

# NEW URBAN HIGH SCHOOL



## CURRICULUM GUIDE



# LANGUAGE ARTS

## **English 9, 2 trimesters**

English 9 integrates the study of composition, language, literature, and reading. Students read and write regularly. Grammar, vocabulary, and study skills are implemented through the reading and writing. Students read and respond to a variety of literary genres and develop essays through all stages of the writing process.

## **Creative Writing (Gr. 9), 1 trimester**

In this class, students build reading and writing skills. Students analyze the writing styles and literary elements in novels and apply this knowledge to their own writing. Each student creates a series of sensory poems and third-person narratives, and publish their work on websites and in zines.

## **English 10, 2 trimesters**

This is an English 10 course that has a strong focus on reading comprehension and analysis. We will read novels/articles of our choice, as well as a class text ([Letters from My Mother, Daniel Half Human](#)). We will use a variety of techniques while reading: reading logs and journals, partner work, table work, and whole-class discussions. Our task is to focus on the strengths we have as readers and students, and how we can build on those strengths. Writing tasks will focus on enhancing our reading skills as well as allowing us to find ways to express ourselves creatively.

## **Contemporary Literature (Gr. 10), 1 trimester**

In this 10th grade-levelled course, we will continue focusing on our reading comprehension, accuracy, and analysis, but focus our gaze outwards as we answer the question “what impact do I have on the world?” We will use a variety of techniques while reading: reading logs and journals, partner work, table work, and whole-class discussions. We will focus primarily on informational reading, but with shorter literature (poems, short stories, graphic novels, scenes from plays, etc...) thrown in. Writing tasks will focus on enhancing our reading skills as well as allowing us to find ways to express ourselves creatively.

## **English 11: Coffee House Integrated Project Class, 2 trimesters**

This course is a language-arts-based course that is one-half of the Coffee House cohort. The other half is the chemistry course taught by Ms. Fengler. First trimester, we will be focusing on the food industry and how we can make decisions to be more personally sustainable by asking questions about where our food comes from, and how we can engage positively with our agricultural system. Next trimester, we will focus on environmentalism and Bio-Diesel, discussing ways in which we can be sustainable in our local community. We will complete a variety of informational and literary readings, formal writing via Google Class, informal writing, and speech and discussion activities.

### **Poetry & Literature (Gr. 11): Coffee House Integrated Project Class, 1 trimester**

This course is a language-arts-based course that is one-half of the Coffee House cohort. The other half is the chemistry course taught by Ms. Fengler. Trimester three, we will study the coffee industry and ways we can be globally sustainable by supporting fair trade and the decisions entrepreneurs make when creating a business. We will complete a variety of informational and literary readings, formal writing via Google Class, informal writing, and speech and discussion activities.

### **Senior Cohort: English 12 & Advanced English Composition, 3 trimesters**

The senior cohort is designed to help students through the transition from one focus (high school) to another (work, college an apprenticeship, etc.). It allows students the opportunity to explore themselves (dreams, skills, the type of person he/she is constantly working to become), the world of employment, post-high school options, finances, and a career field of interest. The senior cohort combines a student's interests, vision for their future, their academic skills and knowledge and will help them make professional connections.

The cohort is a combination of senior internship and senior English. The three-trimester course addresses the state standards for career related learning and language arts. Students write research papers about themselves; conduct and present career research using technological tools; apply for colleges, FAFSA and scholarships; learn about apprenticeships, gap years, military enlistment, starting a business and getting a living-wage job; write a detailed 5 year plan and back up plan; develop a portfolio; complete a 60 hour internship; read classic and contemporary literature; write expository, narrative and persuasive papers and speeches; and present their year-long experience to a panel of school staff, program alumni and community members.

### **Journalism**

In this course students build reading, writing, speaking, listening and analysis skills. Students create editorial reviews and news articles, and slowly build their skills over the trimester by completing an article each week, reviewing feedback from the teacher, and applying that feedback to the next article. All students begin the class interviewing peers and integrating the information into news articles. Later, each student selects a focus for their weekly articles and publish a zine (homemade magazine) with a focus and a theme.

