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Barbara Bush Primary School

**Comprehensive School Counseling Program Framework**

**Program Curriculum Sequence**

**Implementation Master Plan**

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| **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**

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| **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.  |
| **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*, 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. |
| **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** |
| To effectively implement the comprehensive school counseling program, 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.
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| **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.
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| **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 counselingValid Texas counseling certificate **Special Knowledge/Skills:**Knowledge of counseling procedures, student appraisal, and career developmentExcellent organizational, communication, and interpersonal skillsAbility 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**1. Counsel individual students and small groups with presenting needs and concerns.

**Consultation**1. Consult parents, teachers, administrators, and other relevant people to enhance their work with students.
2. Work with school and community personnel to bring together resources for students.
3. Maintain a communication system that effectively collects and disseminates information to other professionals as appropriate.
4. Develop and maintain positive working relationships with other school professionals and representatives of community resources.
5. Use an effective referral process to assist students and others to use special programs and services.

**Assessment**1. Participate in planning and evaluation of campus standardized testing program.
2. Interpret tests and other appraisal results appropriately and communicate to school personnel, students, and their parents.
3. Maintain the confidentiality of student assessment.

**Program Management**1. Plan school guidance and counseling programs to ensure that they meet identified needs, priorities, and program objectives.
2. Implement a comprehensive and balanced program.
3. Develop and coordinate a continuing evaluation of the guidance program and individual activities and make changes based on findings.
4. Educate the school staff, parents, and community about the guidance program through a public information program.
5. Compile, maintain, and file all required physical and computerized reports, records, and other documents.

**Administration**1. Comply with policies established by federal and state law, State Board of Education rule, and board policy in guidance and counseling area.
2. Comply with all district and campus routines and regulations.
3. Maintain a positive and effective relationship with supervisors.
4. Communicate effectively with colleagues, students, and parents.

**Professional**1. Adhere to ethical and legal standards and model behavior that is professional, and responsible.
2. 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**

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| CONTENT AREA: **INTRAPERSONAL EFFECTIVENSS** |
| 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 themselvesBecoming aware of their personal traits and characteristics that contribute to the uniqueness of each individualIdentify their beliefs about themselves |

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|  | **Delivery/ Activity/Population Served** | **Person Responsible** | **Timeline** |
| **Tier 1** | Growth mindset guidance lessons | Counselor | January |
| **Tier 2** | Small groups/individual support | Counselor | September & on |
| **Tier 3** | Targeted small groups | Counselor | ongoing |
| **Tier 4** | Targeted individual support | Counselor or outside referral | ongoing |

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|  | **Delivery/ Activity/Population Served** | **Person Responsible** | **Timeline** |
| **Tier 1** | Emotional regulation guidance lessons | Counselor | December |
| **Tier 2** | Small groups/individual support | Counselor | September & on |
| **Tier 3** | Targeted small groups | Counselor | ongoing |
| **Tier 4** | Targeted individual support | Counselor or outside referral | ongoing |

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| **Students will appreciate their uniqueness** | Describe what makes them feel good about themselvesDiscuss individual rights and privileges |
| **Students will develop self-regulation skills** | Identify their feelings Recognize their feelings while they experience themBecome aware of how they manage their feelingsDevelop skills for managing feelings |

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| Student Competency | Goal | Age-Appropriate Competency Indicators | Activities |
| **Students utilize executive functioning skills** | **Students will develop effective decision-making skills** | Become aware of choices they make Describe the steps in the decision-making processBecome aware that some choices are made for them and some they make for themselves |

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|  | **Delivery/ Activity/Population Served** | **Person Responsible** | **Timeline** |
| **Tier 1** | Guidance lessons for Goal Setting/Problem Solving | Counselor | January & February |
| **Tier 2** | Small groups/individual Support | Counselor | ongoing |
| **Tier 3** | Targeted individual support | Counselor | ongoing |
| **Tier 4** | Targeted individual support | Outside referral | ongoing |

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| **Students will be able to develop a plan of action** | Become aware of the need to use time effectivelyExplain achieving goals requires planning |
| **Students will be able to engage in goal setting** | Define what a goal isState personal goals |
| **Students will be able to engage in effective problem solving** | Identify problemsBecome 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 settingsKnow school/classroom rules and expectationsBe able to follow rules and directions and complete tasksDescribe areas in school in which they are self-sufficient and which they are notUnderstand that school rules are to provide order to enhance the learning environment for everyoneBecome aware of the differences between acceptable/unacceptable social behaviors in various school settingsBecome aware of responsibilities at schoolBecome aware of feelings concerning school rulesUse knowledge of school rules and expectations when faced with choices that could interfere with learning |

