Travis Primary School

Comprehensive School Counseling Program Framework

Program Curriculum Sequence

2022-2023

Implementation Master Plan

Resources Needed	Timeline	Owner of Work
Human Resources: Counselor		Counselor
Financial Resources: Counseling Program Budget		Principal
Leadership Resources: • Campus Advisory Council Meetings • Updated Policies and Procedures • Updated Program Foundation • Updated Curriculum Sequence		Counselors, parents, campus admin, campus staff, community members
Other Resource Needs Allocations:		

Implementation Activity #1 (complete & publish framework with administrator approval)	June	
Implementation Activity #2 (teacher training)	Early August: Back to school staff days	
Implementation Activity #3 (rollout)	Late August	
Implementation Activity #4 (MOY evaluation of program)	January	
Implementation Activity #4 (EOY evaluation of program)	May/June	

Program Foundation

Statutory & Regulatory Requirements Related to School Counseling

The importance of the school counseling profession is evident through the statutory and regulatory requirements that govern school counselors' work.

Statutory Reference	Topic
TAC §239.15, TEC §21.003	Standards for obtaining CSC, certification required
TEC §21.003	Continuing education requirements
TEC §33.003-33.007	Duties of CSC and components of CSCP
TEC §21.356	Update of CSC duties and evaluation form
TEC §37	DAEP requirements for counseling
TEC §11.252	Suicide & violence prevention, conflict resolution
TEC §28.025	Advisement on diploma options
TEC §28.026	College admission and financial aid notifications
TEC §28.054	Subsidies for AP and IB tests
TEC §29.911	Generation Texas Week
TEC §38.010	Referral to outside counselor

Source: *The Texas Model for Comprehensive School Counseling Programs*, 5th ed. 2018

Program Mission Statement

Defining the intent and direction of the program

The mission of Sulphur Springs ISD School Counseling Program is to provide a proactive, comprehensive, and developmentally appropriate program which addresses students' academic and career goals in addition to supporting their personal and social needs. We provide students with the skills that will prepare them to adapt and excel in a fast-changing world, enabling them to lead productive lives. The district shares with parents and the community the responsibility of promoting high standards and expectations as we provide opportunities for all students within our diverse community to attain personal growth and to become lifelong learners.

Program Definitions

Defining program parameters

The school counselor's primary focus is to facilitate instruction by removing impediments to student learning.
A comprehensive school counseling program is developmental and systemic in nature, sequential, clearly defined, and accountable. It is implemented by certified school counselors with the support of teachers, administrators, students, and parents. The identified needs of all students in PK-12 provide the basis for the developmental counseling program.
As required by Texas Education Code §33.005, the counseling program is presented through four delivery components.

Guidance Curriculum:

- Helps students develop their full potential including the student's interests and career objectives

Individual Planning System:

- Guides a student as the student plans, monitors, and manages the student's own educational, career personal, and social development

Responsive Services:

- Intervenes on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk

System Support:

- Supports the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

As described in *The Texas Model for Comprehensive School Counseling Programs*, 5th ed. (2018), the counseling program curriculum is designed to help students acquire age-appropriate competencies with the scope of four content areas, The student competencies addressed under each of the four content areas are listed below.

Content Area: Intrapersonal Effectiveness:
Student Competencies:

- Positive student self-concept
- Effective executive functioning skills
- Appropriate behavior to the situation and environment

Content Area: Interpersonal Effectiveness:
Student Competencies:

- Effective interactions with diverse populations
- Effective and appropriate communication skills
- Recognition of personal boundaries, individual rights and privacy needs of others
- Effective conflict resolution skills
- Development of healthy relationships

Content Ara: Post-secondary Planning & Career Readiness:
Student Competencies:

- Motivation to succeed in personal endeavors
- Demonstration of career exploration skills
- Possession of the knowledge and skills to gather information for the purpose of postsecondary education and career planning
- Demonstration of awareness of the importance of postsecondary education

- Understanding of the relationship of academics to the world of work and to life at home and in the community

