

Hughes Springs ISD

Comprehensive School Counseling Program Framework

Program Curriculum Sequence

2021-2022

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, as seen below. Additionally, HB 18 requires that schools implement a school counseling program and that the school counseling program conform to the most recent edition of the *Texas Model for Comprehensive School Counseling Programs* developed by TCA.

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

We believe that school counselors serve as student advocates, mentors and teachers who develop relationships with students and families. These relationships drive our ability to support and guide students to achieve success in the areas of Social-Emotional Literacy, Academic Achievement, and College and Career Readiness; ultimately fostering productive citizens who will enrich our community and the world.

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 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

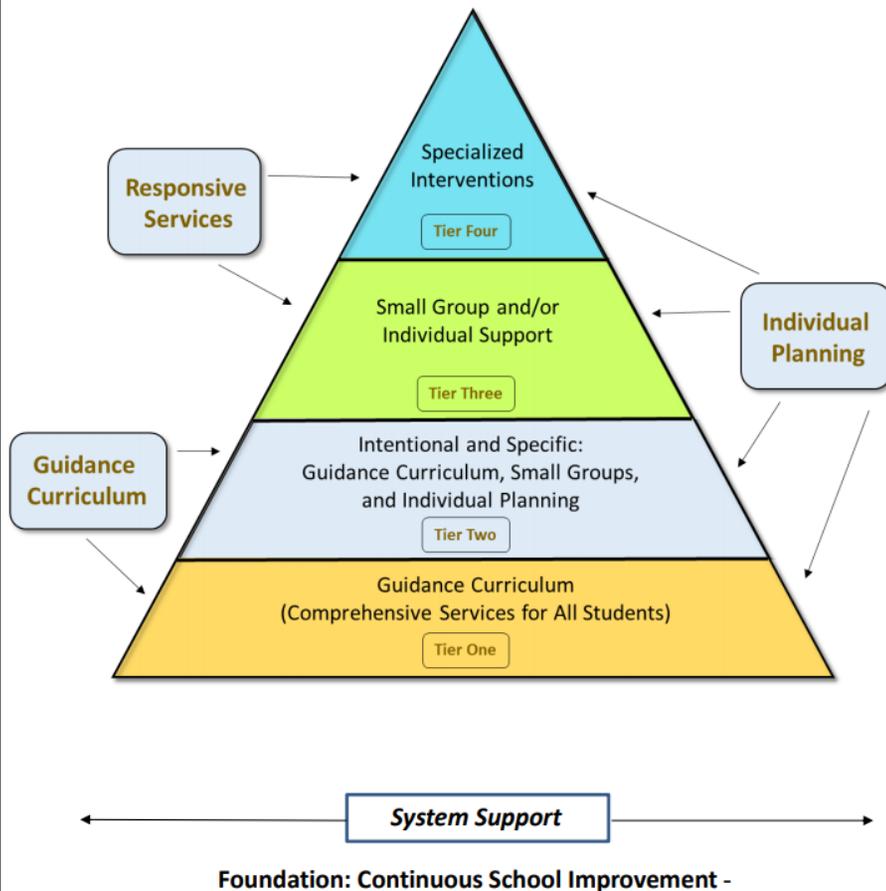
Delivery – Campus school counselors deliver the comprehensive school counseling program with support from administration and campus staff.

Clients – Students are served through our campus with the possibility to expand to the families and community, as needed and supported.

Organizational Elements –

- ✓ TX Model for CSCP, 5th Edition
- ✓ Counselor’s Pages on the HSISD Website
- ✓ HSHS Academic Handbook

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



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 the district's Licensed Professional Counselor and/or TCHAT and/or other community services to address the student's specific needs.

Program Rationale

Defining why the program is needed

The rationale for HSISD's comprehensive school program is to be responsive and proactive to the challenges that students, families, educators, and the community face today. The emphasis is on reaching all students, regardless of their circumstances or background, and empowering one to reach their full potential with direct and intentional instruction. The counselor addresses the growing needs of today's youth by teaching students to apply skills needed in life experiences and transitions, while in school and beyond. There is a commitment to individual uniqueness and the maximum development in three major areas: academic, career, and personal/social skills.

Program Assumptions for Conditions & Resources

Defining the basic conditions and resources needed for the program

Conditions:

- 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.

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 and Priorities

Determining program needs

- Licensed Professional Counselor Referral System
- TCHAT Referral System
- Overall Character Curriculum by the start of the 2022-2023 School Year
- Career Opportunity Exposure
- Increased Communication with Students & Parents

Program Goals

Assigning intention, meaning and, and direction to program activities

1. Academic Development
Students will acquire the knowledge, skills, and attitudes that contribute to school success and lifelong learning
2. Career Development
Students will be exposed to career and college information to be able to make informed career decisions.
3. Personal and Social Development
Students will develop the skills to understand and appreciate themselves and others through an SEL Curriculum.