# MATH

## **Pre-Algebra, 1 trimester (elective credit)**

Pre-Algebra offers students the foundational skills necessary to successfully navigate high school math courses as well as develop confidence and a growth mindset in their ability to tackle new math concepts. Students will review adding, subtracting, multiplying and dividing rational numbers as well as an introduction to variables, and balancing and solving simple equations. Students will also learn the fundamentals of plotting points on a graph as well as graphing linear equations. Finally, students will apply mathematical models to real world and story problems.

## **Algebra 1, 2 trimesters**

Algebra 1 begins with the basic skills of solving equations and simplifying expressions before an in-depth look at linear equations, including their graphs and applications. An introduction to the topic of functions leads into a study of exponential and quadratic functions, including work on essential skills such as simplifying using exponent laws and solving quadratic equations by factoring.

## **“GeomArtry”: Geometry/Art Exploration Project Class, 2 trimesters**

Geometry courses focus on the building blocks and properties of geometric figures. Topics include measurement, properties and relationships of points, lines, planes, angles, triangles, quadrilaterals, basic polygons, the coordinate plane, midpoint and slope, properties of circles, area, transformations and tessellations, constructions, Pythagorean theorem, right triangle trigonometry, scaling effects, properties of three dimensional figures, volume, similarity and related applications. This course is co-taught with art exploration so that students have a creative outlet to apply the geometry concepts they learn in class.

To be eligible to enroll in this class, students must have one full credit of Algebra 1, or teacher approval.

## **Integrated Algebra, 2 trimesters**

This course provides a review of concepts covered in Algebra 1 and Geometry and extends student knowledge of topics covered in these classes with the intent of better preparing students for Algebra 2. This course is intended for students that have completed Algebra 1 and Geometry, but will benefit from review and/or a slower pace or have not been enrolled in math classes continuously. To be eligible to enroll in this series of courses, students must have at least one full credit in Algebra 1 and Geometry, or teacher approval.

The topics covered in Integrated Algebra 1.5a include, ratios, proportions and percents, geometric concepts such as perimeter area and volume, identifying and solving single variable equations and inequalities, identifying graphing and manipulating linear equations, and the related applications. non-linear relations and functions including absolute value, rational, exponential, logarithmic, quadratic and polynomial relations, rational exponents, complex

numbers, probability and statistics, the Pythagorean theorem, right triangle trigonometry, and related applications.

### **Integrated Algebra, 2 trimesters**

This course is meant to build algebra readiness for Algebra 2. Students who take this course will have passed both Algebra and Geometry and need a 3rd year math course to complete high school graduation requirements. Work samples and state testing opportunities will be given throughout the year. Topics studies in this course will include linear, quadratic, and exponential functions, introduction to trigonometry, statistics, and geometry.

### **Algebra 2: Math/Science Project Class (Algebra 2/Physics), 2 trimesters**

Algebra 2 builds off concepts discussed in Algebra 1 and Geometry and fulfills the requirement for 4 year college admission. Topics include integer exponents, simplifying numerical and variable expressions, identifying graphing and manipulating linear relations, using and understanding graphing utilities, functions, function notation, inverses and related applications, rational exponents, complex numbers, solving graphing and manipulating non-linear relations and equations including radical, rational, exponential, logarithmic, quadratic and polynomial relations and equations, key features of graphs, use and understanding of graphing utilities, Pythagorean theorem, right triangle trigonometry, radians, the unit circle, normal distribution, standard deviation, surveys, sampling, bias, use and understanding of graphing utilities, and related applications. To enroll in this class, students must have at least one full credit in Algebra 1 and Geometry, or teacher approval.

This course is co-taught with physics so that students can see the relevance of material in real-life relationships and patterns.

### **Statistics and Probability, 1 trimester:**

In this class students will complete an in-depth study of statistical analysis determining the probability that a "real" event will occur. Students will also develop a financial plan for themselves using mathematical modelings, that is both realistic and offers them the best chance at success. Students will also retirement, and look at the use of mathematical models in the marketplace and in a field that is of interest to them.

