



Ashland School District

Comprehensive
Guidance and
Counseling Program
Overview

To each seed, a place to grow

Last Reviewed Fall 2016

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THE OVERVIEW:

ASHLAND PUBLIC SCHOOLS COMPREHENSIVE GUIDANCE PROGRAM

The Ashland Public School District believes that the Comprehensive Guidance Program is an essential and integral part of the overall educational process kindergarten through grade twelve. The guidance staff includes certified school counselors as well as child development specialists (CDSs) that bring expertise from areas outside of the school setting. Ashland school counselors and CDSs make major contributions to the primary educational mission and Comprehensive School Improvement Plan of the District by providing all students with activities and services that facilitate and enhance their academic, career, personal and community development. Additional specialists including school nurses and youth advocates support the program through responsive services such as counseling, relationship building and health choices education. While Ashland guidance staff members are available to respond to the unique needs of each student, all students along with their parents receive the full benefits of the program's guidance activities and services at all levels, K-12.

MISSION

The mission of the Comprehensive Guidance and Counseling Program is to provide a network of supports to ensure each student gains the academic and interpersonal skills needed to pursue and achieve lifelong goals as productive, involved members of their communities.

PHILOSOPHY

Ashland School District's Comprehensive Guidance and Counseling Program:

- Addresses the needs of 100 percent of the student population;
- Is an integral part of the instructional program and the total educational experience;
- Includes structured activities based upon the needs of each student, including developmental, preventative, and remedial services;
- Provides accountability and continuous improvement through annual review of student progress;
- Includes appropriate professional development for all staff to

- maintain a quality program;
- Depends upon the support and collaboration of administrators, teachers, other school personnel, students, and the community;
- Is coordinated and implemented by site-based teams that may include counselors, administrators, teachers, other staff and education specialists;
- Supports a whole child approach to learning that ensures achievement, sense of purpose, connectedness and well-being.

The Guidance Program supports a whole child approach to learning that ensures achievement, sense of purpose, connectedness and well-being.

WHAT IS THE COMPREHENSIVE GUIDANCE PROGRAM

In the fall of 2003, the Oregon Department of Education combined with counselor/educators across the state to develop a framework for personalizing education to meet the needs of every student in each district. The Comprehensive Guidance program was developed to address each student's unique strengths and interests. The program includes the following goals: to help close the achievement gap, preparing students for the world of work, to support student achievement toward the acquisition of essential skills and diploma requirements, and to provide responsive services to students when critical incidents occur in their lives. These goals are directly aligned with the national standards as established by the American School Counseling Association's framework.

HOW ARE THE ACTIVITIES AND SERVICES OF THE PROGRAM ORGANIZED?

PROGRAM OVERVIEW

At the elementary level, the Comprehensive Guidance Program assists students in learning the skills and attitudes necessary to be successful. It emphasizes decision-making skill development and awareness and beginning exploration of future educational and occupational possibilities. The program also stresses self-concept development, personal responsibilities and the acquisition of skills in developing interpersonal relationships.

The Ashland Middle School Comprehensive Guidance Program focuses on the rapidly changing needs of developing adolescents, including improving student academic performance, student



attendance and promoting healthy decision-making. The Comprehensive Guidance Program at this level is especially sensitive to the struggles of middle school students for identity, for balancing the demands for academic, career, and social competence. The activities begun at the elementary level are continued. However, they are adjusted to fit the unique needs of middle and junior high school students. In addition, school staff work with students and their parents to develop education/career plans that cover graduation requirements and beyond. These plans take into account students' interests, abilities, and educational and career goals.

Building on the goals of the elementary and middle school, the Guidance Program at Ashland High School assists students in becoming responsible adults who can develop realistic and fulfilling life plans based on clear understandings of themselves and their needs, interests, and skills. The Counseling Center assists students in the transitions to high school and adult life by supporting academic and career planning, fostering personal and social development and providing opportunities for advanced learning. Community partnerships extend the services of the Counseling Center by offering students opportunities like gaining college credit at Southern Oregon University and Rogue Community College through the two-plus-two program. The Counseling Center is an active force in helping students learn the skills of decision-making, career planning, working with others, and taking responsibility for their own behavior.

WHAT KNOWLEDGE AND SKILLS DO STUDENTS ACQUIRE?

