

## **Guidance and Counseling Procedure**

The district's comprehensive guidance and counseling program will be developed, implemented, managed, and evaluated using the following foundation, and delivery management and accountability systems. The overriding themes of the program shall be leadership, advocacy, collaboration and teaming, and systemic change. School counseling programs will be an integral part of students' daily educational environment and school counselors should be partners in student achievement.

The focus of the school counseling program for each student will be:

### **Academic Development:**

- A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan;
- B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college; and
- C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

### **Career Development:**

- A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions;
- B. Students will employ strategies to achieve future career goals with success and satisfaction; and
- C. Students will understand the relationship between personal qualities, education, training and the world of work.
- D. Students will pursue the proper post-secondary education to support their career choice.

### **Personal and Social Development:**

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others;
- B. Students will make decisions, set goals and take necessary action to achieve goals; and
- C. Students will be able to work cooperatively within a team atmosphere.

The district's comprehensive guidance and counseling program will also assist:

- A. Families in learning about resources at the school and in the community;
- B. Teachers in creating a strong learning environment and in imparting to students the relevance of academics;
- C. Administrators in aligning counseling with the school's academic mission and providing data to evaluate student progress; and
- D. Community members in providing opportunities for students to explore and become involved as contributing members of their communities.

## A. Foundation

Like any solid structure, the school counseling program is built on a strong foundation. Based on our district's goals for student achievement, what every student should know and should be able to do, the foundation determines how every student will benefit from the district's school counseling program. The district's guidance and counseling program is based on the following foundational beliefs and mission.

1. **Beliefs and Philosophy**: The Guidance and Counseling staff believe that all students will be supported in all facets of their development.

**Mission**: The staff, families, and community members of the Kettle Falls School District are committed to academic excellence and ensuring that every student acquires the skills and knowledge needed to thrive as a lifelong learner and responsible citizen in a changing world.

## B. Delivery System

The district's delivery system describes the activities, interactions and methods necessary to deliver the program. Based on the district's core beliefs, philosophies and missions identified in the foundation, the delivery system describes the activities, interactions and methods necessary to deliver the program.

To maximize student achievement and optimize the effectiveness of the school counseling program, counseling duties will focus on the following four delivery system components.

1. **Curriculum**: The curriculum will be structured to ensure that every student has access to guidance and planning and that students receive information for making thoughtful decisions about the future. The curriculum will be organized and delivered to help students develop academic, career and personal and social development skills, with particular emphasis on the skills students will need to succeed in the community and in their careers as adults in a twenty-first century world. Twenty-first century skills include communication skills, collaboration skills, self-direction and personal responsibility, and the ability to assess one's own knowledge and become a lifelong learner. Classroom guidance through developmentally appropriate guidance curricula will also help all students make smooth transitions from one educational level to the next and can support assessment practices to measure the impact on student learning.
2. **Individual Student Planning**: the comprehensive guidance and counseling program will provide opportunities for students to assess their progress, explore their interests and skills, and work with their families and teachers to learn what they need to do to realize their goals for life after high school and to prepare for the careers and opportunities of the 21st century.

## **B. Delivery System (Continued)**

3. **Responsive Services:** The comprehensive guidance and counseling program will be organized to allow counseling staff to respond effectively and efficiently to students' personal and social concerns. Counselors will provide staff with resources to assist students in succeeding in school by identifying and removing barriers to learning. Counselors will play a vital role in the prevention of bullying, harassment and intimidation; in suicide intervention and prevention, and in crisis response planning and intervention. Counselors will also work with families to refer students to community support services.
4. **System Support:** Counselors will meet regularly with administrators and participate in professional development activities. School counselors will use state and national program standards to guide the management and evaluation of the school counseling program.

## **C. Management System**

The district's guidance and counseling management system will ensure that its program is organized, concrete, clearly delineated and reflective of the school's needs. The components of the management system include:

1. **Staff, student, parent, community input:** Students, parents, teachers, counselors, administration and community members appointed to review counseling program results and to make recommendations;
2. **Use of data:** School counselors will demonstrate that each activity implemented as part of the program was developed from a careful analysis of students' needs, achievement and/or related data and that the effectiveness of each activity will be evaluated periodically;
3. **Action Plans:** For priority goals, counselors will develop action plans in conjunction with building administrators.
4. **Analysis of use of time:** School counselors will spend the majority of their time in direct contact with students. Duties will focus on comprehensive program delivery and direct counseling services; and

## **D. Accountability**

School counselors will collect and use data that link the program to student achievement.

The evaluation data will include:

1. **Result Reports:** Results data to ensure programs are carried out, analyzed for effectiveness and modified as needed;
2. **School Counselor Performance Standards:** The school counselor performance evaluation will reflect the state certification standards for counselors.
3. **Program Audit:** To guide future action within the program and to improve future results for students. Program audits will occur to ensure the success of the program.

KETTLE FALLS SCHOOL DISTRICT NO. 212

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