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|  | **Delivery/ Activity/Population Served** | **Person Responsible** | **Timeline** |
| **Tier 1** | Listening/Rule following guidance lesson K&1st  | Counselors | August/ September  |
| **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** | Responsibility guidance lesson2nd & 3rd  | Counselors | August/ September  |
| **Tier 2** | Small group/individual lessons | Counselor |  |
| **Tier 3** | Targeted small group/individual |  |  |
| **Tier 4** | Individual support | Refer out |  |

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| **Students will take responsibility for their own behaviors** | Identify their own behaviors Accept rewards and consequences for behaviorExplain the relationship between rules of conduct and their responsibilities to selves and othersUse behaviors that demonstrate respect for feelings, property, and interests of othersDescribe the relationship between behavior and consequences |
| **Students will develop self-management skills** | Know and follow rulesDescribe situations where they have no control, some control, or almost total control over selves |

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| CONTENT AREA: **INTERPERSONAL EFFECTIVENSS** |
| Student Competency | Goal | Age-Appropriate Competency Indicators | Activities |
| **Students interact effectively with a diverse population** | **Students will appreciate their own culture** | Express pride in their families Recognize the traditions/beliefs of their culture |

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|  | **Delivery/ Activity/Population Served** | **Person Responsible** | **Timeline** |
| **Tier 1** | Celebrating our differences guidance lesson | Counselors | October |
| **Tier 2** | Small group/individual lessons | Counselor |  |
| **Tier 3** | Targeted small group/individual |  |  |
| **Tier 4** | Individual support | Refer out |  |

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| **Students will respect others as individuals and accept them for the cultural membership** | Respect others as unique individualsDemonstrate awareness of others’ cultural membership |
| **Students will effectively relate with others based on appreciation for differences/similaties** | Become aware that friends may have different/similar families, beliefs, rules, and traditions Demonstrate appreciation for differences in others |

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|  | **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 themBecome aware that good communication skills help people work well together |

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|  | **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 |  |

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| **Students will effectively express themselves** | Express their feelings appropriatelyIdentify ways individuals express feelingsDescribe 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 listenerListen to others and repeat their ideasBecome 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 |

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|  | **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 |  |

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| **Students will understand individual rights and privacy needs of others** | Recognize rights and privacy needs of self and others |
| 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 viewLearn to speak directly to each otherRecognize when a cooling off period is needed |

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|  | **Delivery/ Activity/Population Served** | **Person Responsible** | **Timeline** |
| **Tier 1** | Conflict resolution guidanceI-messages, Talk It Out | Counselor  | September |
| **Tier 2** | Small groups/individual support | Counselor |  |
| **Tier 3** | Individual support/Targeted small groups | Counselor |  |
| **Tier 4** | Targeted individual support | Outside referral |  |

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| 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 friendDescribe the processes involved in making and keeping friends |

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|  | **Delivery/ Activity/Population Served** | **Person Responsible** | **Timeline** |
| **Tier 1** | Be a friend/Make a friend guidance | Counselor | February |
| **Tier 2** | Small groups/Individual support | Counselor |  |
| **Tier 3** | Targeted small group/individual | Counselor |  |
| **Tier 4** | Individual support | Refer out |  |

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| **Students will identify characteristics of healthy & unhealthy relationships**  | Describe the role of trust and ways to establish trust in a relationshipIdentify who to trust when they feel unsafe |

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| 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 learnersBecome aware of the benefits derived from learningBecome aware of learning interests; describe learning they most enjoyParticipate in the school setting in a positive, active wayExplain the benefits they derive from learningBecome aware of the relationship between learning and effortBecome aware of how interests and beliefs help motivate them in schoolBecome aware that success and disappointment are a normal part of life and learning, and that they can learn from their mistakes |

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

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| **Students will will take advantage of their educational opportunities** | Become aware of the skills and attitudes needed to achieve in schoolParticipate in school activitiesBecome 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 leadersDescribe the responsibilities of identified school/community leaders |  |

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| Student Competency | Goal | Age-Appropriate Competency Indicators | Activities |
| **Students demonstrate career exploration skills** | **Students will identify career opportunities that allow them to fulfill their potential** | Recognize a variety of jobs that people do in school/communityDescribe responsibilities at home and tasks preferred |

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|  | **Delivery/ Activity/Population Served** | **Person Responsible** | **Timeline** |
| **Tier 1** | Careers On WheelsCareer DayCareer Exploration Lessons | Counselors | NovemberMay |
| **Tier 2** | Small group/individual lessons | Counselor |  |
| **Tier 3** | Targeted small group/individual |  |  |
| **Tier 4** | Individual support | Refer out |  |

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| **Students will make connections between personal skills, interests and abilities, and career choices** | Identify personal skills, interests, and abilities that may affect career choice |
| **Students will understand and explore their expanding world views** | Explore world views |

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| 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 |

