

## **Guidance Program**

### **Philosophy**

The district uses the guidance and counseling program goals as an extension of the total educational setting that is obligated to provide educational opportunities for maximum growth of all individuals.

Counseling provides the opportunity to accept and operate within the belief that the dignity of the individual is fundamental; that each person has inherent worth and that a guidance service can help the individual to develop their potentials more fully. The most effective school guidance program is constructive and developmental rather than corrective and curative. Each individual's psychological and social traits must be accepted as being unique. The primary concern of guidance is the individual in their social setting (heredity, environment, experience). Guidance must serve individuals in their totality within the framework of their present and potential and physical environments.

Counseling must assist individuals in the formation of decisions that lead to actions because the attitudes and personal perceptions of the individual are the basis on which they act. Students must be counseled into the behavior goals that will contribute to the welfare of the individual. The individual must be guided into making choices that will lead to self-direction consistent with social improvement. The guidance program will be a continuous process available for all students. Professional personnel may be used at times to assist students, teachers, parents and administrators.

A process for evaluating the results of the program is an integral component of the program. Based on parent, staff and student assessment of need, the students and staff will complete an evaluation form periodically.

### **Guidance and Counseling Program Goals**

The goals of the district guidance and counseling program are:

First, to provide a program that will assist students in evaluating their personal, social, educational and vocational needs and concerns. The basic component of this program is to insure an acceptable environment for individual growth while maintaining direction toward effective living in a real society. To accomplish this the guidance and counseling program must serve as a support program to assist teachers, administrators and parents in developing a personalized relationship with young people;

Second, the guidance and counseling program should provide a resource for developing and administering programs for students with special needs;

Third, it is the goal of the guidance and counseling program to provide a means to facilitate cooperation with all community organizations and agencies interested in the personal growth of young people;

Fourth, it is the goal of the program to assist the students in the following outcomes:

1. Developing decision-making skills;
2. Obtain and understand information about self;
3. Understand opportunities and alternatives available in educational programs;
4. Setting career and educational goals;
5. Accepting increasing responsibility for their actions;
6. Developing skills in interpersonal relations;
7. Utilize school and community resources.

### **Evaluation Procedures for the Guidance Program**

There will be a periodic evaluation by staff and students as to the effectiveness of the guidance program.

END OF POLICY

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#### **Legal Reference(s):**

<a href="#">ORS 40.245</a>	<a href="#">OAR 581-021-0046(7)</a>
<a href="#">ORS 326.565</a>	<a href="#">OAR 581-022-0405</a>
<a href="#">ORS 326.575</a>	<a href="#">OAR 581-022-0405</a>
<a href="#">ORS 336.187</a>	<a href="#">OAR 581-022-0606</a>
	<a href="#">OAR 581-022-0610</a>
	<a href="#">OAR 581-022-1020</a>
	<a href="#">OAR 581-022-1510</a>

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).