

**ADMINISTRATIVE REGULATION**  
Placentia-Yorba Linda Unified School District

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Instruction

6164.2 - AR

**COUNSELING AND GUIDANCE**

A. Purpose and Scope

To provide a description of the role and function of the counseling and guidance program in order to promote academic achievement and serve the diverse needs of all district students.

B. General

1. The mission of the Placentia-Yorba Linda Unified School District counseling program is to provide a comprehensive, developmental counseling program addressing the academic, career and personal/social development of all students.
2. The school counseling program shall provide a balance of direct and indirect services with an emphasis on prevention and the building of developmental assets in all students. Counselors shall provide a program of services delivered in a systematic way designed to address barriers to learning and facilitate the development of resiliency in all students.
3. School counseling and guidance programs are data-based through the intentional use of the best available evidence in planning, implementing and evaluating school counseling interventions and programs.
4. Academic advisement is an important component of the district counseling and guidance program. Counselors shall, therefore, help students establish immediate and long-range educational plans, achieve academic standards, and complete the required curriculum in accordance with their individual needs, abilities, and interests.
5. The counseling staff shall help all students plan for the future and become aware of their career potential. Academic planning for higher education shall include information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships.
6. Counselors shall respect student confidentiality, as appropriate, and shall consult with the superintendent or designee or with the district's legal counsel whenever unsure of how to respond to a student's expressed problem.
7. Counselors shall provide a prompt and effective response when students are confronted with a traumatic or crisis event.

### C. Procedures

1. The role of each counselor at the middle and high schools shall consist of activities appropriate to the training and credential of the professional school counselor and shall emphasize counseling and guidance strategies that address academic, career, and personal/social development.
2. Responsibilities of school counselors include, but are not limited to:
  - a. Engaging with, advocating for, and providing support for all students with respect to learning and achievement
  - b. Planning, implementing, and evaluating programs to promote the academic, career, personal, and social development of all students, including students from low-income families, foster youth, homeless youth, undocumented youth, and students at all levels of academic, social, and emotional abilities
  - c. Using multiple sources of information to monitor and improve student behavior and achievement
  - d. Collaborating and coordinating with school and community resources
  - e. Promoting and maintaining a safe learning environment for all students by providing restorative justice practices, positive behavior interventions, and support services
  - f. Intervening to ameliorate school-related problems, including issues related to chronic absences
  - g. Using research-based strategies to reduce stigma, conflict, and student-to-student mistreatment and bullying.
  - h. Improving school climate and student well-being
  - i. Enhancing students' social and emotional competence, character, health, civic engagement, cultural legacy, and commitment to lifelong learning and the pursuit of high-quality educational programs
  - j. Providing counseling interventions and support services for students classified as English learners eligible for free or reduced-priced meals, or foster youth, including enhancing equity and access to the education system and community services
  - k. Engaging in continued development as a professional school counselor
  - l. Activities and programs emphasizing the building of both internal and external developmental assets in students
  - m. Staff development activities that increase staff awareness of strategies that build positive student-teacher relationships

### 3. Academic Counseling

The educational counseling program shall include academic counseling in the following areas:

- a. Development and implementation, with parent/guardian involvement, of the student's immediate and long-range educational plans.
- b. Optimizing progress towards achievement of proficiency standards.
- c. Completion of the required curriculum in accordance with the student's needs, abilities, interests, and aptitudes.
- d. Academic planning for access and success in higher education programs, including advisement on courses needed for admission to public colleges and universities, standardized admission tests, and financial aid.

### 4. Career Counseling

Career and vocational counseling shall assist students in doing all of the following:

- a. Planning for the future, including, but not limited to, identifying personal interests, skills, and abilities, career planning, course selection, and career transition.
- b. Becoming aware of personal preferences and interests that influence educational and occupational exploration, career choice, and career success.
- c. Developing realistic perceptions of work, the changing work environment, and the effect of work on lifestyle.
- d. Understanding the relationship between academic achievement and career success, and the importance of maximizing career options.
- e. Understanding the value of participating in career technical education and work-based learning activities and programs, including, but not limited to, service learning, regional occupational centers and programs, partnership programs, job shadowing, and mentoring experiences.
- f. Understanding the need to develop essential employable skills and work habits.
- g. Understanding the variety of four-year colleges and universities and community college vocational and technical preparation programs, as well as admission criteria and enrollment procedures.

### 5. Personal/Social Counseling

- a. A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by his/her credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health

assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.

- b. Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the services pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.
  - c. Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by his/her parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602.
  - d. A counselor shall consult with the Superintendent or designee and, as appropriate, with the district's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.
6. Crisis Counseling
- a. The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students and parents/guardians before, during, and after a crisis.
  - b. In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis if it occurs.
  - c. Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.
7. The principal/designee shall ensure that the activities of the counseling staff are appropriate to the role and function of the school counselor, and should not include administrative responsibilities (e.g., after-school academic tutoring, substitute teaching, organization and monitoring of community service hours, school attendance office, etc.). This would not preclude counselors from participating in above activities in emergency situations at the discretion of the principal.
8. Counselors, in conjunction with the school administrators, shall review appropriate school student achievement and perception data including, but not limited to, the Local Control and Accountability Plan (LCAP) parent and student survey, school discipline data, disaggregated student achievement information, and the California Healthy Kids Survey, and determine school and student needs that can be addressed by the counseling and guidance program.

9. The district's educational counseling program also may include, but not be limited to, identification of students who are at risk of not graduating with the rest of their class, development of a list of coursework and experience necessary to assist students to satisfy the curricular requirements for college admission and successfully transition to postsecondary education or employment, and counseling regarding available options for a student to continue his/her education if he/she fails to meet graduation requirements.
10. The Superintendent or designee shall establish and maintain a program of guidance, placement, and follow-up for high school students subject to compulsory continuation education.
11. No counselor shall unlawfully discriminate against any student. Guidance counseling regarding school programs and career, vocational, or higher education opportunities shall not be differentiated on the basis of any protected category specified in BP 0410, Nondiscrimination in District Programs and Activities.
12. In addition, counselors shall affirmatively explore with students the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex.
13. For assessing or counseling students, the district shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students.
14. Colleges and prospective employers, including military recruiters, shall have the same access to students for recruiting purposes.

D. Responsible Administrative Unit

Deputy Superintendent – Educational Services

E. Approved by:

Candy Plahy                      2/21/17  
Responsible Division Head      Date

Dr. Greg Plutko                      2/21/17  
Superintendent                      Date