

West Rusk CCISD



Comprehensive Counseling Plan

Aligned with the
Texas Model for Comprehensive School Counseling Programs

Mission Statement:

The mission of the West Rusk school counseling program is to provide support and guidance to all students as a means to foster academic success, postsecondary and career preparation, and personal/social development.

A primary responsibility of a school counselor is to work with students to enhance their character, abilities, decisions, personal health, thought processes, and decision-making skills through identified and measurable competency indicators.

Management activities are required to assure the delivery of high quality school counseling programs. These activities include

- school counseling program development and management;
- school counselor designed and implemented staff development;
- professional development activities (the school counselor is the participant);
- community outreach and psychoeducation;
- consultation with teachers, parents, and administrators regarding programs, interventions, needs, counselor roles and responsibilities, program service provision;
- collaboration with stakeholders to develop a school counseling advisory board that provides feedback and support to the school counselor regarding the school counseling program; and
- development of appropriate written policies, procedures, and guidelines that will ensure a comprehensive school counseling program model is implemented to increase school improvement and student success.

Program Definition

Who DELIVERS the comprehensive school counseling program at your campus? This will certainly include the school counselor, but with the support of administrators, faculty or others, the delivery may be collaborative.

What COMPETENCIES will students demonstrate as a result of your campus school counseling program? Competencies are observable knowledge, skills, abilities or behaviors that have been developed as a result of some intentional effort.

What CLIENTS will the school counseling program serve at your campus? Naturally clients will include students, but it is reasonable and likely that additional clients will be served as well.

What elements go into making your school counseling program ORGANIZED? Having a structure and framework for the school counseling program will help to ensure that unnecessary elements are left out and needed elements are maintained.

GOALS:

- I. Provide information to students and parents about higher education and financial aid opportunities and success beyond high school.
- II. Present steps to decrease sexual abuse of children to staff, parents, students and community.
- III. Provide pregnancy related services for students as needed.

Needs Assessment:

Needs assessments can assist school counselors in better evaluating any gaps and potential target areas for school counseling program goals at the campus level. The needs assessment is an instrument used to collect data on perceived needs of the school. Needs can be assessed by surveying faculty, parents, administrators, and most especially, students themselves. The data compiled through needs assessments can assist with planning all aspects of the comprehensive school counseling program and for the development of school counseling program goals. Similarly, needs assessments can also be employed to assist with evaluating the effectiveness of the school counseling program or individual program aspects. Depending on accessibility, needs assessments can be completed as a paper/pencil task, but can also be easily created in computer-based formats. Computer-based needs assessments are good for streamlining the process of compiling the data reported through the assessment.

Levels: Preventive, Remedial, or Crisis

Counselor Competencies

Must be have a minimum of two year teaching, have a master's degree in counseling and be certified in counseling by the State of Texas

Counselor Training Requirement: TEC 21.054 (f) Continuing education requirements for a counselor must be provided that at least 25% of the training required every five years include instruction regarding:

1. Assisting students in developing high school graduation plans
2. Implementing drop-out prevention strategies
3. Informing students concerning (A) college admissions, including college financial aid resources and application procedures and (B) career opportunities
4. Counseling student concerning mental health conditions and substance abuse , including through the use of grief-informed interventions and crisis management and suicide prevention strategies.
5. Effective implementation of a comprehensive counseling program under 33.005

Principal Training Requirements: TEC 21.054 (e) Continuing education requirements for a principal must provide at least 25% of the training required every five years include instruction regarding (4.) effective implementation of a comprehensive school counseling program under 33.005

These **student competencies** are organized into the four curricular content areas of Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health and Safety, and Post-Secondary Education and Career Readiness.

Intrapersonal Effectiveness

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

Interpersonal Effectiveness

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

Post-secondary Planning and Career Readiness

- 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

Personal Health and Safety

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

Role of School Counselor

TEC 33.005 The school counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a comprehensive school counseling program that conforms to the most recent edition of the Texas Model for Comprehensive School Counseling Programs developed by the Texas Counseling Association. The school counselor shall design the program to include

- a guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- a responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;

- an individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and

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

TEC 33.006 The primary responsibility of a school counselor is to counsel students to fully develop each student's academic, career, personal, and social abilities. In addition, the school counselor shall

- participate in planning, implementing, and evaluating a comprehensive developmental guidance program to serve all students and to address the special needs of students who are
 - at risk of dropping out of school, becoming substance abusers, participate in gang activity, or committing suicide;
 - in need of modified instructional strategies; or
 - gifted and talented, with emphasis on identifying and serving gifted and talented students who are educationally disadvantaged
- consult with a student's parent or guardian and make referrals as appropriate in consultation with the student's parent or guardian;
- consult with a school staff, parents, and other community members to help them increase the effectiveness of student education and promote student success;
- coordinate people and resources in the school, home, and community; with the assistance of school staff, interpret standardized test results and other
- assessment data that help a student make educational and career plans; and
- deliver classroom guidance activities or serve as a consultant to teachers conducting lessons based on the school's guidance curriculum.
- Serve as an impartial, nonreporting resource for interpersonal conflicts and discord involving two or more students, including accusations of bullying

TEC 33.007

COUNSELING REGARDING POSTSECONDARY EDUCATION.