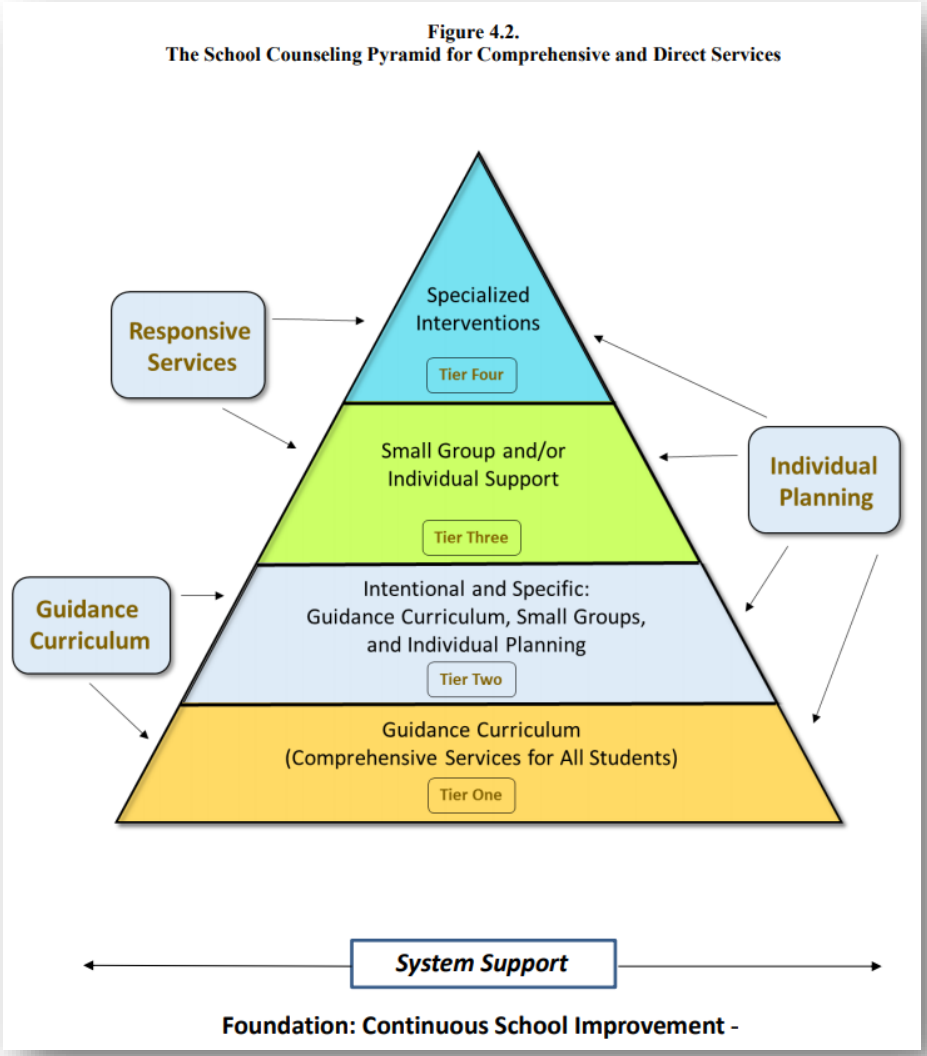
Content Area: Personal Health & Safety:
Student Competencies:

- Incorporation of wellness practices into daily living
- Demonstration of resiliency and positive coping skills
- Possession of assertiveness skills necessary for personal protection

The school counseling pyramid for comprehensive and direct services is driven by school improvement and depicts methods and approaches to delivering direct services for 100% of the students. The school counseling pyramid is designed to provide equity and access for all students.

Tier 1: Guidance Curriculum where all students receive access to information and learn skills at their developmental levels to address each of the four content areas above.

Tier 2: Increased direct, specific, and intentional services provided through guidance curriculum, various-sized groups, and individual planning. Students receive services via intentional guidance activities that are developed to assist them to reach the same level of performance in the student competencies listed above as the majority of students.



Tier 3: Direct services delivered through small group and/or individual level to identified students who require specialized school counseling interventions. Services are response (preventative, remedial, crisis) and are not necessarily pertinent to the entire student population.

Tier 4: Individual counseling interventions to a specific student. School counselor services in this tier are provided until the student's needs exceed the duties or competencies of the school counselor. At this point, school counselors use referral to other district or community services to address the student's needs.

Source: *The Texas Model for Comprehensive School Counseling Programs*, 5th ed. 2018

Program Rationale

Defining why the program is needed

Compelling empirical evidence demonstrates the positive impact a comprehensive school counseling program has on the overall academic achievement of students, their attendance, and behavior as well as the overall school climate (T*he Texas Model for Comprehensive School Counseling Programs*, pg. 11).

Program Assumptions for Conditions & Resources

Defining the basic conditions and resources needed for the program

For effective implementation of the comprehensive school counseling program to occur, certain programmatic conditions must exist and resources must be allocated.

