



Book	Board of Trustees Policy
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## **Agora Cyber Charter School**

### **Board of Trustees Policy**

### **GUIDANCE AND COUNSELING POLICY**

The Board of Trustees ("Board") of the Agora Cyber Charter School ("Charter School") believes that a planned program of guidance and counseling is an essential component of the educational offerings in the Charter School. Such a program should assist students in developing:

- (a) A better understanding and acceptance of themselves - their strengths and limitations; aptitudes, needs, values, interests, and worth as unique individuals;
- (b) Interpersonal relationships on the basis of mutual respect;
- (c) Increased skills in problem solving and decision making;  
and
- (d) Responsibility for their educational, occupational, and vocational improvement.

In addition, this program should provide staff, parents, and community with needed information for the support objectives.

The Board directs that a program of guidance and counseling shall be offered to all students that involves the coordinated efforts of all staff members, under the professional leadership of certificated guidance and counseling personnel.

The Charter School's basic program of counseling and guidance will vary according to the developmental levels and needs of students and include the areas of academic and career development, study skills, preparation for tests, interpersonal relations, decision-making, and conflict resolution. Implementation of program objectives shall be accomplished through needed, individual and/or group activities.

Specific objectives shall include:

- (a) Assisting students in solving educational problems;
- (b) Planning for appropriate career choices and preparation;
- (c) Assisting with personal problems, including financial and medical;
- (d) Assisting administrators and teachers in planning educational programs for students with special needs;
- (e) Serving as consultants to staff and parents in:
  - (i) using effective crisis intervention strategies and techniques; and
  - (ii) demonstrating how family relationships affect individual student behavior and learning;
- (f) Making appropriate use of community resources; and
- (g) Interpreting tests and surveys for students and parents.
- (h) Being available equally to all students.

Pursuant to the American School Counselor Association, professional school counselors need to be skilled in meeting the changing needs of students, families, schools, and communities. Therefore, professional school counselors, as a result of education and credentialing and/or licensing requirements should possess the following skills:

- be culturally competent
- have skills in evidence-based educational and school counseling practices
- focus on students' academic, career and personal/social needs
- possess leadership and advocacy skills
- have consultation skills and the ability to work collaboratively with educational professionals and stakeholders in the school and community
- be able to develop, implement, and evaluate professional school counseling programs
- work with Charter School personnel and local or state associations to provide ongoing professional development for the acquisition and updating of necessary skills.

The Chief Executive Officer is authorized to direct, evaluate, and continually improve a program of counseling and guidance.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**