

GUIDANCE AND COUNSELING

JLD

Philosophy

The Seaford School District recognizes that each student is unique and that each student has a right to develop to the limits of his/her ability. In an effort to personalize education, the district is committed to guidance as a comprehensive, continuous, integral process in which all school staff participate. Within the guidance framework, the personal, social, emotional, physical, educational, and career development needs of each student will be addressed.

Goals

1. To provide students with appropriate opportunities to understand themselves and to integrate this self-understanding into a realistic self-concept and positive self-esteem.
2. To provide students with appropriate opportunities to understand their own full potential, to know the educational options available to them, and to make the appropriate educational decisions.
3. To provide students with appropriate opportunities to choose realistic career goals for themselves and to take ultimate responsibility for the direction of their own lives.
4. To provide students with appropriate opportunities to understand others and to integrate this understanding into the development of good interpersonal relationships.

Standards

1. The guidance function is a responsibility which is shared by professional guidance counselors and by all other staff including school social workers.
2. Guidance is to be developmental.
3. All students shall receive instruction and/or service. This will include counselor participation on student support teams.
4. Individual and/or small group counseling is to be available for all students and all grade levels. At the secondary level, opportunities will exist for students to be involved in peer counseling activities.
5. Parents are to be involved in and informed of the guidance activities.
6. Guidance will strive to bridge the gaps between the home and the school and between the school and postgraduate activities. At their discretion, guidance counselors may also utilize interagency collaboration.
7. A guidance curriculum and a comprehensive guidance plan will be maintained, with the guidance program evaluation being based upon the curriculum and comprehensive plan.
8. Confidentiality guidelines, established by interagency collaboration, and consistent with board policies and regulations will be followed.
9. As specified in other board policies and regulations as well as in school district disciplinary guidelines and procedures, the expected normal practice will be to provide counseling services to students who repeatedly exhibit disruptive behavior and/or engage in certain critical incidents.

ADOPTED: 1/27/86

REVISED: 12/20/93