

Washougal School District

K-12

Comprehensive Counseling and Guidance Plan

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Introduction

In early 1998 a team from Washougal High School comprised of the assistant principal, two guidance counselors, the career center technician, and the career guidance specialist/vocational director attended the Washington State Comprehensive Guidance and Counseling Institute to begin the process of developing a Washougal High School Guidance and Counseling Plan. Since then the plan has evolved into a K-12 Districtwide plan.

This institute was developed as part of the education reform process as directed by HB 1209 in 1992 and was designed to train teams of educators to implement the *Washington State Guidelines for Comprehensive Counseling and Guidance* in their respective districts.

The Washington State Guidelines were developed in order to:

- “Clarify the counseling roles as implied in Educational Reform, School to Work and other legislation,
 - Update the existing Washington State model to align with National Standards for Comprehensive Counseling Programs,
 - Create a seamless system to ensure that diverse, changing needs of each student would be met from Kindergarten through Community/Technical College,
 - Provide a common set of standards and expectations throughout the state.”
- (McDonald and Baca, A Toolkit for Washington State Comprehensive Counseling and Student Development Programs, 1997)*

It should be mentioned that as of this writing, the Washington State Guidelines are not mandated by the Office of the Superintendent of Public Instruction. However, districts are highly encouraged to use these guidelines as the basis for their own counseling and guidance programs.

The State guidelines address four program components:

- ✓ **“Curriculum**—structured developmental experiences that are presented systematically through classroom and group activities.
- ✓ **Individual Planning**—assists all students to plan, monitor and manage their own educational, personal, and career development.
- ✓ **Responsive services**—meets the immediate needs and concerns of students.
- ✓ **System Support**—includes indirect management activities to maintain and enhance counseling, career guidance or student development programs.”
(McDonald Baca, A Toolkit for Washington State Comprehensive Counseling and Student Development Programs, 1997)

The guidelines suggest that school districts allocate the following time percentages to each of these program components: *curriculum: 15-25%; individual planning: 25-35%; responsive services 25-35%; and system support: 15-20%.*

In order to implement these guidelines within Washougal School District, it was determined that the primary services would be provided by high school counseling and career center staff, middle school services would be directed by counseling staff (drug and alcohol, counselors, or social workers), the elementary students would be served by social workers.

The following pages include the mission, vision, and belief statements for the Washougal School District Guidance and Counseling Plan as well as the student outcome benchmarks for the state competencies in the areas of: *educational planning and development, personal/social development; and career exploration and planning.* The Washougal School District Guidance and Counseling plan will benefit students, schools, and the community.” Research indicates that schools with more fully implemented comprehensive programs have a decidedly positive impact on student success and preparation for the future.” *(McDonald and Baca, A Toolkit for Washington State Comprehensive Counseling and Student Development Programs, 1997)*

Mission Statement for K-12 Guidance and Counseling for Washougal School District

The mission of the career and counseling program, in partnership with parents and the community is to provide opportunities that will assist students in their transition toward becoming responsible, self-directed, caring, and contributing members of an ever-changing global society. These programs are designed to enhance learning, assist decision-making, and facilitate personal, academic, and career success.

Belief Statements for 6-12 Guidance and Counseling

We believe that the role of guidance and counseling at the 6-12 level is to:

- Serve staff, students, and community (foremost client is student)
- Provide opportunities for career exploration for all students
- Provide group and individual counseling
- Provide crisis and prevention counseling
- Provide opportunities to all students that will help them meet their potential
- Serve as a resource to students, parents, staff, administration, and community.
- Provide information and referral services
- Support and guide (not necessarily solve problems)
- Provide appropriate and relevant scheduling related to a student's chosen career path
- Provide post high school support services.

Belief Statements for Guidance and Counseling K-5

We believe that the role of guidance and counseling at the K-5 level is:

- To provide student assessment of strengths and needs.
- Helping students to make good choices.
- Prevention and intervention.
- To identify and coordinate needed resources.
- To provide a referral service.
- Advocating services and liaison between school and community.
- Sometimes act as “case managers”.
- To provide staff and parent training and support.
- That counseling services should be integrated into everyday curriculum.
- To be role models.
- To advocate for staff, students, parents, and community.
- To provide continuity to middle school and then to high school.
- To teach developmentally appropriate communication skills.
- To teach character education which includes: self-management skills, problem solving, social skills, responsibility/accountability, and understanding of diversity and equity.
- That guidance and counseling needs to be an integral part of a student’s education and should involve family and community.
- To help students to feel empowered.
- “Collaborate” with staff, students, parents, community and extended community.
- To help all students to be successful!

