

## Guidance Program

The focus of the district's counseling and guidance program is on the developmental needs of all students. The counseling and guidance program should provide learning experiences for students which develop values and attitudes that enhance interpersonal relationships and responsible individual behavior.

Counselors demonstrate respect for the dignity and worth of each individual and encourage each student to develop individual responsibility and decision making skills. Counselors coordinate the school guidance program and involve all staff members in designing and implementing plans to meet three major goals:

1. Educational Development - Students will participate in planning their educational experiences so that their education is consistent with educational requirements and career aspirations;
2. Personal/Social Development - Students will develop appropriate behaviors for a variety of social settings. Students will develop awareness of self and confidence in their own abilities;
3. Career Development - Students will develop career options consistent with their interests, abilities, and values. Career development includes focus on the four areas of vocation, avocation, family life and citizenship.

Within the framework of the counseling and guidance goals, specific student and curricular objectives will be developed.

### Districtwide Goals

1. The student is able to make appropriate decisions and use problem solving skills.
2. The student is able to use the skills involved in self-exploration and self-discovery to examine personal feeling, values, interests and aptitudes.
3. The student is able to function effectively in relationship with others.
4. The student is able to accept increased responsibility for his/her own actions.
5. The student is able to understand the opportunities and alternatives available in the educational program.
6. The student is able to set tentative career goals.
7. The student is able to utilize the resources available in the school and community.

Within the areas of counseling and guidance responsibility, the counselor enters into professional relationships with three segments of the school community: students, school personnel and parents and guardians. Consistent with the rights of the individual and the obligations of the counselor as a professional, the counseling relationship and resulting information is, in most instances, protected as privileged communications by Oregon law. When appropriate, counselors will be responsible for explaining the ramifications of confidentiality to students.

END OF POLICY

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**Legal Reference(s):**

[ORS 40.245](#)

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 336.187](#)

[OAR 581-021-0046 \(7\)](#)

[OAR 581-022-0606](#)

[OAR 581-022-0610](#)

[OAR 581-022-1020](#)

[OAR 581-022-1510](#)

Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).

Protection of Pupil Rights, 20 U.S.C. Section 1232h; 34 CFR Part 98 (2000).

**Cross Reference(s):**

IJA - Confidentiality in Counseling