Program Evaluation

Evaluating program outcomes and staff

Counselor Job Description

School counselors are expected to apply their professional training in schools in order to support student academic success. Through comprehensive school counseling programs of developmental, preventive, remedial, and responsive services, school counselors address academic development, career development, and personal/social development of students. A copy of the HSISD Counselor Job Description is found at the end of this document.

Counselor Evaluation

Counselors participate in counseling training at service center, webinars, community (SHAC), and other professional development opportunities. These trainings allow for us to evaluate the services we are providing to students, parents, and the community.

Counseling Program Evaluation

School counselors will meet throughout the year to discuss expectations and responsibilities. The activities/services will be reviewed and may be updated/or revised as necessary to reflect changing needs or conditions. We will also implement surveys to provide the counselors with feedback.

CURRICULUM SCOPE & SEQUENCE for Hughes Springs ISD

I. Content Area: Intrapersonal Effectiveness			
I.A. Student Competency: Students have a positive self-concept.			
Goal	Elem	JH	HS
I.A.i Goal: Students will have accurate self-concepts		~Demonstrate awareness and progress toward development of an accurate self-concept. ~Analyze how their relationships with others affect/have affected their self-concept. ~Use self-appraisal skills.	~Demonstrate acceptance of themselves, including strengths and limitations. ~Evaluate the impact of peer influence, media, and societal expectations on beliefs and self-concept.
1.A.ii Students will appreciate their uniqueness	-Identify likenesses/ differences between themselves and others. -Discuss individual rights and privileges.		~Evaluate when they take responsibility for themselves and when they do not. ~Evaluate their personal standards. ~Respect their rights.
I.A.iii Goal: Students will develop self-regulation skill	-Develop skills for managing feelings. - Identify the experiences that create strong feelings. -Identify situations where managing their feelings is difficult. Demonstrate skills for handling emotions	~Demonstrate awareness of feelings in various situations and how they manage those feelings. ~Demonstrate skills for handling emotions. ~Express anger appropriately. ~Describe the benefits of expressing their feelings to an adult.	~Evaluate how they manage their feelings. ~Explore different ways to manage feelings that will increase attainment of personal goals

I.B. Student Competency: Students utilize effective executive functioning skills			
Goal	Elem	JH	HS
I.B.i Goal: Students will develop effective decision-making skills	-Become aware that some decisions are changeable, some are not, and the impact those decisions have.	~Analyze the importance of each of the steps in the decision-making process. ~ Describe how their beliefs contribute to their planning. ~Analyze how past decisions influence present decisions and project how present decisions will influence future decisions. Accept responsibility for the decisions they have made and analyze consequences. Demonstrate understanding of problem-solving.	~Apply the decision-making process when making real life decisions. ~Accept responsibility for the decisions they have made. ~Evaluate personal decisions they have made.
I.B.ii Goal: Students will be able to develop a plan of action	-Explain that achieving goals requires planning. -Identify the need for organizational and time management skills.	~ Analyze the important steps in the planning process. ~ Evaluate their skills in using the planning process. ~Analyze the impact planning/lack of planning has had on their lives. ~Analyze their time management skills and ways to improve them.	~Evaluate how well they use a planning process in real life plans. ~Evaluate their use of time management skills.
I.B.iii Goal: Students will be able to engage in goal setting	-Define what a goal is. -Distinguish between short, intermediate, and long-term goals.	~Define the importance of setting goals. ~Set personal short and long-term goal.	~Evaluate the importance of setting realistic goals and striving towards them. ~Evaluate the importance of setting high standards and expectations.
I.B.iv Goal: Students will be able to engage in effective problem solving		~Analyze how they manage stress.	~Evaluate their ability to manage stress.

I.C. Student Competency: Students behave appropriately to the situation and environment.			
Goal	Elem	JH	HS
I.C.i Students will behave in a responsible manner	<ul style="list-style-type: none"> -Behave appropriately in the various school settings. -Know school/classroom rules and expectations. -Become aware of their responsibilities at school. -Adhere to class and school behavioral expectations. 	~Demonstrate understanding that the environment that they are in influences their behavior. ~Evaluate the ways they contribute to the educational environment.	~Evaluate the consequences of unacceptable/irresponsible behavior. ~Participate in maintaining a safe school environment.
I.C.ii Students will take responsibility for their own behaviors	<ul style="list-style-type: none"> -Accept rewards and consequences for their behavior. -Demonstrate consideration and respect for feelings, property, and physical well-being of others. 	~Analyze the consequences of using appropriate/inappropriate behaviors in various environments. ~Analyze how their behaviors affect others' behaviors, emotions, and decisions. ~Identify how their beliefs affect their attitudes and behaviors. ~Behave so as to demonstrate respect for others.	~Evaluate how taking responsibility for their own actions enhances their lives.
I.C.iii Students will develop self-management skills	<ul style="list-style-type: none"> -Maintain control over themselves. -Become aware of situations that produce a variety of behaviors. 	~Maintain control over themselves. ~Analyze how they behave in a variety of situations. ~Compare/Contrast the consequences that occur when they are/are not self-disciplined.	~Evaluate the benefits of being self-disciplined. ~Maintain self-discipline and rational behavior in dealing with emotional conflicts and stress.