Washougal High School

Competency Based Guidance and Counseling System

Grade Nine

Goal 9.1: Academic -Improve study and basic learning skills.

Competency Student will:	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implement: Date
9.1.1 Develop long -term education plan (5-6 years-high school + 1-2 years).	Understand credit and graduation requirements needed for high school as well as those needed for post-secondary education.	Completion of 5-6 year plan.	Counselors Career Guidance Specialist	Complete 5-6 year plan (including career pathway) Current student academic history. Current Course Guide.	Spring Review through the year.
	Select courses based on educational plan and those needed for academic success.	Completed schedule.	Advisory Team	See above	Spring
9.1.2 Demonstrate responsibility in learning process.	Understand how to review transcript and compute grade point average.	Transcripts reviewed and grade point average computed.	Advisory team that includes counselors, administrators, teachers.	Review current student academic history	Spring-prior to forecasting
	Learn effective study skills, including time management, organization, and test taking skills.	Use of day planner on a daily basis.	All 2 nd period teachers	Compile effective strategies and curriculum. Provide ongoing training for teachers. Day planner.	Fall

Goal 9.2: Career development - Develop a career pathway plan.

Competency Student will:	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implement: Date
9.2.1 Explore and identify resources available for career and secondary education information.	Develop a career portfolio, which includes a description of current interests, skills and abilities.	Portfolio	Career Guidance Specialist	Orientation to Career Center. Cabinets and space for portfolio storage.	Winter/spring
	Awareness of ways in which occupation choices affect life styles.	Portfolio	Career Guidance Specialist	Career Fair Career unit.	Biennial
	Formulate a career plan, which includes career goals and high school course options.	Portfolio	Advisory team that includes counselors, administrators, teachers.	Post high school plan (high school +1-2 years)	Winter/spring
9.2.2 Understand the relationship between school and the world of work.	Identify required and elective courses related to career pathway (including Running Start, Skills Center, etc.)	Educational Plan	Advisory team that includes counselors, administrators, teachers.	5-6 year plan, course guide	Spring
9.2.3 Explore resources for planning career and post secondary options.	Identify resources required for post-high school career and training.	Post-high plan and exit interview with advisor.	Career Guidance Specialist	Career Unit Career Fair Announcements/Advertising Software and Internet access	Winter/spring

Goal 9.3: Personal/Social Performance - Understand and accept self and others.

Competency <i>Student will:</i>	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implement: Date
9.3.1 Learn positive ways of dealing with stress, conflict, anger, and peer pressure.	Distinguish between positive and negative ways of handling stress, conflict, anger, and peer pressure.	Decrease in referral rate.	Counselors Health teachers Advisory team	Provide effective speakers and presentations. Provide appropriate curriculum for teachers. Part of health class	During health c
	Utilize alternate methods of coping with stressful situations.	Decrease in referral rate.	Counselors Health teachers Advisory team	See above.	During health c
9.3.2 Learn effective decision-making and goal setting skills.	Demonstrate how to set short and long terms goals.	Portfolio	Counselors Career Specialist Health teachers Advisory team	See above.	During health c
9.3.3 Identify and handle problems appropriately.	Identify local area resources (agencies, individuals, hot lines, etc.) available.	Bulletin Board Resource list developed and placed on ID cards.	Counselors	Daily bulletin/bulletin board WHS newsletter Student handbook Student ID cards	Throughout yea
9.3.4 Identify ways of developing a positive self-image.	Recognize self-defeating and self-enhancing behaviors.	Decrease in discipline referral rate.	Counselors Health teachers Advisory team	Curriculum and classroom expectations.	Fall
9.3.5. Be aware of the differences in race, socio-economic background, and culture.	Describe ways to overcome biases and prejudice.		Counselors International Club Student government.	Curriculum	Annually
9.3.6 Learn the importance of performing service to school and community.	Identify possible service projects in the community or school.	Increase in student participation in service learning and community service projects.	Career Guidance Specialist Student government. Leos club	Community/Volunteer Services Fair for students during lunch. Bulletin board marketing. Student handbook.	Biennial

Grade Ten

Goal 10.1: Academic - Improving Study and Basic Learning Skills

Competency Student will:	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implementa Date
10.1.1 Develop an Education Plan	Revise educational plan and select courses that meet career pathway and educational goals.	Completed post high school training/education plan	Advisory team that includes counselors, administrators, teachers.	Update 6-year plan as students participate in annual forecasting process.	Spring
10.1.2 Understand responsibility of self as a learner.	Identify learning style and be able to communicate to teachers	Completion of learning styles inventory.	Administrators	Staff development Learning styles in handbook.	Inservice days
	Demonstrate self-monitoring of academic progress.	Day Planner.	Advisory team that includes counselors, administrators, teachers.	Review student current academic history along with 6 5-year plan.	Spring
	Learn to interpret standardized test scores.	Scores interpreted.	Counselors	Review test scores when returned from the state.	One month after receipt of score
	Complete a computer search and obtain information on a career of interest.	Information obtained	Career Guidance Specialist	During sophomore career unit.	Fall/winter

