

GUIDANCE AND COUNSELING

The focus of the counseling and guidance program in MSAD #68 schools is on the developmental needs of all students.

Counselors demonstrate respect for the dignity and worth of each individual, and encourage each student to develop individual responsibility and decision making skills. Counselors coordinate the school guidance program and involve all staff members in designing and implementing plans to meet three major goals:

- A. Personal/Social Development - Students will develop appropriate behaviors for a variety of social settings. Students will develop awareness of self and confidence in their own abilities in order to enhance their personal and career development.
- B. Career Development - Students will develop career options consistent with their interests, abilities and values.
- C. Educational Development - Students will participate in planning their educational experiences so that their education is consistent with educational requirements and career expectations of the Maine Learning Results.

Within the framework of the counseling and guidance goals, specific student and co-curricular objectives are developed.

Within the areas of counseling and guidance responsibility, the counselor enters into professional relationships with three segments of the school community: students, school personnel, and parents/guardians. The counselor must also establish and maintain relationships with a variety of state, social and referral agencies. Consistent with the rights of the individuals and the obligations of the counselor as a professional, the counseling relationship and resulting information is, except in cases of "imminent danger," protected as privileged communications by Maine law. When appropriate, counselors will be responsible for explaining the ramifications of confidentiality to students.

Legal Reference: TITLE 20-A MRSA SEC. 4008

Cross Reference: JIC: Student Conduct
JIH: Questioning and Search of Students
JLF: Reporting Child Abuse/Child Protection
JLDAC: Psychological Testing of Students

First Reading: April 7, 1999

Second Reading and Adoption: June 2, 1999