II. Content Area: Interpersonal Effectiveness			
II.A. Student Competency: Students interact effectively with a diverse population.			
Goal	Elem	JH	HS
II.A.i. Goal: Students will appreciate their own culture		~Identify groups to which they belong. ~Identify those characteristics. ~Describe their own cultural practices and how they affect their feelings of self-worth.	~Demonstrate an understanding of the elements that result in diversity among individuals and groups. ~Evaluate their culture's practices and how they affect their feelings of self-worth.
II.A.ii. Goal: Students will respect others as individuals and accept them for the cultural membership	~Respect others as unique individuals. ~Recognize, accept, respect, and appreciate individual differences.	~Respect the rights of others. ~Analyze what respecting others as an individual means.	~Evaluate how respecting others as individuals enhances interpersonal relationships.
II.A. iii. Goal: Students will effectively relate with others based on appreciation for differences/similarities	~Identify differences/ similarities between others and themselves. ~Demonstrate appreciation for difference in others.	~Analyze differences/similarities among various groups. ~ Analyze how understanding and appreciating differences improves how they feel about themselves and their relationships with others. ~Analyze their own comfort in associating with those who are different from themselves.	~Manage conflicts resulting from individual differences. ~Analyze their comfort in associating with people who are different from themselves.

II.B. Student Competency: Students utilize effective and appropriate communication skills.			
Goals	Elem	JH	HS
II.B.i. Goal: Students know that communication involves speaking, listening, and nonverbal behavior	~Become aware that good communication skills help people work well together. ~Be aware of non-verbal communication.	~List and define basic communication skills. ~Be aware of non-verbal communication. ~Evaluate how listening and expressive skills help to make decision, set goals, and solve problems. ~Analyze how the use of communication skills contribute/hinder a group's progress toward task completion.	~Analyze how beliefs affect interpersonal communication. ~Develop the communication skills needed for participating effectively within group settings. ~Evaluate their own and others' use of communication skills in problem situations.
II.B.ii. Goal: Students will effectively express themselves	~Use effective communication skills to manage peer pressure. ~Analyze how what they say affects others' actions and feelings.	~Express feelings clearly and appropriately. ~Analyze how what they say affects others' actions and feelings. ~Express feelings and opinions without offending others.	~Interpret their feelings. ~Use assertion skills.
II.B.iii. Goal: Students will use communication skills to know when and how to ask for help	~Listen attentively. ~Demonstrate concern and respect for the feelings, interest, and opinions of others.	~Appreciate the importance of listening in order for communication to occur. ~Analyze their own ability to listen.	~Understand and communicate their understanding of what another person has said. ~Use reflective listening skills. ~Seek information and support from faculty, staff, family, and peers.

II.C. Student Competency: Students recognize personal boundaries, individual rights and privacy needs of others.			
Goals	Elem	JH	HS
II.C.i. Goal: Students will understand the need for personal boundaries	~Understand personal boundaries. ~Describe situations in which personal boundaries should be set. ~Identify and respect personal boundaries.	~Identify the physical, social, and emotional consequences related to failure to set personal boundaries. ~Identify strategies to communicate boundaries.	~Evaluate their personal ability to set boundaries. ~Describe personal level of comfort in setting boundaries.
II.C.ii. Goal: Students will understand individual rights and privacy needs of others	~Recognize that everyone has rights and responsibilities.	~Recognize that everyone has rights and responsibilities. ~Develop acceptance for those rights and the private needs of others.	~Evaluate their personal commitment to protecting the individual rights and privacy needs of others.
II.D. Student Competency: Students utilize effective conflict resolution skills.			
Goals	Elem	JH	HS
II.D.i. Goal: Students will develop and use conflict resolution skills	~Recognize when a cooling off period is needed. ~Differentiate between situations requiring peer support and situations requiring adult professional help.	~Describe how communication affects conflict resolution. ~Apply communication skills to resolve conflict. ~Understand the difference between active and passive responses to conflict.	~Identify how to handle problems constructively. ~Gain insight about one's own response to conflict and apply new strategies for resolving conflict.

