

The purpose of the school counseling program is to assist all 4K-8 students in their educational/academic, career, personal and social development including the understanding and development of a positive self concept, respectful interpersonal relationships and problem-solving/decision-making skills. As such, the Richmond school counseling program encompasses a scope and sequence that is systematic, sequential, comprehensive, and developmental.

A comprehensive and sequential program of developmentally-based school counseling services shall be maintained in grades kindergarten through 8 in the District. The broad program components shall include a school counseling curriculum, individual student planning services, responsive services, and system support services (e.g., planned opportunities for professional development, consultation, and collaboration).

Components of the Richmond School District's school counseling program are:

1. School Counseling Curriculum: classroom, curriculum development, group activities, family workshops.
2. Responsive Services: individual and small groups, crisis, consultation, referrals.
3. Individual Student Planning: Individual and small group appraisal or advisement, conferences, learning plans.
4. System Support: professional development, consultation, collaboration, program management, planning for multi-tiered systems of support (MTSS) and intervention support.

The school counseling program shall be a shared partnership with students, families, counselors, teachers, administrators, and community members, all working together in a proactive, collaborative, and problem-solving process. The delivery of the program shall be under the direct consultation and advisement of a K-12 certified school counselor.

The school counseling program and services shall be integrated with the District's Academic and Career Planning services at all appropriate grade levels. School counselors shall have an integral role in delivering Academic and Career Planning services and be represented on District-level and building level Academic and Career Planning leadership teams.

1. Personal and social development, including the following:
 - a. Assist students in developing a better understanding and acceptance of themselves, including knowledge of their strengths and weaknesses, aptitudes, needs, interests and worth as unique individuals.
 - b. Assist students in developing skills needed to initiate and maintain positive interpersonal relationships.
 - c. Assist students in developing problem-solving and decision-making skills.
 - d. Assist students and their families and guardians with individual concerns, problems, or situations that, even if not directly related to the curriculum and a student's academic progress, affect the student's readiness to learn and his/her ability to be successful in school.
2. Academic development and planning, including the following:
 - a. Assist students in understanding educational requirements and options.

- b. Assist students in understanding and resolving educational difficulties.
 - c. Assist students in accepting increased responsibility for their educational and life-planning goals.
3. Career development and planning, including the following:
- a. Assist students by helping them develop positive work traits.
 - b. Assist students in exploring various career options.
 - c. Assist students in identifying and developing career interests.
 - d. Assist students in learning career decision-making and goal-setting skills.

Staff members who provide school counseling services and other staff who work collaboratively with school counselors are expected to appropriately maintain the confidentiality of information they receive from students and from student record information in accordance with applicable legal requirements and the District's student records policy and procedures. However, such staff are also expected to avoid making express commitments to students regarding the degree and extent to which ongoing and complete confidentiality can be assured if applicable laws, regulations, District policies, or professional responsibilities could reasonably prevent the staff member from meeting the commitment.

The Richmond School District shall not discriminate in the methods, practices, and materials used for testing, evaluating, or counseling students on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap or other factors prohibited by state and federal laws and regulations. This does not, however, prohibit the use of special counseling materials or techniques to meet the individualized needs of students. Discrimination complaints shall be processed in accordance with established procedures.

Legal References:

Wisconsin Statutes

- [Section 115.28\(59\)](#) [academic and career planning]
- [Section 118.01\(2\)\(d\)](#) [educational program goals related to personal development]
- [Section 118.125](#) [maintenance and confidentiality of student records]
- [Section 118.126](#) [privileged communication about student alcohol and other drug problems]
- [Section 118.295](#) [[liability exemption for suicide intervention](#)]
- [Section 121.02\(1\)\(e\)](#) [school district standard; guidance and counseling services]

Wisconsin Administrative Code

- [PI 8.01\(2\)\(e\)](#) [school district standard; guidance and counseling program requirements]
- [PI 9.03\(1\)\(f\)](#) [requirement to address nondiscrimination in policy on guidance and counseling program]
- [PI 26](#) [education for employment regulations, including academic and career planning requirements]

Federal Laws and Regulations

- [Family Educational Rights and Privacy Act](#) [federal student records law]
- [34 C.F.R. part 99](#) [U.S. Department of Education FERPA Regulations]
- [34 C.F.R. part 300](#) [U.S. Department of Education IDEA regulations; confidentiality and maintenance of records]

Approved: 12/10/07
 Reviewed: 2/10/20