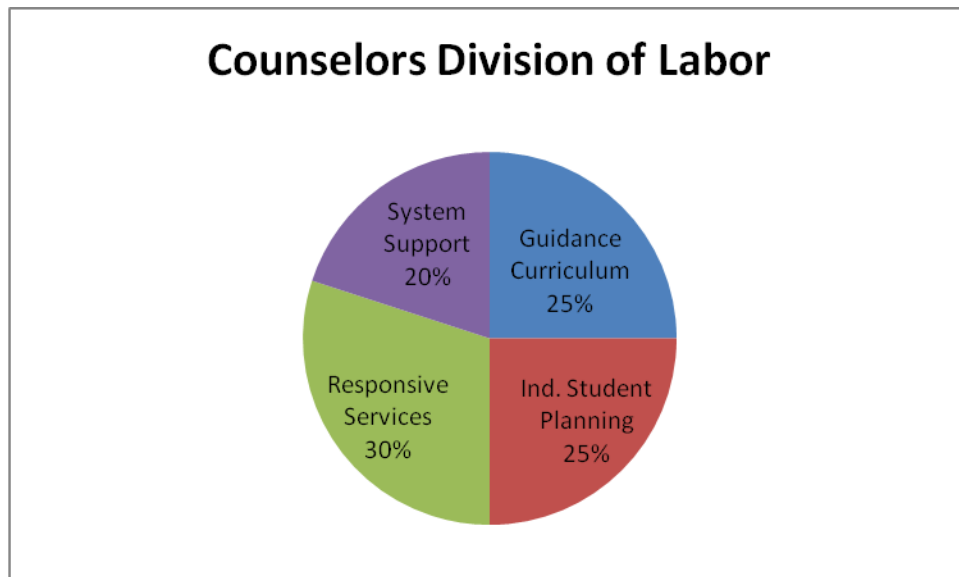
- Support groups
- Individual counseling
- Advisory
- RTI
- Consultation with parents
- Outside referrals
- Resource lists
- Crisis response team
- Access to personal/social resources
- Drug/alcohol use assessment
- C.A.R.E.S. program

### **Rationale for decision:**

The model for the counseling department will center on creating multicultural appreciation, post-secondary planning and improving academic achievement. The goal is to support students to make healthy life choices to plan and prepare for their future.

### **Program Delivery:**

The counselors will spend approximately the following time in each component area to ensure the delivery of the school counseling program:



### **School Counselor Availability:**

The school counseling department will be open for student/parent/ teacher access from 7:00am to 4:00pm daily.

### **Programs and services presented and available to parents include:**

- Back to school night
- Parent/teacher conferences
- Multicultural nights
- End of year BBQ
- Access to attendance and grade information
- Report cards and transcripts
- Monthly newsletter articles
- Drug/alcohol assessment
- Updated web site with many resources
- Communication access using email and voice mail
- Crisis intervention

### **Programs and services presented and available to staff include:**

- Freshman advisory lessons and other lessons as requested
- Individual conferencing and consultation regarding classroom situations and individual students
- Academic and behavioral interventions and support for individual students
- Test preparation materials and support
- Assistance in the facilitation of a standardized testing
- Department liaisons to facilitate communication between counselors and staff
- Annual articulation among department coordinators and counselors to update accurate department information regarding course offering and prerequisites
- Facilitation of C.A.R.E.S. program
- Development of Closing the Gap activities
- Facilitation of Closing the Gap interventions

### **Community liaisons, programs and services include:**

- Referral to outside agencies as needed
- Communication and teaming with outside agencies as needed
- Ongoing communication and articulation with college admissions staff
- Work with community to provide students with summer internship opportunities
- Presentations to school parent organizations
- Mutual support among counseling department and parent organization
- Advisory council

### **The school counselors will be compensated for extra work hours (beyond work day) by:**

- No option at this point

## **Materials and Supplies**

The following materials and supplies are necessary for the implementation of the school counseling program:

- Technology (printers, computers, fax machines, copy machines)
- Able to make copies
- Postage costs
- Student incentives
- General office supplies
- Computer software

## **The following funding resources support the school counseling program:**

- 3 FTE
- Counseling department budget
- Post Graduate Center budget
- Activities Fund

## **Professional Development**

The school counseling team will participate in the following professional development:

- Monthly staff development meetings
- Bi-annual meetings with district executive director
- Oregon School Counselor Association (OSCA) Annual Conference
- American School Counselor Association (ASCA) National Conference
- Drug and Alcohol workshops
- Response to Intervention training
- Professional Learning Communities (PLC)
- College tours and admissions visits
- District trainings and re-certification courses