II.E. Student Competency: Students develop healthy relationships.			
Goals	Elem	JH	HS
II.E.i. Goal: 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. ~Demonstrate understanding that, as they meet more people, they develop new friendships.	~Choose friends consistent with belief standards. ~Analyze the skills needed to make and keep friends while maintaining their own standards. ~Evaluate the importance of having friendships with peers and adults.	~Evaluate the effectiveness of their relationships.
II.E.ii. Goal: Students will identify characteristics of healthy and unhealthy relationships	~Identify who to trust when they feel unsafe. ~Identify expectations and commitments in various relationships.	~Identify expectations and commitments in various relationships. ~Demonstrate effective communication in healthy relationships. ~ Develop strategies for identifying unhealthy relationships. ~Make relationship choices that have a positive impact on their lives.	~Demonstrate the ability to compare and contrast healthy behaviors with unhealthy behaviors in relationships. ~Describe the skills, attitudes, and behaviors for building, maintaining, and enhancing healthy, positive relationships. ~Identify strategies for dealing with significant change and loss in a relationship and for ending a relationship.

III. Content Area: Post-Secondary Planning and Career Readiness			
III.A. Student Competency: Students are motivated to succeed in personal endeavors.			
Goals	Elem	JH	HS
III.A.i Goal: Students will develop their own academic potential	<p>~Participate in the school setting in a positive, active way.</p> <p>~Become aware that success and disappointment are a normal part of life and learning, and that they can learn from their mistakes.</p> <p>~Assume responsibility for their own learning.</p> <p>~Become aware that success and failure are parts of life and learning.</p>	<p>~Explain the benefits they derive from learning. ~Analyze the impact of their preferred learning style, their study skills, their positive attitude, and habits on their school performance.</p>	<p>~Evaluate the benefits they derive from learning. ~Explain what motivates individuals. ~Express positive attitudes toward work and learning. ~Evaluate how the use of various learning styles improves their school performance.</p>
III.A.ii. Goal: Students will take advantage of their educational opportunities.	<p>~Participate in school activities.</p> <p>~Feel satisfaction from their school achievement.</p> <p>~Describe good study skills/ habits which contribute to success in school.</p> <p>~Identify ways they may handle sources of school frustration.</p> <p>~Demonstrate awareness of the importance of educational achievement to career opportunities.</p> <p>~Identify school subject matter as related to potential careers.</p>	<p>~Identify graduation requirements. ~Describe a variety of opportunities available. ~Understand the cost associated with postsecondary education is dependent upon the educational pathway chosen.</p>	<p>~Assume responsibility for meeting graduation requirements. ~Predict how they will use knowledge from school in future life and work.</p> <p>~Explain the relationship between educational achievement and career planning, training, and placement.</p> <p>~Demonstrate knowledge of the financial aid process. ~Identify different types of financial aid (loans, scholarship, grants, etc.)</p>
III.A.iv. Goal: Students will develop leadership skills	<p>~Describe the responsibilities of identified school/community leaders.</p>	<p>~ Describe the qualities of people they perceive to be effective leaders.</p> <p>~Recognize and analyze their leadership skills and qualities.</p> <p>~Analyze when they take/do not take responsibility.</p>	<p>~Recognize leadership qualities in others and in themselves.</p> <p>~Demonstrate their ability to handle responsibility.</p>

III.B. Student Competency: Students demonstrate career exploration skills.			
Goals	Elem	JH	HS
III.B.i. Goal: Students will identify career opportunities that allow them to fulfill their potential.	~Become aware that school is part of the preparation for a potential career.	~Describe that school is part of the preparation for a potential career. ~ Identify that all work contributes to society. ~ Describe the process of career exploration and planning. ~Identify how their personal interest match hobbies, activities, and initial work experiences.	~Analyze the relationship between career choices and quality of life. ~Understand and appreciate the rewarding aspects of their work. ~Identify personal reasons for their selection for a career. ~Describe how societal needs and functions influence the nature and structure of work.
III.B.ii. Goal: Students will make connections between personal skills, interests and abilities, and career choices.	~Identify personal skills, interests, and abilities that may affect career choice. ~Explore how their personal skills, interests, and abilities can impact their career choices.	Link personal skills, interest, and abilities with future career choices.	~Choose future careers based on personal skills, interests, and abilities.
III.B.iii. Goal: Students will understand and explore their expanding world views.	~Understand that work is an important and satisfying means of personal expression.	Learn about a variety of traditional and nontraditional occupations. ~Describe these career choices and how they relate to career choice.	~Learn to respect individual uniqueness in the workplace. ~Understand how changing economic and societal needs influence employment trends and future training.