Goal 10.2: Career Development -Exploring Careers

Competency Student will:	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implementa Date
10.2.1 Understand interests, strengths, preferences, and skills as they relate to career development	Identify personal interests and describe how interests, abilities, personality characteristics relate to personal career choices.	Portfolio	Career Guidance Specialist Advisory Team	Part of sophomore career unit.	Fall/winter
10.2.2 Understand the importance of effective job search skills.	Complete a job application, write a resume and learn successful interviewing skills.	Portfolio	English Teachers	JAS unit.	Fall/winter
	Obtain a letter of recommendation in appropriate format.	Portfolio	English Teachers Advisory Team	JAS unit.	Fall/winter

Goal 10.3: Personal/Social Performance -Understand and accept self and others.

Competency <i>Student will:</i>	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implement: Date
10.3.1 Acquire and demonstrate self-management and responsibility for behavior.	Learn methods of coping with pressure and changes such as substance abuse, family patterns, and physical and emotional development.	Significant decrease in referrals.	Advisory Team	This is addressed in Family Health-9 th grade. Sophomores will participate in an assembly. Resource list developed and placed on ID cards.	Fall
10.3.2 Learn the importance of getting along with others.	Learn appropriate social skills needed for belonging to a group.	Significant decrease in referrals.	Advisory Team	Sophomore English classes Alternatives to Violence Program (AVP) assembly	Fall/winter
	Learn conflict resolution methods.	System for “groups” referral.	Counselors	See above. (Refine referral system.) Alternatives to Violence Program (AVP) assembly	Fall/winter
10.3.3 Understand the importance and value in performing service to school and community.	Identify places or projects that might benefit from services.	Increase in student participation in service learning and community service projects.	Career Guidance Specialist Student government Leos Club	Biennial Community Service/Volunteer Fair during lunch. Bulletin boards. WHS Panther Press and WHS newsletter	Biennial

Grade Eleven

Goal 11.1: Academic - Improving study and basic learning skills

Competency Student will:	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implement: Date
11.1.1 Develop a post-secondary training/education plan.	Learn how to search for information about entrance requirements for universities, colleges, technical and specialty schools, apprenticeship programs, and the military.	Completed transcript	Counselors Career Guidance Specialist	Classroom presentation.	Winter
	Know how to complete a variety of applications (i.e. SAT, college, financial aid, scholarships, etc.)	Completed applications	Counselors	Classroom presentation	Winter
11.1.2 Understand the responsibility of self as a learner.	Complete a credit check for high school graduation.	Decrease in students needing credit recovery	Counselors	Review current student academic history during annual forecasting process.	Spring
	Know how to interpret standardized and Washington State Learning Assessment scores.	Scores interpreted	Advisory Team	When scores are returned from the state.	Fall

Goal 11.2: Career Development – Exploring Career Pathways.

Competency Student will:	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implement: Date
11.2.1 Identify and use career and educational information opportunities.	Know how to conduct college and career searches via the internet and other Career and Counseling Center resources.	Portfolio	Career Guidance Specialist	Review resources in counseling and career center.	Winter

Goal 11.3: Personal/Social Performance – Understanding and accepting myself and others.

Competency Student will:	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implement Date
11.3.1 Identify and handle problems appropriately.	Learn positive ways of reducing stress.	Increased student attendance. Decreased referrals	Counselors Advisory team	Assembly.	Fall/winter
	Be aware of resources for problems with academic, personal, family and/or health concerns.	Increased student attendance. Decreased referrals	Counselors	Bulletin. Newsletter. ID card with Resource list	Fall/winter/spr
11.3.2 Acquire and demonstrate self-management and responsibility.	Learn a variety of approaches to successful time management.	Daily Planner	Counselors Advisory team Classroom teachers	Curriculum and staff development. Day Planner	Fall
11.3.3 Understand the importance of service to school and community.	Identify places or projects that might benefit from volunteer services.	Increase in student participation in service learning and community service projects.	Career Guidance Specialist Student government. Leos Club	Biennial Community Service/Volunteer Fair during lunch and bulletin board advertising. WHS Panther Press and WHS newsletter.	Biennial

Grade Twelve

Goal 12.1: Academic – Improving study and basic learning skills.