The Comprehensive Guidance Program provides all students with regular opportunities to acquire a solid foundation of knowledge and skills based on the Oregon Comprehensive Guidance and Counseling Framework. The Oregon framework addresses four domains:

Learning to Learn (Academic) - includes skills, knowledge, and attitudes that prepare students to participate fully in the formal school curriculum, achieve high academic standards, and be lifelong learners.

Learning to Work (Career) - includes skills, knowledge, and attitudes that prepare students to plan their education and career paths and manage their careers and work life through personal transitions and economic change.

Learning to Live (Personal/Social) - includes skills, knowledge, and attitudes that prepare students to build, maintain, and nurture relationships with others and to survive and prosper in an increasingly complex world.

Learning to Contribute (Community Involvement) - includes skills, knowledge, and attitudes that prepare students to be involved community members and citizens.

Throughout this document, these concepts are also presented as academic, career, personal/social, and community involvement domains.

PROGRAM STRUCTURE: FIVE PROGRAM COMPONENTS

Ashland School District's Guidance and Counseling Program addresses the four domains of academics, career, personal and social development, and community involvement through activities and services in five key components:

Guidance Curriculum – large structured group and classroom presentations

Individual Planning – appraisal, educational and occupational planning, and placement

Responsive Services – individual counseling, small-group counseling, consultation, and referral

System Support – communication and program coordination, professional development, shared responsibilities, staff and community relations, district advisory committees, community outreach, evaluation and accountability, school-community guidance advisory committee

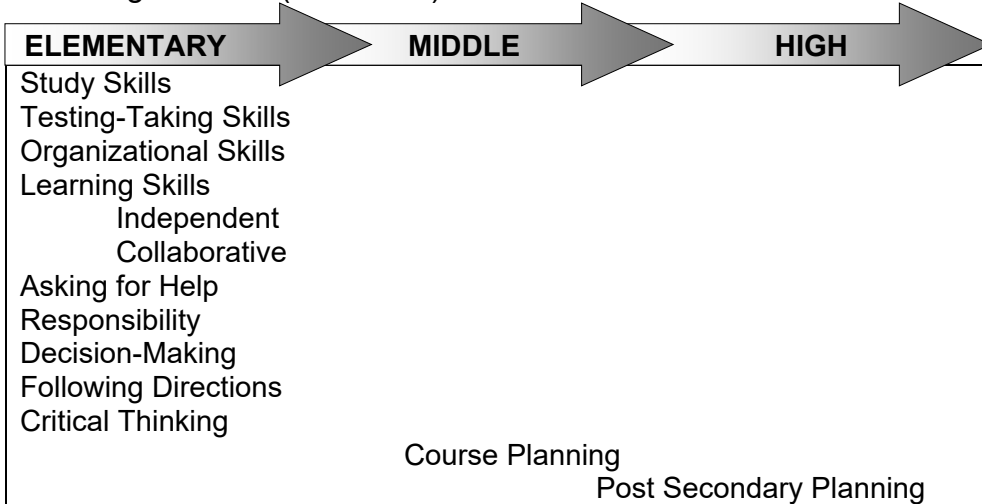
Student Advocacy - advocacy activities to assure educational equity regardless of race, gender, ethnicity, national origin, or any other factor that might separate a student or group.