III.C. Student Competency: Students possess the knowledge and skills to gather information for the purpose of postsecondary education and career planning.			
Goals	Elem	JH	HS
III.C.i. Goal: Students will develop skills to locate, evaluate and interpret career information.	~Become aware of different types of jobs.	~Learn to use the Internet to access career-planning information.	~Analyze research and information resources to obtain career information.
III.C.ii. Goal: Students will learn how to apply goal-setting skills in career.		~Demonstrate the ability to set priorities for their career goals. ~Set some career short- and long-term goals.	~Evaluate the importance of setting realistic career goals and striving toward them. ~Evaluate the importance of setting high standards and expectations in career goals.
III.C.iii. Goal: Students will apply decision-making skills to career planning, course selection and career transition.		~Use problem-solving and decision-making skills to assess progress toward educational/career goals. ~Demonstrate skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and tentative career goals.	~Evaluate how well they use the decision-making process when making real-life career decisions. ~Demonstrate skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and career goals. ~Describe the steps they need to take in order to attain their postsecondary plans.
III.C.iv. Goal: Students will demonstrate knowledge of the career-planning process.	~Explain that achieving career goals requires planning.	~Develop and maintain a career-planning portfolio	~Select course work that is related to career interests.

III.D. Student Competency: Students will demonstrate awareness of the importance of postsecondary education			
Goals	Elem	JH	HS
III.D.i. Goal: 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	~Assess and modify their educational plan to support career goals. ~Acquire employability skills such as working on a team, problem-solving, and organizational skills.	~Use employability and job readiness skills in internship, apprenticeship, mentoring, shadowing, and/or other work experiences. ~Develop and implement an annual plan of study to maximize academic ability and achievement. ~Apply job readiness skills to seek employment opportunities.
III.E. Student Competency: Students will understand the relationship of academics to the world of work and to life at home in the community.			
Goals	Elem	JH	HS
III.E.i. Goal: Students will develop a positive attitude toward work and learning.	~Understand the relationship between learning and work.	~Develop hobbies and understand the need to balance between work and leisure activities. ~Seek co-curricular and community experiences to enhance the school experience.	~Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life. ~Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.
III.E.ii. Goal: Students will understand the relationship between educational achievement and career success.	~Identify personal preferences and interests influencing career choice and success.	~Understand that school success is the preparation to make the transition from student to community member. ~ Identify post-secondary options consistent with interests, achievement, aptitude, and abilities.	~Understand how school success and academic achievement enhance future career and vocational opportunities.

IV. Content Area: Personal Health and Safety			
IV.A. Student Competency: Students incorporate wellness practices into daily living.			
Goals	Elem	JH	HS
IV.A.i. Goal: Students will understand wellness as an element of healthy functioning.	~Identify things that are healthy and unhealthy. ~Become aware of the positive and negative effects of healthy and unhealthy choices.	~Become aware of the need to have time for themselves. ~Distinguish between things that are helpful and those that are harmful to their physical, intellectual, and emotional health. ~Describe methods they use in care for themselves.	~Evaluate the benefits of taking time for themselves. ~Identify their personal limits and boundaries necessary for good self-care.
IV.A.ii. Goal: Students will learn techniques for managing stress.	~Define stress. ~Demonstrate understanding of stress and conflict and ways of managing these feelings/ situations. ~Understand that personal decisions can result in stress. ~Describe appropriate methods for managing stress.	~Identify things that cause stress. ~Understand that personal decisions can result in stress. ~Describe appropriate methods for managing stress. ~Analyze how they manage stress.	~Identify the extent to which they can control the internal/external factors which create stress in their lives. ~Evaluate their ability to manage stress.

IV.B. Student Competency: Students demonstrate resiliency and positive coping skills			
Goals	Elem	JH	HS
IV.B.i. Goal: Students will effectively manage change.		<p>~Analyze ways they have/do not have control over environment.</p> <p>~Identify ways they have control over themselves and their quality of life. ~Identify internal/external factors that have caused their beliefs, interests, and capabilities to change. ~Demonstrate that a changing world demands a lifelong learning.</p>	<p>Assess the effects of important events, both those that can and cannot be controlled, upon quality of life. ~Demonstrate understanding of the need for personal and occupational flexibility in an ever-changing world. ~Explain how a changing world demands lifelong learning.</p>
IV.B.ii. Goal: Students will effectively manage transitions.	<p>~Find strategies for feeling secure in a new class or school.</p> <p>~Analyze their thoughts and feelings about the transition to middle school/ junior high school.</p> <p>~Describe the people who are available to help them when needed.</p>	<p>Analyze their thoughts and feeling about the transition to junior high.</p> <p>Analyze the changes they have made in adapting to the new requirements of each educational year and in the past. ~Describe the people who are available to help them when needed.</p>	<p>~Predict how they will manage the change in their lives that will occur after leaving high school.</p>