## **Professional Collaboration**

The school counseling department will meet:

- Twice week as a counseling department
- Twice a year with the school staff and faculty
- Twice a year with the advisory council
- Weekly with administration
- As needed with the subject-area departments

## Office Organization

Responsibilities for the support services provided to the counseling team will be divided among the support services staff as follows:

- The school counseling secretary will maintain counselor schedules, answer phones, provide reception for parents, students, and other visitors to the office, and provide administrative assistant services.
- The post graduate specialist will process college applications, assist students in Post Graduate Center, schedule college visits, greet college admission counselors, maintain updated information regarding colleges and student data, provide information to community newsletter articles.
- The registrar will maintain student cumulative files; build and maintain master schedule, and process forms and information from new students.
- The student aides will deliver passes and complete tasks as directed by secretary.
- Peer counselors will provide academic tutoring and persona/social support to students as appropriate.
- Volunteers, students, and parent will assist with evening programs and provide tour of schools.

This agreement will be monitored on an on-going basis through conversations and meetings with the principal, assistant principal, and the advisory council (Cougar Den).

\_\_\_\_\_ *Date:* \_\_\_\_\_  
***Counselor's Signature***

\_\_\_\_\_ *Date:* \_\_\_\_\_  
***Counselor's Signature***

\_\_\_\_\_ *Date:* \_\_\_\_\_  
***Counselor's Signature***

\_\_\_\_\_ *Date:* \_\_\_\_\_  
***Principal's Signature***



# *Appendix B:*

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## *Needs Assessment Surveys:*

*Parent Needs Survey*

*Teacher/Admin Evaluation Survey*

*Student Evaluation Survey*



## Coolridge Parents Interest Survey

**\*1. I am the parent of a:**

- Freshman
- Sophomore
- Junior
- Senior

**\*2. As a parent I have the following interests in my student's educational experience:**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Academic Support        | <input type="checkbox"/> Foreign Language Options  | <input type="checkbox"/> School-Community Connection |
| <input type="checkbox"/> After School Activities | <input type="checkbox"/> Grades and Cumulative GPA | <input type="checkbox"/> Sex Education               |
| <input type="checkbox"/> Bullying                | <input type="checkbox"/> Homework Load             | <input type="checkbox"/> Social/Communication Skills |
| <input type="checkbox"/> Career Readiness        | <input type="checkbox"/> Performing Arts Education | <input type="checkbox"/> Study Skills                |
| <input type="checkbox"/> College Readiness       | <input type="checkbox"/> Post-High School Planning | <input type="checkbox"/> Time Management             |
| <input type="checkbox"/> Counseling Services     | <input type="checkbox"/> SAT/ACT Prep/Scores       | <input type="checkbox"/> Vocational Training         |
| <input type="checkbox"/> Early College Credit    | <input type="checkbox"/> School Pride Assemblies   | <input type="checkbox"/> Volunteer Opportunities     |

Distribution Method	Return
Electronic, Mailed Home, Computers available at Fall Conferences	63%

## Coolridge Teacher Survey

In order to support our student's education better the Coolridge School Counseling department would greatly appreciate your participation in this survey. All data will be compiled into a proposed curriculum designed specially for Coolridge. It is our #1 goal in the counseling department to support our student's life long learning goals, we appreciate your input and support! Coolridge teachers ROCK!

Fill this survey out by the end of the week and be entered into a drawing for a free lunch from the counselors!

### 1. Please rate your overall level of school spirit:

Very Low	Low	Moderate	High	Extremely High
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. Please rate the level of school spirit shown by the students, staff and administration:

Very Low	Low	Moderate	High	Very High
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 3. How would you rate the overall student interest in college:

Very Low	Low	Moderate	High	Very High
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 4. How would you rate the overall student interest in vocational training:

Very Low	Low	Moderate	High	Very High
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 5. How would you rate the overall preparedness for post-secondary goals (college, vocational, etc):

Very Low	Low	Moderate	High	Very High
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 6. How can the counseling department at Coolridge High School best support academic skills?

- Study Skills
- Writing Workshops
- Coping mechanisms for text anxiety
- Organizational skills
- Test taking skills

### 7. What other services do you feel the counseling department could offer to students to support their academic achievement?