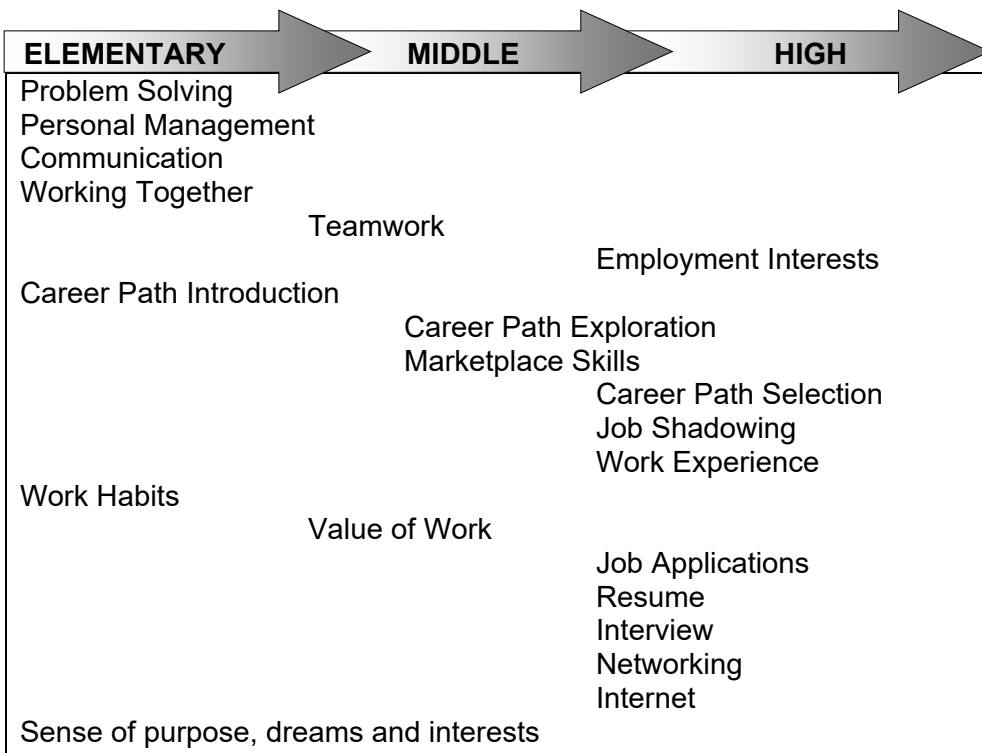
GUIDANCE CURRICULUM

The Guidance Curriculum consists of activities presented through the classroom and structured groups K-12. The curriculum is organized around the four domains: academic, career, personal/social, and community involvement. Ashland guidance staff members work closely with teachers to organize and implement the curriculum at all levels. Examples of topics covered in each area in elementary, middle and high school follow:

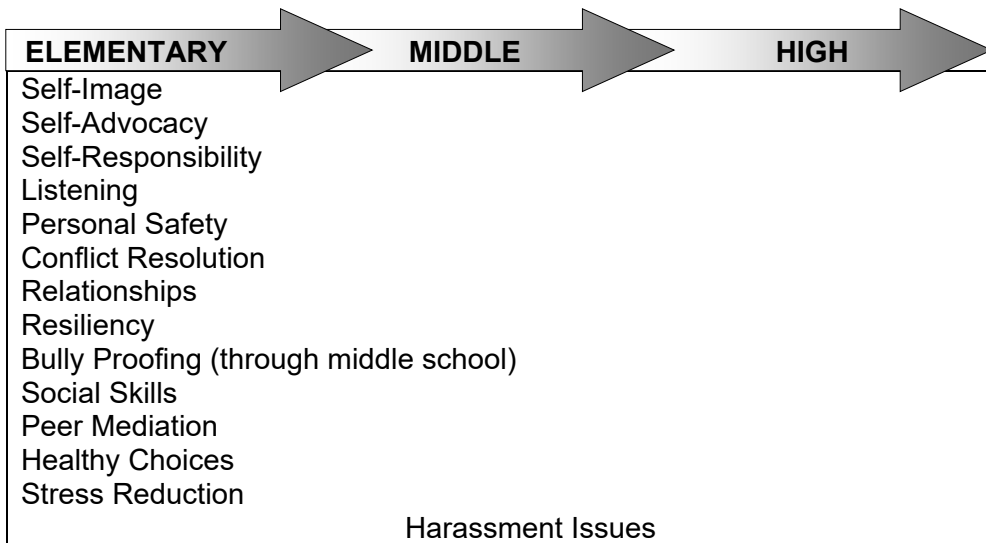
Learning to Learn (Academic)



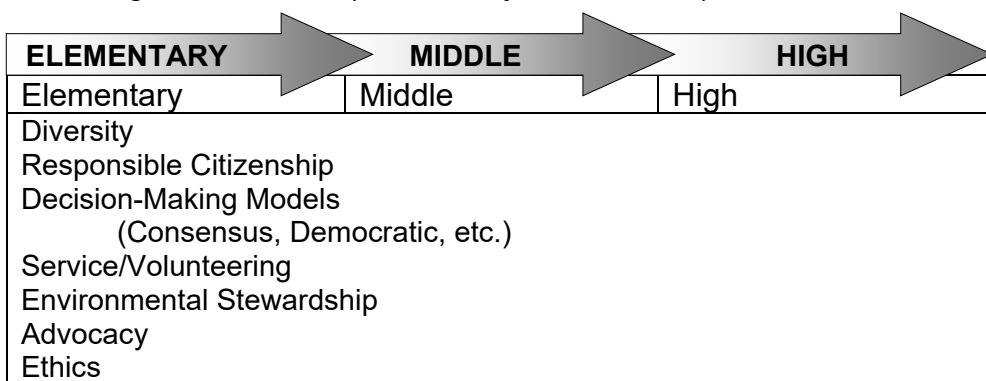
Learning to Work (Career)



Learning to Live (Social Skills)



Learning to Contribute (Community Involvement)



INDIVIDUAL PLANNING

In the individual planning component, guidance staff and teachers work closely with students and parents to assist in planning, monitoring, and managing their own learning as well as their personal and career development.