(a) Each school counselor at an elementary, middle, or junior high school, including an open-enrollment charter school offering those grades, shall advise students and their parents or guardians regarding the importance of postsecondary education, coursework designed to prepare students for postsecondary education, and financial aid availability and requirements.

(b) During the first school year a student is enrolled in a high school or at the high school level in an open-enrollment charter school, and again during each year of a student's enrollment in high school or at the high school level, a school counselor shall provide information about postsecondary education to the student and the student's parent or guardian. The information must include information regarding:

- (1) the importance of postsecondary education;
- (2) the advantages of earning an endorsement and a performance acknowledgment and completing the distinguished level of achievement under the foundation high school program;
- (3) the disadvantages of taking courses to prepare for a high school equivalency

examination relative to the benefits of taking courses leading to a high school diploma;
(4) financial aid eligibility;
(5) instruction on how to apply for federal financial aid;
(6) the center for financial aid information established;
(7) the automatic admission of certain students to general academic teaching institutions as provided;
(8) the eligibility and academic performance requirements for the TEXAS Grant;
(9) the availability of programs in the district under which a student may earn college credit, including advanced placement programs, dual credit programs, joint high school and college credit programs, and international baccalaureate programs; and
(10) the availability of education and training vouchers and tuition and fee waivers to attend an institution of higher education for a student who is or was previously in the conservatorship of the Department of Family and Protective Services.

(b-1) When providing information under Subsection (b) (10), the school counselor must report to the student and the student's parent or guardian the number of times the counselor has provided the information to the student.

(c) At the beginning of grades 10 and 11, a school counselor certified under the rules of the State Board for Educator Certification shall explain the requirements of automatic admission to a general academic teaching institution to each student enrolled in a high school or at the high school level in an open-enrollment charter school who has a grade point average in the top 25 percent of the student's high school class.

School administrators, faculty, parents, and community members should expect school counselors to competently carry out 10 basic responsibilities in a professional and accountable manner. The **10 responsibilities**, set forth in state statute (TEC §33.006) as well as professional school counseling research, literature, and evidence-based practice, include the following:

1. **Program Management** - School counselors collaboratively plan, implement, evaluate, and advocate for a comprehensive developmental school counseling program.
2. **Guidance** - School counselors proactively provide guidance to assist all students in developing and applying skills for maximum educational, career, personal, and social growth during school years and beyond.
3. **Counseling** - School counselors make counseling interventions accessible to all students.
4. **Consultation** - School counselors, as consultants, advocate for students and provide professional expertise to help faculty, staff, administrators, parents/guardians, and other community members understand individual behavior and human relationships.
5. **Coordination** - School counselors as coordinators provide resources to the home, school, district, and community to support students' optimal academic, career, personal, and social development.
6. **Student Assessment** - School counselors interpret standardized test results and other available student data to promote sound decision making for students and others involved in the students' development.

7. **Advocacy** - School counselors apply advocacy competencies in all four components of the comprehensive and developmental school counseling program.
8. **Leadership** - School counselors apply leadership competencies in all four components of the comprehensive developmental school counseling program.
9. **Professional Behavior** - School counselors accept responsibility for continuous self-directed professional development to improve competence in job-related performance standards.
10. **Professional Standards** - School counselors adhere to professional standards in all components of a comprehensive developmental school counseling program.

The **program implementation cycle** requires five separate steps of organizing, planning, designing, implementing, and evaluating. Each step is important and should be taken, however, the order may be varied or steps may be taken simultaneously to better address district or campus needs.

I. Organizing

- Commit to action
- Identify leadership for program improvement efforts

II. Planning

- Adopt the comprehensive school counseling program model and program development process to be used (Texas Model for Comprehensive School Counseling Programs)
- Assess the current program

III. Designing

- Establish the desired program design
- Publish the program framework
- Plan transition to the desired program
- Develop and implement a master plan for implementation changes

IV. Implementing

- Make program improvements
- Make appropriate use of school counselor competencies

V. Evaluating

- Evaluate the comprehensive school counseling program

Program Evaluation:

It will be necessary to regularly evaluate the effectiveness of the school counseling program to ensure that each of the foundational components and the program goals are still sound and in line with the needs of students and the direction of the campus. Two examples of evaluations are Surveys and Audit.

Program Rationale:

Parents and educators commit to assisting students to set high goals, hold high expectations for themselves, envision valuable futures, and strive to fully develop their potential.

Additionally, rationale for the school counseling program can be determined by reviewing various assessment results. Whether looking at formal and standardized academic assessments, such as the State of Texas Assessments of Academic Readiness (STAAR) or

Preliminary Scholastic Assessment Test (PSAT) scores, or informal needs assessments administered by campus-based school counselors, isn't too difficult to find areas within the educational, career, and personal/social domains that can be addressed by school counselors. Identification of these areas and creation of strategic methods for addressing them will provide substantial rationale for the school counseling program.