Distribution Method	Return
Electronic, during pre-service week	88%

## Coolridge Student Survey

### 1. What grade level are you in?

- 9th
- 10th
- 11th
- 12th

### 2. Please rate your overall level of school spirit:

Very Low

Low

Moderate

High

Extremely High

### 3. Please rate the level of school spirit shown by the student body:

Very Low

Low

Moderate

High

Very High

### 4. How would you rate your interest in academics?

- I am not interested at all
- I kind of have an interest
- I have a high level of interest
- My academics are the most important thing to me

### 5. How much time do you spend studying and doing homework a night?

- 30 minutes
- 1 hour
- 1.5 hours
- 2 hours
- 2.5+ hours

### 6. How would you rate your overall study habits?

- Poor, I don't study very effectively
- Moderate, My study habits are OK
- Good, I am pretty efficient when it comes to studying
- Superb, I am a master at studying

### 7. Do you have any thoughts about what you will do after high school?

- Yes
- No



**8. Please check the boxes that you have an interest in doing right after high school:**

- College (4 year)
- College (2 year)
- Get a job
- Have a family
- Travel
- Peace Corps
- Internship
- Study Abroad

**9. How well prepared do you feel for your post high school plans?**

- Not prepared at all
- Somewhat prepared
- Prepared
- Extremely prepared

**10. Please rate your level of cultural awareness and sensitivity**

Very Low	Low	Moderate	High	Very High
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Distribution Method	Return
During English Class	89%



*Appendix C:*

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*Curriculum Crosswalk*





# *Appendix D:*

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## *Action and Lesson Plans:*

*Master Lesson Calendar*

*Master C.A.R.E.S Calendar*

*Action Plans*

*Results Reports*

*Small Group Lesson Plan Sample*

*Master Lesson Calendar*  
Coolridge Counseling Department Yearly Lessons and Activities

<b>Date</b>	<b>Lessons or activity</b>	<b>ASCA Student Standards</b>	<b>Oregon Domain</b>
<b>September</b>	“How to calculate your GPA” Co-taught with math teachers.	A:B2.2 Organize and apply academic information from a variety of sources.	Learn to Learn
	Welcome Night	A.A1.2 Display a positive interest in learning	Learn to Learn
<b>October</b>	Peer mediation lessons- co taught with English teachers	PS:A2.6 Use effective communication skills.  PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior.  PS:B1.6 apply conflict resolution skills.	Learn to Learn
	Multicultural group lunches	PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences.	Learn to Live
	Dia de Los muertos night	PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences.	
	Staff training on peer mediation		
	PSAT Planning		
	LGBQ awareness month		
<b>November</b>	Canned food drive		Learn to contribute
	Multicultural lunches	PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences	Learn to Live
	1 <sup>st</sup> quarter perfect attendance pizza lunch	A.A1.2 Display a positive interest in learning.	Learn to Learn
	Staff training – “Being aware of what the holidays bring up for student”		

<b>Date</b>	<b>Lessons or activity</b>	<b>ASCA Student Standards</b>	<b>Oregon Domain</b>
<b>December</b>	Canned food drive Multicultural lunches Lead staff training – Multicultural competency in the classroom. Talent Show	PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences.	Learn to Contribute  Learn to Live
<b>January</b>	College Night for parents Multicultural lunches Staff Training- Love and Logic Multicultural dance night	PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences.	Learn to Learn  Learn to Live
<b>February</b>	Zero period yoga series College fair College essay workshop Plan community garden	PS:A1.1 Develop positive attitudes toward self as a unique and worthy person.  A:B2.7 Identify post secondary options consistent with interests, achievement, aptitudes and abilities.	Learn to Live  Learn to Learn  Learn to Live
<b>March</b>	FAFSA Night Staff training- supporting students with test anxiety. Safe Spring Break	C:A1.7 Understand the importance of planning  PS:C1.7 Apply effective problem-solving and decision making skills to make safe and healthy choices.	Learn to Live  Learn to Live

<b>Date</b>	<b>Lessons or activity</b>	<b>ASCA Student Standards</b>	<b>Oregon Domain</b>
<b>April</b>	Career fair  College application workshop  State testing	C:A1.2 Learn about a variety of traditional and nontraditional occupations.	Learn to Work
<b>May</b>	Prom  SADD Lunch and campaign  Multicultural lunches  Perfect attendance lunch  Interview skills workshop	PS:C1.8 learn about emotional and physical dangers of substance use and abuse.  PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences  A.A1.2 Display a positive interest in learning  C:A2.2 Apply job readiness skills to seek employment opportunities.	Learn to Live  Learn to Live  Learn to Learn  Learn to Work
<b>June</b>	Senior Night  Graduation		

*Master C.A.R.E.S Lesson Calendar*  
*Coolridge Counseling Department Yearly Lessons and Activities*