IV.C. Student Competency: Students possess assertiveness skills for personal protection.			
Goals	Elem	JH	HS
IV.C.i. Goal: Students will demonstrate the ability to set boundaries for physical, social, and emotional protection.	<ul style="list-style-type: none"> ~Understand safe and unsafe touch. ~Differentiate between telling and tattling. ~Identify adults who are available to help. ~Describe feelings associated with safe and unsafe touch. ~Understand the importance of involving an adult in matters related to safety and personal protection. 	<ul style="list-style-type: none"> ~Describe feelings associated with safe and unsafe touch. Describe the connection between unsafe touch and abuse and violence. ~Identify appropriate situations in which to involve an adult. ~Explain the connection between trust and breach of confidentiality/gossip. 	<ul style="list-style-type: none"> ~Evaluate the consequences of abuse and violence in personal relationships. ~Recognize personal limitations in responding to critical situations.
IV. C.ii. Goal: Students will demonstrate an appreciation for the rights of others to have a physically, emotionally, and socially safe environment.	<ul style="list-style-type: none"> ~Understand respect. ~Understand kind and unkind behaviors. ~Identify respectful and disrespectful behaviors. ~Understand the difference between rudeness and bullying. ~Describe appropriate responses to bullying. ~Identify behaviors that are considered to be bullying behaviors 	<ul style="list-style-type: none"> ~Identify respectful and disrespectful behaviors. ~Identify the benefits of demonstrating respect for others. ~Identifying the personal effects of bullying behavior. ~Understand cyberbullying. 	<ul style="list-style-type: none"> ~Evaluate their own level of respect related to interaction with others. ~Evaluate the social and emotional effects of cyberbullying.

Major Responsibilities and Duties

70-80% of duties depending on time of year

Guidance Curriculum

1. Plan, organize, implement, and deliver structured group lessons according to the district's guidance curriculum to improve students' interpersonal and intrapersonal effectiveness, personal health and safety, post-secondary planning and readiness, and other developmental needs.
2. Teach the school guidance curriculum components through the use of effective instructional strategies and planned structured groups considering diverse student populations and needs for differentiated instruction.
3. Work with students, staff, parents or guardians, and the community to identify priorities where students will be served through the guidance curriculum component. Collaborate across curricular areas to integrate guidance lessons into content area curriculum.
4. Create a balanced curriculum by using well-planned and intentional activities and materials, incorporating guest speakers, and offering engaging delivery techniques, including technology tools.

Responsive Services

5. Use accepted theories and effective techniques of developmental guidance to respond to problematic or critical incidents to support students and offer services in time of need.
6. Use preventive activities to remove barriers that interfere with a student's educational, career, personal, and social development.
7. Implement remediation practices to assist students in coping with problem situations or unwise choices. Identify precipitating and antecedent factors, effective and ineffective approaches to dealing with the circumstances, and provide feedback to guide future decisions.
8. Use specialized skills to support students in crisis situations requiring immediate response. Maintain a healthy and safe school environment by collaborating with district staff, parents or guardians, and local officials.
9. Provide continued support to students in need through individual counseling, small group counseling, consultation, or referral to services outside the school or district.

10. Serve as an impartial, non-reporting resource for interpersonal conflicts and discourse involving two or more students, including accusations of bullying.

Individual Planning

11. Create school counseling services that are developmental and age appropriate and provide information or literature that highlights related topics to students, teachers, and administrators.
12. Assist individual students and their parents or guardians in monitoring their academic, career, personal, and social development as they progress in school.
13. Act as a student advocate, leader, collaborator, and systems change agent. Advocate for a school environment that acknowledges and respects diversity and ensures equitable access and placement in courses and programs for minority, disenfranchised, homeless, and other special populations.
14. Interpret standardized test results, offer career development activities, provide strategies for grade level transitions, and guide students in individual goal setting and planning including creating and reviewing personal graduation plans and providing information about post-secondary opportunities.

System Support

15. Collect, summarize, and interpret testing data to plan, create interventions, guide students, and address specific student needs.
16. Conduct an annual program audit to inform accountability, action plans, time management, and systemic change.
17. Participate in campus-based school improvement planning and goal setting.
18. Provide parent or guardian and staff training and consultation to foster student educational, career, personal, and social development.
19. Clearly articulate and communicate the counseling program's management system and related program action plans to campus and district staff, parents or guardians, and the community.
20. Participate in staff development and continuing education opportunities to improve job-related skills and research to identify best practices in implementing a comprehensive school counseling program.

