

Greenup County Schools
Comprehensive Developmental Counseling Program

[Mission](#)

[Statement of Philosophy](#)

[Benefits of School Counseling Programs](#)

[Delivery System](#)

[Sample Programs](#)

[Counselor's Time](#)

[Appropriate/Inappropriate Activities](#)

[Other documents](#)

Greenup County Schools Comprehensive Developmental Counseling Program



**Academic
Development**

- A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.**
- B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.**
- C. Students will understand the relationship of academics to the world of work and to life at home and in the community.**



**Career
Development**

- A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**
- B. Students will employ strategies to achieve future career goals with success and satisfaction.**
- C. Students will understand the relationship between personal qualities, education, training and the world of work.**



**Personal/Social
Development**

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.**
- B. Students will make decisions, set goals and take necessary action to achieve goals.**
- C. Students will understand safety and survival skills.**

Mission Statement

The Greenup County School Counseling Program is designed to promote the formation of productive and responsible citizens by ensuring the academic, career and personal/social development of all students.

Greenup County School Counselors believe that:

- **We are educational leaders in our schools and our district.**
- **We are advocates for all students.**
- **All students can learn.**
- **We have the responsibility to develop strategies to alleviate barriers to learning.**
- **Every student deserves a caring relationship with an adult who believes in the value of education.**
- **Guidance is for all students.**
- **We have the responsibility to support, model and teach skills that enable students to be academically, physically and emotionally successful.**
- **We are liaisons between students, parents, teachers, and community.**
- **We foster a positive climate of team building and collaboration.**
- **We will continue to seek Professional Development, which will enhance our opportunities to grow.**

Statement of Philosophy

Greenup County Public School Counselors will aide in the preparation of students to be successful life long learners. The K-12 guidance program will be developmental in nature, preventive in design, and comprehensive in scope. As an integral part of the total educational program, credentialed school counselors ensure equity and provide the skill necessary for academic success, career planning and personal and social growth.

Greenup County Schools District Counseling Program Benefits of School Counseling Programs

Benefits for Students

- Ensures every student receives the benefit of the school-counseling program by designing content curriculum for every student.
- Monitors data to facilitate student improvement.
- Provides strategies for closing the achievement gap because some students need more.
- Promotes a rigorous academic curriculum for every student.
- Ensures equitable access to educational opportunities.
- Fosters advocacy for students.
- Supports development of skills to increase student success.

Benefits for Parents or Guardians

- Provides support in advocating for their children's academic, career and personal/social development.
- Supports partnerships in their children's learning and career planning.
- Ensures academic planning for every student.
- Ensures access to school and community resources.
- Provides training and informational workshops.
- Connects to community-and school-based services.
- Provides data for continuous information on student progress.
- Ensures every student receives the content of the school-counseling curriculum.
- Promotes a philosophy that some students need more and seeks to ensure they receive it.

Benefits for Teachers

- Promotes an interdisciplinary team approach to address student needs and educational goals.
- Increases collaboration with school counselors and teachers.
- Supports development of classroom-management skills.
- Provides a system for co-facilitation of classroom guidance lessons.
- Supports the learning environment.
- Promotes teaming to increase student achievement.
- Analyzes data to improve school climate and student achievement.

Benefits for Administrators

- Aligns the school-counseling program with the school's academic mission.
- Provides a school-counseling program promoting student success.
- Monitors data for school improvement.
- Provides a system for managing a school-counseling program.
- Articulates a process for evaluating school counseling program.
- Uses data to jointly develop school counseling goals and school counselor responsibilities.
- Provides useful data for grant applications and funding sources.
- Provides a proactive school guidance curriculum addressing the students' needs and enhancing school climate.

Benefits for the Boards and Departments of Education

- Provides a rationale based on data for implementing a school-counseling program.
- Ensures equity and access to quality school-counseling program for every student.

*Taken from the ASCA National Model

Greenup County Schools District Counseling Program Benefits of School Counseling Programs

- **Demonstrates the need for appropriate levels of funding.**
- **Articulates appropriate credentials and staffing ratios.**
- **Informs the community about school counseling program success.**
- **Supports standards-based programs.**
- **Provides data about improved student achievement.**

Benefits for School Counselors

- **Defines responsibilities within the context of a school-counseling program.**
- **Seeks to eliminate non-school counseling program activities.**
- **Supports access to every student.**
- **Provides a tool for program management, implementation, and accountability.**
- **Recognizes school counselors as leaders, advocates and change agents.**
- **Ensures the school counseling program's contribution to the school's mission statement.**

Benefits to Counselor Educators

- **Builds collaboration between counselor education programs and schools.**
- **Provides a framework for school counseling programs.**
- **Provides a model for site-based school counseling fieldwork or internships.**
- **Increases data collection for collaborative research on school counseling programs.**
- **Establishes a framework for professional development to benefit practicing school counselors.**
- **Promotes alliances with other educator training programs.**

Benefits for Post-Secondary Education

- **Enhances articulation and transition of students to post-secondary institutions.**
- **Prepares every student for advanced educational opportunities.**
- **Motivates every student to seek a wide range of substantial, post-secondary options, including college.**
- **Encourages and supports rigorous academic preparation.**
- **Promotes equity and access to post-secondary education for every student.**

Benefits for Student Services Personnel

- **Defines the school counseling program.**
- **Maximizes collaborative teaming to ensure individual student success.**
- **Uses school counseling program data to maximize benefit to individual student growth.**
- **Increases collaboration for utilizing school and community resources.**

Benefits for community: business, labor, and industry.