Within this component, students, in collaboration with parents/guardians, evaluate their educational, occupational, and personal goals and develop individual education/career plans beginning no later than seventh grade. The activities in this component are planned and directed by guidance staff and teachers. Activities are generally delivered on an individual basis or by working within small groups. The focus is on individual and personalized next-step planning by each student. Individual planning is implemented through the following strategies:



Individual appraisal: Guidance staff and teachers work with students to help them analyze their abilities, interests, skills, and achievement. Test information and data form one basis for developing immediate and long-range plans with students. Parents, students, teachers and counselors share data-informed conversations and set individual student goals for the future at all grade levels.

Elementary	Middle	High
Parent-Teacher Conference	Parent-Teacher Conference Informal Interest Inventories Work Skills Assessments Values Inventories	Parent-Teacher Conference Informal Interest Inventories Work Skills Assessments Values Inventories

Educational and Career Planning: Guidance staff and teachers work with students individually to use personal/social, educational, career, and labor market information in developing each student's goals.

Ashland Schools has adopted the Career Information Service (CIS), a web based future planning portfolio tool by the Oregon University Systems. All students in grades 7 – 12 use CIS to create portfolios as part of their classroom learning and individual guidance work. Starting in 7th grade, students develop individual career exploration portfolios that they keep over time. As part of this, ninth graders develop a four-year high school plan that takes into consideration their career interests, graduation requirements, and educational goals, as well as their academic ability.

Parents, students, teachers and counselors share data-informed conversations and set individual student goals for the future at all grade levels.

The involvement of students, parents, and school in planning is critical. CIS portfolios are available to parents and students through the PowerSchool login. If you move, you may continue to have access to your child's portfolio by transferring the account to your child's new school or directly through the CIS interface. Your school's office staff can assist you.

Transition Planning: Guidance staff and teachers assist students in making the transition from school to school, school to postsecondary education and school to career.

	Elementary	Middle	High
School to School	Course Selection		
	Building Orientation		
	Building Expectations		
School to Postsecondary and School to Career	Interest Assessments		
	Intern/Apprenticeships		
	Resumes/Applications		
	CIS MyPlan		
	Postsecondary School Selection		
	Financial Aid/Scholarships		

RESPONSIVE SERVICES

Responsive services in Ashland School District consist of activities designed to meet immediate needs and concerns of students requiring counseling services and support to students, staff and parents. Student academic success can be significantly impacted by social and emotional issues. School counseling professionals work on behalf of every student to address their immediate needs, concerns or problems that may interfere with their academic, career, or personal/social development. Counseling staff determines the reasons why students are struggling and assists in identifying ways in which staff can help them be more successful. This guidance component is available to all students and is often student-initiated. Teachers and parents may also refer students for assistance. While school counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for successful implementation. Responsive services are intended to improve the overall learning environment and are delivered through these strategies:

Consultation:

As a consultant, school counselors may confer directly with teachers, parents, administrators, and other helping professionals to assist students in the school setting. They may help others assist students in dealing more effectively with developmental or adjustment needs. School counselors consult with many individuals about students' concerns or progress. Examples of consultation topics include the following:



Parents	Teachers and Other Educators	Community Agencies
<ul style="list-style-type: none"> ▪ Academic Performance ▪ Behavior ▪ Student Mental Health Support ▪ Parenting Skills ▪ Educational Plans 	<ul style="list-style-type: none"> ▪ Academic Performance ▪ Teaching Techniques ▪ Social Skills ▪ Behavior ▪ Classroom Management 	<ul style="list-style-type: none"> ▪ Student Behavior ▪ Academic Performance ▪ Family Issues ▪ Emotional Issues ▪ Educational Programs ▪ See community resource page (page 25)

Individual/Crisis Counseling:

School counselors work individually with students expressing difficulties dealing with relationships, personal concerns, or typical developmental issues. Individual support helps students in identifying problems, causes, alternatives and possible consequences so that appropriate choices can be made.