Conditions:

- The minimum level school counseling program provides for each of the four delivery system components and employs.
- The school counseling program employees a professionally certified school counselor(s).
- All students, parents, teachers, and other recipients of the school counseling program have equal access to the program regardless of gender, gender identity, sexual orientation, race, ethnicity, cultural background, religious or spiritual preference, disability, socioeconomic status, learning ability level, or native language.
- Parents will be full partners with educators in the education of their children (TEC Chapter 26).
- The conditions required for effective school counseling program implementation include a positive work environment; administrative commitment to the support of the school counseling program; and an adequate budget and school counseling materials.
- School administrators understand and support the school counseling program's priorities and its demands. Administrators make decisions and establish policies and procedures considering this understanding.

Resources:

- *Staff:* Sufficient attention is given to staff in order to best support the appropriate implementation of the program.
- *Program & Staff Development:* Time and opportunity are provided for designing and evaluating the program; relevant training is available.
- *Budget:* An adequate budget is established to support program needs and goals.
- *Materials, Supplies, and Equipment:* The School counselor has the items necessary to support the development and implementation of the program.
- *Facilities:* The facilities accessible to the school counselor are sufficient and appropriate.

Program Needs

Determining student needs

Based upon staff needs assessments, our three greatest areas of need are in emotional regulation recognition/skills in students, developing social and character skills within students, and supporting student academic achievement.

Program Goals

Assigning intention, meaning and, and direction to program activities

1. By the end of the 2023 school year, the reported incidences (thru office/counselor referrals) of students experiencing dysregulation (to the point where they must leave the classroom for disciplinary purposes or cool down with counselor) would decrease by 25%.
2. By the end of the 2023 school year, teacher reported classroom behavior management issues related to conflict resolution or ineffective communication skills will decrease by 25%.

3. By the end of the 2023 school year, students with a positive mindset about their classwork and academic abilities will increase by 25% as indicated by a change from the beginning of the year student perceptions survey to the end of the year student perceptions survey.
4. By the end of the 2023 school year, students will demonstrate an intrinsic motivation to achieve self-set goals and higher expectations by tracking their own success and receiving fewer extrinsic motivators.

Program Evaluation

Evaluating program outcomes and staff

Counselor Job Description

Primary Purpose:

Work with school faculty and staff, students, parents, and community to plan, implement, and evaluate a comprehensive developmental guidance and counseling program at school assigned. Counsel students to fully develop each student's academic, career, personal, and social abilities and address the needs of special populations students.

Qualifications:

Education/Certification:
Master's degree in guidance counseling
Valid Texas counseling certificate
Special Knowledge/Skills:
Knowledge of counseling procedures, student appraisal, and career development
Excellent organizational, communication, and interpersonal skills
Ability to instruct students and manage their behavior
Experience:
Two years teaching experience

Major Responsibilities and Duties:

Guidance

1. Teach campus developmental guidance curriculum consistent with district's guidance program plan and tailored to campus needs.
2. Assist teachers in the teaching of guidance-related curriculum.
3. Guide individuals and groups of students to develop education plans and career awareness.

Counseling

4. Counsel individual students and small groups with presenting needs and concerns.

Consultation

5. Consult parents, teachers, administrators, and other relevant people to enhance their work with students.
6. Work with school and community personnel to bring together resources for students.
7. Maintain a communication system that effectively collects and disseminates information to other professionals as appropriate.
8. Develop and maintain positive working relationships with other school professionals and representatives of community resources.
9. Use an effective referral process to assist students and others to use special programs and services.

Assessment

10. Participate in planning and evaluation of campus standardized testing program.
11. Interpret tests and other appraisal results appropriately and communicate to school personnel, students, and their parents.
12. Maintain the confidentiality of student assessment.

Program Management

13. Plan school guidance and counseling programs to ensure that they meet identified needs, priorities, and program objectives.
14. Implement a comprehensive and balanced program.
15. Develop and coordinate a continuing evaluation of the guidance program and individual activities and make changes based on findings.
16. Educate the school staff, parents, and community about the guidance program through a public information program.
17. Compile, maintain, and file all required physical and computerized reports, records, and other documents.

Administration

18. Comply with policies established by federal and state law, State Board of Education rule, and board policy in guidance and counseling area.
19. Comply with all district and campus routines and regulations.
20. Maintain a positive and effective relationship with supervisors.
21. Communicate effectively with colleagues, students, and parents.

Professional

22. Adhere to ethical and legal standards and model behavior that is professional, and responsible.

23. Participate in professional development to improve skills related to job assignment.

Supervisory Responsibilities:

Supervise assigned counseling aide(s) and clerical employee(s).

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors:
Maintain emotional control under stress.

**Includes information from the* Professional School Counselor Performance Evaluation Form and Job Description *distributed by the Texas Education Agency.*

Counselor Evaluation

Campus principals use a non-TTess performance evaluator through STRIVE

Counseling Program Evaluation

Program will be evaluated based upon completion of goals set each year.