- **Increases opportunities for business, industry, and labor to actively participate in the school counseling program.**
- **Builds collaboration, which enhances a student's post-secondary success.**
- **Connects business, industry and labor to students and families.**
- **Supports the academic preparation necessary for student's success in the workforce.**

*Taken from the ASCA National Model

GREENUP COUNTY SAMPLE SCHOOL COUNSELING PROGRAMS AND COUNSELOR ROLES

ELEMENTARY:

Drug Education/Prevention
Violence Prevention
Conflict Resolution
KDMC Smoking Prevention Program
Character Education
Individual and Small Group Counseling
State Assessment Coordination/Data Analysis
Emergency Management Plan Coordination
Peer Mediation Program
Gifted/Talented Program Assistance
Career Day
Safety
Academic Counseling
Practical Living and Vocational Awareness
Grief Counseling
Program Evaluation

MIDDLE SCHOOL:

Drug Prevention/Education
Reality Store
Career Day
Individual Learning Plans
Gifted/Talented program Assistance
Character Education
Individual and small Group Counseling
Duke Talent Search Program Coordination
MSU Talent Search Program Coordination
Interpretation of the EXPLORER Test
Scheduling
Academic Counseling
Emergency Management Plan Coordination
Peer Mediation
State Assessment Coordination/Data Analysis
Program Evaluation

HIGH SCHOOL:

Drug Prevention/Education
Emergency Plan Mgt. Coordination
Interpretation of the PLAN test
Interpretation of the ASVAB
PSAT Coordination
Advanced Placement Coordination
Gifted/Talented Program Assistance
Individual and Group Counseling
Academic Counseling
Career Counseling
Post-Secondary Ed. Counseling
Individual Learning Plans
Transition to Adult Life Coordination
Grief Counseling
Peer Mediation
Scholarship Coordination
Program Evaluation

**Greenup County Schools
Counseling Program Delivery System**

Curriculum

Lessons designed for achievement of knowledge and skills in career, academic, personal and social development.

- **Classroom Instruction (PL/Voc)**
- **Interdisciplinary Curriculum**
- **Family Workshops**
- **Standards-Based Lessons**
- **Group Activities**
- **Assessment
Coordination/Interpretation**

Individual Student Planning

Individual Learning Plan (ILP) for every student grades 6-12, in collaboration with family and counselor/advisor.

- **Career Counseling & Curriculum**
- **Education and career Assessment**
- **Career/Occupation
information/Planning**
- **Financial Aid Information**
- **Seamless Transition to Post-
Secondary Options**

Responsive Services

Service the immediate counseling needs of students.

- **Individual and Small Group
Counseling**
- **Crisis Counseling/Response**
- **Consultation**
- **Referrals**
- **Peer Facilitation**

System Support

Activities that establish, maintain, and enhance the total school counseling program.

- **Professional Development**
- **Consultation, Collaboration and Teaming**
- **School Improvement Involvement**
- **Data Gathering and Interpretation**
- **Family Involvement**
- **Community Outreach**

Who are Professional School Counselors?

Professionals with...

- **Masters Degree in School Counseling**
- **Kentucky Teaching Certificate with a minimum 1 year teaching experience**
- **Or Two years successful employment as a school counselor**

ASCA's NATIONAL MODEL USE OF COUNSELOR'S TIME

ASCA's National Model recommends that school counselors spend 80 percent of their time in direct service (contact) with students and provides a guide to school counselors and administrators for determining the amount of time their program should devote to each of the four components of the delivery system. Because resources are limited, school counselors' time should be protected; duties need to be limited to program delivery and direct counseling services, and non-counseling activities should be reassigned whenever possible.

ASCA's Recommended Distribution of Total School Counselors Time

Delivery System Component	Elementary School % of Time	Middle School % of Time	High School % of Time
Guidance Curriculum	35%-45%	25%-35%	15%-25%
Ind. Student Planning	5%-10%	15%-25%	25%-35%
Responsive Services	30%-40%	30%-40%	25%-35%
System Support	10%-15%	10%-15%	15%-20%

***ASCA National Model for School Counseling Programs**

Appropriate & Inappropriate Activities for Counselors
***ASCA national Model for School Counseling Programs**

**Appropriate Activities for School
Counselors**

- **Individual student academic program planning**
- **Interpreting cognitive, aptitude and achievement tests**
- **Counseling students who are tardy or absent**
- **Counseling students who have disciplinary problems**
- **Counseling students as to appropriate school dress**
- **Collaborating with teachers to present guidance curriculum lessons**
- **Analyzing grade-point averages in relationships to achievement**
- **Interpreting student records**
- **Providing teachers with suggestions for better management of study skills**
- **Ensuring that student records are maintained as per state and federal regulations**
- **Assisting the school principal with identifying and resolving student issues, needs and problems**
- **Working with students to provide small and large group counseling services**
- **Advocating for student at individual education plan meetings, student study teams and school attendance review boards**
- **Disaggregated data analysis**

**Inappropriate Activities for School
Counselors**

- **Registration and scheduling of all new students**
- **Coordination or administering cognitive, aptitude and achievement tests**
- **Responsibility for signing excuses for student who are tardy or absent**
- **Performing disciplinary actions**
- **Sending students home who are not appropriately dressed**
- **Teaching classes when teachers are absent**
- **Computing grade-point averages**
- **Maintaining student records**
- **Supervising study halls**
- **Clerical record keeping**
- **Assisting with duties in the principal's office**
- **Work with one student at a time in a therapeutic, clinical mode**
- **Preparation of individual education plans, student study teams and school attendance review boards**
- **Data entry**

Hyperlinks to other documents:

1. [**“Ethical Standards for School Counselors”**](#)
2. [**“ACA Code of Ethics 2005”**](#)
3. **“Curriculum Connections”**
4. **“ASCA KY Standards and Indicators for School Improvement” – SISI**
5. [**“Sample Brochures”**](#)