Program Assumptions:

The Texas Model for Comprehensive School Counseling Programs is based on the following assumptions regarding conditions:

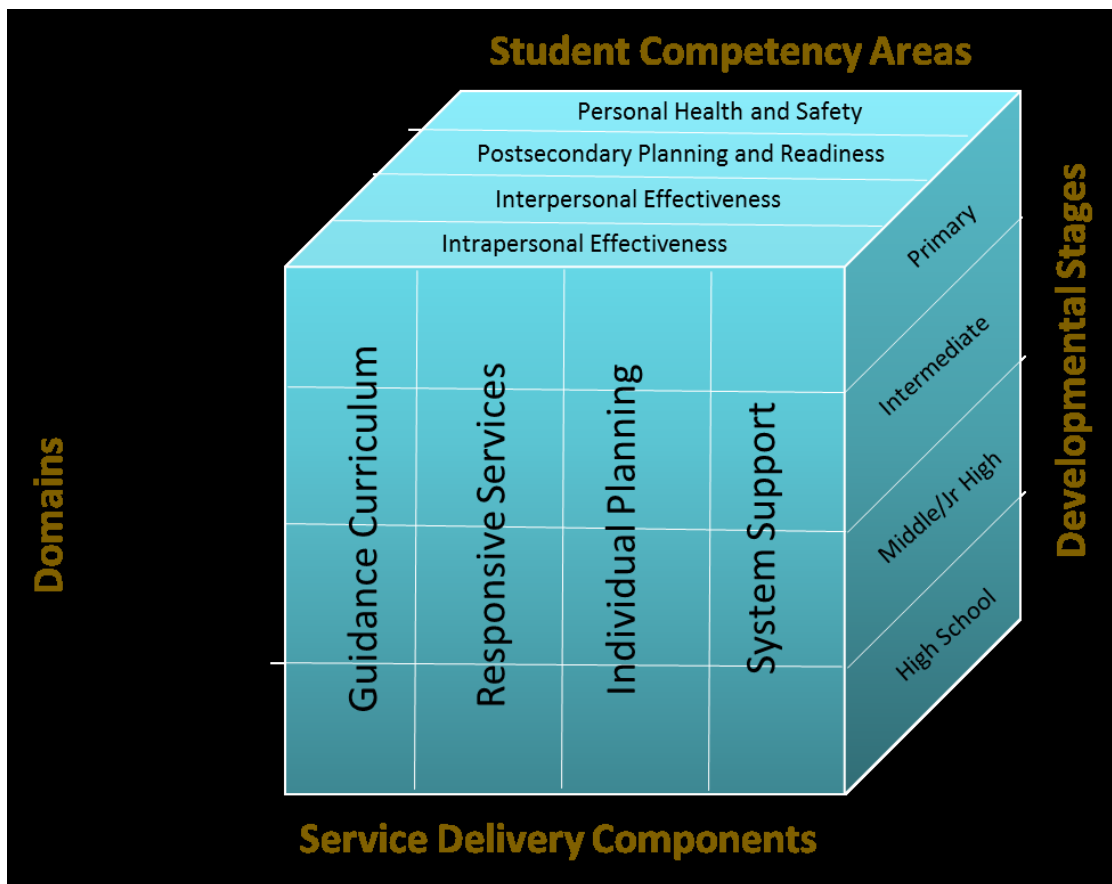
- The minimum level school counseling program provides for each of the four delivery system components and employs a certified school counselor.
- All students, parents, teachers, and other recipients of school counseling program resources have equal access to the program regardless of cultural background, disability, ethnicity, gender, gender identity, learning ability level, native language, race, religious or spiritual preference, sexual orientation, or socioeconomic status.
- Parents will be full partners with educators in the education of their children (TEC §26.001). An effective way to include parents, as well as other school and community members in the process of creating, implementing, and evaluating the school counseling program is through the formation of a school counseling advisory council. The school counseling advisory council should be representative of the members of the school community who provide outside input and insight into the needs to be addressed through the program. In addition to providing initial feedback into program development, the advisory council can assist in the process of evaluating the school counseling program by participating in a program audit cycle to be discussed near the end of this section.
- School counselors who are employed in a setting that is characterized by Adequate physical and attitudinal resources are able to make their unique contributions to the educational program and to the healthy growth and development of the students. The conditions required for effective school counseling program implementation include being in a positive work environment (one with favorable interpersonal relationships among school staff); administrative commitment to and support of the school counseling program; and an adequate budget and school counseling materials.
- School administrators understand and support the school counseling programs priorities and its demands. Administrators make decisions and establish policies and procedures that reflect this understanding. For example, since school counselors must have access to students and vice versa, schedules will be developed that allow student accessibility. Additionally, campus administrators will assign roles and responsibilities appropriate for school counseling and that allow for the implementation of the program.

Program Goals:

The creation and execution of the program goals is paramount to the success of a comprehensive school counseling program. To assign intention, meaning, and direction to activities is to assert the school counseling program's value in producing more significant student results.

The SMART goal format, according to Yemm (2013), includes the following descriptions to relate each aspect to how program goals should be developed:

- Specific – Make things explicit so there is not room for misinterpretation.
- Measurable – Define the criteria or evidence so as to indicate the outcome desired.
- Achievable – Goals should be stretching and ambitious, but not unattainable.
- Relevant – Goals should be related to the overall goals of the campus and/or district.
- Time-bound – Set a deadline by which the goal will be accomplished.