## **SCIENCE**

### **Physical Science, 2 trimesters**

An introductory course designed to allow students to explore the basic concepts of physical science. This course introduces the general principles of experimental science/the scientific method, physics and chemistry. Topics include measurement, density, Newton's laws of motion, heat, thermodynamics, matter, chemical and physical reactions. Upon completion, students should be able to demonstrate an understanding of the physical environment and be able to apply the scientific principles to observations experienced. Students will be encouraged to explore the relationship between science and everyday life. Students use their scientific inquiry skills to collect, organize, display, summarize, analyze, and interpret data, and propose and communicate explanations supported by data. Students practice technical writing, use multiple types of technology, create visual presentations, and work in collaborative teams

### **Biology/Health Project Class, 2 trimesters**

This course is a two-term survey course of the basic concepts of biology, and it is aligned with the current state standards for life science. Term 1 will focus on Biochemistry and Heredity. Term 2 focuses on Evolution and Ecology.

### **Physics: Math/Science Project Class (Physics/Algebra 2), 2 trimesters**

This course is a 2 term survey course of the basic principles of physics. The first term is focused on motion, momentum, forces, gravity, and conservation of energy. The second term is focused on heat and temperature, sound and light, waves, and electricity and magnetism. This course is co-taught with Algebra 2 so that students can understand how math is used as a tool to further understand and represent the relationships they discover in class.

### **Culinary Chemistry: Coffee House Integrated Project Class, 1 trimester**

This one-trimester course focuses on the fundamental elements of chemistry. Topics include atomic structure, the Periodic Table, physical and chemical properties of compounds, the law of conservation of mass, types and strengths of bonds, and chemical reactions. Food and carbon-based molecules are the platform by which all topics are introduced and understood. Students use their scientific inquiry skills to design an investigation, collect, organize, display, summarize, analyze, and interpret data, and propose and communicate explanations supported by data. Students practice technical writing, use multiple types of technology, create visual presentations, work in collaborative teams, and participate in cross-curricular projects. They evaluate and relate chemistry's role in food.

### **Chemistry: Coffee House Integrated Project Class, 2 trimesters**

This year-long course focuses on the fundamental elements of chemistry. Topics include atomic structure, the Periodic Table, physical and chemical properties of compounds, the law of conservation of mass, types and strengths of bonds, and chemical reactions. Students use their scientific inquiry skills to design an investigation, collect, organize, display, summarize, analyze, and interpret data, and propose and communicate explanations supported by data. Students

practice technical writing, use multiple types of technology, create visual presentations, work in collaborative teams, and participate in cross-curricular projects. They evaluate the impact of human activities on their environment and society.

### **Anatomy & Physiology, 2 trimesters**

This course focuses on studying the structures and functions of the human body. Students will also become familiar with general anatomical terms. The units are broken down into organ systems. These include: integumentary, skeletal, muscular, circulatory, digestive, respiratory, nervous, endocrine, immune, excretory and reproductive systems. In addition to specific anatomy, students be able to describe diseases that affect each organ system.

## **SOCIAL STUDIES**

### **World History: Part I & Part II, 2 trimesters**

This class is designed to offer Social Science credit. The 1.0 credit class is two terms long and is a graduation requirement. World History is an exploration of Immigration, Migration, Genocide, Imperialism, Colonialism, Berlin Conference, Militarism, World War I, the Russian Revolution, The Treaty of Versailles, the 1920's, The Great Depression, the rise of Hitler and Stalin, World War II, Japanese Internment and the Atomic Bomb. Geographic topics include resources, cultures, maps and charts. Students will be expected to do research on issues and use materials from various perspectives. The students are required to complete two formal essays and present the information using multimedia. The course will have a weekly assignments and a Midterm and Final Exam.

### **U.S. Government, 1 trimester**

This class is designed to offer Social Science credit. The 0.5 credit class is one term long and is a graduation requirement. The government topics include: the three branches of government, citizenship, constitutional issues, federalism, civil rights, the political spectrum and the United Nations. The economic topics include capitalism and other economic systems. Students will be expected to do research on issues and use materials from various perspectives. The students are required to complete two formal essays and present the information using multimedia. The course will have a weekly assignments and a Midterm and Final Exam.

### **U.S. History, 2 trimesters**

In this course we study the history of the United States between the time periods of the Industrial Revolution and the end of the Cold War. Each trimester and course has a specific focus within that overall time frame. We will study the defining characteristics of those time periods, evaluate different perspectives, national vs. global goals, analyze how conflict, compromise, and cooperation have brought national unity and/or diversity, and analyze the conflict, ideology, and innovations that caused this time period to exist, and discuss the short-and-long-term effect wrought by this time period. Additionally, we will analyze primary and secondary informational sources, and primary and secondary literary sources. We will use a variety of reading, discussion, video, and presentation to enhance our study.

### **Economics, 1 trimester**

This class is designed to offer Social Science credit to students who have passed previous Social Science classes. The 0.5 credit is one term long and is a graduation requirement. This course emphasizes analysis of the American economic system as it relates to the individual and other economic systems. Specific units will cover microeconomic issues such as the law of supply and demand, factors of production, and business cycles. Macroeconomic issues will include money and banking, monetary and fiscal policy, international trade and comparative economic systems. We will be touching on the history of economic thought as well as current economic issues. The students are required to complete two formal essays and present the

information using multimedia. The course will have a weekly assignments and a Midterm and Final Exam.

### **The United States during the Era of Vietnam, 1 trimester**

The United States in the Vietnam Era is a detailed exploration of the issues confronting the United States during the 1960s. Students will be looking at three different historical themes: The Generation Gap, the causes and motivations for the Vietnam War, and the strategies Civil Rights leaders used to implement change.

### **US Current Events, 1 trimester**

US Current Events is a class where students spend the semester exploring in detail something that is happening in the news today and/or something that they are passionate about. In this class, students will learn how to research a topic on a profound level and synthesize their research into a series of reading and research goals through weekly activities, organize these readings into a major essay which, when put together becomes a 10 - 15 page research paper.

### **African History and Geography, 1 trimester**

This class is designed to offer Social Science elective credit as well as make-up credit for World History. The 0.5 credit class is one term long and includes documentaries and dramatic films. The class spends two weeks on each region of Africa and focuses on the history and geography of the nations. The regions (and Nations) include: Central Africa (D.R. of Congo), Southern Africa (South Africa), East Africa (Rwanda), Northern Africa (Sudan/ Darfur) and Western Africa (Sierra Leone). Topics include water conservation, civil war, famine, natural resource extraction, and food production. The students are required to complete two formal essays and present the information using multimedia. The course will have a weekly assignments and a Midterm and Final Exam.

### **Holocaust & Genocide Studies, 1 trimester**

This class is designed to offer Social Science elective credit as well as make-up credit for World History. The 0.5 credit class is one term long and includes documentaries and readings (no textbook). This elective is a chance to encounter and begin to understand human tragedies that are the genocides of the 20th and 21st century. The class will spend a month on the Holocaust and then two weeks on the Native American Genocide, the Armenian Genocide, Cambodia, the former Yugoslavia, Rwanda and Darfur. The students are required to complete two formal essays and present the information using multimedia. The course will have a weekly assignments and a Midterm and Final Exam.

## **HEALTH**

### **Health/Biology Project Class, 2 trimesters**

For one trimester, this class is designed to assist students in evaluating and analyzing their current health related behaviors and beliefs with the intention of inspiring change. Specifically, we will focus on Healthy relationships, non-violent communication, decision-making skills, self-esteem, sexual health promotion and nutrition. In the next trimester, this class is focused on mental health as well as drug, alcohol and tobacco prevention. Specifically we will focus on stress management, depression, suicide prevention, mental disorders, refusal skills, decision-making skills and addiction of drugs, alcohol and tobacco.

## **PHYSICAL EDUCATION**

### **Physical Education, 2 trimesters**

Physical education is an integral part of the total education program and contributes to the development of the individual through the natural medium of physical activity; human movement. The physical education experience should be a positive motivating force that will help develop a lifestyle of physical activity. Each student will have the opportunity to participate in sport, components of overall fitness, and life long activities that can be enjoyed now and in the future.

## **APPLIED ARTS**

### **Youth Take Action (YTA), 1 trimester**

This 1 trimester course focuses on empowering students to pro-actively participate in their communities. Y.T.A. is a school-based service-learning program designed to connect education with service in the community. Y.T.A. is based on the following concepts: 1) youth should be given a voice and challenged to identify, research and propose solutions to real life problems in the community as part of their curriculum; 2) peer discussion on current, relevant civic topics increases youth engagement in their society ; and 3) providing students with a service-learning option to meet state standards while helping their community can promote lifelong civic engagement and citizenship. Each participating student is required to do at least 40 hours of service through individual and group projects with community-based organizations. The course curriculum includes civics and government lessons such as the rights and responsibilities of being a U.S. citizen and how these concepts relate to serving in the community. Students will also learn important career skills, such as interviewing, public speaking and teamwork, and have the opportunity to explore career possibilities. This class supports the goals and skills required during their Senior Internship.

