



Bowie Primary School

**Comprehensive School Counseling Program Framework**  
**Program Curriculum Sequence**

## Implementation Master Plan

Resources Needed	Timeline	Owner of Work
<b>Human Resources:</b> Counselor		Counselor
<b>Financial Resources:</b> Counseling Program Budget		Principal
<b>Leadership Resources:</b> <ul style="list-style-type: none"> <li>• Campus Advisory Council Meetings</li> <li>• Updated Policies and Procedures</li> <li>• Updated Program Foundation</li> <li>• Updated Curriculum Sequence</li> </ul>		Counselors, parents, campus admin, campus staff, community members
<b>Other Resource Needs Allocations:</b>		

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

## 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 that addresses students' academic and career goals in addition to supporting their personal and social needs. This is accomplished through a partnership with parents, staff, and community members to enable all students to become productive citizens and lifelong learners in a diverse and changing world.

## Program Definitions

Defining program parameters

The school counselor's primary focus is facilitating instruction by removing impediments to student learning. A comprehensive school counseling program is developmental and systemic, sequential, clearly defined, and accountable. Certified school counselors with the support of teachers, administrators, students, and parents implement it. The identified needs of all students in PK-12 provide the basis for the developmental counseling program. As Texas Education Code §33.005 requires, 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*, 5<sup>th</sup> 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 Area: 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:**

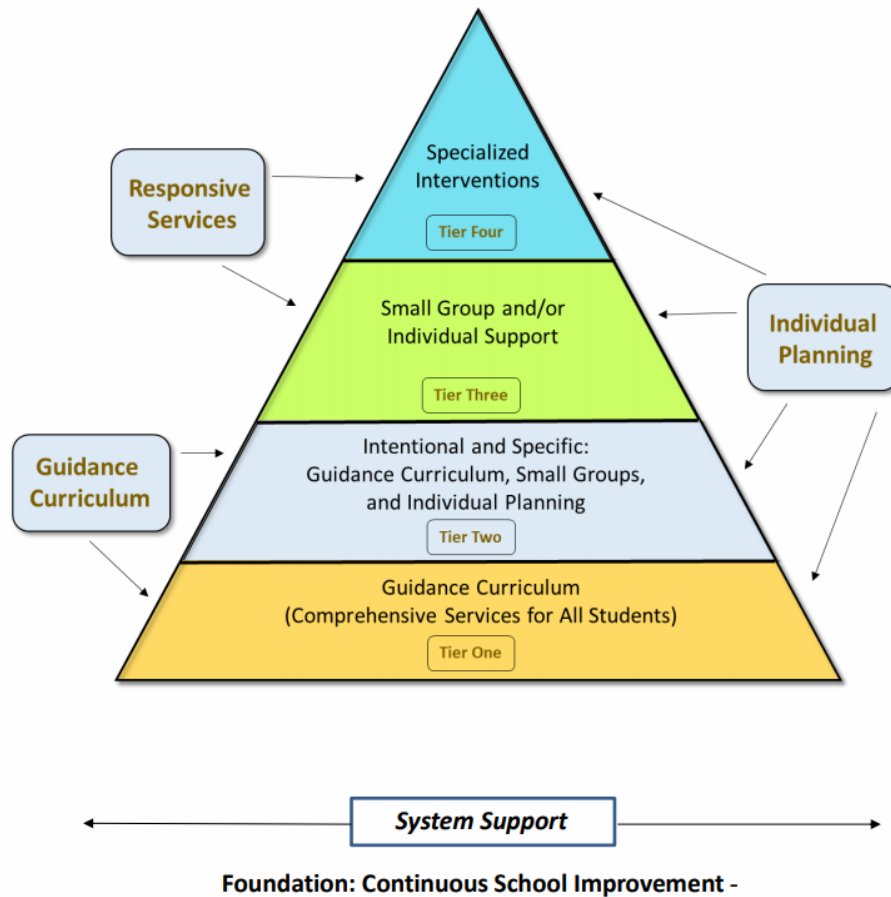
- Incorporation of wellness practices into daily living
- Demonstration of resiliency and positive coping skills
- Possession of assertiveness skills necessary for personal protection

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

Figure 4.2.  
The School Counseling Pyramid for Comprehensive and Direct Services



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.

## Program Rationale



## Program Assumptions for Conditions & Resources

To effectively implement the comprehensive school counseling program, certain programmatic conditions must exist, and resources must be allocated.

- The minimum level school counseling program provides for each of the four delivery system components and employs.
- The school counseling program employs 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.

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

- *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 EFFECTIVENESS				
Student Competency	Goal	Age-Appropriate Competency Indicators	Activities	
Students have a positive self-concept	Students will have accurate self-concepts	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		<b>Delivery/ Activity/Population Served</b> <b>Person Responsible</b> <b>Timeline</b>
			<b>Tier 1</b>	Growth mindset guidance lessons Counselor January
			<b>Tier 2</b>	Small groups/individual support Counselor September & on
			<b>Tier 3</b>	Targeted small groups Counselor ongoing
			<b>Tier 4</b>	Targeted individual support Counselor or outside referral ongoing
	Students will appreciate their uniqueness	Describe what makes them feel good about themselves Discuss individual rights and privileges		