GUIDANCE CURRICULUM

Purposes:

Guidance Curriculum “to help students develop their full educational potential, including the student’s interests and career objectives;”

The purpose of the guidance curriculum is to teach students how to develop transferable skills.

The guidance curriculum is taught in units in the classroom through differentiated developmental learning activities with planned lessons for various size groups of students.

Guidance Curriculum Topics:

- appreciation of all individuals and their cultural membership
- next-year registration career,
- college, technical, or trade pathways

- personal boundaries
- decision-making skills
- relationships (friends, workplace, acquaintances, family)
- effective communication skills
- responsible technology use with respect to privacy, individual concerns, and rights
- forms of bullying (family system, workplace, school, cyberspace, and athletics, and organizations)
- self-esteem and body image
- motivation
- sex & the law (harassment, assault, abuse, and prevention)

Roles in Guidance Curriculum

School Counselor

- Understands the conceptual cube model, and has conceptualized the domains, developmental stages, competency areas, and service delivery components in the development of the guidance curriculum
- Understands, communicates, and researches topics related to district, state, and federal guidelines and expectations.
- Determines the needs of the campus, based on accessible data and reports
- Used a needs assessment for all students based on student teacher, parent, and administrator perspective.
- Solicits membership to the School Counseling Advisory Committee and creates roles and responsibilities of members
- Plans and schedules the implementation of the guidance curriculum
- Implements differentiated instructional strategies and consider multiple intelligences among the students
- Uses guest speakers, technology, and classroom management strategies to supplement learning.
- Understands the Guidance Curriculum is intentional, specific, and used as a preventative measure.

Teacher

- Has awareness of the conceptual cube model and makes suggestions on development of the guidance curriculum.
- Integrates content required in the TEKS with guidance curriculum or topics
- Uses topics discussed in daily classroom lessons or operations
- Substantiates needs of the campus based on students' report
- Completes needs assessment
- Services as a teacher resource to the School Counseling Advisory Committee
- Collaborates with school counselors and creates time for lessons being given in the classroom
- Provide school counselors with student modifications, accommodations, and instructional approaches used in the classroom.
- Creates a welcoming environment, with rules of engagement and expectations posted.

- Collaborates with the school counselor to identify areas where measures of prevention are most needed.

Parent

- Has awareness of the conceptual cube model, reviews the guidance curriculum, and has identified their child's relevance to this model
- Reiterates and incorporates topics at home that were discussed in school
- Validates needs of the campus based on their children's experiences and the expressed needs of other parents
- Completes parent and student surveys and provides feedback through needs assessment
- Serves as a parent resource to the School Counseling Advisory Committee
- Requests to review guidance curriculum, counseling resources, and encourages children's participation
- Communicates student learning preferences and empowers children to advocate for necessary instructional strategies.
- Reminds children of the presence of invited guests, and reinforces expected behaviors as a reflection of the family and school as a whole
- Remains informed of campus demographics and the experiences and the expressed needs of other parents to substantiate a need for certain lessons.

Administration

- Understands the conceptual cube model, has conceptualized all components, has input, and supports teacher and parent involvement in the revision process of the guidance curriculum.
- Uses topics discussed to reinforce appropriate school conduct to mitigate disciplinary actions
- Communicates campus data and goals to design the guidance curriculum
- Provides input on creation of needs assessment
- Serves as an administrator and resource to the School Counseling Advisory Committee
- Supports delivery of guidance curriculum in the classroom
- Provides time in the master schedule for guidance curriculum
- Provides school counselors with information regarding federal initiatives and district training
- Allocates resources in the annual budget for guest speakers and enhanced technology
- Allocates resources in the annual budget for student interventions and programs

RESPONSIVE SERVICES

Responsive Services "to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;"

The purpose of responsive services is to intervene on behalf of students whose immediate personal concerns or circumstances put their continued educational, career, personal, and social development at risk.

Based on level of need responsive services may prevent, remedial, or crisis oriented.

Responsive Services Topics:

- abuse or neglect (self/ family member)
- cross cultural effectiveness
- grief/loss/death and dying
- study skills
- academic failure/success
- death of a family member or friend
- harassment issues and peer relationships
- substance use
- attendance
- deployment, transitions, and attending a new school
- school-age pregnancy, teen dating, intimate partner violence/issues
- suicide and self-harm threats
- bullying, conflict, and harassment issues
- divorce/single parent households
- school attitudes and behaviors
- suicide prevention, intervention, and post-vention
- child abuse and neglect
- emergent issues in intervention or postvention of a traumatic event
- school drop-outs and truancy
- transition events (grade levels, school to work, etc.)
- college or career choice, indecision, and financial aid
- gang pressures or involvement
- stress and anxiety
- violence and school safety