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|  | **Delivery/ Activity/Population Served** | **Person Responsible** | **Timeline** |
| **Tier 1** | Careers On WheelsCareer DayCareer Exploration Lessons | Counselors | NovemberMay |
| **Tier 2** | Small group/individual lessons | Counselor |  |
| **Tier 3** | Targeted small group/individual |  |  |
| **Tier 4** | Individual support | Refer out |  |

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| **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 careersDescribe ways they make decisions towards career choices |
| **Students will demonstrate knowledge of the career-planning process** | Participate in career planning |

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| 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 |

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|  | **Delivery/ Activity/Population Served** | **Person Responsible** | **Timeline** |
| **Tier 1** | Careers On WheelsCareer DayCareer Exploration Lessons | Counselors | NovemberMay |
| **Tier 2** | Small group/individual lessons | Counselor |  |
| **Tier 3** | Targeted small group/individual |  |  |
| **Tier 4** | Individual support | Refer out |  |

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| 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 workDevelop a positive attitude toward work and learning |

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|  | **Delivery/ Activity/Population Served** | **Person Responsible** | **Timeline** |
| **Tier 1** | Careers On WheelsCareer DayCareer Exploration Lessons | Counselors | NovemberMay |
| **Tier 2** | Small group/individual lessons | Counselor |  |
| **Tier 3** | Targeted small group/individual |  |  |
| **Tier 4** | Individual support | Refer out |  |

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| **Students will understand the relationship between educational achievement and career success** | Identify personal preferences and interests influencing career choice and success |

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| 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 aloneIdentify healthy/unhealthy things |

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|  | **Delivery/ Activity/Population Served** | **Person Responsible** | **Timeline** |
| **Tier 1** | Mindfulness/Coping guidance lesson | Counselors | March |
| **Tier 2** | Small group/individual lessons | Counselor |  |
| **Tier 3** | Targeted small group/individual |  |  |
| **Tier 4** | Individual support | Refer out |  |

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| **Students will learn techniques for managing stress** | Describe feelings related to stress Demonstrate understanding stress and conflict and ways of managing |

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| Student Competency | Goal | Age-Appropriate Competency Indicators | Activities |
| **Students demonstrate resiliency and positive coping skills** | **Students will effectively manage change** | Describe how they are different this year vs. previous yearSummarize what can/cannot be controlledIdentify changes |

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|  | **Delivery/ Activity/Population Served** | **Person Responsible** | **Timeline** |
| **Tier 1** | Mindfulness/Coping guidance lesson | Counselors | March |
| **Tier 2** | Small group/individual lessons | Counselor |  |
| **Tier 3** | Targeted small group/individual |  |  |
| **Tier 4** | Individual support | Refer out |  |

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| **Students will effectively manage transitions** | Describe how the people available can help them when neededFind strategies for feeling secure in changeBecome aware of other changes that will occur as they continue in school |

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| Student Competency | Goal | Age-Appropriate Competency Indicators | Activities |
| **Students possess assertiveness skills necessary for personal protection** | **Students will demonstrate the ability to set boundaries for physical, social, and emotional protection** | Understand safe/unsafe touchDifference between good secrets and bad secretsIdentify adults available to help |

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|  | **Delivery/ Activity/Population Served** | **Person Responsible** | **Timeline** |
| **Tier 1** | Play it Safe lessonKindness Week | Counselors plus outside agent | January |
| **Tier 2** | Small group/individual lessons | Counselor |  |
| **Tier 3** | Targeted small group/individual |  |  |
| **Tier 4** | Individual support | Refer out |  |

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| **Students will demonstrate an appreciation for the rights of others to have a physically, emotionally, and socially safe environment** | Understand respectUnderstand kind/UnkindIdentify feelings associated with being excluded |

**PROGRAM MONTH-BY-MONTH IMPLEMENTATION PLAN**

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| **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 roleListening/Rule Following/Problem Solving | Teacher Training of implementation plan |  |
| September | Kindness/I Messages | Literacy NightHispanic Heritage |  |
| October | Celebrating DiversityConflict Resolution Skills/Bullying | Red Ribbon WeekCarnivalCogAT NTD testing |  |
| November | Thankfulness/GratitudeCareers on Wheels | CogAT Testing |  |
| December | Success Makers-Leadership in LifeManaging Emotions | Christmas families |  |
| January | Goal Setting/Growth Mindset | MOY Needs Assessments |  |
| February | Be a Friend & Make a Friend | Math NightKindness WeekGT Nominations |  |
| March | Play It SafeKindness Week | Open House, TELPASGT Testing | TELPAS Verifier |
| April | Celebrate Differences |  |  |
| May | Career Exploration/Career Day | EOY Data Assessment, STAAR  |  |
| June |  |  |  |