

Beliefs

The beliefs of a school counseling program is regardless of student's abilities, intelligence, or background is to make sure each student feels like they belong, are loved, and cared for.

Vision

The vision of a school counseling program is to prepare each student academically, socially, and mentally, so they can go out to make a positive difference in the world.

Mission

The Mission of a School Counseling program is to help all students find their calling and passion. Giving students information about college, enlisting in the military, or going to trade school is part of the process in helping all students find their calling upon graduating high school.



11.10.23

11:30 am

All students are welcome to come here about small groups that are being offered in the high school gymnasium.

SCHOOL COUNSELING SMALL GROUPS INFORMATION MEETING

Come find your small group that can help you!



Jones County High School

...

339 Railroad St, Gray, GA
31032

...

478-986-1306

...

lewilson@jones.k12.edu

...

[https://jchs.jones.k12.ga.us/
index.jsp](https://jchs.jones.k12.ga.us/index.jsp)

Advocacy Statement

The Advocacy Statement for the School Counseling Program is to use data and research, find supporters for the cause, and develop a realistic plan to help any student in the high school that needs assistance from the School Counseling Program in order to be successful.

According to the text, ASCA National Model, A Framework for School Counseling Program, it states, a school counseling program requires school counselors to be proficient in the collection, analysis and interpretation of student's achievement, attendance, and disciplinary data (ASCA National Model, 2019). With this data, the school counseling program can help students reach their highest potential.

Career, Social-Emotional, & Academic & Peer Intervention Programming

- **Researching- finding careers/colleges they are interested in and looking more into them.**
- **Job shadowing- juniors & seniors shadowing careers that are interested in for their future.**

The ASCA Code of Ethics states that as a School Counselor, it's the Counselor's job to have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals (ASCA Code of Ethics, A.1.a) I want to make each student has equal opportunities to get into college, trade school, enlist in the military, or go into the workforce.

According to the article, School counselors as social capital: The effects of high school college counseling on college application rates it states, the number of school counselors had a positive effect on applying to two or more schools but was not a significant predictor of applying to one school (vs. none). Students in schools with higher numbers of school counselors were more likely to apply to two or more schools (vs. none). Student-counselor contact for college information by 10th grade gave students a positive advantage in the college application process overall. Students who saw the counselor for college information by 10th grade were more likely to apply to college compared with students who did not see the counselor for college information (Bryan, Moore-Thomas, Day-Vines, & Holcomb- McCoy, 2011). Even with ninth and tenth graders, the school counseling office can still help them get involved with a small group or individual counseling in order for them to start thinking about SATS/ACTS, colleges, and other information regarding the transition from high school to post-secondary education, so the transition can be less stressful and easier to manage.

Strategies for Promoting equity in student achievement, college & career readiness and success.

- Small groups focusing on different colleges, professions, and options for students to choose in the future.
- SAT/ACT classes
- College Fairs
- Career Days

CAREER DAY



Strategies to facilitate school and postsecondary transitions (COSC 661)

One strategy is to promote individual counseling and small group counseling sessions. Another strategy is to offer days off of school for juniors and seniors to go look at colleges and to shadow future jobs that they are interested in.



Teaching students how to prepare for their future.

The Philosophy of the school counseling program is to get to know each student in the high school, so the school counseling program can better serve each individual student.

Methods behind the program will be to take surveys on how well students are enjoying and doing their particular small groups, tracking how much better their test scores go up from taking these SAT/ACT classes.

According to the article, Small-Group Counseling Intervention to Support Career Exploration of Rural Middle School Students, it states the need to target specific interventions in the earlier years is thus important, and especially so for populations of students who historically receive less access to resources and opportunities. School counselors are in a prime position to assess the specific needs of their school populations and to support career counseling initiatives that address these inequities by promoting self-awareness, career exploration, and career planning for all children, and endeavoring to illuminate and remove systemic barriers that can contribute to unequal career-related outcomes (ASCA, Citation2019a; Singh et al., Citation2010). One historically marginalized group of students in need of increased career education support is the rural population (Grant, Springer, Tuttle, & Renom, 2021). This program can be for Middle School as well, to make sure to give the students opportunities about planning their future and start looking into colleges, trade schools, and future occupations.

Direct Services that the School Counseling Program will provide is individual and group counseling sessions. Indirect services will be tracking each student's progress throughout these sessions and classes. Teachers can encourage all their students to be a part of these small groups and come to the counseling offices to find out more information about groups, classes, and individual counseling services. Another classroom collaboration is to allow the school counseling office to come to talk to their classes to encourage students to participate, ask questions, and getting involved.



According to the article, Higher education's role in preparing school counselors for college admissions counseling. College and University, it states that study findings indicated school counselors did not complete coursework in college admissions counseling during their school counseling graduate preparation programs. The study's results also suggested school counselors rely more on the American School Counseling Association (ASCA) and American Association of Collegiate Registrars and Admissions Officers (AACRAO) professional associations or college and university outreach initiatives to stay current on college admissions processes and trends, rather than school or district-level professional development opportunities.

Participants identified four salient categories of professional development needs: 1) gaining knowledge about college and university admissions requirements; 2) counseling students and families on financial aid and scholarship processes; 3) advising students on standardized college admissions tests; and 4) learning about new college majors and career fields (Hornor & Westberry, 2022).

As a school counselor, my job is to prepare all students, parents, and families about the individual college admission process and requirements, counseling each family about financial aid and scholarship opportunities, standardized testing, and learning about college majors and future career choices.



Reference

American School Counselor Association. (2019a). ASCA National Model: A Framework for School Counseling Programs (4th ed.). Alexandria, VA: Author.

Kathleen L. Grant, Sarah I. Springer, Malti Tuttle & Michelle Reno (2021) Small-Group Counseling Intervention to Support Career Exploration of Rural Middle School Students, *The Journal for Specialists in Group Work*, 46:1, 108-127, DOI: [10.1080/01933922.2020.1856254](https://doi.org/10.1080/01933922.2020.1856254)

ASCA Ethical Standards for School Counselors. (n.d.).

<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

Bryan, J., Moore-Thomas, C., Day-Vines, N. L., & Holcomb-McCoy, C. (2011). School counselors as social capital: The effects of high school college counseling on college application rates. *Journal of Counseling and Development*, 89(2), 190-199. <https://doi.org/10.1002/j.1556-6678.2011.tb00077.x>

Hornor, T., & Westberry, L. (2022). Higher education's role in preparing school counselors for college admissions counseling. *College and University*, 97(4), 2-13.