Roles in Responsive Services

School Counselor

- Understands the conceptual cube model, and has conceptualized the domains, developmental stages, competency areas, and service delivery components in the development of responsive services
- Provides individual counseling
- Consults and communicates with all stakeholders
- Provides small group counseling
- Collaborates with others
- Makes in and outside of district referrals
- Consults with other counselors to ensure adherence to ethical and legal codes
- Designs, plans, and implements lessons in response to teachers' requests to address problems of particular groups
- Ensures necessary documentation is completed, shared, and stored

Teacher

- Has awareness of the conceptual cube model and strategizes with the school counselor on appropriate interventions and if applicable, implements these recommendations within the classroom

- Becomes trained to observe and report students' verbal, written, and non-verbal expressions of crises
- Knows how to properly refer students to the school counselor
- Responds to school counselor requests to consult, collaborate, create appropriate interventions
- Refers student/child for help
- Ensures that parent permission forms are returned
- Provides/ensures participation in a tutorial/intervention based or extracurricular program
- Shares/communicates/seeks to explore the roles and supports offered by the school counselor
- Works with school staff, parents, and outside professionals to specify and communicates the student's problem
- Acknowledges counselor ethical and legal codes
- Identifies and communicates with counselor on identified student need
- Completes counselor referral forms or provides factual statements regarding the situation

Parent

- Has awareness of the conceptual cube model, and has provided information to the school counselor relevant to their child's needs
- Gives permission for services including on-going counseling or small groups
- Attends required meetings or emergency conferences
- Shares/communicates with other parents and community members on the roles and responsibilities of the school counselor
- Gives permission for group counseling services and makes recommendations on topics specific to the child
- Serves as a parent resource to the School Counseling Advisory Committee
- Implements plans of action and contact referrals made by the school counselor
- Acknowledges counselor ethical and legal codes
- Works with counselor and campus staff to reiterate the goals and related lessons taught through the guidance curriculum
- Requests to review copies of documentation made and provides necessary signatures

Administrator

- Understands the conceptual cube model, has conceptualized all components, has input, and supports teacher and parent involvement in the process of prevention, remediation, and crisis scenarios
- Uses topics discussed to prevent and reinforce disciplinary actions
- Provides the emergency response plan and communication;
- Be available for consultation when the media and top level administrators, need to be notified
- Works with the school counselor to determine counseling appropriate roles/services
- Offers input on the creation of needs assessment and approves consent forms drafted by the school counselor
- Serves as an administrator and resource to the School Counseling Advisory Committee

- Recognizes and accommodates agency professionals' needs to visit the campus to meet with the student and/or counselor
- Acknowledges counselor ethical and legal codes
- Recognizes and supports the counselor and staff in implementing lessons that meet the social and emotional needs of students
- Ensures district policy and procedures are followed

INDIVIDUAL PLANNING

Individual Planning “to guide a student as the student plans, monitors, and manages the student’s own educational, career, personal, and social development;”

The purpose of individual planning is to guide all students as they plan, monitor, and manage their individual educational, career, personal and social development.

The purpose of individual planning is to provide parents and guardians information on postsecondary options.

Individual Planning Topics:

assertiveness; explicit and effective communication

- financial considerations for education
- inclusion of gifts and talents in arts, music, athletics, and club membership
- personal and social strengths and areas needed for improvement
- career options (life-style or livelihood considerations; personal fulfillment; earning potential; status considerations)
- four or six-year planning
- leadership skills or traits
- social/societal responsibility and accountability
- college options (junior or community college; universities; minor; major; graduate school or terminal degrees)
- goal setting, goal attainment, and evaluation
- organization and executive functioning skills
- technical, trade, or apprentice programs (entrepreneur, family business, skill development)
- educational and career strengths, uniqueness, or weaknesses
- IEPs, modifications, accommodations, and behavioral plans (self-regulation skills or appropriate boundaries)
- personal fiscal/financial awareness or management
- understanding score reports from assessments and interest inventories

Roles in Individual Planning

School Counselor

- Understands the conceptual cube model, and has conceptualized the domains, developmental stages, competency areas, and service delivery components in the development of individual planning.
- Understands, communicate, and researches district, state, and federally suggested topics

- Establishes an annual goal of meeting with each student assigned
- Serves as a resource to students who receive specialized services
- Considers development, interest, academic performance, and assessment outcomes in goal setting with students
- Creates graduation plans that identify course selection, endorsement choice, career interests and transition plans.
- Ensures equitable access to programs and services for all students
- Interprets and communicates assessment results to students, staff, and parents

Teacher

- Has awareness of the conceptual cube model and its relevance in the individual planning experience.
- Integrates content curriculum and TEKS with guidance curriculum, topics, or student competency areas. Utilize or reinforces topics discussed in guidance curriculum within daily classroom lessons or operations.
 - Encourages students to attend their individual planning meeting.
 - Ensures IEPs are being met, as the teacher of record, and makes suggestions to improve or advance learning as appropriate
- Makes recommendations for placement based on behavioral or academic excellence and performance; considers the need for RtI or referral for services such as 504
- Mentors students toward developing their interest, and allows them to apply educational and career choices to their work and in class.
- Supports the selection and placement of nontraditional students in advanced classes
Maintains equity among students when providing placement recommendations to school counselors. Understands context of student behavior and resists making decisions about students' placement solely based upon behavior.
- Uses assessment results in instruction in ways that teach beyond the middle of instruction (average student)
- Uses assessment results for the purpose of differentiated instruction.