Competency <i>Student will:</i>	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implement: Date
12.1.1 Identify and use career and educational information opportunities.	Identify and select post-secondary programs of interest.	Increase in students attending post high school training	Counselors Career Guidance Specialist	Part of senior career unit.	Fall/winter
	If applicable, complete applications and exams necessary for post –secondary training/education options.	Increase in students attending post high school training	Counselors	Individual basis, as needed.	Fall/winter/spr
	If applicable, apply for financial aid and scholarships for post-secondary training/education programs.	Increase in students attending post high school training	Counselors	Individual basis, as needed.	Fall/winter/spr
12.1.2 Understand the responsibility of self as a learner.	Complete a credit check for high school graduation.	<i>Decrease in students needing credit recovery courses.</i>	Counselors	Letter	Summer prior to senior year

Goal 12.2: Career Development – Exploring Careers

Competency <i>Student will:</i>	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implement: Date
12.2.1 Demonstrate goal setting skills	Identify personal career goals related to entering the work force.	Portfolio	Career Guidance Specialist Senior English teachers	Part of senior career unit.	Fall
12.2.2 Demonstrate the skills necessary to obtain, maintain, change, and create new employment opportunities.	Organize portfolio for use with employers and post-secondary counselors.	Portfolio	Senior English teachers	Part of senior career unit.	Fall
	Complete a student information sheet to be used for future letters of recommendation.	Portfolio	Career Guidance Specialist Senior English teacher	Part of JAS unit	Fall

Goal 12.3: Personal/Social Performance – Understand and accept self and others.

Competency Student will:	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implement Date
12.3.1 Understand the skills needed to get along with others.	Learn effective communication skills for both the speaker and the listener.	Senior Project JAS interview	Counselors Senior English teacher	Eng/SS classes.	Fall/winter
	Know how to use assertiveness as a communication tool.	Senior Project JAS interview	Counselors Senior English teacher	Interview process/JAS unit Assembly.	Fall/winter
	Learn about key elements in adult interpersonal relationships.		Counselors	Classroom Guest speakers Assembly.	Fall/winter
12.3.2 Learn the importance of service to school and community.	Identify places or projects that might benefit from services.	Increase in student participation in service learning and community service projects.	Career Guidance Specialist Student government. Leos Club	Biennial Community Service/Volunteer Fair during lunch and bulletin board advertising. WHS Panther Press. WHS newsletter	Biennial

Middle School Competency Based Guidance and Counseling System

Grade 6

Goal 6.1: Academic -Improve study and basic learning skills.

Competency Student will:	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implementat Deadline
6.1.1 Develop long - term education plan (5-6 year). Secondary & Post	Understand the Accountability Plan for middle school.	Attendance at presentation	Classroom Teacher and Administrator Counselor (New Students)	Copy of Accountability Plan	September
6.1.2 Demonstrate responsibility in learning process.	Learn effective study skills, including time management, organization, and test taking skills.	Check student usage of assignment book	Classroom Teacher Counselor	Follow-up Student Planner	October

Goal 6.2: Career development - Develop a career pathway plan.

Competency Student will:	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implementat Deadline
6.2.1 Identify a career interest	Explore and identify career interests and resources	Writing an observation and reflection paper and a “thank you” to their host	Classroom Teacher Counselor	“Take your son/daughter to work day” on Ground Hog day	February

Goal 6.3: Personal/Social Performance - Understand and accept self and others.

Competency <i>Student will:</i>	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implementation Deadline
6.3.1 Learn positive ways of dealing with stress, conflict, anger, and peer pressure.	Distinguish between positive and negative ways of handling stress, conflict, anger, and peer pressure.	'Healthy Choices'	Counselor Drug and Alcohol Counselor	Required class	One Trimester
	Utilize alternate methods of coping with stressful situations.	'Healthy Choices'	Counselor Drug and Alcohol Counselor	Required class	One Trimester
6.3.2 Learn effective decision-making and goal setting skills.	Demonstrate how to set short and long terms goals.	'Healthy Choices'	Counselor Drug and Alcohol Counselor	Required class	One Trimester
6.3.3 Identify and handle problems appropriately.	Identify local area resources (agencies, individuals, hot lines, etc.) available.	Counseling Center	Counselor Drug and Alcohol Counselor	Situation Orientated	Ongoing
6.3.4 Identify ways of developing a positive self-image.	Recognize self-defeating and self-enhancing behaviors.	'Healthy Choices'	Counselor Drug and Alcohol Counselor	Required class	One Trimester
6.3.5. Be aware of the differences in race, socio-economic background, and culture.	Describe ways to overcome biases and prejudice.	'Healthy Choices'	Counselor Drug and Alcohol Counselor	Required class	One Trimester
6.3.6 Acquire and demonstrate self management and responsibility for behavior	Learn methods of coping with pressure and changes such as substance abuse, family patterns, and physical and emotional development.	''Healthy Choices''	Counselor Drug and Alcohol Counselor	Required class	One Trimester
6.3.7 Learn the importance of getting along with others	Learn appropriate social skills needed for belonging to a group	Participate in the "Ropes" curriculum at Cispus and in the classrooms	Counselor	"Ropes Kit"	Cispus, Outdoor School Monthly Classroom follow-up