PROGRAM CURRICULUM SEQUENCE for SSISD ELEMENTARY CAMPUSES

CONTENT AREA: INTRAPERSONAL EFFECTIVENSS

<table>
<tr><th>Student Competency</th><th>Goal</th><th>Age-Appropriate Competency Indicators</th><th>Activities</th></tr>
<tr><td rowspan="2">Students have a positive self-concept</td><td>Students will have accurate self-concepts</td><td>Become aware of the importance of liking themselves
Becoming aware of their personal traits and characteristics that contribute to the uniqueness of each individual
Identify their beliefs about themselves</td><td rowspan="2"><table>
<tr><th></th><th>Delivery/ Activity/Population Served</th><th>Person Responsible</th><th>Timeline</th></tr>
<tr><td>Tier 1</td><td>I am Unique guidance lessons</td><td>Counselor</td><td>January</td></tr>
<tr><td>Tier 2</td><td>Small groups/individual support</td><td>Counselor</td><td>February & on</td></tr>
<tr><td>Tier 3</td><td>Targeted small groups</td><td>Counselor</td><td>ongoing</td></tr>
<tr><td>Tier 4</td><td>Targeted individual support</td><td>Counselor or outside referral</td><td>ongoing</td></tr>
</table></td></tr>
<tr><td>Students will appreciate their uniqueness</td><td>Describe what makes them feel good about themselves
Discuss individual rights and privileges</td></tr>
</table>

<table>
<tr>
<td></td>
<td>Students will develop self-regulation skills</td>
<td>Identify their feelings
Recognize their feelings while they experience them
Become aware of how they manage their feelings
Develop skills for managing feelings</td>
<td>
<table>
<tr><th></th><th>Delivery/ Activity/Population Served</th><th>Person Responsible</th><th>Timeline</th></tr>
<tr><td>Tier 1</td><td>Emotional regulation guidance lessons</td><td>Counselor</td><td>December</td></tr>
<tr><td>Tier 2</td><td>Small groups/individual support</td><td>Counselor</td><td>September & on</td></tr>
<tr><td>Tier 3</td><td>Targeted small groups</td><td>Counselor</td><td>ongoing</td></tr>
<tr><td>Tier 4</td><td>Targeted individual support</td><td>Counselor or outside referral</td><td>ongoing</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><th>Student Competency</th><th>Goal</th><th>Age-Appropriate Competency Indicators</th><th>Activities</th></tr>
<tr><td rowspan="3">Students utilize executive functioning skills</td><td>Students will develop effective decision-making skills</td><td>Become aware of choices they make
Describe the steps in the decision-making process
Become aware that some choices are made for them and some they make for themselves</td><td rowspan="3">
<table>
<tr><th></th><th>Delivery/ Activity/Population Served</th><th>Person Responsible</th><th>Timeline</th></tr>
<tr><td>Tier 1</td><td>Guidance lessons for Goal Setting/Problem Solving</td><td>Counselor</td><td>February</td></tr>
<tr><td>Tier 2</td><td>Small groups/individual Support</td><td>Counselor</td><td>ongoing</td></tr>
<tr><td>Tier 3</td><td>Targeted individual support</td><td>Counselor</td><td>ongoing</td></tr>
<tr><td>Tier 4</td><td>Targeted individual support</td><td>Outside referral</td><td>ongoing</td></tr>
</table>
</td></tr>
<tr><td>Students will be able to develop a plan of action</td><td>Become aware of the need to use time effectively
Explain achieving goals requires planning</td></tr>
<tr><td>Students will be able to engage in goal setting</td><td>Define what a goal is
State personal goals</td></tr>
</table>

	Students will be able to engage in effective problem solving	Identify problems Become aware to solve problems effectively a systematic process is used/can be used	

<table>
<tr><th>Student Competency</th><th>Goal</th><th>Age-Appropriate Competency Indicators</th><th>Activities</th></tr>
<tr>
<td>Students behave appropriately to the situation and environment</td>
<td>Students will behave in a responsible manner</td>
<td>Behave appropriately in various school settings
Know school/classroom rules and expectations
Be able to follow rules and directions and complete tasks
Describe areas in school in which they are self sufficient and which they are not
Understand that school rules are to provide order to enhance the learning environment for everyone
Become aware of the differences between acceptable/unacceptable social behaviors in various school settings
Become aware of responsibilities at school
Become aware of feelings concerning school rules
Use knowledge of school rules and expectations when faced with choices which could interfere with learning</td>
<td>
<table>
<tr><th></th><th>Delivery/ Activity/Population Served</th><th>Person Responsible</th><th>Timeline</th></tr>
<tr><td>Tier 1</td><td>Listening/Rule-following guidance lesson</td><td>Counselors</td><td>August</td></tr>
<tr><td>Tier 2</td><td>Small group/individual lessons</td><td>Counselor</td><td></td></tr>
<tr><td>Tier 3</td><td>Targeted small group/individual</td><td></td><td></td></tr>
<tr><td>Tier 4</td><td>Individual support</td><td>Refer out</td><td></td></tr>
</table>
</td>
</tr>
</table>