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

Student Competency	Goal	Age-Appropriate Competency Indicators	Activities			
<b>Students utilize executive functioning skills</b>	<b>Students will develop effective decision-making skills</b>	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		<b>Delivery/ Activity/Population Served</b>	<b>Person Responsible</b>	<b>Timeline</b>
			<b>Tier 1</b>	Guidance lessons for Goal Setting/Problem Solving	Counselor	January & February
			<b>Tier 2</b>	Small groups/individual Support	Counselor	ongoing
			<b>Tier 3</b>	Targeted individual support	Counselor	ongoing
			<b>Tier 4</b>	Targeted individual support	Outside referral	ongoing
	<b>Students will be able to develop a plan of action</b>	Become aware of the need to use time effectively Explain achieving goals requires planning				
	<b>Students will be able to engage in goal setting</b>	Define what a goal is State personal goals				



	<b>Students will be able to engage in effective problem solving</b>	Identify problems Become aware to solve problems effectively a systematic process is used/can be used	
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Student Competency	Goal	Age-Appropriate Competency Indicators	Activities			
Students behave appropriately to the situation and environment	Students will behave in a responsible manner	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 that could interfere with learning		<b>Delivery/ Activity/Population Served</b>	<b>Person Responsible</b>	<b>Timeline</b>
			<b>Tier 1</b>	Listening/Rule following guidance lesson K&1 <sup>st</sup>	Counselors	August/September
			<b>Tier 2</b>	Small group/individual lessons	Counselor	
			<b>Tier 3</b>	Targeted small group/individual		
			<b>Tier 4</b>	Individual support	Refer out	
				<b>Delivery/ Activity/Population Served</b>	<b>Person Responsible</b>	<b>Timeline</b>
			<b>Tier 1</b>	Responsibility guidance lesson 2 <sup>nd</sup> & 3 <sup>rd</sup>	Counselors	August/September
			<b>Tier 2</b>	Small group/individual lessons	Counselor	
			<b>Tier 3</b>	Targeted small group/individual		
			<b>Tier 4</b>	Individual support	Refer out	

	<b>Students will take responsibility for their own behaviors</b>	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 that demonstrate respect for feelings, property, and interests of others Describe the relationship between behavior and consequences	
	<b>Students will develop self-management skills</b>	Know and follow rules Describe situations where they have no control, some control, or almost total control over selves	

## CONTENT AREA: INTERPERSONAL EFFECTIVENESS

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

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

	Students will use communication skills to know when and how to ask for help	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				
Student Competency	Goal	Age-Appropriate Competency Indicators	Activities			
Students will recognize personal boundaries, individual rights and privacy needs of others	Students will understand the need for personal boundaries	Understand personal boundaries				
	Students will understand individual rights and privacy needs of others	Recognize rights and privacy needs of self and others		Delivery/ Activity/Population Served	Person Responsible	Timeline
			Tier 1	Play it Safe guidance	Counselor and outside agent	January or March
			Tier 2	Small groups/individual support	Counselor	
			Tier 3	Individual support	Counselor	
	Tier 4	Targeted individual support	Outside referral			

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

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



## 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		<b>Delivery/ Activity /Population Served</b>	<b>Person Responsible</b>	<b>Timeline</b>
			<b>Tier 1</b>	Success Makers-Leaders in Life Guidance Lessons (Incorporate the WILDCAT way)	Counselor	March
			<b>Tier 2</b>	Small groups/Individual support	Counselor	
			<b>Tier 3</b>	Targeted small groups/individual	Counselor	
			<b>Tier 4</b>	Individual support	Refer out	

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

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

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

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

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

## CONTENT AREA: PERSONAL HEALTH AND SAFETY

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

Student Competency	Goal	Age-Appropriate Competency Indicators	Activities			
<b>Students demonstrate resiliency and positive coping skills</b>	<b>Students will effectively manage change</b>	Describe how they are different this year vs. previous year Summarize what can/cannot be controlled Identify changes		<b>Delivery/ Activity/Population Served</b>	<b>Person Responsible</b>	<b>Timeline</b>
			<b>Tier 1</b>	Mindfulness/Coping guidance lesson	Counselors	March
			<b>Tier 2</b>	Small group/individual lessons	Counselor	
			<b>Tier 3</b>	Targeted small group/individual		
			<b>Tier 4</b>	Individual support	Refer out	
	<b>Students will effectively manage transitions</b>	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				



Student Competency	Goal	Age-Appropriate Competency Indicators	Activities			
<b>Students possess assertiveness skills necessary for personal protection</b>	<b>Students will demonstrate the ability to set boundaries for physical, social, and emotional protection</b>	Understand safe/unsafe touch Difference between good secrets and bad secrets Identify adults available to help		<b>Delivery/ Activity/Population Served</b>	<b>Person Responsible</b>	<b>Timeline</b>
			<b>Tier 1</b>	Play it Safe lesson Kindness Week	Counselors plus outside agent	January
	<b>Students will demonstrate an appreciation for the rights of others to have a physically, emotionally, and socially safe environment</b>	Understand respect Understand kind/Unkind Identify feelings associated with being excluded	<b>Tier 2</b>	Small group/individual lessons	Counselor	
			<b>Tier 3</b>	Targeted small group/individual		
			<b>Tier 4</b>	Individual support	Refer out	

## 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, Afternoon Car Duty, Staff Care Activities, Leadership Team	
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 CogAT NTD testing	
November	Thankfulness/Gratitude Careers on Wheels	CogAT Testing	
December	Success Makers-Leadership in Life 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	Play It Safe Kindness Week	Open House, TELPAS GT Testing	
April	Celebrate Differences		
May	Career Exploration/Career Day	EOY Data Assessment, STAAR	

June			
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