Grade Seven

Goal 7.1: Academic - Improving Study and Basic Learning Skills

Competency Student will:	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implementation Deadline
7.1.1 Develop long term educational plan	Understand the Accountability Plan for middle school.	Attendance at the presentation	Classroom Teacher Administrator Counselor	Copy of Accountability Plan New Students	September
7.1.2 Understand responsibility of self as a learner.	Identify learning style and be able to communicate to teachers	Interest Assessment Personality Test	Counselor	Classroom Presentation	November
	Demonstrate self-monitoring of academic progress.	Form	Classroom Teacher Counselor		End of Each Trimester
	Learn to interpret standardized test scores.	Give a copy to students Send a copy home Place a copy in Permanent file	Counselor	Classroom Presentation	After receiving WASL and ITBS result
	Complete a computer search and obtain information on a career of interest.	Portfolio	Classroom Teacher Counselor		January
7.1.3 Demonstrate responsibility in learning process.	Learn effective study skills, including time management, organization, and test taking skills	Use of planner on a daily basis	Classroom Teacher Counselor	Follow-up Student Planner Provide ongoing training for teachers	October

Goal 7.2: Career Development -Exploring Careers

Competency Student will:	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implementation Deadline
7.2.1 Understand interests, strengths, preferences, and skills as they relate to career development	Describe how interests, abilities, personality characteristics relate to personal career choices.	Reflection Paper	Counselor	Classroom Presentation	3 rd Trimester
7.2.2 Understand the importance of effective job search skills.	Complete a job application, write a resume and learn successful interviewing skills.	Complete application and resume	Counselor	Classroom Presentation Rotary Club/Community Members	2 nd Trimester

Goal 7.3: Personal/Social Performance -Understand and accept self and others.

Competency Student will:	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implementation Deadline
7.3.1 Acquire and demonstrate self-management and responsibility for behavior.	Learn methods of coping with pressure and changes such as substance abuse, family patterns, and physical and emotional development.	Attendance	Counselor Drug and Alcohol Counselor	Counseling Groups	Offered each Trimester at the Counseling Center
7.3.2 Learn the importance of getting along with others.	Learn appropriate social skills needed for belonging to a group.	“Ropes Curriculum”	Counselor Drug and Alcohol Counselor	Counseling Groups	Offered each Trimester at the Counseling Center
	Learn conflict resolution methods.	“Ropes Curriculum”	Counselor Drug and Alcohol Counselor	Counseling Groups	Offered each Trimester at the Counseling Center

Grade Eight

Goal 8.1: Academic - Improving study and basic learning skills

Competency <i>Student will:</i>	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implementation Deadline
8.1.1 Understand the responsibility of self as a learner.	Develop educational plan and select high school courses that meet career pathway and educational goals.	Pathways and Interest Survey	High School Career Guidance Specialist	Career Interest Assessment High School Course Guide	February
		Forecasting	High School Counselors	Cabinets and space for storage	April
	Identify learning style and be able to communicate to teachers.	Portfolio	Counselor	Classroom Teacher	1 st Trimester
	Demonstrate self-monitoring of academic progress.	Portfolio	Counselor	Classroom Teacher	1 st Trimester
	Complete WOIS search and obtain information on a career interest	Portfolio	Counselor	Classroom Teacher	2 nd Trimester
	Learn to interpret standardized test scores	Portfolio	Counselor	Classroom Teacher	3 rd Trimester
	Understand the Accountability Plan	Attendance at presentation	Classroom Teacher Administrator Counselor	Copy of the Accountability Plan New Students	September

Goal 8.2: Career Development – Exploring Career Pathways.

Competency <i>Student will:</i>	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implementation Deadline
8.2.1 Identify and use career and educational information opportunities.	Career day at JMS co-sponsored by the Camas- Washougal Rotary Club.	Students will write a reflection paper on speakers heard, what they learned, and how that affects their future career choices.	Counselor and 8 th Grade Teachers		2 nd Trimester

Goal 8.3: Personal/Social Performance – Understanding and accepting self and others.