*The students at Coolridge meet with an advisory teacher once weekly. The counseling department provides them with the lessons and materials. There is flexibility in delivery as long as the teacher is meeting the ASCA standards. The Freshman students all receive the C.A.R.E.S. lessons.*

<b>Month</b>	<b>Lessons to be delivered by advisory teaching in advisory once weekly</b>	<b>ASCA Student Standards</b>	<b>Oregon Domain</b>
<b>September</b>	Cultural Awareness “Celebrate Your Culture”  “What makes family?”  “Stereotypes in the media”  “Celebrate your culture part II”	PS:A1.1 Develop positive attitudes toward self as a unique and worthy person.  PS: A2.4 Recognize, accept and appreciate ethnic and cultural diversity.  PS:A1.12 Identify and recognize changing family roles.	Learn to live
<b>October</b>	Academic Support “Being prepared and time management”  “Academic self-confidence part I”  “Study skills- tips and tricks”  “Test taking skills”	A:A2 Acquire Skills for improving learning  A2.1 Apply time management and task-management skills.  A2.2 Demonstrate how effort and persistence positively influence.  A2.3 Use communication skills to know when and how to ask for help when needed.  A2.4 Apply Knowledge and learning styles to positively influence school performance.	Learn to Learn

<b>Month</b>	<b><i>Lessons to be delivered by advisory teaching in advisory once weekly</i></b>	<b><i>ASCA Student Standards</i></b>	<b><i>Oregon Domain</i></b>
<b><i>November</i></b>	<p>Academic Support</p> <p>“My Goals for this year”</p> <p>“MYGFT Part II-looking at benchmark scores.</p> <p>“How I can achieve my goals and potential challenges I might face”</p>	<p>A:B2 Plan To Achieve Goals</p> <p>A:B2.1 Establish challenging academic goals in elementary, middle, and high school.</p> <p>A:B2.2 Use assessment results in educational planning.</p> <p>A:B2.3 Develop and implement annual plan of student to maximize academic ability and achievement.</p> <p>A:B2.4 Apply knowledge of aptitudes and interests to goal setting.</p>	Learn to Learn
<b><i>December</i></b>	<p>Respect</p> <p>“How to respect yourself and others”</p> <p>“I respectfully disagree”</p>	<p>PS: A2 Acquire Interpersonal Skills</p> <p>PS:A2.1 Recognize that everyone has rights and responsibilities.</p> <p>PS:A2.2 Respect alternative points of view.</p>	Learn to Live
<b><i>January</i></b>	<p>Respect and Empathy</p> <p>“Active Listening” (two lessons)</p> <p>“Am I A Good Friend?”</p> <p>“I statements”</p>	<p>PS: A2 Acquire interpersonal skills</p> <p>PS:A2.6 Use effective communication skills.</p> <p>PS:A2.7 Know that communication involves speaking, listening, and non verbal behavior.</p> <p>PS: A2.8 Learn how to make and keep friends.</p>	Learn to Live



<b>Month</b>	<b><i>Lessons to be delivered by advisory teaching in advisory once weekly</i></b>	<b><i>ASCA Student Standards</i></b>	<b><i>Oregon Domain</i></b>
<b>March</b>	<p>Social Responsibility</p> <p>“Can one person make a difference?”</p> <p>“Our community”</p>	<p>PS:A2.1 Recognize that everyone has rights and responsibilities.</p> <p>A:C1.2 seek co-curricular and community experience in enhance the school experience.</p>	Learn to Contribute
<b>April</b>	<p>Career exploration</p> <p>“My strengths assessment”</p> <p>“Potential jobs”</p>	<p>C:A1.1 Develop skills to locate, evaluate and interpret career information.</p> <p>C:A1.2 Learn about a variety of jobs both traditional and nontraditional.</p> <p>C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations.</p>	Learn to Work
<b>May</b>	<p>Career exploration</p> <p>Career research all four sessions</p>	<p>C:B1.1 Apply decision –making skills to career planning, course selection and career transition.</p> <p>C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice.</p>	Learn to Work
<b>June</b>	<p>Planning for next year and beyond</p>	<p>C:B2.4 select a course work that is related to career goals.</p>	Learn to Work, Learn to Learn

