

## **GUIDANCE PROGRAM**

Guidance is that part of the total educational program designed to foster maximal development to individual potentials by providing early and continual assistance to youth as they consider various choices, make decisions and accept the adjustments each must make as he/she moves through life.

The primary goal of the guidance program is to assist students directly and through their parents and teachers to achieve educational, personal-social, and career development commensurate with their abilities, aptitudes, interests and opportunities. This primary goal is reached through the various guidance services made available.

Basic guidance services will include the following components:

1. Appraisal services directed toward positive student development and toward the goal of increased self-understanding and self-acceptance. The essential student appraisal procedures will include rating scales, autobiographies, sociograms, parent contracts, anecdotal records and interviews.

2. Information services which provide for collection, organization, and dissemination of educational, personal-social, and career development opportunities. The counselor will coordinate faculty utilization of pre-career materials.

3. Counseling services are the single most important and most crucial part of the guidance program. The prime objectives of counseling will be to (1) broaden the student's perspective regarding him/herself with his/her opportunities by providing him/her with pertinent information of which he/she was not previously aware; (2) provide an opportunity for student self exploration; and (3) provide direct assistance to students in the decision-making process. The counselor will provide inservice training for the teacher-counselor program.

4. Comprehensive placement services for educational, vocational, and social placement. The classroom teacher can be the most effective agent in assisting individual students to become involved in social situations with his/her peer group. The counselor will work with teachers identifying the individual's social adjustment needs.

5. Follow-up studies. The counselor will take a leadership role in determining the needs for research, initiate the studies and evaluate and disseminate the findings. Follow-up studies of graduates and drop-outs will be conducted.

6. Group guidance services will include (1) information giving, (2) instructional discussion usually focusing on a life adjustment situation, (3) free discussion groups for students who wish to voluntarily meet to discuss their problems, and (4) counseling groups for those students who could benefit from the dynamics of the group situation.

7. An effective program of public relations which recognizes the interdependency of home, community and school.
8. Coordination of services by working with social services, referrals and parents to help the child adjust to school.
9. A Junior Kindergarten through grade Fifth whole-group program of age appropriate guidance activities.

Priorities of the guidance program should be established by a system-wide guidance advisory committee. The following tentative priorities are suggested for committee study:

1. Career education should be an integral part of the educational program, including exploration of self and the world of work at the middle school level with more vocational emphasis such as field trips, guest speakers, etc., as the student moves toward graduation.
2. Through an effective public relations program and group activities, a strong rapport among students, parents and faculty should be developed.
3. Counselors should be available for teacher and parent consultation upon request.

LEGAL REFERENCE:

DATE OF ADOPTION: January 13, 1982

DATE OF REVIEW: November 21, 2005

DATE OF REVISION: November 10, 1999