### **Senior Cohort: Senior Internship, 3 trimesters**

The senior cohort is designed to help students through the transition from one focus (high school) to another (work, college an apprenticeship, etc.). It allows students the opportunity to

explore themselves (dreams, skills, the type of person he/she is constantly working to become), the world of employment, post-high school options, finances, and a career field of interest. The senior cohort combines a student's interests, vision for their future, their academic skills and knowledge and will help them make professional connections.

The cohort is a combination of senior internship and senior English. The three-trimester course addresses the state standards for career related learning and language arts. Students write research papers about themselves; conduct and present career research using technological tools; apply for colleges, FAFSA and scholarships; learn about apprenticeships, gap years, military enlistment, starting a business and getting a living-wage job; write a detailed 5 year plan and back up plan; develop a portfolio; complete a 60 hour internship; read classic and contemporary literature; write expository, narrative and persuasive papers and speeches; and present their year-long experience to a panel of school staff, program alumni and community members.

## **ELECTIVES**

### **AVID- Advancement Via Individual Determination**

The AVID course is an elective class for students who are college-bound. The AVID curriculum focuses on writing, inquiry, collaboration and reading (WICOR) through the AVI High School curriculum in both teacher and tutor-led activities. Students receive two hours of instruction per week in college entry level skills, two hours per week in tutor led study groups, and one hour per week in motivational activities and academic survival skills.

### **Intro to Art**

This is an introductory art course focusing on the study of the elements (line, shape/form, color, texture/pattern, space) and principles (balance, rhythm, unity, contrast, emphasis) of design and how they relate to each other in a composition. Sample projects include sculpture, two and three- dimensional drawings, tempera and watercolor paintings.

### **Drawing and Painting**

This is an intermediate level course specializing in various drawing and painting media and techniques. Emphasis is placed on representation of still life, landscapes, animals, and human form. Art history is incorporated into the curriculum. Media include pencil, pen and ink, charcoal, pastel, watercolors, and paint.

### **Graphic Design**

This is an introductory course into Graphic Design. Because we don't have computer programs in graphic design, we do all our work on paper. The emphasis of this course is building upon the basic elements and principles of Intro to Art while acquiring the skills necessary to communicate visually with typography and images.

### **Ceramics**

In Ceramics, students will learn basic skills and technical knowledge of traditional hand building methods: pinched forms, coil and slab construction and wheel throwing and will use a range of surface decoration and firing techniques.

### **Printmaking**

This course is designed for the student who has a special interest in printmaking. Students will work with the Elements and Principles of art to create works that have a mood or feeling. Some of the following processes are taught in printmaking: block printing, silkscreen, acetate prints, relief printing, and etching.

### **Photography**

This course is an introduction to digital photography with a focus on basic photographic composition. Students will complete 4 photography projects that include self and peer

evaluations. Work will be displayed at the exhibition at the end of the trimester. This class may also be used as a fine arts credit.

### **Art Exploration**

This is an introductory art course focusing on the study of the elements (line, shape/form, color, texture/pattern, space) and principles (balance, rhythm, unity, contrast, emphasis) of design and how they relate to each other in a composition. Students will work in a variety of mediums and explore various ways of expression. Sample projects include sculpture, two and three-dimensional drawings, tempera and watercolor paintings.

### **Yearbook**

Yearbook is a junior and senior level course that offers the student total involvement in the production of the school yearbook. Activities include advertising, layout planning, photography, copywriting, and proofing.