## Closing the Gap: Decrease Behavioral Referrals Action Plan 2011-2012

School Counselor(s)	ASCA Domain, Standard and Student Competency	Type of Activities to be Delivered in What Manner?	Resources Needed	Process Data (Projected number of students affected)	Perception Data (Type of surveys to be used)	Outcome Data	Project Start/Project End
<p><i>Kate Knochel</i></p> <p><i>Mike Lambert</i></p> <p><i>Laurie Gottschalk</i></p>	<p><i>PS:B1.1 Use a decision-making and problem-solving model.</i></p> <p><i>PS:B1.2 Understand consequences of decisions and choices.</i></p> <p><i>PS:B1.3 Identify solutions to problems.</i></p> <p><i>PS:B1.6 Know how to apply conflict resolution skills</i></p>	<p><i>Classroom guidance lessons</i></p>	<p><i>Paper, pens, desks, chairs, tables, technology for presenting lessons.</i></p>	<p><i>Entire Freshman Class</i></p>	<p><i>Teacher feedback, student's surveys, needs assessment.</i></p>	<p><i>Report of behavioral referrals.</i></p>	<p><i>10/10/11-5/25/12</i></p>
<p><i>Kate Knochel</i></p> <p><i>Mike Lambert</i></p> <p><b><i>Laurie Gottschalk</i></b></p>	<p><i>PS:B1.1 Use a decision-making and problem-solving model.</i></p> <p><i>PS:B1.2 Understand consequences of decisions and choices.</i></p> <p><i>PS:B1.3 Identify solutions to problems.</i></p> <p><i>PS:B1.6 Know how to apply conflict resolution skills</i></p>	<p><i>Classroom guidance lessons, parents' nights, small groups, individual interventions, workshops.</i></p>	<p><i>Paper, pens, desks, chairs, tables, technology for presenting lessons.</i></p>	<p><i>60 students involved in fight and selected based in referral data.</i></p>	<p><i>Teacher feedback, Student surveys, parent surveys.</i></p>	<p><i>Decreased behavior referrals from last year to this year, and from first semester to second semester.</i></p>	<p><i>10/10/11-5/25/12</i></p>



# *Appendix E:*

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## *Peace Program:*

*Rationale*

*PBiS Link*

*PEACE Poster*

*Sample Lesson Plan*

*Power Point Presentation*

## *Rationale*

As a counseling staff we began implementing our 2011/2012 curriculum based on the school report card and the needs assessment collected from parents, teachers and students at the beginning of the year. However, sometimes events occur that require immediate response, intervention, and priority.

On October 1<sup>st</sup> 2011, there was a large fight during the freshman lunch. It involved some physical contact, much shouting and many derogatory words. Additionally there was throwing of food. This fight involved 56 students of the freshmen class, some who previously had no behavioral issues. Although freshmen were receiving the C.A.R.E.S. program there was a lack of conflict resolution skills as evident from this fight, referral numbers, and reports from teachers.

We acted quickly and decided it should be a priority to provide peer mediation lessons for all students. This program is called the P.E.A.C.E. program. All students received basic lessons in Peer mediation. Students involved in the fight received training in peer mediation, as well as small group counseling. Individual plans were created for students who were involved in the fight and had received many other behavioral referrals. This training was also given to the teachers so they could mirror conflict resolution in their classes. Throughout the school year, as based on data, behavioral referrals decreased, teachers reported students behaving better in classes. Most students who were involved in the fight and participated in the P.E.A.C.E program reported having better conflict resolution skills and most received few to none behavioral referrals for the remainder of the year.

**1. Please rate the overall impact on safety from events in the cafeteria from 10/31**

Very Low                      Low                      Moderate                      High                      Extremely High

**2. Please rate the class you feel is affected most from the events in the cafeteria on 10/31:**

- Freshman
- Sophomores
- Juniors
- Seniors

**3. Skills you think would be useful to students involved in this situation:**

- Assigned seating
- More cafeteria monitors
- Increase in communication skills
- More school cohesion
- Mediation skills
- Skills on how to deescalate from a fight
- I don't think any skills can help

**4. How much would you support a school wide campaign against fighting developed by the school counseling department?**

Very Low                      Low                      Moderate                      High                      Extremely High

<i>Distribution Method</i>	<i>Return</i>		
<i>Electronic, during staff meeting</i>	<i>83%</i>		
Survey Question	Data (baseline is above/		
<b>Please rate the overall impact on safety from events in the cafeteria from 10/31</b>	65% High	20% Moderate	15% Low
<b>Please rate the class you feel is affected most from the events in the cafeteria on 10/31</b>	70% Freshman	20% Sophomores	10% Juniors
<b>Skills you feel would be useful to the students involved</b>	52% Mediation Skills	28% Skills to deescalate fight	10% Cafeteria Monitoring
<b>Level of support for a school wide campaign</b>	51% Extremely High	19% High	30% Moderate

*The following is a diagram illustrating how Coolridge merges our PEACE model with PBiS.*

