

GREENWOOD SCHOOL STANDARD OPERATING PROCEDURES: GUIDANCE PROGRAM

I. Purpose

- A. The purpose of the Greenwood School Guidance Program is to provide students with access to information about the widest variety of post-secondary options possible, tailoring the focus as the student matriculates to the higher grades in accordance with their aptitudes, strengths, and areas of specific interest.
- B. All students shall be encouraged to evaluate their options for appropriate post-secondary education and career training, to include four-year universities/colleges, two-year college programs, trade and technical school programs, career-oriented apprenticeships and/or internships, career-specific certification programs at community colleges, etc., in accordance with the student's aptitudes, strengths, and areas of specific interest.

II. Duties and Responsibilities

- A. School Counselor shall oversee execution of the Guidance Program at Greenwood School, working closely with Dean of Students and Head of School as indicated in the outline below.
- B. Head of School shall approve any alterations to this program (may be delegated to Dean of Students).
- C. Dean of Students shall be responsible to ensure results of student guidance/counseling sessions are explained to parent(s)/guardian(s).

III. Guidance Program Principal Components

- A. 1-to-1 guidance sessions
 - 1. Every student 8th grade and above will have at least one session for 1-to-1 academic/college/career guidance per semester. Every student in 6th –7th grades will have at least one session per year.
 - 2. Additional sessions can always be scheduled as needed and/or desired. Parent(s)/Guardian(s) should encourage student(s) to set these up themselves whenever possible, rather than have the parent do it for them (reinforces teaching and modeling of self-advocacy skills).
 - 3. Whenever possible, will be conducted as “push-in” (taking place within context/class period of designated guidance enrichment courses) vs. “pull-out” in order to not take away from instructional time, and to provide greater context to the guidance session.
 - 4. Review academic standing, course planning, testing data, college & career plans appropriate to grade level;
 - 5. Summary report form (signed by counselor and student) provided to family.

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- B.** Priority of Guidance session facilitators:
1. Primary facilitator is always intended to be the School Counselor.
 2. If other responsibilities or circumstances require supplemental facilitators to accomplish student sessions, the following personnel may facilitate 1-to-1 guidance sessions with students:
 - a. Designated Enrichment (Guidance) Faculty Member (all grades)
 - b. Dean of Students (all grades)
 - c. Associate Head of School (high school grades only)
 - d. Head of School (11th and 12th grades only)
- C.** Parent conferences: Revised practice, beginning 2019-2020 school year:
1. Introduction to new guidance program through Orientation days; possible/probable separate sessions for rising high school students by grade level throughout school year.
 2. Fall and Spring conferences (September and February) will offer three days of after-school hours for drop-in visits to individual teachers for minor issues or routine updates; parent(s)/guardian(s) will visit Homeroom Teacher(s) to review Personalized Education Plan (PEP) and sign.
 3. Fourth day of conference weeks there will be no school for students: this allows for families to sign up for meetings with the full academic team (20-minute time slots, no “doubling up” of appointments, allows full team to be present). This is recommended for new families and/or families of students who may be struggling.
- D.** Enrichment courses
1. Specific guidance-focused enrichment course for each grade level;
 2. All students will take assigned course either first or second semester;
 3. General descriptions per grade level are below.

IV. Grade-level plans

- A.** 6th grade:
1. Status: “Assessing”
 2. Guidance Course: Transitions
 3. Focus: Individual Social Skills and Academic Assessment
 4. Incorporates mindfulness and character education
 5. Accommodations Plan, PEP are teacher and parent/guardian driven

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6. Brief 1-on-1 with Counselor prior to Conference Week
- B. 7th grade:
 1. Status: "Assessing"
 2. Guidance Course: Teamwork/Building for Success
 3. Focus: Group Social Skills and Academic Assessment (identify strengths)
 4. Introduction to self-advocacy, code-switch for social situations
 5. Accommodations Plan, PEP are teacher and parent/guardian driven
 6. Brief 1-on-1 with Counselor prior to Conference Week
- C. 8th grade:
 1. Status: "Supported"
 2. Guidance Course: Life Skills
 3. Focus: Team Social Skills, Personal Management, Professional Portfolio 101, Research Principles and Skills
 4. Self-advocacy, executive functions, study skills, academic integrity, online safety
 5. Accommodations Plan, PEP incorporates student inputs
 6. 1-on-1 with Counselor each semester—High School expectations and preparation, self-advocacy strategies
- D. 9th grade:
 1. Status: "Supported"
 2. Guidance Course: Study Skills/Success Planning
 3. Academic communication and management, personal work ethic and time management, Portfolio 102, mindfulness, volunteering
 4. GPA, grad requirements, work habits, note-taking, test anxieties and strategies
 5. Accommodations Plan, PEP parent/teacher supported to guide student to lead Process
 6. 1-on-1 with Counselor—interests and strengths, work habits, GPA, graduation requirements, personal academic and social-emotional strategies
- E. 10th grade:
 1. Status: "Monitored"
 2. Guidance Course: College and Career Exploration

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3. Identify aptitudes and interests, research details
 4. Implement personal academic strategies developed previous year
 5. Accommodations Plan, PEP student-led, parent/teacher supported as needed
 6. 1-on-1 with Counselor—interests and strengths, work habits, GPA, graduation, personal academic and social-emotional strategies
 7. Summer session
 - a. ACT/SAT information for 11th grade
 - b. Transitions to upperclassman status
- F.** 11th grade:
1. Status: “Monitored / Advocating”
 2. Guidance Course: College and Career Planning
 3. ACT/SAT preps, college applications, essays and references, portfolio presentations and interviews, resume building, job search, job interviews, budgeting
 4. Expectation for most is self-advocating, some will still require monitoring for strategy implementation and consistency, time management and organization
 5. Accommodations Plan, PEP student-led, parent/teacher supported
 6. 1-on-1 with Counselor—next-step research and planning
 7. Summer sessions
 - a. ACT/SAT prep (for those who have not yet taken them)
 - b. Information session (college and career connections)
 - c. “Apply in July” event(s) per availability and student interest
- G.** 12th grade:
1. Status: “Advocating / Applying”
 2. Guidance Course: Adult Transitions
 3. Living independently, college living, first career-oriented job, budgeting and bills, taxes, balancing personal finances
 4. Expectation for most is self-advocating, working toward able to independently apply strategies and teach them to others (peer mentoring)
 5. Accommodations Plan, PEP student-led, parent/teacher supported
 6. 1-on-1 with Counselor—next-step research and planning, follow-through

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7. Portfolio presentation by student to Head of School (and Board members when available) for feedback, review of interview and resume skills

(created 12/10/2018) approved by Head of School

(revised 6/14/2019) approved by Head of School