	Students will take responsibility for their own behaviors	Identify their own behaviors Accept rewards and consequences for behavior Explain the relationship between rules of conduct and their responsibilities to selves and others Use behaviors which demonstrate respect for feelings, property and interests of others Describe relationship between behavior and consequences	
	Students will develop self-management skills	Know and follow rules Describe situations where they have no control, some control, or almost total control over selves	

CONTENT AREA: **INTERPERSONAL EFFECTIVENSS**

<table>
<tr><th>Student Competency</th><th>Goal</th><th>Age-Appropriate Competency Indicators</th><th>Activities</th></tr>
<tr>
<td rowspan="3">Students interact effectively with a diverse population</td>
<td>Students will appreciate their own culture</td>
<td>Express pride in their families
Recognize the traditions/beliefs of their culture</td>
<td rowspan="3">
<table>
<tr><th></th><th>Delivery/ Activity/Population Served</th><th>Person Responsible</th><th>Timeline</th></tr>
<tr><td>Tier 1</td><td>Celebrating our differences guidance lesson</td><td>Counselors</td><td>October</td></tr>
<tr><td>Tier 2</td><td>Small group/individual lessons</td><td>Counselor</td><td></td></tr>
<tr><td>Tier 3</td><td>Targeted small group/individual</td><td></td><td></td></tr>
<tr><td>Tier 4</td><td>Individual support</td><td>Refer out</td><td></td></tr>
</table>
</td>
</tr>
<tr>
<td>Students will respect others as individuals and accept them for the cultural membership</td>
<td>Respect others as unique individuals
Demonstrate awareness of others' cultural membership</td>
</tr>
<tr>
<td>Students will effectively relate with others based on appreciation for differences/similaties</td>
<td>Become aware that friends may have different/similar families, beliefs, rules, and traditions
Demonstrate appreciation for differences in others</td>
</tr>
</table>

<table>
<tr><td></td><td>Students will evaluate how stereotyping affects them and their relationships with others</td><td>Understand the meaning of the term “stereotyping”</td><td></td></tr>
<tr><td rowspan="2">Students utilize effective and appropriate communication skills</td><td>Students know that communication involves speaking, listening, and nonverbal behavior</td><td>Describe listening and speaking skills that allow them to understand others and others to understand them
Become aware that good communication skills help people work well together</td><td rowspan="2"><table>
<tr><th></th><th>Delivery/ Activity/Population Served</th><th>Person Responsible</th><th>Timeline</th></tr>
<tr><td>Tier 1</td><td>Effective Communicators guidance lesson</td><td>Counselors</td><td>April/Oct</td></tr>
<tr><td>Tier 2</td><td>Small group/individual lessons</td><td>Counselor</td><td></td></tr>
<tr><td>Tier 3</td><td>Targeted small group/individual</td><td></td><td></td></tr>
<tr><td>Tier 4</td><td>Individual support</td><td>Refer out</td><td></td></tr>
</table></td></tr>
<tr><td>Students will effectively express themselves</td><td>Express their feelings appropriately
Identify ways individuals express feelings
Describe ways to express need for help</td></tr>
</table>

<table>
<tr><td></td><td>Students will use communication skills to know when and how to ask for help</td><td>Become aware of the need to be a good listener
Listen to others and repeat their ideas
Become aware of and accept/tolerate opinions of others in group discussions</td><td></td></tr>
<tr><td>Student Competency</td><td>Goal</td><td>Age-Appropriate Competency Indicators</td><td>Activities</td></tr>
<tr><td rowspan="2">Students will recognize personal boundaries, individual rights and privacy needs of others</td><td>Students will understand the need for personal boundaries</td><td>Understand personal boundaries</td><td rowspan="2"><table>
<tr><th></th><th>Delivery/ Activity/Population Served</th><th>Person Responsible</th><th>Timeline</th></tr>
<tr><td>Tier 1</td><td>Personal Safety Lesson</td><td>Counselor and outside agent</td><td>March</td></tr>
<tr><td>Tier 2</td><td>Small groups/individual support</td><td>Counselor</td><td></td></tr>
<tr><td>Tier 3</td><td>Individual support</td><td>Counselor</td><td></td></tr>
<tr><td>Tier 4</td><td>Targeted individual support</td><td>Outside referral</td><td></td></tr>
</table></td></tr>
<tr><td>Students will understand individual rights and privacy needs of others</td><td>Recognize rights and privacy needs of self and others</td></tr>
</table>

