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EXPLANATION: STUDENT COUNSELING PROGRAM

This policy has been updated to reflect the terminology now used by school counselors.

The changes to the section on academic and career counseling and the addition of a school counselor advisory council will prepare districts for establishing an academic and career counseling program operated in conjunction with parents/guardians and the community. House Bill 1606 (2018) charges the Department of Elementary and Secondary Education with developing by January 1, 2019, a process for recognition of a district's academic and career counseling program established in cooperation with parents/guardians and the local community.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services	X	Counselor		Special Education
	Transportation		Public Info/Communications		Technology

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STUDENT GUIDANCE AND COUNSELING PROGRAM

Definitions

Counselor – For the purposes of this policy, a counselor is a school counselor as defined by the Department of Elementary and Secondary Education (DESE).

Guidance School Counseling Advisory Committee (GAC) Council (SCAC) – A committee composed of at least one counselor from each grade level, a principal, teachers and others as determined by the superintendent, a variety of stakeholders, such as parents/guardians, community leaders, agency personnel, students, teachers and School Board members.

General

The Raytown C-2 School District's comprehensive guidance school counseling program provides important benefits to all students at all grade levels by addressing their personal/social/emotional, academic and career development needs. Research indicates that a fully implemented comprehensive guidance school counseling program has a positive impact on student achievement and has the potential to increase attendance, reduce discipline referrals and improve Missouri Assessment Program (MAP) scores. In support of the district's efforts to improve student achievement, the Board requires full implementation of the Missouri Comprehensive School Counseling Program and will adhere to all of its standards. The program shall be implemented in each attendance area and is considered an integral part of each school's educational program. Guidance school counseling program objectives will be aligned with the district's Comprehensive School Improvement Plan (CSIP) and student performance data. The program shall be implemented by certified school counselors with the support of district staff, students and external organizations and agencies.

Guidance School Counseling Curriculum

Counselors will create and implement a written guidance school counseling curriculum that promotes students' academic, career and personal/social/emotional development. The Board will provide resources and support activities for implementation of the guidance school counseling curriculum. The guidance school counseling curriculum will be systematically reviewed and revised, and modifications to the guidance school counseling curriculum will be based on student data, school data and needs-assessment/planning survey data collected at least every three years.

Individual Student Planning

Individual planning activities help students plan, monitor and manage their academic achievement as well as their social/emotional and career development. The foundation for individual planning

will be established during the elementary school years through school counseling activities. Building on this foundation, the individual planning component of the school counseling program will assist middle school students as they begin to plan for the future and will continue to support students in their planning endeavors until graduation.

School counselors will assist students in individual student planning (ISP) that addresses educational and career planning, educational transitioning and self-appraisal for decision making. An ISP process will be developed for students at every grade level.

Academic and Career Counseling

~~School counselors or advisory teachers will work with students prior to their ninth-grade year, students will work with school counselors or advisory teachers to identify college and career goals and create a plan of study that includes courses and experiences designed to assist students with meeting those goals.~~ create an individual career and academic plan (ICAP) as part of the student's ISP. The ~~plan~~ ICAP will include, but is not necessarily limited to, requirements for graduation; career or postsecondary goals and coursework or a program of study related to those goals, which shall include relevant opportunities that the district may not directly offer; grade-appropriate and career-related experiences as outlined in the grade-level expectations of the Missouri Comprehensive School Counseling Program; and student assessments, interest inventories or academic results needed to develop, review and revise the ~~plan of study, which shall include relevant assessments, inventories or academic results that the district may not offer~~ ICAP.

School counselors or advisory teachers will continue to work with students throughout high school to evaluate and, if necessary, amend the plan in order to facilitate on-time graduation of college- or career-success-ready students.

Students identified as at risk of not graduating from high school college- or career-success-ready will receive additional support in accordance with law and policy IGBD.

If a student is receiving special education services, the student's individualized education program (IEP) team may explicitly waive or exempt the student from the provisions of this section.

Academic and Career Counseling Program

The district may establish an academic and career counseling program in cooperation with parents/guardians and the local community that is in the best interest of and meets the needs of students in the community.