Competency Student will:	Benchmark	Evaluation/Assessment Procedures	Person Responsible	Activities (Resources Needed)	Implementation Deadline
8.3.1 Identify and handle problems appropriately.	Learn positive ways of reducing stress.	School Wide	Counselor Health Teachers	Newsletter, Assemblies, Daily Bulletin	Awareness Day each month
	Be aware of resources for problems with academic, personal, family and/or health concerns.		Counselor Health Teachers	Student Planner	Ongoing
8.3.2 Acquire and demonstrate self-management and responsibility.	Learn a variety of approaches to successful time management.		Counselor Health Teachers		1 st Trimester
8.3.3 Understand the importance of service to school and community.	Identify places or projects that might benefit from volunteer services.	Service/Volunteer Fair during lunch		Biennial Community Day Bulletin Newsletter	May
8.3.4 Understand the skills needed to get along with others.	Learn effective communication skills for both the speaker and the listener.	Portfolio	Classroom Teacher Counselor		2 nd Trimester
	Know how to use assertiveness as a communication tool.	Portfolio	Classroom Teacher Counselor		2 nd Trimester
	Learn about key elements in adult interpersonal relationships.	Portfolio	Classroom Teacher Counselor		2 nd Trimester
8.3.5 Acquire and demonstrate self-management and responsibility for behavior.	Learn methods of coping with pressure and changes such as substance abuse, family patterns, and physical and emotional development.		Counselor Drug and Alcohol Counselor	Group Counseling	Offered each Trimester
8.3.6 Learn the importance of getting along with others.	Learn appropriate social skills needed for belonging to a group.	“Ropes Curriculum”	Counselor Drug and Alcohol Counselor	Group Counselor and/or requested by a teacher	Offered each Trimester
	Learn conflict resolution methods.	“Ropes Curriculum”	Counselor Drug and Alcohol Counselor	Group Counselor and/or requested by a teacher	As needed
	Learn about prejudice, biases, acceptance, and tolerance	School wide		Awareness Day, Friendship Chain, Heritage Chain	Prior to Martin Luther King, Jr. Day – January 17th

Washougal School District K-5 Counseling and Guidance Plan

Grade Level Kindergarten and 1st Grade

A. GOAL STATEMENTS (What is desired?) Behavior: Student will begin to understand him/herself as a social being with responsibilities to self, peers, family, school and community.

B. OBJECTIVE STATEMENTS (What do you want students to know and be able to do?)	C. PROGRAM DESCRIPTIONS (List activities that will occur and who is responsible.)	D. ASSESSMENT (Suggested timeline and measurement of success.)
<p>The student will understand the concept of “self management” and show ability to control urges and impulses.</p> <p>The student will understand manners as rules to guide us as social beings and use basic manner rules in academic and social settings.</p> <p>The student will be able to name and model face and body posture of the following emotions: mad, sad, happy, scared, hurt and excited.</p> <p>The student will be able to name the feeling when modeled on another’s face/body.</p> <p>The student will understand concepts of respect, responsibility, kindness, and trustworthiness.</p>	<p><u>SUGGESTED ACTIVITIES:</u> Role Plays Cut and Paste Drawing Discussion/Practice Reflection Observing Sharing Brainstorming Modeling Lg. Group Activities Sm. Group Activities</p> <p><u>RESOURCES:</u> CREST Second Step Making Choices Quest International: Working It Out The Society for Prevention of Violence The Center for Applied Research in Education Peace Begins With Me</p> <p><u>RESPONSIBLE PARTIES:</u> School Social Worker and/or Counselor, teachers, staff</p>	<p>Throughout the school year</p> <p>Observable measurements: The student will demonstrate the ability to delay gratification by waiting and taking turns, by standing quietly in line and walking quietly in the halls.</p> <p>The student will demonstrate the ability to keep hands and feet to self and use appropriate words to express negative feelings at an age appropriate level.</p> <p>The students will demonstrate the ability to use manner words appropriate to the situation.</p> <p>The student will demonstrate the ability to name at least five feeling words and model the face and body postures without prompts.</p> <p>The student will be able to name a minimum of two appropriate techniques he/she can use to cool down when angry.</p> <p>The student will be able to give at least one example of when he/she is showing respect, responsibility, kindness, and trustworthiness.</p>