<table>
<tr><th>Student Competency</th><th>Goal</th><th>Age-Appropriate Competency Indicators</th><th>Activities</th></tr>
<tr>
<td>Students will utilize effective conflict resolution skills</td>
<td>Students will develop and use conflict resolution skills</td>
<td>Respect alternative points of view
Learn to speak directly to each other
Recognize when a cooling off period is needed</td>
<td>
<table>
<tr><th></th><th>Delivery/ Activity/Population Served</th><th>Person Responsible</th><th>Timeline</th></tr>
<tr><td>Tier 1</td><td>Conflict resolution guidance
I-messages, Talk It Out</td><td>Counselor</td><td>September</td></tr>
<tr><td>Tier 2</td><td>Small groups/individual support</td><td>Counselor</td><td></td></tr>
<tr><td>Tier 3</td><td>Individual support/Targeted small groups</td><td>Counselor</td><td></td></tr>
<tr><td>Tier 4</td><td>Targeted individual support</td><td>Outside referral</td><td></td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><th>Student Competency</th><th>Goal</th><th>Age-Appropriate Competency Indicators</th><th>Activities</th></tr>
<tr><td rowspan="2">Students develop healthy relationships</td><td>Students will define healthy and unhealthy relationships</td><td>Describe characteristics in themselves that enable them to be a good friend
Describe the processes involved in making and keeping friends</td><td rowspan="2"><table>
<tr><th></th><th>Delivery/ Activity/Population Served</th><th>Person Responsible</th><th>Timeline</th></tr>
<tr><td>Tier 1</td><td>Be a friend/Make a friend guidance</td><td>Counselor</td><td>February</td></tr>
<tr><td>Tier 2</td><td>Small groups/Individual support</td><td>Counselor</td><td></td></tr>
<tr><td>Tier 3</td><td>Targeted small group/individual</td><td>Counselor</td><td></td></tr>
<tr><td>Tier 4</td><td>Individual support</td><td>Refer out</td><td></td></tr>
</table></td></tr>
<tr><td>Students will identify characteristics of healthy & unhealthy relationships</td><td>Describe the role of trust and ways to establish trust in a relationship
Identify who to trust when they feel unsafe</td></tr>
</table>

CONTENT AREA: **POST-SECONDARY PLANNING & CAREER READINESS**

Student Competency	Goal	Age-Appropriate Competency Indicators	Activities
Students are motivated to succeed in personal endeavors	**Students will develop their own academic potential**	Become aware of what learning is and that they are learners Become aware of the benefits derived from learning Become aware of learning interests; describe learning they most enjoy Participate in the school setting in a positive, active way Explain the benefits they derive from learning Become aware of the relationship between learning and effort Become aware of how interests and beliefs help motivate them in school Become aware that success and disappointment are a normal part of life and learning, and that they can learn from their mistakes	

	Delivery/ Activity /Population Served	**Person Responsible**	**Timeline**
Tier 1	Success Makers-Leaders in Life-7 Habits Guidance Lessons	Counselor	March
Tier 2	Small groups/Individual support	Counselor	
Tier 3	Targeted small groups/individual	Counselor	
Tier 4	Individual support	Refer out	

	Students will will take advantage of their educational opportunities	Become aware of the skills and attitudes needed to achieve in school Participate in school activities Become aware of the school as both a work setting and a place of academic learning, and of the relationships between education and work	
	Students will identify attitudes and behaviors that lead to successful learning	Become aware of their learning interests, describe learning that they enjoy most	
	Students will develop leadership skills	Take turns as class leaders Describe the responsibilities of identified school/community leaders	

<table>
<tr><th>Student Competency</th><th>Goal</th><th>Age-Appropriate Competency Indicators</th><th>Activities</th></tr>
<tr>
<td rowspan="3">Students demonstrate career exploration skills</td>
<td>Students will identify career opportunities that allow them to fulfill their potential</td>
<td>Recognize a variety of jobs that people do in school/community
Describe responsibilities at home and tasks preferred</td>
<td rowspan="3">
<table>
<tr><th></th><th>Delivery/ Activity/Population Served</th><th>Person Responsible</th><th>Timeline</th></tr>
<tr><td>Tier 1</td><td>Careers On Wheels
Career Day
Career Exploration Lessons</td><td>Counselors</td><td>May</td></tr>
<tr><td>Tier 2</td><td>Small group/individual lessons</td><td>Counselor</td><td></td></tr>
<tr><td>Tier 3</td><td>Targeted small group/individual</td><td></td><td></td></tr>
<tr><td>Tier 4</td><td>Individual support</td><td>Refer out</td><td></td></tr>
</table>
</td>
</tr>
<tr>
<td>Students will make connections between personal skills, interests and abilities, and career choices</td>
<td>Identify personal skills, interests, and abilities that may affect career choice</td>
</tr>
<tr>
<td>Students will understand and explore their expanding world views</td>
<td>Explore world views</td>
</tr>
</table>