Other Related Duties

21. Compile, maintain, and file all reports, records, and other documents.
22. Comply with policies established by federal and state law, State Board of Education rule, and board policy. Comply with all district and campus routines and regulations.
23. Adhere to legal, ethical, and professional standards for school counselors including current professional standards of competence and practice.
24. Follow district safety protocols and emergency procedures.

Other Non-Comprehensive School Counseling Program Duties 20-30% of duties depending on time of year

Please see the counselor calendars immediately following this job description for non-comprehensive duties by campus.

Supervisory Responsibilities:

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

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Personal computer and peripherals; standard instructional equipment

Posture: Prolonged sitting; frequent standing, kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking

Lifting: Regular light lifting and carrying (less than 15 pounds); occasional physical restraint of students to control behavior

Environment: Work inside, may work outside

Mental Demands: Maintain emotional control under stress; may work prolonged or irregular hours

Elementary Counselor Duties

Daily duties include: Morning cafeteria duty from 7:45-8

Lunch duty 10:55-12:00

Afterschool duty 3:20-3:45

Committees: DOI committee, GT placement, School Safety, Title 1,
SHAC monthly meetings, District Site based committee, Campus Site based committee

I lead all yearly 504 meetings and attend ARDS when needed.

I maintain the PBIS store for the campus all year.

August

Help Principal organize master schedule.

Assist in assigning students to home rooms.

Assist with Meet the Teacher.

Identify students for the Backpack program.

Introductory lesson about the Counselor to each student and a job description.

Send out 504 Plans to each teacher.

Assign students to teachers in the Succeeded program.

Introduce the PBIS plan and get teachers and students in the system.

September

Identify Homeless

Use DMAC to identify students who are At Risk based on previous years STAAR results.

Order testing materials.

Update At Risk based on BOY test scores for each grade level, ESL, and other identifiers.

Distribute PBIS rewards weekly to students.

Order awards for the year.

Visit with students as needed on Character traits.
Constitution Day activities

October

STAAR test training.
Santa Secret nominations.
Update 504 plans for the year with testing accommodations.
PBIS.
Red Ribbon Week.
9-week awards preparation and presentation.

November

Yearly 504 Update.
Counselor training.
Send home Santa Secret forms, complete paperwork, and submit to City Hall.
PBIS.

December

Coordinate gift pick up for students who were adopted by staff.
Arrange staff Christmas celebrations.
PBIS
9-week awards preparation and presentation.

January

Benchmarks and testing preparations.
Start getting students entered in the STAAR online testing platform.
504 changes if needed for testing.

February

Continue STAAR test preparations.

March

TELPAS verifications.

STAAR ALT preparations.

9-week awards preparation and presentation.

April

Final STAAR preparation.

5th grade visit to Junior High

Pre-K, Kinder round up.

May

End of year activities.

STAAR testing.

Preparing for next school year.

Final awards for the year.

June

Prepare for the next school year.

Junior High Counselor Monthly Schedule

August

Complete Student Schedules
Attend required Professional Development
Assist with Meet the Teacher
Attend annual ARDs
Review 504 plans
504 Plans to teachers
Schedule changes
Plan 1st Semester guidance lessons
Share Character Word of the 9 weeks (for the year) with staff. Explain purpose and how to implement
Identify Students for Backpack Program

September

Identify Homeless
Identify Migrant families
Guidance Lesson to all grade levels
504 Annual meetings
Attend annual ARDs
Identify At-Risk students
Meetings with students about grades
Student Council nominees/voting/first meeting
Identify and complete Texas Reading Readiness Assessment

October

Guidance lesson to all grade levels

504 Annual meetings
 Attend annual ARDs
 Red Ribbon Week – promote Drug Free
 Pink Out Day
 Student Council Meeting
 Meetings with students about grades
 2nd Character Word introduced
 Host first 9-week Character Word recognition

November

Guidance lesson to all grades
 504 Annual meetings
 Attend annual ARDs
 Secret Santa completed
 Meetings with students about grades
 Meet with students about grades
 Student Council Meeting (food drive, stuff the stocking for nursing home, coat drive)

December

Host second 9-week Character Word recognition
 Annual 504 meetings
 Attend annual ARDs
 Meetings with students about grades
 Staff/Student Holiday events
 Prepare second semester guidance lessons
 Review schedule changes for second semester
 Student Council planning for holiday event (fundraiser)

January

Guidance lesson to all grades
Annual 504 meetings
Attend annual ARDs
Meetings with students about grades
Testing preparations
3rd Character Word introduced
Student Council Meeting

February

Guidance lesson to all grades
Annual 504 meetings
Attend annual ARDs
Meetings with students about grades
STAAR preparations
TELPAS verifications
TSCA conference
Student Council Meeting

