



Curriculum & Instruction Policies BP 12-14

Board Policy: Guidance/Counseling Services

Gateway Community Charters (GCC) recognizes that a comprehensive counseling program can help promote academic achievement and serve the diverse needs of GCC students.

Students shall be encouraged to arrange a meeting with counseling staff to discuss academic, social or personal problems and other issues that may impact student learning.

GCC employees and materials do not discriminate against any student based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics.

(EC§ 200, 220, 221.5, and 260; GC§ 11135; PC§ 422.55; 5 CCR§§ 4900, 4902, and 4960)

The GCC develops and uses an internal procedure to ensure that different counseling materials for students are not used on the basis of sex or the use of materials does not permit or require difference treatment of students based on sex. (34 CFR § 106.36(b))

The GCC takes action to ensure that any disproportionate number of students of one sex enrolled in a particular class is not the result of counseling or appraisal materials.

(34 CFR § 106.36(c))

Academic and Career Counseling

The GCC expects academic counseling to help students establish immediate and long- range educational plans, achieve academic standards, prepare for the high school exit examination, and complete the required curriculum in accordance with their individual needs, abilities and interests. Insofar as possible, parents/ guardians shall be included when making educational plans, and student placement shall not be limited by past grades and test scores. Minority, disadvantaged, low-income and other students shall not be automatically or systematically channeled into vocational or special education programs.

Counseling staff shall help 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.

The Superintendent or designee shall establish and maintain a program of guidance, placement and follow-up for all GCC minors subject to compulsory continuation education.

Employers and prospective employers, including military services representatives, shall have access to students for recruiting purposes.

Personal Counseling

Counselors shall identify and work with students whose personal problems may prevent them from functioning up to their potential.

As appropriate, students shall be informed about agencies that offer qualified professional assistance with substance abuse, physical or emotional problems, or other personal problems.

Counselors shall respect student confidentiality as appropriate and shall consult with the Superintendent or designee or with the GCC's legal counsel whenever unsure of how to respond to a student's personal problem. Parental consultation and consent shall be obtained as appropriate.

Crisis Counseling

The GCC recognizes the need to provide support to students in the event of a crisis. A crisis is defined as a traumatic event, which affects the health, safety, or social-emotional well-being of students. It is the intent of the GCC that the administration shall develop procedures to assist schools and students in these instances. School psychologists and 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 before and after a crisis.

In addition, the Superintendent or designee shall identify crisis-counseling resources to train GCC staff in appropriate response techniques and/ or to directly help students cope with such crises if they occur.

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.