<table>
<tr><th>Student Competency</th><th>Goal</th><th>Age-Appropriate Competency Indicators</th><th>Activities</th></tr>
<tr><td rowspan="4">Students possess the knowledge and skills to gather information for the purpose of postsecondary education and career planning</td><td>Students will develop skills to locate, evaluate, and interpret career information</td><td>Become aware of different types of jobs</td><td rowspan="4">
<table>
<tr><th></th><th>Delivery/ Activity/Population Served</th><th>Person Responsible</th><th>Timeline</th></tr>
<tr><td>Tier 1</td><td>Careers On Wheels
Career Day
Career Exploration Lessons</td><td>Counselors</td><td>May</td></tr>
<tr><td>Tier 2</td><td>Small group/individual lessons</td><td>Counselor</td><td></td></tr>
<tr><td>Tier 3</td><td>Targeted small group/individual</td><td></td><td></td></tr>
<tr><td>Tier 4</td><td>Individual support</td><td>Refer out</td><td></td></tr>
</table>
</td></tr>
<tr><td>Students will learn how to apply goal-setting skills in career</td><td>Describe steps in Goal setting process for career</td></tr>
<tr><td>Students will apply decision-making skills to career planning and career transition</td><td>Become aware of the choices they make in careers
Describe ways they make decisions towards career choices</td></tr>
<tr><td>Students will demonstrate knowledge of the career-planning process</td><td>Participate in career planning</td></tr>
</table>

<table>
<tr><th>Student Competency</th><th>Goal</th><th>Age-Appropriate Competency Indicators</th><th>Activities</th></tr>
<tr>
<td>Students will demonstrate awareness of the importance of postsecondary education</td>
<td>Students will demonstrate awareness that education and training is needed to achieve career goals</td>
<td>Understand the relationship between classroom performance and success in career goals</td>
<td>
<table>
<tr><th></th><th>Delivery/ Activity/Population Served</th><th>Person Responsible</th><th>Timeline</th></tr>
<tr><td>Tier 1</td><td>Careers On Wheels
Career Day
Career Exploration Lessons</td><td>Counselors</td><td>November & May</td></tr>
<tr><td>Tier 2</td><td>Small group/individual lessons</td><td>Counselor</td><td></td></tr>
<tr><td>Tier 3</td><td>Targeted small group/individual</td><td></td><td></td></tr>
<tr><td>Tier 4</td><td>Individual support</td><td>Refer out</td><td></td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><th>Student Competency</th><th>Goal</th><th>Age-Appropriate Competency Indicators</th><th>Activities</th></tr>
<tr><td rowspan="2">Students understand the relationship of academics to the world of work and to life at home in the community</td><td>Students will develop a positive attitude toward work and learning</td><td>Understand the difference between learning and work
Develop a positive attitude toward work and learning</td><td rowspan="2"><table>
<tr><th></th><th>Delivery/ Activity/Population Served</th><th>Person Responsible</th><th>Timeline</th></tr>
<tr><td>Tier 1</td><td>Careers On Wheels
Career Day
Career Exploration Lessons</td><td>Counselors</td><td>November & May</td></tr>
<tr><td>Tier 2</td><td>Small group/individual lessons</td><td>Counselor</td><td></td></tr>
<tr><td>Tier 3</td><td>Targeted small group/individual</td><td></td><td></td></tr>
<tr><td>Tier 4</td><td>Individual support</td><td>Refer out</td><td></td></tr>
</table></td></tr>
<tr><td>Students will understand the relationship between educational achievement and career success</td><td>Identify personal preferences and interests influencing career choice and success</td></tr>
</table>