School counseling is not mental health therapy. School counselors provide individual supports to help students navigate the emotional and social pathways of school so they can focus their energy on learning. School counselors are often the first point of contact for children with more serious mental health needs. When school counseling is not enough, counselors may assist you or your child in seeking outside resources that can help with acute or long-term mental health needs.

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Examples of individual support topics include the following:

Personal	Behavioral	Academic	Crisis
Self-concept Personal Hygiene Family Friends Divorce Death Grief Personal Identity Stress Social Skills Goal Setting Problem Solving	Self-esteem Anger Control Substance Abuse Violence	Performance Incomplete Work Goal Setting Tardiness Study Habits Truancy Absences	Counseling Referral

Small Group Counseling:

Counseling is provided on a small group basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks. Small group counseling assists students in identifying problems, causes, consequences, and alternatives so that appropriate behaviors are developed. Examples of group topics provide for students in small groups are as follows:

Socialization	Career Exploration	Stress Management
Divorce	Self-control	Children of
Dealing With Grief	Attention Deficit	Alcoholics
Study Skills	Disorder	New Students
Girls Group	Academic	Eating Disorders
Boys Group	Achievement	Substance Abuse
	Healthy	
	Relationships	
	Social Skills	
	CIS	

Referral:

Referrals to outside providers are made when the student’s needs or issues are beyond the scope and impact of a school guidance program. School counselors and/or outreach counselors make parents aware of a variety of referral sources available to them. School counselor may suggest alternative sources by asking parents if they have considered additional help for their children. School counselors may suggest services that are available to the parent and/or the child through such organizations as mental health services, employment and training programs, vocational rehabilitation, juvenile services, and social services.

SYSTEM SUPPORT

System Support consists of management activities that establish, maintain, and enhance the total Comprehensive Guidance Program. This component is implemented through activities in the following areas:

Communication, Program Coordination: Guidance staff members serve as content experts and resources to build school level understanding of the program goals, content, and implementation strategies. They oversee the implementation of the program plans, coordinate content within the school and participate



with other staff to ensure the articulation of program goals between schools.

Professional Development: Guidance staff members continually update their professional knowledge and skills through in-service training, professional networking, research and collaboration. Further, they are involved in planning and implementing relevant professional development opportunities for all school staff.

Shared responsibilities: Every staff person in our schools has an impact on student well-being. Each adult in the school is expected to build positive relationships with students and serves as an educator regardless of their job title. Additionally, a number of school programs directly support student growth in the guidance and counseling domains including the regular classroom, clubs, sports, community service activities and event support opportunities.

Staff and community relations: Guidance staff members orient other school staff and the community to the District's Comprehensive Guidance Program through school newsletters, local media, and school/community presentations.

District advisory committees: Guidance staff members serve on or provide input to a host of decision-making committees in the district including district improvement planning, site councils, curriculum, safety, crisis response and others.

Community outreach: Activities are designed to help counselors gain knowledge about community resources including referral agencies, post-secondary schools and the local labor market. Guidance staff may visit local businesses, colleges and service agencies to build partnerships that serve students.

Evaluation and accountability: Guidance Staff work with school teams to review student data, determine program impact and plan effective interventions at the student, school and district levels. Age-appropriate data sources are reviewed at regular intervals. Combined with experience, intuition and the collective wisdom of informed, caring adults, data serves as a dynamic indicator of success and a compass for creating healthy students and schools.

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School/Community Guidance Advisory Committee: The School/Community Guidance Advisory Committee provides a connection between the school and community partners that helps to guide and build the program, including parents. The Advisory Committee is made up of parents, teachers, guidance staff, and community members who provide support, offer program input, review present guidance activities and services, and suggest new activities and services when needed to meet the needs of students.

STUDENT ADVOCACY

Student advocacy is an essential function of the Guidance and Counseling Program. Advocacy for educational equity makes certain that each student has the opportunity to benefit from his or her education, regardless of race, gender, ethnicity, national origin,

*Student Study Team (SST)
Child Study Team (CST)
Teacher Student Study Team (TSST)
Are all just different names for a
group of school professionals that
review and respond to student needs.*

or any other factor that might separate a student or group. The Guidance and Counseling Program works proactively with students and their parents to remove barriers to learning, foster informed decisions and create pathways to success.