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Responsive Services

Responsive services are referrals and other actions taken by the district in response to the immediate needs and concerns of a particular student or identified needs and concerns of groups of students. The purpose of the responsive services component of the comprehensive ~~guidance~~ **school counseling** program is to work with students whose personal circumstances, concerns or problems are interfering or threatening to interfere with their academic, career or ~~personal/social~~ **emotional** development. Responsive services will be implemented through individual counseling, small group counseling, consultation and referral.

Referrals shall be made in accordance with Board policies and district procedures. The superintendent, with the assistance of the ~~GAC~~ **SCAC**, will develop procedures for staff to use to identify students who may need a referral for assistance beyond that regularly provided by the counseling staff. All staff members who, in the course of their duties, have contact with students on a regular basis will receive annual training on these procedures.

In the event of a pandemic or other emergency, school counseling staff will assist students with personal and emotional issues. The district's crisis intervention plan will include methods for continuing counseling support even in the event of a long-term school closure.

System Support

The Board recognizes system support as a crucial component in the full implementation of a comprehensive ~~guidance~~ **school counseling** program. System support of the comprehensive ~~guidance~~ **school counseling** program includes administration and management activities that support the program. The Board directs the administration to implement activities that support the ~~guidance~~ **school counseling** program, such as program management, ~~fair-share responsibilities~~, professional development, staff-community relations, consultation, committee participation, community outreach, and research and development.

Program Goals

The district will strive to meet the program goals in each of the following areas:

1. ~~Personal/Social~~ **Emotional** Development
 - ▶ Assist students in gaining an understanding of self as an individual and as a member of diverse local and global communities by emphasizing knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives.

- ▶ Provide students with a solid foundation for interacting with others in ways that respect individual and group differences.
- ▶ Aid students in learning to apply physical and psychological safety and promoting the student's ability to advocate for him- or herself.

2. Academic Development

- ▶ Guide students to apply the skills needed for educational achievement by focusing on self-management, study and test-taking skills.
- ▶ Teach students skills to aid them as they transition between grade levels or schools.
- ▶ Focus on developing and monitoring ~~personal~~ individual education plans, emphasizing the understanding, knowledge and skills students need to develop meaningful ~~personal plans of study~~ ICAPs.

3. Career Development

- ▶ Enable students to apply career exploration and planning skills in the achievement of life career goals.
- ▶ Educate students about where and how to obtain information about the world of work and postsecondary training and education.
- ▶ Provide students the opportunity to learn employment readiness skills and skills for on-the-job success, including responsibility, dependability, punctuality, integrity, self-management and effort.

Confidentiality

It is necessary for counselors to build trusting relationships with students and district staff; however, counselors are not permitted to promise students complete confidentiality. Counselors may at times be required to disclose information to parents/guardians, report child abuse or neglect, convey to district staff information necessary to better serve a student, or report to supervisors as appropriate.

Care should be taken in explaining to students, in a developmentally appropriate manner, the limits of confidentiality. Notice of the limits of confidentiality may be made by a variety of methods including classroom lessons, student handbooks, the district website and ~~guidance~~ school counseling brochures in addition to oral notification of individual students.

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District counselors have the responsibility to protect the confidentiality of student records and only release information in accordance with state and federal law and Board policy. Information transmitted or stored electronically must maintain the same level of confidentiality as traditional paper records. Care shall be taken to send sensitive information by a means that protects student identity.

~~Guidance Advisory Committee and~~ **School Counseling Program** Evaluation

The ~~GAC~~ **SCAC** will systematically review the district's comprehensive ~~guidance~~ **school counseling** program, including the ~~guidance~~ **school counseling** curriculum. ~~The comprehensive guidance program will be systematically evaluated~~ through the development and use of a comprehensive evaluation plan. The comprehensive evaluation plan will minimally assess the impact of the comprehensive ~~guidance~~ **school counseling** program on the Missouri School Improvement Plan (MSIP) performance standards and other relevant criteria including, but not limited to, attendance, grades and behaviors.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 02/12/2007, eff. 07/01/2007

Revised: 04/18/2011; 04/09/2018;

Cross Refs: EBCA, Crisis Intervention Plan
ECG, Animals on District Property
IGBD, At-Risk Students
IGCD, Virtual Courses
IGCE, Nontraditional Instruction Options
IL, Assessment Program

Legal Refs: §§ 167.266, .903, .905, 170.048, RSMo.

MSIP Refs: I-6

Raytown C-2 School District, Raytown, Missouri