

6185 GUIDANCE AND COUNSELING PROGRAM

The School Board recognizes that each student possesses intrinsic worth and inherent inalienable rights and that each student is the focus of the educational process. Guidance and counseling services address the particular needs of all students at each school.

Comprehensive Guidance and Counseling Program stresses student development in three major areas: 1) academic achievement, 2) personal/social development, and 3) career and education decision making. Counselors work to meet these needs through a wide range of services that involve students, staff, home, community, and others who influence the learning and development of persons served by the program.

Counselors provide services in a variety of ways. Responsive counseling services are provided in individual and group settings in reaction to students' needs related to the three areas cited above. These services are generally initiated by the student or by a member of the staff who sees the need for a particular issue to be addressed. Individual planning is initiated by the counselor who provides counseling and guidance to foster student decision making skills. Group guidance provides systematic larger scale instruction for all students. Counselors also support the overall school program by designing and leading activities necessary for the effective implementation of the school's guidance program. They design and implement guidance and counseling programs to serve a diverse population consistent with the unique strengths and needs found within each setting.

Goals

Counseling goals can be divided into three general areas:

1. Intellectual-Educational Goals:
Providing a program that will help to develop intellectual potential, cultural appreciation, and positive attitudes toward learning.
2. Personal-Social Goals:
Developing positive interpersonal relationships, developing acceptable patterns of behavior, developing and enhancing self-esteem and self-awareness.
3. Career Development Goals:
Exploring and identifying interests and abilities and using appropriate decision making processes to plan future education and careers.

Program

The guidance and counseling program will consist of the following four major areas:

1. Guidance Component--Learning activities that may take place in classrooms, with groups, or with individuals.
2. Planning Component
 - a. Individual appraisal, includes assisting students to assess and interpret abilities, interests, skills, and achievements.
 - b. Individual advisement, includes assisting students to use self-appraisal to foster awareness, planning, and decision making.
3. Responsive Services Component--May include consultation, personal counseling,

crisis counseling, and referral as responses to individual and/or group needs.

4. System Support Component--Consists of management activities that establish, maintain, and enhance the total guidance program. These may include staff and community public relations, professional development, committee and advisory boards, and program research and development.

Staff

1. The guidance and counseling staff shall be qualified and appropriately certified/licensed according to standards of the State of Minnesota.
2. The guidance and counseling staff shall be responsible for the design, implementation, and evaluation of the services and activities prescribed in the program.
3. Professional, secretarial, and/or para-professional staff shall be adequate in numbers to meet the objectives of the guidance program in each building.
4. Provision is made for staff to attend and/or participate in intra- or inter-professional meetings and activities in and out of the School District.
5. The School District will work toward providing guidance services for all children in all buildings in ratios consistent with American School Counselor Association (ACSA) recommendations.

Facilities

1. Each counselor shall be provided with pleasant, private quarters conducive to conferences of a confidential nature and adequate in size to accommodate three to five persons.
2. The counseling facilities must be located in an area readily accessible to students and others.
3. Each counselor's quarters must be equipped with adequate telephone service.
4. A conveniently located private area adequate for group guidance and counseling activities should be available.
5. Adequate provision shall be made for the storage and display of all records and materials used by the counselor(s) in carrying out the guidance and counseling program, and there must be adequate budget for purchasing, maintaining, and developing the needed materials and equipment.
6. Career resource center(s) should be established where appropriate and staffed to facilitate use of materials, equipment, and supplies for career awareness, exploration, planning, preparation, and progression.

Policy Summary

If this structure and the content involved are to come together as a complete, comprehensive guidance program K-12, some imperatives must be followed:

1. The comprehensive guidance program is student development oriented.
2. The comprehensive guidance program operates on a one hundred percent program and the four program components constitute the total program.
3. The comprehensive guidance program should start the first day of school and the last day of school.
4. The comprehensive guidance program is program-focused.

Adopted: 06-09-1970 ISD 709
Revised: 04-17-1990
06-20-1995
10-19-2004 ISD 709