Teacher Student Study Teams (TSSTs) occur at each school to examine school-wide indicators of student success, identify students who are having difficulties and work collaboratively to problem-solve. TSSTs ensure equitable access and opportunity for each student through thoughtful review of data, identification of concerns, development of effective interventions and resource gathering to support success in school programs and transition to adult life.

Teachers and other staff members participate in in-service activities to develop the skills to address the special needs of students. Sensitivity to issues of gender, sexual orientation, social and economic status, ethnicity and race, language and religion are addressed. Program staff may connect with professionally-trained special needs personnel to ensure the participation of special needs students in guidance and counseling activities.

Identified areas of student needs include but are not limited to:

- Academic disadvantage
- Economic disadvantage
- English language learners
- Students with disabilities
- High achieving students
- Students from diverse cultural backgrounds
- Students in juvenile justice or corrections programs
- Students at risk of dropping



- Single parents and single pregnant women
- Students preparing for non-traditional employment or training
- out
- Sexual orientation
- Other barriers to educational achievement
- Homeless children
- Any student in need of support

WHAT ETHICAL STANDARDS GOVERN THE WORK OF THE ASHLAND PUBLIC SCHOOL COUNSELORS AND GUIDANCE STAFF?

Ashland Public School District school counselors' professional work is governed by the ethical standards of the American School Counselor Association, Oregon School Counselor Association and the American Counseling Association. These guidelines state that Ashland school counselors have certain responsibilities to students, parents, colleagues and professional associates, the school and community, and to self.

Counseling is a profession that focuses on the relations and interactions between students and their school environment with the expressed purpose of reducing the effect of environmental and institutional barriers that impede student academic success.

Professional school counselors are advocates for students as well as leaders, collaborators and consultants for parents and staff.

Included in the ethical standards are the following guidelines:

- Each person has the right to be respected, be treated with dignity and have access to the comprehensive counseling program.
- Each person has the right to receive information and support as they move toward independence.
- Each person has the right to understand the impact and meaning of their educational choices and how they may affect their future.
- Each person has the right to privacy and to confidentiality as the ethical standards apply in a school setting.

Further explanation of these responsibilities can be found in the Ashland Public School Comprehensive Counseling and Guidance Procedural Handbook.

SUMMARY

The Ashland Public Schools' Guidance Program focuses on all students and is preventative as well as remedial in nature. While guidance staff members respond to the unique needs of individuals, the guidance program encompasses schoolwide and districtwide learning activities that enhance knowledge and skills in career planning and exploration, self-awareness and interpersonal relationships, educational/vocational development and community involvement. Proficiency in these areas means that each student moves into adult life with knowledge of their strengths, a sense of purpose, the ability to relate well to others and a feeling of connectedness within personal relationships and broader communities – aspects that are the earmarks of successful, fulfilled adults.

Guidance staff members are assertive advocates creating opportunities for all students to nurture dreams of high aspirations. The counselor assists students in their academic, social, emotional and personal development and helps them to define the best pathways to successfully achieve their dreams.





AHS PROGRAM AND RESOURCES

Learning to Learn (*Academics*)

FOR ALL LEARNERS

Test Review: Review and interpret student's test scores including PSAT, ACT, SAT and state assessments. Use test scores in setting post-high school goals including post-secondary education options, work preferences, college applications and financial aid processes.

Test Review Course Planning: Work with students, parents and teachers to develop four year academic plans

Placement: Assist in program placement decisions based on student needs: Wilderness Charter School, Catalyst Alternative Program, SAEJ program, and the Continuation Center, which offers the following programs: Night School Credit Retrieval, G.E.D., and alternative diploma.

FOR INTERVENTION

Teacher/Student: The Teacher Student Study Team (TSST) is comprised of counselors, therapists, health care professionals and administrators and meets weekly to coordinate services to youth who are at risk of academic failure due to social, emotional or physical problems. Students can be self-referred, or referred by teachers, parents, or peers.

Students With Disabilities: Ashland High counselors coordinate educational access and service plans for students that qualify under the Americans with Disabilities Act, Section 504.

Special Needs Planning: Counselors are available to participate in planning for any student including:

Students in Special Education

Talented and Gifted Students

Students who speak English as a Second Language

Learning to Work (*Career Education*)

FOR ALL LEARNERS

Personal Education Plan: Ashland High School uses the Career Information System (CIS), a web-based application, to coordinate development of Personal Education Plans (PEP) for all students in 7th – 12th grade. Plans include career exploration, skills and interest inventories and other activities to help students plan for adult life.