March

Host third 9-week Character Word recognition
4th Character Word introduced
Annual 504 meetings
Attend annual ARDs
Meetings with students about grades
STAAR preparations
Student Council Meeting

April

Guidance lesson to all grades
Annual 504 meetings
Attend annual ARDs
Meetings with students about grades
STAAR preparations
Staff STAAR training
Master Schedule changes
Student Selection sheets prepared
Student Council Meeting

May

STAAR testing
Host fourth 9-week Character Word recognition
Incoming 6th grade orientation
Assist with student selection sheets
Master Schedule changes
Preparation for 8th grade Promotion Ceremony
Student Council Meeting
Prepare scheduling for next year

June

CSCP – changes for following school year
Complete Master Schedule
Complete Student Schedules
Planning for following year guidance lessons

Yearly duties

Committees: Campus Improvement, District of Innovation, Attendance, LPAC

SHAC – monthly

Attend required trainings

High School Counselor Monthly Schedule

AUGUST

Personal Counseling
Accelerated Testers
ACT tutorial Schedule
Character Education
Dual Credit Registration/setup
Freshman Orientation
Going Merry Registration
LPC referrals
New Student Registration
Order ACT materials
Professional Development
Purchase ACT vouchers
Schedule 30-hour tutorials
Schedule ASVAB
Scheduling
Update 504 info to teachers
Update CCMR
Update EOC info to transcripts

SEPTEMBER

Personal Counseling
30 Hour update
504 Maintenance
ACT prep workshop

ACT registration
 Character Education
 Character Education
 Constitution Essay
 Going Merry registration
 Grade conferences
 ID Homeless/Migrant
 NHS eligibility
 Professional Development
 Schedule coll, mil visits
 Senior Planning
 TSI Prep/Scheduling
 TSI Prep/Scheduling
 Update CCMR
 Update Endorsements

OCTOBER

Personal Counseling
 30 Hour Update
 504 Maintenance
 ACT Prep Workshop
 ACT registration
 Character Education
 COLL/MIL VISITS
 DAR Good Citizen Contest
 FAFSA letter to parents
 FAFSA workshop
 Grade Conferences

Order AP exams
PSAT
Senior planning
TSI Prep/Scheduling
Update at risk students
Update CCMR

NOVEMBER

Personal Counseling
30-hour update
504 Maintenance
Character Education
COLL/MIL VISITS
December EOC prep
EOC Campus Coord. Training
EOC security training
FAFSA follow up
Santa's Secret
Senior planning
TSI
Update CCMR

DECEMBER

Personal Counseling
30 Hour update
ACT Prep Workshop
CCMR Review for submission
Character Education

COLL/MIL VISITS

EOC retests

FAFSA Follow up

FAFSA Follow up

Grade conferences

Post Fall DC grades

Professional Development

Scheduling updates

Senior Planning

Spring DC registration

TSI

Update CCMR

504 Maintenance

JANUARY

Personal Counseling

30 Hour update

504 Maintenance

8th Grade Tour

ASVAB

Audit of gpa/rank

Character Education

COLLEGE/MIL VISITS

Designate Collegiate Scholars

FAFSA Follow up

Local Schl. Letter to parents

Senior Planning

Spring DC registration

TSI

Update CCMR

Update class rank/GPA

FEBRUARY

Personal Counseling

30 Hour Update

504 Maintenance

ACT Prep Workshop

Character Education

COLL/MIL VISITS

Collegiate Scholar Activity

FAFSA follow up

Local Scholarship Process

Prep for next year registration

Senior Planning

TSI

Update CCMR

MARCH

Personal Counseling

30 Hour Update

4-year plans

ACT prep

Act Prep Workshop

Character Education

Choice sheets

COLL/MIL VISITS

EOC test prep
 FAFSA follow up
 Grade conferences
 Senior Planning
 Update CCMR
 504 Maintenance

APRIL

Personal Counseling
 30-hour update
 504 Maintenance
 Character Education
 Choice sheets
 COLL/MIL VISITS
 EOC TESTS
 FAFSA update P
 Grade conferences
 Master Schedule prep
 Senior Planning
 Update CCMR

MAY

Personal Counseling
 30 Hour Update
 504 Maintenance
 AP Exams
 Awards Ceremony
 COLL/MIL VISITS

DC registration
EOC Tests
Final GPA/Rank for Seniors
Finalize senior transcripts
Grade conferences
Graduation
Post DC grades
Update CCMR
Update CPR
Update FAFSA
Update POI
Update Sp Met

JUNE

ACT prep workshop
EOC remediation
EOC retests
Master Schedule
Send out final transcripts
Update CCMR
Update Rank/GPA
Update Transcripts

JULY

ACT
Act Prep Workshop
Master Schedule
Student Schedules