

Guidance Program

Philosophy

The district recognizes that all students are individuals with unique needs and strengths. The district shall develop a guidance and counseling program that assists students in understanding themselves and in realizing their full potential.

Development of Guidance and Counseling Program

Each school will identify a guidance and counseling team consisting of counselors, administrators, teachers, and parents. Under the leadership of the principal and team, each school will develop and implement a formal guidance and counseling program. A written plan shall be developed to identify counseling team strategies and activities planned to achieve each of the district guidance and counseling goals.

The counseling and guidance program should provide learning experiences for students that develop values and attitudes that enhance interpersonal relationships and responsible individual behavior.

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 relationships with others.
4. The student is able to accept 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 use the resources available in the school and community.
8. Students will understand wellness and safety skills.
9. Students will develop an awareness and respect for individual differences and cultural diversity.

10. Students will develop core ethical values that our diverse society shares and hold important.
11. Counselors will assist parents to develop and improve parenting skills.
12. Counselors will assist classroom teachers in learning to deal more effectively with individual students through classroom guidance activities and as consultants for guidance and counseling.

The building guidance and counseling team will evaluate the guidance and counseling program in accordance with criteria contained in district regulations pertaining to this policy.

Each school will have a guidance and counseling team. This committee can be the site-council already established in the school. A counselor will act as chairperson.

The specific responsibilities of the building guidance and counseling team are:

1. To implement the needs assessment, guidance and counseling program, program evaluation, and inservice training.
2. To deal with specific questions concerning the building guidance and counseling program.
3. Each building team will assess the guidance and counseling needs of their school, consistent with their building guidance and counseling plan.

Each building will be responsible for an annual evaluation of its guidance and counseling program by reviewing total building staff implementation of the district goals. The evaluation should include data to support:

1. Identification of instructional activities to achieve guidance and counseling goals.
2. Identification of effectiveness of the guidance and counseling program.
3. Information on numbers of students per counselor.
4. Information as to participation and responsibilities of administrators, counselors, teachers, and other staff members as related to building and district goals and objectives.

Evaluation methods may include but shall not be limited to the following:

1. Survey rating sheets.
2. Building staff observations.
3. Sample performance data.
4. Suggestions from building guidance and counseling teams.
5. Sociograms.

5. Other methods as developed by building committees.

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 336.187](#)

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

[OAR 581-022-0405](#)

[OAR 581-022-0405](#)

[OAR 581-022-0606](#)

[OAR 581-022-0610](#)

[OAR 581-022-1020](#)

[OAR 581-022-1510](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2006); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2006).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2006); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2006).

Cross Reference(s):

IJA - Confidentiality in Counseling