Career and College Resource Room: Provides a central

place for students to do post-high school planning. Augments schoolwide efforts to develop Personal Education Plans using the CIS and Bridges web-based applications.

Career Related Learning Standards (CRLS): Counselors will work with classroom teachers to help students develop a personal education plan (PEP) and meet Career Related Learning Standards (CRLS) in the areas of personal management, teamwork, problem-solving, communication, employment and career development.

FOR INTERVENTION

ASPIRE program: Students may seek a mentor who will work in cooperation with the counseling department to assist with post-high school plans.

Learning to Live (*Personal/Social Skills*)

FOR ALL LEARNERS

Health Center Services: Ashland High School and Jackson County Health Department work together to maintain a full-service student health center on campus.

Fresh Start Program: The Fresh Start program trains upperclassmen to be counselors at an overnight two-day retreat that incoming freshmen students attend prior to beginning classes at the high school.

Freshman Orientation: A comprehensive freshman and parent orientation takes place during the end of eighth grade and the beginning of freshman year at the high school.

FOR INTERVENTION

District Service Network Team (DSNT): Ashland High School participates in the DSNT, a multi-agency resource coordination and intervention planning group for students. Resources available include community health and mental health providers, law enforcement and the Department of Human Services in Jackson County.

Learning to Contribute (*Community Involvement*)

FOR ALL LEARNERS

Senior Project: Part of the Ashland High School graduation requirement is 100 hours of service learning, which can include community service, internship or part-time employment.

School Resource Officer: Ashland High School and the Ashland Police Department jointly provide a School Resource Officer to assist with criminal offenses and serious discipline issues on campus. School Resource Officers work proactively to build positive relationships with students that



keep them moving forward.

School Clubs: Ashland High School offers numerous clubs and organizations that promote service to its peers and the community at large. Some examples are the National Honor Society, the Interact Club, and the Key Club. Contact your counselor for more information.

FOR INTERVENTION

Natural Helpers Program: The Natural Helpers Program trains students in peer-helping skills.

SADD and REACH Clubs: The SADD and REACH clubs promote healthy, safe lifestyle choices for middle and high school students.

AMS PROGRAM AND RESOURCES

Learning to Learn (*Academics*)

FOR ALL LEARNERS

Comprehensive middle school

FOR INTERVENTION

Partnering with teaching teams to support students at risk for school failure

Learning to Work (*Career Education*)

FOR ALL LEARNERS

Grade 7-8 personal plans (CIS)

Career exploration

Interest inventories

FOR INTERVENTION

Students and the Law Group: For students who have had some contact with the criminal justice system. Students process decision making, look for meaning in relationships, discuss drug and alcohol use, and visit to the Oregon Youth Authority State Prison in Grants Pass.

Girls Support Group: The girls work collaboratively with a professional artist from the “Briscoe Art Wing.” This enriching group experience provides knowledge of materials, strengthens social skills, and offers students a personal themed journal of their own. The group typically includes 8 – 10 students and runs for 6-7 weeks.

Learning to Live (*Personal/Social Skills*)

FOR ALL LEARNERS

- Anti Bullying Classroom Presentations
- Positive Behavior Support System
- Parent Education
- Immunizations and Health Screenings
- Individual Counseling

FOR INTERVENTION

- Direct Services Network Team
- Critical Incident Stress Management and Crisis Response
- Violence Risk Assessments
- Drug and Alcohol Assessment
- Mental Health Assessments/Counseling and Referrals
- First Aid/Emergency Care
- School Management of Chronic Health Conditions
- Medication Management

New Students Groups: Typically for sessions with students new to Ashland. Students processing their feelings about their recent move, their likes, dislikes, and what they miss most. Emphasis on making positive connections at AMS.

Confidence Building: Seven to ten students meet weekly to focus on developing friendships and making connections at AMS. This group seeks to identify, recognize and enhance the unique talents of each student.

Boys to Men Group: A local men's group runs the Boys to Men weekend program. Through donations and grants we are able to send a number of students on weekend retreats each year.

Healthy Students Group: Education on physical and mental health issues including nutrition, stress reduction and activities that support a healthy lifestyle. Students develop their own personal goals and work towards achieving them during the group.

