



**Comprehensive School Counseling Program**

**I. General**

- A. Comprehensive school counseling in Portland schools is an integral part of the school's total educational program. The goal is to establish a powerful, culturally responsive, continuous and coordinated program through which students achieve educational success, personal social development and career development/life planning. The role of school counselors is to help each and every student develop lifelong abilities to learn, work and live through partnerships between home, school and the community.
- B. The program is provided by or under the leadership and supervision of the principal and/or professional school counselors involving teachers, school and community resource personnel and families to assist students in their academic, personal/social and career development.
- C. Counseling, guidance and instructional activities are designed to achieve district goals. These activities are developmentally appropriate and take into consideration the student's year in school, current achievement level, individual characteristics and career objectives with sensitivity to the unique needs of historically underserved populations including students of color, students with disabilities, and emerging bilingual students.
- D. In alignment with the PPS Racial Educational Equity Policy, each school counseling program will be responsive to all students and their families. School counseling programs will use disaggregated data to evaluate the effectiveness of programs and promote equity in opportunities, outcomes, supports and services.
- E. Each student is to have access to an assigned licensed staff member who can provide attention and support on an individual ongoing basis.

**II. Goals**

A. Comprehensive School Counseling for students consists of planned activities and experiences, which are sequential, developmental and preventive and will include but are not limited to the following areas:

- (1) Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span;



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- (2) Complete school with academic preparation essential to choose from a wide range of substantial postsecondary options, including college;
- (3) Understand the relationship of academics to the world of work and to life at home and in the community.
- (4) Acquire the skills to investigate the world of work in relation to knowledge of self in order to make informed career decisions;
- (5) Employ strategies to achieve future career success and satisfaction;
- (6) Understand the relationship between personal qualities, education and training, and the world of work;
- (7) Acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others;
- (8) Make decisions, set goals and take necessary action to achieve goals;
- (9) Understand safety skills.

- B. Each school will provide for culturally responsive engagement of parents/guardians in the counseling process.
- C. Each school will involve staff in classroom guidance activities for all students.
- D. Each school will cooperate with community organizations and agencies in providing activities and support for students and families.

**III. Physical Facilities**

- A. To the extent possible, schools will provide space that will allow for private interviews. In addition, space for meetings with larger groups of students and/or parents/guardians should be provided, as necessary.

**IV. Guidance, Counseling and Related Instructional Activities**

- A. Plans describing guidance, counseling, and related instructional activities will be part of the school improvement plan for each school.
- B. Guidance and counseling services are crucial at the primary and elementary school levels. Counselors or child development specialists will be added as resources can be provided. Classroom and guidance activities presented by



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teachers under the direction of the principal represent the minimum program for meeting the state standards for guidance and counseling.

- C. At the middle and high schools, in addition to classroom guidance activities provided by teachers and other specialists, counseling services will be provided by licensed school counselors.
- D. Teachers at all levels will engage in classroom guidance activities related to guidance and counseling goals and will use consulting and coordinating services when available.
- E. A good working relationship between the school and home is of utmost importance. As guidance and counseling personnel work to achieve the goals listed, every attempt should be made to involve parents/guardians in the guidance and counseling process, and to utilize culturally responsive outreach strategies in a culturally responsive way. It may be necessary to alter the counselor's workday occasionally to make the counselor more accessible to parents/guardians.
- F. Many community agencies provide services that are helpful for students. Linkages between the school and agencies are encouraged and can be maintained through individual contact, advisory committees, and the Student Services Department.

**V. Rationale for Assigning Staff**

- A. Counselors will be assigned at the high school level in accordance with Oregon Department of Education recommendation of no more than 300 counselees to one full-time counselor, unless limitations on district resources do not make this possible.
- B. At least one counselor will be assigned at the middle school level with a goal of working toward meeting the recommendation of 300 to one, unless limitations on district resources do not make this possible.
- C. At the primary and elementary levels, schools will add counselors, as resources can be provided, working toward the recommended ratio of 300 to one.
- D. Counseling personnel assigned to the school will meet state licensure requirements as prescribed by the Teacher Standards and Practices Commission. (TSPC).



## **Administrative Directive 6.10.014-AD**

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#### **VI. Evaluation of Guidance and Counseling**

- A. The principal will be responsible for the ongoing implementation and evaluation of the building guidance and counseling program.
- B. The evaluation of counselors will be conducted by the building principal or designee. Because of the specialized nature of the counseling process, building administrators are encouraged to consult with the Director of Student Services concerning the evaluation of counselors.

AD History: Adopted 8/77; Amended 10/81; 9/02; 5/16