Parent

- Has awareness of the conceptual cube model, and has identified their child's abilities relevant to this model.
- Reads and acknowledges correspondence sent home. Reiterates and incorporates topics at home that were discussed in school.
- Supports their child in attending the scheduled planning meeting and initiating reflective discussions.
- Advocates for the strengths or needs of their child. Provides consent for services.
- Makes a request based on academic or behavioral support and tracks their child's performance.
- Expresses to their child job or career choices of family members; the appropriateness of first generation status, and maintains high expectations.
- Advocates for their child's placement in advanced classes.
- Encourages their child to consider more challenging placement options.
- Maintains an understanding that specialized services should not always equate to lower-level classes or stagnant instructional education plans (IEPs)

- Provides their child with experiences outside of school based on assessment results communicates/researches relevant options.

Administrator

- Understands the conceptual cube model, has conceptualized all components, has input, and supports teacher and parent involvement in the individual planning process.
- Uses topics discussed to prevent, remediate and reinforce disciplinary actions.
- Recognizes the time commitments required of school counselors to see each student on alphabet or grade level assignment.
- Reviews trends in data for students who are receiving specialized services and makes certain goals are achieved.
- Reviews trends of general student population and make certain goals are achieved
- Becomes involved in this process by speaking to students about the importance of career, college, trade, and apprenticeship readiness
- Serves as a voice to district, upper level administration, and school board members about ways to increase student access.
- Reviews class rosters once placements and recommendations have been made related to these courses.
- Clearly articulates student behavioral expectations considered in course-placement decision-making.
- Uses aggregated or collective assessment results in district, staff, and parent meetings to demonstrate school-wide outcomes, achievement, and interest.

SYSTEM SUPPORT

System Support “to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.” The purpose of system support is to identify and coordinate resources and activities on campus in the community that indirectly benefit students.

The purpose of system support is to access student and campus data to support effective school counseling programs.

The school counselor ensures that the campus comprehensive school counseling program is

- 100 percent program specific and appropriately allocates time to each of the four service delivery components;
- driven by the needs of the student;
- designed to develop students’ academic success and overall health by identifying and addressing academic, behavioral, social, and emotional barriers that may interfere with growth;
- focused on a conceptual model with four identified developmental stages, four domains, four service delivery components, and four targeted content areas (Conceptual Model);
- proactive rather than reactive;
- driven by evaluative data (process, perception, and student outcome); and
- committed to the reassignment of job duties not directly related to the comprehensive school counseling program.

Roles in System Support

School Counselor

- Creates needs assessments
- Provides professional development to school-wide staff at the beginning of and throughout a school year
- Increases awareness through public relation and community outreach through fundraising, grant writing, donations, newsletter, seeking volunteers, local business, and guest speakers for the Texas Model for Comprehensive School Counseling Programs
- Works with all stakeholders, including support specialists, other personnel, community volunteers, and agencies for the benefit of students and to help reduce stigmas associated with counseling by encouraging their appropriate use of these services when needed
- Interprets assessment results (working with students, staff, and parents to communicate the findings and identifying student needs)
- Exceeds state-recommended continuing education requirements and seeks professional development, advance or terminal degrees, and areas of specialization

Teacher

- Responds to counseling program needs assessments and collects inquiries for the school counselor in order to provide feedback in shaping the school's counseling program
- Participates in professional development opportunities that expand knowledge base of relevant counseling topics, and addresses the educational, career, personal, and social wellbeing of students
- Uses assessment results in order to request the school counselor's support through the Texas Model for Comprehensive School Counseling Program
- Uses the school counselor as a resource to obtain referral information and counseling services not only for students, but as referrals to address personal circumstances that impedes optimal functioning and health
- Works with school counselors to identify student needs and interventions to support student development and incorporate accommodations or modifications for students they are assigned to teach
- Requests information obtained during professional development workshops that is advantageous for the teacher, students, and their parents/families

Parent

- Responds to counseling needs assessments in order to provide feedback in shaping the schools counseling program
- Participates in psycho/ educational development and parent workshops, and opportunities that expand their knowledge base of relevant counseling topics that address the educational, career, personal, and social wellbeing of students
- Encourages relationships, identifies talent/skills, and creates partnerships with the school counseling department and other parents who are business owners and/or can