Body Image Group: Includes 8-10 students who meet weekly. The curriculum covers self-image, decision-making, communication, goal setting and self-care.

Stress Reduction Group: A stress reduction group for up to 10 AMS students who are experiencing school anxiety or phobia. **Children of Alcoholics Group:** The COA group meets for an hour once a week. The group focus is on conflict resolution within the family, peer relationships, alcohol and



drug education, and family/peer communication skills. The group includes 8-10 students and runs for a seven-week period.

Boys Support Group: The boys support group is for boys ages 12-14 and meets once a week. The group focus is on alcohol/drug education, peer relationships, self-esteem issues, behavioral issues, conflict resolution, and bullying. The group runs for an eleven-week period and typically includes 5-8 students.

Grief and Loss Group: This group is co-facilitated by a school nurse and a Winter Springs volunteer designed for students that have experienced a significant loss in their life, family member, friend, etc.). Education on grief and loss, activities designed to offer support and assist students to acknowledge and cope with the issues they face surrounding grief and loss. Follow-up services are provided for participants throughout the year.

Learning to Contribute (*Community Involvement*)

FOR ALL LEARNERS

Service learning opportunities

FOR INTERVENTION

Individual opportunities based on student need and interest

Student Health Services Supported by Ashland Community Hospital

- First Aid/Emergency Care
- School Management of Chronic Health Conditions
- Medication Management
- Immunizations and Health Screenings
- Mental Health Assessments/Counseling and Referrals

ELEMENTARY PROGRAM AND RESOURCES

Learning to Learn (*Academics*)

FOR ALL LEARNERS

- General curriculum
- Instruction in study skills, test-taking skills, organizational skills, learning skills, collaborative and independent learning skills, listening skills, asking for help, decision-making, and following instructions,
- Guest Authors
- Exploratories
- Artist in Residence
- Projects made possible by Ashland Schools Foundation
- Level-based reading groups
- Tri-annual reading assessments
- Science Fair
- Curriculum Night

FOR INTERVENTION

- Academic support groups
- Individual support
- Behavior Plans and RTI
- Student Study Teams
- SMART Reading Program
- Special Math Club

Learning to Work (*Career Education*)

FOR ALL LEARNERS

- Attendance Incentives
- Visits by professionals
- Fire Department speakers
- Field Trips
- Pretend Post Office
- Fund raising for class trips and projects

Learning to Live (*Personal/Social Skills*)

FOR ALL LEARNERS

- PBS (Positive Behavior Supports)
- Diverse Assembly Experiences
- Community Dinners and Events
- Halloween Dinner
- Talent Show
- Dance Night



- YMCA
- Second Step Curriculum
- Classroom Bullying Lessons
- Nurturing Curriculum
- Everyday in the classroom - ongoing social skills development
- Parent/Teacher Conferences

FOR INTERVENTION

- Friendship Groups
- Changing Family Groups
- Grief Groups
- Problem-solving meetings
- SST meetings

Learning to Contribute (*Community Involvement*)

FOR ALL LEARNERS

Community services activities that include but are not limited to:

- Gift collecting
- Pennies for Peace
- Fifth grade buddies (Paired with younger students)
- Canned food drive
- Songs, cards and visit to rest home
- Cards to soldiers
- Spruce up the school day
- Class jobs

FOR INTERVENTION

Individual opportunities for leadership, service or connectedness:

- Community service (Weeding and helping in the library)
- Assisting our custodian
- Helping in the cafeteria
- Classroom service (Various jobs)

COMMUNITY RESOURCES

ACCESS	779-6691	Rental assistance, food boxes, etc.
Butler Fund	482-0517	Utility assistance
Community Health Center	482-9741	Low cost medical care
Community Works	779-2393	Domestic violence, parenting classes, teen services, youth support programs
Interfaith Care Community of Ashland	488-3886	
Jackson County Health Department	774-8209	
La Clinica del Valle	535-6239	Health care
On Track Groups and Services	772-1777	Drug and alcohol counseling support
Oregon Health Plan	1-800-359-9517	
South Valley Community Human Services	482-2041	Family financial and medical assistance programs
Southern Oregon Child Study Treatment Center (SOCSTC)	482-5792	Counseling support services
St. Vincent de Paul	482-1146	Rent, utilities, emergencies
Teen Line	779-Teen (8336) 1-800-201-8336	Teen help line
Winter Springs	772-2527	Grief and loss
YMCA	482-9622	Recreation and child care