Washougal School District K-5 Counseling and Guidance Plan

Grade Level Kindergarten and 1st Grade

A. GOAL STATEMENTS (What is desired) Academic: Student will begin to understand responsibility of self as a learner.

B. OBJECTIVE STATEMENTS (What do you want students to know and be able to do?)	C. PROGRAM DESCRIPTIONS (List activities that will occur and who is responsible.)	D. ASSESSMENT (Suggested timeline and measurement of success.)
<p>The student will understand what a “job” is and see his/her job as that of a student learner.</p> <p>The student will have a beginning understanding of cause and effect in terms of behavior and its consequences.</p> <p>The student will be able to know and model classroom and school wide behavior rules and know and model the classroom and building rules necessary for learning to take place.</p> <p>The student will develop pride in doing his/her best work and see doing his/her best work as rewarding.</p>	<p><u>SUGGESTED ACTIVITIES:</u> Role Plays Cut and Paste Drawing Discussion/Practice Reflection Observing Sharing Brainstorming Modeling Sm. Group Activities Lg. Group Activities</p> <p><u>RESOURCES:</u> CREST Second Step Making Choices Quest International: Working It Out The Society for Prevention of Violence and The Center for Applied Research in Education Peace Begins With Me</p> <p><u>RESPONSIBLE PARTIES:</u> School Social Worker and/or Counselor, teachers, staff</p>	<p>Throughout school year</p> <p>Observable measurements: With prompts, the student will model benchmarks in the classroom while being given directions, by carrying through on the task in a timely manner, and by raising their hand and waiting to be called upon when needing attention.</p> <p>With prompts, the student will model listening, getting attention and following direction rules.</p> <p>The student will be able to use “If...Then” when explaining cause and effect through words and pictures using self as object.</p> <p>The student will show pride in accomplishment when completing assignments, be able to make correct verbal comments to others, and be able to seek positive attention from peers and adults.</p>

Washougal School District K-5 Counseling and Guidance Plan

Grade Level 2nd and 3rd Grade

A. GOAL STATEMENTS (What is desired?) Behavior: The student will begin to see self as part of a larger group and begin to understand how an individual's behavior impacts the group, and how the group's impacts the individual.

B. OBJECTIVE STATEMENTS (What do you want students to know and be able to do?)	C. PROGRAM DESCRIPTIONS (List activities that will occur and who is responsible.)	D. ASSESSMENT (Suggested timeline and measurement of success.)
<p>The student will see self as having a social responsibility to his/her classmates and to his/her school.</p> <p>The student will see self as a part of the "whole" and will find working in group activities as a member of a team rewarding.</p> <p>The student will begin to understand concepts of "empathy", "tolerance", and "diversity."</p>	<p><u>SUGGESTED ACTIVITIES:</u> Role Plays Drawing Discussion/Practice Reflection Observation Sharing Brainstorming Modeling Reading and Writing About It Sm. Group Activities Lg. Group Activities</p> <p><u>RESOURCES:</u> Second Step Manners CREST Respect and Responsibility Peace Begins With Me Quest International: Working It Out</p> <p><u>RESPONSIBLE PARTIES:</u> School Social Worker and/or Counselor, teachers, staff</p>	<p>Throughout the school year</p> <p>The student will model appropriate group behavior while role playing, in small group activities, and when playing organized classroom or playground games.</p> <p>The student will name a minimum of 3 behaviors that are needed for successful group participation.</p> <p>The student will state how someone else would feel when given specific situations.</p> <p>The student will name a minimum of 5 ways all people on earth are alike and are different.</p> <p>The students will demonstrate in words and pictures advantages and disadvantages of human similarities and differences.</p>

Washougal School District K-5 Counseling and Guidance Plan

Grade Level 2nd and 3rd Grade

A. GOAL STATEMENTS (What is desired?) Academic: The student will understand the responsibility of self as a learner and demonstrate responsibility in the learning process. The student will begin to develop self-awareness and use this to improve study and basic learning skills.

B. OBJECTIVE STATEMENTS (What do you want students to know and be able to do?)	C. PROGRAM DESCRIPTIONS (List activities that will occur and who is responsible.)	D. ASSESSMENT (Suggested timeline and measurement of success.)
<p>The student will know behaviors that designate a student learner.</p> <p>The student, with teacher input, will determine areas needing improvement as a student learner and will make a plan to improve.</p> <p>The student will understand that he/she determines whether he/she is a successful learner.</p> <p>The student will understand the connection between how well we take care of our bodies and how well we learn.</p>	<p><u>SUGGESTED ACTIVITIES:</u> Role Plays Drawing Discussion/Practice Reflection Observation Sharing Brainstorming Modeling Reading and Writing about It Sm. Group Activities Lg. Group Activities</p> <p><u>RESOURCES:</u> CREST Second Step Peace Begins With Me Respect Responsibility Bully Free Classrooms Quest International: Working It Out Various other materials and programs</p> <p><u>RESPONSIBLE PARTIES:</u> School Social Worker and/or Counselor, teachers, staff</p>	<p>Throughout the school year</p> <p>The student will list 4 behaviors and 3 attitudes necessary for success as a student learner.</p> <p>The student will be able to state a minimum of 2 ways they have improved as a student learner.</p> <p>The student will be able to state 3 ways how what we put in our body harms us or helps us as student learners by naming them and naming one way the substance hurts or helps.</p>