**Electives: Students are required to earn a minimum of 6.5 elective credits. Any combination of elective credits can be used to meet the requirement. Seniors in good standing have the option to take elective credits at the Sabin-Schellenberg Skill Center.**

# **ENGLISH LANGUAGE DEVELOPMENT**

## **Beginning ELD**

ELD Specialist approval required. This course develops English language acquisition by focusing on reading, writing, speaking, and listening. At this level students will read simple texts with pictures and communicate in simple sentences using familiar vocabulary. Students will use basic writing conventions in sentence construction. This course develops English language acquisition by focusing on reading, writing, speaking and listening. At this level students will develop and enhance their understanding of American culture as they transition to life in the United States. They will be introduced to the rigor of the U.S. language arts classroom. Students will be provided with a variety of reading, writing, conventions, and background knowledge to be successful in a mainstream language arts classroom. By the end of this course students will be able to write one to two paragraphs about a familiar topic. Students will comprehend and respond to basic questions in oral and written form using a range of simple tenses. Additionally, students will be introduced to some aspects of the American culture including appropriate classroom behavior and study skills. Students in this course participate in state testing for English language proficiency.

## **Early Intermediate ELD**

ELD Specialist approval required. This course develops English language acquisition by focusing on reading, writing, speaking, and listening. At this level, students will read simple texts independently for main idea, drawing conclusions, and extending understanding with increasingly academic vocabulary. By the end of this course students will be able to write a multiparagraph essay with an identifiable introduction, body and conclusion. Students will also be able to show comprehension of social and academic concepts through a variety of sentence structures and tenses to communicate in academic and social settings. Students in this course participate in state testing in English language proficiency.

## **Intermediate ELD**

ELD Specialist approval required. This course develops English language acquisition by focusing on reading, writing, speaking, and listening. At this level students will read fiction and non-fiction texts using sheltered instruction strategies that support content in the mainstream language arts classroom. Students will be able to produce academic vocabulary, increasingly complex language functions and forms in all language domains. By the end of this course students will be able to write a multiparagraph essay with an identifiable introduction, body and conclusion with increasing details, elaboration and specificity on familiar, abstract and content-specific topics. Students in this course participate in state testing in English language proficiency.

## **Early Advanced ELD**

ELD Specialist approval required. This course develops English language acquisition by focusing on reading, writing, speaking and listening. At this level students will specifically focus

on reading and writing through non-fiction text using some complex sentence structures, complex and some content-specific vocabulary, forms and functions. Students will be able to read near grade level text using sheltered instruction strategies that support content in the mainstream language arts classroom. By the end of this course a student i'll be able to demonstrate near grade level comprehension of text and produce near grade level writing using a variety of language forms and functions on abstract and content specific topics. Students in this course participate in state testing in English language proficiency.

### **Advanced ELD**

ELD Specialist approval required. This course develops English language acquisition by focusing on reading, writing, speaking, and listening. At this level students will focus on reading and writing through non-fiction text using complex sentence structures, complex and content specific vocabulary, forms and functions. Students will be able to read grade level text using sheltered instruction strategies that support content in the mainstream language arts classroom. By the end of this course a student will be able to demonstrate access to grade level text and produce grade level writing using a variety of language forms and functions on abstract and content specific topics. Students in this course participate in state testing for English language proficiency.

### **Skill Building**

Skill Building is an elective credit class that provides academic, behavioral and transition support to students with disabilities. Students receive their special education services in this class, as outlined on their Individualized Education Plan (IEP). Students participate in direct instruction math, reading, and writing programs that are targeted to increase skills and performance in these respective areas. Additionally, students are also taught strategies for how to improve both study and organizational skills, and receive support to be successful in their general education courses. The focus is continued development of IEP goals and student skills such as organization, time management, personal responsibility and academic growth.

### **Community Classes (non-credit, weekly)**

Community Experience Classes are taught on Wednesdays throughout the school year. All staff, including partners with Trillium, CAFE and Northwest Family Services, are invited to teach a weekly class or partner up to team-teach a class. New Urban students stay in their Community Experience Class all year long. The overarching goals of Community Classes are:

- to foster relationships and positive culture among students, staff, our school and the surrounding community, and
- to offer non-credit opportunities for students to engage in projects, activities, community service, monthly support check-ins and skill development.

### **GSA**

GSA celebrates diverse identities related to gender and sexual orientation, promoting respect, acceptance, and perseverance throughout our school community. Whether LGBTQ, straight, male, female or on other areas of the gender spectrum, the unifying message that there is room

for us all will be explored through art, multicultural events, organizing the NUHS Spring Dance, and engaging support resources in our area.