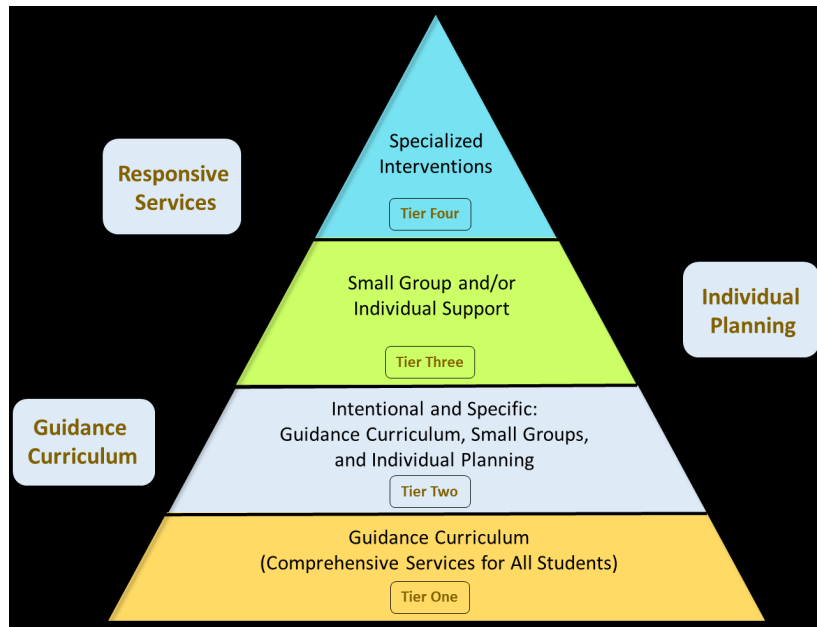
serve as a resource in support of the Texas Model for Comprehensive School Counseling Programs

- Helps reduce negative stigmas associated with school counseling or mental health services and supports healing within their child, themselves, or their family system
- Reaches out and seeks clarity about assessment results and supports their child in need of interventions or revision of an IEP (i.e. test anxiety) prior, during, and after an assessment, and seeks out services beyond the educational setting
- Requests information that is advantageous to them, their child and family, other parents/families

Administrator

- Responds, participates, and helps design the counseling needs assessments in order to provide feedback for shaping the school's counseling program
- Supports the school counselor in implementing development opportunities for all that expand their knowledge base of relevant counseling topics, and that address the educational, career, personal, and social wellbeing of students
- Provides needs-based information to the school counselor, such as tax-ID, and rationale for requesting support or assistance from the community, and endorses the correspondence sent to the public or community
- Encourages the use of the counseling department to appropriately address needs of all stakeholders to reduce stigmas and encourage educational, career, personal, and social wellness
- Supports school counselors in their abilities to interpret assessment results and influences how this information will be utilized and communicated to parents and other stakeholders
- Supports school counselors locally and at district levels in maintaining their professional identity and training; supports and advocates for school counselors' use of earned local, personal, state, or compensatory time to attend conferences, professional development workshops, or to pursue an advanced or terminal degree for career advancement

The School Counseling Pyramid for Comprehensive and Direct Services



School Counseling Pyramid of Program 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 percent of the students.

Tier One of the pyramid depicts a guidance curriculum where all students receive access to information and learn skills at their developmental levels to address intrapersonal effectiveness, interpersonal effectiveness, personal health and safety, and post-secondary education and career readiness.

Tier Two consists of increased direct, specific, and intentional services provided through guidance curriculum, various-sized groups, and individual planning. Topics discussed will represent content from the program's scope and sequence, however, the focus will be more specific in order to measure student competency in identified areas. Students receive services via intentional guidance activities that are developed to assist them to reach the same level of performance as the majority of students.

Guidance curriculum and individual planning are evident in Tier One and Tier Two.

In **Tier Three** of the school counseling pyramid the school counselor will meet the needs of an identified, yet smaller student population. School counselors will design and implement direct services delivered through small groups and/or at the individual level to identified students who require specialized school counseling interventions. Tier Three services are responsive (preventive, remedial, crisis) and are not necessarily pertinent to the entire student population.

In **Tier Four**, the school counselor may provide individual counseling interventions to a specific student. School counselor services at this tier are provided until students' 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 students' needs.

Responsive services are addressed in Tier Three and Tier Four where specific student needs are greatly determined.

STANDARDS:

Standard 1

The school district is able to demonstrate that all students are provided the opportunity to gain knowledge, skills, values, and attitudes that lead to a self-sufficient, socially responsible life.

Standard 2

The school district is able to demonstrate that students have acquired regular and timely information to enable them to make informed decisions.

Standard 3

The school district is able to demonstrate that all students have access to assistance in overcoming problems that are impeding their educational, personal, social, and/or career development.

Standard 4

The school district is able to demonstrate that a team of educators provides comprehensive school counseling program services to students within a supportive learning environment.

Standard 5

The school district is able to demonstrate implementation of a comprehensive school counseling program that reflects allocation of resources to the students' needs.

Standard 6

The school district is able to demonstrate the comprehensive school counseling program staff is used in roles reflective of training and competence, and relevant staff development opportunities are available.

Standard 7

The school district is able to demonstrate that the comprehensive school counseling program is developmentally sequential, structured comprehensively, designed to ensure appropriate program balance, and is an integral part of the overall educational program.

Standard 8

The school district is able to demonstrate that the comprehensive school counseling program is reviewed continually and reviewed annually.

