

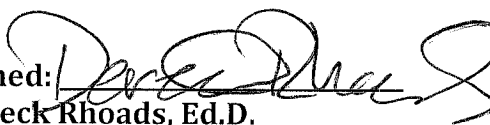
Beaufort County Board of Education  
Beaufort, South Carolina

Performance Expectations Monitoring Report  
Date: September 29, 2016

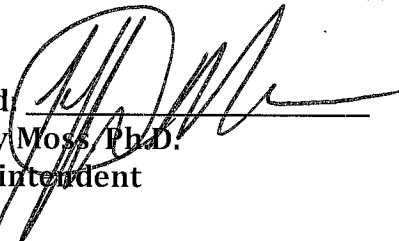
**Performance Expectation being monitored: PE 1.9. Guidance Services**

I hereby present my stipulation report on Performance Expectation: PE1.9 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true:

Date: 10/1/16

Signed:   
Dereck Rhoads, Ed.D.  
Chief Instructional Service Officer

Accepted:  
Date: 11/1/16

Signed:   
Jeffrey Moss, Ph.D.  
Superintendent

Accepted:  
Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
Mary Cordray  
Board Chair

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**DRP 2.10 Indicator 10:** Ensure that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral and educational and career planning. (AdvED 4.8)

**Statement of Compliance**

We are in compliance as it relates to PE 1.9 as evidence by the following:

**Evidence of Compliance**

BCSD provides a comprehensive guidance and counseling program aligned to the **SC. Developmental Guidance and Counseling Program Model** which is further undergirded by the research and writing of the **American School Counselor Association (ASCA)**. This model sets out the standards and strategies our schools must use in developing and implementing a cohesive Pre-K-12 program to comply with the requirements of South Carolina laws and regulations regarding the function, design, and implementation.

In 2007, S.C. legislation mandated the implementation of the "**Education and Economic Development Act (EEDA), "Personal Pathways to Success"**". We are charged with the responsibility of providing students (K-12) with strong academics and real world problem solving skills. All students, at each grade level must be provided with individualized

educational, academic, career-oriented choices and greater exposure to career information and opportunities.

This system must promote the involvement and collaborative effort of parents, teachers, and school counselors in assisting students in making these choices, in setting career goals, and in developing individual graduation plans to achieve these goals. The EEDA legislative requirement is that 100% of students have an individual conference with at least one parent or official parental designee in attendance. At least 80% of the conferences must be held face-to-face and the remaining 20% may be held utilizing other forms of technology to include participation via telephone or an online meeting.

Through EEDA funding, Career Specialists are provided to lower the SAC guidance counselor to student ratio of 500:1 to an EEDA legislated ratio of 300:1. Career Specialists are to provide career awareness, exploration, and guidance services to students in public schools, grades six through twelve. The career specialist's role is to assist the guidance counselor in providing career services to students. Career Specialists must complete the 120 hour CDF course and become CDF certified. In BCSD all secondary counselors are required to be CDF certified.

BCSD goals for counseling programming using available resources, and ensuring compliance with S.C. mandates, is to design and deliver programs within each of our schools that align with the BCSD Mission, Vision, and Strategic Plan. We strive to support our schools by providing state-credentialed school counselors that are focused on improving student achievement, driven by student data based on standards in academic, personal, social, and career development. The comprehensive developmental guidance and counseling program components organize the work of counselors into four major components: guidance curriculum, individual planning, responsive services, and system support.

**Guidance Curriculum:** includes structured experiences presented systematically through large- and small-group activities from prekindergarten through grade twelve. The curriculum emphasizes decision making, self-understanding, career development, and the improvement of study skills.

- **Classroom Activities:** Counselors teach, team-teach, or assist in teaching guidance curriculum learning activities or units in classrooms, the guidance center, or other school facilities.
- **Group Activities:** Counselors conduct group activities outside the classroom to respond to students' identified interests or needs.

**Individual Planning:** includes counseling activities to assist all students in planning, monitoring, and managing their own academic achievement as well as their personal and career development. Individual planning emphasizes test interpretation and educational counseling including postsecondary and career planning.

- **Individual Appraisal:** Counselors work with students analyzing and evaluating students' abilities, interests, skills, and achievements. Test information and other data are the basis for assisting students to develop immediate and long-range plans.

- **Individual Advisement:** Counselors work with students using personal-social, educational, career, and labor market information in planning personal, academic, and career goals. The involvement of students, parents/guardians, and the school is critical in planning programs that meet individual student needs.
- **Placement:** Counselors assist students in making the transition from school to school, school to work or school to additional education and training.

**Responsive Services:** addresses the immediate needs and concerns of students. Such services include personal counseling; crisis counseling; agency referral; consultation with parents, teachers, and other professionals; and support groups.

- **Consultation:** Counselors consult with parents, teachers, other educators, and/or community agencies regarding strategies to help students.
- **Personal Counseling:** Counseling is provided on a small-group or individual basis for students expressing difficulties dealing with relationships, personal issues, or developmental tasks. Personal counseling assists students in identifying problems, causes, alternatives, and possible consequences so appropriate action is taken.
- **Crisis Counseling:** Counseling and support are provided to students facing emergency situations. Such counseling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used.
- **Referral:** Counselors use referral sources to deal with crises such as suicide, violence, abuse, and terminal illness. These referral sources may include the following: Mental Health Agencies, Employment and Training Programs, Vocational Rehabilitation, Juvenile Services, Social Services

**System Support:** includes indirect guidance management activities that maintain and enhance the total guidance and counseling program. The responsibilities of guidance counselors in this component encompass staff and community relations, special research projects, committees, professional development, and student-support teams.

- **Professional Development:** Counselors are involved regularly in updating their professional knowledge and skills. This may involve participating in regular school in-service training, attending professional meetings, completing postgraduate course work, and/or contributing to professional literature.
- **Staff and Community Relations:** Counselors orient staff and the community to the comprehensive developmental guidance and counseling program through such means as websites, newsletters, local media, and/or school-community presentations.
- **Consultation with Teachers:** Counselors consult with teachers and other staff members regularly in order to provide information, support staff, and receive feedback on emerging needs of students.
- **Advisory Councils:** Counselors serve on departmental curriculum committees, community committees or advisory boards to ensure that the guidance and counseling program continues to be an integral part of the total educational process.
- **Community Outreach:** Counselors utilize community resources and referral agencies, field trip sites, employment opportunities, and local labor market information to support the overall guidance and counseling program.

- **Program Management and Operations:** Counselors provide planning and management tasks needed to support activities conducted in a comprehensive developmental guidance and counseling program. This includes responsibilities that need to be fulfilled as a member of the school staff.
- **Research, Development, and Accountability:** In order to ensure accountability, counselors evaluate data in order to continue to develop and update guidance and counseling learning activities and resources.