Washougal School District K-5 Counseling and Guidance Plan

Grade Level 4th and 5th Grade

A. GOAL STATEMENTS (What is desired?) Behavior: Student will actively take part in assessment and corrective action of self in realm of student learner and social being. The student will begin to understand the connection between all areas of their environment and behavior in those areas.

B. OBJECTIVE STATEMENTS (What do you want students to know and be able to do?)	C. PROGRAM DESCRIPTIONS (List activities that will occur and who is responsible.)	D. ASSESSMENT (Suggested timeline and measurement of success.)
<p>The student will act as a role model for primary students.</p> <p>The student will be able to identify and handle feelings and problem solving appropriately.</p> <p>The student will be able to cooperatively work in outcome-based small and whole group settings.</p> <p>The students will be able to demonstrate respect, acceptance, and appreciation of others and of others' differences.</p> <p>The student will be able to demonstrate effective conversation and listening skills.</p>	<p><u>SUGGESTED ACTIVITIES:</u> Reading to a primary Student Weekly Creating and Drawing Activities- To Be Used By Primary Students Teaching Social Behavior To Primary By Acting As Mentor On Playground .Modeling Appropriate Behavior Discussion/Practice Reflection Self Assessment and Goal Setting Sm. Group Activities Lg. Group Activities</p> <p><u>RESOURCES:</u> CREST Second Step Respect and Responsibility Peace Begins With Me Conflict Resolution Quest International: Working It Out The Society for Prevention of Violence The Center for Applied Research in Education</p> <p><u>RESPONSIBLE PARTIES:</u> School Social Worker and/or Counselor, teachers, staff</p>	<p>Throughout the school year</p> <p>Given opportunities, the student will demonstrate proper mentoring to younger students in reading, social activities, playground and lunchroom.</p> <p>When given a situation, the student will demonstrate the ability to role model appropriate emotional, social and problem solving behavior 90% of the time.</p> <p>The student will report having at least two friends and will be able to state, when asked three behaviors that promote and three behaviors that interfere with friendships.</p> <p>Without prompts, the student will be able to discuss behavior-consequences model and see self as the determiner of the consequences, 90% of the time.</p>

Washougal School District K-5 Counseling and Guidance Plan

Grade Level 4th and 5th Grade

A. GOAL STATEMENTS (What is desired?) Academic: The student will show responsibility in own education plan and in learning process. The student will begin to explore career interests.

B. OBJECTIVE STATEMENTS (What do you want students to know and be able to do?)	C. PROGRAM DESCRIPTIONS (List activities that will occur and who is responsible.)	D. ASSESSMENT (Suggested timeline and measurement of success.)
<p>The student will understand and develop an accountability plan for the future that addresses qualities needed for success in the academic environment and the world of work.</p> <p>The student will learn and use effective methods to be a successful student learner.</p> <p>The student will determine current goals, values, talents, and interests and fit them into the world of work and career.</p>	<p><u>SUGGESTED ACTIVITIES:</u> Workbook Activities Such As: Returning to School Learning and Remember Rules Learning the Role of a Student Getting Along With Teachers Valuing Learning Learning How To Learn Discussion Practice Observing Brainstorming Sharing Modeling Reflection Sm. Group Activities Lg. Group Activities</p> <p><u>RESOURCES:</u> CREST Second Step Respect and Responsibility Peace Begins With Me Conflict Resolution Quest International: Working It Out The Society for Prevention of Violence The Center for Applied Research in Education</p> <p><u>RESPONSIBLE PARTIES:</u> School Social Worker and/or Counselor, teachers, staff</p>	<p>Throughout the school year</p> <p>The student will use provided assessment tools and rating scales to assess self in areas of goals, values, attitudes, strengths, and interests to determine direction student is moving.</p> <p>The student will use teacher feedback as part of the self-assessment.</p> <p>The student will analyze assessments and adjust behaviors as needed to align behaviors with responsibilities as a student learner and future participant in the world of work.</p>

