

Guidance and Counseling

The Lind-Ritzville Cooperative School Boards recognize that guidance and counseling is an important part of the district's total program of instruction and is integral in achieving the district's mission of academic excellence and success for all students. The district will provide counseling and guidance services in accordance with state laws and regulations, school improvement plans, ethical standards, and district policies and procedures.

The boards believe school counselors serve a vital role in maximizing student achievement and supporting a safe, compassionate learning environment.

The school counselor works with developing and leading a comprehensive guidance and counseling program to focus on the academic, career, personal, and social needs of all students. School psychologists carry out special education evaluation duties, among other things. School social workers promote and support students' health, academic, and social success with counseling and support, and by providing and coordinating specialized services and resources. All of these professionals are also involved in multitier systems of support for academic and behavioral skills. These professionals focus on student mental health, work with at-risk and marginalized students, perform risk assessments, and collaborate with mental health professionals to promote student achievement and create a safe learning environment.

In Lind-Ritzville Cooperative Schools, the purpose and role of the school counselor is to plan, organize, and deliver a comprehensive school guidance and counseling program that personalizes education and supports, promotes, and enhances the academic, personal, social, and career development of all students, based on the national standards for school counseling programs of the American School Counselor Association.

It is the goal of the Boards of Lind-Ritzville Cooperative Schools that the districts' comprehensive school guidance and counseling program will assist every student in acquiring the knowledge, skills and attitudes needed to become an effective student, responsible citizen, productive worker and a lifelong learner. To that end, the districts will develop and use materials, orientation programs and counseling techniques that encourage participation in all school programs and courses of study, including career and vocational technical programs and employment opportunities, based on factors other than sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression or identity, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal.

The districts will not deny any student the ability to participate in or benefit from any of its course offerings based on any of the categories listed in this policy, whether they take place on or off school grounds or are offered as part of the districts' online or alternative learning programs;

Annually, the districts will review student enrollment data within courses and programs disaggregated by sex, race, Limited-English proficiency and disability, including students protected under Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act. In reviewing the data, the districts will determine whether a substantially disproportionate number of students within these categories are enrolled in a particular course or program. If disproportionality is found, the district will take prompt action to ensure that it is not the result of discrimination in 1) the identification and selection of students; 2) course and program enrollment criteria; 3) tests and appraisal instruments; 4) academic, career and vocational guidance materials; 5) work-study programs and opportunities; 6) educational scheduling or placement by counselors; or 7) other factors related to course or program enrollment.

The boards will provide resources to support the foundation, content, and continuous improvement of a comprehensive K-12 school counseling program, consistent with best practices described in state and national models. All school counseling programs will include the following elements: guidance curriculum, individual student planning, responsive services, and systems support for the counseling program. The superintendent or a designee will develop procedures to implement this policy.

Cross References: 2170 - Career and Technical Education
3123 - Withdrawal Prior To Graduation
3210 - Nondiscrimination

Legal References: RCW 28A.320.280 School counselors, social workers, and psychologists—Priorities
RCW 28A.320.290 School counselors, social workers, and psychologists—Professional collaboration
RCW 28A.410.043 School counselor certification
WAC 392-190-010 Agency filings affecting this section Counseling and guidance services—Course and program enrollment.

Management 2019 – July Issue
Resources: 2014 - December Issue
2008 - December Issue

Adoption Date:01/27/20
Classification: **Discretionary**
Revised Dates: