

## GUIDANCE AND COUNSELING DEPARTMENT

### PHILOSOPHY

The personnel of Bishop Neumann High School believe that the counseling and guidance program is an integral part of the total educational process. Students develop morally, emotionally and socially in school as well as acquire academic knowledge. Therefore, the counseling and guidance program must address the issue of growth and development in the effective areas. Since this growth occurs at all levels and builds upon previously learned skills, it is imperative that the counseling and guidance program be developmental in nature.

A developmental program focuses on all the students rather than just those who would seek out the counselor. All students can benefit from the knowledge and experience an effective curriculum has to offer. In addition, this knowledge and its application may actually work to prevent emotional problems in the future life of the student. Therefore, the counseling and guidance program is preventive as well as remedial in nature. We believe that the counseling and guidance program should assure parents that a systematic method of teaching students about the human experience would be pursued.

At Bishop Neumann High School each staff person's contribution contributes to the total school climate. The counselor works toward a climate, which enhances every students' growth in positive experiences in relationships with self and others. In addition he/she encourages students toward academic excellence. This may involve supportive school activities, which allows the school to run smoothly and efficiently.

The counseling and guidance program recognizes that each person has the capacity to change attitudes and behaviors. It also recognizes that each student can change his or her behavior and become more self-directive. As particular student needs are identified, efforts will be made in response to these needs. These responsive services will be in direct relationship to identified student needs.

Finally, the guidance and counseling program must recognize the need for students to learn to plan for achieving identified goals. Individual planning necessarily involves learning and applying decision making skills and then taking the responsibility to implement chosen options. Students need to plan for all levels of educational as well as vocational goals.

### ASSUMPTIONS

1. Guidance and Counseling Programs should be an integral part of the school's educational program.

Since social, emotional and academic development occurs simultaneously, an equal and complementary relationship exists between the instructional and guidance programs. The guidance and counseling program goals and objectives should be identifiable and yet integrated into the total curriculum. This means that all staff has guidance responsibilities although the counselor coordinates the guidance curriculum.

2. Guidance and counseling programs deal with developmental as well as remedial concerns.

The guidance and counseling program should focus on all students and thus maximize the prevention of problems. This means that part of the program structure must deal with imparting knowledge of effective development to all students at each level while still responding to those students seeking counseling.

3. Guidance and counseling programs help develop and protect each student's concept of himself/herself.

A major responsibility of the guidance and counseling program centers around protecting and enhancing each student's self-concept. Although many forces impinge on each individual student at any time, it is the school's responsibility to make the educational experience as positive as possible. The counselor works within this framework by making students aware of their uniqueness and acceptability as individuals. This awareness includes interest, aptitudes, abilities, personal characteristics and other self-knowledge.

4. Guidance and counseling programs recognize each person's capability to change.

It is essential that the counselor believe that each person has the capacity to change behaviors and/or attitudes and that this belief is communicated to students and teachers thus creating a climate for change.

5. Guidance and counseling programs should be evaluated periodically for effectiveness.

Responsive guidance and counseling programs recognize the needs of those who are served. To ensure this, programs and personnel should be evaluated regularly. In order to accomplish this guidance and counseling programs must be organized, structured and have specified goals and objectives.