## **NUHS Counseling Services**

### **Counseling**

New Urban High School has two full-time guidance counselors who provide students support in the areas of academics, mental health, postsecondary education and career decision-making, and personal/social development. This year, additional counseling resources include two graduate interns from both Portland State University and Multnomah University. The school counselors and interns provide one-on-one counseling and support groups. Members of the counseling department assist students' in fostering high self-esteem and help maintain a positive school culture. Encouraging students to discover his/her personal strengths is a goal of this counseling department. Through New Urban community partnerships with Trillium Family Services, Northwest Family Services and Clackamas County Resolution Services we are able to provide New Urban students with wrap around services to support their educational and personal growth.

### **Trillium Counseling Service**

Trillium Family Services' multi-disciplinary school-based team of psychiatrists, therapists, and skills trainers works with clients and families to help them understand and manage their mental health needs. The team is committed to providing effective clinical treatment for children and adolescents struggling to address mental health symptoms at home and in the community. Services offered include medication management, psychiatric assessment, individual and family therapy, treatment groups, skills training, and consultation and case management. Each client in the program is given an Individualized Plan of Care, which outlines areas of focus in treatment as well as long- and short-term goals which measure the client's progress. When treatment goals are met, clients graduate from Outpatient services with a transition plan. Depending on their needs, clients' aftercare may include natural supports, primary care physicians, and community and school resources.

### **Northwest Family Services**

Northwest Family Services is a non-profit organization that is partnering with New Urban High School to provide drug and alcohol counseling to students. New Urban has one counselor contracted to work with multiple schools in Clackamas County. The counselor provides alcohol and drug treatment services at level 0.5 (prevention and education) as well as level 1.0 (outpatient services). Counselors meet with students once a week on an individual and/or group basis. All services are conducted in the school in order to reduce multiple barriers for teens obtaining services. Northwest Family Services counselor can see students who have been suspended for a drug related incident as well as students who self-refer due to wanting assistance in cutting down or ceasing their substance use.

## **Milwaukie High School Based Health Center**

The student based health center (SBHC) at Milwaukie High School is a health clinic open to all students attending Milwaukie High School, Milwaukie Academy of the Arts, New Urban High School, and Rowe Middle School. All services are free of charge. If a student has health insurance the SBHC will try to bill the insurance to help fund their efforts. A student or parent can walk in or call to make an appointment.

SBHC offers all the services that a normal doctor's office provides. They offer comprehensive preventive, primary medical, dental, and mental health care. They can also give assistance with applying for health insurance. Students from NUHS can access their services every Wednesday (when school is in session) with medical appointments at 9:30 & 10:00, dental and mental health appointments at 9:30. District bus transportation is available for these students at these specified times. Students can access services any other time as long as they have their own transportation.

## **Support Groups**

In addressing various issues and barriers, support groups promote students' personal wellness and resiliency, social competence, academic tenacity and community involvement.

## **Chrysalis Girls Group**

Chrysalis is a school based prevention program to support teenage, female-identifying trauma survivors.

Chrysalis groups are held weekly from October through June at each of our host high school sites. Our groups use an evidence-based curriculum to support members in understanding how surviving trauma has impacted them and in making sense of their trauma in a way that allows them to move successfully into their futures. Group members learn healthy coping skills, learn about trauma and its effects, and support each other in telling their survival stories.

## **Peer Mediation Program**

Peer Mediators at NUHS received training from Clackamas County Resolution Services on the use effective mediation techniques to resolve conflicts. Peer Mediation provides students with the opportunity to practice nonviolent communication, peacefully resolve their conflicts, and come to mutual agreements.

## **PBIS (Positive Behavioral Interventions and Supports)**

Behavioral Support for all students including non-violent communication instruction and advocacy

## **Consultation Team Process of Referral (CARE Team)**

The CARE Team consists of counselors, dean of students, school psychologist and Trillium therapists who meet weekly to consult about students in need of higher levels of support. The CARE Team collects staff feedback, concerns, and referrals to CARE and assists with

connecting students and families to community services and agencies that are responsive to diverse needs.

### **Attendance Consultation Team**

The attendance team meets weekly to identify and intervene with issues that arise regarding student attendance. CARE team consists of the dean of students, attendance secretary, registrar, and guidance counsellors. The team looks over attendance reports in order to identify chronically absent students or students who are showing a sudden decline in attendance. Once students are identified, the team works together come up with interventions based on the individual needs of students. The team also works on managing the steps of the district truancy policy and procedure.