Non-Counseling Duties

Examples of Appropriate Activities for School Counselors

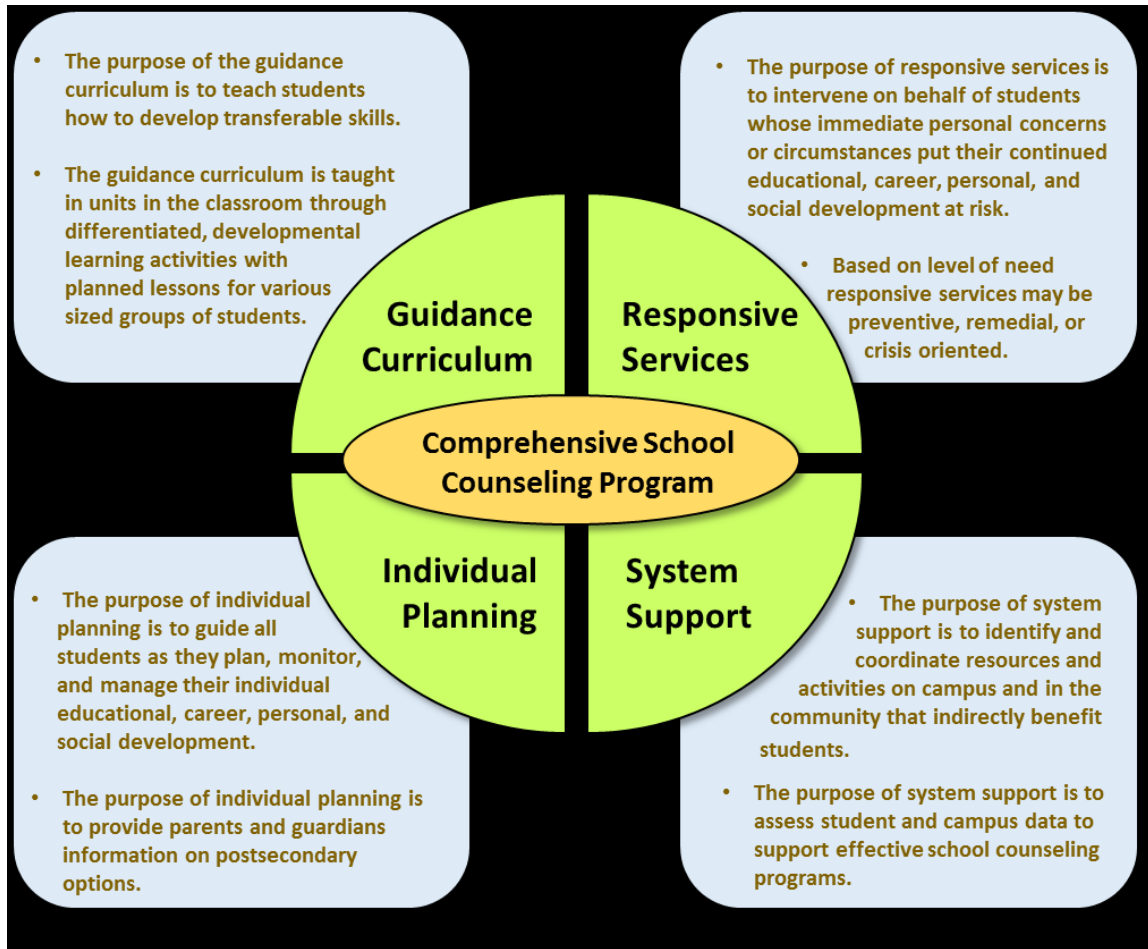
- Planning individual student academic programs
- Interpreting cognitive, aptitude and achievement tests
- Providing counseling to students who are tardy or absent
- Providing counseling to students who have disciplinary problems
- Providing counseling to students regarding appropriate school dress
- Collaborating with teachers to present school counseling core curriculum lessons
- Analyzing grade-point averages in relationship to achievement
- Interpreting student records
- Providing teachers with suggestions for effective classroom management
- Ensuring student records are maintained as required by state and federal regulations
- Helping the school principal identify and resolve student issues, needs and problems
- Providing individual and small-group counseling services to students
- Advocating for students at individual education plan meetings, student study teams and school attendance review boards

Examples of Inappropriate Activities for School Counselors

- Coordinating paperwork and data entry of all new students
- Coordinating cognitive, aptitude and achievement testing programs
- Signing excuses for students who are tardy or absent for reasons other than time spent with school counselor
- Performing disciplinary actions or assigning discipline consequences
- Teaching classes when teachers are absent
- Computing grade-point averages
- Maintaining student records
- Supervising classrooms or common areas (duty)
- Keeping clerical records
- Assisting with duties in the principal's office
- Providing therapy or long-term counseling in schools to address psychological disorders
- Coordinating school wide individual education plans, student study teams and school attendance review boards
- Serving as a data entry clerk

Adapted from Campbell, C.A. & Dahir, C.A. (1997) Sharing the vision: The ASCA national standards for school counseling programs,

FOUR SERVICE DELIVERY COMPONENTS



Recommended Percentages for Program Balance Service Distribution

<u>Service Delivery Components</u>	<u>Elementary</u>	<u>Middle School</u>	<u>High School</u>
Guidance Curriculum	35%-45%	35%-40%	15%-25%
Individual Planning	5%-10%	15%-25%	25%-35%
Responsive Services	30%-40%	30%-40%	25%-35%
System Support	10-15%	10%-15%	15%-20%