Clover School District
Guidance and Counseling Program

Building the “Whole Person”
SC Guidance and Counseling

• SC Comprehensive Developmental Guidance and Counseling Program Model (Revised Feb 2008)

• Program visit requested (Ann White, Ed Assoc, April 2008 - 1 Person shop under Office of Youth Services, currently no one assigned)

• Purpose of visit: To provide our counselors specifics of new SC Guidance and Counseling Model Guide and discuss the status of the Clover program

SC Model

• Four Components
  – Guidance Curriculum
  – Individual Planning
  – Responsive Services
  – System Support

Note: There are Standards and Competency Indicators for Pre-K through Grade 12 for Guidance and Counseling.
Guidance Curriculum

• Awareness, skill development and application needed for the following three student development areas:
  – Learning to Live (Personal/Social)
  – Learning to Learn (Academic)
  – Learning to Work (Career)

Individual Planning

• Student planning and goal setting
• Issues Addressed:
  – Personal and Social Growth
  – Educational Growth
  – Career Growth
Responsive Services

• Prevention and Intervention

• Issues Addressed:
  – Academic concerns
  – School-related concerns (conduct)
  – Relationship concerns
  – Substance Abuse
  – Coping with stress

System Support

• Program Delivery and Support

• Issues Addressed:
  – Parent Education
  – Professional Development
  – Community Outreach
  – Program Development
  – Teacher/Admin Consultation
Distribution of Time

• Suggested by Guide

• Elementary and Middle School Level counselors are to spend the majority of their time in Guidance Curriculum and Responsive Services areas

• High School counselors are to spend the majority of their time in Individual Planning and Responsive Services areas

Our Goals District-Wide

• Comply with published model
• Provide Guidance and Counseling services consistent with the District Strategic Plan
EEDA

(Education and Economic Development Act – 2005 - Prosperous and Successful futures for SC students)

EEDA

Grade Level Requirements

• All has to do with building to HS Career Clusters
• Foundations established in elementary
• Counseling and Career Exploration at middle level (career plans, Individual Grad Plans)
• HS level includes yearly refining of IGPs, selection of career majors 10th grade, work exploration
• 1:300 (ratio Counselor/Career Dev Facilitator to student) to support Grades 6-12

http://ed.sc.gov/agency/Accountability/Regional-Services/EEDAITProjectTeamHomepage.html
300
Seen the movie?

- Not there this year (neither is RH or FM); York made it by adding a classified employee CDF
- OMS 2 for 791; CMS 2 for 694, CHS 5 (6) for 1904 (9th Grade Counselor has 587 students)
- CHS Counselors at 195 days…York, RH, FM High School Counselors at 210 days
- York, RH, FM Counselor shops all have full-time receptionist
- Needs: More Counselors and more days

Note: HS Counselors “comp’d” 47 days last year

Clover Unique Support
What was in place/What we changed

- Post-secondary pamphlet (on-line and hard copy, Strategic Plan)
  http://www.clover2.k12.sc.us/Publications/documents/collegeprep.pdf
- Guidance Meetings (monthly)
  – Spearheaded by Diane Senn and Pam Whitley
  – Collaboration includes MS and HS this year
  – Goal setting, sharing, accountability
- IGP Process (rising 9th grade handled as a team, Saturday effort, parent/student friendly)
Continued -

- Pat Reid (OMS Counselor/CDF also supports HS efforts with IGPs, additional days in contract)
- Character Education Program (monthly themes)
  - RESPECT
- Personnel/Organizational changes

Continued -

- Attendance at Regional and SC sponsored Guidance Workshops-ongoing
- Love and Logic (Kinard, Larne, extending to CCES this year-school counselors attending training, Title II Grant, classroom management/discipline strategies)
- Needs Assessment, CHS
- NAVIANCE (Jennifer Forrest, CHS Dept. Chair)
Next Steps

• Continue taking advantage of staff development opportunities
• Strategic Plan 2.4.1 - Needs assessment of counseling services (SY 09-10)
• Strategic Plan 2.4.2 – Make parents aware of available services (SY 09-10)
• Note: SC Program Model includes Needs Assessment documents that counselors may use for program evaluation (feedback from students, parents and teachers)
• Address contract days and Counselor needs issues

Wrap-up

• Many things drive the counseling effort but two issues seem to dominate at this time:

  – Career Awareness (creates relevance opportunities in academic studies, provides community support, promotes democratic ideals)
  – Post-secondary education readiness (drives rigor, creates academic focus and high school graduation emphasis, supports democratic ideals)