CONTENT AREA: **PERSONAL HEALTH AND SAFETY**

<table>
<tr><th>Student Competency</th><th>Goal</th><th>Age-Appropriate Competency Indicators</th><th>Activities</th></tr>
<tr><td rowspan="2">Students incorporate wellness practices into daily living</td><td>Students will understand wellness as an element of healthy functioning</td><td>Identify healthy activities to do when alone
Identify healthy/unhealthy things</td><td rowspan="2"><table>
<tr><th></th><th>Delivery/ Activity/Population Served</th><th>Person Responsible</th><th>Timeline</th></tr>
<tr><td>Tier 1</td><td>Mindfulness/Coping guidance lesson</td><td>Counselors</td><td>April</td></tr>
<tr><td>Tier 2</td><td>Small group/individual lessons</td><td>Counselor</td><td></td></tr>
<tr><td>Tier 3</td><td>Targeted small group/individual</td><td></td><td></td></tr>
<tr><td>Tier 4</td><td>Individual support</td><td>Refer out</td><td></td></tr>
</table></td></tr>
<tr><td>Students will learn techniques for managing stress</td><td>Describe feelings related to stress
Demonstrate understanding stress and conflict and ways of managing</td></tr>
</table>

<table>
<tr><th>Student Competency</th><th>Goal</th><th>Age-Appropriate Competency Indicators</th><th>Activities</th></tr>
<tr><td rowspan="2">Students demonstrate resiliency and positive coping skills</td><td>Students will effectively manage change</td><td>Describe how they are different this year vs. previous year
Summarize what can/cannot be controlled
Identify changes</td><td rowspan="2"><table>
<tr><th></th><th>Delivery/ Activity/Population Served</th><th>Person Responsible</th><th>Timeline</th></tr>
<tr><td>Tier 1</td><td>Mindfulness/Coping guidance lesson</td><td>Counselors</td><td>April</td></tr>
<tr><td>Tier 2</td><td>Small group/individual lessons</td><td>Counselor</td><td></td></tr>
<tr><td>Tier 3</td><td>Targeted small group/individual</td><td></td><td></td></tr>
<tr><td>Tier 4</td><td>Individual support</td><td>Refer out</td><td></td></tr>
</table></td></tr>
<tr><td>Students will effectively manage transitions</td><td>Describe how the people available can help them when needed
Find strategies for feeling secure in change
Become aware of other changes that will occur as they continue in school</td></tr>
</table>

<table>
<tr><th>Student Competency</th><th>Goal</th><th>Age-Appropriate Competency Indicators</th><th>Activities</th></tr>
<tr>
<td rowspan="2">Students possess assertiveness skills necessary for personal protection</td>
<td>Students will demonstrate the ability to set boundaries for physical, social, and emotional protection</td>
<td>Understand safe/unsafe touch
Difference between good secrets and bad secrets
Identify adults available to help</td>
<td rowspan="2">
<table>
<tr><th></th><th>Delivery/ Activity/Population Served</th><th>Person Responsible</th><th>Timeline</th></tr>
<tr><td>Tier 1</td><td>Personal Safety lesson
Kindness Week</td><td>Counselors plus outside agent</td><td>March

November</td></tr>
<tr><td>Tier 2</td><td>Small group/individual lessons</td><td>Counselor</td><td></td></tr>
<tr><td>Tier 3</td><td>Targeted small group/individual</td><td></td><td></td></tr>
<tr><td>Tier 4</td><td>Individual support</td><td>Refer out</td><td></td></tr>
</table>
</td>
</tr>
<tr>
<td>Students will demonstrate an appreciation for the rights of others to have a physically, emotionally, and socially safe environment</td>
<td>Understand respect
Understand kind/Unkind
Identify feelings associated with being excluded</td>
</tr>
</table>

PROGRAM MONTH-BY-MONTH IMPLEMENTATION PLAN

Month	Tiered Services Guidance & Individual Planning	System Support Activities	Non-Counseling Duties
ONGOING		Facebook updates, CogAT preparation, Crisis Management, Backpack Buddies, Morning Car Duty, Staff Care Activities, Twitter Updates	
July		Finalization/Approval of Implementation plan	
August	Minute Meetings to Introduce myself & my role Listening/Rule Following/Problem Solving	Teacher Training of implementation plan	
September	Kindness/I Messages	Literacy Night Hispanic Heritage	
October	Celebrating Diversity Conflict Resolution Skills/Bullying	Red Ribbon Week Carnival—cancelled in 2020 due to covid CogAT NTD testing	
November	Thankfulness/Gratitude Careers on Wheels—possibly in spring	CogAT Testing	
December	7 Habits of Happy Kids (continues thru May) Managing Emotions	Christmas families	
January	Goal Setting/Growth Mindset	MOY Needs Assessments	
February	Be a Friend & Make a Friend	Math Night Kindness Week GT Nominations	
March	Personal Safety Kindness Week	Open House, TELPAS GT Testing	TELPAS Verifier
April	Celebrate Differences		
May	Career Exploration/Career Day	EOY Data Assessment, STAAR	
June			

Source: *The Texas Model for Comprehensive School Counseling Programs*, 5th ed. 2018