

Guidance Program

The philosophy of the guidance program is that each student is a unique individual with differences in abilities, interests and aptitudes, as well as in goals and aspirations. Each individual has the potential to fill a productive and personally fulfilling position in our society. It is our responsibility as educators to provide the proper climate and experiences to allow each student to develop his/her potentials.

Each school will develop a guidance and counseling program based on a written plan that identifies the objectives and the activities planned to achieve each of the goals agreed upon by the district. The goals will include, but not be limited to, the following:

1. Each student will be assisted in developing decision-making skills;
2. Each student will be assisted in developing and using skills involved in self-discovery of his/her own feelings, personal values, interests and aptitudes;
3. Each student will be informed of the opportunities and alternatives available in the educational program;
4. Each student will be assisted in setting career and educational goals;
5. Each student will be assisted in accepting increasing responsibility for his/her actions;
6. Each student will be assisted in developing and acquiring skills in interpersonal relations;
7. Each student will be informed of the human and material resources available through the school and community.

A needs assessment will be used to help identify individual student guidance needs in relation to the above goals. This assessment will be conducted as deemed necessary by the counselors, staff and/or administrators.

Instructional, guidance and counseling activities are specified in the building plans. Teachers may be involved in instructional and guidance activities to help achieve guidance and counseling goals.

Each school will develop a written plan which implements this district program and meets the requirements.

Administrators will assign guidance and counseling personnel in accordance with training and background.

Program coordination will be accomplished through a designated staff member working with the administrator and staff.

Each principal and counselor will evaluate the program annually. The following will be considered in the evaluation:

1. To what extent are the objectives being met?
2. In what specific ways can our program be improved?

An annual report will be prepared and conveyed to the superintendent at the end of the school year.

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 581-022-0606](#)

[OAR 581-022-0610](#)

[OAR 581-022-1020](#)

[OAR 581-022-1510](#)

[OAR 581-022-1512](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2011); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2011).

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).